



# APADANA

## IELTS Jmbrella

click here to [Download](#) more books!

## UNIT 7 READING

### Unit 7: Exercise 1

In this unit, you will look at an IELTS Reading matching features task and read a text on the topic of work and jobs.

What vocabulary from the topic of work and jobs do you already know? Match the words with the definitions.

Automation	employee	employer	flexibility	manufacturing
Opportunity	organization	profit	self-employed	workforce

1. a person or company that employs people:	
2. all the people who work in a company, industry, country, etc.:	
3. another name for a company (often one that is very big):	
4. money that a business earns after it has paid for everything it needs (e.g. offices, factories, workers, etc.):	
5. someone who is paid to work for someone else:	
6. the ability to change or be changed easily according to the situation:	
7. the business of producing things (e.g. cars) in large numbers:	
8. the chance to get a job or do something that you want to do:	
9. the use of machines or robots to do the work in a factory:	
10. working for yourself or having your own business:	

Unit 7: Exercise 2 Read the information. Then skim read the title and the first paragraph of the text below. Choose three statements from the list which express the main ideas of the paragraph.

In the IELTS Reading matching features task, you read an article which contains the opinions of different people who have knowledge or experience of the topic of the text. For example, they may be academics or researchers.

The first paragraph of the article introduces the main ideas or topic that the people discuss.

Remember that you can predict the topic of the article from the **title** and that you can usually find the main ideas at the **end** of the introduction.

## The Changing Face of Work

Until the 19th century, there was a fairly good chance that a young man would follow in his father's footsteps and work in the same profession or trade. If the plan was to become a doctor, lawyer or engineer, he would simply take the necessary subjects at university. If he was planning to do manual work, as a builder, miner or factory worker for example, he would learn through practical experience. As the 20th century progressed, both men and women moved to cities to find work, in industries such as advertising, banking and retail. They may have started at a company at age 17 and probably wouldn't have left until they retired at 60 or 65. Now, in the 21st century, new technology is being developed all the time, and it is having a dramatic effect on the kind of jobs people do and the ways in which they work. The speed of change is so great that it is almost impossible to predict how people's careers may develop 20 years from now.

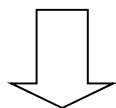
- 
- ☐ Women now work in all the same professions that men do.
  - ☐ In the area of work, things change more quickly now than they used to.
  - ☐ Technology has a big influence on how people do their jobs.
  - ☐ People don't have enough free time because they work too much.
  - ☐ It's unclear what type of jobs people might do in the future.
  - ☐ Some industries have not been affected by new technology.

### Unit 7: Exercise 3

Read the information. Then read the list (1–8) below. Scan the three paragraphs of the text. Highlight the things from the list when you find them in the article – they are in the same order as they appear in the list.

In an IELTS Reading matching features task, you need to skim read the article to understand the general meaning, but you also need to *scan* the text. When you *scan* an article, you look through the text very quickly to find a specific piece of information, for example the **name of a person** and what that person's **claims** or **views** are about a topic.

- 
- 1 three examples of manual work
  - 2 the age at which older people typically used to stop working
  - 3 the name of a person who teaches at City University
  - 4 the number of hours that people used to work in a typical day
  - 5 the name of a person who works for an organisation called Pro-Com Enterprises
  - 6 the name of a person who teaches at Mapplethorpe University
  - 7 a type of industry that has had many job losses
  - 8 something many people are doing illegally
-



## The Changing Face of Work

Until the 19th century, there was a fairly good chance that a young man would follow in his father's footsteps and work in the same profession or trade. If the plan was to become a doctor, lawyer or engineer, he would simply take the necessary subjects at university. If he was planning to do manual work, as a builder, miner or factory worker for example, he would learn through practical experience. As the 20th century progressed, both men and women moved to cities to find work, in industries such as advertising, banking and retail. They may have started at a company at age 17 and probably wouldn't have left until they retired at 60 or 65. Now, in the 21st century, new technology is being developed all the time, and it is having a dramatic effect on the kind of jobs people do and the ways in which they work. The speed of change is so great that it is almost impossible to predict how people's careers may develop 20 years from now.

Many people are optimistic about these changes. Patrick Carter, educational consultant at City University, looks forward to a world where the types of jobs people do will be more rewarding than ever before: 'Think of the jobs many people have been forced to do throughout history that were poorly paid and caused illness or injury,' he says. 'People look back and say "the old days" were great, but they forget how difficult life was for many employees in factories, who often had to do the same task again and again, for ten or more hours a day.' Carter feels that the use of robots to build and make products can only bring positive change. However, not everyone shares this kind of optimism. Adrian Gates, a human resources consultant at Pro-Com Enterprises, points out that, as new technologies replace humans, there will be a huge decrease in the demand for employees: 'Jobs for accountants and retail workers, for example, will disappear. History proves that employers are willing to lose workers in order to make as much money as possible. And some of those employees will find it very difficult to retrain for a completely different career.'

Carter thinks differently: 'If we introduce more automation, we don't have to pay wages to so many employees,' he explains, 'and then we will have more money to invest in further learning and training for more people, so that they can qualify for jobs they *really* want to do.' So will there still be enough jobs for people if robots replace human workers? Joanna Harding, a lecturer in music technology at Mapplethorpe University, makes an interesting point about job creation and loss: 'Recent developments in technology mean we can all listen to music when and where we want. Certainly, these developments have created jobs for people in the digital music industry, especially in engineering and in factories,' she says. 'However, those same developments have unfortunately caused huge job losses in the traditional music industry. It's this kind of dramatic change we often find hard to imagine.' Harding explains that because of the digital music industry, and the fact that millions of people download music illegally, many record companies can no longer afford to pay songwriters, producers, technicians and marketing teams. 'A large number of people download music illegally just because everyone else seems to be doing it – but really, they ought to consider what consequences their selfish actions could have on other people, in this case, loss of employment.'

## Unit 7: Exercise 4

Read the second paragraph of the text again and the four statements. Choose the two statements that best match the opinions of Patrick Carter and Adrian Gates.

For an IELTS Reading matching features task, you need to match a set of statements or pieces of information to a list of options, so it is important to be able to locate specific information in the text.

### Statements

1. An increasing number of employers will want employees to have the right personality.
2. It is normal for companies to reduce the number of employees so that they can increase their profits.
3. Some jobs that people did in the past were boring and led to health problems.
4. Companies will increasingly appreciate the abilities of young people.

For an IELTS Reading matching features task, you need to match a set of statements or pieces of information to a list of options, so it is important to be able to locate specific information in the text.

Many people are optimistic about these changes. Patrick Carter, educational consultant at City University, looks forward to a world where the types of jobs people do will be more rewarding than ever before: 'Think of the jobs many people have been forced to do throughout history that were poorly paid and caused illness or injury,' he says. 'People look back and say "the old days" were great, but they forget how difficult life was for many employees in factories, who often had to do the same task again and again, for ten or more hours a day.' Carter feels that the use of robots to build and make products can only bring positive change. However, not everyone shares this kind of optimism. Adrian Gates, a human resources consultant at Pro-Com Enterprises, points out that, as new technologies replace humans, there will be a huge decrease in the demand for employees: 'Jobs for accountants and retail workers, for example, will disappear. History proves that employers are willing to lose workers in order to make as much money as possible. And some of those employees will find it very difficult to retrain for a completely different career.'

