



# APADANA

## IELTS Jmbrella

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## UNIT 7 READING

### Unit 7: Exercise 1

To get a general idea of the context of this Reading passage, read the title and paragraphs quickly. Then choose the best summary for each paragraph.

#### Olive production in Greece

**A** The olive tree typically grows in areas with hot, dry summers and wet winters, often near the sea. Greece is an ideal location for cultivating olive trees, and indeed olives have been an integral part of life there for thousands of years. The fruit from these trees has long been eaten as a food, but around 90% of olives are actually used to make oil after they have been picked. Not only is this used as a healthy alternative to cooking fat, but it can also be used in the production of cosmetic products such as soap and shampoo. In addition, the wood from the olive trees can be used to make high-quality furniture and kitchen equipment like bowls or chopping boards.

**B** On Corfu alone, there are an estimated three million olive trees. As a result, olives have long been an important part of this island's economy. Despite modern technology, some people there still collect olives in a very traditional way. For instance, nets are laid under each olive tree during the winter months. The grass and weeds on the ground beneath each one are cleared by hand. By April, the olives drop naturally into the nets, where they wait to be collected. They are then loaded into sacks, and transported long distances over mountainous terrain. Because of this, donkeys are often used. One benefit of using these methods to harvest olives, even though machines are available, is that the fruit is not bruised. Consequently, the quality is often higher.

**C** One problem affecting these trees is the olive fly. This creature thrives in cool and wet summers, and, in large numbers, it can consume vast quantities of olives. Moreover, with enough food to eat, the flies multiply quickly. Therefore, in one summer, several generations of these insects can cause severe damage to olive crops. Attempts have been made using modern solutions to reduce the number of flies. For example, poisonous chemicals were once sprayed on the olive trees, but these have now been banned.

1. Paragraph A:

- The history of olive production
- Where and how olives are used

2. Paragraph B:

- How olives are farmed
- The advantages and disadvantages of traditional farming

3. Paragraph C:

- A threat to olive production
- A threat to olive production

## Unit 7: Exercise 2

Read the information. Then complete the table with the correct cohesive devices in the box. The first one has been done for you.

In the IELTS Reading test, it is important to understand how the writer uses *cohesive devices* to help present complex ideas.

Cohesive devices are words like *and*, *but* or phrases like *for example*. They link one idea with another in a text. Different cohesive devices have different functions.

Because of	what's more	even though	therefore	although
but	for instance	despite	moreover	for example
	in addition	such as	consequently	like

Adding new information	Showing contrast(a different idea)
also	

Giving an example	Giving a reason or result

## Unit 7: Exercise 3

Choose the correct cohesive devices to complete the text.

### Olive production in Greece

The olive tree typically grows in areas with hot, dry summers and wet winters, often near the sea. Greece is an ideal location for cultivating olive trees, and indeed olives have been an integral part of life there for thousands of years. The fruit from these trees has long been eaten as a food, consequently/but/for instance around 90% of olives are actually used to make oil after they have been picked. Not only is this used as a healthy alternative to cooking fat, but it can also/like/therefore be used in the production of cosmetic products moreover/despite/such as soap and shampoo. Despite/Therefore/In addition, the wood from the olive trees can be used to make high-quality furniture and kitchen equipment although /but/like bowls or chopping boards. On Corfu alone, there are an estimated three million olive trees. As a result/ Even though/ For instance, olives have long been an important part of this island's economy. Because of/ In addition/Despite modern technology, some people there still collect olives in a very traditional way. For instance / Because of/ What's more, nets are laid under each olive tree during the winter months. The grass and weeds on the ground beneath each one are cleared by hand. By April, the olives drop naturally into the nets, where they wait to be collected. They are then loaded into sacks, and transported long distances over mountainous terrain. Because of/ Consequently/Despite this, donkeys are often used. One benefit of using these methods to harvest olives, as a result/but/ even though machines are available, is that the fruit is not bruised. Although/ For example/ Consequently, the quality is often higher.

One problem affecting these trees is the olive fly. This creature thrives in cool and wet summers, and, in large numbers, it can consume vast quantities of olives. Moreover/ Although/Such as, with enough food to eat, the flies multiply quickly. Even though/ Therefore/ For instance, in one summer, several generations of these insects can cause severe damage to olive crops. Attempts have been made using modern solutions to reduce the number of flies.

Because of/ For example/Like, poisonous chemicals were once sprayed on the olive trees, but these have now been banned.

## Unit 7: Exercise 4

Read the information. Then choose the correct words to complete the sentences from the Reading passage.

As well as words and phrases like *therefore* or *in addition*, writers use reference words like *it*, *there*, *this* or *these* to avoid repeating a word or an idea. Sometimes, these words are used to avoid repeating several ideas. They usually refer backwards to something which has already been mentioned in the passage. This might be in the same sentence or an earlier sentence.

It     one     there     these     they     this

1. Greece is an ideal location for cultivating olive trees, and indeed olives have been an integral part of life \_\_\_\_\_ for thousands of years.
2. For instance, nets are laid under each olive tree during the winter months. The grass and weeds on the ground beneath each \_\_\_\_\_ are cleared by hand.
3. By April, the olives drop naturally into the nets, where \_\_\_\_\_ wait to be collected.
4. They are then loaded into sacks, and transported long distances over mountainous terrain. Because of \_\_\_\_\_, donkeys are often used.
5. One benefit of using \_\_\_\_\_ methods to harvest olives, even though machines are available, is that the fruit is not bruised.
6. One problem affecting these trees is the olive fly. This creature thrives in cool and wet summers, and, in large numbers, \_\_\_\_\_ can consume vast quantities of olives.

## Unit 7: Exercise 5

Read the sentences from the Reading passage again. Match the words in bold with the ideas in the box that they refer to.

1. Greece is an ideal location for cultivating olive trees, and indeed olives have been an integral part of life **there** for thousands of years.
2. For instance, nets are laid under each olive tree during the winter months. The grass and weeds on the ground beneath each **one** are cleared by hand.
3. By April, the olives drop naturally into the nets, where **they** wait to be collected.
4. They are then loaded into sacks, and transported long distances over mountainous terrain. Because of **this**, donkeys are often used.
5. One benefit of using **these** methods to harvest olives, even though machines are available, is that the fruit is not bruised.
6. One problem affecting these trees is the olive fly. This creature thrives in cool and wet summers, and, in large numbers, **it** can consume vast quantities of olives.

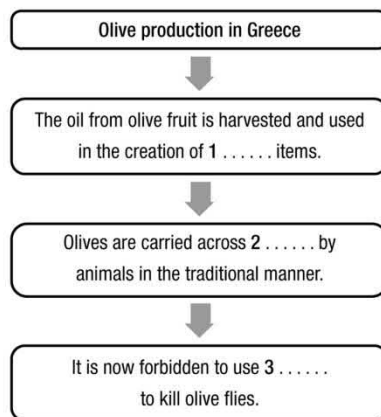
2      Greece      long distances over mountainous terrain      net      olive trees      olives  
sacks      the olive fly      using nets, clearing grass & weeds and using donkeys

1. there	
2. one	
3. they	
4. this	
5. these	
6. it	

## Unit 7: Exercise 6

Read the information. Then look at the flow chart. What type of information is missing? Choose the correct answers.

In the IELTS Reading test, you might need to find one or two words in a Reading passage to complete a flow chart. First, decide what type of information you need to look for in the passage.



1. You need to find a type of thing used to make olive oil/ made from olive oil .
2. You need to find an animal used for carrying olives/ a place where olives are carried .
3. You need to find something which can be used/ cannot be used to kill olive flies.

## Unit 7: Exercise 7

Read the passage and complete the flow chart below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

### Olive production in Greece

The olive tree typically grows in areas with hot, dry summers and wet winters, often near the sea. Greece is an ideal location for cultivating olive trees, and indeed olives have been an integral part of life there for thousands of years. The fruit from these trees has long been eaten as a food, but around 90% of olives are actually used to make oil after they have been picked. Not only is this used as a healthy alternative to cooking fat, but it can also be used in the production of cosmetic products such as soap and shampoo. In addition, the wood from the olive trees can be used to make high-quality furniture and kitchen equipment like bowls or chopping boards.

On Corfu alone, there are an estimated three million olive trees. As a result, olives have long been an important part of this island's economy. Despite modern technology, some people there still collect olives in a very traditional way. For instance, nets are laid under each olive tree during the winter months. The grass and weeds on the ground beneath each one are cleared by hand. By April, the olives drop naturally into the nets, where they wait to be collected. They are then loaded into sacks, and transported long distances over mountainous terrain. Because of this, donkeys are often used. One benefit of using these methods to harvest olives, even though machines are available, is that the fruit is not bruised. Consequently, the quality is often higher.

One problem affecting these trees is the olive fly. This creature thrives in cool and wet summers, and, in large numbers, it can consume vast quantities of olives. Moreover, with enough food to eat, the flies multiply quickly. Therefore, in one summer, several generations of these insects can cause severe damage to olive crops. Attempts have been made using modern solutions to reduce the number of flies. For example, poisonous chemicals were once sprayed on olive trees, but these have now been banned.

### Olive production in Greece

The oil from olive fruit is harvested and used in the creation of 1 \_\_\_\_\_ items.

Olives are carried across 2 \_\_\_\_\_ by animals in the traditional manner.

It is now forbidden to use 3 \_\_\_\_\_ to kill olives



## Unit 7: Exercise 8

In an IELTS Reading flow chart completion task, it is important to look for paraphrases of the words from the flow chart in the Reading passage.

Read the passage and then read the sentences from the flow chart in Exercise 7. Write the words from the passage which have a similar meaning to the words in bold.

What's more, around 90% of olives are used to make oil. Not only is this used as a healthy alternative to cooking fat, but it can also be used in the production of cosmetic products such as soap and shampoo.

By April, the olives drop naturally into the nets, where they wait to be collected. They are then loaded into sacks, and transported long distances over mountainous terrain. Because of this, donkeys are often used.

Modern solutions have been attempted to reduce the number of olive flies. For example, poisonous chemicals were once sprayed on olive trees, but these have now been banned.

1. The oil from olive fruit is **harvested** \_\_\_\_\_
2. and used in the **creation** of cosmetic items . \_\_\_\_\_
3. Olives are **carried** \_\_\_\_\_
4. **across** mountainous terrain \_\_\_\_\_
5. **by animals** in the traditional manner. \_\_\_\_\_
6. It is now **forbidden** to use poisonous chemicals to kill olive flies.

## Unit 7: Exercise 9

Read the information. Then complete the flow chart below. Choose ONE WORD ONLY from the passage for each answer.

- Quickly look at the passage to get an idea of what each paragraph is about.
- Look carefully at the flow chart. Decide what type of word you need for each gap.
- Scan the passage to find the part which contains the information you need.
- Read this part of the passage carefully, paying attention to cohesive devices and words which refer back to earlier ideas.
- Use your knowledge of paraphrasing to help you find the ideas in the passage which match the flow chart.
- Write one word in each gap in the flow chart. Use any time left at the end to check your spelling carefully.

### Gold Edge Honey

*Gold Edge Honey is a leading brand in the honey industry, exporting an ever-expanding range of high-quality products to over 100 countries*

It was in 1934 that Jack Rogers, the founder of Gold Edge Honey, first had the idea of entering the honey production business. At the time, he was working for his father, a dairy farmer in the UK. Even though the family business stretched back several generations, Jack lacked enthusiasm for it and had often dreamed of starting something new. On one occasion, he happened to attend a talk given in his local town hall. The speaker, a honey producer himself, was describing the benefits that honey could offer and how these might one day be recognised by people wishing to improve their health. Jack was intrigued and concluded that this kind of promotion could go a long way towards making honey a more popular item among customers.

Jack tried for several years to convince his father that there was a future in the honey business. Eventually, his father accepted that Jack had no interest in following in his own footsteps. Jack was about to approach his bank manager for a loan to set up his new enterprise when his father suddenly announced that he and Jack's mother had decided to give up their farm because it was becoming too difficult to run. Consequently, they had decided to sell it and move closer to Jack's sister and her children. Although for his parents this had been a difficult decision to make, it did in fact present Jack with an unexpected opportunity.

After a good offer had been accepted for the farm, Jack received his share of the money. Because of this, he was finally able to fulfil his ambition to buy land that was a suitable habitat for bees and go into honey production. Just a few years later, Jack had made good progress with his new venture, which he called Gold Edge Honey, and was beginning to sell honey to local shops. However, in 1946, disaster struck. This was the year in which honey production across the UK was badly affected by an exceptionally long dry period. The flowers that the bees depended upon could not survive such a severe drought. What's more, in Jack's case, disease had wiped out many of the bees in his hives. He realised that his earlier success had mainly been due to luck. Therefore, if he was to avoid similar problems, he would need to hire beekeepers with far greater experience than he had. It took a while, but by placing a notice in a regional newspaper, he was able to find such people.

Hard work and determination meant that within a few years, Jack's honey production rose significantly. Because Jack was making healthy profits, he decided to invest in 2,000 more hives. As a result, he was able to sign contracts with two national supermarkets. For the first time, the honey produced by Jack's company became available across the country, not just in local markets. Indeed, by the 1970s, the company had even started exporting products overseas, to both Middle Eastern and European markets.

Towards the end of the 1970s, Jack's son, Andrew, took over the running of the business. Andrew Rogers, like his father before him, worked hard to expand the business. For instance, he hired people to work on a variety of cosmetics, all of which were created with honey as one of the main ingredients. As Andrew wanted customers to associate the new range with high quality, a focus on attractive packaging and presentation was also something his marketing team worked hard to create.

Today, so well-known is Gold Edge Honey that a decision was made to provide public access to the original processing and packing plant. It now attracts a large number of tourists, who can go on a guided tour and, among other things, view some of the early machinery which was used to extract the liquid honey from the bee hives, filter it and bottle it. Of course, things have moved on since the 1930s but, despite that, the tour still allows visitors to see just how labour-intensive honey production used to be. Visitors can also sample a wide range of delicious honey products. In fact, the Gold Edge Honey café, where customers can enjoy a fantastic selection of food containing honey, such as cakes, biscuits and drinks, has already won awards.

It is now Jack's granddaughter, Annabelle, who is responsible for the Gold Edge Honey company. She is well aware of the international interest in the brand, and it was her idea to establish a website focusing on educating potential customers about the benefits of honey and how it is produced. This will provide information about the stages of honey production, its health properties and the lifecycle of bees. In addition, it will include entertaining features for younger visitors, like interactive games and quizzes. It will be available online in the coming year.

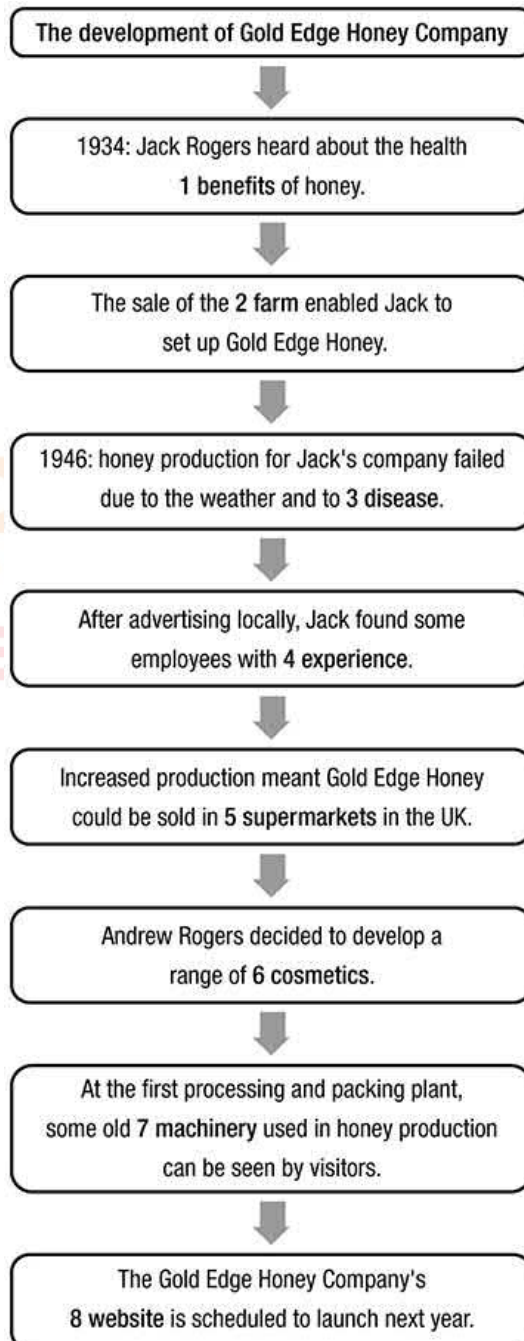
### The development of Gold Edge Honey Company

1. 1934: Jack Rogers heard about the health 1 \_\_\_\_\_ of honey
2. The sale of the 2 \_\_\_\_\_ enabled Jack to set up Gold Edge Honey.
3. 1946: honey production for Jack's company failed due to the weather and to 3 \_\_\_\_\_.
4. After advertising locally, Jack found some employees with 4 \_\_\_\_\_.
5. Increased production meant Gold Edge Honey could be sold in 5 \_\_\_\_\_ in the UK.
6. Andrew Rogers decided to develop a range of 6 \_\_\_\_\_.
7. At the first processing and packing plant, some old 7 \_\_\_\_\_ used in honey production can be seen by visitors.
8. The Gold Edge Honey Company's 8 \_\_\_\_\_ is scheduled launch next year.

