



# APADANA

## IELTS Jmbrella

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## UNIT 5 READING

### Unit 5: Exercise 1

Read the information. Then decide whether the statements are Opinion or Fact.  
Choose the correct answers.

In the IELTS Reading test, you might be asked to identify opinions and theories in a passage. These are people's beliefs, or attempts to explain something, and are not the same as facts. Facts are things that are known to be true.

1. According to a recent survey, 65% of young people would like to study in a foreign country.
  - ☐ Opinion
  - ☐ Fact
2. Approximately one in three people who take part in voluntary activities say that it has made them feel better about themselves.
  - ☐ Opinion
  - ☐ Fact
3. Professor Mark Thompson believes that people from wealthy backgrounds tend to volunteer more than people from poorer ones.
  - ☐ Opinion
  - ☐ Fact
4. It has been proven that the main reason people volunteer is to help other people, although some people also do it in order to try a new experience.
  - ☐ Opinion
  - ☐ Fact
5. 'Instead of making people busier and more tired, taking part in voluntary activities may actually help decrease people's stress levels,' comments Clara Coleman, a researcher at Princeford University.
  - ☐ Opinion
  - ☐ Fact
6. 'Employers don't appreciate people who do volunteer work alongside their normal jobs,' suggests Joel Gateman.
  - ☐ Opinion
  - ☐ Fact

## Unit 5: Exercise 2

In the IELTS Reading test, it is useful to be able to identify the reporting verbs used in a passage when looking for facts and opinions.

Read the information. Then write the reporting verbs in the statements in the gaps.

Reading passages often report the opinions of other people. Look out for reporting verbs such as *say*, *think* and *believe*. It is important to understand that what a person says, thinks or writes is not always a fact, even if the person is an expert, and believes what they say to be true.

1. Professor Mark Thompson believes that people from wealthy backgrounds volunteer more than people from poorer ones. \_\_\_\_\_
2. 'Instead of making people busier and more tired, taking part in voluntary activities may actually help decrease people's stress levels,' comments Clare Coleman, a researcher at Princeford University. \_\_\_\_\_
3. 'Employers don't appreciate people who do volunteer work alongside their normal jobs,' suggests Joel Gateman. \_\_\_\_\_
4. Rachel Jones, who volunteered with refugees for three months, thinks that her experience was challenging but rewarding. \_\_\_\_\_
5. Paula Orman, the organiser of the survey, claims that more people should consider voluntary work. \_\_\_\_\_

## Unit 5: Exercise 3

In the IELTS Reading test, you may be asked to understand someone's attitude. Read the information. Then decide whether the people's opinions are Positive or Negative. Choose the correct options.

Understanding someone's *attitude* means identifying how someone thinks or feels about something. For example, they might have a positive or a negative attitude towards something.

1. Rachel Jones, a young volunteer, says, 'It's terrible that the government isn't doing enough to help refugees.' Positive/ Negative
2. Volunteering can have a beneficial effect on people. Clare Coleman agrees: 'It can make people feel less depressed.' Positive/ Negative
3. Some people are not optimistic. Joel Gateman speculates that people will have less time to volunteer in years to come because they will be working longer hours. Positive/ Negative
4. 'Far from being a waste of time, most people find voluntary work increases their job prospects,' claims Professor Mark Thompson. Positive/ Negative
5. Paula Orman believes that more people are viewing voluntary work as a valuable activity, which helps society in general. Positive/ Negative

## Unit 5: Exercise 4

Read the information. Then look at the opinions with the key words underlined.  
Read the paraphrased statements and match the people with their opinions.

In the IELTS Reading test, you might be asked to find someone's opinion in a passage. You will be given statements, paraphrasing that person's opinion, which will be written in a shorter, different way.

- Rachel Jones, a young volunteer, says, 'It's terrible that the government isn't doing enough to help refugees.'
- Volunteering can have a beneficial effect on people. Clare Coleman agrees: 'It can make people feel less depressed.'
- Some people are not optimistic. Joel Gateman speculates that people will have less time to volunteer in years to come because they will be working longer hours.
- 'Far from being a waste of time, most people find voluntary work increases their job prospects,' claims Professor Mark Thompson.
- Paula Orman believes that more people are viewing voluntary work as a valuable activity which helps society in general.

|               |              |               |             |              |
|---------------|--------------|---------------|-------------|--------------|
| Clare Coleman | Joel Gateman | Mark Thompson | Paula Orman | Rachel Jones |
|---------------|--------------|---------------|-------------|--------------|

1. If a person takes part in voluntary activities, it is good for the larger area in which they live.  
\_\_\_\_\_
2. The people who are officially in charge of the country should do more to help people.  
\_\_\_\_\_
3. People will not have much free time in the future to spend helping others.  
\_\_\_\_\_
4. Volunteering can improve someone's chances of finding paid work.  
\_\_\_\_\_
5. People who do voluntary work feel more positive about life.  
\_\_\_\_\_

## Unit 5: Exercise 5

You are going to practise an IELTS Reading task. First, skim read the passage quickly to get a general understanding of it. Then look at the list of researchers and quickly scan the passage to find their names. Choose the paragraphs where the researchers' opinions appear.

### How young volunteers are making a difference

**1** In a recent survey, thousands of young people were asked about their generation's attitudes to helping others, and what they thought about volunteering and charity work. The results were interesting and surprised the organisers. The survey revealed that most young people were, in comparison with their parents and grandparents, far more concerned about issues such as homelessness, the environment and crime. The rising number of young people who participate in voluntary work seems to support this. 'This increase goes against the negative stereotype that some older people have of teenagers and young adults,' suggests Professor Josh McKinnon, one of the organisers. 'They think younger people are selfish, but this seems not to be the case. They actually want to help and do something positive for the community. Unfortunately, many charities have the same wrong idea and don't bother to find ways to recruit young people.'

**2** On the 4th September 2010, an earthquake struck the city of Christchurch in New Zealand. Not only was there a great deal of damage to offices and homes, but many roads were made unusable. This was because the earthquake had turned solid earth into a liquid form – a process known as 'liquefaction'. Many New Zealanders watched the news on television feeling like there was nothing they could do to help.

**3** Sam Johnson, a 22-year-old local, felt differently. He used social media to contact his friends, asking them to help. The next day, over 150 students turned up to a Christchurch suburb and began clearing up the muddy earth. Local residents were amazed but also incredibly grateful. So what was it that made Johnson step up, and other young students rush to assist? Professor McKinnon comments that age was an important factor: 'In some situations where urgent action is required, older people often think, "That's terrible, I hope the government does something about it." But younger people don't share the same feelings. They're much quicker to go and get involved and do something to help.'

**4** In February 2012, Christchurch suffered an even more serious earthquake, and Johnson organised a much bigger group of young volunteers. In the period that followed, he was leading around 13,000 volunteers a week. They cleaned up 360,000 tons of liquefaction, handed out food and water, helped people install emergency toilets and distributed information. One thing that really helped was some of Sam's friends' technical abilities. The apps they created to help organise the other volunteers meant that they worked efficiently and effectively. 'This is the kind of thing that many established charities should be paying attention to,' observes Tom Hordern, a lecturer in social politics. 'Today's young generation use digital platforms to raise money and encourage other people to contribute their time,

bring in food or clothes and so on. This is an approach that works really well. Some forward-thinking charities have begun to realise this and are deliberately hiring younger staff.' Today Sam Johnson is still active in helping other people in need. Together with other key members of his volunteer group, he is setting up volunteer structures around the world and encouraging other people to help, for example in Japan and the USA.

**5** Other young people are volunteering in ways that aren't as high-profile as Sam Johnson, but which still make a difference. From cleaning parks to baking cakes to raise money for new computers in schools, young volunteers are taking the lead in improving their communities. Nadia Paxman, author of *Community Minded*, believes that this is significant: 'This is what large charities need to understand. They forget that young people have limited time. They have school commitments, so you can't expect them to work for the charity every weekend for a whole year. Charities need to adjust and consider how young people can help in small ways, or take part in volunteer events occasionally.'

**6** Paxman is sure that volunteering can have a positive effect. She speculates that if young people are given the chance to volunteer in small ways, and find the experience positive and rewarding, there is a high probability that in years to come they will participate in other volunteering activities. These will be more demanding and time-consuming, and are the ones that charities need most help with.

**7** Young people volunteer for a number of different reasons. In the USA, for example, young people report that they consider doing voluntary work not only because they are passionate about a particular cause, but also because they feel that it will increase their employment prospects and they will gain skills that potential employers will find attractive. Nadia Paxman agrees: 'By working with, say, the elderly or with dyslexic students, teenagers can develop a number of skills: effective communication, time management, teamwork. What's important is that the charity they are working for helps them to recognise their achievements, and shows them how to reflect on what they've learnt. It's something that can go on their résumé.'

**8** Hordern highlights a different way in which young people can benefit from volunteer work, referring to a group of 16-year-olds in his daughter's high school. They have been helping out with the homework of young migrants whose first language isn't English. Hordern says that the experience is 'positive on both sides'. It seems that after helping out the younger children, the older ones feel better about their own abilities and value themselves more. 'The experience has shown them that they can make a difference. Their role in society isn't just going to school.'

### List of researchers

**A** Josh McKinnon

**B** Tom Hordern

**C** Nadia Paxman

Josh McKinnon's opinions appear in paragraphs \_\_\_\_\_ and \_\_\_\_\_ .

Tom Hordern's opinions appear in paragraphs \_\_\_\_\_ and \_\_\_\_\_ .

Nadia Paxman's opinions appear in paragraphs \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_ .

## Unit 5: Exercise 6

Put the sentences in the correct order to describe the steps you need to take when doing an IELTS Reading matching task.

Follow these steps to help you do the exam task on the next screen.

Look at the researchers' names.      Decide whose opinion best matches each statement.  
Find the places in the Reading passage where the researchers' names appear. The researchers' names will be in text order, but the same name may also be mentioned later in the passage as well.      Read the researchers' opinions in the Reading passage in more detail.  
Read the statements (questions 1–5) which summarise some of the researchers' opinions.

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

## Unit 5: Exercise 7

Choose the correct researcher (A–C) for each statement. You may choose any researcher more than once.

### How young volunteers are making a difference

In a recent survey, thousands of young people were asked about their generation's attitudes to helping others, and what they thought about volunteering and charity work. The results were interesting and surprised the organisers. The survey revealed that most young people were, in comparison with their parents and grandparents, far more concerned about issues such as homelessness, the environment and crime. The rising number of young people who participate in voluntary work seems to support this. 'This increase goes against the negative stereotype that some older people have of teenagers and young adults,' suggests Professor Josh McKinnon, one of the organisers. 'They think younger people are selfish, but this seems not to be the case. They actually want to help and do something positive for the community. Unfortunately, many charities have the same wrong idea, and don't bother to find ways to recruit young people.'

On the 4th September 2010, an earthquake struck the city of Christchurch in New Zealand. Not only was there a great deal of damage to offices and homes, but many roads were made unusable. This was because the earthquake had turned solid earth into a liquid form – a process known as 'liquefaction'. Many New Zealanders watched the news on television, feeling like there was nothing they could do to help.

Sam Johnson, a 22-year-old local, felt differently. He used social media to contact his friends, asking them to help. The next day, over 150 students turned up to a Christchurch suburb and began clearing up the muddy earth. Local residents were amazed but also incredibly grateful. So what was it that made Johnson step up, and other young students rush to assist? Professor McKinnon comments that age was an important factor: 'In some situations where urgent action is required, older people often think, "That's terrible, I hope the government does something about it." But younger people don't share the same feelings. They're much quicker to go and get involved and do something to help.'

In February 2012, Christchurch suffered an even more serious earthquake, and Johnson organised a much bigger group of young volunteers. In the period that followed, he was leading around 13,000 volunteers a week. They cleaned up 360,000 tons of liquefaction, handed out food and water, helped people install emergency toilets and distributed information. One thing that really helped was some of Sam's friends' technical abilities. The apps they created to help organise the other volunteers meant that they worked efficiently and effectively. 'This is the kind of thing that many established charities should be paying



attention to,’ observes Tom Hordern, a lecturer in social politics. ‘Today’s young generation use digital platforms to raise money and encourage other people to contribute their time, bring in food or clothes and so on. This is an approach that works really well. Some forward-thinking charities have begun to realise this and are deliberately hiring younger staff.’ Today Sam Johnson is still active in helping other people in need. Together with other key members of his volunteer group, he is setting up volunteer structures around the world and encouraging other people to help, for example in Japan and the USA.

Other young people are volunteering in ways that aren’t as high-profile as Sam Johnson, but which still make a difference. From cleaning parks, to baking cakes to raise money for new computers in schools, young volunteers are taking the lead in improving their communities. Nadia Paxman, author of *Community Minded*, believes that this is significant: ‘This is what large charities need to understand. They forget that young people have limited time. They have school commitments, so you can’t expect them to work for the charity every weekend for a whole year. Charities need to adjust and consider how young people can help in small ways, or take part in volunteer events occasionally.’

Paxman is sure that volunteering can have a positive effect. She speculates that if young people are given the chance to volunteer in small ways, and find the experience positive and rewarding, there is a high probability that in years to come they will participate in other volunteering activities. These will be more demanding and time-consuming, and are the ones that charities need most help with.

Young people volunteer for a number of different reasons. In the USA, for example, young people report that they consider doing voluntary work not only because they are passionate about a particular cause, but also because they feel that it will increase their employment prospects and they will gain skills that potential employers will find attractive. Nadia Paxman agrees: ‘By working with, say, the elderly or with dyslexic students, teenagers can develop a number of skills: effective communication, time management, teamwork. What’s important is that the charity they are working for helps them to recognise their achievements, and shows them how to reflect on what they’ve learnt. It’s something that can go on their résumé.’

Hordern highlights a different way in which young people can benefit from volunteer work, referring to a group of 16-year-olds in his daughter’s high school. They have been helping out with the homework of young migrants whose first language isn’t English. Hordern says that the experience is ‘positive on both sides’. It seems that after helping out the younger children, the older ones feel better about their own abilities and value themselves more. ‘The experience has shown them that they can make a difference. Their role in society isn’t just going to school.’

### List of researchers

**A** Josh McKinnon

**B** Tom Hordern

**C** Nadia Paxman

1. The way young people help charities increase different types of donation is very effective.

- ☐ A
- ☐ B
- ☐ C

2. It's important that charities help young people clearly understand and describe their achievements.

- ☐ A
- ☐ B
- ☐ C

3. Young people are more willing to take immediate action in emergency situations than older adults.

- ☐ A
- ☐ B
- ☐ C

4. Young people are more interested in contributing to society than some charities realise.

- ☐ A
- ☐ B
- ☐ C

5. Charities need to be more flexible with regard to the kind of volunteering opportunities they offer.

- ☐ A
- ☐ B
- ☐ C

## Unit 5: Exercise 8

Read the information. Then read the sentence beginnings 1–3. Quickly find the information in the Reading passage that matches each sentence beginning. Complete each sentence with the correct ending in the box. You do not need to use all the endings.

In the IELTS Reading test, you might be asked to identify ways in which ideas are connected. You will need to match one idea with another, using information from the Reading passage. Be careful! The information in the questions may use different words to those used in the passage.

According to a recent survey, participating in some kind of voluntary activity can have a positive effect on your well-being. Almost half of those who were questioned in the research said that they felt better and happier as a result of doing something for their local community.

This is not the only positive result of becoming a volunteer. People who are already in full-time employment are also using their free time to help others. Apart from wanting to give something back to their society, they believe that it could enhance their job prospects in the future.

Far from discouraging this, many of their employers are all too happy to get involved in voluntary activities. Almost two-thirds of companies who were approached in the survey said that they wanted to do more to help the areas in which they operated, especially in relation to funding local schools and hospitals.

are more likely to volunteer than people who are older.

expressed a wish to increase the amount of work they do for local communities.

include working with children and local hospitals.

reported an improvement in their state of mind.

think that doing this could lead to a better career.

1. Nearly 50% of people who took part in voluntary activities \_\_\_\_\_
2. Many employees who engage in voluntary work \_\_\_\_\_
3. The majority of businesses \_\_\_\_\_

## Unit 5: Exercise 9

Complete the sentences with the correct endings in the box.

### How young volunteers are making a difference

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Hordern highlights a different way in which young people can benefit from volunteer work, referring to a group of 16-year-olds in his daughter’s high school. They have been helping out with the homework of young migrants whose first language isn’t English. Hordern says that the experience is ‘positive on both sides’. It seems that after helping out the younger children, the older ones feel better about their own abilities and value themselves more. ‘The experience has shown them that they can make a difference. Their role in society isn’t just going to school.’

are likely to improve their chances of finding a good job. are more interested in social problems than previous generations. are now involved in organising others interested in volunteering elsewhere. are very likely to take part in bigger volunteering projects in the future. find that their levels of self-confidence improve. may form relationships that will be useful later on. may go on to work for charities or voluntary organisations full-time. will require more training than charities tend to provide.