Patrick Carter

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

Adrian Gates

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

## Unit 7: Exercise 5

Read the information. Then complete the table with the words and phrases in the box. The words and phrases are all taken from the Reading text 'The Changing Face of Work'.

In an IELTS Reading matching features task, it is important to recognise whether someone is expressing a **claim** (something the person believes is true or a fact) or a **positive** or **negative view** on a topic. This will help you match the quotes (the direct speech) in the article with the statements (the questions).

cause (something to happen, e.g. illness)      the better option  
be forced to do (something)      huge decrease in the demand for employees  
to invest in further learning and training      people can qualify for jobs they really want to do  
may not be very useful      welcome and value (somebody)

positive meaning	negative meaning

## Unit 7: Exercise 6

Read the numbered quotes in bold (1–6) from the third paragraph of the article. Is each person expressing a positive view, a negative view or are they making a claim? Choose the correct answers.

Carter thinks differently: **(1) ‘If we introduce more automation, we don’t have to pay wages to so many employees,’** he explains, **(2) ‘and then we will have more money to invest in further learning and training for more people, so that they can qualify for jobs they really want to do.’** So will there still be enough jobs for people if robots replace human workers? Joanna Harding, a lecturer in music technology at Mapplethorpe University, makes an interesting point about job creation and loss: **(3) ‘Recent developments in technology mean we can all listen to music when and where we want. Certainly, these developments have created jobs for people in the digital music industry, especially in engineering and in factories,’** she says. **(4) ‘However, those same developments have unfortunately caused huge job losses in the traditional music industry.** It’s this kind of dramatic change we often find hard to imagine.’ Harding explains that because of the digital music industry, and the fact that millions of people download music illegally, many record companies can no longer afford to pay songwriters, producers, technicians and marketing teams. **(5) ‘A large number of people download music illegally** just because everyone else seems to be doing it – but really, **(6) they ought to consider what consequences their selfish actions could have on other people, in this case, loss of employment.’**

1.	expressing a positive point of view/expressing a negative point of view/making a claim
2.	expressing a positive point of view/expressing a negative point of view/making a claim
3.	expressing a positive point of view/expressing a negative point of view/making a claim
4.	expressing a positive point of view/expressing a negative point of view/making a claim
5.	expressing a positive point of view/expressing a negative point of view/making a claim
6.	expressing a positive point of view/expressing a negative point of view/making a claim

## Unit 7: Exercise 7

Look at the statements and read the third paragraph of the text again. Then do the exercise

### Statements

- 1 If more robots do manufacturing jobs, it will create opportunities for people to get a better education.
  - 2 People should think more carefully about how their behaviour might affect others.
  - 3 Some traditional jobs will continue to exist but in a different location.
  - 4 We cannot always predict how new technology will affect jobs in a particular industry.
- 

Carter thinks differently: 'If we introduce more automation, we don't have to pay wages to so many employees,' he explains, 'and then we will have more money to invest in further learning and training for more people, so that they can qualify for jobs they *really* want to do.' So will there still be enough jobs for people if robots replace human workers? Joanna Harding, a lecturer in music technology at Mapplethorpe University, makes an interesting point about job creation and loss: 'Recent developments in technology mean we can all listen to music when and where we want. Certainly, these developments have created jobs for people in the digital music industry, especially in engineering and in factories,' she says. 'However, those same developments have unfortunately caused huge job losses in the traditional music industry. It's this kind of dramatic change we often find hard to imagine.' Harding explains that because of the digital music industry, and the fact that millions of people download music illegally, many record companies can no longer afford to pay songwriters, producers, technicians and marketing teams. 'A large number of people download music illegally just because everyone else seems to be doing it – but really, they ought to consider what consequences their selfish actions could have on other people, in this case, loss of employment.'

---

Who said what? Match the statements with the correct person. Read the text on page 1 again if you need to.

1. If more robots do manufacturing jobs, it will create opportunities for people to get a better education.
  - **Patrick Carter**
  - **Joanna Harding**
  - **Neither person**
2. People should think more carefully about how their behaviour might affect others.
  - **Patrick Carter**
  - **Joanna Harding**
  - **Neither person**



3. Some traditional jobs will continue to exist but in a different location.
- **Patrick Carter**
  - **Joanna Harding**
  - **Neither person**
4. We cannot always predict how new technology will affect jobs in a particular industry.
- **Patrick Carter**
  - **Joanna Harding**
  - **Neither person**

#### Unit 7: Exercise 8

In an IELTS Reading matching features task, you will need to use your knowledge of synonyms and paraphrases.

Match the words on the left with the synonyms and paraphrases on the right. The synonyms and paraphrases are all taken from the text 'The Changing Face of Work'.

knowledge and skills	companies	the next few generations	working for themselves
the kind of character	welcome and value	decide	new environments
			older

1. appreciate	
2. choose	
3. different location	
4. young people	
5. abilities	
6. traditional	
7. employers	
8. personality	
9. self-employed	

## Unit 7: Exercise 9

Read the final three paragraphs of the text. Look at the statements and the list of researchers. Match each statement with the correct researcher, **A–D**.

However, many large corporations have been created in the last 20 years *because* of the existence of the internet. It is the internet that allows them to sell their apps or online services as downloads. Professor of Sociology, Sara Millington, researches employment at these massive internet-based companies. ‘They make enormous profits but employ few people, and thousands of applicants hope to get the same few jobs,’ she says. ‘If you decide to apply, you need to have the right skills and qualifications, but you also need to have the exact qualities they are looking for,’ she says. ‘More and more companies are interviewing people to find out if they have the kind of character that fits in with their company culture – and this trend is going to continue.’

The way that people work is also likely to change. Nadia Campbell, who works for the Independent Professionals Group, can see this trend already developing. ‘Many people no longer want to do a nine-to-five job every day. And in the future, they will want even more flexibility in regards to the hours they work, and with the place they choose to work from,’ she says. ‘The idea of working for one boss will become less and less attractive, as more people decide that working for themselves, and from home, is the better option.’ New technology might mean new types of jobs, but it is also likely that certain ‘older’ jobs will have to evolve to suit future needs. A recent study from researchers in Finland concluded that ‘many of these jobs won’t disappear completely ... they will move into new environments, such as into outer space – where we still need people to take care of waste, the health of astronauts and some kinds of construction work.’ Although change in the types of work we will do is causing anxiety for many, it must be remembered that the generation that controls much of the workforce, people now in their fifties and sixties, may retire in the next ten to fifteen years.

Jack McCaw, a researcher for *Career* magazine suggests that the next few generations will have a completely different experience of work: ‘In the year 2020, 50% of the US workforce will be people born after the year 2000. These people know how to connect to others, learn and work together in a digital way. They are used to working from anywhere and using digital tools to complete all sorts of tasks. Most organisations today will welcome and value them as they have the knowledge and skills they need.’ These are exactly the kind of people now taking Joanna Harding’s music technology course. She knows that some of the things she is teaching them now may not be very useful in ten years’ time, as the technology will be completely different.

