



APADANA

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UNIT 3 READING

Unit 3: Exercise 1

Quickly read the first paragraph of the text 'Cities of the future'.

How many people talked about each of these topics in the questionnaire? Choose the correct answers for the topics.

Paragraph A

Researchers recently gave 1,000 people a questionnaire about 'Cities of The Future'. To answer the questions, the people had to imagine and describe what they thought our cities might look like in the year 2050. Interestingly, a large number of people were anxious that they would become 'dark, dangerous places', which had endless traffic jams and very few green spaces. This group also predicted an increase in the level of pollution and thought people would always need to wear facemasks in order to breathe. They also believed that it would be less safe to walk on the street as there would be 'more stealing' and other criminal behaviour. A smaller number thought cities might become a lot cleaner, and might be built from more interesting materials. They were also looking forward to new technology such as flying cars and moving pavements. In general, they believed that the cities of the future would offer a much more convenient way of living. A few people were uncertain; for example, they thought the size of apartments might reduce as the population of the city grew, but they also thought that public transport would become better.

1. building materials some people/most people/not many people .
2. criminal behavior some people/most people/not many people .
3. new technology some people/most people/not many people .
4. pollution some people/most people/not many people .
5. population some people/most people/not many people .
6. traffic jams some people/most people/not many people .

Unit 3: Exercise 2

In IELTS Reading multiple choice questions, you may be asked questions about *either* the whole text *or* a paragraph. Read the paragraph again and then answer the question .

When you answer questions about a paragraph or paragraphs, you must read very carefully (and sometimes more than once). Try to think about how the information in the paragraph is organised. This will help you to quickly find the information you need to answer multiple choice questions.

Paragraph A

Researchers recently gave 1,000 people a questionnaire about 'Cities of The Future'. To answer the questions, the people had to imagine and describe what they thought our cities might look like in the year 2050. Interestingly, a large number of people were anxious that they would become 'dark, dangerous places', which had endless traffic jams and very few green spaces. This group also predicted an increase in the level of pollution and thought people would always need to wear facemasks in order to breathe. They also believed that it would be less safe to walk on the street as there would be 'more stealing' and other criminal behaviour. A smaller number thought cities might become a lot cleaner, and might be built from more interesting materials. They were also looking forward to new technology such as flying cars and moving pavements. In general, they believed that the cities of the future would offer a much more convenient way of living. A few people were uncertain; for example, they thought the size of apartments might reduce as the population of the city grew, but they also thought that public transport would become better.

Read the question and choose the best answer. Read the text on page 1 again if you need to.

How is the information in the paragraph organised?

- By describing all the negative things about future cities (e.g. *crime*) and then all the positive things (e.g. *better public transport*).
- By the most popular answers to the questionnaire (i.e. *which questions had the most answers*).
- By the topics in the questionnaire (e.g. *transport problems, pollution, crime, etc.*).

Unit 3: Exercise 3

Read the paragraph again carefully. Choose the correct answer to the question.

Paragraph A

Researchers recently gave 1,000 people a questionnaire about 'Cities of The Future'. To answer the questions, the people had to imagine and describe what they thought our cities might look like in the year 2050. Interestingly, a large number of people were anxious that they would become 'dark, dangerous places', which had endless traffic jams and very few green spaces. This group also predicted an increase in the level of pollution and thought people would always need to wear facemasks in order to breathe. They also believed that it would be less safe to walk on the street as there would be 'more stealing' and other criminal behaviour. A smaller number thought cities might become a lot cleaner, and might be built from more interesting materials. They were also looking forward to new technology such as flying cars and moving pavements. In general, they believed that the cities of the future would offer a much more convenient way of living. A few people were uncertain; for example, they thought the size of apartments might reduce as the population of the city grew, but they also thought that public transport would become better.

1. What do the results of the questionnaire show?

- A Most people feel worried rather than pleased about the way that cities will develop.
- B People imagined that no one would use their own vehicles any more.
- C People think that crime will be the worst problem that future cities will have.
- D Some people believe that there will not be enough houses in the city for everyone.

Unit 3: Exercise 4

Read the information. Then read the paragraph again. Which of the numbered parts in bold (1–4) in the text do the options A–D relate to? Match the options and the numbered parts.

When you answer an IELTS Reading four-option multiple choice question, you should remember that:

- each option (A, B, C, D) is *usually* connected to a piece of information in the *same* paragraph
- only one option says *exactly* the same thing as a piece of information in the text
- three options say something *slightly different* to the pieces of information in the text
- the options do *NOT* always come in the same order as the pieces of information in the text.

Paragraph A

Researchers recently gave 1,000 people a questionnaire about ‘Cities of The Future’. To answer the questions, the people had to imagine and describe what they thought our cities might look like in the year 2050. **(1) Interestingly, a large number of people were anxious that they would become ‘dark, dangerous places’, which had endless traffic jams and very few green spaces.** This group also predicted an increase in the level of pollution and thought people would always need to wear facemasks in order to breathe. **(2) They also believed that it would be less safe to walk on the street as there would be ‘more stealing’ and other criminal behaviour.** A smaller number thought cities might become a lot cleaner, and might be built from more interesting materials. They were also looking forward to new technology such as flying cars and moving pavements. In general, they believed that the cities of the future would offer a much more convenient way of living. A few people were uncertain; for example, **(3) they thought the size of apartments might reduce** as the population of the city grew, but **(4) they also thought that public transport would become better.**

1. A Some people believe that there will not be enough houses in the city for everyone.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

2. B People think that crime will be the worst problem that future cities will have.

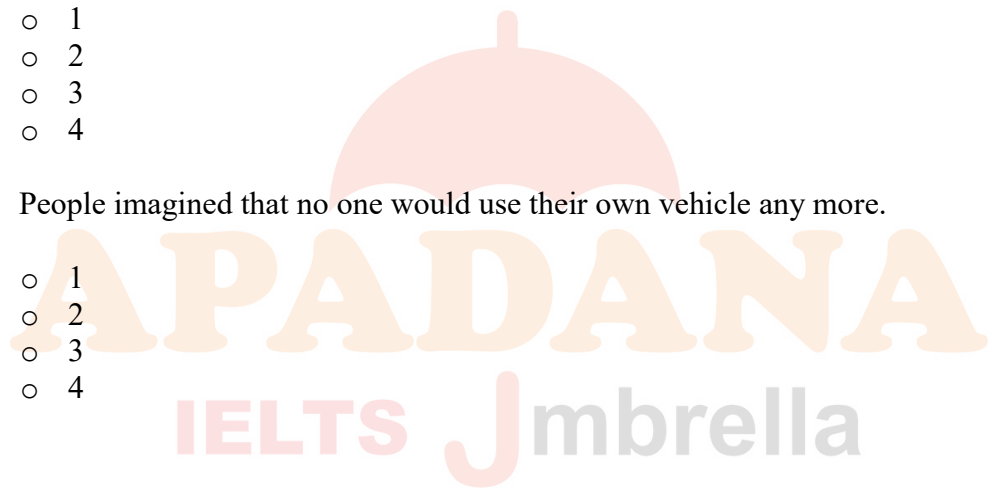
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

3. C Most people feel worried rather than pleased about the way that cities will develop.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

4. D People imagined that no one would use their own vehicle any more.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4



Unit 3: Exercise 5

Read the paragraph again. Which of the options A–D is correct? Choose the correct answers.

Paragraph A

Researchers recently gave 1,000 people a questionnaire about ‘Cities of The Future’. To answer the questions, the people had to imagine and describe what they thought our cities might look like in the year 2050. **(1) Interestingly, a large number of people were anxious that they would become ‘dark, dangerous places’, which had endless traffic jams and very few green spaces.** This group also predicted an increase in the level of pollution and thought people would always need to wear facemasks in order to breathe. **(2) They also believed that it would be less safe to walk on the street as there would be ‘more stealing’ and other criminal behaviour.** A smaller number thought cities might become a lot cleaner, and might be built from more interesting materials. They were also looking forward to new technology such as flying cars and moving pavements. In general, they believed that the cities of the future would offer a much more convenient way of living. A few people were uncertain; for example, **(3) they thought the size of apartments might reduce** as the population of the city grew, but **(4) they also thought that public transport would become better.**

-
1. A Some people believe that there will not be enough houses in the city for everyone.
 - ☐ Correct
 - ☐ Incorrect
 2. B People think that crime will be the worst problem that future cities will have.
 - ☐ Correct
 - ☐ Incorrect
 3. C Most people feel worried rather than pleased about the way that cities will develop.
 - ☐ Correct
 - ☐ Incorrect
 4. D People imagined that no one would use their own vehicle any more.
 - ☐ Correct
 - ☐ Incorrect

Unit 3: Exercise 6

Read the information. Then read Paragraphs B–E as quickly as possible. Answer the question.

In an IELTS Reading test, it is a good idea to very quickly skim through a text to get a general idea of the overall topic, and also the particular topics of each paragraph.

Paragraph B

What do the results from this questionnaire tell us? In a way, we shouldn't be amazed by the descriptions of the largest group. So many Hollywood films show cities of the future as frightening places. Online newspapers are also responsible for spreading this same belief. Headlines such as 'Global population rises – cities become crowded' are becoming more frequent. Journalists rarely discuss how future cities might be a good place to live.

Paragraph C

The facts are these: 50% of people now live in cities, even though cities only occupy 2% of the world's land. By 2050, it is predicted that the number of people living there will rise to 70%. Some people are worried that villages in the countryside will become empty as everyone leaves for the city, and so traditional ways of life will be lost. This may be true, but we have to accept changes like this as part of human development. Rather than being negative, we should be hopeful that we can improve people's lives as they move to cities. The way to do this is through intelligent planning.

Paragraph D

Architects have a big role to play in our future cities. In the past, the architects who were responsible for planning our cities often designed buildings that they were interested in; but now it is time for them to listen carefully to what people living in cities are asking for. In many countries around the world, people are choosing to have smaller families or to wait longer before they start a family. For this reason, not everyone needs a large house. Smaller and cheaper houses are what they need. But 'small' doesn't have to be the same as 'ugly' or 'boring'. Western architects could perhaps look at some of the architecture in Japanese cities, where very stylish houses are built on small pieces of unused land.

Paragraph E

And what might cities of the future be made from? Engineering companies have produced some interesting new products, for example, wood-like material made from recycled newspapers or old drink cartons. One engineering team are even working on a project that uses mushrooms to create a hard building material. These new materials may seem strange, but we should remember that plastic was only invented in 1907 – at the time people thought that *this* was an unusual product, but now it is something we cannot manage without. Building a city of the future requires imagination and an open mind.

Look at the paragraphs on page 1 again. In which paragraphs are the topics below mentioned?
Choose the correct answers.

1. the duties and responsibilities of the people who design our cities Paragraph B/Paragraph c/Paragraph D/Paragraph E
2. the influence of cinema and the media on people's view of the future Paragraph B/Paragraph c/Paragraph D/Paragraph E
3. the types of material that future buildings might be made from Paragraph B/Paragraph c/Paragraph D/Paragraph E
4. some information and opinions about people living in cities and living in the countryside Paragraph B/Paragraph c/Paragraph D/Paragraph E

Unit 3: Exercise 7

Read Paragraphs B–E again, then answer the questions.

Paragraph B

What do the results from this questionnaire tell us? In a way, we shouldn't be amazed by the descriptions of the largest group. So many Hollywood films show cities of the future as frightening places. Online newspapers are also responsible for spreading this same belief. Headlines such as 'Global population rises – cities become crowded' are becoming more frequent. Journalists rarely discuss how future cities might be a good place to live.

Paragraph C

The facts are these: 50% of people now live in cities, even though cities only occupy 2% of the world's land. By 2050, it is predicted that the number of people living there will rise to 70%. Some people are worried that villages in the countryside will become empty as everyone leaves for the city, and so traditional ways of life will be lost. This may be true, but we have to accept changes like this as part of human development. Rather than being negative, we should be hopeful that we can improve people's lives as they move to cities. The way to do this is through intelligent planning.

Paragraph D Architects have a big role to play in our future cities. In the past, the architects who were responsible for planning our cities often designed buildings that they were interested in; but now it is time for them to listen carefully to what people living in cities are asking for. In many countries around the world, people are choosing to have smaller families or to wait longer before they start a family. For this reason, not everyone needs a large house. Smaller and cheaper houses are what they need. But ‘small’ doesn’t have to be the same as ‘ugly’ or ‘boring’. Western architects could perhaps look at some of the architecture in Japanese cities, where very stylish houses are built on small pieces of unused land.

Paragraph E And what might cities of the future be made from? Engineering companies have produced some interesting new products, for example, wood-like material made from recycled newspapers or old drink cartons. One engineering team are even working on a project that uses mushrooms to create a hard building material. These new materials may seem strange, but we should remember that plastic was only invented in 1907 – at the time people thought that *this* was an unusual product, but now it is something we cannot manage without. Building a city of the future requires imagination and an open mind.

Read the questions and the options carefully. Choose the correct answers.

1. What is the writer doing in **Paragraph B**?
 - Explaining why many people will probably prefer to live in cities in the future.
 - Giving a reason why many people feel negative about cities of the future.
 - Suggesting that newspapers show a more realistic view of future cities than films.
2. What point does the writer make in **Paragraph C**?
 - It is important to encourage some people to stay in their villages.
 - It is possible to maintain traditional village customs after moving to cities.
 - It is necessary to think in a creative way about city design.
3. **Paragraph D:** In the writer’s opinion, architects who are responsible for planning cities
 - often make houses that are unattractive.
 - must make buildings based on people’s needs.
 - should get experience by working in foreign cities.
4. **Paragraph E:** The writer refers to the invention of plastic to make the point that
 - we can expect building materials to be very different in the future.
 - we must accept that good-quality materials take a long time to create.
 - we should use a variety of building materials to make our cities interesting.

Unit 3: Exercise 8

In an IELTS Reading text about the future, you are likely to see words and phrases that are used to make predictions.

Match the meanings with the underlined words and phrases. Use the words in the box.

Certain	impossible	possible	probable	uncertain
---------	------------	----------	----------	-----------

1. We <u>could</u> see more robots in people's homes by 2050.	
2. <u>There is a very good chance that</u> there will be no more oil by 2050.	
3. Driverless cars <u>will</u> be very popular – but not with taxi drivers!	
4. <u>There is no possibility of</u> people living on Mars by 2050.	
5. <u>It is not clear whether in the future</u> people would consider going back to the countryside from cities.	

Unit 3: Exercise 9

Think about what you've learnt in this unit.

Complete the advice. Use the words in the box.

appear in the same order	find information quickly	the same information
topic of each paragraph		

8. For an IELTS Reading multiple choice task, first read the whole text quickly to get an idea of the _____.
9. Thinking about how a paragraph is organised can help you _____.
10. Make sure the option you choose as correct provides exactly _____ as the text.
11. Remember that the options do not always _____ as the pieces of information in the text.

UNIT 3 WRITING

Unit 3: Exercise 1

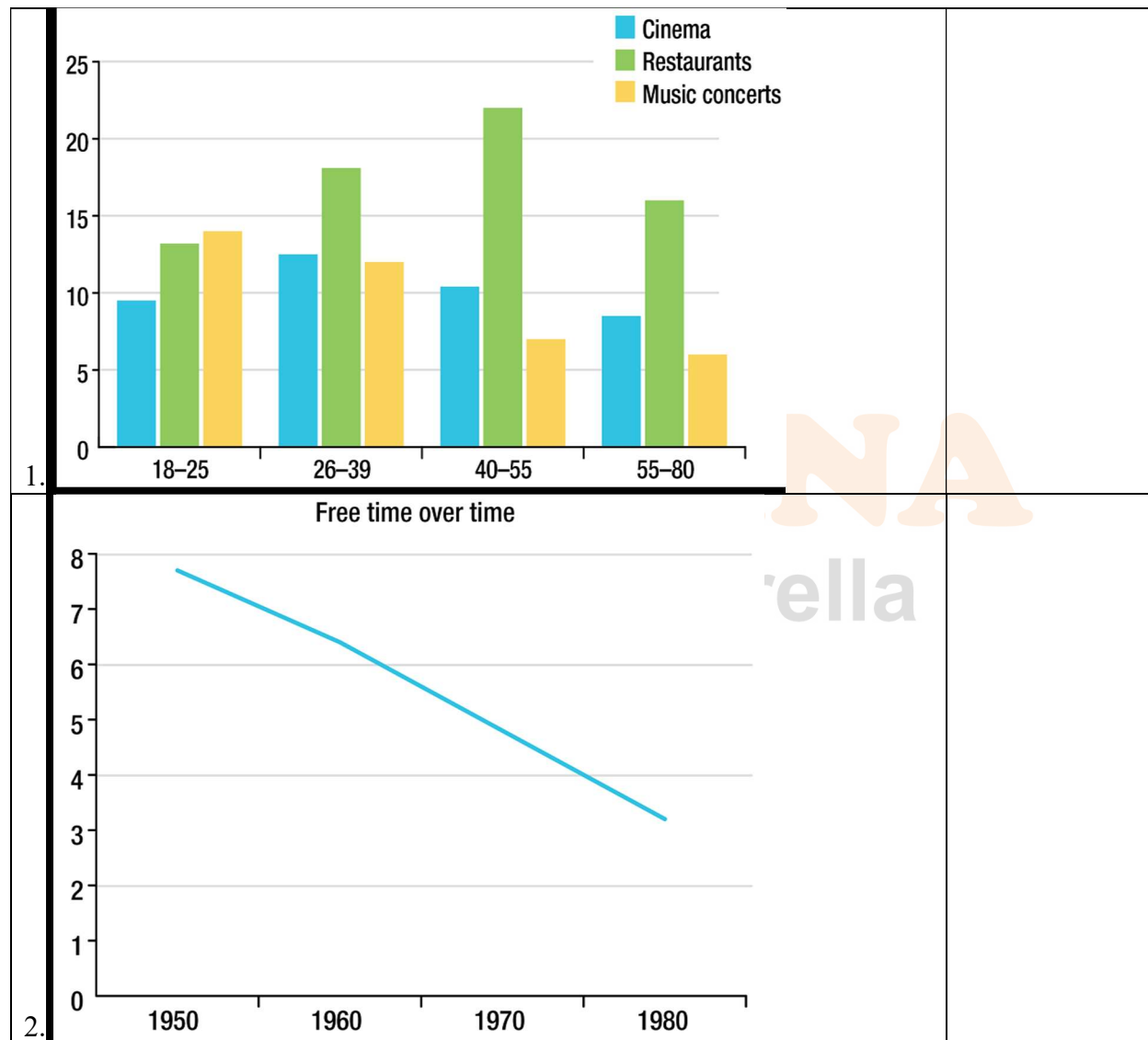
In IELTS Writing Task 1 you might be asked to write a report about a chart or graph.

Match the descriptions with the charts and graphs.

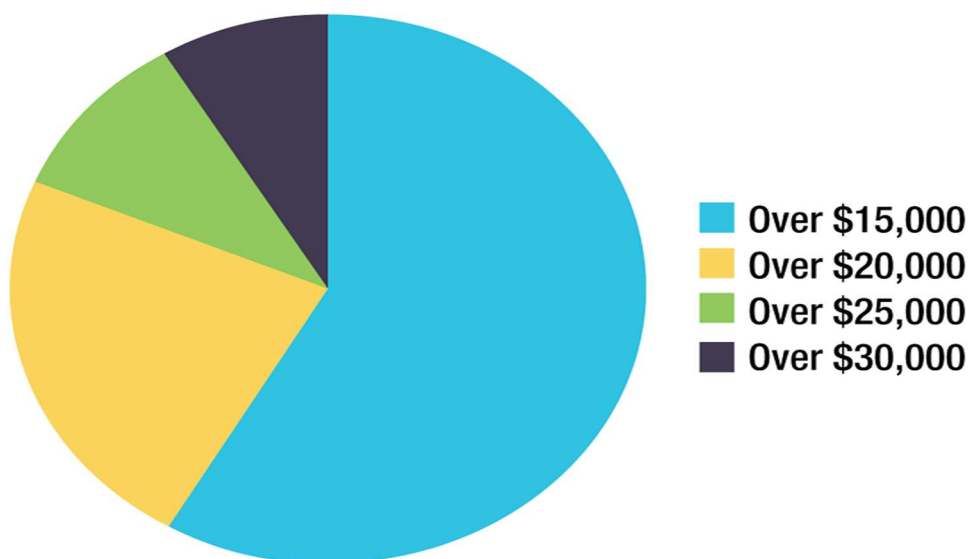
This is a pie chart.

This is a bar chart.

This is a line graph.



3.