1. A recent survey has shown that young people \_\_\_\_\_
2. \_\_\_\_\_ Some young people who volunteered to help in Christchurch in 2012
3. \_\_\_\_\_ According to Paxman, young people who have had a positive experience of volunteering
4. \_\_\_\_\_ In the USA, young people feel that by doing voluntary work they
5. \_\_\_\_\_ School-aged volunteers who work with migrants

## Unit 5: Exercise 10

To complete the IELTS Reading task you had to recognise paraphrases in order to complete the sentences.

Read the sentences and look at the phrases in bold. Then match the paraphrases from the Reading passage with the sentences.

far more concerned about issues such as homelessness, the environment and crime

feel better about their own abilities and value themselves more

setting up volunteer structures around the world and encouraging other people to help

there is a high probability that in years to come, they will participate

they feel that it will increase their employment prospects

1. A recent survey has shown that young people **are more interested in social problems** than previous generations. \_\_\_\_\_
2. Some young people who volunteered to help in Christchurch in 2012 are now **involved in organising others interested in volunteering elsewhere**. \_\_\_\_\_
3. According to Paxman, young people who have had a positive experience of volunteering are **very likely to take part in** bigger volunteering projects **in the future**. \_\_\_\_\_
4. In the USA, young people feel that by doing voluntary work they are likely to **improve their chances of finding a good job**. \_\_\_\_\_
5. School-aged volunteers who work with migrants find that **their levels of self-confidence improve**. \_\_\_\_\_

## UNIT 5 WRITING

### Unit 5: Exercise 1

In IELTS Writing Task 2 there are different types of essay questions. You may be required to write a discussion essay.

Are the statements about IELTS Writing Task 2 True or False?

1. You must write at least 200 words.
  - ☐ True
  - ☐ False
2. You are given a chart, table or diagram to describe.
  - ☐ True
  - ☐ False
3. Writing Task 2 is worth the same marks as Task 1.
  - ☐ True
  - ☐ False
4. You need to give your opinion and support it with reasons, arguments and examples from your own experience and knowledge.
  - ☐ True
  - ☐ False
5. You should spend 30 minutes on Writing Task 2.
  - ☐ True
  - ☐ False
6. You should use an informal writing style when writing your essay.
  - ☐ True
  - ☐ False

## Unit 5: Exercise 2

It's useful to plan your answer before you start writing. Look at the essay question.

---

*Some people think that competitive sports have a positive effect on the education of teenagers while others argue that the effect is negative.*

*Discuss both these views and give your opinion.*

*Write at least 250 words.*

---

In this essay, you have to write about the advantages and disadvantages of competitive sports for teenagers.

Put the advantages and disadvantages in the correct columns.

|  |  |
|--|--|
| waste of study time                              | some people cannot perform as well as others |
| sports help teenagers learn team-building skills | improve their physical well-being            |
| can build confidence                             | reduce stress                                |
| can help teenagers to focus more                 | pressure makes sport less fun                |
|  | some people don't like sports                |
|  | may cause serious issues with confidence     |

| Advantages | Disadvantages |
|------------|---------------|
|            |               |
|            |               |
|            |               |
|            |               |
|            |               |



## Unit 5: Exercise 3

Choose the correct words to complete the sentences.

1. A advantage/benefit/ positive of playing sports at school is that you can make friends.
2. Many people see no positive/reason/value in competitive sports.
3. An argument /benefit/reason for sports is that they build teamwork.
4. The main argument/ issue/ negative many young people have with team sports is the competitiveness.
5. Wanting to win can cause lots of concern/negative/problem emotions.
6. Lack of confidence is a big concern/ unsatisfactory/value for many young people.
7. Bad performance can be a/an negative/reason/ unsatisfactory for not liking sports.
8. If you are too competitive, it can be a help/problem/value for you in daily life.

## Unit 5: Exercise 4

Complete the essay. Use the phrases in the box.

|                                  |  |
|----------------------------------|--|
| can help teenagers to focus more | may cause serious issues with confidence         |
| pressure makes sport less fun    | some people cannot perform as well as others     |
| reduce stress                    | sports help teenagers learn team-building skills |

Competition in sport can play an important role in a teenager's development. However, we must be careful as this can have both positive and negative effects on the child and people disagree about which is the most significant.

Initially, let's think about the reasons why teenagers benefit from competition in sports. On the one hand, sport is a great way to \_\_\_\_\_ and focus the mind away from lessons. Furthermore, a little competition \_\_\_\_\_ and give them a reason to perform better. In addition, when playing in teams, these \_\_\_\_\_ and can improve their physical well-being, which is a really important benefit.

On the other hand, competitive sports can also cause problems for individuals if people feel that when they lose, they fail. This is clearly unsatisfactory and \_\_\_\_\_. It is certain that this \_\_\_\_\_ and means teenagers do not want to take part. Although being part of a team can be enjoyable, \_\_\_\_\_ and they may feel isolated from other team members. This can be a serious concern for teenagers who want to fit in with others around them.

To sum up, there are good arguments on both sides. While competitive sports can play a useful role in developing a teenager, it is important that sports are monitored to ensure individuals do not feel pressured or stressed when playing. It is important that young people understand the value of competition and that even if they fail, they feel that they have achieved something.

## Unit 5: Exercise 5

Complete the sentences. Use each of the words in the box once only.

|           |          |         |                |       |        |          |
|-----------|----------|---------|----------------|-------|--------|----------|
| Arguments | benefit  | concern | disagree       | help  | issues | negative |
| positive  | problems | reasons | unsatisfactory | value |        |          |

Competition in sport can play an important role in a teenager's development. However, we must be careful as this can have both \_\_\_\_\_ and \_\_\_\_\_ effects on the child and people \_\_\_\_\_ about which is the most significant.

Initially, let's think about the \_\_\_\_\_ why teenagers benefit from competition in sports. On the one hand, sport is a great way to reduce stress and focus the mind away from lessons. Furthermore, a little competition can \_\_\_\_\_ teenagers to focus more and give them a reason to perform better. In addition, when playing in teams, these sports help teenagers learn team-building skills and can improve their physical well-being, which is a really important .

On the other hand, competitive sports can also cause \_\_\_\_\_ for individuals if people feel that when they lose, they fail. This is clearly \_\_\_\_\_ and may cause serious \_\_\_\_\_ ith confidence. It is certain that this pressure makes sport less fun and means teenagers do not want to take part. Although being part of a team can be enjoyable, some people cannot perform as well as others and they may feel isolated from other team members. This can be a serious \_\_\_\_\_ for teenagers who want to fit in with others around them.

To sum up, there are good \_\_\_\_\_ on both sides. While competitive sports can play a useful role in developing a teenager, it is important that sports are monitored to ensure individuals do not feel pressured or stressed when playing. It is important that young people understand the \_\_\_\_\_ of competition and that even if they fail, they feel that they have achieved something.

## Unit 5: Exercise 6

Useful words and phrases can help you organise your essay.

Read the essay and look at the words or phrases in bold which *introduce*, *connect* or *contrast* ideas. Then put the words and phrases in the correct columns.

Competition in sport can play an important role in a teenager's development. **However** we must be careful as this can have both positive and negative effects on the child and people disagree about which is the most significant.

**Initially**, let's think about the reasons why teenagers benefit from competition in sports. **On the one hand**, sport is a great way to reduce stress and focus the mind away from lessons.

**Furthermore**, a little competition can help teenagers to focus more and give them a reason to perform better. **In addition**, when playing in teams, these sports help teenagers learn team-building skills and can improve their physical well-being, which is a really important benefit.

**On the other hand**, competitive sports can **also** cause problems for individuals if people feel that when they lose, they fail. This is clearly unsatisfactory and may cause serious issues with confidence. **It is certain that** this pressure makes sport less fun and means teenagers do not want to take part. **Although** being part of a team can be enjoyable, some people cannot perform as well as others and they may feel isolated from other team members. This can be a serious concern for teenagers who want to fit in with others around them.

To sum up, there are good arguments on both sides. **While** competitive sports can play a useful role in developing a teenager, it is important that sports are monitored to ensure individuals do not feel pressured or stressed when playing. It is important that young people understand the value of competition and that even if they fail, they feel that they have achieved something.

|             |                   |                  |           |                    |
|-------------|-------------------|------------------|-----------|--------------------|
| While       | On the other hand | Although         | Initially | On the one hand    |
| Furthermore | Also              | In addition (to) | However   | It is certain that |

| Introducing ideas | Connecting ideas | Contrasting ideas |
|-------------------|------------------|-------------------|
|                   |                  |                   |
|                   |                  |                   |
|                   |                  |                   |
|                   |                  |                   |

## Unit 5: Exercise 7

Choose the correct words to complete the sentences.

1. Although/However/It is certain that children are spending more time playing computer games.
2. Sport should be fun. However/In addition/While, the pressure can make it unpleasant.
3. Firstly/On the other hand/While sports remain popular as entertainment, fewer people are actually taking part.
4. Young people don't always have the time to play sports although/furthermore/in addition to their school work.
5. On the one hand, sports are good for your body. Also/Although/On the other hand, they can take up a lot of time.
6. Spending time playing games can be fun, but it can also/furthermore/in addition be a problem if you do it too much.
7. Computer games can be educational, although/and/while more often they are not.
8. I believe computer games are boring. But/Furthermore/On the other hand, they are harmful.

## Unit 5: Exercise 8

Read the IELTS Writing Task 2 question below.

Then look at the list of things you need to do when completing Writing Task 2. Put the statements in the correct order.

**You should spend about 40 minutes on this task.**

**Write about the following topic.**

---

*Nowadays many people have access to computers and a large number of children enjoy playing video games.*

*What are the advantages and disadvantages of playing video games for children?*

---

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

**You should write at least 250 words.**

Choose at least two ideas for each paragraph.      Make a list of general topic vocabulary.

Read your essay and check for any mistakes.      Read the question carefully.

Write your essay.      Underline the key words.

Make lists of advantages and disadvantages.

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |

## **Unit 5: Exercise 9**

### **WRITING TASK 1**

**You should spend about 40 minutes on this task.**

**Write about the following topic.**

*Nowadays many people have access to computers and a large number of children enjoy playing video games. What are the advantages and disadvantages of playing video games for children?*

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

**You should write at least 250 words.**

## UNIT 5 LISTENING

### Unit 5: Exercise 1

Read the information. Then look at questions 1–3 from Section 2 of an IELTS Listening test. Decide if the statements are True or False. Choose the correct answers.

In Section 2 of the IELTS Listening test, you will listen to someone giving a talk. This may involve someone giving an explanation (for example, what to do, or how to prepare for something). Looking at the questions before you listen will help you understand what the main points of the talk will be. This will help you follow the talk more easily.

Complete the notes. Write ONE WORD ONLY for each answer.

**Newtown Marathon**                      23 July, 9 a.m.

Volunteers are needed to help runners during the marathon

- get your **(1)** ..... from the race centre
- set up the **(2)** ..... at your station
- make sure there is no **(3)** ..... on the road near you

1. You need to listen and write the information you hear in the gaps.
  - True
  - False
2. You need to decide how the speaker is feeling.
  - True
  - False
3. You may listen to someone telling other people what to do.
  - True
  - False
4. You need to listen and summarise everything the speaker is saying.
  - True
  - False
5. You need to listen and find information about the main points in the talk.
  - True
  - False

## Unit 5: Exercise 2

Listen to the first part of a talk, which relates to question 1. Match the functions in the box with the extracts from the talk.

The speaker will make one main point at a time. These will match the points in the summary that you need to complete. Here, the speaker is talking about point 1 of the summary. The answer is 'uniform'.

Complete the notes. Write ONE WORD ONLY for each answer.

### Newtown Marathon

23 July, 9 a.m.

Volunteers are needed to help runners during the marathon

- get your (1) uniform from the race centre
- set up the (2) ..... at your station
- make sure there is no (3) ..... on the road near you

Hello everyone, and thank you very much for coming. We appreciate you giving your time to help all the marathon runners tomorrow, and I'm going to start by mentioning the first thing I'd like you to do. As you know, the marathon starts at nine, but we'll need everyone to be ready before that. You should try to be here by seven at the latest. Before anything else, you need to collect your uniform. You'll find it at the race centre, and you'll need to put it on so that runners can see you're an official race volunteer.



play.MP3

|                        |                            |                                  |
|------------------------|----------------------------|----------------------------------|
| Background information | introducing the main point | referring back to the main point |
|                        | the main point             |                                  |

1. I'm going to start by mentioning the first thing I'd like you to do.
2. The marathon starts at nine, but we'll need everyone to be ready before that.
3. Before anything else, you need to collect your uniform.
4. You'll find it at the race centre, and you'll need to put it on ...

## Unit 5: Exercise 3

Read the information. Then listen to the next part of the talk, which relates to question 2.

Select the words that refer back to the word *bottles*.

In this next part of the talk, the main point is 'You need to put them on the tables'. Speakers often refer back to something they mentioned earlier. Here, the word 'them' refers back to 'bottles'. This helps you to realise that the missing word in the summary is not 'tables' or 'boxes'.

Complete the notes. Write ONE WORD ONLY for each answer.

### Newtown Marathon

23 July, 9 a.m.

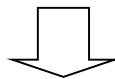
Volunteers are needed to help runners during the marathon

- get your (1) uniform from the race centre
- set up the (2) bottles at your station
- make sure there is no (3) ..... on the road near you

OK, so here's your next task. You will be working at different stations along the marathon route. So, go straight to your station. You'll find your tables there, already arranged, and lots of boxes on the ground. Open them up, and you'll see lots of bottles inside. You need to put them on the tables. They contain an energy drink for the runners. You'll need to make sure that they are spaced out nicely, and that their tops have been taken off, so that the runners can grab them as they're running past, and drink from them straightaway.



play.MP3



... **bottles** inside. You need to put them on the tables. They contain an energy drink for the runners. You'll need to make sure that they are spaced out nicely, and that their tops have been taken off, so the runners can grab them as they're running past, and drink from them straightaway.



## Unit 5: Exercise 4

Listen to the next part of the talk, which relates to question 3.

Choose the correct word that completes question 3.

OK, there will be one other thing to check before the race begins, and it concerns safety on the road. The runners need to go past your station easily. It might rain tomorrow, and there could be large puddles of water on the roads, but there is nothing we can do about that. However, we must be careful about litter. If you see anything on the road that you, or someone else has dropped, pick it up, no matter how big or small it is. It's easy for runners to slip on something, and needless to say, this could be dangerous when there are hundreds of people running near each other, in wet conditions.



Complete the notes. Write ONE WORD ONLY for each answer.

### Newtown Marathon

23 July, 9 a.m.

Volunteers are needed to help runners during the marathon

- get your (1) uniform from the race centre
- set up the (2) bottles at your station
- make sure there is no (3) litter/rain/rubbish/water on the road near you

## Unit 5: Exercise 5

Listen and complete the notes.

Write ONE WORD ONLY for each answer.

- Quickly read the notes, especially the heading, to get an idea of what the talk will be about, and what type of word could go in each gap.
- Remember that each bullet point in the notes refers to the main point that the speaker will make.
- As the speaker is talking, complete each gap with a word that the speaker uses.
- When the talk is finished, check your answers. You should now have notes about the five main points the speaker made. Make sure you only write one word in each gap, and that your spelling is correct.

**Presenter:** You will hear the organiser of a school sports event talking to a group of parent volunteers.

**Speaker:** Hello. Thanks to everyone for coming to the meeting and volunteering to help at next week's sports day. As you know, the event will be held at the local Athletics Centre. Although the students don't start competing until later, Mr Robinson, the sports teacher, does need some help between 8 and 9 o'clock – before it all gets going. So, he would like some parents to help transport a few large pieces of equipment that we'll need to the Athletics Centre. If you can help with that, and you've got room in your car, please let me know after the meeting. Also between 8 and 9 a.m., Mr Robinson is hoping that a couple of parents will get to the Athletics Centre nice and early so they can display some signs that he's made – some for the car park, and some around the Athletics Centre itself, with directions to the toilets, the first-aid centre, that kind of thing. So again, if you can help with that, please come and tell me.

OK, our students will be coming on the school bus and arriving shortly before 10 a.m. at the Athletics Centre. When they come off the bus, we'll need two or three parents to help direct them to where they can pick up their sports kits – their T-shirts and shorts. That'll be in the large tent we'll be putting outside the main hall. You can't miss it. They can then head to the changing rooms to get ready for the day. There's one kit for every child – and we've labelled them all according to size.