### List of researchers

A	Sara Millington
B	Nadia Campbell
C	Researchers in Finland
D	Jack McCaw

1. An increasing number of employers will want employees to have the right personality.

- ☐ A
- ☐ B
- ☐ C
- ☐ D

2. Some traditional jobs will continue to exist but in a different location.

- ☐ A
- ☐ B
- ☐ C
- ☐ D

3. More and more people will choose to become self-employed.

- ☐ A
- ☐ B
- ☐ C
- ☐ D

4. Companies will increasingly appreciate the abilities of young people.

- ☐ A
- ☐ B
- ☐ C
- ☐ D

## Unit 7: Exercise 10

Think about what you've learnt in this unit.

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

a negative view, a positive view or a claim	examples of direct speech		
expressing the same opinion	main ideas	paraphrased	same names
underline them	understanding		

1. Read the first paragraph quickly to get a general \_\_\_\_\_ of the topic and the \_\_\_\_\_.
2. Look at the list of names, scan the article for the \_\_\_\_\_ and \_\_\_\_\_.
3. Read the article more carefully, and focus on the \_\_\_\_\_.
4. Decide whether the examples of direct speech express \_\_\_\_\_.
5. Look at the statements and think how they might be \_\_\_\_\_ in the article.
6. Match the statements to the people \_\_\_\_\_ or factual information in the article.

## UNIT 7 WRITING

### Unit 7: Exercise 1

Before planning your IELTS Writing Task 2 essay, you need to have enough ideas. If you know the IELTS topics well, you will have more ideas of what to write.

Match the topics in the box with the essay questions.

Culture	Culture	Food and drink	Free time	History	Shopping
Travel	Work or studies	Work or studies			

1. Today many parents spend less time with their children than parents in the past. Some people say that this is a serious problem. Do you agree or disagree? \_\_\_\_\_
2. Discuss the advantages and disadvantages for countries where governments spend a lot of money on museums and monuments. \_\_\_\_\_
3. Some people believe that drinking water is the most important part of being healthy while others think eating fruit is. Discuss both views and give your own opinion.  
\_\_\_\_\_
4. A lot of people want to get a university education. Discuss the arguments for and against going to university. \_\_\_\_\_
5. In some countries it is traditional for men to work and women to stay at home to look after the family. What are the advantages and disadvantages of this? \_\_\_\_\_
6. Some people think that nurses should be paid more than teachers while others believe that teachers deserve higher pay than nurses. Compare both opinions and give your own view.  
\_\_\_\_\_
7. Traffic in big cities is increasing. What are the problems associated with too much traffic and what could the solutions be? \_\_\_\_\_
8. Some people prefer to buy things online while others choose to go into a shop. What are the advantages and disadvantages of shopping in these ways? \_\_\_\_\_
9. Knowing the history of their country is very important to some people. What is your opinion about this? \_\_\_\_\_
10. Many people prefer to watch sport on TV rather than playing it themselves. Why is this case? What problems can this cause? \_\_\_\_\_

## Unit 7: Exercise 2

Look at the map and the pictures of famous museums and landmarks. Match the countries with the places.

Egypt	Peru	Zambia/Zimbabwe	Algeria	Greece	Australia
Russia	China				



1. Picture 1: Tipasa \_\_\_\_\_
2. Picture 2: The Acropolis \_\_\_\_\_
3. Picture 3: The Hermitage \_\_\_\_\_
4. Picture 4: The Great Wall \_\_\_\_\_
5. Picture 5: Uluru \_\_\_\_\_
6. Picture 6: The Victoria Falls \_\_\_\_\_
7. Picture 7: The Pyramids \_\_\_\_\_
8. Picture 8: Machu Picchu \_\_\_\_\_

## Unit 7: Exercise 3

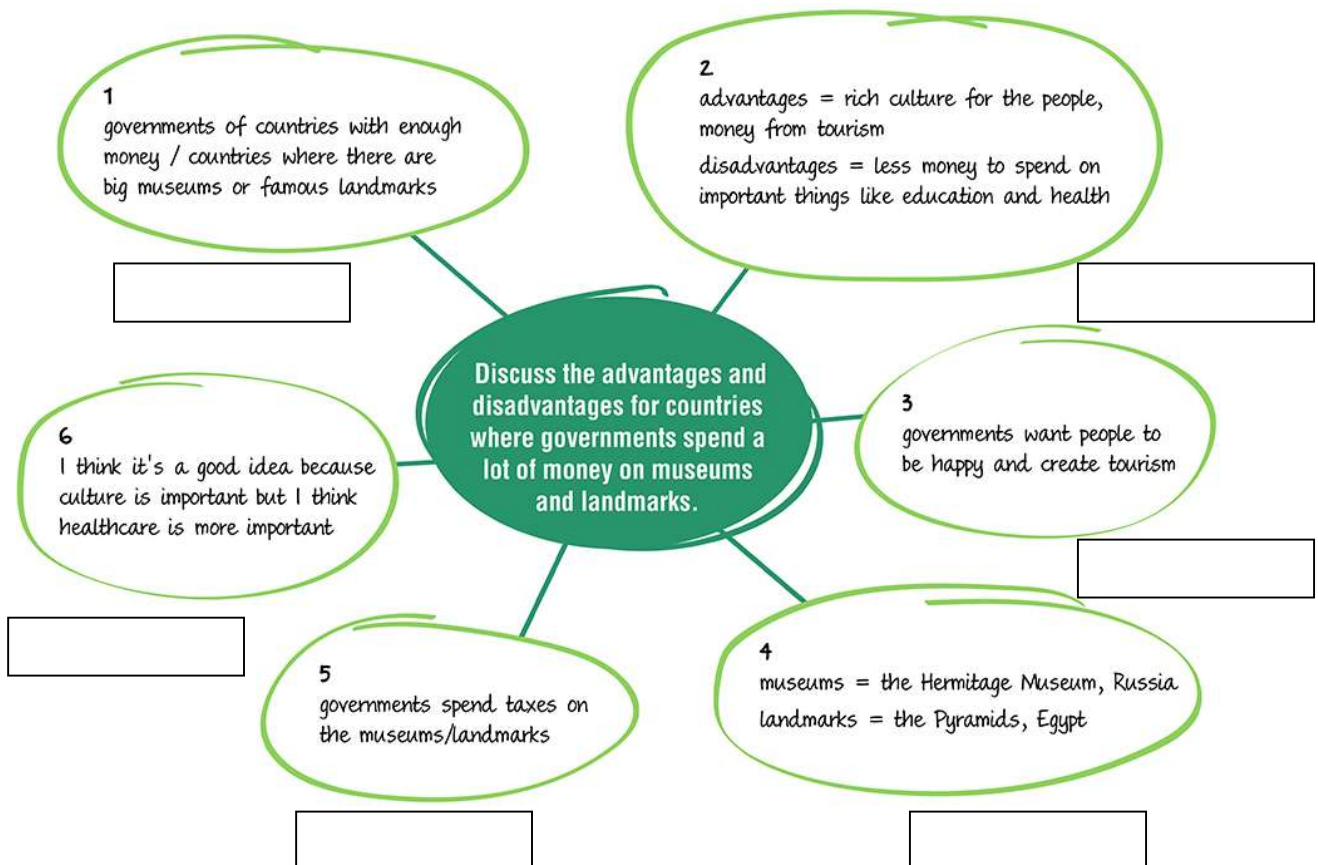
Read the IELTS Writing Task 2 question.