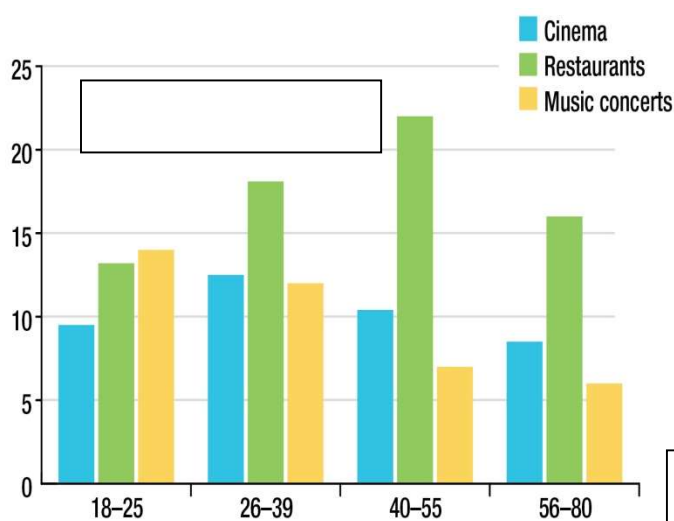


Unit 3: Exercise 2

The bar chart compares the amount of money (in millions of dollars) that people in four different age groups from Seoul, South Korea, spent on going to the cinema, restaurants and music concerts in 2014.

Fill the gaps in the chart below with the correct words.

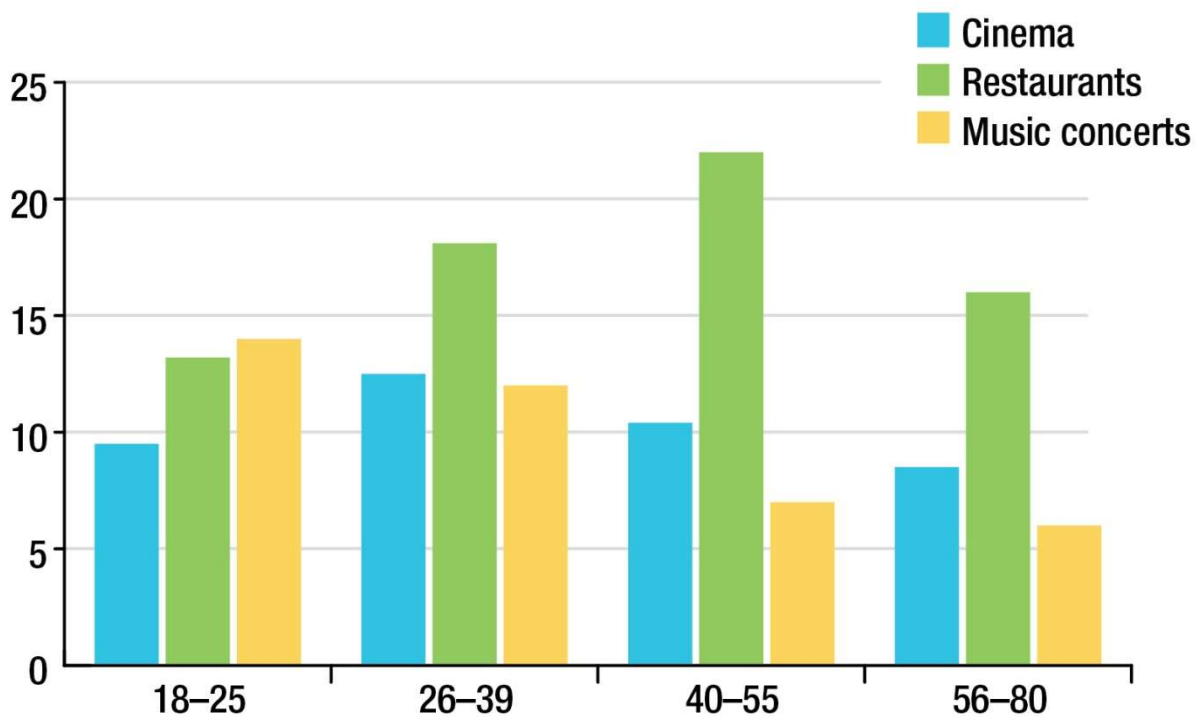
Axis	data	different age groups	money spent
------	------	----------------------	-------------



Unit 3: Exercise 3

The bar chart compares the amount of money (in millions of dollars) that people in four different age groups from Seoul, South Korea, spent on going to the cinema, restaurants and music concerts in 2014.

Choose the correct answers to complete the statements.



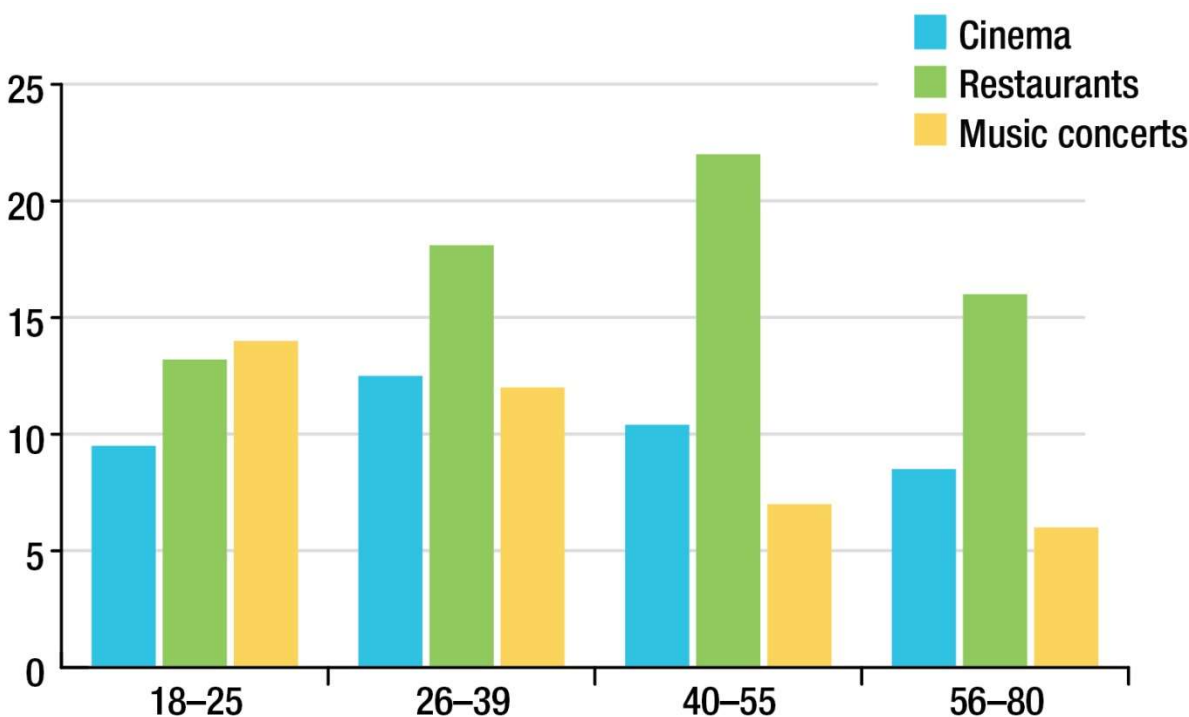
1. The 26–39 age group spent less than the 40–55 age group on going to the cinema./
restaurants./ music concerts.
2. The 18–25 age group spent less than the 26–39 age group/about \$14 million/the same
as the 56–80 age group on going to music concerts.
3. The 56–80 age group spent the least of their money on going to the cinema./ restaurants./
music concerts.
4. The 26–39 age group spent about the same on going to the cinema and restaurants./ the
cinema and music concerts./ restaurants and music concerts.
5. The 40–55 age group spent about \$10 million/ over \$20 million/ under \$5 million on
going to the cinema.

Unit 3: Exercise 4

The bar chart compares the amount of money (in millions of dollars) that people in four different age groups from Seoul, South Korea, spent on going to the cinema, restaurants and music concerts in 2014.

Read the information. Then read the sentences about the chart and match them with the correct main features. Use the words in the box.

When you write a report on a graph or chart for IELTS Writing Task 1, you should try to describe the *main features*. This means writing about the most important pieces of information on the graph or chart. The *main features* could be the highest/lowest numbers, the biggest differences, and any similarities.



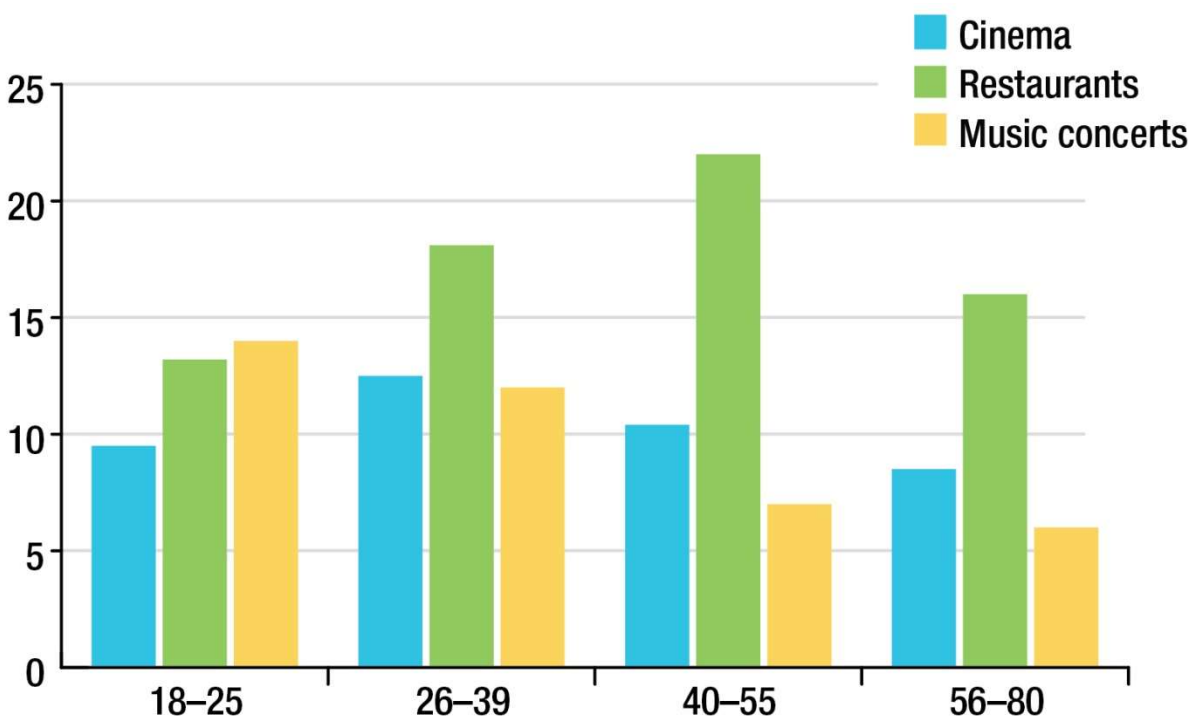
a similarity	a main difference	important numbers
--------------	-------------------	-------------------

1. The 26–39 age group spent the most money on going to the cinema while the 56–80s spent the least money. _____
2. The 40–55 and 56–80 age groups spent almost the same amount of money on music concerts, at about \$7 million. _____
3. Overall, the most amount of money was spent on going to restaurants (about \$67 million), compared with going to the cinema (about \$40 million) and music concerts (also about \$40 million). _____

Unit 3: Exercise 5

The bar chart compares the amount of money (in millions of dollars) that people in four different age groups from Seoul, South Korea, spent on going to the cinema, restaurants and music concerts in 2014.

Choose the correct words to complete the student's report. Use the words in the box.



18-25	40-55	amount	category	compared	highest	money
Spent	total					

The bar chart shows how much South Koreans of different age groups spent on seeing movies, eating out and going to concerts in 2014.

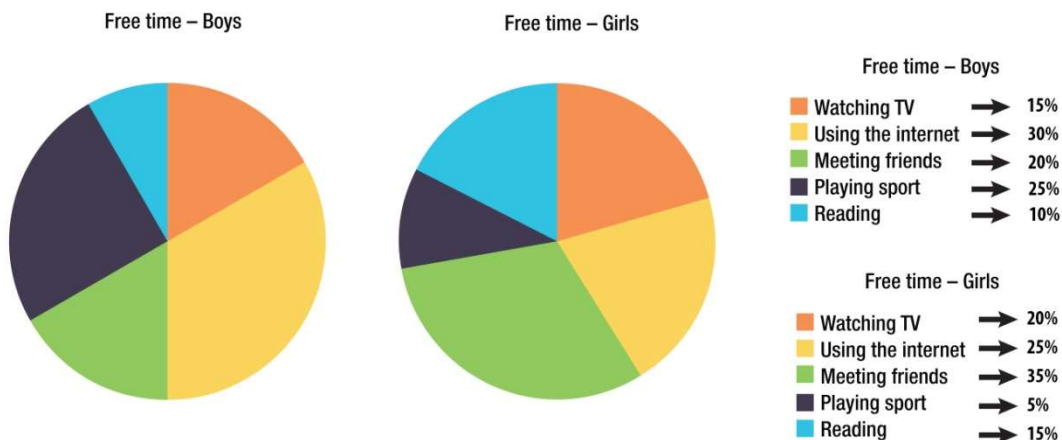
Overall, the _____ amount of money was spent on going to restaurants (about \$67 million), _____ with going to the cinema (about \$40 million) and music concerts (also about \$40 million).

The _____ age group spent the most on going to restaurants at about \$22 million, while the _____ age group spent the least with only \$13 million. With a total _____ of approximately \$12 million, the 26-39 category had the highest spending on going to the cinema while the 56-80s spent the least _____, at around \$8 million.

Unit 3: Exercise 6

The pie charts compare what male and female teenagers from Peru prefer to do in their free time.

Look at the two charts. Choose the correct option to complete each statement.

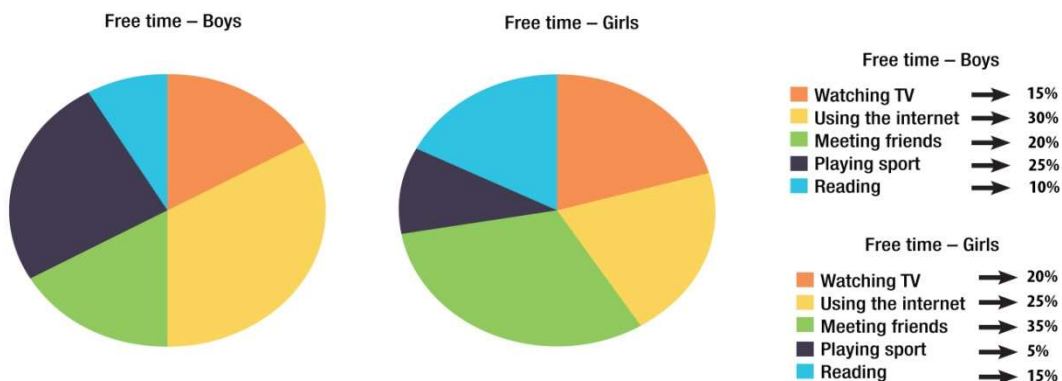


1. The most popular activities are using the internet for boys and meeting friends/playing sport/reading/using the internet/watching TV for girls.
2. The least popular activities are meeting friends/playing sport/reading/using the internet/watching TV for boys and playing sport for girls.
3. Girls and boys in Peru liked meeting friends/playing sport/reading/using the internet/watching TV about the same with 20% for girls and 5% less for boys.
4. The biggest difference was playing sport: 20% fewer/ 35% fewer girls preferred playing sport than boys.
5. Girls liked meeting friends/playing sport/reading/using the internet/watching TV 15% more than boys.

Unit 3: Exercise 7

Some words or phrases can help you compare or add information in IELTS Writing Task 1.

Look at the charts. Then read the student's report and look at the words in bold. Complete the statements.



It is clear that the most popular activity for boys was using the internet **while** for girls it was meeting friends. **By contrast**, the least favourite activity for boys was reading with only 10%. **Similarly**, the least favourite activity for girls was playing sport, **also** with a low percentage of 5%.

Using the internet was the favourite hobby for just under a third of boys **whereas** meeting friends was the favourite for more than a third of girls. Reading was not very popular with either boys or girls. 10% of the boys preferred to read and only 5% more of the girls.

Girls and boys in Peru liked watching TV about the same. 20% of girls preferred watching TV and, **in the same way**, 15% of boys. The biggest difference was playing sport. 20% fewer girls than boys preferred it.

1. Words and phrases used for comparing information:

... *while* *By* ... , *but*
... *However*, ...

2. Words or phrases used for adding information:

... , *also* *in the* ... *way*, *and* ...

Unit 3: Exercise 8 Complete the sentences with the words in the box.

By contrast, *Heart of Darkness* is very short. By contrast, my sister always eats in restaurants. In the same way, about 65% of singers can read it.

Similarly, my grandfather also skis every year. whereas all the adults cried.

whereas the worst thing is that it's expensive. while 65% voted against.

while my least favourite are romantic comedies.

1. 45% of yoga teachers voted in support _____
2. My brother loves cooking. _____
3. The best thing about horse riding is that it's fun

4. My mother loves skiing. _____
5. Two thirds of guitar players can read music. _____
6. My favourite movies are action films _____
7. All the children laughed _____
8. *War and Peace* is a very long book. _____

Unit 3: Exercise 9

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

25% voted against 65% of voted in support while music teachers

1. _____

My mother loves swimming. my father hates it By contrast,

2. _____

is that it's cold about skiing The best thing the worst thing

is that it's exciting whereas

3. _____

a good cook My sister loves cooking. Similarly, is also my grandmother

4. _____

In the same way, of cat owners don't like dogs One third of dog

5. _____

UNIT 3 LISTENING

Unit 3: Exercise 1

In this unit, you will learn about Section 4 of the IELTS Listening test and practise the skills you need to answer sentence completion questions.

The exam task in this unit is about money. This is a common topic in IELTS, so it is a good idea to think about some vocabulary you might hear.

Match the words in the box with the definitions.

Cash	trade	coin	financial	valuable	exchange	payment	worth
------	-------	------	-----------	----------	----------	---------	-------

1. to give something to someone and receive something else from that person:

2. a small, round piece of metal that is used as money: _____
3. relating to money or how money is managed: _____
4. having a particular value, especially in money: _____
5. an amount of money you give to someone, often for a product or service: _____
6. the activity of buying and selling products or services between people or countries:

7. to be worth a lot of money: _____
8. money in the form of notes and coins, rather than a credit card: _____

Unit 3: Exercise 2

Complete the sentences. Use the words in the box.

Cash	coin	exchange	financial	payments	trade	valuable	worth
------	------	----------	-----------	----------	-------	----------	-------

1. Historians believe that the first _____ was invented over 2,800 years ago and was made of bronze.
2. The *Mona Lisa* painting is believed to be _____ over \$780 million.
3. Fewer people carry _____ nowadays as more payments are being made electronically.
4. Before money, many people used to _____ food, like fruits and vegetables, for tools.
5. A lot of antiques, like paintings and furniture, are extremely _____ nowadays.
6. Many students receive _____ support from their families while studying at university.

7. The number of people making _____ online is increasing every year.
8. In the past, as groups of people began to explore new areas, _____ between different cultures became more common.

Unit 3: Exercise 3

In this example of an IELTS Listening sentence completion task, you will listen to two students talking about the topic of finance in preparation for a lecture.

Write one word to complete each sentence.

The instructions for the IELTS Listening sentence completion task and short-answer questions are similar.

Read the instructions carefully to find out exactly how many words you have to write and make sure that you spell each word correctly.

Greg: Hi, Penny. How's it going?

Penny: Not bad, thanks, Greg. But I'm glad we're meeting up. There's lots for us to do before next week, I think.

Greg: You're right. What do you want to discuss first?

Penny: Shall we start with next Friday's lecture?

Greg: Sounds good to me, Penny.

Penny: OK. We need to do a bit of preparation for it. I mean, the tutor told us that we should do some background reading on money, didn't she?

Greg: Yes, but not money in general – only on its history. So starting from prehistoric times and ancient cultures – all the way up to the 21st century.

Penny: That's right. So we should start by looking at what people used before money was invented.

Greg: OK, so before money I think it was all about trade. So, like, in prehistoric times, people probably exchanged all kinds of things – things that might have no value at all today, like colourful stones.

Penny: But they were very valuable then, so people really wanted them. And I'm sure they gave each other useful things as well. Um, you know, like tools? Or food? For instance, maybe one person had a tool for hunting, and that was



play.MP3

worth a lot to him, and he could exchange it with another person who had some meat or eggs or fruit.

Greg: Yes, you're probably right. And then when they did start to use money, maybe people used bronze to make their coins. Because it was a metal that was quite easy to use.

Penny: Maybe, yes. Now, what was the name of the book that the tutor told us to read? I remember the first part of the title: *The Financial ...?*

Greg: *The Financial World.*

Penny: Oh yes, that's right. Shall I see if I can find a copy in the university library for us?

Greg: OK, that'd be great, then we can ...

1. Greg and Penny agree to do some background reading on the history of _____.
2. Greg says that before money, _____ was very common.
3. Greg says that in the past, bronze was probably used to make _____.
4. The book Greg and Penny should read is called 'The _____ World'.

Unit 3: Exercise 4

Read the information. Then read the six extracts. Decide if each word in bold is an *adjective*, a *verb*, or a *noun*. Highlight the *adjectives* in green, the *verbs* in yellow, and the *nouns* in blue.

In IELTS sentence completion tasks, it's important to consider the form of the word you are expected to write. Before you listen, read the sentences carefully and try to identify the type of word. Often, it will be a *noun*, an *adjective* or a *verb*. Identifying the correct type of word will ensure that you write it in the correct form.