## Unit 7: Exercise 10

Read the information. Then complete the extracts from the passage. Use the words and phrases in the box that helped you complete the flow chart in Exercise 9.

Recognising discourse markers (words like *anyway*, *right*, *as I say*, *to begin with*, etc. which we use to connect, organise and manage what we say or to express an attitude) and reference words can help you understand how the writer is organising the information in the text.



As a result	For instance	It	This	What's more	it	such	these
			this	who			

1. The speaker, a honey producer himself, was describing the **benefits** that honey could offer and how \_\_\_\_\_ might one day be recognised by people wishing to improve their health.
2. After a good offer had been accepted for the **farm**, Jack received his share of the money. Because of \_\_\_\_\_, he was finally able to fulfil his ambition to buy land that was a suitable habitat for bees and go into honey production.
3. The flowers that the bees depended upon could not survive such a severe drought. \_\_\_\_\_ in Jack's case, **disease** had wiped out many of the bees in his hives.
4. Therefore, if he was to avoid similar problems, he would need to hire beekeepers with far greater **experience** than he had. It took a while, but by placing a notice in a regional newspaper, he was able to find \_\_\_\_\_ people.
5. Because Jack was making healthy profits, he decided to invest in 2,000 more hives. \_\_\_\_\_ he was able to sign contracts with two national **supermarkets**.
6. Andrew Rogers, like his father before him, worked hard to expand the business. \_\_\_\_\_, he hired people to work on a variety of **cosmetics** ...
7. Today, so well-known is Gold Edge Honey that a decision was made to provide public access to the original processing and packing plant. It now attracts a large number of tourists, \_\_\_\_\_ can go on a guided tour and, among other things, view some of the early **machinery** which was used to extract the liquid honey from the bee hives ...
8. ... it was her idea to establish a new **website** focusing on educating potential customers about the benefits of honey and how it is produced. \_\_\_\_\_ will provide information about the stages of honey production, its health properties and the lifecycle of bees. In addition, \_\_\_\_\_ will include entertaining features for younger visitors, like interactive games and quizzes. \_\_\_\_\_ will be available online in the coming year.

## UNIT 7 WRITING

### Unit 7: Exercise 1

In IELTS Writing Task 2 you may be asked to write an essay giving two opposing views and also your own opinion.

Look at the following essay question.

---

*Some people believe that social media sites, such as Facebook or Twitter, have a negative impact on young people and their ability to form personal relationships. Others believe that these sites bring people together in a beneficial way.*

*Discuss both these views and give your opinion.*

---

Put the ideas for and against social media sites into the correct columns.

meet people from around the world	waste of time	build confidence
meet people with similar interests	can be dangerous	not real communication
only online	easier to express yourself	

For	Against

## Unit 7: Exercise 2

Look at the essay question again.

*Some people believe that social media sites, such as Facebook or Twitter, have a negative impact on young people and their ability to form personal relationships. Others believe that these sites bring people together in a beneficial way.*

*Discuss both these views and give your opinion.*

Then put the paragraphs in the correct order to complete the sample essay.

While it is true that social media sites can be very useful and help us to connect and keep in touch with others, we need to be careful and not forget that we can only make real friends in the real world. These are the relationships that last a lifetime.

Firstly, let us consider what makes a meaningful relationship. Being able to talk and meet with people is key and this can be done in person in the traditional way, or, increasingly, online. However, seeing people in the real world is very different from meeting them online. You can learn more about them and see them at both their best and their worst; therefore, your relationship is based on more than short text communication.

New types of technology mean that you can easily connect with people around the world. Many believe that this is harmful and prevents us from forming meaningful friendships with others, while some people argue that using social media improves our ability to build new relationships. In my opinion, the negative impact is greater than the benefits, as I will explain.

Many argue that modern social media allows us to connect with a variety of people from different places and backgrounds, which can be true. Nevertheless, these websites often lead young people into dangerous situations, for example, they may be bullied because of how they look. Also, their personal information becomes available to all if they are not careful and they never really know who they are connecting with.

1.	
2.	
3.	
4.	



## Unit 7: Exercise 3

Look at the essay plan and read the student's essay. Which ideas from the plan did the candidate use? Match the sentences in bold in paragraphs 2 and 3 of the essay with the ideas.

You can use some of the ideas more than once and some you don't need at all.

For	Against
meet people from around the world	only online
easier to express yourself	not real communication
build confidence	can be dangerous
meet people with similar interests	waste of time

New types of technology mean that you can easily connect with people throughout the world. Many believe that this is harmful and prevents us from forming meaningful friendships with others, while some people argue that using social media improves our ability to build new relationships. In my opinion, the negative impact is greater than the benefits, as I will explain.

Firstly, let us consider what makes a meaningful relationship. Being able to talk and meet with people is key and this can be done in person in the traditional way, or, increasingly, online. However, **seeing people in the real world is very different from meeting them online**. You can learn more about them and see them at both their best and their worst; therefore, **your relationship is based on more than short text communication**.

Many argue that modern **social media allows us to connect with a variety of people from different places and backgrounds**, which can be true. Nevertheless, **these websites often lead young people into dangerous situations**, for example, they may be bullied because of how they look. Also, **their personal information becomes available to all** if they are not careful and **they never really know who they are connecting with**.

While it is true that social media sites can be very useful and help us to connect and keep in touch with others, we need to be careful and not forget that we can only make real friends in the real world. These are the relationships that last a lifetime.



build confidence	can be dangerous	easier to express yourself
meet people from around the world	meet people with similar interests	
not real communication	only online	waste of time

1. seeing people in the real world is very different from meeting them online

\_\_\_\_\_

2. your relationship is based on more than short text communication

\_\_\_\_\_

3. social media allows us to connect with a variety of people from different places and backgrounds

\_\_\_\_\_

4. these websites often lead young people into dangerous situations

\_\_\_\_\_

5. their personal information becomes available to all

\_\_\_\_\_

6. they never really know who they are connecting with

\_\_\_\_\_

## Unit 7: Exercise 4

It is important not to make errors when you complete IELTS Writing Task 2. Always check your work to correct any mistakes, especially taking care with spelling.

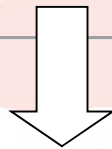
Look at the sample essay. There are seven spelling mistakes. Can you find them? Select the mistakes.

---

*Some people believe that social media sites, such as Facebook or Twitter, have a negative impact on young people and their ability to form personal relationships. Others believe that these sites bring people together in a beneficial way.*

*Discuss both these views and give your opinion.*

---



New types of technology mean that you can easily connect with people throughout the world. Many believe that this is harmful and prevents us from forming meaningful friendships with others while some people argue that using social media improves our ability to build new relationships. In my opinion, the negative impact is greater than the benefits, as I will explain.

Firstly, let us consider what makes a meaningful relationship. Being able to talk and meet with people is key and this can be done in person in the traditional way, or, increasingly, online. However, seeing people in the real world is very different from meeting them online. You can learn more about them and see them at both their best and their worst; therefore, your relationship is based on more than short text communication.

Many argue that modern social media allows us to connect with a variety of people from different places and backgrounds, which can be true. Nevertheless, these websites often lead young people into dangerous situations, for example, they may be bullied because of how they look. Also, their personal information becomes available to all if they are not careful and they never really know who they are connecting with.

While it is true that social media sites can be very useful and help us to connect and keep in touch with others, we need to be careful and not forget that we can only make real friends in the real world. These are the relationships that last a lifetime.

## Unit 7: Exercise 5

Look at the spelling mistakes. Can you correct them?

1. thrughout	
2. harmfull	
3. meeningful	
4. medier	
5. inpact	
6. never the less	
7. bulied	

## Unit 7: Exercise 6

Read the essay question and the words and phrases in bold in the sample essay. Then put the words and phrases in the correct columns to complete the table.

*Some people believe that social media sites, such as Facebook or Twitter, have a negative impact on young people and their ability to form personal relationships. Others believe that these sites bring people together in a beneficial way.*

*Discuss both these views and give your opinion.*

New types of technology mean that you can easily connect with people throughout the world. **Many believe** that this is harmful and prevents us from forming meaningful friendships with others, **while some people argue** that using social media improves our ability to build new relationships. **In my opinion**, the negative impact is greater than the benefits, as I will explain.

Firstly, let us consider what makes a meaningful relationship. Being able to talk and meet with people is key and this can be done in person in the traditional way, or, increasingly, online. **However**, seeing people in the real world is very different from meeting them online. You can learn more about them and see them at both their best and their worst; therefore, your relationship is based on more than short text communication.

**Many argue** that modern social media allows us to connect with a variety of people from different places and backgrounds, which can be true. **Nevertheless**, these websites often lead young people into dangerous situations, for example, they may be bullied because of how they look. Also, their personal information becomes available to all if they are not careful and they never really know who they are connecting with.

While it is true that social media sites can be very useful and help us to connect and keep in touch with others, we need to be careful and not forget that we can only make real friends in the real world. **I personally believe** that these are the relationships that last a lifetime.

Nevertheless	However	Many argue	In my opinion	I personally believe
	Many believe		While some people argue	

Your opinion	General opinion	Opposing view

## Unit 7: Exercise 7

Complete the table. Put the phrases for expressing opinions and views in the correct columns.

In spite of	My (personal) opinion is	Some (people) say	To contrast	It is said
On the contrary	It is generally accepted that	It is my belief	To my mind	
Your opinion	General opinion	Opposing view		

## Unit 7: Exercise 8

Choose the correct words to complete the sentences.

1. It is my believe/belief that Facebook is excellent because it brings people closer.
2. Nevertheless, some people discuss/argue that social media affects young people in a negative way.
3. In spite to/of this, some feel that Facebook can build confidence in people who are shy.
4. I personally/personal think there are both good and bad aspects of social media.
5. Some people tell/say that online relationships are not genuine.
6. On the contrast/contrary , many people feel that all relationships are beneficial.

## Unit 7: Exercise 9

Look at the essay question. Then complete the essay. Use each of the words in the box once only.

*Some people believe that social media sites, such as Facebook or Twitter, have a negative impact on young people and their ability to form personal relationships. Others believe that these sites bring people together in a beneficial way.*

*Discuss both these views and give your opinion.*

However	Nevertheless	feel	however	nevertheless	nowadays
	personally	some	start	therefore	while

Social media is a huge business today and many feel it has changed the world for the better. Others \_\_\_\_\_ the opposite and worry that we do not connect with people in a good way. I \_\_\_\_\_ feel that social media is, on the whole, a good thing as it has improved the way we communicate.

To \_\_\_\_\_ with, sites such as Facebook and Instagram mean we can now talk to people from across the world and find out about different cultures. \_\_\_\_\_ people feel this can be a little dangerous, as we can't be sure who we are talking to. \_\_\_\_\_, if we are responsible and take care, there are lots of benefits. For example, you can make friends with people who you would never meet in your normal life.

Lots of people say that internet friends are not real friends, and that spending all your time talking to people on the computer is a waste of your life. \_\_\_\_\_ this may be true if you only communicate electronically, meeting people on the internet can be a way of overcoming shyness and these relationships can lead to real meetings. \_\_\_\_\_, it is becoming more common for people to meet their husbands or wives on the internet.

In conclusion, there are possible problems connected with social media; \_\_\_\_\_, if you are careful it can give you many opportunities for friendship that you would not normally have. If these sites did not exist, \_\_\_\_\_, the world would be a much more boring place.

## Unit 7: Exercise 10

### WRITING TASK 1

You should spend about 40 minutes on this task.

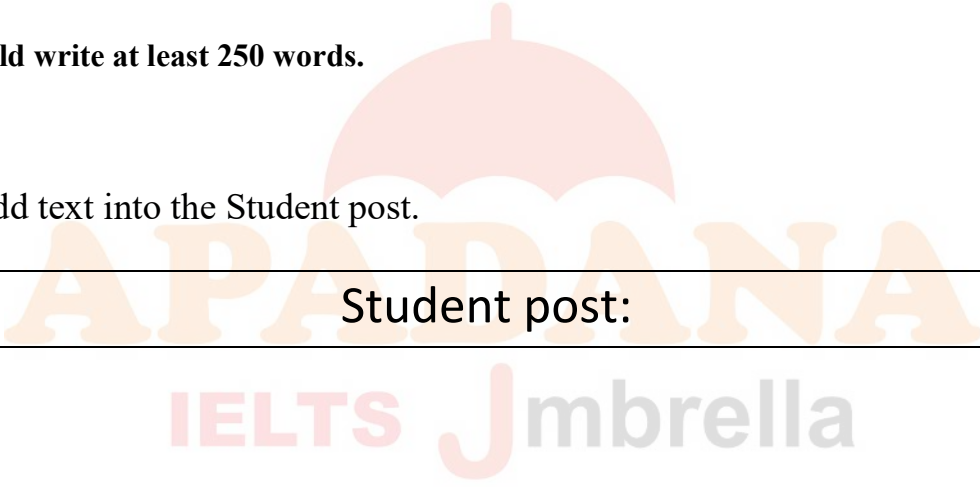
Write about the following topic.

*Many people believe that modern music can have a negative impact on the young. Others believe the effect of modern music is positive. Discuss both these views and give your opinion.*

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

You should write at least 250 words.

Please add text into the Student post.

Student post:


## UNIT 7 LISTENING

### Unit 7: Exercise 1

At the end of this unit, you are going to complete a Section 1 task of the IELTS Listening test.

Read the questions. Then decide what the context might be and choose the correct option.

Write **ONE WORD ONLY** for each answer.

#### Study trip to Redcliffs Island

- 1 Food must be sealed in bags so no insects or ..... are brought to the island.
- 2 If students have any kind of ....., the Chief Ranger will need to be informed.
- 3 It's important for students to clean their ..... when they leave the ferry.
- 4 It's forbidden for students to make a ..... anywhere on the island.
- 5 The only way to reach the caves is by using a short .....

- ☐ 1 An expert giving a lecture to students about Redcliffs Island.
- ☐ 2 Someone arranging a trip to Redcliffs Island, and finding out what he or she needs to do.
- ☐ 3 Students planning a presentation about Redcliffs Island.
- ☐ 4 A teacher talking to students about a recent trip they went on to Redcliffs Island.

### Unit 7: Exercise 2

Read the information. Then listen to extracts from three different conversations and decide who the speakers are, and why they are speaking.

Choose the correct answers.

In Section 1 of the IELTS Listening test, you will usually need to focus on a person who wants to find out information from another person.

It is important to know what the person wants to find out. Very often, the task you need to do will involve completing the information that the person receives.

1

**Woman:** Hello, this is the Seaview Hotel.

**Man:** Oh, hello, is that the reception desk?

**Woman:** Yes, it is. How can I help you?

**Man:** Hi. I checked out of the hotel yesterday, and I think I might have left my passport in the room I was staying in. I don't have it with me now, and I can't imagine where it could be. I'm quite stressed about this.

**Woman:** I'm sorry to hear that. I can tell you that all the rooms were cleaned yesterday, and nothing has been reported. But let me just take some details from you.

2

**Woman:** Oh hello. I don't know if you remember me, but I emailed you yesterday to make a booking. I'm Mrs Humphries.

**Man:** Oh yes. Was there a problem with your booking?

**Woman:** Not at all. I was just wondering if you could help me with some further information, because there wasn't a lot on your website. For example, are there any shops or places to eat near the campsite, or do we have to bring our own food?

3

**Woman:** Hello. The reason I'm here is because I'd like to book one of your wildlife tours, if you've got any places left.

**Man:** We do have two more places, so you're lucky!




**Woman:** Great! I'll take them.

**Man:** Fine. There are a few important things I need to go over first, though, before you buy the tickets, in order to explain the different rules and regulations we all need to follow.

**Woman:** Sure. Because you need to make sure we're safe on the tour, right?

**Man:** Well, it's more because of the animals. We don't want to disturb them or their environment.

**Woman:** Oh yes, of course.

1. The man is a <u>hotel guest/hotel receptionist</u> and the woman is a <u>hotel guest/hotel receptionist</u> . The man would like to know if the hotel has <u>cleaned his room/ found his passport</u> .	 1.MP3
2. The man is a <u>future guest/ the owner of a campsite</u> and the woman is a <u>future guest/ the owner of a campsite</u> The guest would like help with <u>making their booking/ planning their stay</u>	 2.MP3
3. The man is <u>selling tickets for wildlife tours/ thinking about going on a wildlife tour</u> and the woman is <u>selling tickets for one/ thinking about going on one</u> . The ticket seller would like to explain <u>how to buy tickets/ what people need to do on the tours.</u>	 3.MP3



## Unit 7: Exercise 3

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

Decide what the speakers are doing. Complete the sentences with the endings in the box.

In Section 1 of the IELTS Listening test, you might hear people explaining what *they* want, or what they want *other people* to do.

**Woman:** Hello. **The reason** I'm here **is because** I'd like to book one of your wildlife tours, if you've got any places left.

**Man:** We do have two more places, so you're lucky!

**Woman:** Great! I'll take them.

**Man:** Fine. There are a few important things I need to go over first, though, before you buy the tickets, **in order to** explain the different rules and regulations we all need to follow.