What else? Oh yes, the children already know which individual event, or events, they're taking part in, and at what time. Please do remind them that



play.MP3

we can't have them taking their mobile phones to the events – they should be left in their bags in the changing room – which will then be locked for safety reasons. Also please remind the children to bring water with them, because it's likely to be a hot day. Just check that everyone takes some to their event.

One other thing I need to mention: I think everyone here knows Jane Wright – she's one of our heads of department and she'll be coming along to sports day to help out. Students will need to go directly to her if they receive an injury – she'll have plenty of ice packs and plasters and that kind of thing. So, do take students to Jane if you think they need that kind of attention. Thanks.

### School Sports Day at the Athletics Centre

Between 8 a.m. – 9 a.m.

Parents are needed to help Mr Robinson

- take some (1) \_\_\_\_\_ to the Athletics Centre
- put up a few (2) \_\_\_\_\_ in different places at the Athletics Centre

After 10 a.m.

Parents are needed to help make sure that students

- get their sports kit from the (3) \_\_\_\_\_ near the main hall
- take (4) \_\_\_\_\_ to the individual sports events
- go to Jane Wright if students get any kind of (5) \_\_\_\_\_

## Unit 5: Exercise 6

Read the information. Then look at a map of the Athletics Centre.

Complete the descriptions with the words in the box. There are two words you don't need.

In the IELTS Listening test, you may hear someone explaining a map, and where things are. They will describe things you can see on the map.






Bottom   left   middle   narrow   oval   right   south   square   top

1. At the \_\_\_\_\_ of the map is Southgate Road, where you can find the entrance to the Athletics Centre.
2. Eastgate Road is on the \_\_\_\_\_ -hand side.
3. There is a large \_\_\_\_\_ shape under the trees on the right.
4. See the large \_\_\_\_\_ shape, above the trees?
5. At the top of Eastgate Road, you can see a long, \_\_\_\_\_ building.
6. The boathouse, where the kayaks are all kept, is on the left, \_\_\_\_\_ of the river.
7. The main field is in the \_\_\_\_\_, north of the hall.

## Unit 5: Exercise 7

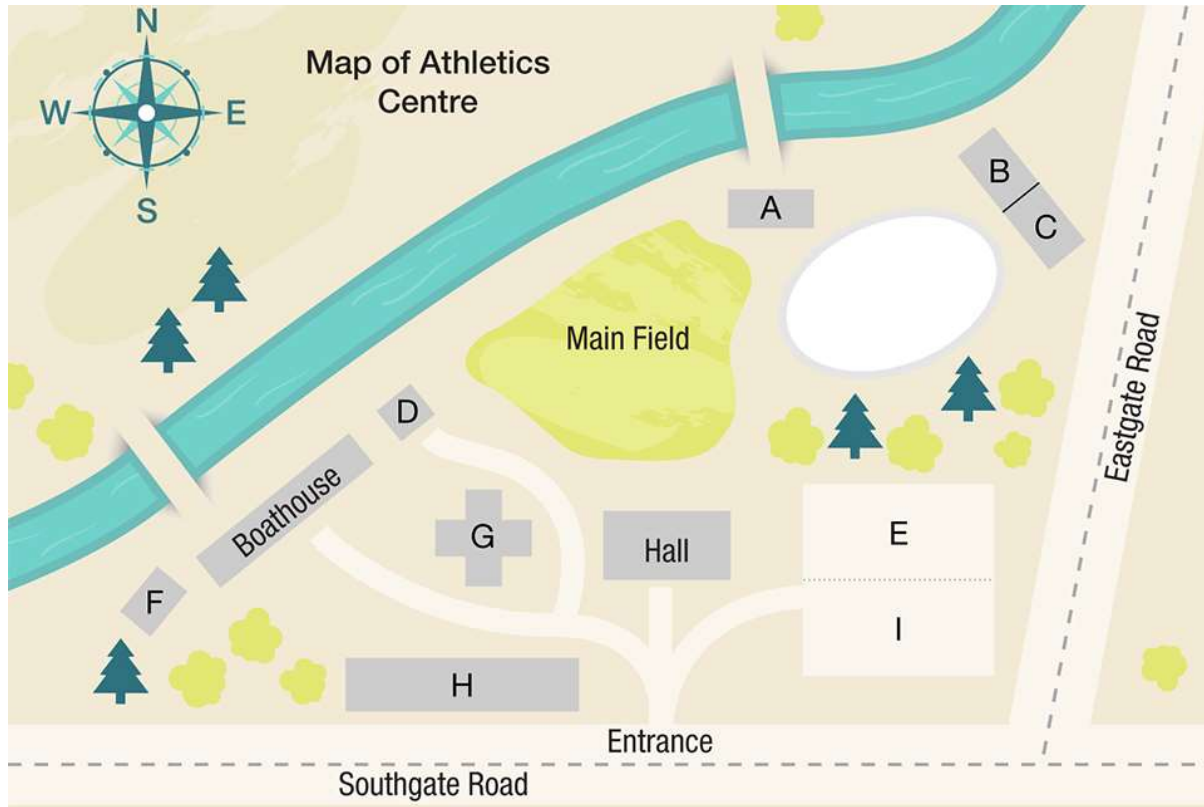
Read the information. Then listen and complete the directions.

When someone explains where things are on a map, they often give directions describing how to get from one point to another. It's important to listen for key phrases for giving directions as this will help you to locate where things are on a map.



|  |   |
|--|---|
| 1. Come in through the entrance, and keep _____ on. Don't turn left or right. _____ on until you get to a large building.                                      | <br>1.MP3  |
| 2. If you're walking from the main entrance, take the road that goes _____ to the left. _____ for the river, and you'll see a building in front of the bridge. | <br>2.MP3  |
| 3. You enter from Southgate Road, and _____ going until you see a large building. You can _____ through it, or walk _____ it, to get to a large, open space.   | <br>3.MP3 |

## Unit 5: Exercise 8

Look at the map. Then listen and match the places with the descriptions.



Boathouse      main field      hall

|  |  |
|--|--|
| <br>1.MP3 |  |
| <br>2.MP3 |  |
| <br>3.MP3 |  |

## Unit 5: Exercise 9

Listen and label the map. Write the correct letter A–I.

OK, let's have a look at a map of the Athletics Centre. You can see Southgate Road along the bottom of the map, going horizontally, and there's Eastgate Road on the right-hand side – going from the bottom up to the top of the map. And there's the main entrance – also there at the bottom of the map on Southgate Road.

So, first of all, you'll need to know where to send other parents to park their cars. That'll be car park 3. Actually, there are several car parks at the centre, on both sides of the main entrance. See the large square-shaped area on the map? Car park 3 is the top half of that square – just below the trees. So please send parents over there.

Now, the changing rooms. You'll need to know where to find them. I remember they used to be up near the running track – you can see the running track is that large oval area on the map. But the changing rooms are much more conveniently located now. All you have to do is come in through the main entrance, immediately take the road that goes off left, and aim for the building that looks a bit like a cross. That's where the kids will be getting changed for this year's sports day.

Right, the first-aid centre. Hopefully we won't be taking too many children there but you do need to know where it is. So, if you're starting from the main entrance, the quickest route is to walk around the hall – on the right-hand side. There's no path so you'll be walking on the grass. Keep straight on so you're walking between the main field and the oval running track, – and then you can see on the map there – that the first-aid centre is just above those two locations, and right below that little bridge.

The café is a bit of a walk from the main entrance. It's in that long, narrow building – the one that's near the northern end of Eastgate Road, and sort of above the oval running track. If you're walking from the hall, you'll probably want to cut through that line of trees to get up there. Anyway, you can see that that building is divided into two and you want the room with a view of the river, not of Eastgate Road.

Finally, when the kids go kayaking on the river, they'll all have to be wearing lifejackets. The lifejackets are kept in a small building near the boathouse. There's no actual road to the lifejacket shed – but it's just a short walk from the boathouse – you can see it there – not far from Southgate Road. So make sure no-one gets into a kayak without first getting themselves a lifejacket. So, the other ...



play.MP3



- Look quickly at the map and identify any important features (roads, rivers, bridges, etc.). Buildings which are already labelled (the hall, the entrance, etc.) are also important.
- The speaker will talk about the five places in order.
- Listen and pay attention to how the speaker describes things which are already on the map. Also pay attention to how the speaker explains how to get from one place to another.
- As the person is talking, decide where each place is on the map. Write a letter, identifying where each building is.

1. Car park 3 \_\_\_\_\_
2. Changing rooms \_\_\_\_\_
3. First-aid centre \_\_\_\_\_
4. Café \_\_\_\_\_
5. Lifejackets \_\_\_\_\_



## Unit 5: Exercise 10

Think about what you have learnt in this unit.

Are the statements True or False? Choose the correct answers.






1. When speakers give a talk, they usually talk about one main point at a time.
  - ☐ True
  - ☐ False
2. Speakers only mention their main point once, and usually very quickly.
  - ☐ True
  - ☐ False
3. Speakers often use words like *it*, *them* or *this* to avoid repeating words or phrases they have just used.
  - ☐ True
  - ☐ False
4. Speakers often describe a map by talking about things on the map.
  - ☐ True
  - ☐ False
5. When speakers give directions, they often use phrases like *Do you want to ...?* or *Would you like to ...?*
  - ☐ True
  - ☐ False

## UNIT 5 SPEAKING

### Unit 5: Exercise 1

In IELTS Speaking Part 3, the examiner will ask you some general questions related to the Part 2 topic.

Listen to the student's answers and match them with the examiner's questions.

|   |   |   |  |   |
|---|---|---|--|---|
|  e.MP3 |  d.MP3 |  b.MP3 |  a.MP3 |  f.MP3 |
|---|---|---|--|---|

| Examiner:  | Student: |
|--|----------|
| 1. Can you tell me what sorts of jobs are popular with young people in your country at the moment? |          |
| 2. Why is that?  |          |
| 3. How should people choose which job is best for them?  |          |
| 4. How important is it to get the right qualifications when choosing a job?                        |          |
| 5. So qualifications are more important than experience, do you think?                             |          |

### Unit 5: Exercise 2

In IELTS Speaking Part 3, the examiner is checking your *fluency* and *coherence*. This means you should try to speak without a lot of pauses or repetition, as well as talking about your ideas clearly, and in a logical order.

Match the techniques with the descriptions. Remember, you can use these techniques to help you sound more fluent.

|         |                 |  |                            |
|---------|-----------------|--|----------------------------|
| Fillers | giving examples | rephrasing the question<br>signposting | responding to the question |
|---------|-----------------|--|----------------------------|

|  |  |
|--|--|
| 1. repeating the question, using different words, can give you time to think about your answer     |  |
| 2. keeping your focus on the topic and not talking about something you are not supposed to         |  |
| 3. general words and phrases that help you to avoid silence and give you thinking time             |  |
| 4. explaining the type(s) of thing(s) you mean, to support your answer and make your ideas clearer |  |
| 5. helps you to answer in a logical way and gives a clear direction to what you are saying         |  |

## Unit 5: Exercise 3

Complete the table with the words and phrases that you can use in everyday speech to help with *fluency* and *coherence*. The first one has been done for you.

| What's more, ...    My point is ...    My response would be ...    Basically, ...<br>In answer to your question, ...    That's an interesting question ...    In other words, ...<br>First of all, ...    Let me think about that for a moment.    Another way of putting it is ...<br>I've never thought of that before.    For example, ...    To answer that ...<br>All in all, ... |         |             |
|--|---------|-------------|
| Responding   | Fillers | Signposting |
|  |         |             |
|  |         |             |
|  |         |             |






| Rephrasing         | Explaining /Giving example |
|--------------------|----------------------------|
| What I mean is ... |                            |
|                    |                            |
|                    |                            |
|                    |                            |

## Unit 5: Exercise 4

In IELTS Speaking Part 3, the examiner is checking your *fluency* and *coherence*.

Listen to the extracts from an IELTS Speaking Part 3 test. Which techniques does the student use in each one? Match the techniques in the box with the extracts.

|        |            |                   |             |            |
|--------|------------|-------------------|-------------|------------|
| Filler | responding | giving an example | signposting | rephrasing |
|--------|------------|-------------------|-------------|------------|

|  |  |
|--|--|
| <br>1.MP3   |  |
| <br>2.MP3   |  |
| <br>3.MP3  |  |
| <br>4.MP3 |  |
| <br>5.MP3 |  |

## Unit 5: Exercise 5

There are many common expressions we use in everyday speech which can help with fluency.

Put the words in the correct order to complete the sentences.

|       |   |    |        |      |        |      |     |
|-------|---|----|--------|------|--------|------|-----|
| A lot | I | is | my job | what | of fun | mean | is, |
|-------|---|----|--------|------|--------|------|-----|

1. I really enjoy work. \_\_\_\_\_  
\_\_\_\_\_

To to find a job I agree that first question, it can be hard your for students

2. In answer \_\_\_\_\_  
\_\_\_\_\_

It about before, being the boss I think though it must be stressful  
but

3. I've never \_\_\_\_\_  
\_\_\_\_\_

Is point a popular subject English is that my

4. There are lots of people on the course. \_\_\_\_\_  
\_\_\_\_\_

To university all, you need of to go

5. Well, first \_\_\_\_\_

To succeed in to work hard words, you need other

6. No pain, no gain! \_\_\_\_\_  
\_\_\_\_\_

Work experience I would need more that, answer

7. To \_\_\_\_\_

Moment. I think I me a think for about that agree with you  
yes,

8. Let \_\_\_\_\_  
\_\_\_\_\_

You want to become you'll need an architect, a degree

9. Basically, if \_\_\_\_\_

I believe experience is qualifications than all, more important  
in that

10. All \_\_\_\_\_  
\_\_\_\_\_

## Unit 5: Exercise 6

Complete the conversation from IELTS Speaking Part 3 using the words and phrases in the box. Then listen to the conversation and check your answers.

Remember, these words and phrases will help you score better on *fluency* and *coherence*.

|            |             |              |                        |          |                   |
|------------|-------------|--------------|------------------------|----------|-------------------|
| All in all | basically   | first of all | I certainly think that | I mean   | I'm trying say is |
|            | my point is | well         | what's more            | you know |                   |

**Examiner:** So, do you think that it is more difficult for women to be promoted into top-level jobs?

**Student:** Yeah. \_\_\_\_\_ if you look at the numbers, \_\_\_\_\_, there just aren't enough women in top-level positions and \_\_\_\_\_, we aren't doing enough to change that. What \_\_\_\_\_ we need to take a serious look into what is causing the gap between men and women in the workplace.

**Examiner:** Why do you think it is more difficult for women to get top-level jobs than men?

**Student:** \_\_\_\_\_, there are a number of reasons. \_\_\_\_\_, I think we live in a male-dominated society, and the men at the top are the ones making the hiring decisions, \_\_\_\_\_? \_\_\_\_\_, if more women were at the top, there would be more of them choosing who to hire and not just choosing based on gender. \_\_\_\_\_, there should be a fifty-fifty mix of men and women on any hiring team. \_\_\_\_\_, introducing this rule would be of great benefit to women trying to get promoted.



play.MP3

## Unit 5: Exercise 7

Read the IELTS Speaking Part 3 test and complete the student's answers with the words and phrases in the box. Then watch the video and check your answers.

|         |        |              |             |                      |         |
|---------|--------|--------------|-------------|----------------------|---------|
| Because | before | first of all | For example | interesting question | means   |
|         |        | really       | think       | well                 | whereas |

**Examiner:** ... Can you tell me what sorts of jobs are popular with young people in your country at the moment?

**Student:** Well, that is a very \_\_\_\_\_. I've never thought about it \_\_\_\_\_, but in my country ... young people ... study Economics. ...

**Examiner:** ... How should people choose which job is best for them?

**Student:** I think we are very influenced by society. Now, to say that we have an idol \_\_\_\_\_ that we want to look like or ... be like someone very famous. ... I think it's sad, because we don't \_\_\_\_\_ have our own mind. ...

**Examiner:** How important is it to get the right qualifications when choosing a job?

**Student:** I think, ... \_\_\_\_\_, in my country, qualifications are very important ... but sometimes it's not really good \_\_\_\_\_ you can't show that you can do other things. ... \_\_\_\_\_, when I compare my country with the United States where the system is more liberal, ... you can do things you haven't studied for.

**Examiner:** Now, let's talk about owning a business. What are the advantages of owning a business compared with working for a boss?

**Student:** ... When you work for someone, you have the security and the guarantee that at the end of the month you have a salary \_\_\_\_\_ when you earn money for yourself it could be dangerous ...