***Discuss the advantages and disadvantages for countries where governments spend a lot of money on museums and landmarks.***

One way to have enough ideas of what to write is to do a mind-map activity like the 'six-question technique'.

Complete the mind map. Use the questions in the box.

How?	My opinion?	What?	Where?	Who?	Why?
------	-------------	-------	--------	------	------



Unit 7: Exercise 4

Read the IELTS Writing Task 2 question.

---

***Discuss the advantages and disadvantages for countries where governments spend a lot of money on museums and landmarks.***

---

Use the phrases in the box to complete the student's essay notes.

attract tourists	for education and health	good and bad points	rich cultural life
landmarks and schools/hospitals	services like healthcare are more important	happiness	

Introduction:

True = some governments use a lot of tax income for museums and landmarks. In my view, this has both \_\_\_\_\_

Advantages:

1. Provides \_\_\_\_\_
2. Increases \_\_\_\_\_
3. Landmarks \_\_\_\_\_

Disadvantages:

1. Less money \_\_\_\_\_
2. Some countries must choose between \_\_\_\_\_

Conclusion:

There are advantages and disadvantages. Although it is a good idea, I think

\_\_\_\_\_ .



## Unit 7: Exercise 5

Read the IELTS Writing Task 2 question.

---

*Discuss the advantages and disadvantages for countries where governments spend a lot of money on museums and landmarks.*

---

Use the student's notes to help you complete the essay. Write the correct word or phrase in each gap.

### **Student's notes:**

#### Introduction:

True = some governments use a lot of tax income for museums and landmarks. In my view, this has both good and bad points.

#### Advantages:

- 1 Provides rich cultural life
- 2 Increases happiness
- 3 Landmarks attract tourists

#### Disadvantages:

- 1 Less money for education and health
- 2 Some countries must choose between landmarks and schools/hospitals

#### Conclusion:

There are advantages and disadvantages. Although it is a good idea, I think services like healthcare are more important.

---

There is no doubt that governments of countries with enough money use a lot of tax income for museums and landmarks. In my view, \_\_\_\_\_ : looking after the culture of any country is important but services like healthcare are more important. In this essay, I am going to discuss the advantages and disadvantages of supporting museums and landmarks financially and lastly, give my opinion.

On the one hand, governments spending taxes on museums and landmarks has clear advantages. Providing a \_\_\_\_\_ for the population increases national \_\_\_\_\_. Landmarks that are looked after well also \_\_\_\_\_. For example, a lot of Russians visit the Hermitage Museum in St. Petersburg and think it is an important part of their country. The pyramids in Egypt are important to the local economy with lots of visitors staying in hotels nearby and going to shops and restaurants.

On the other hand, if the government spends taxes on museums and landmarks it has less money to spend on services like \_\_\_\_\_. Some countries that have famous \_\_\_\_\_ must choose between looking after them and spending the money on schools and \_\_\_\_\_. In Zimbabwe, for example, looking after the roads, paths and land near the Victoria Falls costs as much money as paying for several schools and medical centres.

In conclusion, there are \_\_\_\_\_ to a government supporting museums and landmarks with taxes. Although, I think \_\_\_\_\_, I think services like healthcare are more important.

Unit 7: Exercise 6 **Read the IELTS Writing Task 2 question.**

---

*Discuss the advantages and disadvantages for countries where governments spend a lot of money on museums and landmarks.*

---

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

There is no doubt that governments of countries with enough money use a lot of tax income for museums and landmarks. In my view, this has both good and bad points: looking after the culture of any country is important but services like healthcare are more important. In this essay, I am going to discuss the advantages and disadvantages of supporting museums and landmarks financially and lastly, give my opinion.

On the other hand, if the government spends taxes on museums and landmarks it has less money to spend on services like education and health. Some countries that have famous landmarks must choose between looking after them and spending the money on schools and hospitals. In Zimbabwe, for example, looking after the roads, paths and land near the Victoria Falls costs as much money as paying for several schools and medical centres.

On the one hand, governments spending taxes on museums and landmarks has clear advantages. Providing a rich cultural life for the population increases national happiness. Landmarks that are looked after well also attract tourists. For example, a lot of Russians visit the Hermitage Museum in St. Petersburg and think it is an important part of their country. The pyramids in Egypt are important to the local economy with lots of visitors staying in hotels nearby and going to shops and restaurants.

In conclusion, there are advantages and disadvantages to a government supporting museums and landmarks with taxes. Although I think it is a good idea, I think services like healthcare are more important.

1.	
2.	
3.	
4.	

## Unit 7: Exercise 7

Read the IELTS Writing Task 2 question.

---

*Discuss the advantages and disadvantages for countries where governments spend a lot of money on museums and landmarks.*

---

Then look at the six-question plan that a student wrote for this task.

Read the essay and find the information to complete the student's notes.

---

There is no doubt that some nations do not earn enough income to support their cultural attractions. In my opinion, these countries should spend most money on the museums and landmarks that will provide the highest profit for the country. In this essay, I am going to discuss some of the difficulties associated with not looking after museums and landmarks and give some possible answers to them.

On the one hand, it might be difficult for countries without high tax incomes to look after their museums and landmarks. Some countries need to spend money first on schools and hospitals. This might cause famous paintings or monuments to be damaged or for people to forget about their country's history. For example, in 2011 I visited a Roman town in Algeria called Tipasa. The government does not have enough money to support it and so the local people do not learn much about it.

On the other hand, spending money on cultural attractions can make a profit. Famous museums and landmarks attract tourists and these visitors spend a lot of money. The people then pay more taxes and the government has more money to spend on things like healthcare. In Greece most tourists who go to Athens want to visit the Acropolis where they spend money in gift shops and cafés. It is, therefore, important that the Greek government looks after the Acropolis.

In conclusion, if countries without a lot of money pay for the cultural attractions that will make the most profit for the country, they can then spend that money on important services like healthcare.

---

1. *Who* am I writing about?

Nations which do not earn enough income to support their cultural \_\_\_\_\_ .

2. *What* are the problems?

Some countries need to spend money first on \_\_\_\_\_ and hospitals.

*What* are the solutions?

Nations without a lot of money should at least pay for the cultural attractions that will make the most \_\_\_\_\_ for the country.

3. *Why* is it important to find solutions?

If countries don't support their cultural attractions, this might cause famous paintings or \_\_\_\_\_ to be damaged or people to forget about their \_\_\_\_\_ .

4. *Where* will I write about?

Tipasa in \_\_\_\_\_. The \_\_\_\_\_ in Athens, Greece.

5. *How* does the solution work?

Spending money on cultural attractions can make a profit. Famous museums and landmarks attract tourists and these \_\_\_\_\_ spend a lot of money.

6. *My* opinion?