**Woman:** Sure. **Because** you need to make sure we're safe on the tour, right?

**Man:** Well, it's more **because of** the animals. We don't want to disturb them or their environment.

**Woman:** Oh yes, of course.

**Man:** We always ask people not to take food with them. Drinks are OK, as long as you don't throw your plastic bottles on the ground. But food, unfortunately, is forbidden.






**Woman:** Why is that?

**Man:** **So that** we don't introduce unnatural foods into their environment. And also because we don't want to train the wildlife to realise that they can approach humans for food.

**Man:** Also, please remember that, unfortunately, the weather has been a lot warmer than usual recently.

**Woman:** Why is that a problem? I like warm weather.

**Man:** Well, the higher temperatures **result in** very different behaviour from the animals. Some get stressed, especially the birds, not to mention the plants. And **this means** that you might be unlucky and not see any animals at all, **because** they've moved somewhere else.






1. The woman is <u>checking what the other person means/</u> <u>explaining how one thing affects something else/</u> <u>explaining why people aren't allowed to do something/</u> <u>hoping to buy something/ saying what she is going to</u> <u>explain to the man</u>	 1.MP3
2. The man is <u>checking what the other person means/</u> <u>explaining how one thing affects something else/</u> <u>explaining why people aren't allowed to do something/</u> <u>hoping to buy something/ saying what he is going to</u> <u>explain to the woman</u>	 2.MP3
3. The woman is <u>checking what the other person means/</u> <u>explaining how one thing affects something else/</u> <u>explaining why people aren't allowed to do something/</u> <u>hoping to buy something/ saying what she is going to</u> <u>explain to the man</u>	 3.MP3
4. The man is <u>checking what the other person means/</u> <u>explaining how one thing affects something else/</u> <u>explaining why people aren't allowed to do something/</u> <u>hoping to buy something/ saying what he is going to</u> <u>explain to the woman</u>	 4.MP3
5. The man is <u>checking what the other person means/</u> <u>explaining how one thing affects something else/</u> <u>explaining why people aren't allowed to do something/</u> <u>hoping to buy something/ saying what he is going to</u> <u>explain to the woman</u>	 5.MP3

## Unit 7: Exercise 4

Read the information. Then listen to the extracts again. Complete the sentences with the words and phrases the speakers use.

It's important to understand when a speaker is signalling an explanation. This will help you to focus on what the speaker is trying to find out.

We can use *because*, *so that*, *in order to* and *the reason* ... with phrases which include verbs. We use *results in* and *because of* with phrases which include nouns.

<p>1. <b>Woman:</b> Hello. _____ I'm here _____ I'd like to book one of your wildlife tours, if you've got any places left.</p> <p><b>Man:</b> We do have two more places, so you're lucky!</p> <p><b>Woman:</b> Great! I'll take them.</p>	 1.MP3
<p>2. <b>Man:</b> Fine. There are a few important things I need to go over first, though, before you buy the tickets, _____ explain the different rules and regulations we all need to follow.</p>	 2.MP3
<p>3. <b>Woman:</b> Sure. _____ you need to make sure we're safe on the tour, right?</p> <p><b>Man:</b> Well, it's more _____ the animals. We don't want to disturb them or their environment.</p> <p><b>Woman:</b> Oh yes, of course.</p>	 3.MP3
<p>4. <b>Man:</b> We always ask people not to take food with them. Drinks are OK, as long as you don't throw your plastic bottles on the ground. But food, unfortunately, is forbidden.</p> <p><b>Woman:</b> _____ is that?</p> <p><b>Man:</b> _____ we don't introduce unnatural foods into their environment. And also because we don't want to train the wildlife to realise that they can approach humans for food.</p>	 4.MP3
<p>5. <b>Man:</b> Also, please remember that, unfortunately, the weather has been a lot warmer than usual recently.</p> <p><b>Woman:</b> Why is that a problem? I like warm weather.</p> <p><b>Man:</b> Well, the higher temperatures _____ very different behaviour from the animals. Some get stressed, especially the birds, not to mention the plants. And _____ that you might be unlucky and not see any animals at all, _____ they've moved somewhere else.</p>	 5.MP3

## Unit 7: Exercise 5

Listen and complete the sentences. Write ONE WORD ONLY for each answer.

- Read the gapped notes quickly to see what the context is likely to be.
- Quickly identify what the key words are around each gapped note, for example, *sealed bags*, *Chief Ranger*. The speakers are likely to say (or paraphrase) these key words.
- Listen to the conversation, and pay attention to how the speakers give explanations.
- Write down one word in each gap, while you are listening.
- After listening, go back and check what you wrote. Did you write only one word in each gap? Does it make sense in the sentence? Is the spelling correct? Have you used singular/plural words correctly?

**Presenter:** You will hear a college lecturer calling the office on Redcliffs Island, where people can see birds in their natural habitat.

**Woman:** Hello, I'm calling because I'd like to bring a group of students to visit the island in July.

**Reception:** OK. For a day visit, or were you hoping to stay overnight?

**Woman:** if possible, for the night.

**Reception:** OK. Have you brought groups to the island before?

**Woman:** No.

**Reception:** Let me give you some general information. The reason I want to do that is because the island is a protected bird sanctuary, so we don't want anything on the island that might harm them. You'll need to bring your own food with you, all tightly sealed in plastic bags.

**Woman:** Is that because you don't want us to bring any insects with us, like ants or wasps?

**Reception:** Well, yes, but we're also concerned about mice. We don't want them jumping into a box full of sandwiches and then out again when they've reached the island. They eat the birds' eggs.

**Woman:** OK. What medical facilities do you have on the island?

**Reception:** That's a good point. There's only a basic first aid kit – antiseptic, bandages and so on. So if anyone is unlucky enough to have an accident, apart from minor cuts and bruises, you need to let the Chief



play.MP3

Ranger know as soon as possible, and he will contact the emergency services.

**Woman:** Right. I'll remember that. Does the ferry to the island only run twice a day?

**Reception:** Yes, and it takes about 40 minutes. Don't forget, when everyone gets off the ferry, and before they start walking up to the information centre, they'll need to remove any dirt from their shoes. There are plenty of brushes they can use – and some cleaning spray. It's important they do this. Otherwise people could accidentally bring dirt onto the island, which could contain bacteria that might affect the plants.

**Woman:** The students are all keen to look after the environment, so I'm sure they'll take that seriously. And, students are allowed to camp, is that right?

**Reception:** Well, only in the field near the information centre. They aren't allowed to put up tents anywhere they like.

**Woman:** And what about fires?

**Reception:** I'm afraid not. They would frighten the birds.

**Woman:** Oh, that's a shame, but I understand your reasons why. When we come, do we get a guide to show us around?

**Reception:** Yes, one will be allocated to your group.

**Woman:** And will they take us to see the caves? Some students are really keen to go.

**Reception:** The caves? Yes, that's possible. But I should just let you know that there was a big storm recently. This resulted in the path leading down to the cave entrance being blocked by falling trees, and we haven't cleared them away yet. This means you need to climb down a ladder into the caves. It's not very far, and it doesn't take long.

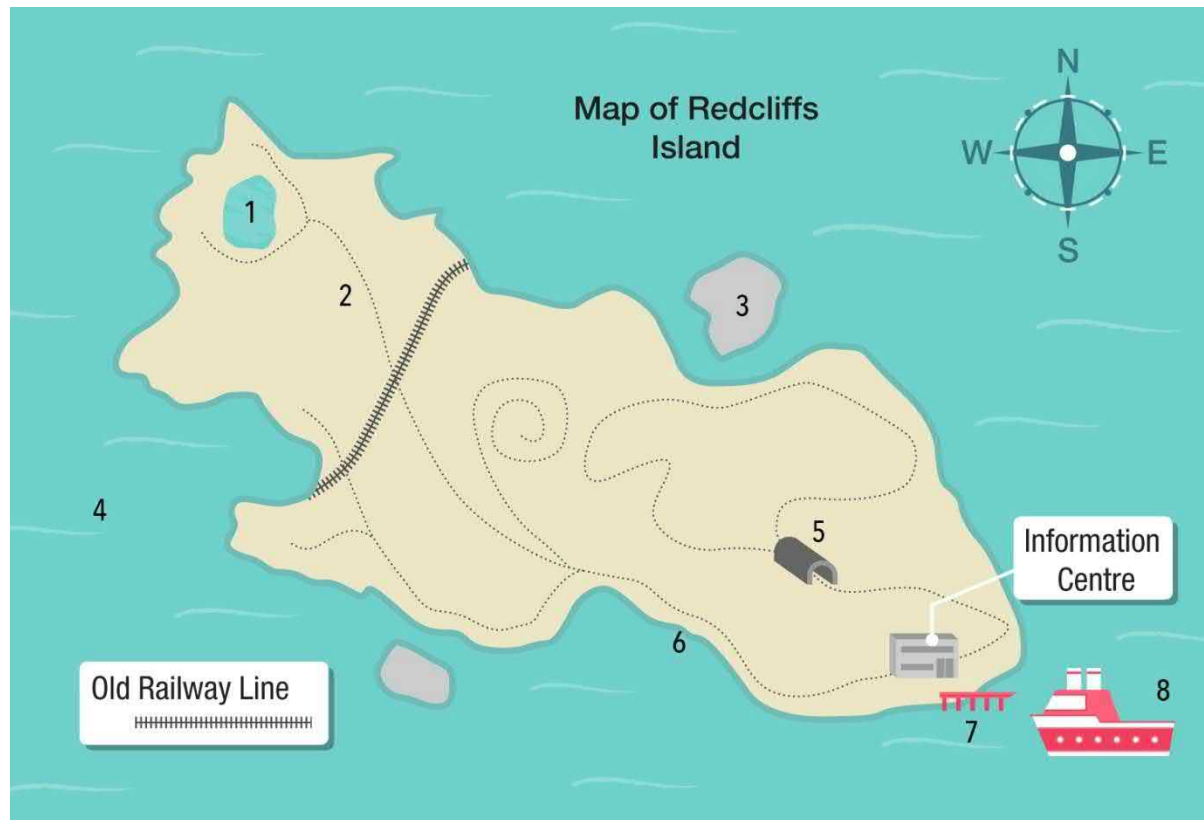
**Woman:** That sounds like quite an adventure!

1. Food must be sealed in bags so no insects or \_\_\_\_\_ are brought to the island.
2. If students have an \_\_\_\_\_, the Chief Ranger will need to be informed.
3. It's important for students to clean their \_\_\_\_\_ when they leave the ferry.
4. It's forbidden for students to make \_\_\_\_\_ anywhere on the island.
5. The only way to reach the caves is by using a short \_\_\_\_\_.

## Unit 7: Exercise 6

Read the information. Then label the map with the words in the box.

In Section 1 of the IELTS Listening test, you might need to label a map. It's important to familiarise yourself with the important features on a map before you listen. This will help you to follow the directions or information the speaker is giving.



Coastline    ferry    lake    ocean    path    port    rocks    tunnel

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

## Unit 7: Exercise 7

Listen, and label the places on the map that the speaker talks about.

1

There are three interesting places on the island that I really recommend. The first place is somewhere with amazing flowers. To get there, first look for the right-hand path at the information centre. Take it and follow it for about five minutes. You'll eventually need to go through a tunnel. After that, you'll see a big, beautiful field.

2

The second place is a spot where you can get some great views. Take the left-hand path from the information centre until you reach a point where the path splits into three. Head south, and follow the path along the coastline for about five minutes. Eventually, you'll come to a place where you can see a large rock in front of you, about 100 metres out to sea, and that's where you'll get the best views.

3

And thirdly, my favourite place on the island, use the path going west from the Information Centre. Keep going all the way, and avoid any choices to go left or right. You'll find yourself at an old railway line. From there, it's just a short walk north to the lake.

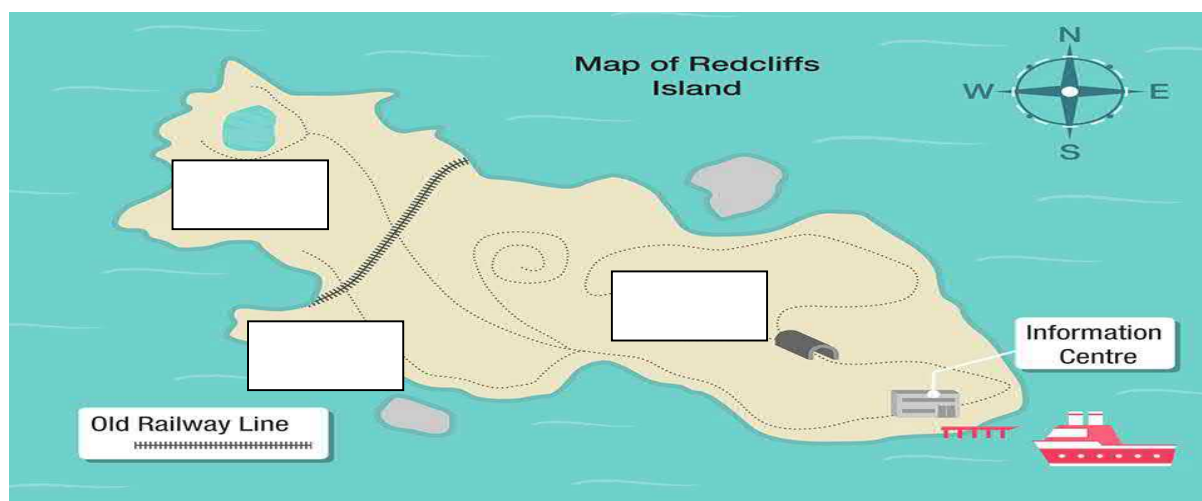


play.MP3

Place 1

Place 2

Place 3








## Unit 7: Exercise 8

Listen again and complete the explanations of how to get around Redcliffs Island.



<p>1. There are three interesting places on the island that I really recommend. The first place is somewhere with amazing flowers. To get there, first look for the _____-hand path at the Information Centre. _____ it and _____ it for about five minutes. You'll eventually need to go _____ a tunnel. After that, you'll see a big, beautiful field.</p>	 1.MP3
<p>2. The second place is a spot where you can get some great views. Take the left-hand path _____ the Information Centre until you _____ a point where the path splits into three. _____ south, and follow the path along the coastline for about five minutes. Eventually, you'll _____ to a place where you can see a large rock in front of you, about 100 metres out to sea, and that's where you'll get the best views.</p>	 2.MP3
<p>3. And thirdly – my favourite place on the island – _____ the path going _____ from the Information Centre. Keep going all the way, and _____ any choices to go left or right. You'll _____ at an old railway line. From there, it's just a short walk _____ to the lake.</p>	 3.MP3



## Unit 7: Exercise 9

Listen and label the map.

Write the correct letter, A–H.



**Presenter:** You will hear the Chief Ranger on Redcliffs Island, a place where people go to see birds in their natural habitat, welcoming a group of students.

Hello, I'm Nathan Jones, the Chief Ranger on Redcliffs Island. I hope you all had a good trip over on the ferry. Um, there are lots of things to do and see here, and I'll just tell you briefly how to find your way around. So, we're all standing here in front of the Information Centre – and you can see there are two paths leading off to the rest of the island – one on the left, and one on the right.

Now, there are many different types of bird on the island, and we put food out for them at the feeding stations twice a day. So if you want to see pretty much every species of bird, you should head for the feeding stations. To get there, follow that path on the left of the Information centre. It'll take you along the coastline, and then you'll come to a point where the path divides into three. Take the path on your right, and keep going. You'll soon find yourself sort of walking around in a circular direction – but the path eventually leads to the feeding stations – right in the centre of the island.

If you're feeling a little thirsty, perhaps you might want to walk to the café. It's a fairly straightforward route. From here, the Information Centre, follow the right-hand path. You'll come to a short tunnel, and once you've gone through it, you'll have a choice of two paths. Take the one on the right,



play.MP3

which heads east, and follow it round until it takes you up to the café. It's on the left hand side of the path, not on the side facing the ocean. It doesn't do food, I'm afraid, so I hope you've all brought your snacks with you.

If you're feeling energetic, I'd recommend a walk to the lighthouse. Take the left-hand path from the Information Centre, go along the coastline until you get to the point where the path splits into three. This time, take the middle option. It'll take you in a mainly north direction, across an old railway line, and finally up to a small lake. The lighthouse is to the west of the lake. You can climb to the top and enjoy a marvellous view of the island.

All right, I imagine that some of you are keen to visit the caves. This time, take the left-hand path and keep going left – all the way past the enormous rock you can see out in the ocean, until you come to a fork in the path. Take the one off to your left – and then it's just a short walk from there. If you reach the railway crossing, you've gone in the wrong direction! Do take a torch with you to look at the caves properly.

The other place that's definitely worth a visit is the seal observation point. To get there, take the path on the right of the Information Centre, go through the tunnel – then go left, and you'll find yourself on a winding path, which eventually leads up to the observation point. It's directly opposite the enormous rock in the ocean where the seal colony lives. We have a lot of baby seals at the moment – so get your cameras ready.

I hope you all enjoy your visit.

1. The feeding stations \_\_\_\_\_
2. The café \_\_\_\_\_
3. The lighthouse \_\_\_\_\_
4. The caves \_\_\_\_\_
5. The seal observation point \_\_\_\_\_

## Unit 7: Exercise 10

Think about what you have learnt in this unit.