1. So starting from prehistoric times and **ancient** cultures – all the way up to the 21st century.
2. So we should start by looking at what people used before money was **invented**.
3. OK, so before money I think it was all about **trade**. So, like, in prehistoric times, people probably **exchanged** all kinds of things – things that might have no **value** today.
4. And I'm sure they gave each other **useful** things as well, you know, like **tools**.
5. But they were very **valuable** then, so people really wanted them.
6. Maybe people used bronze to make their **coins**.

Unit 3: Exercise 5

Read the information. Then match the words and phrases in the box with the correct synonyms.

In the IELTS Listening test, you might hear speakers use different words to those used in the sentences or questions. For example, a speaker might use a *synonym* (a word or phrase that has the same or similar meaning as another word or phrase). Understanding synonyms will help you to better follow a monologue and complete sentences with the correct word or phrase.

began to use very small	circle images	were made for	mostly	had the idea	produce
----------------------------	------------------	---------------	--------	--------------	---------

Introduced _____

Mainly _____

Make _____

Pictures _____

Round _____

Thought _____

Tiny _____

Were designed for _____

Unit 3: Exercise 6

Read the sentences. Choose the correct synonym for the words and phrases in bold.

1. The UK **introduced** the two-pound coin in 1998.
 - began to use
 - created
 - made
2. Before money, it was **common** for people to use food, such as rice, in exchange for tools.
 - Easy
 - Difficult
 - normal
3. The line graph **shows** the number of people who worked in finance in the years between 1990 and 2015.
 - Displays
 - Explains
 - includes
4. According to recent figures, the company was **valued at** £25 million in 2015.
 - sold for
 - offered
 - worth
5. Many countries in Europe **started to produce** paper money in the 17th century.
 - began to make
 - changed to
 - decided to use
6. The five-yen coin, used in Japan, is round with a **very small** hole in the middle.
 - Square
 - Tiny
 - Very big

Unit 3: Exercise 7

Read the information. Then read the extracts from a lecture on the history of money and choose the five phrases that signal the introduction of a new topic.

Cues help you find the part of the recording you need to answer the questions and complete sentences, but you also need to follow the ideas the speakers talk about.

You can do this by listening for *signalling phrases*. These are phrases that a speaker can use to:

- introduce a new point or topic (e.g. *We'll start by ...*, *But that wasn't the only...*)
- make a point about the current topic (e.g. *It should be noted that ...*)
- give a definition or an explanation (e.g. *In other words, ...*).

- ☐ Well, we'll start by thinking about the situation in prehistoric times.
- ☐ It was in western Turkey, however, that the system of producing coins became more organised.
- ☐ The only problem with these little tools is that they looked just like the real ones.
- ☐ Now, about 3,000 years ago, there was an interesting development, and this happened in China.
- ☐ This is a metal which is quite easy to use and to make large tools from.
- ☐ It's something that's so easy to buy in the supermarket nowadays.
- ☐ But that wasn't the only big development in China.
- ☐ What else was used instead of money in the distant past?

Unit 3: Exercise 8

Listen to a lecture on the history of money.

Put the signalling phrases for introducing new topics in the order you hear them.

Announcer: You will hear a lecturer talking about the history of money.

Lecturer: Hello and welcome to today's lecture. As you might know already, in this session we're going to be looking at the history of money – how it started out and how it's changed over the centuries.

Well, we'll start by thinking about the situation in prehistoric times. At this time, people, of course, didn't have money. If they could see that someone else had something they wanted, maybe some animal fur or some vegetables perhaps, they would offer that person something of their own – and one very common thing that people offered was salt. It's something that's so easy to buy in the supermarket nowadays, but in prehistoric times, it was very valuable indeed, so worth quite a bit if you wanted to exchange it for something.

What else was used instead of money in the distant past? Later, when groups of people began to explore and come into contact with other groups, trade between different cultures became more common. For example, we know that ancient cultures in Europe started to exchange tools with each other – tools that they'd made – that would have been interesting to the other group. Typically, these would be tools that were designed for hunting, but more rarely they would trade weapons of war and other tools needed for fighting. These were the most important items for trade.

Now, about 3,000 years ago, there was an interesting development, and this happened in China. At that time, one of the metals that was common there, in China, was bronze – and this is a metal which is quite easy to use and to make large tools from. But, of course, it's not always convenient to carry large tools with you – just in case you want to buy some food, for example. So, some people started to produce very small models of some typical tools, in bronze. Then, if a person was interested in doing trade with someone else, he would use those instead of real ones. And this was a big step forward in the history of money because – like coins and cash and credit cards today – they had no real value themselves. The only problem with these little tools is that they looked just like the real ones, so they were sometimes sharp ... a bit dangerous to have in your pocket.

But that wasn't the only big development in China. It was just a couple of centuries later, around 2,800 years ago, when the Chinese started to create something different, something that would be smaller and easier to make and



play.MP3

carry, something that was a lot safer and something they could give to each other as a kind of payment. In other words, coins. These early Chinese coins were small, flat circles of bronze, but with a square shape cut out of the centre.

It was in western Turkey, however, that the system of producing coins became more organised. It was here – around 2,600 years ago, in a region called Lydia – that the city began to create coins that were stronger and would last longer and were always the same size. They were made partly of gold, but mainly of silver. And one important person that I have to mention is the King of Lydia – his name was King Alyattes. He thought that different coins should have different images to show that they had a different value. Again, this is a tradition that has continued until today. We know from our research that some of the coins had images of birds, and that others – although we don't know whether they were worth less or more – had an image of a snake on them. I don't think any modern coin has the same thing. Maybe you know differently.

Anyway, after that, the Chinese were the first to use paper money and ...

But that wasn't the only big development in China .

It was in western Turkey, however, that the system of producing coins became more organised.

Now, about 3,000 years ago, there was an interesting development, and this happened in China.

Well, we'll start by thinking about the situation in prehistoric times.

What else was used instead of money in the distant past?

1.	
2.	
3.	
4.	
5.	

Unit 3: Exercise 9

Complete the sentences. Write ONE WORD ONLY in each gap.

Announcer: You will hear a lecturer talking about the history of money.

Lecturer: Hello and welcome to today's lecture. As you might know already, in this session we're going to be looking at the history of money – how it started out and how it's changed over the centuries.

Well, we'll start by thinking about the situation in prehistoric times. At this time, people, of course, didn't have money. If they could see that someone else had something they wanted, maybe some animal fur or some vegetables perhaps, they would offer that person something of their own – and one very common thing that people offered was salt. It's something that's so easy to buy in the supermarket nowadays, but in prehistoric times, it was very valuable indeed, so worth quite a bit if you wanted to exchange it for something.

What else was used instead of money in the distant past? Later, when groups of people began to explore and come into contact with other groups, trade between different cultures became more common. For example, we know that ancient cultures in Europe started to exchange tools with each other – tools that they'd made – that would have been interesting to the other group. Typically, these would be tools that were designed for hunting, but more rarely they would trade weapons of war and other tools needed for fighting. These were the most important items for trade.

Now, about 3,000 years ago, there was an interesting development, and this happened in China. At that time, one of the metals that was common there, in China, was bronze – and this is a metal which is quite easy to use and to make large tools from. But, of course, it's not always convenient to carry large tools with you – just in case you want to buy some food, for example. So, some people started to produce very small models of some typical tools, in bronze. Then, if a person was interested in doing trade with someone else, he would use those instead of real ones. And this was a big step forward in the history of money because – like coins and cash and credit cards today – they had no real value themselves. The only problem with these little tools is that they looked just like the real ones, so they were sometimes sharp ... a bit dangerous to have in your pocket.

But that wasn't the only big development in China. It was just a couple of centuries later, around 2,800 years ago, when the Chinese started to create something different, something that would be smaller and easier to make and carry, something that was a lot safer and something they could give to each other as a kind of payment. In other words, coins. These early



play.MP3

Chinese coins were small, flat circles of bronze, but with a square shape cut out of the centre.

It was in western Turkey, however, that the system of producing coins became more organised. It was here – around 2,600 years ago, in a region called Lydia – that the city began to create coins that were stronger and would last longer and were always the same size. They were made partly of gold, but mainly of silver. And one important person that I have to mention is the King of Lydia – his name was King Alyattes. He thought that different coins should have different images to show that they had a different value. Again, this is a tradition that has continued until today. We know from our research that some of the coins had images of birds, and that others – although we don't know whether they were worth less or more – had an image of a snake on them. I don't think any modern coin has the same thing. Maybe you know differently.


Anyway, after that, the Chinese were the first to use paper

1. People often exchanged vegetables for _____ in prehistoric times
2. In Ancient European cultures, tools that were used for _____ were most important.
3. Around 3,000 years ago, the Chinese began to make tiny _____ of tools from bronze.
4. China introduced coins that were round with a _____ hole in the middle 2,800 years ago.
5. Coins were made mostly from _____ in western Turkey.
6. King Alyattes had the idea of putting pictures of birds and _____ on coins.

Unit 3: Exercise 10

Think about what you've learnt from doing this unit.

Listen to the advice and complete the sentences with one word or a number.

<ol style="list-style-type: none">1. In Section _____ of the IELTS Listening paper, you will hear one speaker talking about an academic subject.2. Read the sentence completion questions carefully to help you find words and phrases that might be cues and paraphrases _____ you listen.3. Words and phrases that you read in the question and also hear in the recording are _____.4. These words and phrases are often for _____ or for times, dates and places.5. Words and phrases that express the _____ ideas with different words are paraphrases.6. When the recording begins, listen for signalling phrases to help you understand when the speaker is starting to talk about a new _____ in the lecture.	 play.MP3
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APADANA
IELTS Umbrella

UNIT 3 SPEAKING

Unit 3: Exercise 1

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

dream job. like to talk about my

1. I would _____

Job would that this thought suit me.

2. I have always _____

Well-paid 's 's more, job. it a

3. What _____

A teacher. You can become before necessary study 's to

4. It _____

Importantly, have work abroad. To 'll I the opportunity

5. Most _____

That, can countries. I live and work many in

6. Following _____

Best in the world. Job the people that it's say

7. Some _____

Dream to become is job teacher. a

8. My _____

Unit 3: Exercise 2

What have you learnt about grammatical range and accuracy in the IELTS Speaking test in this unit? Choose the correct answers.

1. How much of the IELTS Speaking score is based on *grammatical range and accuracy*?
 - 25%
 - 50%
2. *Grammatical range* means:
 - using a good variety of tenses, phrases and types of sentences.
 - using correct grammar.
3. *Grammatical accuracy* means:
 - using a range of grammar.
 - not making mistakes.
4. You can improve your *grammatical range* by:
 - using correct verb forms.
 - using a variety of phrases.
5. You can improve your *grammatical accuracy* by:
 - using a variety of tenses.
 - correctly using articles and verbs.

Unit 3: Exercise 3

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

Record your answer. Play to hear your answer

Describe a job you would like to have.

You should say:

what the job is

what you know about that job

what study or training you would need to do so you can get that job

and explain why you would like to have that job.

UNIT 3 VOCABULARY / GRAMMAR

Unit 3: Exercise 1

Complete the sentences. Use the words in the box.

a chef	a doctor	a lawyer	a manager	a programmer	a soldier
a teacher	a vet	an accountant	an engineer		

This person ...

1. looks after people who are ill or hurt: _____
2. designs or builds machines, equipment or roads, etc.: _____
3. cooks food in a restaurant: _____
4. protects his or her country: _____
5. keeps information about money that a company or person receives, pays or owes: _____
6. gives people and businesses advice about the law: _____
7. works in a school or college: _____
8. produces computer programs: _____
9. looks after sick animals: _____
10. is responsible for a team of people or a project: _____

Unit 3: Exercise 2

Complete the sentences. Use the words in the box.

Annoyed	boring	disappointed	disgusting	excited	exhausted
Interested	surprised	terrifying	worrying		

9. I never did anything interesting in my old job. It was really _____ .
10. I was very _____ to hear about Maria's new job. It sounds fascinating.
11. My sister's really _____ about her new project at work. She can't wait to start!
12. It's quite _____ that so many young people are looking for jobs after they leave university.
13. I was _____ when they didn't invite me for a job interview, but I'm sure I'll find a new job soon.
14. James works as an engineer building very tall buildings. His work looks absolutely _____ !
15. I was really _____ when he cancelled the meeting and he didn't even tell me.
16. They treat their workers really badly. I think it's _____ .

17. I was _____ when they offered me the job. I didn't think that I'd done very well in the interview.
18. I had to work late today and now I'm absolutely _____ .

Unit 3: Exercise 3

Choose the correct prepositions to complete the text.

After I left school, I decided to go at/on/to university. I studied at/by/on university for three years. I did a degree for/in/of marketing. It was very interesting. I learnt all about/on/over sales and marketing. When I graduated for/from/on university, I needed to get a job. I wanted to work as/by/for a large international company. I applied for/on/with lots of jobs, but it was difficult because I didn't have any experience. In the end, I got a job as/at/for a marketing assistant. It was a bit boring, but I was very good at/from/to my job. After a few years, I was offered a job as a marketing manager and was given an increase as/in/of salary.

Unit 3: Exercise 4

Match the explanations with the statements.

I think it's good – you've done a great job.	I want to thank you for it.
I was worried, but now I'm not.	I'm confident. I think it'll be great.
I'm frightened of him/her.	It makes me unhappy.
I'm angry about them because they make my life difficult.	I'm extremely angry with her.
I'm happy about them.	I'm worried about it.

1. I'm grateful for your help. _____
2. I'm nervous about my exam. _____
3. I'm pleased with my results. _____
4. I'm furious with my sister. _____
5. I'm relieved that everything's OK. _____
6. I'm impressed by your work. _____
7. I'm annoyed about the changes. _____
8. I'm upset about what you said. _____
9. I'm positive about the future. _____
10. I'm scared of my boss. _____

Unit 3: Exercise 5

Complete the text. Use the words in the box.

College	evening classes	nursery school	postgraduate course	primary school
private lessons	secondary school	training courses	university	work placement

In my country, many very young children go to _____, but they don't have to go. The first school you must go to is _____. This is for children aged five to eleven years old. Older children go to _____, where they have lots of homework and exams. Here, they study subjects like Geography, History and IT. Some children have _____, for example they might have extra English classes, which their parents pay for. Some people stop their education after secondary school, but many continue their education by going to _____. In my country, they usually study just a few subjects at college.

You can study for a degree at _____. You need to do this if you want to become a teacher, a lawyer or an engineer, for example. Many university courses include a _____, where students spend a few months in a place of work and learn some practical skills. After graduating from university, some students stay at a university to do a _____. Education doesn't stop when you leave school or university. Many people go to _____ which they attend after a full day at work. You can also learn a lot at work by going on _____. For example, you might learn how to use new computer software or how to communicate with customers.

Unit 3: Exercise 6

Match the present results (present simple) with the past events (present perfect).

They don't go to work any more.	I have a degree.
He can't go to school this week.	Do you think I should accept it?
He now works for a bank.	I can't find it anywhere.
Now she needs to find a job.	I can relax tonight.

1. I've finished university.	
2. Andy's found a new job.	
3. I've lost my school bag.	
4. They've offered me a better job.	
5. I've done all my homework.	
6. My grandparents have retired.	
7. Daniel's broken his arm.	
8. Helena's left school.	

Unit 3: Exercise 7

Complete the sentences. Use the past participle of the irregular verbs in brackets.

1. He wasn't very good when he started, but he's _____ (become) a very good teacher in the last few years.
2. Have you _____ (chose) a career yet? Do you know what you want to do when you leave school?
3. I studied History for five years at school, but now I've _____ (forget) almost everything.
4. It's been a very useful course and you're a great teacher – you've _____ (teach) me a lot.
5. I've _____ (send) emails to lots of companies asking for a job, but nobody's offered me one yet.
6. Have you _____ (be) on any training courses this year?
7. I need to write a 10,000-word essay by the end of my course, but I've only _____ (write) 2,500 words so far.
8. I studied Business at university, but I've _____ (learn) more in my first month at work than in three years at university.
9. Sorry I haven't finished the presentation yet. I haven't _____ (have) time.
10. OK, so now that I've _____ (show) you what to do, it's your turn.

Unit 3: Exercise 8

The words *already*, *yet* and *just* have slightly different meanings.

- *already* = before now, or before a particular time in the past
Example:
*I've **already** done it.*
= I did it in the past so I don't need/plan to do it again.
- *yet* = before now or before that time
Example:
*I **haven't** done it **yet**.*
= I didn't do it in the past so I still need/plan to do it in the future.
- *just* = a very short time ago
Example:
*I've **just** done it.*
= I did it very recently (e.g. in the last few minutes).

A: Hey, I've already/just/yet remembered. We need to hand in our essays tomorrow. Have you started writing yours just/yet ?

B: Actually, I've just/yet started. I started planning it half an hour ago. But I haven't written anything already/just/yet . I'm still thinking about what to write. What about you?

A: I started working on it at the weekend. I've already/just/yet written about half of it, but there's still a lot of work to do.

B: Oh, that's not so bad. And have you planned everything just/yet ?

A: No, I haven't planned the end already/just/yet . I mean, the first half's good, but I don't know what to write for the ending. What about you?

B: I've just/yet told you! I started half an hour ago!

A: Oh, yes, sorry. And what about David? Has he started just/yet ?

B: Started? He's already/just/yet finished! He wrote the whole essay last weekend!

Unit 3: Exercise 9

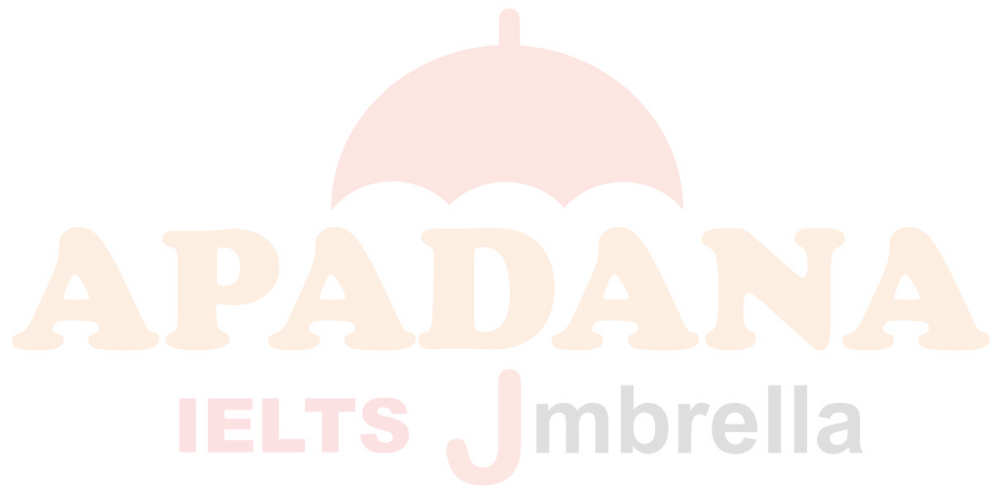
Complete the sentences. Use the words in brackets with the present perfect. Use contractions where possible (e.g. *haven't*). The first one has been done for you.

1. My sister's just started university – it's her first week this week. (my sister / just / start)
2. I'm really pleased. _____ all my exams. (I / pass)
3. We finished our project over a month ago, but our teacher _____.
(not / check / it / yet)
4. _____ to go to evening classes to learn how to write
computer programs. (I / already / decide)
5. Don't worry. _____ anybody your exam results. (I / not / tell)
6. I think the job interview went well, but _____, so I don't
know if I've got the job or not. (they / not / contact / me / yet)
7. Why are we doing this training course again? _____
it three times! (we / already / do)
8. I'm really worried. I think _____ my end-of-
course test. (I / fail)

Unit 3: Exercise 10

Correct the questions. Use the present perfect. Use contractions where possible (e.g. *hasn't*).

8. You take all your exams yet? I've already finished mine.
9. Where Lisa go? She was here a second ago.
10. Anybody see my bag? I can't find it.
11. Why you not finish your report? I asked you to hand it in today.
12. You hear the news? They've offered me a promotion!
13. What you do to your hair? It looks terrible!



UNIT 4 READING

Unit 4: Exercise 1

In this unit, you will answer IELTS Reading matching information questions and read a text called 'How technology has changed the way we communicate'.

What words and phrases do you already know for describing communication?

Match the words and phrases with the definitions.

Formal	interaction	online forum	relationship	social media
social network	to get in touch	to keep in touch	to respond	

7. to begin communicating with someone, for example, by email or telephone:

8. to continue communicating with someone, for example, by email or telephone: _____
9. new information on a particular topic: _____
10. the different groups of people that you know: _____
11. websites and computer programs that allow people to communicate on the internet: _____
12. a time when two or more people communicate with or react to each other:

13. to say or do something in reply to something that has been said or done earlier:

14. describes language, clothes and behaviour which is used in important and serious events, for example a job interview: _____
15. a place on the internet where people can leave messages or discuss particular topics:

16. the way in which two or more people feel and behave towards each other:

Unit 4: Exercise 2

Read the information. Then match the phrases describing types of information with the words in bold in the statements.

In an IELTS Reading matching information task, you will read a text and some statements about it. It is important to understand what types of information the statements need you to find. The types of information might be:

- an **example** of / some **examples** of ...
- a **comparison** between ...
- a **description** of ...
- a **reference** to ...
- a **prediction** about ...

a comparison between an example of	a description of	a prediction about	a reference to
---------------------------------------	------------------	--------------------	----------------

1. Young students use Instagram **far more than** they use SnapChat. _____
2. Digital devices **will probably replace** books in all UK schools by 2030.