If countries without a lot of money pay for the cultural attractions that will make the most profit for the \_\_\_\_\_ , they can then spend that money on important services like \_\_\_\_\_ .

## Unit 7: Exercise 8

Complete the essay with the correct forms of the verbs in brackets.

Some countries may not have enough money to look after their museums and landmarks. What are some of the problems associated with not looking after museums and landmarks, and what are some of the possible solutions?

There is no doubt that some nations do not \_\_\_\_\_ (earn) enough income to support their cultural attractions. In my opinion, these countries should spend most money on the museums and landmarks that will provide the highest profit for the country. In this essay, I \_\_\_\_\_ (go) to discuss some of the difficulties associated with not looking after museums and landmarks and give some possible answers to them.

On the one hand, it \_\_\_\_\_ (might) be difficult for countries without high tax incomes to look after their museums and landmarks. Some countries need to spend money first on schools and hospitals. This might cause famous paintings or monuments to \_\_\_\_\_ (be) damaged or for people to forget about their country's history. For example, in 2011, I \_\_\_\_\_ (visit) a Roman town in Algeria called Tipasa. The government \_\_\_\_\_ (do) not have enough money to support it and so the local people \_\_\_\_\_ (do) not learn much about it.

On the other hand, spending money on cultural attractions can make a profit. Famous museums and landmarks attract tourists and these visitors spend a lot of money. The people then \_\_\_\_\_ (pay) more taxes and the government \_\_\_\_\_ (have) more money to spend on things like healthcare. In Greece most tourists who go to Athens want to visit the Acropolis where they spend money in gift shops and cafés. It is, therefore, important that the Greek government \_\_\_\_\_ (look) after the Acropolis.

In conclusion, if countries without a lot of money pay for the cultural attractions that will make the most profit for the country, they can then spend that money on important services like healthcare.

## Unit 7: Exercise 9

Read the statements. Are they True or False?

1. You will have more ideas of what to write in IELTS Writing Task 2, if you already know the possible topics and types of questions.
  - ☐ True
  - ☐ False
2. You need to know a lot about subjects like Geography and History.
  - ☐ True
  - ☐ False
3. One way to have enough ideas in IELTS Writing Task 2 is to use a mind-map technique.
  - ☐ True
  - ☐ False
4. Using the six-question technique can help you to plan ideas for your essay.
  - ☐ True
  - ☐ False
5. You have 40 minutes to do IELTS Writing Task 2. You should spend about 10 minutes thinking of ideas and planning your essay.
  - ☐ True
  - ☐ False
6. When you make an essay plan, you should write complete sentences with good grammar.
  - ☐ True
  - ☐ False

## UNIT 7 LISTENING

### Unit 7: Exercise 1

In this unit, you will practise the skills you need to answer a diagram labelling task in IELTS Listening Section 4. The topic of this unit is survival and the environment.

Read the information. Then choose the correct words to form collocations about the environment.

When you learn a new word, try to learn some **collocations**. Collocations are words that are commonly used together. For example, here are some typical collocations using the word *environment*:

**noun + noun:**

*environment agency, environment policy*

**adjective + noun:**

*new environment, safe environmen*

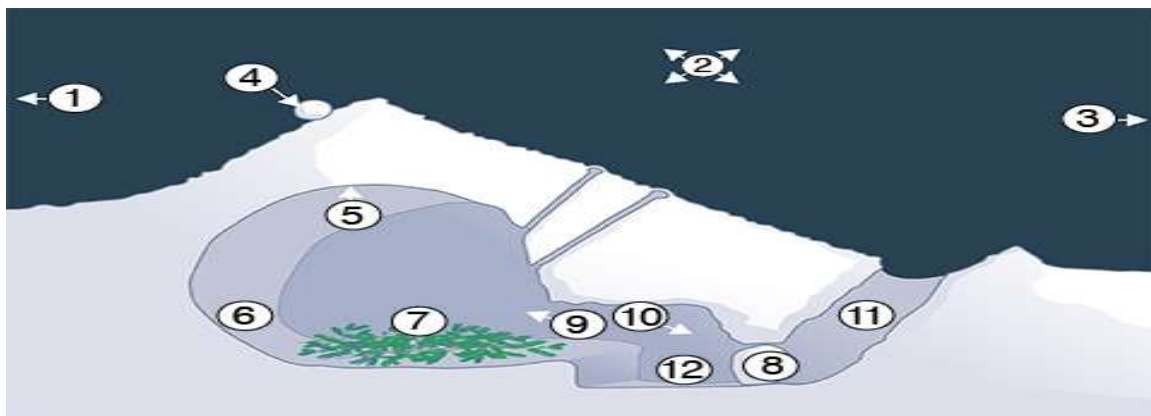
1. **noun + noun**  
weather branches/forecast/storm
2. **noun + noun**  
snow slope/ storm/ weather
3. **adjective + noun**  
survival branches/wall/ situation
4. **noun + noun**  
body situation/ slope/ temperature
5. **noun + noun**  
cave forecast/ slope/wall
6. **noun + noun**  
mountain forecast/ slope/ temperature
7. **noun + noun**  
tree branches/ slope/wall



## Unit 7: Exercise 2

Look at the diagram of a snow cave. Complete the descriptions of the diagram with the words in the box.

In the IELTS Listening test, you may have to label a diagram. Before you listen, it's a good idea to think about the words the speaker may use to describe the **direction** (e.g. *away from*), the **position** (e.g. *on the bottom*) or the **location** (e.g. *the roof*) of different parts of the diagram.



away from	back	bottom	entrance	inside	on the left
on the right	on top of	outside	roof	towards	tunnel

1. Number 1 is \_\_\_\_\_ of the diagram.
2. Number 2 is \_\_\_\_\_ the cave.
3. Number 3 is \_\_\_\_\_ of the diagram.
4. Number 4 is \_\_\_\_\_ the cave.
5. Number 5 is the \_\_\_\_\_ of the cave.
6. Number 6 is the \_\_\_\_\_ of the cave.
7. Number 7 is \_\_\_\_\_ the middle of the cave.
8. Number 8 is the \_\_\_\_\_ to the cave.
9. Number 9 is moving \_\_\_\_\_ the entrance.
10. Number 10 is moving \_\_\_\_\_ the entrance.
11. Number 11 is the \_\_\_\_\_.
12. Number 12 is the \_\_\_\_\_ of the entrance to the cave.