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

1. In Section 1 and 2 of the IELTS Listening test, you might hear someone explaining something to another person, or other people.
  - ☐ True
  - ☐ False
2. In both Listening sections, you will hear other people checking they understand these explanations.
  - ☐ True
  - ☐ False
3. The explanations are usually about why someone did or didn't do something.
  - ☐ True
  - ☐ False
4. In map-labelling tasks, you will hear explanations about how to get somewhere.
  - ☐ True
  - ☐ False
5. In map-labelling tasks, there is often no extra information on the map, so you have to listen to the explanations very carefully.
  - ☐ True
  - ☐ False

## UNIT 7 SPEAKING

### Unit 7: Exercise 1

It's a good idea to learn word forms in order to improve *lexical resource*. *Lexical resource* is using a wide variety of vocabulary and idiomatic language accurately.

Read the IELTS Speaking Part 2 task card. Then complete the table with words you could use to talk about this topic.

Describe the subject you enjoyed most at school.

You should say:

what the subject was

how long you studied the subject

how the subject was taught

and explain why you enjoyed the subject.

Fascinated	fascination	interest	interesting	interestingly	keen	like
		likeable	loving	passionate		

verbs	nouns	adjectives	adverbs
enjoy	enjoyment	enjoyable	Enjoyably
love	love	lovable / loveless	Lovingly
_____	liking	_____	
—	keenness	_____ (on)	keenly
interest	_____	interested (in) / disinterested (in) / uninterested (in) / _____ / uninteresting	_____
fascinate	_____	_____ (by) / fascinating	—
—	passion	_____ (about)	passionately

## Unit 7: Exercise 2

These sentences are all related to the topic of school. Complete the sentences using the correct forms of the words in brackets.

1. A subject I found \_\_\_\_\_ (enjoy) at school was English.
2. I was always \_\_\_\_\_ (fascinate) by languages.
3. I didn't enjoy Maths because I thought it was really \_\_\_\_\_ (interest).
4. I wasn't \_\_\_\_\_ (keen) History either!
5. I studied English for many years, which I really \_\_\_\_\_. (enjoy)
6. The classroom was in a \_\_\_\_\_ (fascinate) old building.
7. Our teacher was a very friendly and \_\_\_\_\_ (like) person.
8. She was a very \_\_\_\_\_ (passion) teacher.
9. I \_\_\_\_\_ (love) the class because it was always fun.
10. All the students were \_\_\_\_\_ (interest) learning English, too.

## Unit 7: Exercise 3

In the IELTS Speaking test, it is important to use vocabulary related to the topic.

Read the IELTS Speaking Part 2 task card again and match the possible answers with the points from the task card.

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Describe the subject you enjoyed most at school.

You should say:

what the subject was  
how long you studied the subject  
how the subject was taught  
and explain why you enjoyed the subject.

for two hours a day / since last year / since I was 12 / for a long time

in class / online / in groups / private tutor / in pairs

interesting / active / challenging / creative / useful

Biology / Chemistry / Maths / English / History / Physical Education

1. what the subject was: \_\_\_\_\_
2. how long you studied the subject: \_\_\_\_\_
3. how the subject was taught: \_\_\_\_\_
4. and explain why you enjoyed the subject: \_\_\_\_\_

## Unit 7: Exercise 4

Read the IELTS Speaking Part 2 task card. Then watch the video and complete the student's answers.

Be careful, the answers might not be in the same order as on the task card. Also, note that the student doesn't answer all the questions.

Describe the subject you enjoyed most at school.


You should say:

what the subject was

how long you studied the subject

how the subject was taught

and explain why you enjoyed the subject.


- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. What the subject was: Turkish _____</li><li>2. How long you studied the subject: _____ years</li><li>3. How the subject was taught: No answer</li><li>4. Why you enjoyed the subject: I _____ reading books and reading about history. It was influenced by western literature, e.g. _____ literature.</li></ol> | <br>play.MP4 |
|---|---|

## Unit 7: Exercise 5

In IELTS Speaking Part 3, you will be required to answer questions relating to the topic in

Part 2 in a more general way, and possibly, in more detail.

Watch the video of an IELTS Speaking Part 3 test. Then read the examiner's questions. How does the student respond to each question? Choose the correct answers.

<p>1. Do you think subjects like art, dancing and sport should be compulsory in all schools?</p> <ul style="list-style-type: none"><li>○ Agrees</li><li>○ Disagrees</li></ul> <p>2. What about the creative subjects, like art?</p> <ul style="list-style-type: none"><li>○ Agrees</li><li>○ Disagrees</li></ul> <p>3. Don't you think that high-school subjects should focus really on preparing students for working life?</p> <ul style="list-style-type: none"><li>○ Agrees</li><li>○ Disagrees</li></ul> <p>4. Do you think there's a subject that you believe should be offered in schools that isn't offered at the moment?</p> <ul style="list-style-type: none"><li>○ Agrees</li><li>○ Disagrees</li></ul> <p>5. Isn't that because they (Maths, Latin and Italian) are more important for our future?</p> <ul style="list-style-type: none"><li>○ Agrees</li><li>○ Disagrees</li></ul>	 play.MP4
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## Unit 7: Exercise 6

In IELTS Speaking Part 3 you should try to *paraphrase* the examiner's questions to avoid repetition when giving your answer.

Look at the words in bold in the examiner questions. Then watch the video and complete the student's answers with the correct paraphrases.

**1. Examiner:** Do you think subjects like art, dancing and sport should be **compulsory** in all schools?

**Student:** ... it's \_\_\_\_\_ for young people that maybe don't do sport in their spare time to do this.

**2. Examiner:** What about the **creative subjects**, like art?

**Student:** I think that \_\_\_\_\_ are important too ...

**3. Examiner:** Don't you think that high-school **subjects** should focus really on preparing students for working life?

**Student:** ... it's very important that school gives an \_\_\_\_\_  
... that teaches different things to students ...

**4. Examiner:** Do you think there's a **subject** that you believe should be offered in schools that isn't offered at the moment?

**Student:** ... Yes, for example, in Italy we don't do a lot of \_\_\_\_\_  
\_\_\_\_\_ and Arts ... because the main focus is on Maths, Latin and Italian.

**5. Examiner:** Isn't that because **they** (Maths, Latin and Italian) are more important for our future?

**Student:** Yes, ... but it's important to give the kids a different way of thinking, not only important \_\_\_\_\_ . . . .




play.MP4



## Unit 7: Exercise 7


Watch the video of an IELTS Speaking Part 3 discussion about the qualities of a good teacher. Then match the descriptions in the box with the phrases the student uses.

<p>In the IELTS Speaking test it's a good idea to use <i>synonyms</i> in order to avoid repetition and improve <i>lexical resource</i>. A <i>synonym</i> is a word or phrase that has the same or nearly the same meaning as another word or phrase.</p>	
<p>being able to prevent children from being naughty and getting them to listen          being able to talk with and understand children      being able to talk with and understand children          managing a class successfully without any problems      setting rules for the class and not allowing them to be broken      the method and strategies used to teach</p>	
<ol style="list-style-type: none"> <li>connecting with children _____</li> <li>control children _____</li> <li>strict discipline _____</li> <li>pedagogic _____</li> <li>the way of teaching _____</li> <li>control the class _____</li> </ol>	 play.MP4

## Unit 7: Exercise 8

It's a good idea to learn synonyms in order to avoid repetition and improve *lexical resource*. Watch the video of an IELTS Speaking Part 3 test and notice how often the student says

*I think ...*. Then improve the student's answers by choosing the correct synonyms.

<ol style="list-style-type: none"> <li>Yes, <b>I think</b> that a teacher must be very patient.          Yes, I <u>belief /believe</u> that a teacher must be very patient.</li> <li><b>I think</b> that a teacher must really love his or her job.          I <u>feel/wonder</u> that a teacher must really love his or her job.</li> <li><b>I think</b> it's a very difficult job to do.          I <u>suppose/propose</u> it's a very difficult job to do.</li> <li><b>I think</b> it's the most important thing.          I <u>guest/guess</u> it's the most important thing.</li> <li><b>I think</b> it's the first rule of teaching.          I <u>considerate /consider</u> it to be the first rule of teaching.</li> <li><b>I think</b> that it's good to be friendly.          I <u>reckon/recommend</u> that it's good to be friendly.</li> <li><b>I think</b> that being friendly means that you are kind and polite to people.          I <u>imagine/imaginative</u> being friendly means that you are kind and polite to people.</li> </ol>	 play.MP4
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## Unit 7: Exercise 9

In order to talk for long enough in the IELTS Speaking Part 3 test, you will need to provide extra information in your answer.

Watch the video of the student answering some questions in IELTS Speaking Part 3. Then highlight the words and phrases the student uses to introduce extra information. The first answer has been done for you. There are six more answers to find.

**Examiner:** Do you think subjects like art, dancing and sport should be compulsory in all schools?

**Student:** I think that dancing and sports are very important, and Physical Education, in general.

**Examiner:** What about the creative subjects, like art?

**Student:** I think they are important too because these subjects can develop your personality; also they can make your imagination better.

**Examiner:** Don't you think that high-school subjects should focus really on preparing students for working life?

**Student:** It's important that school gives an education, first of all.

**Examiner:** Do you think there's a subject that you believe should be offered in schools that isn't offered at the moment?

**Student:** Yes, for example, in Italy we don't do a lot of Physical Education or Arts.

**Examiner:** Isn't that because they (Maths, Latin and Italian) are more important for our future?

**Student:** Yes, they are important but, as I told before, I think that it's important to give the kids a different way of thinking. Not only through important subjects, but also in other ways.



play.MP4

## UNIT 7 VOCABULARY AND GRAMAR

### Unit 7: Exercise 1

Match the types of education in the box with the descriptions.

adult education	compulsory education	pre-school education	primary education
private education	secondary education	state-school education	tertiary or higher education

1. schools that everyone has to attend whether they want to or not:  
\_\_\_\_\_
2. schools that you have to pay for: \_\_\_\_\_
3. schools that are free and are managed by the government:  
\_\_\_\_\_
4. nursery schools or kindergartens for very young children:  
\_\_\_\_\_
5. compulsory schools for children up to the age of approximately 11 years old:  
\_\_\_\_\_
6. compulsory schools for older children and teenagers:  
\_\_\_\_\_
7. non-compulsory colleges and universities usually for young adults:  
\_\_\_\_\_
8. classes for people who have finished their school education, sometimes to learn things they didn't learn at school: \_\_\_\_\_

## Unit 7: Exercise 2

Complete the sentences. Use the subjects in the box.

English	ICT	PE	art and design	geography	history	maths
			science			

1. My favourite subject at school was \_\_\_\_\_. To begin with, we learnt all about spelling and grammar, but when we were older we spent a lot of time writing essays.
2. My best subject was always \_\_\_\_\_. It stands for Information and Communications Technology, so we spent a lot of time learning about computers and the internet.
3. I was never into sports. I know it's important to stay fit, so I'm glad I had those physical education lessons. But I didn't really like \_\_\_\_\_ when I was at school.
4. I liked learning about countries around the world and the people who live there. At school, this also included quite a lot of geology – learning about volcanoes and earthquakes. My best subject was probably \_\_\_\_\_.
5. I mean, I was OK when I started \_\_\_\_\_ at school with simple numbers, but when the lessons got more difficult, I got a bit lost.
6. I've always loved drawing and painting. Some of the skills I learnt at school have been useful in my career as a graphic designer. My favourite subject was always \_\_\_\_\_.
7. When I was at school, I thought \_\_\_\_\_ lessons were really boring. I wasn't at all interested in things that happened centuries ago, and I was terrible at learning dates. But now I love this subject! I think it's really interesting.
8. I remember doing cool tests in the laboratory in chemistry and building my own electric motor in physics. Also, it was interesting to learn about animals in biology. Yes, my favourite subject was definitely \_\_\_\_\_.

## Unit 7: Exercise 3

Choose the correct adjectives to complete the sentences.

1. In my school, some teachers are very patient/ relaxed/ strict . They expect all the students in their class to do as they're told and to follow the rules.
2. Teachers in my school are generally very patient/ private/ well-behaved . They give you time to think for yourself, and they never rush you.
3. I think it's important for teachers to be flexible/ organized/ strict , so they can change their lessons and their teaching style to suit their students.
4. Students in my school are always friendly/ practical/ well-behaved – they always do exactly what the teacher says.
5. In my school, some teachers are too easy-going/ private/ strict – they don't really care if you don't do your homework, or if you cheat in a test.
6. Lessons in my school are very academic/ practical/ well-behaved – we learn by doing things, like conducting experiments.

## Unit 7: Exercise 4 Complete the text. Use the words and phrases in the box.

Application	clearing	conditional offer	different option	grades	register
	personal statement	unconditional offer			

If you want to go to university in the UK, you'll need to \_\_\_\_\_ with UCAS (University and Colleges Admissions Services). You're allowed five choices on the UCAS \_\_\_\_\_, so make sure you choose carefully. Include your first-choice course, but also include a \_\_\_\_\_ in case your exam results aren't as good as you expect. You'll also need to write a short \_\_\_\_\_, explaining why you think the university should admit you. Take care when writing this – it could be the most important piece of writing you ever do.

Then you have to wait to hear from the universities. Some of the universities might give you a/an \_\_\_\_\_. That means you can join the course if you want to. However, it's more likely that you'll get a/an \_\_\_\_\_ which means you can join the course, but only if you get certain \_\_\_\_\_ in your exams. If you don't get any offers, or if you don't get the grades you need, don't worry. UCAS has a system called \_\_\_\_\_, which matches students who are looking for places with courses that are looking for students.

## Unit 7: Exercise 5 Complete the text. Use the words and phrases in the box.

Master's degree	bachelor's degree	dissertation	essay	lecture
	research	seminar	tutorial	

1. work done by a student to find out new information, e.g. by reading books or conducting experiments:	
2. a meeting at college or university between a tutor and one student, or a very small group:	
3. a programme of postgraduate study at university:	
4. a lesson at college or university where a tutor explains something and the students listen and take notes:	
5. a piece of academic writing where students write a few pages on a particular topic:	
6. a long piece of academic writing that a student might write at the end of a university or college course, based on their own research:	
7. a programme or course at university of undergraduate study:	
8. a lesson at college or university where a small group of students discusses a topic with a tutor:	

## Unit 7: Exercise 6

Read the information. Then read the sentences. Why is the modal verb used in each one? Choose the correct explanation for each sentence.

### Modal verbs of obligation

- Strong positive obligations: *must*; *have/has to*; *need to*
- Weak obligations: *should*
- Strong negative obligations: *mustn't*
- No obligation (optional): *don't need to* / *don't have to*
- Positive advice: *should*
- Negative: *shouldn't*

A choice whether to do something or not.

Advice about the best thing to do.

Advice about what not to do .

An obligation not to do something.

An obligation to do something.

1. You **must** write your answers on the answer sheet provided.  
\_\_\_\_\_
2. You **mustn't** use your phone during the exam.  
\_\_\_\_\_
3. You **don't have to** write full sentences – one-word answers are also OK.  
\_\_\_\_\_
4. You **should** apply for that course – I think you'd love it.  
\_\_\_\_\_
5. You **shouldn't** apply for that course – I don't think you'd like it.  
\_\_\_\_\_

## Unit 7: Exercise 7

Read the information again. Then choose the correct words to complete the sentences.

### Modal verbs of obligation

- Strong positive obligations: *must*; *have/has to*; *need to*
- Weak obligations: *should*
- Strong negative obligations: *mustn't*
- No obligation (optional): *don't need to* / *don't have to*
- Positive advice: *should*
- Negative advice: *shouldn't*

1. This is a very dangerous experiment, so you don't have to / must / shouldn't put on your protective glasses.
2. We don't have to / mustn't / should use mobile phones in class. If a teacher catches us using one, we always get into trouble.
3. I think you don't have to / must / should start revising for your exams soon. It's a bad idea to leave it too late.
4. School uniform is optional at my school. You don't have to / have to / mustn't wear it.
5. This is the third time that you've arrived late to my class. You don't have to / mustn't / should be late again or I'll inform your parents.
6. In my opinion, teachers must / should / shouldn't be too easy-going. It's important for children to learn discipline.
7. We must / We should / We shouldn't have a PE lesson now, but our PE teacher's ill so it's been cancelled.
8. I want to study literature, but my parents say I have to / mustn't / need to study law instead.



## Unit 7: Exercise 8

Read the information. Then match the explanations with the example sentences.

### Talking about past obligations

- Strong positive obligations: *had to*
- Strong negative obligations: *wasn't / weren't allowed to*
- No obligation: *didn't have to*
- Past mistakes / regrets: *should / shouldn't have + past participle*

I'm regretting something negative that DID happen in the past.

I'm regretting something positive that DIDN'T happen in the past.

There was no past rule – it was possible to choose.

This is a negative past rule – something that people had an obligation NOT to do.

This is a positive past rule – something that people had an obligation to do.