**Examiner:** What sort of challenges do people face when they own their own business?

**Student:** I \_\_\_\_\_ for example, if you want to make something totally different then you have to face up to stereotypes as \_\_\_\_\_, and the first problem is that when you want to begin a start-up, you have to face big companies ...



play.MP4

## Unit 5: Exercise 8

*Fluency* and *coherence* are very important in the IELTS Speaking test, but you should also be accurate.

Find and correct the student's mistakes in the conversation from the IELTS Speaking Part 3 test below. There are seven mistakes.

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).

**Examiner:** Let's consider, first of all, choosing what work to do. Can you tell me what sorts of jobs are popular with young people in your country at the moment?

**Student:** Yes, at the moment, jobs in Law and Engineering. However, is quite difficult to get a place on an Engineering course at university. (1 mistake)

**Examiner:** Why is that?

**Student:** Because everyone's want to get a place. (1 mistake)

**Examiner:** How should people choose which job is best for them?

**Student:** People should choose a job that they feel comfortable with. If you don't feel comfortable with your choice, you won't success. (1 mistake)

**Examiner:** How important is it to get the right qualifications when choosing a job?

**Student:** Well, if you study Engineer, you should find a job in it. (1 mistake)

**Examiner:** So, qualifications are more important than experience, do you think?

**Student:** Yes, because this happen to me. I wouldn't be able to do my job if I hadn't got qualifications first. (1 mistake)

**Examiner:** What are the advantages of owning a business compared with working for a boss?

**Student:** You can make your own decisions what you think is best for the company. (1 mistake)

**Examiner:** So, you think the boss takes some of the responsibilities?

**Student:** Yes, I think the boss take the most responsibility. (1 mistake)



## UNIT 5 VOCABULARY AND GRAMMAR

### Unit 5: Exercise 1

Complete the sentences. Use the words and phrases in the box.

|           |         |                    |              |                  |              |
|-----------|---------|--------------------|--------------|------------------|--------------|
| Architect | builder | carpenter          | firefighter  | graphic designer | head teacher |
|           |         | personal assistant | receptionist |                  |              |

1. I work in an office as a/an \_\_\_\_\_. I help the sales manager organise his meetings.
2. I think you need to be quite skilled to be a/an \_\_\_\_\_. You have to love working with wood too, of course.
3. I like designing new buildings and I enjoy my job as a/an \_\_\_\_\_.
4. I've always been creative and made things. I also like working with computers, so being a/an \_\_\_\_\_ is a good fit for me.
5. I didn't think I would be a/an \_\_\_\_\_ when I first qualified as a teacher. But I do enjoy managing a group of people.
6. I don't mind the manual tasks and it's often good to work outdoors, so I'm happy that I'm a/an \_\_\_\_\_.
7. It can be difficult and dangerous being a/an \_\_\_\_\_ sometimes, but a lot of people think it's exciting.
8. As a/an \_\_\_\_\_, I have to welcome people when they arrive at our office.

## Unit 5: Exercise 2

Complete the definitions. Use the phrases in the box.

|                        |                    |                          |                   |
|------------------------|--------------------|--------------------------|-------------------|
| The agriculture sector | The energy sector  | The financial sector     | The public sector |
|                        | The private sector | The manufacturing sector |                   |

|    |  |
|----|--|
| 1. | includes all companies that make things. Almost all companies with factories are in this sector. |
| 2. | includes businesses that produce fuels (e.g. oil, gas) or use them to generate electricity.      |
| 3. | includes farming, fishing and the forestry industry  |
| 4. | concentrates on money. It includes banks, accountants and insurance companies.                   |
| 5. | is the part of an economy that is owned, controlled and paid for by the government.              |
| 6. | is the part of an economy that is <u>not</u> owned, controlled or paid for by the government.    |

## Unit 5: Exercise 3

Complete the descriptions. Use the words in the box.

|     |          |         |        |             |             |     |      |
|-----|----------|---------|--------|-------------|-------------|-----|------|
| Ltd | business | company | firms  | liability   | partnership | plc | sole |
|     |          |         | shares | responsible |             |     |      |

1. The name for an organisation that does things in order to make money is a \_\_\_\_\_ .
2. The simplest type of business is a \_\_\_\_\_ trader. It means a one-person business.
3. In contrast, a \_\_\_\_\_ usually has more than one person or many people who work together. The business is separate from the owners, so they can buy or sell it if they like.
4. In the UK, many small companies have the letters ' \_\_\_\_\_ ' after their names. This means that the owners have *limited liability*.
5. Limited \_\_\_\_\_ means that if the company gets into trouble, the company itself is liable, or \_\_\_\_\_ , for solving the problem, not the owners.

6. Bigger companies often have the letters ' \_\_\_\_\_ ' after their names. This stands for *public limited company*.
7. A public limited company is one whose \_\_\_\_\_ are listed on a stock market. In other words, ordinary people can buy and sell shares in the company.
8. A \_\_\_\_\_ has two or more owners, called *partners*, who are each liable for their business. So they're like a group of sole traders, rather than a company.
9. In many countries, most law or accountancy \_\_\_\_\_ are partnerships, even those with thousands of employees.

## Unit 5: Exercise 4

Complete the sentences. Use the words and phrases in the box.

|          |           |            |           |               |        |
|----------|-----------|------------|-----------|---------------|--------|
| Employed | full-time | overtime   | part-time | self-employed | shifts |
|          |           | unemployed | voluntary |               |        |

- I'm an accountant and I'm \_\_\_\_\_ by a local accountancy firm.
- I work \_\_\_\_\_. It's only two days a week. During the rest of the week I look after my children.
- I do a lot of \_\_\_\_\_ work. It isn't paid work, but I really enjoy it.
- I work \_\_\_\_\_. I do the night shift. I start at 11 p.m. and finish at 7 a.m. It was hard at first, but I'm used to it now.
- I do a lot of \_\_\_\_\_. But it's OK – I get paid extra for working late and at the weekends.
- I've got a \_\_\_\_\_ job. I work five days a week, usually from 9 a.m. until 5 p.m.
- I'm \_\_\_\_\_. I've been looking for a job for a while, but I haven't found one yet.
- I'm \_\_\_\_\_. I've got my own sole-trader business. I love being my own boss.

## Unit 5: Exercise 5

Complete the conversation. Use the correct form of the verbs in brackets. The first answer has been done for you.

**A:** I was really happy at work last year. But then my boss retired (retire) in December. So they \_\_\_\_\_ (promote) one of my colleagues to the role of marketing manager. But he was terrible. He decided he didn't need so many employees in his team, so a lot of people \_\_\_\_\_ (lose) their jobs. It was really stressful. I didn't lose my job, but I had to work twice as hard for the same money. In the end, I \_\_\_\_\_ (quit). Then, a few weeks later, my new boss lost his job. The directors \_\_\_\_\_ (sack) him because he had done such a bad job since taking over.

**B:** Oh no! So does that mean you're looking for a new job? My company's trying to \_\_\_\_\_ (hire) a new marketing assistant at the moment, if you're interested.

**A:** Yes, I know. I've already \_\_\_\_\_ (apply) for the job. I \_\_\_\_\_ (send) my CV and covering letter last week.

**B:** Oh, that's great. I'm sure they \_\_\_\_\_ (select) you to come for an interview.

**A:** Maybe. But I'm also going to \_\_\_\_\_ (email) my CV to some employment agencies.

**B:** That's a good idea. Good luck, I'm sure you'll find something soon.



## Unit 5: Exercise 6

Read the sentences and look at the future forms in bold. Why is the future used?  
Match the explanations in the box with the sentences.

We often use going to to make predictions based on evidence.

We often use going to to talk about plans that we made earlier.

We often use the present continuous to talk about fixed arrangements for future dates / times.

We often use will to make decisions while we're speaking.

We often use will to make predictions based on our own opinions.

We often use will to make promises and offers to help somebody.

1. **A:** My company's trying to recruit a new IT manager at the moment.

**B:** Really? OK, so maybe I'll **apply**.

2. Thanks for coming for an interview. We'll **contact** you in the next few days to tell you our decision.

3. **A:** Why are you updating your CV?

**B:** Because I'm **going to apply** for a new job.

4. My boss **is retiring** at the end of this month.

5. They'll **probably offer** the job to someone else. I've got a bad feeling about it.

6. Everyone knows they've got too many employees, so they're **probably going to lose** a lot of people.

## Unit 5: Exercise 7

Read the information. Then change one verb in each sentence from the present simple to the future with *will*. Some verbs are in the passive. The first question has been done for you.

To make the passive form of *will* we use the structure *will + be + past participle* (e.g. *done, made*).

We use the passive:

- when we don't want / need to mention the agent (e.g. *I'm sure you'll **be offered** a job soon.*) or
- when we want to move the agent to the end, with *by* (e.g. *You'll probably **be offered** a job by a really cool company.*).

1. How ~~is~~ **will** the world of work ~~different~~ **be different** fifty years from now?
2. First of all, it is likely that many unskilled jobs, such as shop assistants, security guards and waiters/waitresses, disappear.
3. Instead of people, these jobs are done by robots, machines and computers.
4. Similarly, people don't do skilled manual jobs any more, if machines can do all the heavy work.
5. Some professional jobs are also lost, as computers become increasingly intelligent.
6. There is still work for a few people, of course .
7. For example, somebody still need to tell the machines and robots what to do.
8. Many new jobs, are also created, just as they have been in the past.
9. However, it's likely that there isn't enough work for everybody.
10. So what does everyone else do? One thing we do know is that people will need to adapt.

## Unit 5: Exercise 8

Read the information. Then choose the correct future forms to complete the conversations.

### Future forms

We often use **will**

- to make decisions while we're speaking
- to make promises and offers to help somebody
- to make predictions based on our own opinions.

We often use **going to**

- to talk about plans that we made earlier
- to make predictions based on evidence.

We often use the **present continuous**

- to talk about fixed arrangements for specific future dates / times.

1. I can't come out on Friday evening. I'm working / I'm going to work / I'll work the night shift.
2. So? Have you decided? What will you wear / are you wearing / are you going to wear for the job interview tomorrow?
3. Our sales director is coming / will come / is going to come to our office tomorrow for a big meeting, so we all need to be there.
4. They've offered me the job, and I've accepted it. So tomorrow I'm going to tell / I'll tell / I'm telling my boss that I'm leaving!
5. **A:** I'm pleased to say we've decided to offer you the job.  
**B:** Really? Oh great. I'm taking / I'll take / I'm going to take it .
6. **A:** I'm thinking of resigning, but it's still a secret.  
**B:** Don't worry – I'm not going to tell / I won't tell / I'm not telling anyone.

## Unit 5: Exercise 9

Put the words in the correct order to complete the questions.

Soon is going retire your to boss

1. \_\_\_\_\_ ?  
\_\_\_\_\_

Leave for a living school will you when what do you

2. \_\_\_\_\_ ?  
\_\_\_\_\_

You offer think they'll the job Do you

3. \_\_\_\_\_ ?  
\_\_\_\_\_

You going resign Why to are

4. \_\_\_\_\_ ?

Time tomorrow are meeting What we

5. \_\_\_\_\_ ?

Will application help with job me my you

6. \_\_\_\_\_ ?  
\_\_\_\_\_

Monday working you next Are

7. \_\_\_\_\_ ?

What do will you think happen

8. \_\_\_\_\_ ?



## Unit 5: Exercise 10

Complete the conversation. Use the phrases in the box.

|                     |             |                             |            |                      |
|---------------------|-------------|-----------------------------|------------|----------------------|
| It'll probably take | I'll be     | I'll come                   | I'll help  | I'm going to help    |
| I'm going to try    | I'm meeting | One of my clients is coming | That'll be | they'll probably ask |

**George:** I've got an interview for a big promotion on Friday, and I'm really nervous about it. My manager and the head of the company will be there and \_\_\_\_\_ me lots of difficult questions.

**Alison:** \_\_\_\_\_ you if you like. We can have a practice job interview. Are you free now?

**George:** Not really. \_\_\_\_\_ here for a meeting in half an hour. \_\_\_\_\_ about two hours. So hopefully \_\_\_\_\_ free at about 1 o'clock.

**Alison:** OK, perfect. \_\_\_\_\_ to your office at 1 p.m.

**George:** Great. \_\_\_\_\_ really useful. Thanks.

**Helen:** Hi Alison. Do you want to have lunch with me later? \_\_\_\_\_ the new sandwich bar.

**Alison:** Sorry, Helen. I can't. \_\_\_\_\_ George at 1 p.m. \_\_\_\_\_ him prepare for a job interview.

APADANA  
IELTS Umbrella

## UNIT 6 READING

### Unit 6: Exercise 1

In any IELTS Reading task, it is useful to skim read the title and text to get a general idea of the context.

Spend one minute looking at the title and skim reading the paragraphs. Then choose the best summary in the box for each paragraph. There are more summaries than you need.

#### How leisure time developed

**A** The beginning of what we now know as tourism – travelling as a leisure activity – didn't exist for the majority of people before the 1900s. Although people had been participating in travel activities for centuries beforehand, it had been something that only those fortunate people who had a lot of money and free time could enjoy. Either that, or people would travel on pilgrimages to visit sacred shrines, cathedrals or other places with spiritual or holy significance.

**B** For ordinary people, however, the experience of having 'time off' only really began after the period of history in which people started using machines and tools to manufacture goods on a mass scale. Once this began in Europe in the 1700s, the idea of a 'working day' independent of the seasons or weather emerged. However, most factory workers had no realistic chance of a vacation. Many had to work continuous ten-hour days in monotonous jobs. Even our modern idea of the 'weekend' is a relatively recent phenomenon, having been created by an American factory owner in 1908 to give his workers a little leisure time. The ruling classes might have noticed that this allowance of free time made their workers more efficient during the week.

**C** Still, the idea of an ordinary working-class person leaving their hometown for a holiday did not become a reality until the mid-1800s in Europe. Perhaps the most influential development was that of the railways. In particular, train routes were extended to connect large industrial towns with what had previously been tiny settlements on the coast, such as the town of Blackpool in the UK, where people could enjoy the fresh air, beaches and exciting new delicacies such as fish and chips. This led to the spectacular growth of holiday resorts. By the end of the 1800s, there were over 100 growing towns along the English coastline.

|   |   |  |                  |
|---|---|--|------------------|
| How few people used to take part in tourism     | The beginnings of leisure time for working people | The development of the first machines and tools                  | What is tourism? |
| The typical home town of a working-class person |   | Working-class people began to holiday away from their home towns |                  |

1. Paragraph A : \_\_\_\_\_
2. Paragraph A : \_\_\_\_\_
3. Paragraph A : \_\_\_\_\_

## Unit 6: Exercise 2

Read the information, then look at the summary of the text from Exercise 1. What type of information do you need to complete the summary? Complete the questions using the words in the box.

In the IELTS Reading test, you may be asked to complete a summary of a Reading passage. As usual, it is useful to know what you need to find in the Reading passage before you look at it in detail. So, it is helpful to ask yourself questions about what type of information you need.

### The beginning of leisure time

Tourism was (1) \_\_\_\_\_ for most people before the 20th century, unless they were very wealthy. Some people travelled for (2) \_\_\_\_\_, although this can't be seen as a leisure activity. It wasn't until the (3) \_\_\_\_\_ that the concept of having 'time off' started. Employers began to see that having holiday time could make their employees (4) \_\_\_\_\_, which would help their businesses.

In the 20th century, the extension of railway lines to (5) \_\_\_\_\_ led to the rapid development of holiday destinations for ordinary workers.

|     |      |      |       |     |
|-----|------|------|-------|-----|
| How | what | when | where | why |
|-----|------|------|-------|-----|

1. \_\_\_\_\_ was tourism for most people before the 20th century?
2. \_\_\_\_\_ did some people travel?
3. \_\_\_\_\_ did the concept of 'time off' start?
4. \_\_\_\_\_ did employers realise would happen to their workers if they were given holidays?
5. \_\_\_\_\_ were railway lines extended to?

## Unit 6: Exercise 3

Read the information. Then look at the summary again. What types of word do you need to complete each gap? Choose the correct answers.

Before you read the passage in detail, think about these questions:

- Do you need an adjective or a noun?
- Do you need a word with a positive or negative connotation (feeling)?

### The beginning of leisure time

Tourism was (1) \_\_\_\_\_ for most people before the 20th century, unless they were very wealthy. Some people travelled for (2) \_\_\_\_\_, although this can't be seen as a leisure activity. It wasn't until the (3) \_\_\_\_\_ that the concept of having 'time off' started. Employers began to see that having holiday time could make their employees (4) \_\_\_\_\_, which would help their businesses. In the 20th century, the extension of railway lines to (5) \_\_\_\_\_ led to the rapid development of holiday destinations for ordinary workers.