3. The new phone has **a great camera** and **a clever feature** which makes apps easy to use.

4. **The first email message** was sent in 1971. _____
5. There are many reasons why I stopped using social media, **such as** the huge amount of time it took up. _____

Unit 4: Exercise 3

Read this paragraph from the text. What information does it contain? Choose the correct answer.

How technology has changed the way we communicate

Paragraph A

It's often impossible for teenagers to imagine that in the past we all had to make our social arrangements either face-to-face or using a telephone landline. Just 20 years ago, trying to organise a visit to the cinema meant that you had to call your friends at least a day in advance and hope they'd be home when you rang. If someone didn't turn up, you could try to call them from a public telephone box. If their parents were home, you could leave a message, but your plans for the evening would probably be ruined.

The information in **Paragraph A** is:

- a comparison between the advantages of old and new technology.
- a description of the difficulties people used to have before they had mobile phones.
- a reference to the way technology can make relationships better or worse.

Unit 4: Exercise 4

Read the information. Then match the types of information with the sentences.

When reading an IELTS Reading text, it is important to think about what type of information it covers. Other types of information could be:

- a **reason** for ...
- **details** of ...
- a **description** of ...
- a **suggestion** ..

a description of	a reason for	a suggestion	details of
------------------	--------------	--------------	------------

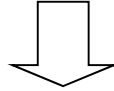
1. Perhaps we should focus more on face-to-face communication than digital communication? _____
2. Fewer people are sending letters by post because stamps are very expensive nowadays. _____
3. Mervyn's YouTube channel had a huge number of followers. His videos were about his daily life in New York and where people could go to find the best R'n'B music in Manhattan. _____
4. 75% of teens in the 12–17 age group own mobile phones. Every month, girls send out approximately 3,952 messages, and boys send about 2,815. _____

Unit 4: Exercise 5

Read the next paragraph. Then match the information statements (A–D) with the numbered parts of the paragraph (1–3). There is one information statement that you do not need.

Paragraph B Nowadays, getting in touch is a lot easier. Almost every aspect of human communication has changed: we have email, text, Skype, Facebook and Instagram, and we are certainly busy using them to build and maintain our relationships. According to recent reports, the top social networks now each have more than a billion monthly active users. And keeping in touch isn't just something we do in class or at work any more: we continue to communicate with friends, strangers, family and colleagues **(1) while we're on the train, in the living room and at the dinner table, for instance.** One recent British study indicated that **(2) 79% of teens even put their phone under their pillow so they can keep up-to-date with whatever is happening on social media day and night, and not miss out on updates.** As for adults, a recent survey showed that **(3) they now spend 20 to 28 hours a week on social media and have on average 275 personal connections. However, in contrast, only 11% of these same people actually meet their social connections** in an actual physical environment on a regular basis.

- A a comparison between the time spent online with friends and time spent in real places
- B some examples of typical locations in which digital technology may be found
- C the reason why some young people feel the need to keep a digital device with them at all times
- D the suggestion that adults could learn about digital communication from their children



1.	
2.	
3.	

Unit 4: Exercise 6

Read the next paragraph. Then complete the matching information statements for the numbered parts of the paragraph. Use the words in the box

Paragraph C

Email is now one of the most common means of communication. At the moment, over 100 billion emails are sent and received per day for business purposes. **(1) This trend is expected to continue, and business email will account for over 132 billion emails sent and received per day two years from now.** The number of letters which are sent through the post, however, has decreased dramatically. **(2) A consequence of this is that many town and village post offices have closed. These were once places where a great deal of social interaction used to take place between local people. Now it is no longer possible for neighbours or workers in the area to meet up with each other like this, and older people in particular are often unhappy about this development.** But certainly the advantages of email cannot be ignored: in the past, the post would only be delivered once or twice a day. If a letter was sent to an overseas destination, it could take months. Without doubt, email has made it easier to do business.

a description	a prediction	community	form of communication
---------------	--------------	-----------	-----------------------

- _____ of how a particular _____
- _____ of how the loss of a public service has affected the _____

Unit 4: Exercise 7

Quickly skim read the next paragraphs. Then do the exercise.

Paragraph D

However, there are several downsides to this form of technology. Firstly, no one would disagree that email puts pressure on people to respond immediately as soon as they find a new message in their inbox. A recent French report says that anxiety and general tiredness has risen dramatically amongst office workers, largely because they carry their digital devices with them, feeling obliged to constantly check for new mail from clients. A further problem is how to write an email, especially when communicating with people we don't know well. In the past, everyone knew that it was 'correct' to begin a letter 'Dear Sir/Madam' and end with 'Yours faithfully'. Nowadays, these phrases often feel too formal. No one wants to give the wrong impression when writing an email, but without 'rules', this can easily happen.

Paragraph E

Another significant impact technology has had on methods of communication is in the field of education. Traditionally, if someone wanted to take a higher education course, they would have to travel to attend lessons on a university campus. Nowadays, it is possible to take a range of courses through distance learning, and the number of these is likely to rise in the next few years. What is the appeal of studying this way? Many online courses encourage students to take part in online forums and post comments about their learning experiences, reading assignments and projects. They must also comment on their classmates' posts. In one way, this approach certainly appears to encourage communication.

Paragraph F

However, some surveys have found the opposite to be true. Because online students are physically separated, and indeed may never have met, they do not have the opportunity to build a good relationship. Students who come to campus regularly have the chance to get to know and support each other, and feel part of a community, so when they are asked to comment on the other person's work, they can do this in ways they know the other person will appreciate. For example, some students prefer their peers to be direct in their criticism, whereas others might prefer a more sensitive approach. But when students are asked to comment on the work or opinions of people they have never met, they are often reluctant to do so. Interestingly, one of the main reasons why people give up studying on their online courses is that they miss the face-to-face interaction with others. Certainly technology has made our lives more 'convenient' but perhaps also more complicated. There are many questions still to be answered about how we can and should use our modern digital tools to enable effective communication, an evolutionary skill that has been centuries in development.

Match the paragraphs with the general topics. Look at the text on page 1 again if you need to.

5. the advantages of studying online

- ☐ D
- ☐ E
- ☐ F

6. problems that occur at work and in formal situations because of digital communication

- ☐ D
- ☐ E
- ☐ F

7. the disadvantages of studying online

- ☐ D
- ☐ E
- ☐ F

Unit 4: Exercise 8

Read the paragraphs again, this time carefully. Then do the exercise.

Paragraph D

However, there are several downsides to this form of technology. Firstly, no one would disagree that email puts pressure on people to respond immediately as soon as they find a new message in their inbox. A recent French report says that anxiety and general tiredness has risen dramatically amongst office workers, largely because they carry their digital devices with them, feeling obliged to constantly check for new mail from clients. A further problem is how to write an email, especially when communicating with people we don't know well. In the past, everyone knew that it was 'correct' to begin a letter 'Dear Sir/Madam' and end with 'Yours faithfully'. Nowadays, these phrases often feel too formal. No one wants to give the wrong impression when writing an email, but without 'rules', this can easily happen.

Paragraph E Another significant impact technology has had on methods of communication is in the field of education. Traditionally, if someone wanted to take a higher education course, they would have to travel to attend lessons on a university campus. Nowadays, it is possible to take a range of courses through distance learning, and the number of these is likely to rise in the next few years. What is the appeal of studying this way? Many online courses encourage students to take part in online forums and post comments about their learning experiences, reading assignments and projects. They must also comment on their classmates' posts. In one way, this approach certainly appears to encourage communication.

Paragraph F However, some surveys have found the opposite to be true. Because online students are physically separated, and indeed may never have met, they do not have the opportunity to build a good relationship. Students who come to campus regularly have the chance to get to know and support each other, and feel part of a community, so when they are asked to comment on the other person's work, they can do this in ways they know the other person will appreciate. For example, some students prefer their peers to be direct in their criticism, whereas others might prefer a more sensitive approach. But when students are asked to comment on the work or opinions of people they have never met, they are often reluctant to do so. Interestingly, one of the main reasons why people give up studying on their online courses is that they miss the face-to-face interaction with others. Certainly technology has made our lives more 'convenient' but perhaps also more complicated. There are many questions still to be answered about how we can and should use our modern digital tools to enable effective communication, an evolutionary skill that has been centuries in development.

Which paragraph contains the following information? You may use any letter more than once. Read the text on page 1 again if you need to.

1. a reason why some learners do not complete an academic programme
 - D
 - E
 - F
2. a reason for an increase in levels of stress in employees
 - D
 - E
 - F
3. a prediction about the way that an academic service might develop in the future
 - D
 - E
 - F

4. an example of a traditional practice in writing that people used to use more often
- D
 - E
 - F
5. a comparison between the ways that different people like to be given feedback on their work
- D
 - E
 - F

Unit 4: Exercise 9

Think about what you've learnt in this unit.

Complete the advice. Use the words in the box.

a description of, a comparison	more than one statement	skim read the text
references to, reasons or examples of	underline key words and phrases	
what type of information		

12. Before you look at the task, it is a good idea to _____ to understand the main idea of each paragraph.
13. Before you complete the task, _____ in the matching information statements.
14. The key words in matching information statements tell you _____ you need.
15. Some examples of key words in matching information statements are _____.
16. Look carefully to see if any key words are plural, for example _____.
17. Remember that sometimes a paragraph may match _____.

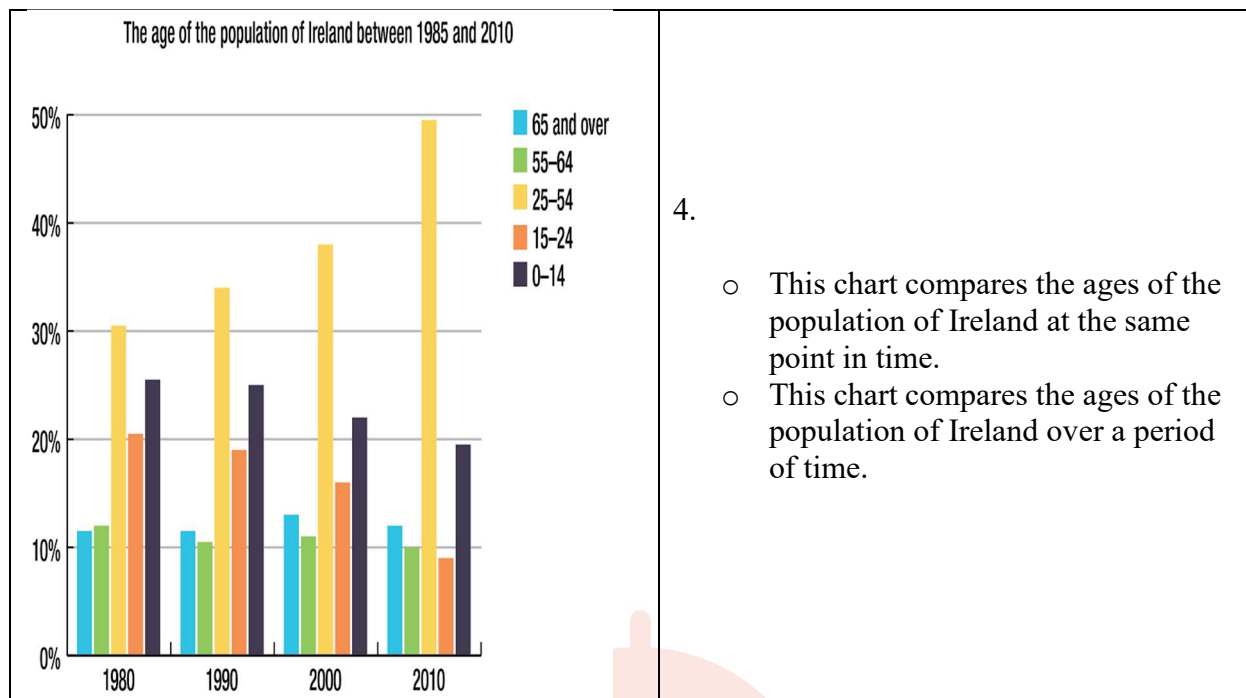
UNIT 4 WRITING

Unit 4: Exercise 1

When a graph or chart appears in IELTS Writing Task 1, it will either *compare data at the same point in time* or *show trends over a period of time*. A *trend* is a general development or a change in a situation.

Look at the graphs and charts. Then choose the correct descriptions.

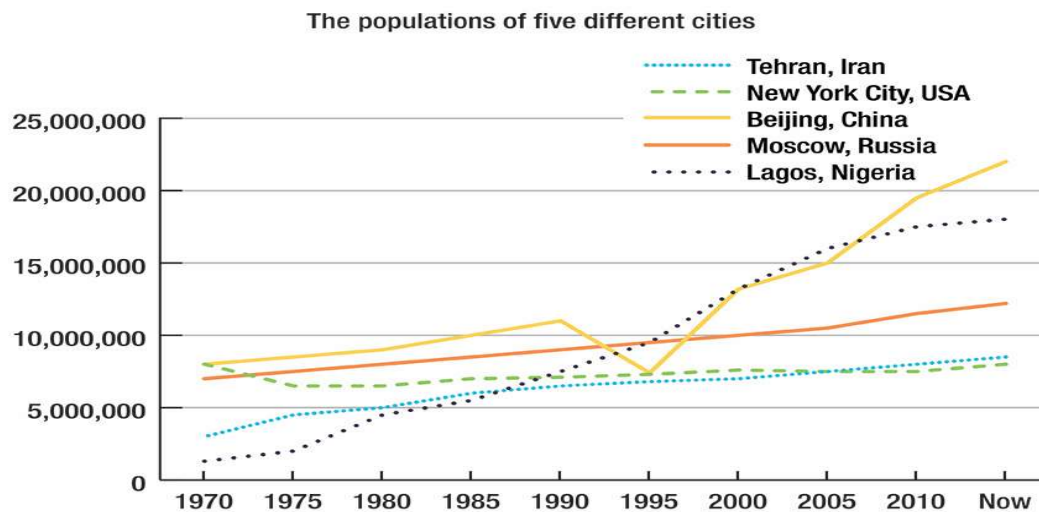
<p style="text-align: center;">Tourists in Mexico</p> <table><thead><tr><th>Destination</th><th>Number of Tourists</th></tr></thead><tbody><tr><td>Melia Cabo</td><td>200,000</td></tr><tr><td>Las Hadas Manzanillo</td><td>240,000</td></tr><tr><td>Fiesta Americana</td><td>300,000</td></tr><tr><td>Fairmont Acapulco</td><td>280,000</td></tr><tr><td>Puerto Vallarta</td><td>290,000</td></tr></tbody></table>	Destination	Number of Tourists	Melia Cabo	200,000	Las Hadas Manzanillo	240,000	Fiesta Americana	300,000	Fairmont Acapulco	280,000	Puerto Vallarta	290,000	<p>1.</p> <ul style="list-style-type: none">○ This chart compares the number of visitors to five different holiday destinations in Mexico at the same point in time.○ This chart shows the number of visitors to five different holiday destinations in Mexico over a period of time.																																																						
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<p style="text-align: center;">Animals in the Maasai Mara</p> <table><thead><tr><th>Animal Type</th><th>Percentage</th></tr></thead><tbody><tr><td>Big cats</td><td>42%</td></tr><tr><td>Zebra</td><td>18%</td></tr><tr><td>Elephants</td><td>13%</td></tr><tr><td>Rhino</td><td>5%</td></tr><tr><td>Birds</td><td>22%</td></tr></tbody></table>	Animal Type	Percentage	Big cats	42%	Zebra	18%	Elephants	13%	Rhino	5%	Birds	22%	<p>3.</p> <ul style="list-style-type: none">○ This chart shows the numbers of different types of animal in the Maasai Mara National Reserve in Kenya at the same point in time.○ This chart shows the numbers of different types of animal in the Maasai Mara National Reserve in Kenya over a period of time.																																																						
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APADANA
IELTS Umbrella

Unit 4: Exercise 2

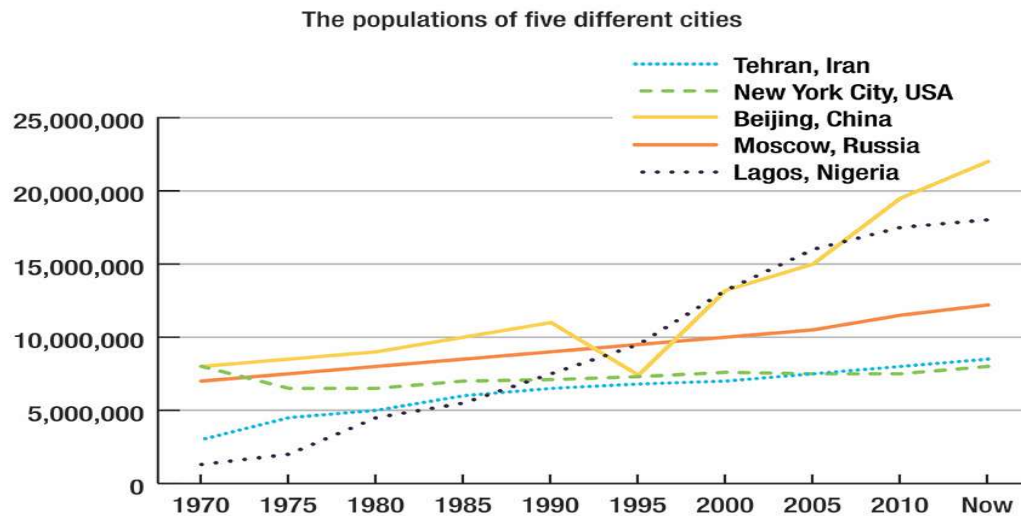
Look at the graph. Then choose the correct answers to complete the statements.



1. The population of Lagos increased by just under 4 million between 1970 and 1980. /decreased by just over 8 million between 1970 and 1980. /stayed about the same between 1970 and 1980.
2. The population of New York City increased by just over 2 million between 1970 and 1980. /decreased by about 1 million between 1970 and 1980. / stayed about the same between 1970 and 1980.
3. The population of Moscow increased by about 2 million between 1990 and 2000. /decreased by about 2 million between 1990 and 2000. /stayed about the same between 1990 and 2000.
4. The population of New York City increased by about 6 million between 1990 and 2010. /decreased by about 2 million between 1990 and 2010. /stayed about the same between 1990 and 2010.
5. The population of Tehran has increased by about 5 million between 1970 and now. / has decreased by about 2 million between 1970 and now. /has stayed about the same between 1970 and now.

Unit 4: Exercise 3

Look at the graph. Choose the correct verb forms to complete the sentences.



- The population of Moscow increased/has increased by about 2 million between 1990 and 2000.
- The population of Tehran increased/has increased by approximately 5 million between 1970 and the present time.
- Between 1975 and 1980 the number of people living in Lagos rose/has risen by nearly 3 million.
- The population of Beijing at the present time is/has been about 22 million.

Unit 4: Exercise 4

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

Decrease	drop	remain	rise	grown	increase	stay the same	fall
go up		go down			no change		

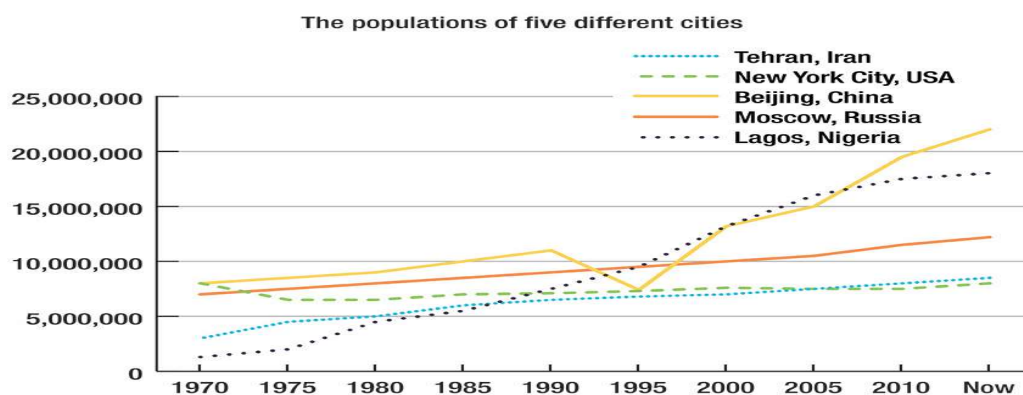
Unit 4: Exercise 5

Complete the table below with the correct verb forms.

Verb	Past simple	Present perfect
Fall		Has/have fallen
drop	dropped	Has/have
	decreased	Has/have decreased
Go down	down	Has gone down
Rise	rose	Has/have
grow		Has/have grown
	increased	Has/have increased

Unit 4: Exercise 6

Look at the graph and read the student's report. Then complete the report with the correct form of the verbs in brackets.



The line graph compares the number of people living in five cities in the world between 1970 and the present.

On the whole, the population of these cities _____ (grow) a lot since 1970. The number of residents in Lagos and Beijing _____ (rise) the most, while the number in Moscow and Tehran _____ (increase) too.