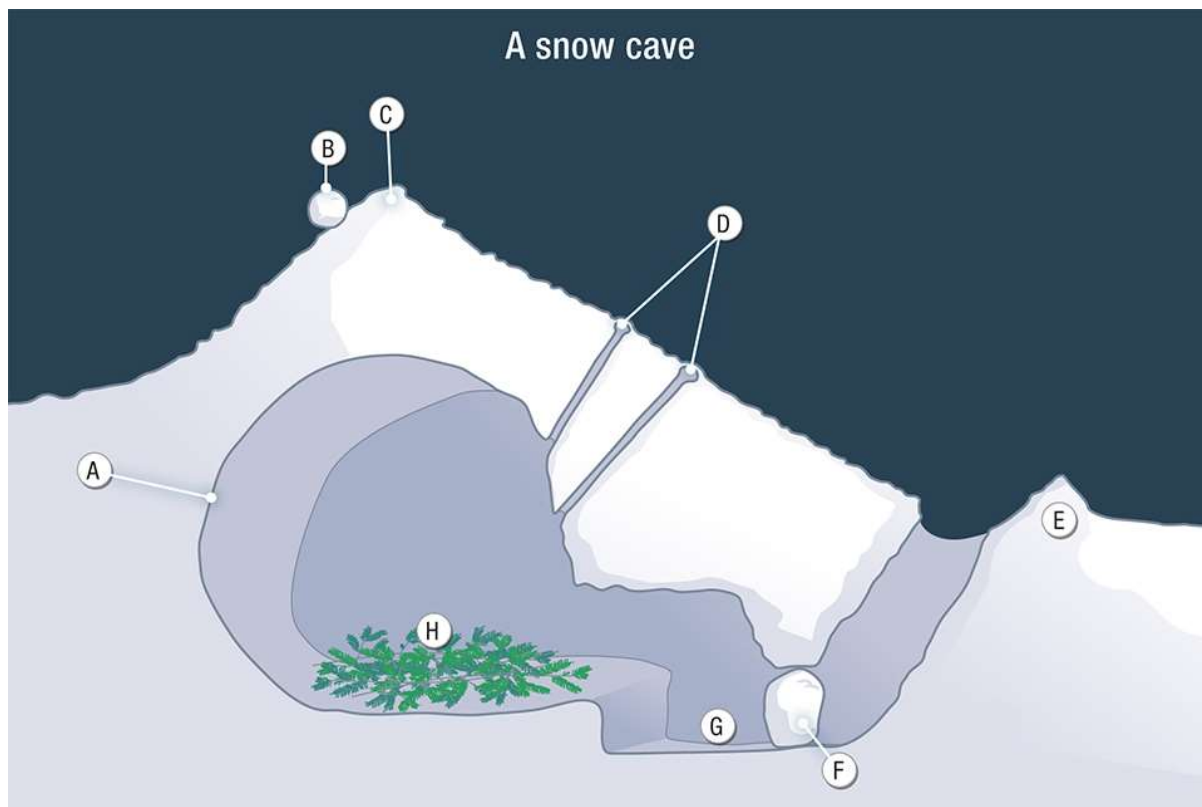
## Unit 7: Exercise 3

Listen to the first part of a survival expert's talk about snow caves. Write the correct letters (A–H) next to the descriptions (1–2).

In an IELTS labelling a diagram task, you match the letters on the diagram to the correct descriptions in the questions. In order to do this, you need to:

- listen carefully to descriptions of direction, position and location
- listen for the same information you see in the questions.

You do **not** need to use all the letters (i.e. there are more letters than questions).



**Announcer:** You will hear an expert on survival describe a snow cave.

**Lecturer:** OK, so let's think about another kind of survival situation. Imagine you're on a mountain slope and suddenly you can see a snow storm coming. The only way to survive is to build a snow cave. Let's have a look at a diagram.

So here you can see that the entrance to the snow cave is towards the right of the diagram – and that a tunnel has been dug down. There's a reason for

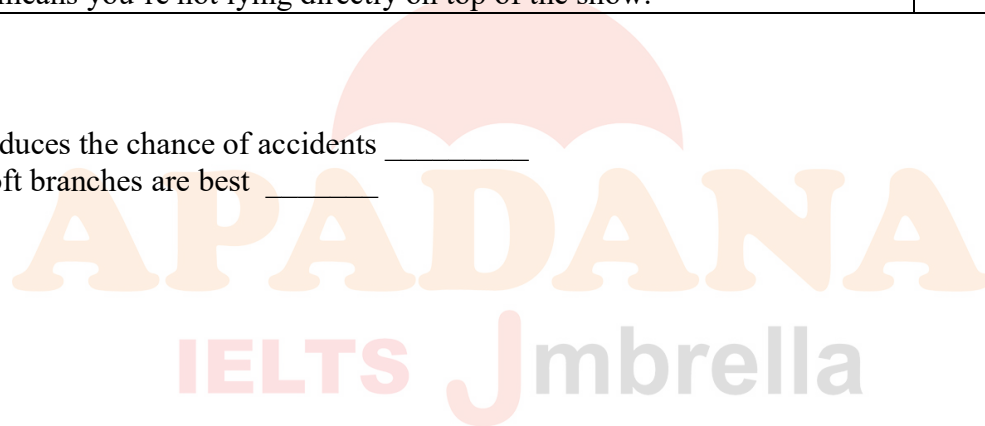


play.MP3

this, and that's to stop the wind blowing directly into your cave, which would make you extremely uncomfortable. A lot of things you can see in this diagram are just very sensible things to do. Like, for example, you really don't want to have any kind of accident or injury while you're digging your cave, you want to reduce that possibility. So you can see that on the roof of the cave – on the outside – more or less diagonally opposite the entrance to the cave on this diagram – you can see there's a round-looking object there. That could be a rock or a large stone or even just a large snowball – and you put it there to remind yourself where the roof is. This is so you don't walk on it and fall through when you're outside.

Um, before you shut yourself inside the cave for the night, do go out and collect some tree branches – branches from fir trees are the best type – as they're nice and soft. You can then place these *inside* the cave, on top of the flat shelf – the one towards the back of the cave and away from the entrance. Certainly don't put them at the bottom of the cave – the deepest part near the tunnel, I mean. You can store your dry clothes on the branches or lie on them – and it means you're not lying directly on top of the snow.

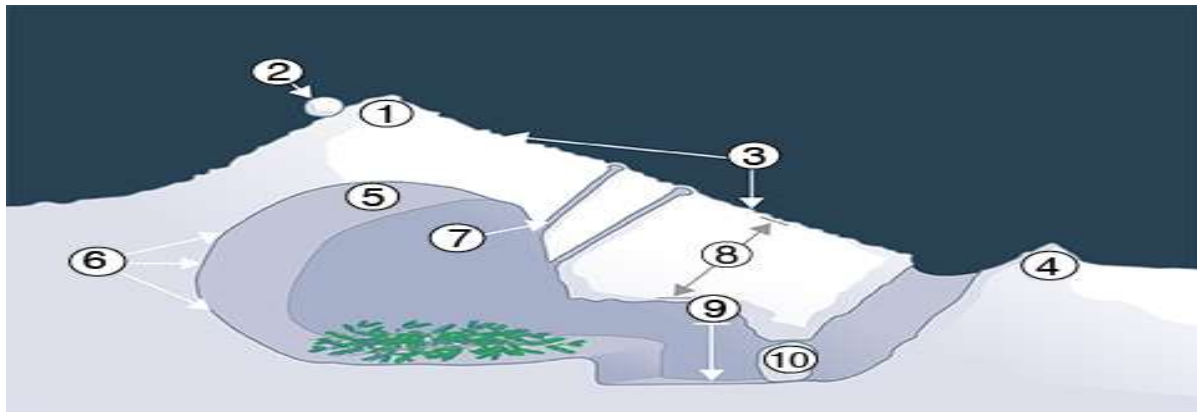
3. reduces the chance of accidents \_\_\_\_\_
4. soft branches are best \_\_\_\_\_



## Unit 7: Exercise 4

Look at the diagram of a snow cave. Choose the correct words and phrases for each part (1–10) of the diagram.