1.
  - ☐ a noun/noun phrase
  - ☐ a positive adjective
  - ☐ a negative adjective
2.
  - ☐ a noun/noun phrase
  - ☐ a positive adjective
  - ☐ a negative adjective
3.
  - ☐ a noun/noun phrase
  - ☐ a positive adjective
  - ☐ a negative adjective
4.
  - ☐ a noun/noun phrase
  - ☐ a positive adjective
  - ☐ a negative adjective
5.
  - ☐ a noun/noun phrase
  - ☐ a positive adjective
  - ☐ a negative adjective

## Unit 6: Exercise 4

Read the information. Then complete the summary. Use the words in the box. There are more words than you need.

Look at the Reading passage in detail and find the part which each statement summarises. Then choose the word which fits best.

### How leisure time developed

The beginning of what we now know as tourism – travelling as a leisure activity – didn't exist for the majority of people before the 1900s. Although people had been participating in travel activities for centuries beforehand, it had been something that only those fortunate people who had a lot of money and free time could enjoy. Either that, or people would travel on pilgrimages, to visit sacred shrines, cathedrals or other places with spiritual or holy significance.

For ordinary people, however, the experience of having 'time off' only really began after the period of history in which people started using machines and tools to manufacture goods on a mass scale. Once this began in Europe in the 1700s, the idea of a 'working day' independent of the seasons or weather emerged. However, most factory workers had no realistic chance of a vacation. Many had to work continuous ten-hour days in monotonous jobs. Even our modern idea of the 'weekend' is a relatively recent phenomenon, having been created by an American factory owner in 1908 to give his workers a little leisure time. The ruling classes might have noticed that this allowance of free time made their workers more efficient during the week.

Still, the idea of an ordinary working-class person leaving their hometown for a holiday did not become a reality until the mid-1800s in Europe. Perhaps the most influential development was that of the railways. In particular, train routes were extended to connect large industrial towns with what had previously been tiny settlements on the coast, such as the town of Blackpool in the UK, where people could enjoy the fresh air, beaches and exciting new delicacies such as fish and chips. This led to the spectacular growth of holiday resorts. By the end of the 1800s, there were over 100 growing towns along the English coastline.

|                   |                |                       |                 |             |
|-------------------|----------------|-----------------------|-----------------|-------------|
| Impossible        | industrial age | invention of machines | more productive | relaxed     |
| religious reasons | seaside towns  | unpleasant            | work            | work places |

### The beginning of leisure time

Tourism was 1 \_\_\_\_\_ for most people before the 20th century, unless they were very wealthy. Some people travelled for 2 \_\_\_\_\_, although this can't be seen as a leisure activity. It wasn't until the 3 \_\_\_\_\_ that the concept of having 'time off' started. Employers began to see that having holiday time could make their employees 4 \_\_\_\_\_, which would help their businesses. In the 20th century, the extension of railway lines to 5 \_\_\_\_\_ led to the rapid development of holiday destinations for ordinary workers.

## Unit 6: Exercise 5

Try to complete this IELTS Reading summary completion task in 10 minutes.

Complete the summary using the list of words, A–I, below.

Write the correct letter, A–I, in the gaps.

### How travel has changed

In the first half of the 19th century, some of the world's most famous explorers were trekking through jungles, climbing dangerous mountain peaks and crossing endless miles of desert. The purpose of this was often to discover new places and trade routes rather than pleasure, and for most people it was the kind of adventure they could only read about, rather than take part in. However, by travelling through unknown and often dangerous new lands, a few of these explorers hoped to test themselves in a way that would increase their physical strength, their courage and their ability to rely on themselves and no-one else. It can be hard for people today to imagine how challenging some of these trips would have been. If you wanted to head north, the stars or a compass would have been your main tools. Many regions, such as deserts and mountains, would have been unmapped. Certainly, travelling in those times involved a lot more risk than any kind of journey today, and there was little chance of easily available help should things go wrong.

By the second half of the 19th century, travel had become easier thanks to the development of the steamship and the growth of railway networks. The tourism industry began to grow from simple beginnings, but travel to other countries for pleasure was, of course, still something that only wealthy people could afford. They travelled mostly in order to gain an appreciation of music, art and literature, and therefore the places they visited tended to be mainly ones with some historical importance, like Rome or Venice. As this type of tour could be hard work, and often go on for weeks or even months, travellers had to dress for both formal occasions (dining and receiving guests) and informal occasions (visiting ancient ruins, etc.). This meant that each traveller needed to take lots of luggage with them (and staff to help transport it).

Huge changes in the travel industry occurred during the 20th century. During the 1960s, air travel became relatively common, and for the first time ordinary people could afford to go abroad for their holidays. Furthermore, travel agencies emerged to conveniently organise flights, hotel rooms, day trips, and so on. While people might have had a good time, this kind of organisation also meant that most people would go to the same resorts, eat at the same

restaurants and visit the same shops. In fact, you would spend most of the holiday with the group who had booked the same holiday as you.

- A plenty of food
- B suitable clothes
- C basic technology
- D several documents
- E unique experiences
- F cultural education
- G personal qualities
- H pleasant experiences
- I long journeys

### **Travel experiences from the 19th century to the present day**

In the early 19th century, many explorers went travelling in foreign countries. One of the reasons that some of them did this was to develop their 1 \_\_\_\_\_ during a trip. Because the explorers had 2 \_\_\_\_\_, their travel experiences were much more challenging than those that people have today. As the 19th century progressed, one aim of early tourism was for wealthy people to enjoy the 3 \_\_\_\_\_ that they could get from visiting special places. Because journeys might continue for a long time and involve a variety of activities, it was necessary for travellers to take 4 \_\_\_\_\_ with them. In the mid-20th century, it became more common to travel by plane. It was also usual for travel agents to organise every aspect of a holiday. Although this made things easier for travellers, it also reduced their chances of having 5 \_\_\_\_\_.

## Unit 6: Exercise 6

Read the information. Then read the sentences taken from the Reading passage that you read in Exercise 5. What do the words in bold mean? Choose the correct answers.

In the IELTS Reading test, there might be words you don't understand, but don't worry. Try looking at the surrounding words to get an understanding of the context. You can sometimes work out what the word might mean.

Remember, you can often answer the question without understanding every word.

1 However, by travelling through unknown and often dangerous new lands, a few of these explorers hoped to test themselves in a way that would increase their physical strength, their **courage** and their ability to rely on themselves and no-one else.

2 It can be hard for people today to imagine how challenging some of these trips would have been. If you wanted to head north, the stars or **a compass** would have been your main tools.

3 They travelled mostly in order to gain **an appreciation** of music, art and literature and therefore the places they visited tended to be mainly ones with some historical importance, like Rome or Venice.

4 As this type of tour could be hard work, and often go on for weeks or even months, travellers had to dress for both formal **occasions** (dining and receiving guests) and informal **occasions** (visiting ancient ruins, etc.).

5 While people might have had a good time, this kind of organisation also meant that most people would go to the same **resorts**, eat at the same restaurants and visit the same shops.

1. Courage

- Knowledge
- the ability to deal with a dangerous situation without being scared
- the ability to deal with other people

2. a compass

- a local guide
- a piece of equipment that shows the direction you are going in
- an animal used for transport



3. an appreciation
  - an understanding
  - being aware of how good something is
  - examples
4. occasions
  - celebrations
  - situations
  - tasks
5. resorts
  - businesses which sell holidays
  - foreign countries
  - places where people go on holiday

## Unit 6: Exercise 7

Read the information. Then read the extracts. Do the statements below match what the writer says in the extracts? Choose the correct answers.

In the IELTS Reading test, you might be asked to identify a writer's views or claims. It is sometimes possible to decide what the writer thinks about something by paying attention to the words he or she uses. For example, some words have a positive or negative tone.

1. Although people had been participating in travel activities for centuries beforehand, it had been something that only those **fortunate** people who had a lot of money and free time could enjoy.
2. However, most factory workers had no realistic chance of a vacation. Many had to work continuous ten-hour days in **monotonous** jobs.
3. The ruling classes might have noticed that this allowance of free time made their workers more **efficient** during the week.
4. Perhaps the most **influential** development was that of the railways. In particular, train routes were extended to connect large industrial towns with what had previously been tiny settlements on the coast, such as the town of Blackpool in the UK, where people could enjoy the fresh air, beaches and **exciting** new delicacies such as fish and chips.
5. This led to the **spectacular** growth of holiday resorts. By the end of the 1800s, there were over 100 growing towns along the English coastline.

6. If you were lucky enough to have the right resources many centuries ago, you could travel to different places.
- ☐ This statement agrees with the writer.
  - ☐ This statement contradicts the writer.
  - ☐ It is impossible to say what the writer thinks about this.
7. Most people had satisfying jobs.
- ☐ This statement agrees with the writer.
  - ☐ This statement contradicts the writer.
  - ☐ It is impossible to say what the writer thinks about this.
8. It would have been better if employers had given their workers more free time.
- ☐ This statement agrees with the writer.
  - ☐ This statement contradicts the writer.
  - ☐ It is impossible to say what the writer thinks about this.
9. The railways were very important to the development of enjoyable holidays for workers.
- ☐ This statement agrees with the writer.
  - ☐ This statement contradicts the writer.
  - ☐ It is impossible to say what the writer thinks about this.
10. It is surprising that holiday resorts grew quickly.
- ☐ This statement agrees with the writer.
  - ☐ This statement contradicts the writer.
  - ☐ It is impossible to say what the writer thinks about this.

## Unit 6: Exercise 8

Read the information. Then read the passage and decide if the statements agree with the views of the writer.

Choose YES if the statement agrees with the views of the writer of the text, choose NO if the statement contradicts the views of the writer, or choose NOT GIVEN if it is impossible to say what the writer thinks about this.

- Quickly look through the passage to get an idea of what each paragraph is about.
- Look carefully at the first statement.
- If you need to look for the writer's view, decide if it is a positive or a negative one.
- Scan the passage to find the part which contains the information that matches each statement.
- Read this part of the passage carefully, paying attention to words with a positive or negative tone.
- Choose the best answer. Then go on to the next question (remember, they are in the same order as in the passage).
- Use any time left at the end to check your answers.

Nowadays, tourism continues to change, most of those changes having been brought about by technology. Statistics show that 148.3 million travel bookings are made online each year, 39% of which are accommodation bookings, and 37% are plane tickets. It is now estimated that people spend at least three hours online researching their trips, even if they go to a travel agent to make a final purchase. In addition, it is increasingly common for people to create online reviews of hotels, restaurants and so on, after having experienced something while travelling. Although this is very useful for travellers, the effect is that the tourism industry is becoming much more consumer-oriented than ever before, and much more alert to the needs of travellers, in the hope of receiving good reviews. A good travel experience is something you can actively seek out and pay for.

By taking a mobile device on holiday, you can clearly save time, money and effort. The contents of a restaurant menu can be quickly checked. The opening times of a museum can be found immediately. It may be, however, that these are making the travel experience less of an adventure. It is possible that we have lost the notion of going to a new place in order to explore it. It is, perhaps, regrettable if we go to a place and already know what we will find there.

Indeed, a recent survey shows that over 1.8 billion photos are shared online each day. A great many of these are images from holidays, and can share worthwhile information with other travellers. Such photographs can tell you more about a place than any professional advertisement could, and it's likely that they are more honest. Just one amateur photo can give an accurate impression of whether or not a particular festival, ski resort or hotel is the best one to choose.

It seems also that the average traveller is less likely to pack large amounts of clothes, and more likely to take equipment for recording their journey and sharing it with others. According to another survey, the most common things to take are laptops, smartphones, tablets, digital cameras and e-readers (not to mention the adaptors, cables and chargers that accompany them). One recent innovation that is certain to attract consumer attention is a suitcase with its own GPS. Even if the owner loses it, it is easily tracked, wherever it goes.

Back in the 19th century, many of the explorers sat down at the end of a long day to write an entry in their diaries, some of which are now regarded as historical treasures. In the 20th century, it was common for tourists to buy postcards, spend an afternoon writing brief messages, and post them home. Nowadays, we have social media. Regardless of the convenience, and the easily accessed information, if the point of travelling is freedom, it's hard to say that this is what technology allows us to gain. There is a constant pressure nowadays to update others about our lives and the experiences we are having. Many people feel forced into checking everything before they go there, and relying on other people's recommendations about what to do. Surely a holiday is the one time when people shouldn't feel the need to do this.

1. It is best to avoid using online reviews as a way of choosing a hotel to stay in.
  - Yes
  - No
  - Not Given
2. The use of a mobile device on holiday may have negative effects on people's experience on the holiday.
  - Yes
  - No
  - Not Given
3. An individual traveller's photo is far more useful to other travellers than an official one.
  - Yes
  - No
  - Not Given
4. It is a good idea for travellers to limit the number of devices that they take with them on their trip.
  - Yes
  - No
  - Not Given
5. A clear benefit of technology is that it gives people a lot more freedom when they are travelling.
  - Yes
  - No
  - Not Given

## Unit 6: Exercise 9

Read the information. Then look at these extracts from the passage you read in Exercise 8. Is it the writer's View or is it a Fact? Choose the correct answer.

In the IELTS Reading test, remember that you might be asked to read a passage where the writer is giving his or her views (or opinions) as well as presenting facts. Don't forget – an opinion is not the same as a fact!

Also, you will only be asked to identify the writer's views, not the views of anyone else.

1. In addition, it is increasingly common for people to create online reviews of hotels, restaurants and so on, after having experienced something while travelling.
  - ☐ View
  - ☐ Fact
2. It is, perhaps, regrettable if we go to a place and already know what we will find there.
  - ☐ View
  - ☐ Fact
3. Such photographs can tell you more about a place than any professional advertisement could, and it's likely that they are more honest.
  - ☐ View
  - ☐ Fact
4. According to another survey, the most common things to take are laptops, smartphones, tablets, digital cameras and e-readers.
  - ☐ View
  - ☐ Fact
5. In the 20th century, it was common for tourists to buy postcards, spend an afternoon writing brief messages, and post them home.
  - ☐ View
  - ☐ Fact
6. Regardless of the convenience, and the easily accessed information, if the point of travelling is freedom, it's hard to say that this is what technology allows us to gain.
  - ☐ View
  - ☐ Fact

## Unit 6: Exercise 10

Think about what you needed to do in order to complete the IELTS Reading tasks in this unit.

Read the statements and choose Yes or No.

1. Always read the Reading passage carefully before you look at the questions.
  - ☐ Yes
  - ☐ No
2. For a summary completion task, decide what type of information is missing before you read the passage.
  - ☐ Yes
  - ☐ No
3. In a summary completion task it is important to think about the grammar of the sentences.
  - ☐ Yes
  - ☐ No
4. If you don't understand a word in the Reading passage, you should try to guess what it means by reading the words surrounding it.
  - ☐ Yes
  - ☐ No
5. In a Yes / No / Not Given task, you might be asked about the views of people other than the writer.
  - ☐ Yes
  - ☐ No
6. In the Reading passage, the writer may use adjectives to make their views clear to the reader.
  - ☐ Yes
  - ☐ No

## UNIT 6 WRITING



### Unit 6: Exercise 1

In IELTS Writing Task 2, you may be asked to write an agree/disagree essay. For example:

*Some people believe the mass media have too much influence over people. To what extent do you agree or disagree?*

In this essay, you will have to write about the influence of the media on people. Which types of media do people like to get the news from?

Complete the media words. The first letter of each word is given.

|  |         |
|--|---------|
| 1.    | N ----- |
| 2.   | i-----  |
| 3.  | m-----  |
| 4.  | r----   |
| 5.  | t-----  |



## Unit 6: Exercise 2

Planning your essay in IELTS Writing Task 2 is very important. This makes sure that your ideas are relevant and answer the question. Look at the essay question again.

---

*Some people believe the mass media have too much influence over people. To what extent do you agree or disagree?*

---

Select the ideas that are not relevant.

| Agree  | Disagree                             |
|--|--------------------------------------|
| Owners of media groups force their own ideas on people | Newspapers have lots of gossip       |
| TV is boring and has too many ads                      | Freedom of choice is important       |
| Stops creativity as we always follow fashion           | Helps us understand different issues |
| Too many people play computer games                    | Gives us a common interest           |
| Stops individual thought – we are told what to think   | Radio and TV can stop loneliness     |

IELTS Umbrella

## Unit 6: Exercise 3

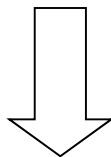
Put the paragraphs in the correct order to complete the essay.

There are several key reasons why the influence of mass media is negative. The first reason is political; the owners of newspapers, television stations, etc. are very rich and powerful and only give news and opinions which support their political view. I believe this can be very dangerous for people's freedom because different opinions are not discussed and we receive only one side of an argument.