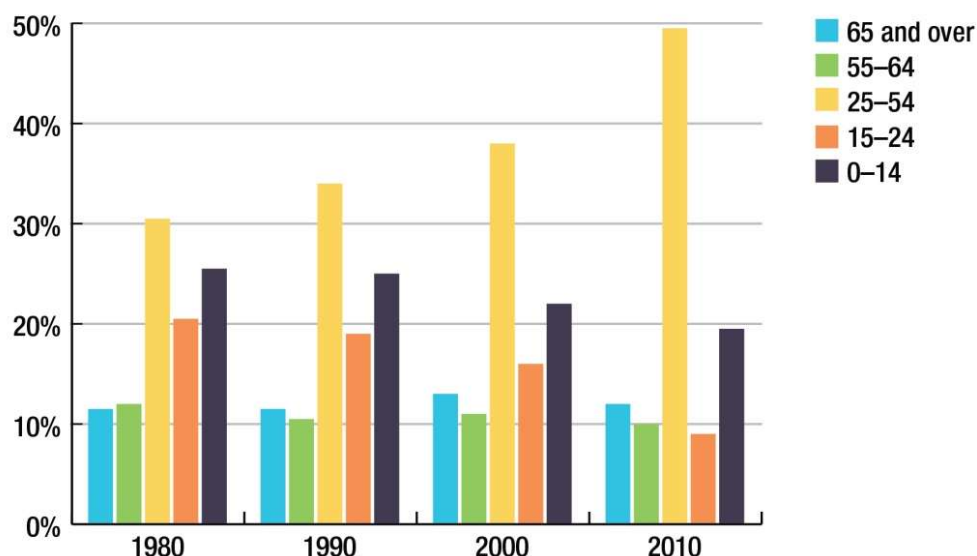
In Lagos, the number of residents _____ (rise) from about 1 million in 1970 to 2 million in 1975, but since then the population _____ (grow) quickly from 2 million in 1975 to 18 million at the present time. Similarly, the number of people living in Beijing also _____ (increase) from 8 million in 1970 to just under 20 million in 2010.

By contrast, the population of New York City _____ (stay) the same since 1970. During the 1970s it _____ (fall) from 8 million to about 6.5 million. The number of residents then _____ (remain) at about 7.5 million between 2000 and 2010, and since then it _____ (grow) slowly to around 8 million people at the present time.

Unit 4: Exercise 7

Choose the correct prepositions to complete the student's report.

The age of the population of Ireland between 1980 and 2010



The bar chart compares the different ages of people living in Ireland between 1980 and 2010.

All in all, the size of the 25-54 age group increased the most about/over the period while the size of the two younger age groups decreased a little bit. The number of people in/to the two older age groups stayed about the same.

The 25-54 age group grew from/over approximately a third of the population in 1980 to nearly half of the population in 2010. By contrast, the 0-14 age group fell from/in just over 25% in 1980 from/to just under 20% in 2010. Similarly, the 15-24 age group dropped from just over 20% of the population in 1980 to just over/under 10% of the population in 2010.

The older two age groups did not increase or decrease much. The size of the 65 and over age group remained at/in about 12%, whereas the size of the 55-64 age group only fell from/under about 12% at/to about 10% of the population.

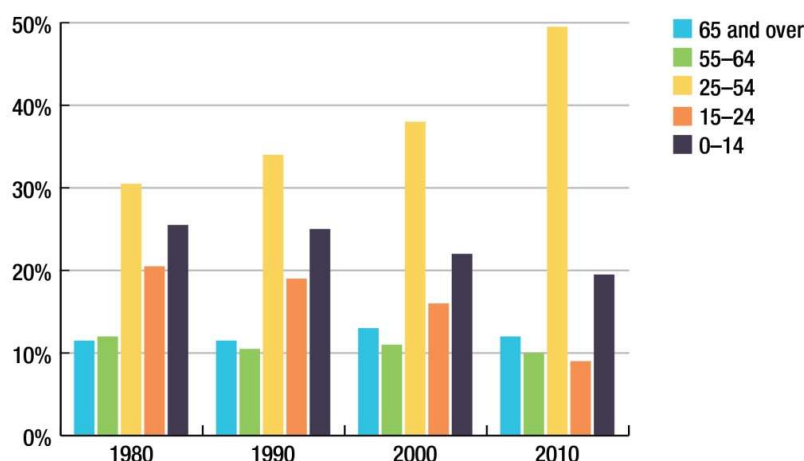
Unit 4: Exercise 8

Read the information. Then look at the graph. Put the paragraphs in the correct order to complete the report.

The report should have:

- an introduction that includes 2 or 3 *main features* of the chart.
- two paragraphs that provide details of the *main features* mentioned in the introduction. (The *main features* are the most important pieces of information on the chart.)

The age of the population of Ireland between 1980 and 2010



The older two age groups did not increase or decrease much. The size of the 65 and over age group remained at about 12%, whereas the size of the 55 -64 age group only fell from about 12% to about 10% of the population.

The bar chart compares the different ages of people living in Ireland between 1980 and 2010.

All in all, the size of the 25-54 age group increased the most over the period while the size of the two younger age groups decreased a little bit. The number of people in the two older age groups stayed about the same.

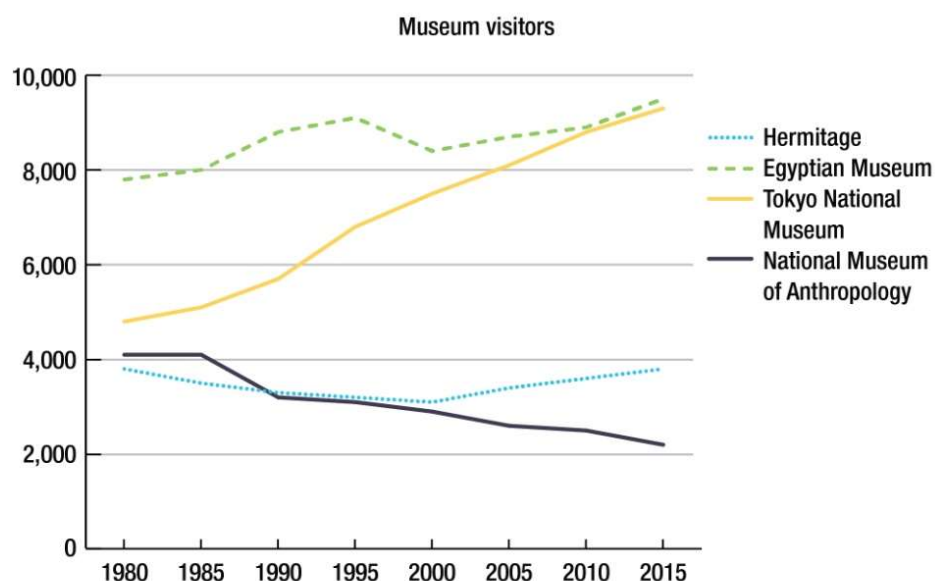
By contrast, the 0-14 age group fell from just over 25% in 1980 to just under 20% in 2010. Similarly, the 15-24 age group dropped from just over 20% of the population in 1980 to just under 10% of the population in 2010.

The 25-54 age group grew from approximately a third of the population in 1980 to nearly half of the population in 2010.

1.	
2.	
3.	
4.	
5.	

Unit 4: Exercise 9

Look at the line graph. Then complete the statements with the phrases in the box.



between 1980 and 1985. each had more than 9 million visitors in 2015.

from just over 4 million in 1980 to around 2 million in 2015.

from just under 4 million in 1980 to just over 3 million in 2000.

from just under 5 million in 1980 to around 9 million in 2015.

over the thirty-five year period.

with between approximately 8 and 9 million visitors each year.

with no more than 4 million visitors each year.

1. The Egyptian Museum was the most popular,

2. The number of visitors to the Hermitage stayed about the same

3. The Egyptian Museum and the Tokyo National Museum

4. The number of visitors to the Hermitage fell

5. The number of visitors to the National Museum of Anthropology stayed the same

6. The number of visitors to the Tokyo National Museum increased

7. The least popular were the Hermitage and the National Museum of Anthropology,


8. The visitors to the National Museum of Anthropology decreased slowly

UNIT 4 LISTENING

Unit 4: Exercise 1

In this unit, you will practise the skills you need to answer an IELTS Listening matching task and a map labelling task. The topic of this unit is visiting museums.

Listen to two students talking about a trip to the Museum of Transport. Choose the correct answer.

<p>Announcer: You will hear two students, John and Denise, talking about a future trip to a Museum of Transport.</p> <p>John: Hi, Denise. Are you looking forward to our field trip to the Museum of Transport tomorrow?</p> <p>Denise: Yes, absolutely. I haven't been there for ages.</p> <p>John: Well, I think they've added some new buildings in the last few years, and they've increased the number of exhibitions. Like, there's a new section on space travel.</p> <p>Denise: Great. That'll be interesting, I expect. Now, what activity did our tutor say we had to complete when we arrived at the Information Centre at the museum?</p> <p>John: Well, we've already got our timetables for the whole visit, so we don't need to pick those up.</p> <p>Denise: Oh, I remember – we're supposed to introduce ourselves to someone from the museum – the person who's going to show us around the museum later on and talk to us about some of the exhibits.</p> <p>John: You're right. That's it. OK, well, we'd better do that first. Oh, and I saw on the website that they've got a great room full of maps, too. I'd like to see that if we have time.</p> <p>Denise: OK, so what other ...?</p>	 play.MP3
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What activity do the students need to complete at this location at the Museum of Transport?

Location

The Information Centre


Activity

- collect their timetable
- get a map of the museum
- meet their tour guide

Unit 4: Exercise 2


Labelling maps is an important skill in the IELTS Listening test. It's a good idea to familiarise yourself with key vocabulary that you might hear when labelling maps.

Read and listen to the extract of John and Denise's conversation. Choose the correct words and phrases you hear to complete the extract.

<p>Denise: Great. That'll be interesting, I expect. Now, what activity did our tutor say we had to complete when we arrived at the <u>Information Centre/ Welcome Hall/ Gift Shop</u> at the museum?</p> <p>John: Well, we've already got our <u>timetables/map/ brochure</u> for the whole visit, so we don't need to pick those up.</p> <p>Denise: Oh, I remember – we're supposed to introduce ourselves to someone from the museum – the person who's going to show us around the museum later on and talk to us about some of the <u>displays/ paintings/ exhibits</u>.</p> <p>John: You're right. That's it. OK, well, we'd better do that first.</p>	 play.MP3
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Unit 4: Exercise 3

Read the information. Then listen to the next part of the conversation between John and Denise and answer the question.

<p>In the IELTS Listening matching task, you have to listen carefully to understand the details of a conversation between two people.</p> <p>As in other parts of the IELTS test, it is important to recognise <i>synonyms</i> (words that have similar meanings, e.g. <i>art show</i> and <i>exhibition</i>), <i>paraphrases</i> (different ways of expressing the same or a similar idea) and <i>summaries</i> (short words or phrases that describe something longer and more complex, e.g. <i>Why don't we go to the museum tomorrow?</i>, which can be summarised as a <i>suggestion</i>).</p>	
<p>John: ... to see that if we have time.</p> <p>Denise: OK, so what other activities do we have to complete?</p> <p>John: Well, we have to visit the Space Travel building, right?</p> <p>Denise: Yes, I'm looking forward to seeing some of the engine designs. I saw a great documentary on TV recently about how engine design has really progressed over the last 30 years and it really got me interested.</p> <p>John: Hm, OK, that sounds cool. Anyway, I think that what we have to do is pick up a worksheet from the tour guide and answer a lot of questions about the different engines and the space missions they were used for.</p>	 play.MP3

Denise: Yes, so there'll be quite a bit of information we need to look for in that building. We'll have to allow ourselves enough time to read it all.

John: OK, maybe we should do that first, then.

1. The Space Travel building

- A do an interview
- B watch a short film
- C do a quiz
- D listen to a recording
- E learn to use some equipment

Unit 4: Exercise 4

Listen to the rest of the conversation. Which activity (A–E) do the students need to complete at the Trains and Travel room, Central Hall and 'Going Second Class' room at the Museum of Transport?

Write the correct letter (A, B, D or E) next to the locations (2–4).

Denise: ... need to look at in that building. We'll have to allow ourselves enough time to read it all.

John: OK, maybe we should do that first, then.

Denise: And then there's the Trains and Travel room.

John: Yes, what do we need to do there?

Denise: Well, I think that on a Tuesday – that's the day we're going – some people who used to work as engineers for the railway line come and spend a few hours at the museum talking to people. So I think the idea is that we prepare a list of questions for them and talk to them and find out about their lives and the job they used to do.

John: That's great. Do you think we'll be allowed to film them? The engineers, I mean? I could record them on my phone and we could listen to it later – maybe even play it back to the class!



play.MP3

Denise: That's a good idea, but I don't know if we can do that. I'll email the museum later and try to find out.

John: Would you? That'd be great, Denise, thanks. I'm sure we'll hear some pretty interesting stories about 'the old days' from them.

Denise: Yes, and how things have changed. Now, what about the Central Hall. What's the activity there?

John: Let me see. I made some notes when the tutor was talking to us about it. OK, here it is. There's a large screen somewhere in the hall that the museum's got to show a short documentary about the way the city started off in the 19th century – how it was built by the first people who came to live here.

Denise: OK, great. Let's make sure we watch that when there's not too many people around – I want to make sure I can hear it properly.

John: Alright. And there's another location that the tutor said was part of the tour. The 'Going Second Class' room.

Denise: What can we see in that room?

John: Well, I had a look on the website. It's part of an exhibition about travelling by ship – when people went on really long voyages and they were at sea for weeks, sometimes even months.

Denise: So I suppose that 'Going Second Class' is about the people who bought the cheaper tickets?

John: That's right. If you were rich, you could have a nice room all to yourself on the ship. But for many passengers, they all slept in the same space full of lots of beds.

Denise: And lots of noise!

John: So, in the 'Going Second Class' room, I think they've made it look exactly like the area where those people had to sleep – and there's a lot of headphones in there, and you can use them to listen to people talking about their memories of travelling like this.

Denise: I guess we should take some notes, then. We might be able to use them for our assignment next week.

John: Good idea. OK, is there anything else ...?

- A do an interview
 - B watch a short film
 - ~~C do a quiz~~
 - D listen to a recording
 - E learn to use some equipment
-

- 2. Trains and Travel room _____
- 3. Central Hall _____
- 4. 'Going Second Class' room _____

Unit 4: Exercise 5

Read the information. Then read the extracts from the conversation and look at the underlined phrases, the correct answers and the distractors. Decide if the underlined phrases are essential information (that leads to the correct answer) or distracting information (that links to the distractors). Highlight the essential information in blue and the distracting information in red.

In the IELTS Listening test, you will often hear words or phrases that **distract** you from the correct option.

Example: John says:

Do you think we'll be allowed to film them? The engineers, I mean? I could record them on my phone and we could listen to it later.

- A do an interview
- B watch a short film
- C do a quiz
- D listen to a recording
- E learn to use some equipment

The underlined phrases seem to match with option **B watch a short film** (*be allowed to film them*) or **D listen to a recording** (*I could record them... we could listen to it later*). However, in the next line of the conversation, Denise says:

That's a good idea, but I don't know if we can do that.

Therefore, **B watch a short film** and **D listen to a recording** are incorrect answers or **distractors**.

It's important to listen to the whole conversation to identify words or phrases that lead you to the correct answer (essential information) or to an incorrect answer (distracting information).

1	Correct answer	A do an interview
	Distractors	B watch a short film
		D listen to the recording

Denise: Well, I think that on a Tuesday – that’s the day we’re going – some people who used to work as engineers for the railway line come and spend a few hours at the museum talking to people. So I think the idea is that we prepare a list of questions for them and talk to them and find out about their lives and the job they used to do.

John: That’s great. Do you think we’ll be allowed to film them? The engineers I mean? I could record them on my phone and we could listen to it later – maybe even play it back to the class!

Denise: That’s a good idea, but I don’t know if we can do that. I’ll email the museum later and try to find out.

2	Correct answer	C do a quiz
	Distractors	B watch a short film

Denise: OK, so what other activities do we have to complete?

John: Well, we have to visit the Space Travel building, right?

Denise: Yes, I’m looking forward to seeing some of the engine designs. I saw a great documentary on TV recently about how engine design has really progressed over the last 30 years and it really got me interested.

John: OK, that sounds cool. Anyway, I think that what we have to do is pick up a worksheet from the tour guide and answer a lot of questions about the different engines and the space missions they were used for.

2	Correct answer	A meet their tour guide
	Distractors	C collect their timetable

Denise: Great. That’ll be interesting, I expect. Now, what activity did our tutor say we had to complete when we arrived at the Information Centre at the museum?

John: Well, we’ve already got our timetables for the whole visit, so we don’t need to pick those up.

Denise: Oh, I remember – we’re supposed to introduce ourselves to someone from the museum – the person who’s going to show us around the museum later on and talk to us about some of the exhibits.

John: You’re right. That’s it. OK, well, we’d better do that first.

Unit 4: Exercise 6

Read the information below. Then look at the map of the Museum of Transport and listen to three different speakers giving directions to the Space Travel building.

What is the starting point for each speaker? Are they talking about a present or a future visit? Write the starting point and either Present or Future for each speaker.

In IELTS Listening Section 2, you will hear just **one** speaker giving information on a topic connected to everyday life. For example, you may hear some instructions on how to use a machine safely, or some information about different parts of a building and what activities you can do in those places.

When you have a map, the first thing to do is *orientate yourself*. This means you have to listen carefully to understand which part of the map the speaker is talking about at the beginning of the recording. The speaker may be giving information to people who are already in the location on the map, or they may be talking to people who are going to visit the location in the future.

Announcer: Speaker one

Speaker 1 (Tour guide): OK, to get from here, the Welcome Hall, to the Space Travel building, take the door on the right. When you get into the next room, you'll see it has two doors – you want the one on your left. Go through there, and through the corridor into the long, narrow room opposite, and then take the first door on your right. And you'll see that you're outside the Space Travel building.

Announcer: Speaker two

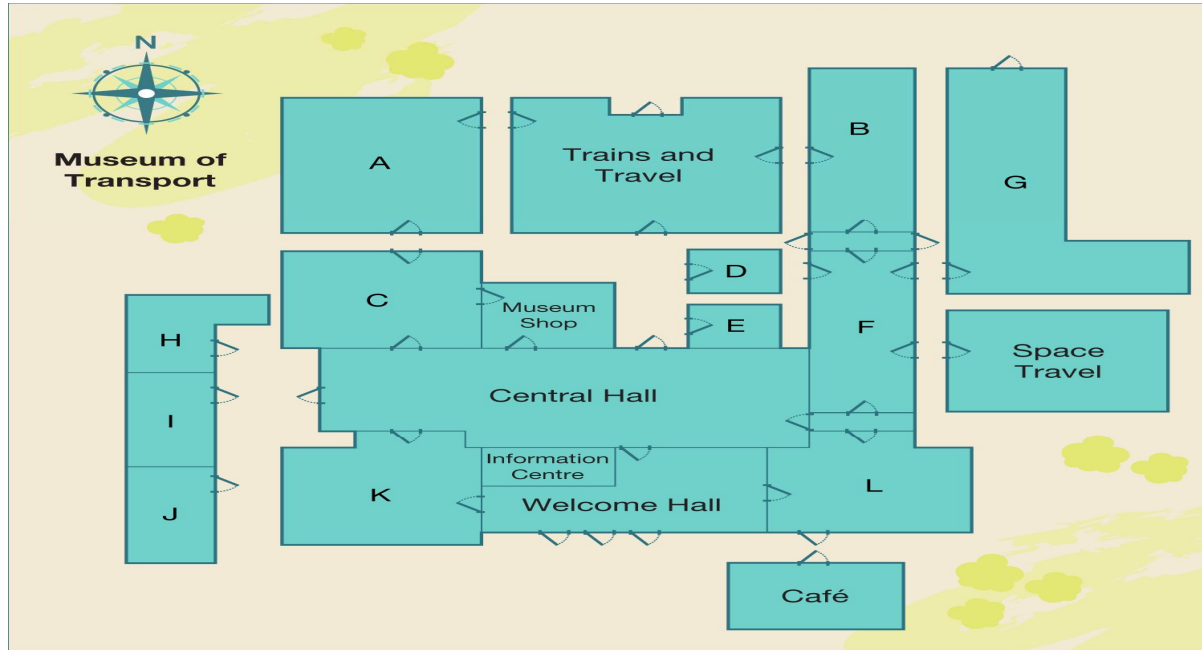
Speaker 2: ... so I hope you're all feeling better now after the tea and cake – I know I am! OK, then let's see. For those of you who want to see the Space Travel building first, it's very easy. When you go out of here, you'll see the Welcome Hall on your left. Don't go that way, just turn right – towards the gardens – and then left and there it is – the Space Travel building will be right in front of you.