In an IELTS labelling a diagram task, as well as listening for words that describe direction, position and location, it is also useful to listen for nouns and adjectives that describe shapes and sizes.



1. large pyramid/ small and round/ long, thin and narrow
2. wide and thick/ small pyramid shape/ small and round
3. deep/ slope/ oval
4. small pyramid shape/ large pyramid/ smooth and curved
5. oval/ long, thin and narrow/ dome-shaped
6. deep/slope/ smooth and curved
7. smooth and curved/ small and round/ long, thin and narrow
8. wide and thick/ small and round/ long, thin and narrow
9. large pyramid/deep/ dome-shaped
10. small and round/ small pyramid shape/ oval

## Unit 7: Exercise 5

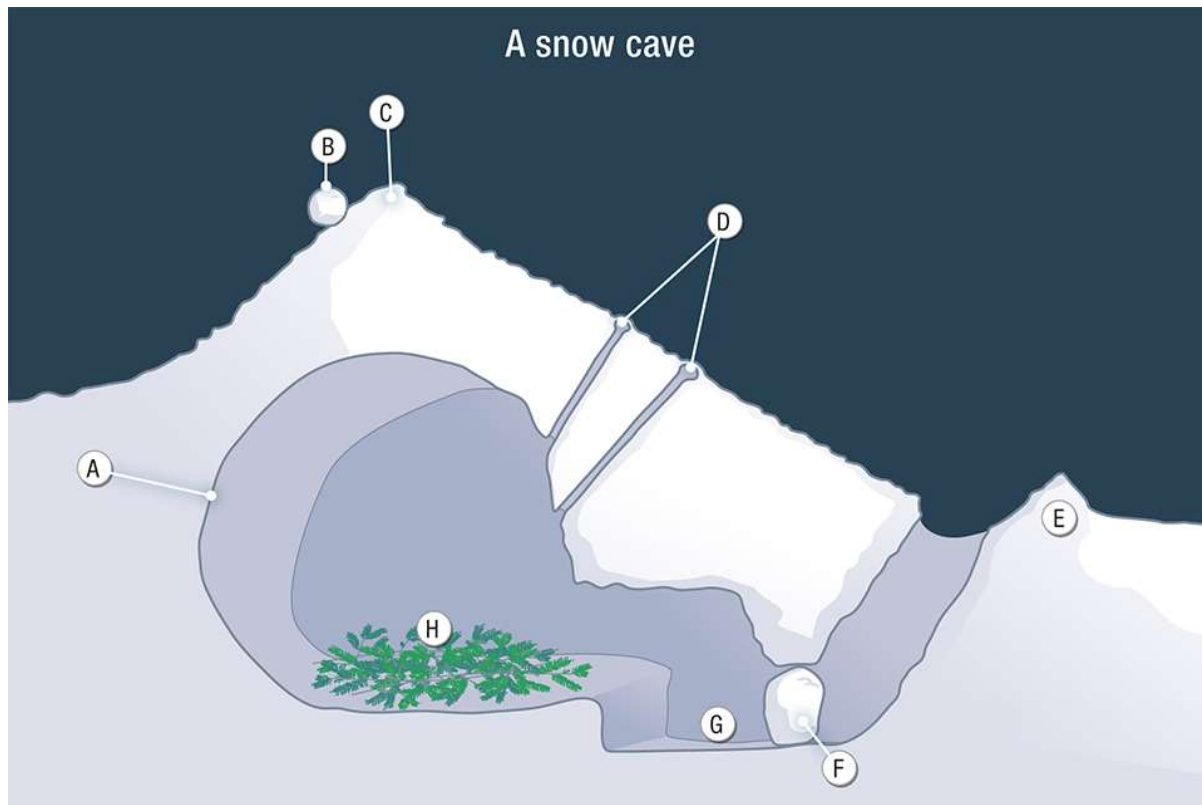
Read the information. Then listen to the second part of the survival expert's talk about snow caves. Write the correct letters (A–H) next to the descriptions (3–4).

In the IELTS diagram labelling task, you may be able to predict possible answers to the questions. For example, look at the diagram of the snow cave and questions 3 and 4:

3 piled-up snow adds strength ...

4 allows air in and smoke out ...

The answer to question 3 is probably either **C** or **E** because you can see *piled-up snow* in these two places. The answer to question 4 must be either **D** or **F** because these are the only places that can allow *air in* and *smoke out*.



**Announcer:** You will hear an expert on survival describe a snow cave.

**Lecturer:** Now it's important to make your cave as strong as possible. So, once you've dug out the inside of the cave, it's a good idea to pile up as much snow as possible over the top of your cave – on the *outside*, I mean, so it's good and thick. And you can see from the diagram that the pile has formed into a pyramid shape. When the snow turns to ice and becomes really hard, your cave will be less likely to fall in.

If your cave is big and wide enough for you to have a small fire inside, of course you'll need to let the smoke out. And if you're inside for the whole night, you'll need to let some air in, too. To do this, you'll need to make some small holes. So see on the diagram how the roof inside the cave has a dome shape? The holes have been made near the top – on the right hand side – and they go all the way through to the outside of the cave to that slope just above the entrance. They should be narrow, of course, and if you have something very thin, like a ski pole, use that to slowly make the holes.



play.MP3

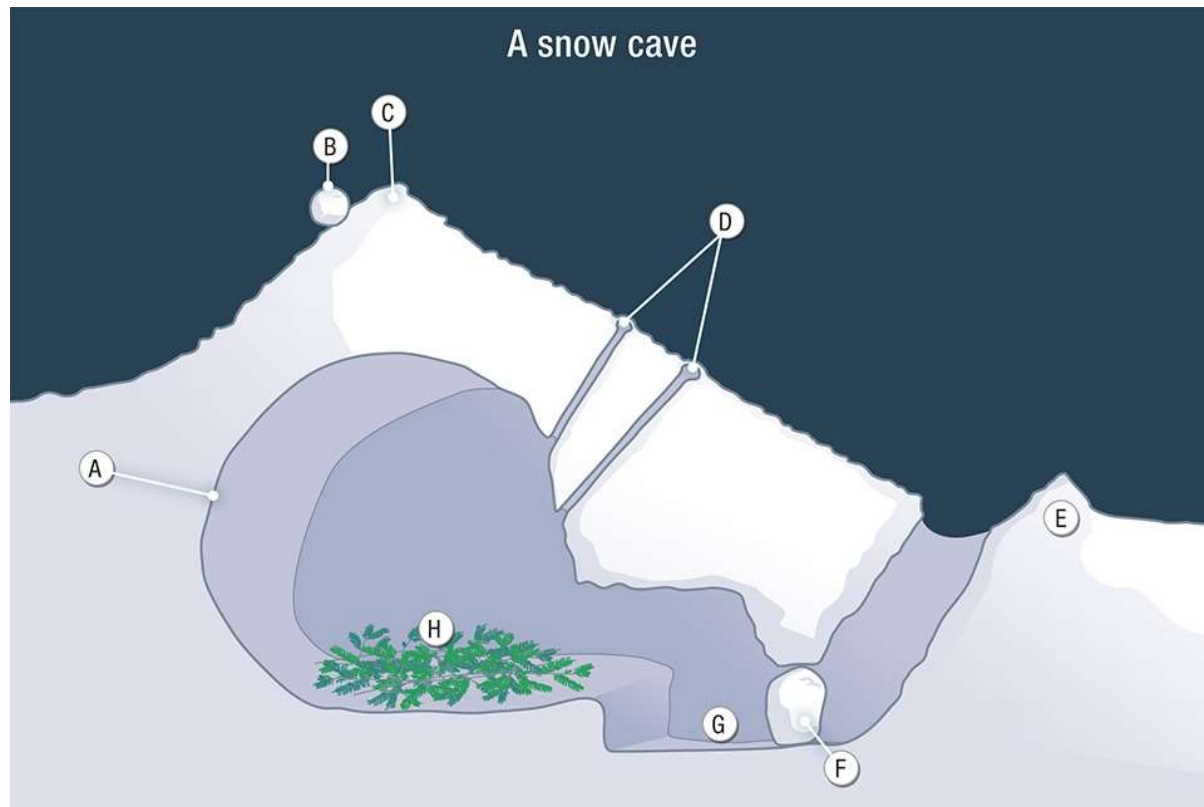
3. piled-up snow adds strength \_\_\_\_\_