The second main problem is that mass media destroy creativity. It is a fact that everybody wants to copy what is fashionable, but if only one view of the world is presented in the media, there is no room for different cultures and ideas. This leads to a further problem in that we may lose independent thought which could lead to a society full of people who behave like robots. Therefore, in my opinion, the world becomes a much more boring place.

Some people will argue that the influence of mass media is positive because people obviously feel good sharing the same experience with millions of others. It is my belief, however, that the negative aspects are much greater than the positive because if everybody does and thinks the same thing, all the richness and variety of life will be lost.

As communications technology improves, there is no doubt that mass media like television, radio and internet have an increasing influence on the lives of everybody. Some people think this influence is positive as it allows freedom of choice, but many people worry that this situation has a negative impact on society. I strongly agree with the second opinion and will discuss below the reasons why.



|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

## Unit 6: Exercise 4

Look at the essay question again.

---

*Some people believe the mass media have too much influence over people. To what extent do you agree or disagree?*

---

Then read the student's essay. Which ideas did the student include in his/her answer? Choose the correct answers.

As communications technology improves, there is no doubt that mass media like television, radio and internet have an increasing influence on the lives of everybody. Some people think this influence is positive as it allows freedom of choice, but many people worry that this situation has a negative impact on society. I strongly agree with the second opinion and will discuss below the reasons why.

There are several key reasons why the influence of mass media is negative. The first reason is political; the owners of newspapers, television stations, etc. are very rich and powerful and only give news and opinions which support their political view. I believe this can be very dangerous for people's freedom because different opinions are not discussed and we receive only one side of an argument.

The second main problem is that mass media destroy creativity. It is a fact that everybody wants to copy what is fashionable, but if only one view of the world is presented in the media, there is no room for different cultures and ideas. This leads to a further problem in that we may lose independent thought which could lead to a society full of people who behave like robots. Therefore, in my opinion, the world becomes a much more boring place.

Some people will argue that the influence of mass media is positive because people obviously feel good sharing the same experience with millions of others. It is my belief, however, that the negative aspects are much greater than the positive because if everybody does and thinks the same thing, all the richness and variety of life will be lost.

### Agree

1. Owners of media groups force their own ideas on people
  - ☐ Yes
  - ☐ No

2. TV is boring and has too many ads
- ☐ Yes
  - ☐ No
3. Stops creativity as we always follow fashion
- ☐ Yes
  - ☐ No
4. Too many people play computer games
- ☐ Yes
  - ☐ No
5. Stops individual thought – we are told what to think
- ☐ Yes
  - ☐ No

**Disagree**

6. Newspapers have lots of gossip
- ☐ Yes
  - ☐ No
7. Freedom of choice is important
- ☐ Yes
  - ☐ No
8. Helps us understand different issues
- ☐ Yes
  - ☐ No
9. Gives us a common interest
- ☐ Yes
  - ☐ No
10. Radio and TV can stop loneliness
- ☐ Yes
  - ☐ No

## Unit 6: Exercise 5

Look at the notes. Then put the words in the correct order to complete the sentences.

### TV, etc. becoming more important

|             |      |    |            |       |           |      |      |       |
|-------------|------|----|------------|-------|-----------|------|------|-------|
| Every body. | Have | an | increasing | lives | the       | that | mess | media |
|             |      | of | on         | doubt | influence |      |      |       |

1. There is no \_\_\_\_\_  
\_\_\_\_\_

### good – lots of options for people

|    |    |      |        |          |           |    |                    |
|----|----|------|--------|----------|-----------|----|--------------------|
| It | as | this | allows | positive | influence | is | freedom of choice. |
|----|----|------|--------|----------|-----------|----|--------------------|

2. Some people think \_\_\_\_\_  
\_\_\_\_\_

### support one political position

|         |          |       |           |          |       |       |
|---------|----------|-------|-----------|----------|-------|-------|
| Support | news and | which | political | opinions | view. | their |
|---------|----------|-------|-----------|----------|-------|-------|

3. They only give \_\_\_\_\_  
\_\_\_\_\_

### only get one opinion from mass media

|           |     |     |      |              |    |        |             |     |
|-----------|-----|-----|------|--------------|----|--------|-------------|-----|
| Discussed | not | are | side | receive only | of | and we | an argument | one |
|-----------|-----|-----|------|--------------|----|--------|-------------|-----|

4. Different opinions \_\_\_\_\_  
\_\_\_\_\_

### people like to follow new trends

|    |       |      |    |              |      |            |      |
|----|-------|------|----|--------------|------|------------|------|
| To | wants | what | is | fashionable. | Copy | every body | that |
|----|-------|------|----|--------------|------|------------|------|

5. It is a fact \_\_\_\_\_  
\_\_\_\_\_

## Unit 6: Exercise 6

Complete the essay. Use the phrases in the box.

|                         |               |                                   |                     |
|-------------------------|---------------|-----------------------------------|---------------------|
| I believe this          | in my opinion | it is my belief, however          | the first reason is |
| the second main problem |               | there are several key reasons why |                     |

As communications technology improves, there is no doubt that mass media like television, radio and internet have an increasing influence on the lives of everybody. Some people think this influence is positive as it allows freedom of choice, but many people worry that this situation has a negative impact on society. I strongly agree with the second opinion and will discuss below the reasons why.

\_\_\_\_\_ the influence of mass media is negative.

\_\_\_\_\_ political; the owners of newspapers, television stations, etc. are very rich and powerful and only give news and opinions which support their political view.

\_\_\_\_\_ can be very dangerous for people's freedom because different opinions are not discussed and we receive only one side of an argument.

\_\_\_\_\_ is that mass media destroy creativity. It is a fact that everybody wants to copy what is fashionable, but if only one view of the world is presented in the media, there is no room for different cultures and ideas. This leads to a further problem in that we may lose independent thought which could lead to a society full of people who behave like robots. Therefore, \_\_\_\_\_, the world becomes a much more boring place.

Some people will argue that the influence of mass media is positive because people obviously feel good sharing the same experience with millions of others. \_\_\_\_\_, that the negative aspects are much greater than the positive because if everybody does and thinks the same thing, all the richness and variety of life will be lost.

## Unit 6: Exercise 7

Complete the sentences. Use the words and phrases in the box. You should use each word or phrase only once.

|       |        |         |           |             |              |         |
|-------|--------|---------|-----------|-------------|--------------|---------|
| Agree | belief | believe | connected | key reasons | main problem | opinion |
|-------|--------|---------|-----------|-------------|--------------|---------|

1. I strongly \_\_\_\_\_ with this opinion.
2. There are several \_\_\_\_\_ why this is not correct.
3. The first reason is \_\_\_\_\_ with politics.
4. I \_\_\_\_\_ these people are wrong.
5. The second \_\_\_\_\_ is with people's opinions.
6. In my \_\_\_\_\_, we must do something about it.
7. It is my \_\_\_\_\_ that governments should make stricter laws.

## Unit 6: Exercise 8

An agree/disagree essay should contain both facts and opinions.

Read the information. Then read the student's essay again and decide if the points in bold are facts or opinions.

Facts and opinions can be shown by using specific language.

Facts are general statements which cannot be argued.

**Example:**

*It has been shown that more people find out about the news through the internet.*

This is a **fact**.

We use words such as 'think' and 'believe' to express opinions. These ideas are personal.

**Example:**

*I think the TV news is much better than online news.*

This is an **opinion**.

As communications technology improves, there is no doubt that **mass media like television, radio and internet have an increasing influence** on the lives of everybody. **Some people think this influence is positive** as it allows freedom of choice but many people worry that this situation has a negative impact on society. I strongly agree with the second opinion and will discuss below the reasons why.

There are several key reasons why the influence of mass media is negative. The first reason is political; **the owners of newspapers, television stations, etc. are very rich and powerful** and only give news and opinions which support their political view. **I believe this can be very dangerous for people's freedom** because different opinions are not discussed and we receive only one side of an argument.

The second main problem is that mass media destroy creativity. It is a fact that **everybody wants to copy what is fashionable**, but if only one view of the world is presented in the media, there is no room for different cultures and ideas. This leads to a further problem in that **we may lose independent thought** which could lead to a society full of people who behave like robots. Therefore, in my opinion, **the world becomes a much more boring place.**

Some people will argue that the influence of mass media is positive because **people obviously feel good sharing the same experience with millions of others.** It is my belief, however, that the negative aspects are much greater than the positive because **if everybody does and thinks the same thing, all the richness and variety of life will be lost.**



1. Mass media like television, radio and internet have an increasing influence.
  - Fact
  - Opinion
2. Some people think this influence is positive.
  - Fact
  - Opinion
3. The owners of newspapers, television stations, etc. are very rich and powerful.
  - Fact
  - Opinion
4. I believe this can be very dangerous for people's freedom.
  - Fact
  - Opinion
5. Everybody wants to copy what is fashionable.
  - Fact
  - Opinion
6. We may lose independent thought.
  - Fact
  - Opinion
7. The world becomes a much more boring place.
  - Fact
  - Opinion
8. People obviously feel good sharing the same experience with millions of others.
  - Fact
  - Opinion
9. If everybody does and thinks the same thing, all the richness and variety of life will be lost.
  - Fact
  - Opinion

## Unit 6: Exercise 9

Read the sentences. Are they facts or opinions? Change the facts to opinions or the opinions to facts. Use the words in brackets. The first one has been done for you.

1. The influence of mass media is growing. (think / probably)

I think the influence of mass media is probably growing.

2. Many people think this influence is negative. (is / definitely)

This \_\_\_\_\_

3. Control of the media by a few people is dangerous. (believe / can)

I \_\_\_\_\_

4. In my opinion, people often like to follow fashion. (always / follow)

People \_\_\_\_\_

5. It's boring when everyone is the same. (people / feel)

Many \_\_\_\_\_

6. Mass media influence has more negative than positive effects. (opinion / may)

In \_\_\_\_\_

## Unit 6: Exercise 10

### WRITING TASK 1

**You should spend about 40 minutes on this task.**

**Write about the following topic.**

*Newspapers are less important nowadays because we have up-to-date access to the news on the internet. To what extent do you agree or disagree?*

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

**You should write at least 250 words.**

## UNIT 6 LISTENING

### Unit 6: Exercise 1

Read the information about Section 3 of the IELTS Listening test and look at some questions from a Section 3 task.

Decide what the context for the listening task might be and choose the correct answer.

Section 3 of the IELTS Listening test usually includes students discussing an academic assignment or project.

- Although they might refer to practical issues such as transport, this will not be the general topic of the conversation.
- It might include discussion about organising something like a study trip, but not a trip whose purpose is just for pleasure.
- The discussion might mention non-academic topics such as football or clothes shopping, but this will not be the main topic of the conversation.

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

- 1 Josh thinks other students will enjoy his and Kate's presentation on shopping malls because
- A they may be surprised by some of the statistics.
  - B the topic is something everyone has an opinion on.
  - C plenty of images will hold their attention.
- 2 Kate and Josh agree that the main problem with the Bayview Centre Mall is
- A the lack of transport options.
  - B the design of the building.
  - C the limited opening hours.

- 1 explaining how to get to a shopping mall
- 2 discussing an assignment
- 3 organising a shopping trip
- 4 the problems of finding good clothes
- 5 explaining how to make a good presentation

## Unit 6: Exercise 2

Read the information. Then match the words and phrases with those that have a similar meaning.

It's important to remember that the speakers often do not use the same words as the ones you find in the questions. Instead, they might use words with a similar meaning. In other words, you need to recognise how the questions *paraphrase* what the speakers are saying.

|      |                 |                         |                   |                       |
|------|-----------------|-------------------------|-------------------|-----------------------|
| Data | have less money | shop using the internet | a small selection | the way it's laid out |
|      |                 | responses               | appealing         | images                |

|                               |  |
|-------------------------------|--|
| 1. answers                    |  |
| 2. statistics                 |  |
| 3. a narrow range             |  |
| 4. a lack of cash             |  |
| 5. pictures                   |  |
| 6. buy online                 |  |
| 7. attractive                 |  |
| 8. the design of the building |  |

## Unit 6: Exercise 3

Read the information. Then listen and choose the correct answer, A, B or C.

- First, look quickly through the questions (1–5), without looking at options A, B or C.
- Decide what the overall context is.
- Decide what the key words are in each question. For example, the key words in Question 1 might be *other students*, *enjoy*, *because*.
- Listen and pay attention to what the speakers say about each question.
- Choose the best option, A, B or C. Remember that the speakers probably won't use exactly the same words as in the options, but they will use words with a similar meaning.

**Presenter:** You will hear two students, called Josh and Kate, preparing for a presentation on 'the decreasing popularity of shopping malls'.

**Josh:** OK Kate, did you do any background reading?

**Kate:** Yes. Some of the data was quite surprising.

**Josh:** I'm guessing that the other students will enjoy our presentation. We're probably not going to use pictures – everyone knows what a mall looks like – but it's a subject everyone can relate to. All the other students will have their own view on the reasons why many malls are closing down, so they'll want to hear what we have to say.

**Kate:** Right. I went to the Bayview Centre on Saturday. At least five stores had closed down.

**Josh:** Interesting. Bayview's nice – the way it's laid out. Lots of light, open spaces where people can take a break from shopping, and you can shop late in the evening. How did you get there? By car? Because for most people, if you don't drive, it's not easy to get there.

**Kate:** Yeah – there's only one bus that goes there.

**Josh:** It's no wonder it doesn't get enough customers. How about our survey?

**Kate:** Well, it didn't turn out the way we'd hoped. We should have phrased our questions so that people could answer with something more specific – not just 'Yes' or 'No'. Anyway – I talked to over 60 people.



play.MP3

**Josh:** That's not bad.

**Kate:** Yeah, I didn't think we'd get that many. And I spoke to quite a variety of people – mothers with children, quite a few teenagers and business people on their lunch break. So it wasn't a complete waste of time.

**Josh:** Great.

**Kate:** You read that article by Professor John Simmons, didn't you? What does he think is the main reason people don't go to malls much now?

**Josh:** Well, he doubts it's to do with a lack of cash. Even when people don't have a lot of money for luxury goods, they still go to malls for bargains.

**Kate:** So that doesn't explain the decline. What about buying online? Surely that's had an impact?

**Josh:** Simmons thinks it's part of the problem, but not the biggest factor. He believes people have simply stopped acquiring stuff that they don't really need. He says they're looking around their homes and thinking 'Where did all this stuff come from?'

**Kate:** Interesting. I had a look at Joanne Derrick's paper – 'Shopping trends in the 21st century'. She says that no teenager or young adult wants to be seen wearing the same clothes as their parents ...

**Josh:** Yes, too embarrassing.

**Kate:** Exactly. But a lot of clothes stores – even if their displays feature attractive, cool people – don't appeal to young people because they are still trying to attract middle-aged people. They want to have it all ways.

**Josh:** I see.

**Kate:** In Derrick's view, those stores lose a whole generation of shoppers. If the shops either sold more expensive, classic clothes clearly designed for older people, or stuff that only appealed to young people – they'd do better.

1. Josh thinks other students will enjoy his and Kate's presentation on shopping malls because
  - A they may be surprised by some of the statistics.
  - B the topic is something everyone has an opinion on.
  - C plenty of images will hold their attention.
2. Kate and Josh agree that the main problem with the Bayview Centre Mall is
  - A the lack of transport options.
  - B the design of the mall.
  - C the limited opening hours.
3. Why is Kate disappointed with the survey she carried out at the Bayview Centre?
  - A Only a narrow range of people answered her questions.
  - B She didn't get the number of responses that she wanted.
  - C The questions weren't useful for getting detailed information.
4. Professor Simmons' article claims that people have mainly stopped shopping at malls because
  - A they prefer to shop using the internet instead.
  - B they have less money to spend than they did before.
  - C they no longer want to buy unnecessary things.
5. Joanne Derrick's article claims that many shops lose business because
  - A their products are not displayed in an appealing way.
  - B they have no specific target market.
  - C they no longer satisfy their older customers.

## Unit 6: Exercise 4






You are going to look more closely at the previous task and analyse how you could identify the correct answers.

Read the information. Then listen to extracts from the conversation.

Complete the paraphrases you hear for the underlined words.

Sometimes, the speakers may use the same words that you find in the question. For example, Question 1 says, 'Josh thinks other students will enjoy their presentation on shopping malls because ...'. Josh actually says, 'I'm guessing that the other students will enjoy our presentation'. Use this to help you listen out for what question the speakers are talking about.