Announcer: Speaker three

Speaker 3: ... OK, so the bus will get us to the Museum of Transport for about ten o'clock in the morning and we're going to be arriving at the back car park. So that means we're going to go to the Museum Shop first. If you want to see the new exhibition in the Space Travel building, you'll have to go out of the shop and into the Central Hall first, and then go through the door that is immediately on your left. You'll see two small rooms on your right and the Trains and Travel room in front of you. Turn right outside the Trains and Travel room and go through the narrow corridor in front of you – that's the one that goes between the two long rooms – and then you're outside. Then turn right and walk past the L-shaped building until you get to the Space Travel building.



play.MP3



Speaker 1

1. Starting point? _____

2. Time of visit? _____

Speaker 2

3. Starting point? _____

4. Time of visit? _____

Speaker 3

5. Starting point? _____

6. Time of visit? _____

Unit 4: Exercise 7

Look at the map. Then listen to the tour guide at the Museum of Transport. Choose the correct answers.

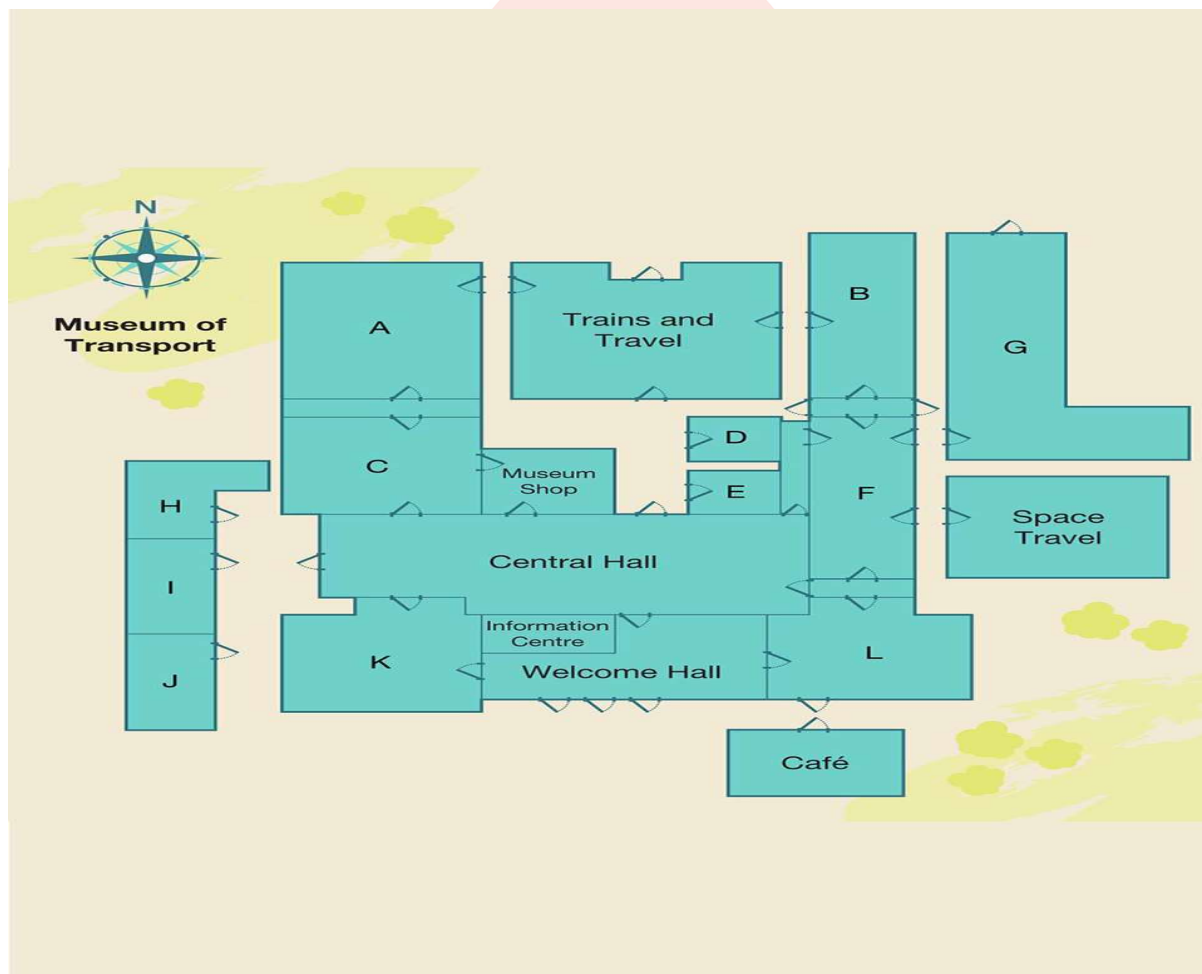
Tour guide:

OK, to get from here, the Welcome Hall, to the Space Travel building, take the door on the right. When you get into the next room, you'll see it has two doors – you want the one on your left. Go through there, and through the corridor into the long, narrow room opposite, and then take the first door on your right. And you'll see that you're outside the Space Travel building.

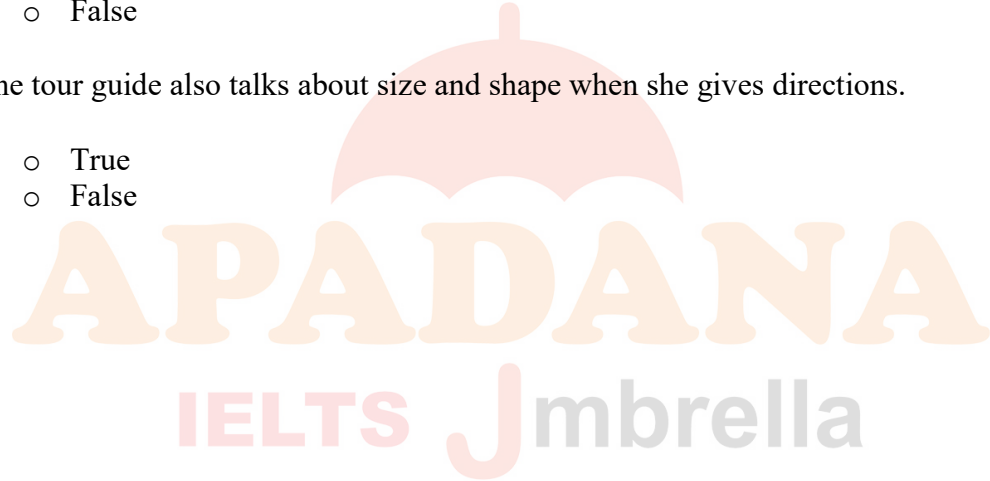
For Trains and Travel, from the Welcome Hall, go into the Central Hall, and then straight ahead through the opposite door. You'll see that the Museum Shop is on your left. Go past that, and the two small rooms on your right, and then you're in front of the Trains and Travel room. It's one of the larger rooms in the museum, as it actually contains some carriages from old trains.



play.MP3



1. The tour guide always mentions the name of a room or building *before* she gives directions for them.
 - True
 - False
2. The tour guide starts from a *different* place on the map when she gives directions for the Space Travel building and for Trains and Travel.
 - True
 - False
3. You can see some names of buildings and rooms on the map that you can also *hear* in the recording.
 - True
 - False
4. The tour guide also talks about size and shape when she gives directions.
 - True
 - False



Unit 4: Exercise 8

For the IELTS map labelling task, it is a good idea to learn words and phrases for giving directions and instructions.

Read and listen to the tour guide giving directions to three locations. Complete the directions with the correct word or phrase you hear.

OK, I'm going to tell you where some of the important rooms in the museum are. We'll start with the 'Car Collection' room. So we're here in the Welcome Hall, _____ the Central Hall. You need to go through the door over there on the right. That'll take you to the room that _____ to the café, but don't go that way – take the other door instead. Go across the corridor and then you'll enter a long, _____ room. Walk all the way through this room, through the corridor and into the next one. That's where you'll find our collection of cars.

Alright, you'll also be visiting the exhibition called 'Going Second Class'. Let me explain how to find it. From here, the Welcome Hall, go _____ into the Central Hall, and then head for the door on the left on the _____ side of the hall. Go through the door that leads outside – and then you'll see a row of three buildings. When you're facing the buildings, the middle building will be directly _____ you, and you want the one on the left of it.

Alright, what about the 'Fashion and Travel' room? There are a couple of ways to get there, but I suggest you leave here, the Welcome Hall, and go into the Central Hall. _____ left, but don't go all the way to the end. You want the door on your right, as you're facing the western exit. That'll _____ the 'Fashion and Travel' room.



play.MP3

Unit 4: Exercise 9

Listen to the tour guide. Choose the correct letters (A–L) from the map for each of the three rooms.

Tour guide:

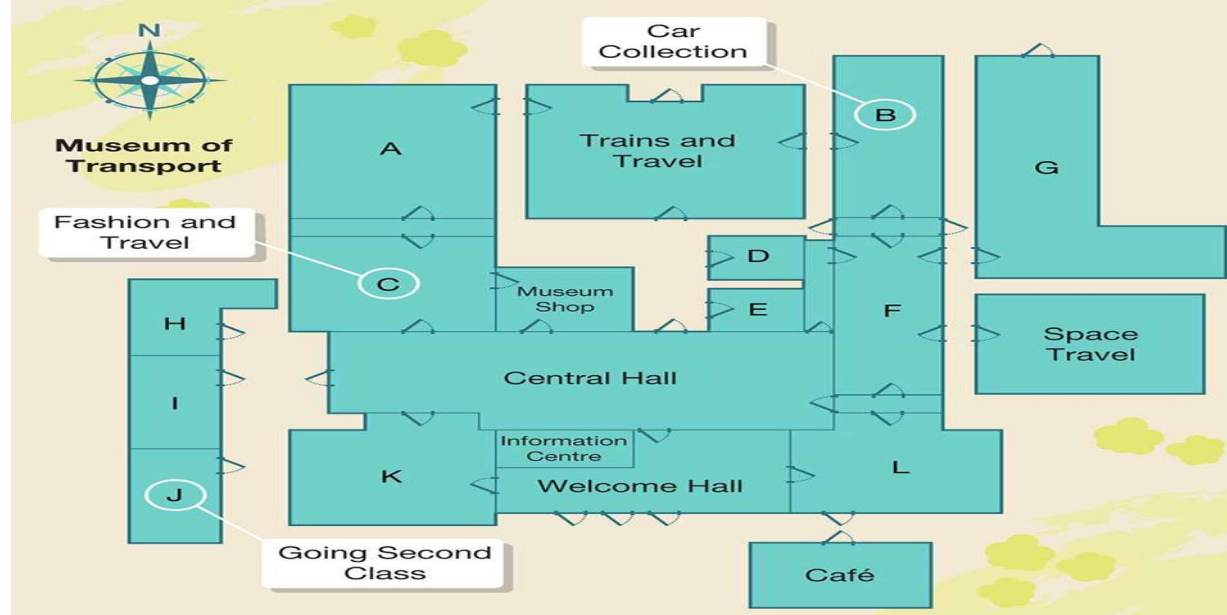
The building called 'Crossing New Horizons' contains many types of boat from different countries. What you need to do is walk straight ahead from the Welcome Hall into the Central Hall. From there, you want to head out of the exit that you can see in the right corner of the north wall. That'll take you into a long, narrow corridor with two small rooms on the left-hand side. Opposite those is a door that leads into a long room. Walk straight across to the door on the far side and that leads out to the 'New Horizons' building. It's an L-shaped building. You can't miss it.

Now, we have a new exhibition of some very old maps. It's really worth a look. So to get to the Map room, the easiest route would be to leave the Welcome Hall and go through the Central Hall. You'll see the Museum Shop on your left, and a couple of small rooms on your right. It's the little room that's nearest to 'Trains and Travel' that you want for the maps.

The room called 'Explorers' is definitely somewhere you should spend some time in. From here, the Welcome Hall, go through into the Central Hall and then walk towards the door furthest to the left on the north wall. Go through that door and walk all the way to the door on the other side – you pass the Museum Shop on your right as you go through. Just walk across the corridor and you'll see the sign for 'Explorers' room right over the door. Not only does it contain some fascinating information about the men and women who first explored this country, but it also has a great view of the park. OK, does anyone ...



play.MP3



1. Crossing New Horizons building

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J
- K
- L

2. Map room

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J
- K
- L

3. Explorers room

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J
- K
- L

Unit 4: Exercise 10

Think about what you've learnt from doing this unit.

Complete the advice. Use the words in the box.

an everyday synonyms	difference	only one speaker	orientate	shapes and sizes
-------------------------	------------	------------------	-----------	------------------

Matching listening tasks

1. Remember that there will be a _____ between the language in the recording and the language in the options.
2. It's a good idea to think about _____, for example *quiz* and *questionnaire*.

Plan/map/diagram labelling tasks

3. For maps, remember to _____ yourself to the starting point, as all directions will be given from this place.
4. It's a good idea to learn words that are used for directions and words for describing _____.

Section 2 of the IELTS Listening test

5. You will hear _____ giving a talk.
6. The topic of the talk will be _____ situation.

UNIT 4 SPEAKING

Unit 4: Exercise 1

25% of your score in the IELTS Speaking test is for *lexical resource*. *Lexical resource* means using a good range of vocabulary.

You can improve your *lexical resource* by building your vocabulary on IELTS topics. Use the words in the box to complete the student's notes. Then watch the video and check your answers.

Describe what you like to have for breakfast in the morning.

You should say:

what you like to eat and drink for breakfast

how you prepare these things

whether you think this is a healthy breakfast

and explain why you like to eat and drink these things.



play.MP4

Breakfast eat eggs energy juice lives recipe

Sausage vitamin

what you like to eat and drink for breakfast

orange or apple _____

scrambled _____

beans and _____

how you prepare these things

I will cook English _____ with my parents.

I will find a _____ to learn how to cook it.

whether you think this is a healthy breakfast

Orange juice gives us _____ C .

It gives me a lot of _____ .

explain why you like to eat and drink these things

This kind of breakfast is important in our _____ .

I like to _____ this breakfast because I enjoy it.

Unit 4: Exercise 2

In IELTS Speaking Part 2 you will speak about your personal experience of a topic. Then, in Part 3, the examiner will ask you about your general opinions on the same topic.

Look at a student's answers and decide if each one describes a personal experience (for Part 2) or a general opinion (for Part 3).

1. We should eat healthier food because we need healthy bodies to work and study. This is personal experience for Part 2./ This is a general opinion for Part 3.
2. In my country, we eat noodles and rice for breakfast. This is personal experience for Part 2./ This is a general opinion for Part 3.
3. I think that buying fast food is often easier than cooking for yourself. This is personal experience for Part 2./ This is a general opinion for Part 3.
4. I think governments should give people more advice about healthy food. This is personal experience for Part 2./ This is a general opinion for Part 3.
5. I think I have a recipe to show me how to cook it. This is personal experience for Part 2./ This is a general opinion for Part 3.
6. No, I don't think so, because it is now more expensive to import food from foreign countries. This is personal experience for Part 2./ This is a general opinion for Part 3.
7. I think we're healthier than in the past because nowadays we concentrate on the ingredients in meals. This is personal experience for Part 2./ This is a general opinion for Part 3.
8. I don't like milk. I just drink it because it's healthy. This is personal experience for Part 2./ This is a general opinion for Part 3.
9. Yes, I think so, because nowadays we are unhealthy because of fast food. This is personal experience for Part 2./ This is a general opinion for Part 3.
10. In the morning, I like to have eggs, juice and toast. This is personal experience for Part 2./ This is a general opinion for Part 3.

Unit 4: Exercise 3

Read the IELTS Speaking Part 3 questions and answers. Highlight the words that the student uses to *paraphrase* the examiner's words in bold.

Another way that you can improve your *lexical resource* in the IELTS Speaking test is by *paraphrasing* so that you do not repeat the exact words that the examiner has used. *Paraphrasing* means saying the same thing but in a different way.

Highligh

1. Examiner: Do you think it's easy to buy **many types of food** in your country?

Student: Yes, there is definitely a wide variety of things to eat where I am from.

2. Examiner: Some people say it's better to eat mostly **local food** rather than food imported from other countries. Do you agree?

Student: Yes, I think it is important to buy food that was grown near where you live.

3. Examiner: Do you think that **your country's traditional food** might disappear in the future?

Student: No, it simply isn't possible that people would stop eating what we have always eaten where I am from.⁴

4. Examiner: Do you think that the food people eat in your country now is better than **the food that they ate in the past**?

Student: No, I don't. I think what people used to eat was healthier.





5. Examiner: What are the reasons why **unhealthy food** is so popular in many countries these days?

Student: I think there are several reasons why people like eating things that are bad for them.

Unit 4: Exercise 4

Read the information. Then watch the videos of students doing the IELTS Speaking test. Replace '*I think*' with an alternative phrase using the verbs in brackets.

In IELTS Speaking Part 3 you should find different ways of saying phrases like *I think* instead of repeating yourself. You could say *I suppose*, *I believe*, *It seems to me* or *As far as I can see*.

1. I think it's because unhealthy food is faster than local food. (believe)	 1.MP4
2. I think it's better than the past because nowadays we concentrate on the ingredients in the meals. (suppose)	 2.MP4
3. I think, we should ... governments should have more advisers for healthy food. (see)	 3.MP4
4. I think it's easy to buy it because Hong Kong is an international city. (seem)	 4.MP4

Unit 4: Exercise 5

In IELTS Speaking Part 3 you can use *and*, *but*, *so*, and *because* to help explain your opinions.

Read the information, then complete the sentences. Use the words in the box.

Use **and** to join two ideas that are similar. (e.g. *I like coffee **and** tea.*)

Use **but** to join one idea that is different from another idea. (e.g. *I like apple juice **but not** orange juice.*)

Use **so** to join one idea that is the result of another idea. (e.g. *I want to be healthier, **so** I'm eating more fruit.*)

Use **because** to join one idea with the reason for another idea. (e.g. *I am going to a restaurant on Saturday **because** it's my friend's birthday.*)

And	because	because	but	so
-----	---------	---------	-----	----

1. Sugar causes a lot of health problems, _____ people should eat fewer things that contain sugar.
2. In my country, it's easy to have a healthy diet _____ we grow a lot of fruit and vegetables.
3. Fast food is unhealthy _____ it's tasty and cheap.
4. One reason I like fruit is that it tastes nice _____ another reason is because it's healthy.
5. People drink a lot of water in the summer _____ it's very hot.

Unit 4: Exercise 6

Watch the video of a student doing IELTS Speaking Part 3. Listen and complete the examiner's questions.

1. **Examiner:** OK, we've been talking about food and drink and I'd like to discuss with you one or two more general questions related to this. So let's consider, first of all, local and _____ food. Do you think it's easy to buy many types of food in your country?
2. **Examiner:** Some people say it's better though to eat mostly _____ food rather than food imported from other countries. Do you agree?
3. **Examiner:** Do you think it's _____ ? Why?
4. **Examiner:** Do you think though that your country's _____ food might disappear in the future?
5. **Examiner:** OK, let's think about food _____ and healthy food. Do you think that the food people eat in your country now is better than the food that they ate in the past?
6. **Examiner:** What are the reasons why _____ food is so popular in many countries these days?
7. **Examiner:** Do you think that governments should make laws which encourage people to eat healthy _____ and avoid unhealthy food?
8. **Examiner:** Do you think people would obey the rules, the government rules, about _____ food?



play.MP4

Unit 4: Exercise 7

There is one mistake in each of the student's answers. Find the mistakes and correct them.

1. Examiner: Do you think it's easy to buy many types of food in your country?

Student: Yes, I think is easy to buy international food in Hong Kong.

2. Examiner: Do you like international food?

Student: I prefer eat local food from my country

3. Examiner: Do you think though that your country's traditional food might disappear in the future?

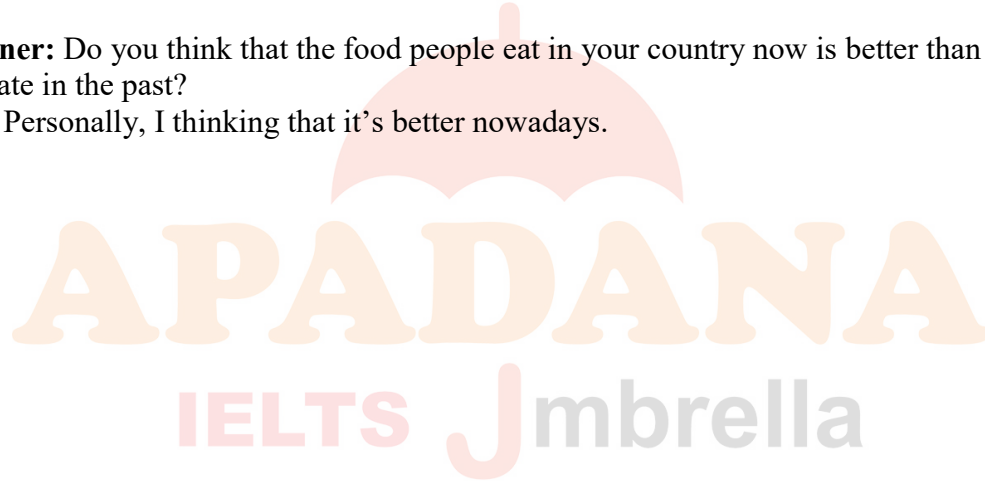
Student: As far I as can see, it's possible, but unlikely.

4. Examiner: Why is unhealthy food so popular in many countries these days?

Student: Unhealthy food is usually faster food, which is often cheap and easy to buy.

5. Examiner: Do you think that the food people eat in your country now is better than the food that they ate in the past?

Student: Personally, I thinking that it's better nowadays.