1. *When I studied history at school, we **had to** learn lots of dates.*  
\_\_\_\_\_
2. *When I studied history at school, we **didn't have to** learn lots of dates.*  
\_\_\_\_\_
3. *When I studied maths at school, we **weren't allowed to** use calculators.*  
\_\_\_\_\_
4. *I **should have** studied harder when I was at school.*  
\_\_\_\_\_
5. *I **shouldn't have** been so lazy at university.*  
\_\_\_\_\_

## Unit 7: Exercise 9

Read the information again. Then complete the sentences with the correct form of the words in brackets. Use contractions (e.g. *didn't*), where possible. Some sentences are negative. The first question has been done for you.

### Talking about past obligations

- Strong positive obligations: *had to*
- Strong negative obligations: *wasn't / weren't allowed to*
- No obligation: *didn't have to*
- Past mistakes / regrets: *should / shouldn't have + past participle*

1. Personally, I really regret choosing to study law at university. I shouldn't have chosen it! (should / choose)
2. Looking back on it, engineering would have been more interesting, so I \_\_\_\_\_ an engineering course instead. (should / do)
3. When I read the course prospectus, the course sounded really interesting. It \_\_\_\_\_ a really practical course, with lots of real-life case studies and class discussions. (should / be)
4. However, it wasn't practical at all. We just \_\_\_\_\_ thousands of names and dates and technical terms. (have / learn)
5. During lectures, we just \_\_\_\_\_ and take notes. (have / listen)
6. We \_\_\_\_\_ to ask any questions during lectures. (allow)
7. In my opinion, the lecturer preferred it that way because she \_\_\_\_\_ creative in her teaching. (have / be)

## Unit 7: Exercise 10

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

Test	the	mustn't	during	You	talk
------	-----	---------	--------	-----	------

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

You	it	I	explain	to	Should	again
-----	----	---	---------	----	--------	-------

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

When	I	I	go to	study	should	What	university
------	---	---	-------	-------	--------	------	------------

9. \_\_\_\_\_  
\_\_\_\_\_ ?

To	these	have	all	Why	learn	dates	we	do
----	-------	------	-----	-----	-------	-------	----	----

10. \_\_\_\_\_  
\_\_\_\_\_ ?

To	uniform	a	have	you	to school	Did	wear
----	---------	---	------	-----	-----------	-----	------

11. \_\_\_\_\_  
\_\_\_\_\_ ?

Complete	to	English essays	When	do	we	have	our
----------	----	----------------	------	----	----	------	-----

12. \_\_\_\_\_  
\_\_\_\_\_ ?

Should	What	differently	done	have	I
--------	------	-------------	------	------	---

13. \_\_\_\_\_ ?

Must	the	complete	by	Wednesday	You	homework
------	-----	----------	----	-----------	-----	----------

14. \_\_\_\_\_  
\_\_\_\_\_

## UNIT 8 READING

### Unit 8: Exercise 1

You are going to read a passage. First, read the title and decide what the article is likely to include. Choose the three correct answers.

Why siblings often have little in common

- ☐ information about brothers and sisters
- ☐ information about personality
- ☐ a discussion about why brothers and sisters are always similar
- ☐ the author's amusing stories of growing up with brothers or sisters
- ☐ quotes from academic researchers

### Unit 8: Exercise 2

With a long, complicated passage, always decide *why* you are reading, before you start to read in detail.

Read the information. Then look at the statements and the underlined key words. Match the paragraphs that contain the information you need with the statements.

With *Yes / No / Not Given* tasks, read the statements carefully. Look for key words, for example, names, places or dates, which will help you find the paragraph which contains the information you need.

### Why siblings often have little in common

**A** According to popular theory, a person's birth order – whether they are the first, second or last child to be born in a family – has a large influence on determining their eventual personality. First-born children, it has been claimed, tend to be more dominant, perhaps going on to achieve more in life. Last-born children may become more self-centred and attached to their parents, tending to be 'always the baby' throughout their lives. Only children, who have neither brothers nor sisters, may become more self-confident due to the fact that they have their parents' undivided attention. This, however, may cause them to have difficulty in understanding others.

**B** Recent research, however, suggests that there is more to be discovered about sibling personalities. Dr Rhys Sheersmith, a child psychologist, raises the following issue. 'We know that birth order can affect personality, but what is also interesting is that two siblings brought up in exactly the same environment, by exactly the same parents, in more or less similar periods of time, may actually have completely different personalities. In fact, they may have very little in common. What we have found out is that one sibling may share a great deal more, in terms of personality, with another child from outside that family, who they never grew up with.'

**C** We would naturally expect children who were raised in the same household to have similar characteristics, but this is not the case. Dr Norman Kronstadt, another psychologist, claims that the adults that children are surrounded by as they are growing up may have a significant influence. 'In our research, we found that children are often assigned labels as they are growing up. It's the parents who do this, or sometimes the grandparents. For instance, one daughter may be labelled "the clever one" in the family. Her brother may be labelled "the difficult, naughty one". However, this has little to do, really, with how clever the girl is or how naughty the boy is. Compared with other children from other families, they might not be especially clever or naughty, but they will have been given these roles by the adults around them.'

**D** Child therapist Ben Williams agrees. 'The effect this has is significant. If a child believes he or she is "the clever one", or "the naughty one", or "the one who is good at sports", then they will make different choices in life. They will spend their time differently. They will choose to do or avoid doing certain things, because of what they believe their role to be. Over a period of years, naturally, their personalities will change to fit the role that their parents have given them. So, "the sporty one" will choose sports activities and get better at them as time progresses. In contrast, "the naughty one" might believe that they aren't really good at anything, and will make little effort to try hard at anything.' This, more than anything else, might explain why two siblings from the same family go on to have such different personalities.

Paragraph A	Paragraph B	Paragraph C	Paragraph D
-------------	-------------	-------------	-------------

1. <u>People with no siblings</u> may have both positive and negative characteristics.	
2. <u>Dr Rhys Sheersmith's research</u> shows that children often make friends with other children, rather than with their own siblings.	
3. <u>Ben Williams</u> states that children's personalities are fixed early, and stay the same throughout their childhood.	
4. <u>Norman Kronstadt</u> believes that the labels children have may not reflect their actual characteristics.	

## Unit 8: Exercise 3

Read the information. Then look at the statement in question 1. Is it True or False? Choose the two sentences from the paragraph which you need to read in detail, in order to decide.

When you know which paragraph contains the information you need, you then have to decide which part to read in more detail.

1. People with no siblings may have both positive and negative characteristics.
  - ☐ According to popular theory, a person's birth order – whether they are the first, second or last child to be born in a family – has a large influence on determining their eventual personality.
  - ☐ First-born children, it has been claimed, tend to be more dominant, perhaps going on to achieve more in life.
  - ☐ Last-born children may become more self-centred and attached to their parents, tending to be 'always the baby' throughout their lives.
  - ☐ Only children, who have neither brothers nor sisters, may become more self-confident due to the fact that they have their parents' undivided attention.
  - ☐ This, however, may cause them to have difficulty in understanding others.

## Unit 8: Exercise 4

Read the information. Then look at the paragraph from the text. Find words in the text in bold that have a similar meaning to the words in the statement in question 1. Write the words.

When you know which part of the paragraph to read in detail, look for words in the statement which paraphrase information from the paragraph.

According to popular theory, a person's birth order – whether they are the first, second or last child to be born in a family – has a large influence on determining their eventual personality. First-born children, it has been claimed, tend to be more dominant, perhaps going on to achieve more in life. Last-born children may become more self-centred and attached to their parents, tending to be 'always the baby' throughout their lives. **Only children, who have neither brothers nor sisters, may become more self-confident due to the fact that they have their parents' undivided attention. This, however, may cause them to have difficulty in understanding others.**

1. People with no siblings may have both positive and negative characteristics.  
people with no siblings: \_\_\_\_\_  
positive characteristic: \_\_\_\_\_  
negative characteristic: \_\_\_\_\_

## Unit 8: Exercise 5

Read the information. Then look at the paragraph. Choose **TRUE** if the statement in question 1 agrees with the information in the text, choose **FALSE** if the statement contradicts the information.

After locating the relevant part of the Reading passage and looking for confirmation of your decision, you can choose your answer confidently.

According to popular theory, a person's birth order – whether they are the first, second or last child to be born in a family – has a large influence on determining their eventual personality. First-born children, it has been claimed, tend to be more dominant, perhaps going on to achieve more in life. Last-born children may become more self-centred and attached to their parents, tending to be 'always the baby' throughout their lives. **Only**



children, who have neither brothers nor sisters, may become more self-confident due to the fact that they have their parents' undivided attention. This, however, may cause them to have difficulty in understanding others.

1. People with no siblings may have both positive and negative characteristics.
  - True
  - False

## Unit 8: Exercise 6

Read the information. Then look at the statement in question 2. Is it True, False, or is the information Not Given? Choose the one sentence from the paragraph which you need to read in order to decide.

As well as deciding whether a statement is true or false, you may also need to decide whether no information is given in a passage. This is more difficult because you have to read carefully and decide whether the information you need is there or not.

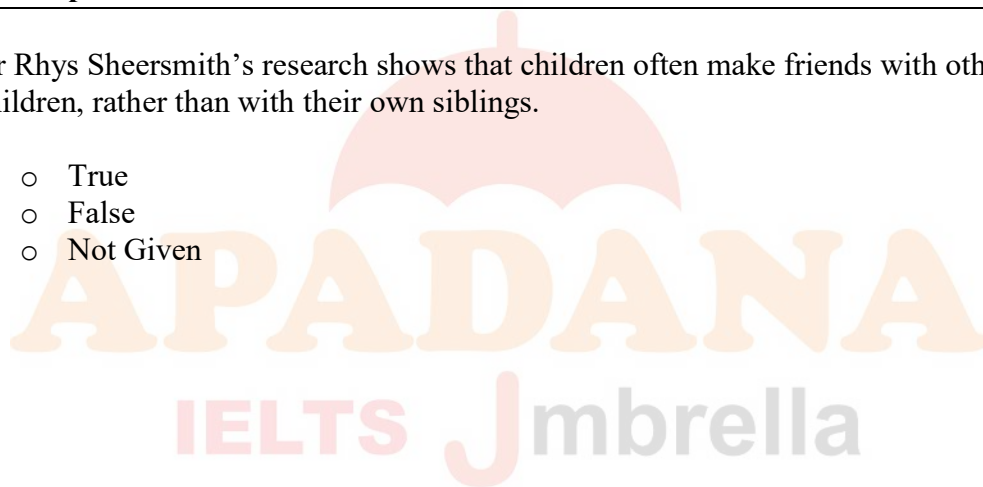
2. Dr Rhys Sheersmith's research shows that children often make friends with other children, rather than with their own siblings.
  - Recent research, however, suggests that there is more to be discovered about sibling personalities.
  - Dr Rhys Sheersmith, a child psychologist, raises the following issue.
  - 'We know that birth order can affect personality, but what is also interesting is that two siblings brought up in exactly the same environment, by exactly the same parents, in more or less similar periods of time, may actually have completely different personalities.
  - In fact, they may have very little in common.
  - What we have found out is that one sibling may share a great deal more, in terms of personality, with another child from outside that family, who they never grew up with.'

## Unit 8: Exercise 7

Answer the question. Choose **TRUE** if the statement agrees with the information in bold in the text, choose **FALSE** if the statement contradicts the information, or choose **NOT GIVEN** if there is no information about this.

Recent research, however, suggests that there is more to be discovered about sibling personalities. Dr Rhys Sheersmith, a child psychologist, raises the following issue. ‘We know that birth order can affect personality, but what is also interesting is that two siblings brought up in exactly the same environment, by exactly the same parents, in more or less similar periods of time, may actually have completely different personalities. In fact, they may have very little in common. **What we have found out is that one sibling may share a great deal more, in terms of personality, with another child from outside that family, who they never grew up with.**’

2. Dr Rhys Sheersmith’s research shows that children often make friends with other children, rather than with their own siblings.
- ☐ True
  - ☐ False
  - ☐ Not Given



## Unit 8: Exercise 8

Answer the questions. Choose **TRUE** if the statement agrees with the information in bold in the text, choose **FALSE** if the statement contradicts the information, or choose **NOT GIVEN** if there is no information about this.

We would naturally expect children who were raised in the same household to have similar characteristics, but this is not the case. Dr Norman Kronstadt, another psychologist, claims that the adults that children are surrounded by as they are growing up may have a significant influence. 'In our research, we found that children are often assigned labels as they are growing up. It's the parents who do this, or sometimes the grandparents. For instance, one daughter may be labelled "the clever one" in the family. Her brother may be labelled "the difficult, naughty one". **However, this has little to do, really, with how clever the girl is or how naughty the boy is. Compared with other children from other families, they might not be especially clever or naughty, but they will have been given these roles by the adults around them.**'

Child therapist, Ben Williams, agrees. 'The effect this has is significant. If a child believes he or she is "the clever one", or "the naughty one", or "the one who is good at sports", then they will make different choices in life. They will spend their time differently. They will choose to do or avoid doing certain things, because of what they believe their role to be. **Over a period of years, naturally, their personalities will change to fit the role that their parents have given them.** So, "the sporty one" will choose sports activities and get better at them as time progresses. In contrast, "the naughty one" might believe that they aren't really good at anything, and will make little effort to try hard at anything.' This, more than anything else, might explain why two siblings from the same family go on to have such different personalities.

3. Norman Kronstadt believes that the labels children are given may fail to reflect their actual personalities.
  - **True**
  - **False**
  - **Not Given**
4. Ben Williams states that children's personalities stay the same throughout their childhood.
  - **True**
  - **False**
  - **Not Given**

## Unit 8: Exercise 9

Read the information. Then answer the questions. Do the following statements agree with the information given in the text?

Choose **TRUE** if the statement agrees with the information, choose **FALSE** if the statement contradicts the information, or choose **NOT GIVEN** if there is no information on this.

- Quickly look at the passage to get an idea of what each paragraph is about.
- Scan the passage to find the paragraph which relates to each statement.
- Decide whether the statement is correct according to the information in the passage.
- If there is not enough information in the passage to decide whether the statement is TRUE or FALSE, it must be NOT GIVEN.

### How birth order might affect a child's personality

In the last few decades of the 20th century, a considerable number of books were published in Europe and the USA on the theme of birth order, and how it affected personality. These books seemed to put forward a similar argument: that a child's brothers or sisters – their *siblings* – could have as much, or even more, influence on their development than their parents, and that this influence could have far-reaching consequences. Furthermore, the authors described the personalities of children in the same way: first-born children would naturally be leaders, 'middle' children would be the family diplomats, and the youngest in the family would be charming but often lazy and rebellious.

These books were popular, and not just with the public, but with certain companies who were interested in matching 'first-born, middle-born, and last-born' employees with particular roles. Since then, there has been a change of thinking, and those kinds of book are no longer at the top of bestseller lists. It is now felt that explanations and descriptions of siblings' behaviour were often simplistic and too general, and not really based on any hard evidence. Researchers are still interested in birth order and how it affects children's development, but are developing new theories.

The findings from a recent Canadian study suggest that the first-born sets the pattern for the siblings who follow. It found that if the child was easy-going and 'well-behaved', it would make the parents feel better about their own parenting skills. This positive feeling grew further if the first-born performed well academically and got good reports from teachers. Such an experience for parents meant that they would have the same expectations of the following children, and would actively encourage them to develop their abilities. However, as Dr Anna Stevens, a senior child psychologist, states: 'My research shows that when the first-born child is "difficult" – when they seem to be angry, moody and upset all the time, or refuse to do what their parents tell them – the parents may consider themselves to be "bad

parents”. As a result, they may not make much of an effort with the next child, expecting them to demonstrate the same difficult behaviour.’

But how true is the idea that the personalities of first-born, middle-born and last-born children will be defined by their relationships with their siblings? Clara Solway, a child and family development specialist, makes an interesting point. ‘We found that last-born children tend to be independent-thinkers and rather rebellious,’ she says. ‘This confirms our theory that their behaviour is not connected to their relationship with older siblings. It’s more to do with the way their parents treat them.’ She explains that because many parents are so familiar with the first-born, middle-child, youngest-child stereotypes, they *expect* their youngest to behave in a rebellious way. As a result, they act in a way that actually encourages that kind of behaviour to develop, even though they don’t realise it.

Child therapist and author Edward Croft claims that our early experiences shape our self-image. ‘We form ideas and beliefs about ourselves based on what we are good at, and how others treat us. It is common for a child to notice any differences in how parents treat them and their siblings. And if they believe that a brother or sister is the favourite, this will almost certainly create a sense of inferiority. And that kind of feeling often continues into adulthood.’

However, this does not automatically mean that the ‘preferred’ child will receive only benefits from their status. As Croft explains, ‘Children who please their parents, and enjoy the attention they receive, sometimes fall into the habit of trying to please everyone. In later life, this can include people at work, management for example.’ So how is this a bad thing? ‘If you are constantly trying to please other people, you may not know what your own needs and desires are, and so become directionless in life.’

Recently it has been suggested that it is the size of the family, rather than the birth order, that has the greatest impact on individual development, for many different reasons. Michael DeHara, a senior researcher at the City Institute of Societal Development, points out that ‘In large families, with both parents working, older siblings often find themselves taking on responsibilities for taking care of the younger ones.’ There’s considerable evidence, he claims, to show that siblings who are caregivers and teachers in their family become skilled at reading and communication, and gain confidence as a result. However, it is also the case that such responsibility at an early age can increase their levels of anxiety if they feel under pressure.