The speaker may also use other words (synonyms or a paraphrase) to those you read in the question. In the example above, Josh says 'I'm guessing that' and in the question you read 'Josh thinks'. It's important to listen for synonyms and paraphrases to help you understand the main point the speaker is making.

|   |  |
|---|--|
| <p>1. Josh thinks other students will enjoy their presentation on shopping malls because the <u>topic</u> is something everyone <u>has an opinion on</u>.</p> <p>... it's a _____ everyone can _____ to .</p>   | <br>1.MP3   |
| <p>2. Kate and Josh agree that the main problem with the Bayview Centre Mall is the <u>lack of transport options</u>.</p> <p>... for most people, if you don't drive, it's _____ to _____ there.</p>  | <br>2.MP3   |
| <p>3. Why is Kate disappointed with the survey she carried out at the Bayview Centre? The questions weren't useful for <u>getting detailed information</u>.</p> <p>We should have phrased our questions so that people could _____ with something more _____</p> <p>....</p>                        | <br>3.MP3   |
| <p>4. Professor Simmons' article claims that people have mainly stopped shopping at malls because they no longer want to <u>buy unnecessary things</u>.</p> <p>He believes people have simply stopped _____ that they don't really _____ .</p>  | <br>4.MP3  |
| <p>5. Joanne Derrick's article claims that many mall shops lose business because they have <u>no specific target market</u>.</p> <p>If the shops _____ sold more expensive, classic clothes _____ designed for older people, _____ stuff that _____ appealed to young people, they'd do better.</p> | <br>5.MP3 |

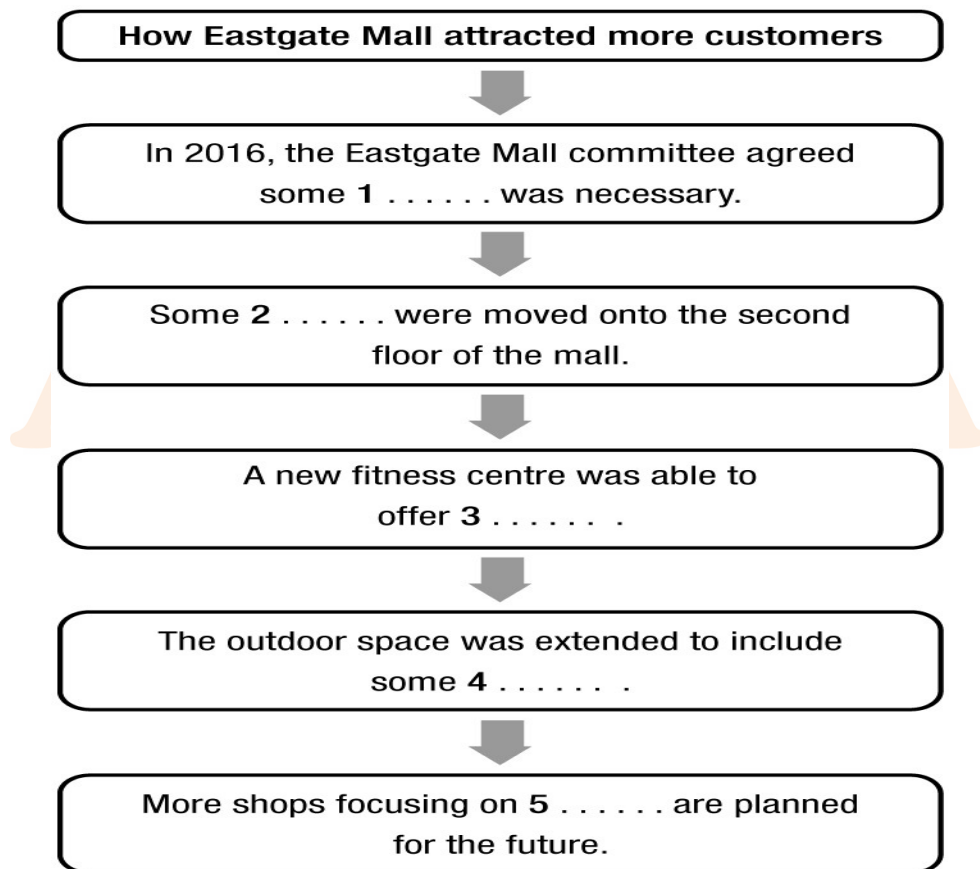


## Unit 6: Exercise 5

Josh and Kate continue planning their presentation.

Read the information. Then look at the flow chart and choose the five main topics you need to listen for.

If you have to complete a flow chart in the IELTS Listening test, each question will focus on one main topic, and the speakers will go through the topics in order. Identifying the topics is an important thing to do before you listen. Pay attention to the key ideas in the flow chart, and how they might paraphrase what the speakers will say.



- ☐ a decision to do something at the Eastgate Mall
- ☐ the number of people in the Eastgate Mall committee
- ☐ how many floors were in the mall
- ☐ the second floor of the mall
- ☐ a new fitness centre
- ☐ the size of the mall
- ☐ the area outside the building
- ☐ possible new shops

## Unit 6: Exercise 6

Read the information. Then look at the main topics (1–5).

Listen and complete the extracts with the words you hear.

Speakers often ‘signpost’ a new topic by introducing it. Recognising signposting phrases will help you to understand when the speakers start to talk about something different.






1 a decision to do something at the Eastgate Mall

2 the second floor of the mall

3 a new fitness centre

4 the area outside the building

5 possible new shops

|  |  |
|--|--|
| 1. OK, so _____ a _____ at one of the case studies for our presentation, Eastgate Mall.      | <br>1.MP3 |
| 2. Now, the _____ they _____ was to change the second floor.                                 | <br>2.MP3 |
| 3. Let's _____ to the fitness centre.  | <br>3.MP3 |
| 4. What was the _____ they _____ ? Oh yes, they decided to extend the outside areas ...      | <br>4.MP3 |
| 5. And, I think we could _____ by _____ what the committee are planning to do in the future. | <br>5.MP3 |

## Unit 6: Exercise 7

Read the information. Then match the sentences with the reasons or results.

In more complex conversations and talks, speakers may need to explain the reason why something happened, and the effect that something had. Identifying how speakers do this can help you when you are completing a note-taking task.

*That's why it lost a lot of business that year, and many shops closed down.*

*This has resulted in more people shopping on Saturday evenings.*

*The conclusion they reached is that this type of shop is no longer profitable.*

*They assumed that this would attract a different type of customer.*

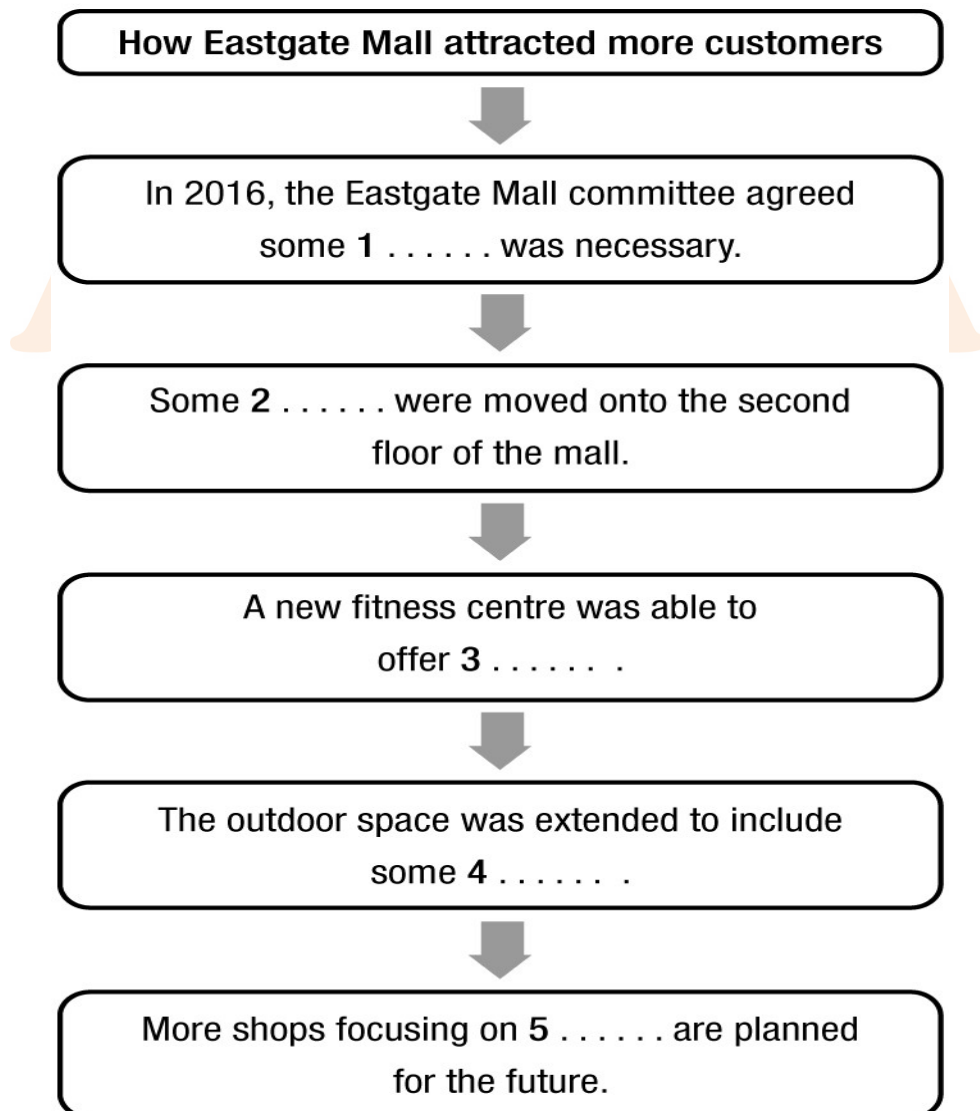
*They did this after gathering information from nearby residents.*

|  |  |
|--|--|
| 1. Fewer people went to the mall in 2015.                            |  |
| 2. New laws prevented supermarkets from being open on Sundays.       |  |
| 3. The developers decided to build the new mall nearer the motorway. |  |
| 4. The clothes store started selling more designer clothes.          |  |
| 5. A well-known chain selling DVDs and CDs is going to close down.   |  |

## Unit 6: Exercise 8

Read the information. Then listen and choose five answers to complete the flow chart. Write the correct letters, A–I.

- Look at questions 1–5 quickly to make sure you know what the main topics are going to be.
- Listen and pay attention to when the speakers change to a different topic. Notice also how the speakers talk about results, reasons and the effects of something.
- As the speakers are talking about each main topic, scan the list (A–I) in the box and choose one that matches what the speakers are talking about.



**Kate:** OK, so let's have a look at one of the case studies for our presentation, Eastgate Mall.

**Josh:** It was doing badly, wasn't it? Losing a lot of customers.

**Kate:** Yes, but in 2016, the mall committee decided the situation couldn't go on any longer.

**Josh:** Everyone had different opinions about how to turn the situation around, didn't they?

**Kate:** Right. But they finally came to a decision after speaking to some external consultants. They realised they needed to conduct interviews. Not just with shop owners, but going out and finding out what customers thought. That's why the whole process took about six months.

**Josh:** But it was worth it. The committee used the information to completely re-think the mall. Now, the first thing they did was to change the second floor. They had a large, empty space where a couple of fast-food outlets had been. They offered the space to a local library, and also a free medical centre.

**Kate:** They were right. As soon as those facilities opened up, more people went to the second floor – and then went shopping afterwards.

**Josh:** Let's move on to the fitness centre.

**Kate:** Yes, they used a corner of the car park to build one. They were quite clever about that – they wanted busy parents to make use of the fitness centre, and then go shopping. So they used part of the fitness centre as a crèche. They assumed that if there was somewhere for parents to leave kids to play and be looked after, it would also lead to an increase in mall visitors.

**Josh:** What was the other thing they did? Oh yes, they decided to extend the outside areas after gathering responses from customers, who said that when they wanted to take a break from shopping, they preferred going outside to have lunch or a coffee in the fresh air.

**Kate:** Yes, they installed tables and chairs outside for that reason, where people could take their sandwiches and coffees and things. They could have made it nicer if they'd planted some trees and flowers, though.

**Josh:** True.

**Kate:** And, I think we could conclude by saying what the committee are planning to do in the future.

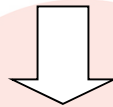


play.MP3

**Josh:** Well they've been thinking about what kind of shops are missing from the mall. You know, they want to get more young people in there, and a lot of teens and young adults are really into surfing and snowboarding nowadays. And these people have plenty of money to spend. They've concluded that there's a need for more shops that sell the equipment and accessories for that kind of thing.

**Kate:** Good idea.

- A new technology
- B natural features
- C lengthy research
- D eating areas
- E friendlier staff
- F public services
- G wealthy professionals
- H sports activities
- I childcare services








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

## Unit 6: Exercise 9

You are going to look more closely at the previous task and analyse how you could identify the correct answers.

Listen to extracts from the conversation. Complete the paraphrases you hear for the underlined words.

### How Eastgate Mall attracted more customers

|   |  |
|---|--|
| <p>1. In 2016, the Eastgate Mall committee agreed some <u>lengthy research</u> was necessary.</p> <p>They realised they needed to _____. Not just with shop owners, but going out and finding out what <i>customers</i> thought. That's why the _____ took about six months.</p>  | <br>1.MP3   |
| <p>2. Some <u>public services</u> were moved onto the second floor of the mall.</p> <p>They offered the space to a local _____, and also a _____ centre.</p>  | <br>2.MP3  |
| <p>A new fitness centre was able to offer <u>childcare services</u>.</p> <p>So they used part of the fitness centre as a crèche. They assumed that if there was somewhere for parents to leave _____ to play and be _____, it would also lead to an increase in mall visitors.</p>  | <br>3.MP3 |
| <p>The outdoor space was extended to include some <u>eating areas</u>.</p> <p>Yes, they installed _____ and _____<br/>_____ for that reason, where people could take their<br/>_____ and _____ and things.</p>  | <br>4.MP3 |
| <p>More shops focusing on <u>sports activities</u> are planned for the future.</p> <p>You know, they want to get more young people in there, and a lot of teens and young adults are really into _____ and _____ nowadays. ... They've concluded that there's a need more shops that sell the equipment and accessories for that kind of thing.</p> | <br>5.MP3 |

## UNIT 6 SPEAKING

### Unit 6: Exercise 1

In IELTS Speaking Part 3, the examiner checks your *fluency* and *coherence*. This means that you should try to speak without a lot of pauses or repetition, as well as talking about your ideas clearly and in a logical order. Match the descriptions with the explanations.

|   |   |                |                 |
|---|---|----------------|-----------------|
| to avoid hesitation<br>to speak at length | to avoid repetition<br>to use connectives and discourse markers | to be coherent | to self-correct |
|---|---|----------------|-----------------|

1. use synonyms and paraphrases \_\_\_\_\_
2. use language which gives you time to think (e.g. 'Let me think about that for a moment.')
3. talk for a long time without stopping \_\_\_\_\_
4. use words and phrases which link ideas together \_\_\_\_\_
5. change a wrong word / phrase immediately after saying it to the right word / phrase (e.g. 'I think, I thought') \_\_\_\_\_
6. organise and explain ideas clearly \_\_\_\_\_

### Unit 6: Exercise 2

Read the examiner's questions and the student's answers, looking at the words and phrases in bold. Then match the descriptions with the student's answers.

|   |   |                |                 |
|---|---|----------------|-----------------|
| to avoid hesitation<br>to speak at length | to avoid repetition<br>to use connectives and discourse markers | to be coherent | to self-correct |
|---|---|----------------|-----------------|

1. **Examiner:** Has your hometown changed much in recent years?  
**Student:** Actually, I would say that my **village** has **remained the same** in the **last few** years. \_\_\_\_\_
2. **Examiner:** What do you like most about your hometown?  
**Student:** I live in a village and **the thing I like most** is the tranquillity. **I really enjoy** walking by the river or in the woods, and **I love** taking photographs of the wildlife. \_\_\_\_\_
3. **Examiner:** Is your hometown a popular place for tourists to visit?  
**Student:** No, not really. **Firstly**, it isn't near any big cities and **secondly**, there isn't a train station or regular buses. \_\_\_\_\_
4. **Examiner:** Now, let's go on to talk about sport. What's your favourite sport?  
**Student:** Oh, I love Formula 1®. My favourite **pilot** – **sorry, I mean driver** – is Sebastian Vettel. \_\_\_\_\_
5. **Examiner:** How often do you play sports yourself?  
**Student:** **Well**, I play tennis on Tuesdays **and** Thursdays **because** the court at school is free on those days. \_\_\_\_\_



6. **Examiner:** Do you prefer watching sports live or on TV?






**Student:** That's an interesting question. Let me think about it for a moment

...\_\_\_\_\_

## Unit 6: Exercise 3

Students can show a lack of *fluency* and *coherence* in the IELTS Speaking test if they hesitate or repeat themselves too much.