UNIT 4 VOCABULARY / GRAMMAR

Unit 4: Exercise 1

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

Lemonade	chicken	yoghurt	juice	bread	milkshake	chilli	salad
Cheese	basil	cabbage	rice	lamb	salt and pepper	onion	beef
Butter	carrot						
dairy products (= foods made from milk)	herbs and spices (= food that gives strong flavours to other food)			meat			

side dishes (= food that you eat along with the main course)	soft drinks	vegetables

Unit 4: Exercise 2

Complete the definitions. Use the sentence endings in the box.

you cook it at a temperature below boiling.	you cook it for too long and it goes black.
you cook it in an oven.	you cook it in hot oil or fat.
you cook them in an oven, using a little oil or fat.	you cook it under a very hot place.
you cook them in water that is boiling (= very hot).	you cut it into long, thin pieces.
	you cut them into pieces with a knife.
	you put it on plates so that people can eat it.

1. When you chop vegetables, _____
2. When you boil potatoes, _____
3. When you fry meat, _____
4. When you simmer soup, _____
5. When you burn toast, _____
6. When you slice cheese, _____
7. When you bake a cake, _____
8. When you roast potatoes, _____
9. When you serve a meal, _____
10. When you serve a meal, _____

Unit 4: Exercise 3

Complete the descriptions. Use the words in the box.

Crockery	cutlery	frying pan	kettle	napkin	saucepan	scales
serving dish	tin opener	utensils				

1. A _____ is a wide pan that you use to fry food in.
2. The general name for knives, forks and spoons is _____.
3. A _____ is a small piece of cloth or paper used while you're eating to protect your clothes or clean your mouth or fingers.
4. The general name for cups, plates, bowls, etc. is _____.
5. A _____ is something that you use to open tins of food.
6. A _____ is a deep pan that you use for cooking vegetables or pasta in water.
7. You can use _____ to weigh ingredients.
8. A _____ is a bowl where you keep food before you put it onto plates.
9. The general name for wooden spoons, kitchen knives and other things that help you cook is kitchen _____.
10. You can use a _____ You can use a _____

Unit 4: Exercise 4

Complete the sentences. Use the adjectives in the box.

Bland	delicious	disgusting	hot	mild	raw	salty	savoury
Spicy	sweet						

1. I love _____ food. It's hot and has lots of strong flavours.
2. I prefer _____ food. It still tastes good, but it's not hot and the flavours aren't very strong.
3. _____ pies, like apple pie, are popular in many countries.
4. _____ pies, like meat pie, are also popular in some countries.
5. I don't like _____ chilli. It's too strong for me.

6. This meal is _____. It tastes really nice.
7. I don't like mashed potato. It's so _____ and doesn't really taste of anything.
8. These carrots are very _____. There's too much salt on them.
9. This meat is still _____! Please cook it a bit longer.
10. The meal was _____. It tasted horrible!

Unit 4: Exercise 5

Choose the best words to complete the conversation.

A: Come in! Dinner's nearly cooking/made/ready .

B: Oh, great. It feels/smells/tastes lovely. What is it?

A: It's Jollof rice. It's a traditional dish/meal/plate from West Africa.

B: Oh, right. So what's it made of/on/to ?

A: Well, the main course/ingredient/recipe is rice.

B: OK. What else is from/in/with it?

A: Well, it also contains/ holds/involves fried onions and tomatoes. Plus lots of spices like chilli and pepper to give it a strong appetite/colour/flavour . Would you like to fry/test/try it?

B: Yes, please. Oh, that is nice. It looks/tastes/seems delicious.

Unit 4: Exercise 6

Read the information. Then read the sentences and choose the correct answers.

Countable nouns:

Things that you can count, e.g. *one book, two books; one person, two people*.

Uncountable nouns:

Things that we don't normally count, e.g. *water, fun*.

1. *I went to the shop and bought two ice creams, one for me and one for you.*

- In this sentence, 'ice cream' is
- Countable
- Uncountable

2. *For dessert, we've got ice cream.*

- In this sentence, 'ice cream' is
- Countable
- uncountable

3. *In my family, we often have pizza for dinner. It's our favourite meal.*

- In this sentence, 'pizza' is
- Countable
- uncountable

4. *I ordered a takeaway pizza, but when it arrived, it was really small.*

- In this sentence, 'pizza' is
- Countable
- uncountable

5. *Would you like a chocolate?*

- In this sentence, 'chocolate' is
- Countable
- uncountable

6. *I never eat chocolate. It's too sweet for me.*

- In this sentence, 'chocolate' is
- Countable
- uncountable

7. *Could we have three coffees, please?*

- In this sentence, 'coffee' is
- Countable
- uncountable

8. *Do you like coffee?*

- In this sentence, 'coffee' is
- Countable
- uncountable

Unit 4: Exercise 7

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

We use *much* with singular uncountable nouns and *many* with plural nouns

1. How many/much meals do you eat every day?
2. We haven't got many/much bread. Can you buy some?
3. There wasn't many/much food at the party, so I'm still hungry!
4. You eat too many/much sweets. They're bad for your teeth.
5. Do you eat many/much fruit?
6. How many/much rice do you want? A lot or just a little?
7. You didn't cook many/much peas. Are you sure there are enough for all of us?
8. I don't want too many/much spaghetti. I'm not really hungry.
9. There's too many/much butter on that toast! It's not healthy.
10. I don't eat many/much eggs. I don't really like them.

Unit 4: Exercise 8

Choose the correct words to complete the text.

For breakfast, I usually have a/any/some toast and jam. I don't put a/any/some butter on my toast. I usually just drink a/any/some cup of tea with my breakfast. I don't put a/any/some sugar in my tea – I don't like sweet drinks. At the weekend, I often have a/any/some egg for breakfast. Then, at about 11 o'clock, I usually have a/any/some coffee break. I eat a/any/some biscuits – just two or three. Then for lunch, I usually have a/any/some sandwich. I also eat a/any/some fruit, like an apple or an orange. I never eat a/any/some crisps – they're really unhealthy.

Unit 4: Exercise 9

Complete the description of how to make scrambled eggs. Use *a*, *the*, *some* or *any*.

1. You will need _____ butter, two or three eggs and _____ large frying pan.
2. First of all, break _____ eggs into _____ bowl.
3. Make sure there aren't _____ pieces of eggshell in _____ bowl.
4. Mix _____ eggs with _____ fork.
5. Now melt _____ butter in _____ frying pan.
6. When _____ butter has melted, pour _____ eggs into the frying pan.
7. Use _____ wooden spoon to stir the eggs in _____ pan.
8. When it's nearly ready, add _____ salt and pepper to _____ eggs.
9. Keep mixing _____ eggs with _____ wooden spoon.
10. When it's ready, serve _____ scrambled eggs with _____ toast.

Unit 4: Exercise 10

Choose the correct answers to complete the sentences.

1. I eat a few/ a little/ a lot of cheese – too much, really, but I love it.
2. I made a few/ a little/ a lot of sandwiches, but our visitors still ate every single one!
3. When I was younger, I ate a lot of chocolate, but I eat fewer/less/ more chocolate now – I'm trying to be healthier.
4. We prepared enough food for ten people, but there were a lot fewer/less/ more people than that at the party. It was really crowded!
5. The extra-large pizza is perfect for four or more people. For fewer/less/ more people, we recommend a normal pizza.
6. It's better to cook your own food than to buy fast food. Cooking usually takes fewer/less/ more time, but it's much healthier.
7. A: So who did you invite for dinner?
B: Just a few/ a little/ a lot of people – only three.
8. A: Do you want some milk or sugar in your coffee?
B: Just a few/ a little/ a lot of milk, please. Not too much.
9. A: How much time do you spend cooking every day?
B: a few/ a little/ a lot of ! At least three hours every day.





Pre-IELTS 2

PRACTICE TESTS

1-2

TEST 1

LISTENING

SECTION 1

QUESTIONS 1-10

Questions 1-4

Complete the form below.

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

Example	<u>Grandview</u> Hotel
Reservation form	
Arrival date: 1 _____ 13 th . Number of nights: 2 _____	
Number of guests: 2 _____	
Guest name: <u>Roxane</u> 3 _____	
Credit Card number: 4 _____	

Questions 5-7

Choose **THREE** letters, **A-G**.

Which **THREE** places will the caller visit?

- A** art museum
- B** science museum
- C** shopping mall
- D** monument
- E** post office
- F** restaurant
- G** Park

Questions 8-10

Choose the correct letters, A, B, or C.

8. When will the caller arrive at the airport?

A In the morning.

B In the afternoon.

C At night.

9. How will the caller get to the hotel?

A Subway

B Bus

C Taxi

10. what time does the hotel front desk close?

A 10:00

B 12:00

C 2:00

SECTION 2

QUESTIONS 11-20

Questions 11 and 12

Complete the information below.

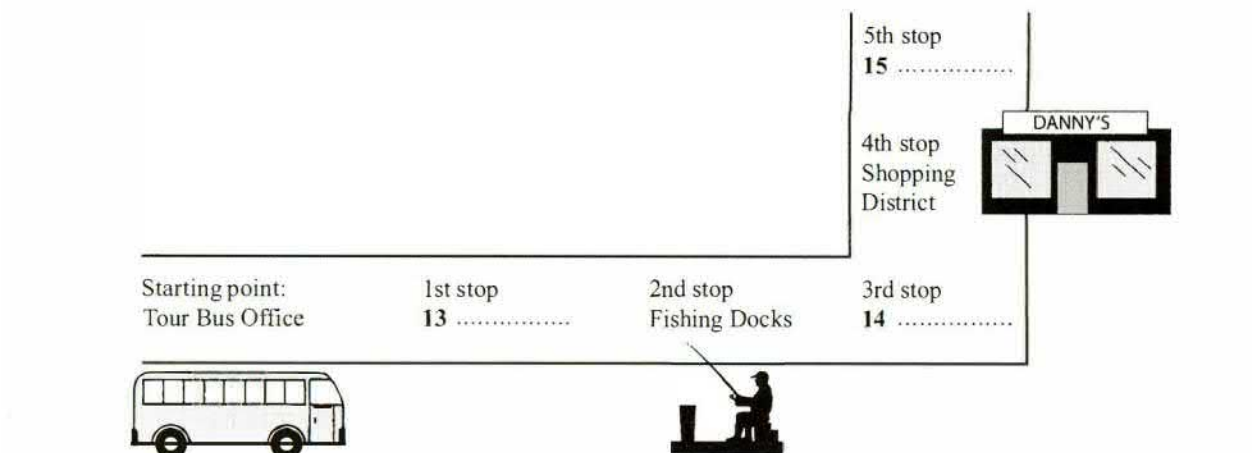
Write **ONE NUMBER** for each answer.

City Tours	
Fare Information	
Adult All-Day Pass:	11 \$ _____
Children ages 5-12 All-Day Pas:	12 \$ _____
Children under age 5:	Free

Questions 13-15

Label the map below.

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



Questions 16-20

Complete the chart below.

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

Place	Activity
First stop	Enjoy the 16 _____ of the bay
Second stop	Look at the 17 _____
Third stop	18 _____ fish
Fourth stop	Purchase 19 _____
Fifth stop	Visit the 20 _____

SECTION 3

QUESTIONS 21-30

Questions 21-23

Answer the questions below.

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

21. When is the research project due? _____
22. Where will the students conduct the interview? _____
23. How many interviews will they complete all together? _____

Questions 24-30

Complete the outline showing the steps the students will take to complete their projects.

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

- A. Read 24 _____
- B. 25 _____
- C. Ask the professor to 26 _____
- D. Conduct 27 _____
- E. Get together to 28 _____
- F. Prepare 29 _____
- G. Give 30 _____

SECTION 4

QUESTIONS 31-40

Questions 31-40

Complete the timeline below.

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

1832 **31** _____

In her teens Alcott worked to **32** _____

At age 17 Alcott wrote **33** _____

34 _____ Alcott enlisted as an army nurse.

35 _____ Alcott published her letters in a book called *Hospital sketches*.

36 _____ Alcott returned from her trip to Europe.

37 _____ Alcott published *Little women*.

1879 **38** _____ died.

39 _____ The novel *Jo's Boys* was published.

1888 **40** _____

You are advised to spend 20 minutes on Questions 1-14.

Read the text below and answer Questions 1-8.

AREA HOTELS

A

Rosewood Hotel. Spend your vacation with us. We offer luxury suites, an Olympic-sized pool, a state-of-the-art fitness center, and a beauty spa. Leave business cares behind while you relax in luxury at Rosewood. You'll never want to leave! Call 800-555-0942 for reservations.

B

The Woodside Motel is the place to stay while visiting our city. After a day of sightseeing, relax in the comfort of your luxury room. All our rooms have king-sized beds, free movies, and minibars. Our outdoor playground and indoor recreation room mean the little ones will never be bored. Babysitting service available. Enjoy your next family vacation at the Woodside Motel.

C

The Columbus Hotel is conveniently located in the heart of the city's theater district and close to the city's finest restaurants and clubs. Enjoy the spectacular view of the city skyline from the Columbus Rooftop restaurant. Host your next conference or banquet with us. We have a selection of reception rooms and banquet rooms suitable for conferences and parties. Call 245-555-0982 to speak to our banquet coordinator, 245-555-0987 for dinner reservations at Rooftop Restaurant, and 245-555-0862 to reserve a room.

D

Next time you're in town, stay at City View Suites. Whether you're here to shop, play, or work, City View's location cannot be beat. We're close to all major bus lines and right next to the city's business district. All rooms include kitchenettes. Call 492-555-5932 for reservations. Don't forget to ask about our special weekly and monthly rates.

E

Sunflower Motel offers reasonable rates, a convenient location, and cable TV in every room. Pets are welcome (extra charge applies). Special weekend rates. Call 488-555-0821 for reservations.

*Look at the five hotel advertisements, **A-E**. Which hotel is appropriate for each of the following people? Write the correct letter, **A-E**, on your answer sheet.*

You may use any letter more than once.

Which hotel is most appropriate for a person who

1. plans to stay for over a month?
2. is traveling with children?
3. always travels with a dog?
4. plans to go out for entertainment in the evenings?
5. is on a business trip?
6. likes to exercise every day?
7. is looking for a place to hold a wedding reception?
8. prefers cooking to eating in restaurants?

Welcome to the Riverdale City Pool

The following information is provided for your convenience.

A

The Riverdale City Pool is for everybody's enjoyment. To make sure that all pool users have a pleasant experience, please observe the following:

- All children under twelve must be accompanied by an adult.
- Running and shouting in the pool area are not allowed.
- Diving is permitted only in the designated area at the deep end of the adult pool.
- Please shower before entering the pool.

Thank you for your cooperation.

B

The pool is open for the summer season from May 15 through September 15. Hours are Monday-Thursday, noon until 7:30 P.M.; Friday, noon until 9:30 P.M.; Saturday and Sunday, 9:30 A.M. until 9:30 P.M. During the week, the pool will be open for classes only from 8:30 until 11:30 A.M. Three trained life guards will be on duty at all times that the pool is open.

C

The pool garage will be closed from June 1 to August 31 for renovations. We are sorry for any inconvenience this will cause. Pool users can leave their cars in the area behind the pool office during this time. A bicycle rack is also located there. There is no fee for using this area.

D

For Riverdale residents, charges for using the pool are \$5 per individual per visit, \$250 for an individual season pass, and \$500 for a family season pass. For non-residents, the charge is \$7 per individual per visit. Season passes are not available to pool users who are not residents of Riverdale.

E

This summer we are offering swimming lessons for children, teens, and adults, as well as diving lessons and water aerobics. Morning lessons are from 9:30 to 10:30 and afternoon lessons are from 2:00 to 4:00. Fees start at \$75 a week. The Riverdale swim team will continue this season as well. Please visit the pool office for a complete schedule of this summer's lessons and swimming meets.

F

The new snack bar is now open. The hours are 11:30-5:00 daily. It serves a variety of inexpensive drinks and snacks, including cold and hot sandwiches, ice cream treats, and homemade cookies. All items purchased at the snack bar as well as snacks, drinks and lunches brought from home must be consumed in the picnic area.

Questions 9-14

Do the following statements agree with the information given in the text about the Riverdale City Pool?

- YES** *if the statement agrees with the views of the writer*
NO *if the statement disagrees with the views of the writer*
NOT GIVEN *if there is no information on this in the passage*

- 9 Children under 12 are allowed to use the pool.
- 10 The pool is open to the general public on weekday mornings.
- 11 Pool users can park in the garage during the entire pool season.
- 12 People who don't live in Riverdale are not allowed to use the pool.
- 13 The Riverdale swim team practices every weekend.
- 14 Food is sold at the pool.

SECTION 2

QUESTIONS 15-27

You are advised to spend 20 minutes on Questions 15-27.

Questions 15-20

Read the information below and answer Questions 15-20.

Lakeville College

Employee Benefits

Vacations

All employees are entitled to a minimum of two weeks paid vacation time annually. The actual days to be used as vacation are subject to approval by the individual employee's supervisor.

Insurance

All employees are eligible for any of the health insurance plans offered by the college. Information on the various plans are available from Human Resources. This benefit is extended to members of the employee's immediate family. Part-time employees may apply for this benefit but will pay a higher percentage of the premium.

Use of College Facilities

All employees, full and part time, may use any of the college facilities, including the library, gym, swimming pool, and tennis courts, free of charge. A faculty or staff ID card must be shown when requesting access to these facilities. Immediate family members are also entitled to this benefit, but must obtain an ID card from Human Resources before using college facilities.

Parking

Free parking is available on campus for all college employees; however, a parking sticker must be obtained from Human Resources. The sticker must be displayed on the windshield at all times when parked on campus. The sticker is valid for parking in specially designated employee parking areas as well as in any parking space marked "visitor". Student parking areas are reserved for student parking only.

Taking Classes

Employees may take classes in any department at the college. Show your faculty or staff ID when registering for the class. Employees may enroll in up to three classes per year free of charge. Any additional classes beyond that must be paid for at the full tuition rate. In addition, any employee wishing to pursue a degree must apply for and be accepted into the program of his or her choice before being considered a degree candidate. In this case, Student service fees will apply.

Write the correct letter, **A**, **B**, or **C**, on your answer sheet.

15. How much annual vacation time are employees allowed?
- A: No more than two weeks
 - B: Exactly two weeks
 - C: At least two weeks
16. Who is qualified for health insurance benefits?
- A: Full-time employees only
 - B: All employees and their spouses and children
 - C: All employees, but not their family members
17. What must an employee's family do in order to use the library?
- A: Get an ID card
 - B: Apply for a job at Human Resources
 - C: Pay a fee
18. Where can employees park their cars?
- A: In the employee parking areas only
 - B: Anywhere on campus
 - C: In both employee and visitor parking areas
19. If an employee takes one class in a year, how much will he or she have to pay?
- A: Nothing
 - B: The full tuition rate
 - C: A student service fee
20. What is required of employees who want to study for a degree?
- A: Permission of their supervisors.
 - B: Application for admission into a program
 - C: Payment of full tuition

Questions 21-27

Read the text below and answer Questions 21-27.

Long Mountain Learning Center

Writing courses

A

The Art of Correspondence

Have you always wished you could write more elegantly? This course will help you develop your own style when writing letters of friendship, condolence, congratulations, and so on.

Mondays, 5-7 P.M.

B

Client Communication

The success of any business depends on clear communications with clients. This course will show you the essentials of letter, e-mail, and fax writing to help you enhance those all-important business relationships with clients.

Tuesdays, 1-3 P.M.

C

Rules of Communication

Do you wonder where to place commas or when to use exclamation points? Do you know when it is appropriate to use apostrophes and when it is not? This course will clear up any confusion you have about the rules of using commas, periods, semicolons, and so on, and it will help you to make your writing clear and correct.

Wednesdays, 9:30-10:30 A.M.

D

Fiction Workshop

This course is for writers who are currently working on a novel or short story. Class time will be spent reading and critiquing classmates' work.

Saturdays, 9:30-11:30 A.M.

E

What Do You Mean?

Finding the exact words to express your ideas is an art in itself. In this course, you will learn about words, what they mean, how to avoid confusing similar words, and how to choose just the right words in your writing.

Thursdays, 7:30-9:30 P.M.

F

Write it Right

Writing a research paper involves more than gathering information. Knowing how to organize your information, express your ideas clearly, and document your sources are essential. This course is especially designed for students preparing to enter college.

Tuesdays, 3:30-5:00 P.M.

G

Express Your Opinion

The Letters to the Editor column in your local paper is a public forum for expressing opinions on matters of interest to all citizens. In this course, you will learn how to develop and eloquently express your opinions and improve your chances of getting your letter published.

Fridays, 8:45-10:00 P.M.

H

Report It

Have you always dreamed of being a correspondent for a newspaper or magazine? This course will cover the basics of gathering news and turning it into interesting newspaper and magazine articles.

Wednesday, 1-3 P.M.

I

Retelling Old Favorites

Do you remember the traditional folktales and fairy tales that you loved as a child? In this course, you will rewrite some of your favorite old tales in new ways that will delight the youngsters in your life.

Tuesdays, 5-7 P.M.

J

Writing to Sell

In this course, you will learn to write advertisements that will attract more clients to your product or business. Previous business writing experience is required.