One other interesting area of research is connected to acquiring new vocabulary. Researchers have for a long time pointed out that first-born children are quick to learn and use new language, and will acquire, for example, 100 words several months earlier than their siblings. The traditional view was that the vocabulary of younger children was poorer because their parents spent less time interacting with them. However, a Norwegian study has just disproved this idea. Carried out over fifteen years, the study has shown that younger children do catch up, and eventually acquire the same number of words as older siblings. The reason for this is that the older siblings often take on the role of teacher, and the younger children learn entire phrases just by listening to and copying them.

1. Authors writing in Europe and the USA towards the end of the 20th century had very different opinions about the impact of birth order on personality.
  - True
  - False
  - Not Given
2. Companies in the late 20th century advertised for first-born children to apply for particular posts.
  - True
  - False
  - Not Given
3. A Canadian study showed that when first-born children did well in school, their parents' confidence increased.
  - True
  - False
  - Not Given
4. Dr Anna Stevens advised parents to give second-born children extra support.
  - True
  - False
  - Not Given
5. Clara Solway was surprised by the results of her study into the behaviour of last-born children.
  - True
  - False
  - Not Given
6. Edward Croft's research shows that children develop a dislike of siblings who their parents seem to prefer.
  - True
  - False
  - Not Given
7. Children who try hard to please parents will probably be more successful later on in life.
  - True
  - False
  - Not Given

8. Older children in larger families can become stressed when they have to take care of younger siblings.
- ☐ True
  - ☐ False
  - ☐ Not Given
9. A Norwegian study suggests that children who are born second are in the end likely to have an equally good vocabulary as their older sibling.
- ☐ True
  - ☐ False
  - ☐ Not Given

## Unit 8: Exercise 10

Think about some of the skills you need when you approach the IELTS Reading test. Complete the sentences. Use the words and phrases in the box.

Context	in detail	key words	not	paraphrases	purpose	reference words
		scan	specific information		title and subtitle	

1. Use the \_\_\_\_\_ to help you understand what the passage will be about.
2. When you have a very long passage to read, which looks complex, it is important to have a clear \_\_\_\_\_ in mind before you start reading.
3. Make sure you understand the questions or statements you are given and identify any \_\_\_\_\_, such as names, dates or places.
4. You can use these to \_\_\_\_\_ the passage and locate the sections that you need to read carefully.
5. Read the statements again carefully and look for \_\_\_\_\_ from the passage among the other key words.
6. You can use these to identify the sentences you need to read \_\_\_\_\_.
7. If you see words in the passage you don't understand, try to guess what they mean from the \_\_\_\_\_.
8. Remember that you must answer the questions using the information in the passage and \_\_\_\_\_ your own knowledge or what you think is likely to be true.
9. Make sure you recognise how \_\_\_\_\_ like *this*, *it*, *they* or *these* refer back to information or ideas that have already been mentioned. These can often help you find the answer to a question.



## UNIT 8 WRITING

### Unit 8: Exercise 1

Read the facts about the endangered animals. Then match the animals with the facts.

Bald eagle	blue whale	gorilla	panda	tiger	white rhino
------------	------------	---------	-------	-------	-------------

1. These animals are in danger because people continue to hunt them and also, they are often attacked by sharks.	
2. These animals are in danger because people want their horns for medicine.	
3. The bamboo they eat is being destroyed for new land development.	
4. This 'king of the sky' was endangered due to chemicals used in farming but numbers are now growing again.	
5. This beautiful creature declined in numbers in the past because people wanted its fur for decoration.	
6. These animals live in forests and due to many reasons including war, hunting and destruction of their homes, numbers are very low.	

## Unit 8: Exercise 2

In IELTS Writing Task 2, you may be asked to write an essay which includes two questions. It is important that you identify the key words in the questions.

Look at the essay question.

---

*Many animals are becoming endangered due to the loss of their natural habitat through urban development and deforestation.*

*Is it important to protect animals? How can we solve this problem?*

---

Match the underlined key words from the essay question with the definitions.

Deforestation	endangered	habitat	protect	solve	urban
---------------	------------	---------	---------	-------	-------

1.	: the cutting down of trees in a large area, or the destruction of forests by people
2.	: to find an answer to a problem
3.	: of or in a city or town
4.	: animals or plants that may soon not exist because there are very few now alive
5.	: to keep someone or something safe from injury, damage or loss
6.	: the natural environment in which an animal or plant usually lives

## Unit 8: Exercise 3

In IELTS Writing Task 2, you may be asked to write an essay which includes two questions. It is important that you answer both questions.

---

*Many animals are becoming endangered due to the loss of their natural habitat through urban development and deforestation.*

*Question 1: Is it important to protect animals?*

*Question 2: How can we solve this problem?*

---

Look at the ideas (1–6) and decide which of the two questions they answer.

1. People should be more careful about the things they buy and companies they use.
  - Question 1
  - Question 2
2. Animals need support because they cannot compete with human technology.
  - Question 1
  - Question 2
3. Animals are important when we think about the local environment and the ecosystem.
  - Question 1
  - Question 2
4. We should have more protected land and property developers should not be allowed to build in certain places.
  - Question 1
  - Question 2
5. The population should be controlled to stop the need for urban development.
  - Question 1
  - Question 2
6. Animals should be able to survive by themselves as this is how nature works.
  - Question 1
  - Question 2

## Unit 8: Exercise 4

Look at the essay question again.

---

*Many animals are becoming endangered due to the loss of their natural habitat through urban development and deforestation.*

*Is it important to protect animals? How can we solve this problem?*

---

Then read the student's essay. Which of the ideas are included in the essay? Choose Yes or No.

---

Many animals today are in danger of disappearing. As the population grows, we need more houses and facilities and, therefore, we have to create more land by cutting down trees. This leads to animals losing their natural homes. This essay will discuss why I believe we need to help these animals and also consider how we can do this.

Firstly, some people say we should not protect endangered animals because that would be interfering with nature, but I believe we should. When we cut down forests to build cities, we are changing the environment, so we need to think about all of the plants and animals in order to keep a balance. For example, pandas eat only bamboo, and when this plant is destroyed, they cannot adapt and survive; therefore, people are causing the problem, so it is our responsibility to find an answer.

There are several ways in which we can help to protect animals in danger. Firstly, the government needs to be more careful when planning new developments; they need to examine the land they are using and decide if it should be protected. Additionally, the public need to be more aware; we should not use products like rhino horn which harm endangered animals. This is very important and we need to be more involved if we want our children to see the same animals in the future.

In conclusion, it is clear that we need to protect animals more in the future if we want to be sure that future generations can enjoy them. To protect this wildlife, it is important that both the government and the public become more involved.

1. Animals should be able to survive by themselves as this is how nature works.
  - Yes
  - NO
2. Animals need support because they cannot compete with human technology.
  - Yes
  - NO
3. Animals are important when we think about the local environment and the ecosystem.
  - Yes
  - NO
4. Property developers should not be allowed to build in certain places.
  - Yes
  - NO
5. The population should be controlled to stop the need for urban development.
  - Yes
  - NO
6. People should be more careful about the products they use.
  - Yes
  - NO

## Unit 8: Exercise 5

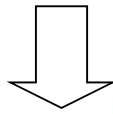
Read the essay question and the underlined words again. Then read the essay and select the seven synonyms and paraphrases of the underlined words.

---

*Many animals are becoming endangered due to the loss of their natural habitat through urban development and deforestation.*

*Is it important to protect animals? How can we solve this problem?*

---



Many animals today are in danger of disappearing. As the population grows, we need more houses and facilities and, therefore, we have to create more land by cutting down trees. This leads to animals losing their natural homes. This essay will discuss why I believe we need to help these animals and also consider how we can do this.

Firstly, some people say we should not protect endangered animals because that would be interfering with nature, but I believe we should. When we cut down forests to build cities, we are changing the environment, so we need to think about all of the plants and animals in order to keep a balance. For example, pandas eat only bamboo, and when this plant is destroyed they cannot adapt and survive; therefore, people are causing the problem, so it is our responsibility to find an answer.

There are several ways in which we can help to protect animals in danger. Firstly, the government needs to be more careful when planning new developments; they need to examine the land they are using and decide if it should be protected. Additionally, the public need to be more aware; we should not use products like rhino horn which harm endangered animals. This is very important and we need to be more involved if we want our children to see the same animals in the future.

In conclusion, it is clear that we need to protect animals more in the future if we want to be sure that future generations can enjoy them. To protect this wildlife, it is important that both the government and the public become more involved.

## Unit 8: Exercise 6

It is important that your answer to IELTS Writing Task 2 has a clear conclusion.

Read the statements about writing a good conclusion. Choose the correct words to complete the statements.

1. You should/ shouldn't introduce new ideas.
2. You should/ shouldn't answer every part of the question in the conclusion.
3. You should/ shouldn't repeat the same vocabulary from the main paragraphs.
4. You should/ shouldn't summarise your answer – don't repeat every argument.
5. You should/ shouldn't explain all your ideas again.

## Unit 8: Exercise 7

There are several phrases you can use to start a conclusion.

Complete the opening sentences from different concluding paragraphs. Use the words in the box.

As	conclude	conclusion	end	finally	in	up
----	----------	------------	-----	---------	----	----

1. In \_\_\_\_\_ , it can be seen that protecting animals is the most important issue.
2. To sum \_\_\_\_\_ , there are both advantages and disadvantages with this topic.
3. \_\_\_\_\_ , we need to consider pollution and its effect on the world.
4. In the \_\_\_\_\_ , climate change is definitely a growing problem.
5. To \_\_\_\_\_ , the growing number of vegetarians highlights our changing ideas in modern society.
6. \_\_\_\_\_ summary, there are many issues when we consider reducing the amount of carbon we use.
7. \_\_\_\_\_ we have seen, we can observe that there are many different arguments.

## Unit 8: Exercise 8

Put the words in the correct order to complete the conclusions from different students' essays.

Clear      modern      it      animals      themselves      the      in      protect      cannot  
                                  is      world.      Conclude      that

1. To \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
       \_\_\_\_\_  
       \_\_\_\_\_

The      shows      our      need      animals      summary      help.      Evidence

2. In \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
       \_\_\_\_\_  
       \_\_\_\_\_

The      is      up      this.      Help      with      general      public      responsibility      it      to      sum  
    the      of

3. To \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
       \_\_\_\_\_  
       \_\_\_\_\_

Need      of      seen      the      we      understand      to      we      importance      looking  
    after      have      the      world.      natural

4. As \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
       \_\_\_\_\_  
       \_\_\_\_\_

Or      will      lost.      We      be      animals      do      something      must  
    many

5. Finally, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
       \_\_\_\_\_  
       \_\_\_\_\_

About      to      problem.      End      the      this      up      us      to      do      is      it  
    something

6. In \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
       \_\_\_\_\_  
       \_\_\_\_\_



## Unit 8: Exercise 9

### WRITING TASK 1

You should spend about 40 minutes on this task.

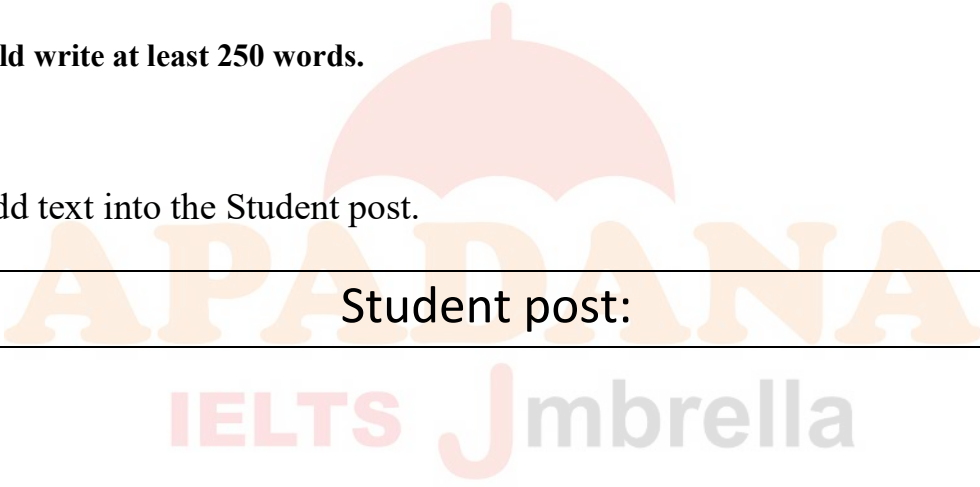
Write about the following topic.

*Many people believe that zoos have no purpose in today's world and should be closed. What problems do zoos bring? What are the alternatives to zoos if they are closed?*

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

You should write at least 250 words.

Please add text into the Student post.

Student post:


## UNIT 8 LISTENING

### Unit 8: Exercise 1

Read the information. Then look at the example of a table-completion task, which you might find in Section 1 of the IELTS Listening test.

What can you tell from studying it? Choose the correct options.

In table-completion tasks, the information is always read from left to right. The table always has a heading, giving you information about what it is about.

ONLINE MEALS SERVICE		
Meal Options	Comments	Cost
Meals for two	Every week, two of the meals will contain <b>(0)</b> ...fish... . Customers will receive the ingredients they ordered on a <b>(1)</b> .....	£160.50 per week
Family meals	There will always be some <b>(2)</b> ..... with each meal. The <b>(3)</b> ..... for each meal is designed especially for young adults to use.	£ <b>(4)</b> ..... per week
Luxury meals	There are dishes from different countries. Some meals may be too <b>(5)</b> ..... for the children.	£233.50 per week

You will probably hear information about going to restaurants/what people can eat at home.

1. For question 3, you will need something that can be used in connection with a meal. It probably is/probably isn't an item of food.
2. You will probably need to write a number in the Comments/ Cost column.
3. Question 5 probably refers to something negative/ positive.
4. You need to write a noun or a number for all the questions, except question 1/5 .

## Unit 8: Exercise 2

Read the information. Then look again at the example of a table-completion task.

Complete the chart with the words in the box which could possibly fit in each gap.

It's important to know what type of word can complete the table. The words must make sense, and fit grammatically. Before you listen, read through the table and think about the type of word you might hear for each gap. If the gap has a currency symbol before it, you will need to listen for a number. If the gap has the word *some* before it, you will need to listen for a plural, countable noun, or an uncountable noun.

However, as you listen, you may hear more than one word or number which could fit in each gap. You will need to decide which word is best.

ONLINE MEALS SERVICE		
Meal Options	Comments	Cost
Meals for two	Every week, two of the meals will contain <b>(0)</b> ... <i>fish</i> ... . Customers will receive the ingredients they ordered on a <b>(1)</b> .....	£160.50 per week
Family meals	There will always be some <b>(2)</b> ..... with each meal. The <b>(3)</b> ..... for each meal is designed especially for young adults to use.	£ <b>(4)</b> ..... per week
Luxury meals	There are dishes from different countries. Some meals may be too <b>(5)</b> ..... for the children.	£233.50 per week

Recipe	219.50	spicy	192.75	bread	salty	sweet	Saturday
equipment	salad	cutlery	fruit	Monday	Friday	26.75	

1	2	3

4	5


## Unit 8: Exercise 3

Listen and complete the table.

Write ONE WORD AND/OR A NUMBER for each answer.

- Before listening, make sure you have an idea of what the context is, and what information is needed to complete the table.
- Underline any key words in the table (e.g. *receive, young adults, use, etc.*).
- Listen and follow the table from left to right. Listen for the key words, and try to fill in the gaps.
- After listening, check what you wrote. Did you write only one word or a number in each gap? Make sure your spelling is correct, too.

ONLINE MEALS SERVICE		
Meal Options	Comments	Cost
<b>Meals for two</b>	Every week, two of the meals will contain <b>(0)</b> ...fish... . Customers will receive the ingredients they ordered on a <b>(1)</b> .....	£160.50 per week
<b>Family meals</b>	There will always be some <b>(2)</b> ..... with each meal. The <b>(3)</b> ..... for each meal is designed especially for young adults to use.	£ <b>(4)</b> ..... per week
<b>Luxury meals</b>	There are dishes from different countries. Some meals may be too <b>(5)</b> ..... for the children.	£233.50 per week

<p><b>Presenter:</b> You will hear a conversation between an employee at a company called Fresh Ideas, and a woman calling for information.</p> <p><b>Employee:</b> Hello. Online Meals Service.</p> <p><b>Caller:</b> Hello. You deliver meals to people's homes, right? My friend recommended you.</p> <p><b>Employee:</b> Well, not quite. You place your order online for the meals you want, and then we provide everything you need to make them.</p> <p><b>Caller:</b> Great. Could you tell me about the different meal options?</p> <p><b>Employee:</b> Sure, we do Meals for Two. So that's all your evening meals, Monday to Sunday. And, for two of them, it'll be fish that you're cooking with.</p> <p><b>Caller:</b> OK. When do you deliver the meals?</p> <p><b>Employee:</b> How it works is that you order online by Wednesday, then early on a Friday, our delivery truck will come to your home. We do it on a Friday, rather than a Monday, so you get fresher ingredients on the weekends.</p>	 play.MP3
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**Caller:** And how much is that?

**Employee:** For the Meals for Two option, that's £160.50 per week. Then we do a Family Meals option, which is suitable for two adults and up to three children.