Listen and identify the problem with each of the student's answers.

|  |   |
|--|---|
| 1.<br><br><input type="radio"/> Hesitation<br><input type="radio"/> repetition | <br>1.MP3   |
| 2.<br><br><input type="radio"/> Hesitation<br><input type="radio"/> repetition | <br>2.MP3  |
| 3.<br><br><input type="radio"/> Hesitation<br><input type="radio"/> repetition | <br>3.MP3 |
| 4.<br><br><input type="radio"/> Hesitation<br><input type="radio"/> repetition | <br>4.MP3 |
| 5.<br><br><input type="radio"/> Hesitation<br><input type="radio"/> repetition | <br>5.MP3 |

## Unit 6: Exercise 4

Watch the videos. Notice how the student uses a range of words and phrases to speak fluently and coherently.

Complete the student's answers using the words in the box.

|         |         |     |     |         |         |     |            |         |
|---------|---------|-----|-----|---------|---------|-----|------------|---------|
| I think | usually | and | and | because | because | but | don't know | whereas |
|---------|---------|-----|-----|---------|---------|-----|------------|---------|

**Examiner:** Do you prefer watching sports live or on TV?

**Student:** It depends, \_\_\_\_\_ on TV we can follow all the event or competition, \_\_\_\_\_ you can't miss anything, \_\_\_\_\_ when you're live at the events, ... it is very difficult to follow \_\_\_\_\_ a lot of people are around you, \_\_\_\_\_ I prefer as well the emotion that you have in a stadium, for example.



1.MP4

**Examiner:** And now, let's go on to talk about celebrations. Family celebrations for example, birthdays and school graduations. What events did your family celebrate when you were growing up?

**Student:** \_\_\_\_\_ we celebrated Christmas. It's a famous celebration in my country. \_\_\_\_\_ it's the moment when we can share a lot of things with our family; a moment when I can be with my family \_\_\_\_\_ I \_\_\_\_\_ ... it's something totally different ...



2.MP4

## Unit 6: Exercise 5

In order to avoid repetition, it's useful to learn vocabulary related to IELTS Speaking Part 2 topics. Complete the table with the correct forms of the words related to the topic of the environment.

| verbs     | nouns        | adjectives |
|-----------|--------------|------------|
| donate    | _____        | Donated    |
| —         | environment  | _____      |
| impact    | _____        | Impactful  |
| _____     | litter       | Littered   |
| preserve  | _____        | _____      |
| _____     | recycling    | Recycled   |
| reuse     | —            | Reused     |
| volunteer | volunteering | voluntary  |

## Unit 6: Exercise 6

Complete the sentences about the environment. Use the words in the box.

|        |           |             |               |           |        |
|--------|-----------|-------------|---------------|-----------|--------|
| Donate | donations | environment | environmental | impact    | litter |
|        | preserve  | recycled    | reusable      | voluntary |        |

- I think it's important to care for the \_\_\_\_\_.
- We need more \_\_\_\_\_ bins in cities so that people have somewhere to put their rubbish.
- It's good that supermarkets sell \_\_\_\_\_ shopping bags.
- Doing \_\_\_\_\_ work is a great way of helping out.
- Charity organisations need \_\_\_\_\_ in order to pay for things.
- If we want to save wildlife, we need to \_\_\_\_\_ the forests.
- My town has places where you can take bottles to be \_\_\_\_\_.
- Reducing the number of cars in the city will have an immediate \_\_\_\_\_ on air pollution.
- It's important to take \_\_\_\_\_ issues seriously.
- I like to \_\_\_\_\_ to wildlife charities, because I like nature.

## Unit 6: Exercise 7

In IELTS Speaking Part 2, it's important to answer the points on the task card *coherently*.

Read the task card. Then watch the video and notice how the student deals with each point from the task card in a logical order. Complete the student's answers. Use the words in the box.

Describe something you want to do that is good for the environment.

You should say:

what you want to do that is good for the environment

how you found out about doing this

how difficult or easy it would be to do this

and explain why you would like to do this for the environment.

|               |           |           |             |            |           |
|---------------|-----------|-----------|-------------|------------|-----------|
| Advertisement | computers | difficult | documentary | goal       | mentality |
|               | problem   | recycle   | rubbish     | throw away |           |

**what you want to do that is good for the environment:**

I think it's very good for the environment to \_\_\_\_\_, and ... you can find a lot of interesting things in your \_\_\_\_\_.

**how you found out about doing this:**

I saw a \_\_\_\_\_ where people with old \_\_\_\_\_ recycled them to make something totally different ...

**how difficult or easy it would be to do this:**

I think it's very \_\_\_\_\_ because ... we have to change our \_\_\_\_\_ to try and say, OK, I have something that I want to \_\_\_\_\_ but maybe it can be useful to another person. ...

**and explain why you would like to do this for the environment:**

The way to achieve this \_\_\_\_\_ or to make people more aware about this \_\_\_\_\_ is, I don't know, is through \_\_\_\_\_ or with a film ...



play.MP4

## Unit 6: Exercise 8

Read the task card from IELTS Speaking Part 2.

---

Describe something you want to do that is good for the environment.

You should say:

what you want to do that is good for the environment  
how you found out about doing this  
how difficult or easy it would be to do this

and explain why you would like to do this for the environment.

---


Then read the student's answer. The student overuses *and* and doesn't structure her answer very well. Choose the correct words to improve the student's answer.

We should encourage people and children to be more environmentally friendly *and* to be more careful with their litter *and* we should teach them how to recycle and why recycling is helpful. I think it's really important to teach people when they are young *and* they grow up with a clear idea of the importance of the environment *and* what the solution is and how you can help the environment *and* just doing a small thing like putting the litter into the bin *and* for me, just doing small things is very important.

We should encourage both adults and children to be more environmentally friendly by/for example/so, to be more careful with their litter. After/Again/What's more, we should teach children how to recycle and why recycling is helpful. I think it's really important to teach people when they are young for example/so/when they grow up with a clear idea of the importance of the environment, what the solution is and how they can help the environment by/including/with just doing a small thing like putting their litter into the bin. Also/Since/Therefore, for me, just doing small things is very important.

## Unit 6: Exercise 9

Watch the video of an IELTS Speaking Part 3 test. Then read the examiner's questions and choose the points the student talks about.

|   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. What are some environmental problems the world is facing today?<ul style="list-style-type: none"><li><input type="checkbox"/> cars and traffic</li><li><input type="checkbox"/> pollution</li><li><input type="checkbox"/> smoking</li><li><input type="checkbox"/> behaviour of large companies</li></ul></li><li>2. Which environmental problems are people most concerned about in your country?<ul style="list-style-type: none"><li><input type="checkbox"/> cars and traffic</li><li><input type="checkbox"/> industry</li><li><input type="checkbox"/> pollution</li><li><input type="checkbox"/> smoking</li></ul></li><li>3. Is it important for countries to work together to solve environmental problems?<ul style="list-style-type: none"><li><input type="checkbox"/> developed countries</li><li><input type="checkbox"/> industry</li><li><input type="checkbox"/> regulations</li><li><input type="checkbox"/> underdeveloped countries</li></ul></li><li>4. What can ordinary households do to protect the environment?<ul style="list-style-type: none"><li><input type="checkbox"/> turning off lights</li><li><input type="checkbox"/> recycling</li><li><input type="checkbox"/> follow regulations</li><li><input type="checkbox"/> closing doors</li></ul></li><li>5. Do you think it's an individual's responsibility to look after the environment or should the government make regulations about this?<ul style="list-style-type: none"><li><input type="checkbox"/> Government</li><li><input type="checkbox"/> individuals' behavior</li><li><input type="checkbox"/> regulations</li><li><input type="checkbox"/> raising awareness</li></ul></li><li>6. How can companies be encouraged to do the right thing for the environment?<ul style="list-style-type: none"><li><input type="checkbox"/> run advertisements</li><li><input type="checkbox"/> set example</li><li><input type="checkbox"/> regulations</li><li><input type="checkbox"/> being responsible</li></ul></li></ol> | <br>play.MP4 |
|---|--|

## UNIT 6 VOCABULARY AND GRAMMAR

### Unit 6: Exercise 1

Choose the correct answers to the questions.

1. What do you call a situation where it rains too much and water covers the land?
  - ☐ a drought
  - ☐ a flood
  - ☐ a sinkhole
2. Which of these things might erupt?
  - ☐ an earthquake
  - ☐ a tornado
  - ☐ a volcano
3. What do you call a situation where it doesn't rain for a long time?
  - ☐ a drought
  - ☐ a flood
  - ☐ a tsunami
4. What do you call a storm with a violent wind?
  - ☐ a drought
  - ☐ a hurricane
  - ☐ a tornado
5. What do you call it when strong winds blow in a circle over land?
  - ☐ a landslide
  - ☐ a thunderstorm
  - ☐ a tornado
6. What do you call it when the land shakes?
  - ☐ an earthquake
  - ☐ a hurricane
  - ☐ a volcano

## Unit 6: Exercise 2

Choose the correct words or phrases to complete the sentences.

1. A drill/ natural resource/well is a useful thing that we get from nature.
2. Fissures/ Fossil fuels/ Wells are sources of energy that come from plants and animals that lived a long time ago. We mostly find them underground.
3. People have been digging up and burning coal/ natural gas/petrol , a hard, black fossil fuel, for thousands of years.
4. Over the centuries, people have dug deeper and deeper holes under the ground to access coal. One coal fracking/mine/power in South Africa is nearly 4 km deep.
5. Everything changed in the middle of the 19th century, when people worked out how to pump hydroelectric power/ natural gas/ petroleum , a liquid fossil fuel, out of the ground.
6. One of the most important oil products is coal/ crude oil/petrol , the liquid fuel that powers most cars. In the USA, it's called 'gasoline', or simply 'gas'.

## Unit 6: Exercise 3

Complete the text. Use the words and phrases in the box.

|                |         |          |        |           |          |      |
|----------------|---------|----------|--------|-----------|----------|------|
| Chemical waste | chimney | collects | ground | pollution | protects | smog |
|----------------|---------|----------|--------|-----------|----------|------|

When we think of \_\_\_\_\_ , most of us think of dirty air. Maybe we see an image of a factory with a tall \_\_\_\_\_ , pumping clouds of smoke into the sky. Or we imagine cars sitting in a traffic jam, pouring out carbon dioxide.

Over the years, this mixture of harmful gases \_\_\_\_\_ in the air. Some of it rises and burns a hole in the Earth's ozone layer, which \_\_\_\_\_ us from the sun. Some of it comes back down into our cities as \_\_\_\_\_ , a dangerous mix of smoke and fog.

However, not all pollution goes into the air. For example, some factories pour \_\_\_\_\_ into rivers, where it flows into the sea. In addition, to help their crops grow, some farmers cover their land with chemicals, which remain in the \_\_\_\_\_ for years or might even flow into rivers.



## Unit 6: Exercise 4

Match the sentence halves to complete the sentences.

|                             |                                 |                               |
|-----------------------------|---------------------------------|-------------------------------|
| dioxide gas.                | leak at the power station.      | eruption on the island again. |
| temperatures all this week. | disaster according to the news. | spill in the sea near here.   |
| rain falling this week.     | fire near her hometown.         |                               |

|                                   |  |
|-----------------------------------|--|
| 1. There's a risk of acid         |  |
| 2. Cars produce a lot of carbon   |  |
| 3. Yesterday, there was an oil    |  |
| 4. Karen said there's a forest    |  |
| 5. There are going to be freezing |  |
| 6. The landslide was a natural    |  |
| 7. I heard there was a radiation  |  |
| 8. There's been a volcanic        |  |

## Unit 6: Exercise 5

Complete the text. Use the words and phrases in the box.

|                  |              |                  |                          |        |
|------------------|--------------|------------------|--------------------------|--------|
| carbon footprint | conservation | emissions        | environmentally friendly | litter |
| lower            | recycling    | renewable energy | sustainable              | use    |

I like to think I'm \_\_\_\_\_. I think about green issues a lot and always try to do the right thing for our planet. So, for example, I try to keep my \_\_\_\_\_, the amount of carbon dioxide that I cause, to a minimum. This means that I try to avoid travelling by car. Public transport produces far lower \_\_\_\_\_ of harmful gases per passenger. If I really need to travel by car, I try afterwards to do something that will \_\_\_\_\_ the amount of carbon dioxide in the air. For example, I give some money to my local \_\_\_\_\_ group, so that they can plant a tree. Also, I never drop \_\_\_\_\_ – I always throw my rubbish in the bin. I also try to make sure at least 80% of what I throw away can be reused, so I do a lot of \_\_\_\_\_. I'm also careful to reduce my \_\_\_\_\_ of raw materials, which means I avoid buying things that have a high environmental cost. Of course, we still need to consume some things, like food or clothes, but it's important to make sure that how much we consume is \_\_\_\_\_. For example, I try to use \_\_\_\_\_ whenever I can – such as electricity generated from solar power stations or wind turbines. However, I can't really control how my electricity is generated.

## Unit 6: Exercise 6

Put the words in the correct columns to complete the table.

|                  |         |                |                  |        |         |
|------------------|---------|----------------|------------------|--------|---------|
| public transport | rainbow | carbon dioxide | drought          | energy | chimney |
| green issue      | litter  | ecosystem      | natural resource | coal   | thunder |

| countable nouns | uncountable nouns |
|-----------------|-------------------|
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |

## Unit 6: Exercise 7

Choose the correct words and phrases to complete the sentences.

1. There aren't enough/ isn't enough recycling in my town.
2. We don't get many/much floods around here.
3. A large amount/number of the food we buy is wasted and just gets thrown away.
4. We get a lot of smog because there's too many/too much pollution.
5. Carbon monoxide is a/some harmful gas.
6. I need to go to the gas station to buy a/some gas ... or petrol, as you call it over here in the UK.
7. The destruction of the rainforest causes a great deal of/ a significant number of damage to the planet.
8. A large amount/number of animal species are at risk of extinction.

## Unit 6: Exercise 8

Complete the sentences. Use the words and phrases in the box.

|       |          |     |       |        |       |      |        |
|-------|----------|-----|-------|--------|-------|------|--------|
| A few | a little | few | fewer | fewest | least | less | little |
|-------|----------|-----|-------|--------|-------|------|--------|

1. There's a lot \_\_\_\_\_ pollution now than there was a few years ago.
2. The old forest near my town has been almost completely cut down. There are only \_\_\_\_\_ trees left, really not many at all.
3. The form of transport that generates the \_\_\_\_\_ emissions of dangerous gases is the bicycle.
4. You should cycle to work instead of driving. It only takes \_\_\_\_\_ more time.
5. The government is going to close down the coal mines that contain the \_\_\_\_\_ coal, as they're no longer economical.
6. There are actually \_\_\_\_\_ cars on the roads than there were five years ago.
7. \_\_\_\_\_ people really understand why the world's climate is changing, and even fewer know how to stop it.
8. This car uses very \_\_\_\_\_ fuel, so it's extremely environmentally friendly.

## Unit 6: Exercise 9

Match the replies with the first sentences to complete the conversations.

|                     |               |                   |                    |
|---------------------|---------------|-------------------|--------------------|
| B: Neither have we. | B: So did we. | B: Neither am I.  | B: Neither will I. |
| B: So do I.         | B: So have I. | B: Neither did I. | B: Neither are we. |

|  |  |
|--|--|
| 1. A: I care a lot about the environment.              |  |
| 2. A: I didn't know it was so bad for the environment. |  |
| 3. A: We aren't going to drop any litter here.         |  |
| 4. A: I won't drive to work tomorrow.                  |  |
| 5. A: We had an amazing view from our window.          |  |
| 6. A: We've never been to the rainforest before.       |  |
| 7. A: I'm not sure this is a good idea.                |  |
| 8. A: I've got a great idea.                           |  |

## Unit 6: Exercise 10

Choose the correct words to complete the sentences.

1. There are two options: Either we continue burning coal and find a way of reducing emissions by at least 90%, either/neither/or we simply stop burning coal altogether.
2. **A:** Should I put this bottle in the green bin or the black one?  
**B:** Both/ Either/Neither . It's glass, so it goes in the blue bin.
3. **A:** Which picture should we use in our report on ecosystems? This one of a coral reef or this one of a rainforest?  
**B:** Both/ Either/Neither . I don't mind which one you choose
4. **A:** What do you think the government should focus on? Solar power or wind power?  
**B:** Both/ Either/Neither . I think we need to produce more energy from wind and solar power.
5. **A:** I think we should reduce waste.  
**B:** Yeah, me both/ either/too .
6. **A:** I don't really care about the environment.  
**B:** No, me both/ neither/too .