Thursdays, 9:30-11:30 A.M.

K

Selling for Poets

Don't let anyone tell you there aren't any good markets for poetry. In fact, there are hundreds of places, both online and in print, that publish poetry and pay good money for it, too. Find out about how to sell your poetry in this course.

*Look at the descriptions of the writing courses, **A-K**. For which description are the following statements true? Write the correct letters, **A-K**, on your answer sheet.*

- 21. This course helps you with academic writing.
- 22. This course shows you how to write personal letters.
- 23. This course helps you improve your vocabulary.
- 24. This course is about writing stories for children.
- 25. This course teaches you about journalism.
- 26. This course teaches you how to use punctuation.
- 27. This course is about business marketing.

SECTION 3**QUESTIONS 28-40**

You are advised to spend 20 minutes **Questions 28-40**, which are based on the reading passage below.

Questions 28-34

The following passage has seven paragraphs, **A-G**. Choose the most suitable heading for each paragraph from the list of headings below. Write the correct numbers, **i-x**, on your answer sheet. There are more headings than paragraphs, so you will not use them all.

- 28 Paragraph A
- 29 Paragraph B
- 30 Paragraph C
- 31 Paragraph D
- 32 Paragraph E
- 33 Paragraph F
- 34 Paragraph G

LIST OF HEADINGS

- i** The Neoclassical Architectural Style
- ii** Choosing a Location
- iii** Naming the President's House
- iv** First Ladies and Interior Design
- v** A Designer is Chosen
- vi** Reconstruction of the President's House
- vii** The President's House Burns Down
- viii** Funding the construction
- ix** Renovation and Modernization
- x** Completion of the First President's House

The Construction of the White House

A

Located at 1600 Pennsylvania Avenue in Washington, DC, the White House was originally designed by James Hoban, an Irish-born American architect. In 1792, after defeating eight other entrants, Hoban won a contest to design a mansion for the president of the United States. President George Washington oversaw the original construction, which began on October 13, 1792. Prior to the design contest, engineer Pierre Charles L'Enfant had worked with president Washington to design the capital city. L'Enfant's vision of the president's house was four times larger than the mansion Hoban built. Labor and material expenses required Hoban to make the house on a much smaller scale, with only two main floors instead of three. In addition, rather than using the expensive imported stone of his original plan, the majority of the brick he used was made right on site. Hoban employed builders and craftsmen from overseas as well as local slaves and laborers. The total expenditure for the project was \$232,372. This was just a fraction of what L'Enfant's proposed palace would have cost.

B

James Hoban's design was a near copy of a residence in James Gibbs's *Book of Architecture*, published in 1728. Neoclassicism, influenced by the Greco-Roman style, was the popular choice for architects throughout Europe during that time. When Napoleon became emperor, he employed the best architects he knew to transform Paris into a classical Roman capital. Roman triumphal arches and Corinthian columns adorned all of Paris's major structures. Architects in Germany built monuments, halls, and theaters inspired by classic Greek structures such as the Acropolis in Athens. The popularity of the neoclassical style grew internationally, spreading as far as America. Though the architectural styles were borrowed from classical designs, each country added a unique flair in order to achieve a sense of nationalism in its capital.

C

The house that James Hoban designed was not completed until after the second president of the United States took office. Despite the unfinished interior, president John Adams and his family moved from the temporary capital in Philadelphia, Pennsylvania, into the president's house on November 1, 1800. Throughout his term, Adams lived in the mansion with half-finished walls, no heating, and no running water. The interior of the building was completed in 1801 during Thomas Jefferson's term. Before Jefferson moved in, he hired architect Benjamin Latrobe to install coal-burning fireplaces and two water closets. Latrobe also created two terraces on the east and west sides of the building and installed a furnace that relied on kettles and pipes in the basement.

D

Just over twenty years after the construction of the president's house began, the building was burned down during the War of 1812. After British troops torched the house on August 25, 1814, rumors surfaced as to whether the capital would be moved inland. However, the battle of New Orleans, an encounter in which the Americans came out victorious over Britain, evoked a sense of nationalism in the country's heart. The victory inspired the rebuilding of the president's house, a task that was once again handed over to James Hoban.

E

Hoban worked on the rebuilding for two years before president James Monroe moved into the unfinished home and purchased a number of furnishings. Benjamin Latrobe, who later built the capitol building, designed large porticos for the house with columns that supported the roof. In 1824, his south portico was completed with a double staircase leading up to the new porch. The north portico was completed in 1830 during the presidency of Andrew Jackson. Though these columns give the White House its distinguishing features today, there was some criticism at the time that they overshadowed the intricate stone carvings on the house. During Jackson's term, running water was installed, though a furnace and gas lighting were not introduced until the 1840's.

F

Major renovations on the president's house continued through the 1800's, including modern innovations such as the telephone and electric wiring. A hot water system, a greenhouse, a private bath, and a number of conservatories were also added. The conservatories, including the rose and orchid houses, were removed in 1902, when construction began on the West Wing. The president's Oval Office was added to the West Wing at the order of President Taft in 1909. Each succeeding president and first lady contributed to the interior and its furnishing. Inspectors ordered a full renovation of the White House after the building almost collapsed while a balcony was being added for Harry Truman in the late 1940's. During the temporary closure, all of the modern conveniences, including central air-conditioning, were added. The last major modification to the White House was the removal of over forty layers of paint from the exterior walls in 1978.

G

For over 100 years, the White House was only a nickname associated with the president's home. This term was likely related to the whitewashed exterior that stonemason completed in 1789. The home was either referred to as the "President's house" or the "Executive Mansion" until Theodore Roosevelt formally established it as the White House soon after taking office in 1901.

Questions 35-40

Choose the correct letters, **A-C**, and write them on your answer sheet.

35. Pierre Charles L'Enfant was

- A** an importer of stone
- B** the designer of the capital city.
- C** the winner of a contest to build the president's house.

36. The influential *Book of Architecture* was written by

- A** James Hoban
- B** James Gibb
- C** Napoleon

37. The first president to live in the original president's house was

- A** John Adams
- B** Thomas Jefferson
- C** George Washington

38. After the White House burned down

- A** the capital was moved inland.
- B** James Hoban lost his reputation.
- C** the house was rebuilt.

39. Air-conditioning was added to the president's house

- A** at the same time it was undergoing structural renovation
- B** while it was closed during its last big modification
- C** because inspectors ordered it.

40. In 1901

- A** the White House was officially named the "Executive Mansion."
- B** stonemasons finally completed the exterior of the building.
- C** Theodore Roosevelt became president.

TEST 2**LISTENING****SECTION 1****QUESTIONS 1-10****Questions 1-10**

Complete the form below.

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

Example:	ClearPoint <u>telephone company</u>
	Customer Order Form
Order taken by:	Ms. Jones
Name:	Harold 1 _____
Address:	2 _____ Fulton Avenue, apartment 12
Type of service:	3 _____
Employer:	Wrightsville Medical Group
Occupation:	4 _____
Work Phone:	5 _____
Time at current job:	6 _____
Special services:	7 _____ 8 _____
Installation scheduled for:	Day 9 _____ Time of day 10 _____

SECTION 2**QUESTIONS 11-20****Questions 11-14**

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

11. The fair will take place at the

- A** fairgrounds.
- B** park.
- C** school.

12. The fair will begin on Friday

- A** morning.
- B** afternoon.
- C** evening.

13. The fair will begin with a

- A** parade.
- B** dance performance.
- C** speech by the mayor.

14. There will be free admission on

- A** Friday.
- B** Saturday.
- C** Sunday.

Questions 15-20

Complete the chart below.

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

Day/Time	Event
Saturday afternoon	15 _____ show
Saturday evening	16 _____ by the lake
Sunday afternoon	17 _____ contest
Sunday evening	18 _____ food
	19 _____ for children
	20 _____ for sale

SECTION 3**QUESTIONS 21-30****Questions 21-23**

Complete the information below.

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

How to get academic credit for work experience

First, read the **21**_____. Find courses that match your work experience. Then write **22**_____ of your work experience. Submit that together with a letter from your **23**_____ to the university admissions office.

Questions 24-28

Where can the student go to get the information and items listed below?

Write the correct letter, **A, B, or C**, on your answer sheet.

- 24** course catalog
- 25** admissions form
- 26** admissions requirements
- 27** information about professors
- 28** parking pass

- A** Student Service Center
- B** university website
- C** library

Questions 29-30

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

29. What are full-time students eligible for?

- A** Discounted books
- B** The work-study program
- C** A free boss pass

30. How can a student get financial assistance?

- A** Speak with a counselor
- B** Apply to the
- C** Make arrangements with a bank

SECTION 4

QUESTIONS 31-40

Questions 31-35

Complete the chart with information about the black bear.

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

Range	Lives in 31 _____ of North America.
Diet	Ninety percent of diet consists of 32 _____ Also eats 33 _____ and _____
Cubs	Baby bear cubs are born during the 34 _____
Life span	Black bears live for about 35 _____ in the wild.

Questions 36-40

Which characteristics fit black bears and which fit grizzly bears?

Write **A** if it is a characteristic of black bears. Write **B** if it is a characteristic of grizzly bears.

- 36** Has a patch of light hair on its chest
- 37** Weighs 225 kilos
- 38** Has a shoulder hump
- 39** Has pointed ears
- 40** Has shorter claws

You are advised to spend 20 minutes on Questions 1-14.

Questions 1-7

Read the text below and answer Questions 1-7.

Volunteer Opportunities for Redux, Inc. Employees

You can give back to the community through the company's Volunteer Program. By signing up for the program, you can spend up to five hours a month of company time volunteering in an approved community program. This program is open to all Redux, Inc. employees. The following opportunities are currently available:

A

Nursing home residents are usually unable to get out to see plays, movies, and concerts. They count on your generosity to bring entertainment to them. Do you like to perform? Do you have a special talent that's just waiting for an audience? An appreciative audience is guaranteed if you can give just one afternoon a week to share your special talent with these special people.

B

The Citizen's Park Cleanup Committee needs more help. Committee members spend the last Saturday of each month at a different city park, picking up trash, repairing equipment, pulling weeds, and planting flowers.

C

Mayfield Elementary School needs people to help with their after school program. Volunteers will tutor children in reading and math. Must be able to commit to one afternoon a week for the entire school year.

D

The Mayfield Free clinic is open every weekend and is looking for people willing to spend two days a month assisting the clinic staff. Volunteers will complete patient intake forms, educate the patients about clinic services, and provide assistance contacting other medical providers.

E

The Mayfield Shelter serves hot dinners to the homeless every evening. The shelter needs volunteers to help with preparing and serving meals. If you can volunteer one evening a week, the shelter needs you.

Look at the volunteer opportunities, **A-E**. Which volunteer opportunity is appropriate for each of the following people? Write the correct letter on your answer sheet. You may use any letter more than once.

Which opportunity is most appropriate for a person who

- 1 is only free in the evenings?
- 2 is interested in health care?
- 3 Plays the guitar and sings?
- 4 enjoys spending time outdoors?
- 5 likes to cook?
- 6 only has one day a month free?
- 7 enjoys young children?

Questions 8-14

Read the text below and answer Questions 8-14.

Summer Classes at the Community Center

The Community Center is offering adult classes again this year. The schedule includes classes in basic computer skills, martial arts, painting and drawing, and dance.

Registration

There are two ways to register for classes.

1. Go to our website: www.cc.org/classes/winterschedule. Click on "Class Descriptions" to see a full listing of classes that are available this winter. Decide which class or classes you are interested in.

Then click on "register now" and a registration form will appear. Complete the form and calculate the amount of money you owe. This will include the cost of your classes plus a \$15 registration fee. Any materials fees will be payable to the instructor on the first day of class. In addition, if your address is outside of the city, you will pay a nonresident fee of \$25 per class.

Fill in your credit card information and click "Send Now." You will receive registration confirmation by e-mail.

2. If you do not have access to a computer, you can call the Community Center at 872-555-5068 to request a class catalog and registration form. Select your classes from the catalog, complete the form, and return it by mail with your check or credit card information.

Withdrawal Policy

Full refunds, minus the \$25 registration fee, will be given for any withdrawals made up to one week before the class begins. Withdrawals made before the start of the second class will receive a 50 percent refund, minus the registration fee. No refunds will be made after the start of the second class.

Classes offered by the Community Center are for adults only. You must be eighteen years of age or older to participate. Classes for children and teen are offered through the City Department of Recreation.

Do the following statements agree with the information given in the text?

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 8 You must visit a website in order to sign up for classes.
- 9 A registration fee is required for all classes.
- 10 Dance classes cost less than computer classes.
- 11 People who live outside of the city pay an extra fee.
- 12 You are allowed to register for only two classes at a time.
- 13 You will not get your money back if you withdraw after the second class.
- 14 Classes at the Community Center are for people of all ages.

SECTION 2

QUESTIONS 15-27

You are advised to spend 20 minutes on Questions 15-27.

Questions 15-20

Read the text below and answer Questions 15-20.

The Murgatroyde Corporation Employee Manual

Chapter 8: Professional Development Requirements

All employees of the Murgatroyde Corporation are required to attend fifteen hours of professional development workshops or classes in each calendar year. While there are many opportunities provided by the company, professional development hours can also be earned externally at local training centers, colleges, and other locations.

Listing of upcoming professional development opportunities offered by the company are posted on the company website and updated frequently. Employees can register for these workshops online. Before signing up for a particular workshop, employees should check with their supervisors to make sure they can be excused from their duties on the date of the workshop.

Employees who wish to receive professional development credit for attending workshops or courses offered elsewhere should provide their supervisor with materials describing the opportunity. The supervisor will determine whether the workshop or course is pertinent to the employee's work. After obtaining the supervisor's approval, the employee can apply to the Human Resources Office for tuition reimbursement if tuition is to be paid.

Employees attending any workshop offered by the company will receive a certificate of attendance. The number of professional development hours earned will be reported to the Human Resources Office by the workshop organizer. In order to receive professional development credit for a course or workshop offered outside the company, the employee must have the workshop organizer complete a company Proof of Attendance form, and the employee must then submit the form to Human Resources Office within one month of the end date of the course. Timely submission of this form is required in order for credit to be granted. There will be no exceptions.

Complete the sentences below.

*Choose **NO MORE THAN THREE WORDS** from the text for each answer.*

Write your answers on your answer sheet.

- 15 Employees can choose from professional development workshops and classes offered _____ or at local training centers or colleges.
- 16 Employees can find out which workshops will be offered by looking at _____.
- 17 It is the responsibility of _____ to decide whether a workshop is relevant.
- 18 Employees who need help paying for a class or workshop can ask the Human Resources Office for _____.
- 19 The workshop presenter will let the Human Resources Office know how many _____ the employee should be credited with.
- 20 Professional development credit will be granted for workshops taken outside of the company if a special form is filled out by _____.

Questions 21-27

Read the text below and answer Questions 21-27.

Hampford College

Work-Study Program

Certain students at Hampford College may be eligible for the college Work-Study Program. to determine eligibility and to apply for the program, read the information below.

*The Hampford College Work-Study Program is open to all full-time Hampford College students, regardless of the particular study program in which they are enrolled. The program is not open to part-time students. Information on financial support programs for part-time students is available in the Counseling center.

*Before applying for a work-study position, the student must demonstrate financial need. To do this, complete the Statement of Financial Need Form, available in the Counseling Center.

*To apply for a work-study position, submit a letter of interest to the Work-Study Program office, describing your skills and interests. You may also, but are not required to, submit a resume describing any previous jobs you may have held. Students both with and without an employment history are eligible for the program.

*Once you have been approved for the program, look at the help-wanted ads posted on the Counseling Center website. All of the jobs are located at the college. You may apply for any job you are interested in. Please note that job placement is subject to job availability. While we make every effort to place all Work-Study Program students in a job, there are no guarantees.

*Students who fail to maintain their academic eligibility will not be permitted to continue in the work-study program.

*Work-study positions are generally for one year. Students wishing to continue in the program after one year must submit their applications.

Questions 21-27

Do the following statements agree with the information given in the text about the Hampford College Work-Study Program?

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 21. The Work-Study Program is available to all students at the college.
- 22. Work-Study students must prove that they require monetary support.
- 23. Work-Study students must choose a job that is related to their study program.
- 24. Previous work experience is required to participate in the Work-Study program.
- 25. All students in the Work-Study program will be given a job.
- 26. Work-Study students cannot stay in the program if they receive failing grades.
- 27. Work-Study students have to apply for the program every year.

SECTION 3**QUESTIONS 28-40**

You are advised to spend 20 minutes on Questions 28-40, which are based on the reading passage below.

Seasonal Affective disorder**A**

When fall days shorten and winter is around the corner, many people start to feel sluggish, moody, antisocial, or irritable. Like bears, they may feel as though they want to hibernate for the winter. But these symptoms may be more than the winter blues; they could indicate seasonal affective disorder (SAD). This is a form of depression that appears in the early fall and lasts through the first month or so of spring. It is triggered by the shortened daylight of the colder months and then dissipates as the days get longer and the warmer months approach.

B

Because a decrease in the number of daylight hours is a significant contributor, geographic location is an important factor in the incidence of the disorder. Residents of Canada and the northern United States, for example, are eight times more likely to suffer from SAD than are residents of the sunny regions of the southern United States and Mexico. SAD is also more common in countries in arctic latitude, such as Finland, where the rate of SAD is nearly 10 percent. It is seldom found in countries within 30 degrees of the equator, where there are long, constant hours of sunlight throughout the year.

C

As with other forms of depression, serious SAD may be accompanied by suicidal thoughts. One study of suicides in Japan examined a multitude of variables for each suicide, including hours of sunlight in the latitude, temperature, and economic factors, among others. Researchers found that yearly total sunshine was the individual variable that correlated to a significant difference in the suicide rate. Thus, the study suggested that one's latitude can have a significant effect on mental health and even on tendencies toward suicidal thoughts.

D

SAD usually begins in adults between the ages of eighteen and thirty, and it is four times more prevalent in women than men. The disorder also tends to run in families. Some people suffer debilitating symptoms that interfere with interpersonal relationships and careers. Others with SAD experience mild symptoms. For people with this milder version of SAD, the winter may bring increased sadness or irritability, but they remain fully functional.

E

SAD's symptoms include many that are common in other forms of depression. SAD sufferers, like people who suffer from depression, experience fatigue, decreased levels of energy, and difficulty concentrating. Increased appetite, especially a craving for carbohydrates, and weight gain, as well as an increased need for sleep and a desire to be alone are other common symptoms of depression that are seen among SAD sufferers as well.

F

The exact mechanism causing SAD is not known, but some researchers theorize that SAD is related to hormonal changes. One theory is that reduced sunlight during fall and winter leads to reduced production of serotonin, a neurotransmitter with a calming effect, in the brain. Low levels of serotonin are associated with many forms of depression and can manifest in symptoms such as fatigue, carbohydrate craving, and weight gain. Because high-carbohydrate foods, such as chips, pretzels, cookies, boost serotonin, experts believe they have a soothing effect on the body and mind.

G

Others believe SAD is caused by the hormone melatonin, which is related to the body's circadian rhythms and can cause drowsiness. Plentiful light decreases the secretion of melatonin in the brain. However, during shorter and darker days more melatonin is produced causing lethargy and other symptoms of depression.

H

The most common treatment for SAD is light therapy, in which patients expose themselves to full-spectrum lights, usually twenty times brighter than normal room lights, for fifteen to sixty minutes a day. Light helps to decrease the amount of melatonin and boosts the serotonin in the brain. Thus, light therapy has an antidepressant effect. Sometimes, light therapy is used in combination with anti-depressant medication and individual psychotherapy.

I

Experts also recommend some lifestyle changes that help to prevent SAD. People who have a tendency to suffer from SAD are encouraged to go outside every day during the winter months and to exercise regularly. Eating a well-balanced diet with plenty of vitamins and minerals is also important. Social support is extremely important for those with depression, so maintaining an active social life and regular activities is also recommended. For patients who use a light box, it is recommended to start using it in the early fall, before SAD symptoms appear.

J

Although some aspects of SAD are still being researched, experts agree that people who think they are suffering from SAD should see a doctor immediately. They do not advise using light therapy or any other treatment without the supervision of a physician.

Questions 28-31

The text has ten paragraphs, **A-J**. Which paragraphs contain the following information? Write the correct letter **A-J**, on your answer sheet.

- 28. a reason why certain types of food may alleviate the symptoms of SAD
- 29. types of people who tend to suffer from SAD
- 30. parts of the world where SAD is common
- 31. a study showing a relationship between sunlight and mental health

Questions 32-36

Choose **FIVE** letters, **A-H**. Write the correct letters on your answer sheet.

Which **FIVE** of the following symptoms of SAD are mentioned in the passage?

- A** uncontrollable crying
- B** feeling tired frequently
- C** eating more than usual
- D** high levels of anxiety
- E** increased weight
- F** unhappy feelings
- G** frequent bad temper
- H** inability to sleep

Questions 37-40

Choose **FOUR** letters, **A-G**. Write the correct letter on your answer sheet.

Which **FOUR** of the following treatments for SAD are mentioned in the passage?

- A** taking drugs
- B** writing in a journal
- C** attending a support group
- D** using a light box
- E** spending time outdoors
- F** travelling to a sunny location
- G** talking with a therapist