**Caller:** I see. What do you include in each meal?

**Employee:** I can send you some menus to look at. Sometimes we include bread, but not always, and sometimes we offer different desserts. However, what we never do without is some kind of fruit. We want our meals to be varied, but nutritious.

**Caller:** Good.

**Employee:** And for teenagers, we try to get them involved in cooking, so for every meal, we put together a simple recipe. So you have everything you need, except cooking equipment, which we assume you already have.

**Caller:** Nice idea. I'd really like to get my kids interested in cooking. So, in terms of cost, my friend told me she was paying £192.75 each week.

**Employee:** That's what it is, yes. It was £219.50, until we found some different suppliers, and so we were able to reduce the price by £26.75.

**Caller:** Great!

**Employee:** There's one more option. Luxury Meals.

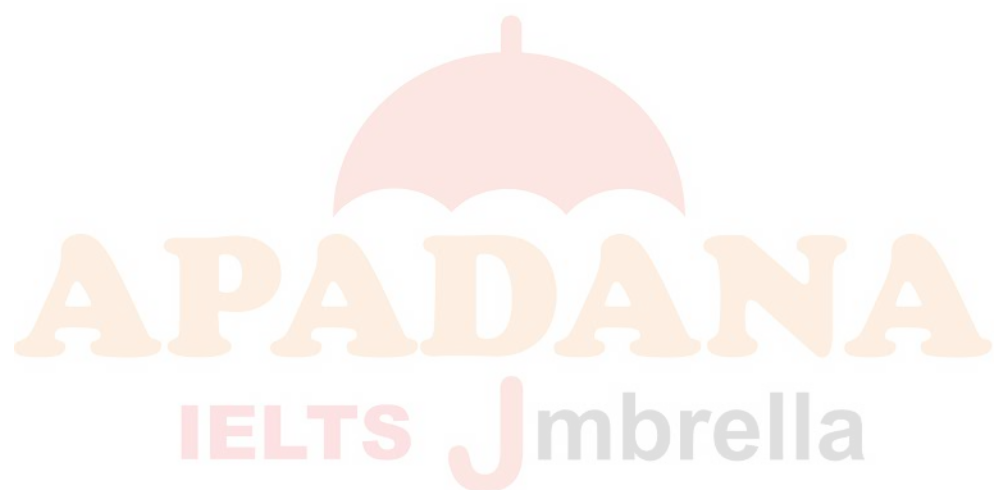
**Caller:** How is that different to the Family Meals option?

**Employee:** Well, it consists of dishes from various countries – so you might have a meal from Mexico one day, and something from Thailand or India on another.

**Caller:** Wow, that would certainly make dinnertime less boring, although I suspect my children might find it rather spicy, and wouldn't eat it. Aren't these meals more expensive?

**Employee:** Well, they're £233.50 a week, which for five people, I think is good value for money.

1.	
2.	
3.	
4.	
5.	



## Unit 8: Exercise 4

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

Complete the extracts with the words you hear.

In table-completion tasks, you might hear people contrasting different information. It's important to recognise when and how speakers do this, so you can choose the information you really need.

1. **Caller:** Hello. You deliver meals to people's homes, right? My friend recommended you.

**Employee:** Well, \_\_\_\_\_. You place your order online for the meals you want, and then we provide everything you need to make them

2. **Caller:** OK. When do you deliver the meals?

**Employee:** How it works is that you order online by Wednesday, then early on a Friday, our delivery truck will come to your home. We do it on a Friday, \_\_\_\_\_ a Monday, so you get fresher ingredients on the weekends.

3. **Employee:** Sometimes we include bread, but not always, and sometimes we offer different desserts. \_\_\_\_\_, what we never do without is some kind of fruit.

4. **Employee:** And for teenagers, we try to get them involved in cooking, so for every meal, we put together a simple recipe. So you have everything you need, \_\_\_\_\_ cooking equipment, which we assume you already have.

5. **Caller:** So, in terms of cost, my friend told me she was paying £192.75 each week.

**Employee:** That's what it is, yes. It \_\_\_\_\_ £219.50, \_\_\_\_\_ we found some different suppliers, and so we were able to reduce the price by £26.75.

6. **Caller:** Wow, that would certainly make dinnertime less boring, \_\_\_\_\_ I suspect my children might find it rather spicy, and wouldn't eat it. Aren't these meals more expensive?



play.MP3



## Unit 8: Exercise 5

Read the information. Then look at the underlined information in the summary, and decide what you need to listen for.

Complete the questions. Use the words in the box.

If you have to fill gaps in sentences or in a summary, it can help if you think what question you need to ask yourself in order to find the missing information. Remember, though, that the speaker might not use the same words as in the summary.

### Setting up and running an online meals company

Before Victoria Andrews set up the Fresh Ideas company, she did some research to find out who her (1) ..... might be.

Then, she had to find a cheap way to advertise her online meals service and used (2) ..... to do this.

Although she thinks advertising was important at the start, in the long term it is the (3) ..... of the food that she feels is most important.

On her website, she has made it clear that her products come from (4) ..... , which customers may approve of.

None of the meals her company suggests require a lot of (5) ..... , so people who don't cook for a living should appreciate that.

Advertise	food	meals	products	research
-----------	------	-------	----------	----------

1. Who did Victoria \_\_\_\_\_ ?
2. What did she use to \_\_\_\_\_ her online meals service?
3. What does she think is most important about her \_\_\_\_\_ in the long term?
4. Where do her \_\_\_\_\_ come from, according to her website?
5. What don't her \_\_\_\_\_ require a lot of?

## Unit 8: Exercise 6

Read the summary again. Match the specific information needed to complete the summary with the questions.

### Setting up and running an online meals company

Before Victoria Andrews set up the Fresh Ideas company, she did some research to find out who her **(1)** ..... might be.

Then, she had to find a cheap way to advertise her online meals service and used **(2)** ..... to do this.

Although she thinks advertising was important at the start, in the long term it is the **(3)** ..... of the food that she feels is most important.

On her website, she has made it clear that her products come from **(4)** ..... , which customers may approve of.

None of the meals her company suggests require a lot of **(5)** ..... , so people who don't cook for a living should appreciate that.

a form of media, where people look at things      a feature of good food  
a place where we can get food from      something that people don't need  
a group of people

1. Question 1	
2. Question 2	
3. Question 3	
4. Question 4	
5. Question 5	

## Unit 8: Exercise 7

Read the information. Then listen to the introductions to each part of the talk.

Match the gaps 1–5 of the summary with the introductions.

In summary-completion tasks, the sentences you read in the summary are closely related to the speaker's main points. Therefore, it is important to listen for when the speaker moves from one main point to another. Speakers will usually signpost that they're going to do this by using words and phrases such as *also*, *another thing* and *well, obviously*.

Speakers may use the same words as in the questions to do this, or they may paraphrase key ideas. The talk will always be in the same order as the questions.

1 Advertising is very important when you start, but you also need to think about ...

2 Another thing that my business partner and I are always thinking about is how to help our customers ...

3 Well, obviously, we needed to do some research. We knew ...

4 If you have the opportunity, go to our website ...

5 We had to find a cost-effective way to let people know about us ...

### Setting up and running an online meals company

Before Victoria Andrews set up the Fresh Ideas company, she did some research to find out who her (1) ..... might be.

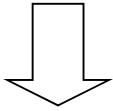
Then, she had to find a cheap way to advertise her online meals service and used (2) ..... to do this.






Although she thinks advertising was important at the start, in the long term it is the (3) ..... of the food that she feels is most important.

On her website, she has made it clear that her products come from (4) ..... , which customers may approve of.

None of the meals her company suggests require a lot of (5) ..... , so people who don't cook for a living should appreciate that.

Gap 1	Gap 5	Gap 4	Gap 2	Gap 3
-------	-------	-------	-------	-------



 1.MP3	
 2.MP3	
 3.MP3	
 4.MP3	
 5.MP3	

## Unit 8: Exercise 8

Listen and complete the summary.

Write NO MORE THAN TWO WORDS for each answer.

- Read through the summary and identify any key words. Look around the gaps, and try to be clear about what specific information you need to find.
- Listen and pay attention to how the speaker goes through each key point in order. The speaker will signpost any new topics, so use this to help you.
- Listen for the specific information you need, and complete the summary with words you hear the speaker use.
- After listening, check that you have written no more than two words (this means that you can write one or two words, but not more) in each gap. Make sure your spelling is correct.

**Presenter:** You will hear a woman giving a talk about how she started an online meals company.

**Woman:** Hello, I'm Victoria Andrews, owner and director of Fresh Ideas, the online meals service. We create menus for people, and deliver the ingredients they need to prepare meals themselves. Let me start from the beginning. What do you think we had to do before we set up our company? Well obviously we needed to do some research. We knew there was no point starting up until we were certain whether or not we had any competitors – whether anyone else was offering a similar service to us. We found out that no-one was, so we decided to go ahead. We spent a lot of time planning our menus, and trying and testing all the dishes that we wanted to promote.

When we were sure we had the right meals, we had to find a cost-effective way to let people know about us ... to get lots of people interested. We couldn't afford to pay for advertisements in magazines, so we decided we would tell people about our online meals service through social media. And it worked. More and more people began to place orders with us.

Anyway, advertising is very important when you start, but you also need to think about how you are going to grow. In the long-term, what customers are really looking for and what will help you maintain customer loyalty, is quality. We make sure that all our food is organic, and that it's tasty and nutritious.



play.MP3

If you have the opportunity, go to our website. You'll find links that show exactly where we get our fruit, vegetables and meat from, and that's local farms, because it means that all the food will be really fresh. It's much better for the environment when you're not shipping your products from thousands of miles away.

Another thing that my business partner and I are always thinking about is how to help our customers. They aren't professional chefs, and they've probably spent a long day at work, so we ensure that all our meals are ones that don't need much time spent on them. At most, they would only take 30 minutes to cook. And I think that's another secret to success – give people something that makes their lives easier.

### Setting up and running an online meals company

Before Victoria Andrews set up the Fresh Ideas company, she did some research to find out who her (1) ..... might be.

Then, she had to find a cheap way to advertise her online meals service and used (2) ..... to do this.

Although she thinks advertising was important at the start, in the long term it is the (3) ..... of the food that she feels is most important.

On her website, she has made it clear that her products come from (4) ..... , which customers may approve of.

None of the meals her company suggests require a lot of (5) ..... , so people who don't cook for a living should appreciate that.

1.	
2.	
3.	
4.	
5.	

## Unit 8: Exercise 9

How do the words and phrases in the summary paraphrase what you heard in the talk?

Match the words and phrases.

### Setting up and running an online meals company

Before Victoria Andrews set up the Fresh Ideas company, she did some research to find out who her (1) ..... might be.

Then, she had to find a cheap way to advertise her online meals service and used (2) ..... to do this.

Although she thinks advertising was important at the start, in the long term it is the (3) ..... of the food that she feels is most important.

On her website, she has made it clear that her products come from (4) ..... , which customers may approve of.

None of the meals her company suggests require a lot of (5) ..... , so people who don't cook for a living should appreciate that.

don't cook for a living    products    set up    none of the meals ... require a lot of  
is most important    cheap    made it clear    advertise

1. let people know about us	
2. aren't professional chefs	
3. what customers are really looking for	
4. cost-effective	
5. starting up	
6. show exactly	
7. fruit, vegetables and meat	
8. don't need much	

## Unit 8: Exercise 10

Think about some of the main skills you need when you approach the IELTS Listening test. Decide if the statements are True or False. Choose the correct answers.

1. You will have a short amount of time before each recording starts. Use this time to relax.
  - ☐ True
  - ☐ False
2. You can predict what you might hear by looking at the questions.
  - ☐ True
  - ☐ False
3. You won't know whether you will hear a conversation or a monologue.
  - ☐ True
  - ☐ False
4. Try to work out what you need to listen for, before you start listening.
  - ☐ True
  - ☐ False
5. Listen to every word that the speakers say carefully.
  - ☐ True
  - ☐ False
6. Pay attention to the words in the questions, because the speakers will usually say them.
  - ☐ True
  - ☐ False
7. When you hear a word that seems like it could fit a gap, or answer a question, write it down.
  - ☐ True
  - ☐ False
8. You won't be tested on very difficult vocabulary.
  - ☐ True
  - ☐ False



## UNIT 8 SPEAKING

### Unit 8: Exercise 1

In the IELTS Speaking test, you can increase your *grammatical range* by using *collocations*. *Collocations* are words or phrases which, when used together, form a new word. Match the words to make collocations related to the topic festivals.

Day	dress	festival	holidays	movies	products
-----	-------	----------	----------	--------	----------

1. film	
2. black and white	
3. easter	
4. local	
5. traditional	
6. national	

### Unit 8: Exercise 2

Read the IELTS Speaking Part 2 task card. Then complete part of the student's answer with the correct collocations. Watch the video and check your answers.

Describe an important festival (a big celebration or special event) that takes place in your country.

You should say:

when the festival takes place

what happens at the festival

whether you enjoy the festival

and explain why the festival is important in your country.

... It's called the Far East Film Festival. It's a \_\_\_\_\_ festival of course and it's about old, \_\_\_\_\_ Asian movies. It's usually around the \_\_\_\_\_ holidays, and it lasts ten days. Every day, you can watch four or five movies from across Asia, so Chinese but also Korean and Japanese. ... It's very nice because there is a market where you can buy local \_\_\_\_\_, and fairs where people dress up in \_\_\_\_\_ Japanese dress. ... I really enjoy this festival because it's very ... interesting. The only thing that is a little bit difficult is the movies are in the original \_\_\_\_\_.



play.MP4

## Unit 8: Exercise 3

In the IELTS Speaking test, you can increase *grammatical range* (accurately using a range of grammatical structures) by using relative clauses to add further information.

Complete each sentence so that it has the same meaning as the original sentence. Use a relative clause and the words in brackets. The first question has been done for you.

1. It's called the Far East Film Festival (that)

It's a festival that's called the Far East Festival.

2. It's a festival about popular, old Asian movies. (which)

It's a festival \_\_\_\_\_

3. You can watch Asian movies at the festival. (where)

It's a festival \_\_\_\_\_

4. The festival takes place at Easter. (that)

It's a festival \_\_\_\_\_

5. People dress up in traditional Japanese dress. (where)

It's a festival \_\_\_\_\_

6. You can buy local products at a market. (where)]

It's a festival \_\_\_\_\_

## Unit 8: Exercise 4

Read the IELTS Speaking Part 2 task card. The task card is about the present (see words in bold), so the student's answer should use the present simple.

Complete the student's answer using the words in the box. Notice that the answer uses relative clauses, and includes words for adding information. Then watch the video and check your answers.

Describe an important festival (a big celebration or special event) that **takes place** in your country.

You should say:

when the festival takes place

what happens at the festival

whether you enjoy the festival

and explain why the festival is important in your country.

Because	every day	just	of course	that	that	usually	where
---------	-----------	------	-----------	------	------	---------	-------

1. I would like to talk about a festival \_\_\_\_\_ is every year in my hometown.
2. It's called the Far East Film Festival, and it's a movie festival, \_\_\_\_\_.
3. It is \_\_\_\_\_ around the Easter holidays.
4. It's very nice because \_\_\_\_\_ you can watch four or five movies.
5. There is a fair \_\_\_\_\_ people dress up in traditional Japanese dress.
6. You feel that you're not in Italy anymore and it's \_\_\_\_\_ like you're in China, for example.
7. I really enjoy this festival \_\_\_\_\_ it's very ... interesting.
8. The only thing \_\_\_\_\_ is a little bit difficult is the movies are in the original language.



play.MP4

## Unit 8: Exercise 5

Complete each sentence so that it has the same meaning as the original sentence. Use a relative clause and the words in brackets. The first question has been done for you.

1. It's a special day. We celebrate it everywhere in Turkey. (which)

It's a special day which we celebrate everywhere in Turkey.

2. There are special TV shows. They show the history of the republic. (which)

There are special TV shows \_\_\_\_\_

3. People go to stadiums. They celebrate this national day. (where)

People go to \_\_\_\_\_

4. Some people don't go to work. They visit friends and family. (if)

\_\_\_\_\_ they visit friends and family.

5. The markets are so much fun. There is dancing, singing and good food. (because)

\_\_\_\_\_ singing and good food.

## Unit 8: Exercise 6

Read the IELTS Speaking Part 2 task card. Then watch the video and notice the errors the student makes. Correct the student's errors. There are 11 errors.

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

Describe an important festival (a big celebration or special event) that takes place in your country.


You should say:

when the festival takes place

what happens at the festival

whether you enjoy the festival

and explain why the festival is important in your country.

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. In the 1923, they announce that Turkey is a republic. (3 mistakes)</li><li>2. Every year, we celebrate this moment in the 29th of the November. (2 mistakes)</li><li>3. Every year, we celebrate this moment in the 29th of the November. (2 mistakes)</li><li>4. They also talk about the history of Turkey in this day.</li><li>5. I enjoy this festival because it remembers people that they are living in a republic.</li><li>6. I usually go to the stadium for celebrating this national day.</li><li>7. That's why this day important.</li><li>8. It's one of the greatest moment of our history.</li></ol> | <br>play.MP4 |
|--|---|

## Unit 8: Exercise 7

In the IELTS Speaking test, the examiner is checking *grammatical range and accuracy*. This means you should correctly use a variety of verbs and tenses.

Complete the examiner's IELTS Speaking Part 3 questions with the correct verbs.

1. We've been talking about celebrations and special events and I'd like to discuss/debate with you one or two more general questions related to this.
2. Let's consider/mention , first of all, public holidays. Are there many public holidays in your country?
3. How could we remind/remember people of the real reasons behind public holidays?
4. Do schools teach children about the reasons for particular/in particular celebrations in your country?
5. Let's think about special events. What sort of special events are organized/arranged in the city where you live?
6. Are there fewer people celebrating this festival now because it remains/refers to the past?
7. Do you think that local councils should fund/pay special events for the community?
8. What is it that makes/gets a big public event successful?

## Unit 8: Exercise 8

Complete the conversation from IELTS Speaking Part 3. Use the verbs in the box.

Then watch the video and check your answers.

Celebrate	consider	fought	fund	refers	related	remember
		remind	rest	survived		

1. **Examiner:** We've been talking about celebrations and special events and I'd like to discuss with you one or two more general questions related to this. Let's \_\_\_\_\_ first of all public holidays. Are there many public holidays in your country?

**Student:** Yes, there are, because we have a lot of Christian holidays, of course, and then all the holidays that are \_\_\_\_\_ to our country ...

2. **Examiner:** Why is it important to have public holidays, do you think?

**Student:** ... I think they are the most important holidays because, ... first of all, they can remind us about our past, ... and also it's a good thing because you can \_\_\_\_\_ a little bit.

3. **Examiner:** So, how could we \_\_\_\_\_ people of the real reasons behind public holidays?

**Student:** ... The most important thing that we can do ... is invite all the people to come and \_\_\_\_\_ in public spaces and remember then why we are celebrating.

4. **Examiner:** Let's think now about special events. What sort of special events are organised in the city where you live?

**Student:** Well, the most important one is about ... a military group that \_\_\_\_\_ in the First World War ...

5. **Examiner:** So are there fewer people celebrating this now because it \_\_\_\_\_ to the past?

**Student:** Yes, ... but all the children of these people and also those that \_\_\_\_\_ are always there ...

6. **Examiner:** Do you think that local councils should \_\_\_\_\_ special events for the community?

**Student:** Yes, I think that it's important because if there is a big celebration then maybe more people will come and \_\_\_\_\_ ... our history.



play.MP4

## Unit 8: Exercise 9

Look at the words in bold in the examiner's IELTS Speaking Part 3 questions.

Match the definitions in the box with the words.

### Examiner:

We've been talking about celebrations and special events and I'd like to discuss with you one or two more general questions related to this. Let's **consider**, first of all, public holidays. Are there many **public holidays** in your country?

Why is it **important** to have public holidays do you think?

How could we **remind** people of the real reasons behind public holidays?

Do schools teach children about the reasons for **particular** celebrations in your country?

Let's think now about special **events**. What sort of special events are **organised** in the city where you live?

So are there fewer people celebrating this now because it **refers** to the past?

Do you think that local councils should **fund** special events for the community?

What is it that makes a big public event **successful**?

a day when almost everyone in a particular country does not go to work/school

achieving the results wanted or hoped for

anything that happens, especially something important or unusual

necessary or of great value      special, or this and not any other

to make arrangements for something to happen

to make someone think of something they have forgotten or might have forgotten

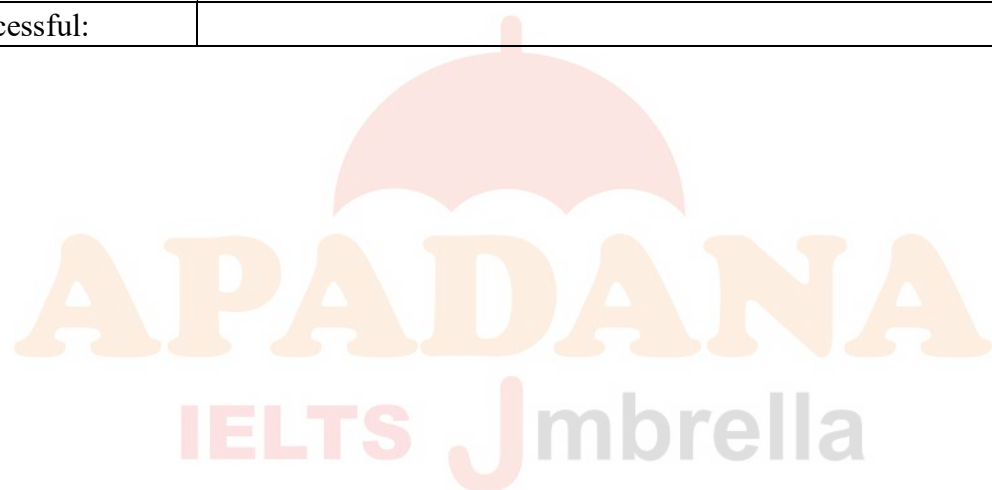
to provide the money to pay for an event, activity or organization

to relate to a person or thing

to spend time thinking about a possibility or making a decision



1. consider:	
2. public holiday:	
3. important:	
4. remind:	
5. particular:	
6. event:	
7. organise:	
8. refer:	
9. fund:	
10. successful:	



## UNIT 8 VOCABULARY AND GRAMMAR

**Unit 8: Exercise 1** Choose the answers to the questions. Use the events in the box.

A comedy festival.    A fair.    A film festival.    A firework display.    A parade.  
A music festival.

9. Where would be the best place to hear a lot of jokes?  
\_\_\_\_\_
10. Where would be the best place to see colourful explosions in the sky?  
\_\_\_\_\_
11. Where would be the best place to watch a large number of live bands?  
\_\_\_\_\_
12. Where would you be in a crowd watching a group of performers walking, marching or dancing past you? \_\_\_\_\_
13. Where would be the best place to see many new films?  
\_\_\_\_\_
14. Where would be the best place to meet people with the same hobby or interest?  
\_\_\_\_\_

**Unit 8: Exercise 2** Choose the two words or phrases that can complete each sentence.

1. We had to queue for ...
  - ☐ a long time
  - ☐ our tickets
  - ☐ the atmosphere
2. The purpose of the festival is to celebrate ...
  - ☐ the end of winter
  - ☐ the recent disaster
  - ☐ with our families
3. I attended a lot of ... at the festival.
  - ☐ amazing performances
  - ☐ famous people
  - ☐ film shows
4. I hope they're going to perform ...
  - ☐ the stage
  - ☐ their latest song
  - ☐ live
5. Did you enjoy ... ?
  - ☐ Yourself
  - ☐ the festival
  - ☐ the festival-goers
6. Yes, I did. I thought the festival ...
  - ☐ lasted for five days
  - ☐ had something for everyone
  - ☐ was very colourful

## Unit 8: Exercise 3

Complete the sentences with the correct form of the words in brackets. The first question has been done for you.

7. It's a very traditional festival. People have been celebrating it for hundreds of years. (tradition)
8. The street performers were really \_\_\_\_\_. We watched them for hours. (entertain)
9. It was a very \_\_\_\_\_ concert. I'm really pleased I went to it. (enjoy)
10. Many people thought the festival was rather \_\_\_\_\_. I expected it to be better, too. (disappoint)
11. I thought the fair last weekend was quite poor. The organisers didn't seem to be very \_\_\_\_\_. (experience)
12. The play was quite \_\_\_\_\_ at times. I couldn't always hear the actors and the lights were too bright. (challenge)
13. It was an \_\_\_\_\_ performance. The performers were especially creative and skilful. (impress)
14. Generally, I like street parties because they are so \_\_\_\_\_. They're a great way to get to know people in the local community. (social)

## Unit 8: Exercise 4

Complete the text. Use the words in the box.

Ambitious	atmosphere	budget	demand	disaster	promote
	realistic	recover	sponsorship	venue	

If you're planning to organise your own festival, don't be too \_\_\_\_\_. Keep things as simple as possible, especially if it's your first festival.

Firstly, think about the number of people you want to attend your festival. Be \_\_\_\_\_ and don't get carried away into thinking that the bigger the festival, the better it will be. However, at the same time, consider your \_\_\_\_\_ when calculating numbers. For example, 500 people standing in a field that would hold a crowd of several thousand would result in an empty field, a terrible \_\_\_\_\_ and a festival that's a \_\_\_\_\_. Once you've decided upon numbers, make sure that you \_\_\_\_\_ the festival to create sufficient \_\_\_\_\_ for tickets.

Another key question is your \_\_\_\_\_ – how much money do you have to spend? Hopefully you'll \_\_\_\_\_ some or all of your money from ticket sales, but you'll need to spend a lot of money before you get anything back from advertising. So, one of your main priorities should be to get \_\_\_\_\_ from businesses and other organisations.

## Unit 8: Exercise 5

Choose the correct words to complete the text.

The best festival I've ever appeared/ attended/ attracted is the International Festival of Masks and the Arts (FESTIMA), in the city of Dédougou, Burkina Faso. As the name suggests, the main example /idea / knowledge behind the festival is masks, and specifically, the wearing of traditional masks.

Masks have been an important part of catastrophes / celebrities/ ceremonies and celebrations in West Africa for thousands of years. According to local tradition and custom/fashion/native, when the performer puts on the mask, he becomes the animal or bird that he is wearing.

One of the main purposes of FESTIMA is to prevent/ protect/ provide this tradition and to tell the world about it. The festival dates back to 1996, when a group of students decided they needed to preserve this important part of their conservation/ construction/ culture. The festival takes place every two years and during /ends/lasts a full week. It is now a big architecture/ attachment/ attraction with performers from all over West Africa, as well as over 100,000 spectators from around the world.

## Unit 8: Exercise 6

Read the information. Then choose the correct verb forms to complete the conversation.

### First conditional

We use the first conditional to talk about things that are likely to happen in the future.

In the *if*-clause, we don't usually use *will*. Use the present tense instead:

- *If* + present simple: ***If there are some tickets left, I'll buy one.***
- *If* + present continuous: ***If you're planning to come too, I'll buy you a ticket.***
- *If* + present perfect: ***If they've already sold all the tickets, we'll have to watch the festival on TV instead.***

In the main clause, we usually use a future form or an imperative:

- *will*: ***If they cancel the festival, I'll be disappointed.***
- *going to*: ***If they don't give me my money back, I'm going to complain to the organisers.***
- imperative: ***If you write to them, ask for my money back, too.***

**A:** There's going to be a parade tomorrow. If it'll be/ it's going to be/ it's as good as last year's parade, we'll have a great time.

**B:** Maybe, but the weather was a lot better last year. If it rains tomorrow, it isn't/ isn't going to be/ won't be much fun!

**A:** Don't worry. We'll stay dry if we're taking/ we take/ we'll take an umbrella.

**B:** Anyway, if the weather's really bad, they probably cancel/ they'll probably cancel/ they're going to cancel the parade.

**A:** OK, so if that happens/ that's happening/ that'll happen, what shall we do? There's also a comedy festival this weekend.

**B:** That sounds good. So, if they cancel/ they've cancelled/ they'll cancel the parade, we'll go to the comedy festival.

**A:** Yes, but let's buy tickets today. If we wait until tomorrow, there aren't going to be/ isn't/ won't be any tickets left. And if the parade is cancelled/ is going to be cancelled/ will be cancelled, everyone in the city will want to go to the comedy festival!



## Unit 8: Exercise 7

Read the information again. Then correct the mistakes in the sentences. Each sentence has one mistake with the verb form. The first question has been done for you.

### First conditional

We use the first conditional to talk about things that are likely to happen in the future.

In the *if*-clause, we don't usually use *will*. Use the present tense instead:

- *If* + present simple: ***If there are some tickets left, I'll buy one.***
- *If* + present continuous: ***If you're planning to come too, I'll buy you a ticket.***
- *If* + present perfect: ***If they've already sold all the tickets, we'll have to watch the festival on TV instead.***

In the main clause, we usually use a future form or an imperative:

- *will*: ***If they cancel the festival, I'll be disappointed.***
- *going to*: ***If they don't give me my money back, I'm going to complain to the organisers.***
- imperative: ***If you write to them, ask for my money back, too.***

9. You're going to feel sick if ~~you'll~~ **you** eat too much food.
10. What do you do if there aren't any tickets left tomorrow?
11. If you won't want to get cold and wet, take a warm coat to the festival.
12. If there won't be enough people, there won't be much of an atmosphere.
13. I definitely take some photographs if I get close enough to the band at tonight's concert.
14. Will there be enough space for everybody if 100,000 people will turn up?
15. If we get enough sponsorship money at next week's meeting, we're able to organise a great festival.

## Unit 8: Exercise 8

Read the information. Then complete the sentences. Use the second conditional with the words in brackets.

### Second conditional

- We use the second conditional to talk about unreal present situations:

*If I **knew** the answer, I'd **tell** you. But I don't, so I can't.*

- We also use the second conditional to talk about things that are unlikely to happen in the future:

*We're not going to have the festival on a Tuesday afternoon. If we **did** that, nobody **would come**!*

In the *if*-clause, we don't usually use *would*. Use a past tense (e.g. past simple) instead:

*If I **had** more money, I'd buy a ticket.*

*If I **could** dance, I'd love to take part in a parade.*

- In the second conditional, the past of *be* is usually *were*, even with *I/he/she/it*:

*If I **were** you, I'd be more careful. (= I think you should be more careful.)*

*If the weather **was/were** better, we could have the concert outside.*

- In the main clause, use *could*, *might* or *would*:

*If you tried a bit harder, you **might** get better results.*

1. If I \_\_\_\_\_ you, I wouldn't take so much cash to the festival. (be)
2. It'd be amazing if I \_\_\_\_\_ dance like that! (can)
3. If I \_\_\_\_\_ more money, I'd go to a lot more music festivals around the world. (have)
4. What would you do if somebody \_\_\_\_\_ to borrow your phone? (ask)
5. I \_\_\_\_\_ mind queueing so long if the food was a bit better. (not / would)
6. If I \_\_\_\_\_ work tomorrow, I'd come to the festival with you. (not / have to)
7. I'd definitely buy a ticket if the festival \_\_\_\_\_ so expensive. (not / be)
8. I think more people \_\_\_\_\_ attend if the concert took place at the weekend. (would)

## Unit 8: Exercise 9

Read the information. Then complete the conversation with the correct verb forms.

### First and second conditionals – talking about the future

- We use the first conditional to talk about things that are **likely** in the future (e.g. *If you **do** X, Y **will** happen*).
- We use the second conditional to talk about things that are **unlikely** in the future (e.g. *If you **did** X, Y **would** happen*).
- We don't normally mix first and second conditionals in one sentence (e.g. *If you do X, Y **would** happen*).
- We don't normally use *will* or *would* in the *if*-clause.
- We often use the first conditional to show that we think something is a good idea (e.g. *If we **do** that, it'**ll** be great*).
- We often use the second conditional to show that we think something is a bad idea (e.g. *If we **did** that it'**d** be terrible*).

**Andy:** The local theatre has money problems. I've heard that if the owners don't find/ didn't find/ won't find £100,000 by the end of the year, it's probably going to close.

**Bella:** Oh, that's terrible. If the theatre closed/ closes/ would close, it'll be really bad for the town.

**Charlotte:** I know it sounds unlikely, but if we could/ we'll / we'd raise some money, maybe we could save the theatre.

**Bella:** That's a great idea. For example, if we organize/ we organized/ we'd organize a comedy festival in the theatre, we could sell tickets.

**Andy:** I'm not sure. Even if we sold a thousand tickets for £10, we only raise/ we'd only raise/ we'll only raise £10,000. It wouldn't be enough.

**Charlotte:** That's true, but I still think we should do it. If a thousand people have a great time at the festival, maybe they started/ they'll start/ they'd start going to the theatre more often.

**Bella:** Exactly. If that happened/ that happens/ that'll happen, the theatre will be able to continue for many years.

**Andy:** You're right. How many people would come if the tickets for the comedy festival is/ were/ would be free?

**Bella:** Thousands. But we wouldn't make any money at all if we did / we do/ we'd do that!

**Andy:** No, but if they all decided/ they all decide/ they'll all decide to come back to the theatre every week, the theatre would make millions!



## Unit 8: Exercise 10

Complete the conversation. Use the correct form of the words in brackets.

**A:** I know that you have other plans, but if you \_\_\_\_\_ (can) come to my town on Saturday, you wouldn't regret it. It's the day of our town festival. It's not huge, but it's usually good fun. It's usually held in the park, but if it \_\_\_\_\_ (rain) the organizers \_\_\_\_\_ (hold) most of the events at the town hall instead.

**B:** OK, I'll see if I can come after all. I might need to move a few things around.

**A:** Great. If you \_\_\_\_\_ (come) to my house first, we'll go to the festival from there. If I \_\_\_\_\_ (was) you, I'd aim to get here by 10:30. After that it'll get very busy and you might be too late for the parade at 11:00. If you're coming by bus, \_\_\_\_\_ (ask) the driver to stop at Cranshaw Road – my house is a five-minute walk from there. Don't worry, though. If you \_\_\_\_\_ (not / find) my house, text me and I \_\_\_\_\_ (come) and collect you.

**B:** That's a good idea. I've got your number.

**A:** So, maybe see you on Saturday? If you change your mind, just \_\_\_\_\_ (let) me know.

**B:** OK, will do!