4. allows air in and smoke out \_\_\_\_\_



## Unit 7: Exercise 6

Read and listen to the extracts from the recording. Complete the extracts with between one and three words for each gap.



### 1. Reduces the chance of accidents – B

That could be a rock or a large stone or even just a large snowball – and you put it there to remind yourself where \_\_\_\_\_ is. This is so you don't walk on it and \_\_\_\_\_ when you're outside.

### 2. Soft branches are best – H

Um, before you shut yourself inside the \_\_\_\_\_ for the night, do go out and collect some tree branches – branches from fir trees are the best type – as they're \_\_\_\_\_. You can then place these inside the cave, on top of the flat shelf – the one \_\_\_\_\_ of the cave and away from the entrance.

### 3. Piled-up snow adds strength – C

It's a good idea to \_\_\_\_\_ as much snow as possible over the top of your cave – on the outside, I mean, so it's good and thick. And you can



play.MP3

see from the diagram that the pile has formed into a \_\_\_\_\_ shape. When the snow \_\_\_\_\_ and becomes really hard, your cave will be less likely to fall in.

#### 4. Allows air in and smoke out – D

If your cave is big and wide enough for you to have a small fire inside, of course you'll need to \_\_\_\_\_ out. And if you're inside for the whole night, you'll need to let some air in, too. To do this, you'll need to make some \_\_\_\_\_ .

### Unit 7: Exercise 7

It is common in IELTS Listening tasks that you will not hear the same words in the recording as you read in the questions. Match the possible paraphrases with the words in bold from the descriptions (5–7).

5 **cold** air gets **trapped** ...

6 a **thick jacket** or **backpack** work best ...

7 melting **is reduced** by keeping **smooth** walls ...

won't be able to escape      these would be ideal      rucksack      heavy coat  
no pieces of ice or snow that stick out      freezing      there aren't so many

1. cold	
2. trapped	
3. thick jacket	
4. backpack	
5. work best	
6. is reduced	
7. smooth	



## Unit 7: Exercise 8

Listen to the recording. Write the correct letters (A–H) next to the descriptions (5–7).

**Announcer:** You will hear an expert on survival describe a snow cave.

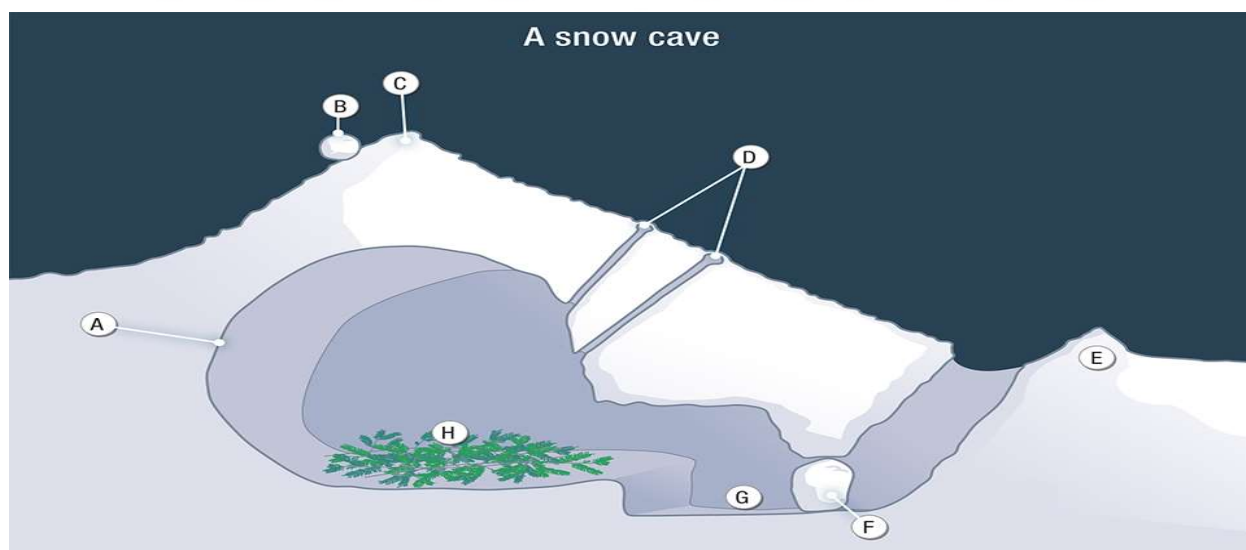
**Lecturer:** Now, obviously you need to keep your body temperature up, which means avoiding very cold air. As you probably know, cold air sinks, so see where the lowest part of the cave is – where it's a bit deeper. That's where the cold air is going to remain. It won't be able to escape into the rest of the cave. So of course, it's *not* where you're going to sleep.

There are other items you can use to keep as warm as possible. If you have something like a thick ski jacket or a backpack, these would be ideal for pushing into the narrow space towards the bottom of your tunnel. That's the oval shape you can see. This will help prevent the wind or any more snow from blowing into the cave. You might think it would be a better idea to wear the coat, but it's much better to use it to block the wind.

What can you do to make sure that the snow melts more slowly and there aren't so many drips falling on your head? You can see that on the left-hand side of the diagram, towards the back of the cave, that the wall is curved and there are no pieces of ice or snow that stick out. Try to build and keep the walls like this. Of course, it depends on the tools and equipment that you have with you, but yes, do try and keep them smooth.



play.MP3



5. cold air gets trapped \_\_\_\_\_
6. a thick jacket or backpack work best \_\_\_\_\_
7. melting is reduced by keeping smooth walls \_\_\_\_\_

## Unit 7: Exercise 9

When you are preparing for the IELTS Listening test, it is a good idea to make notes of useful collocations. Match the words on the left to the words and phrases on the right to form collocations.

melts more slowly	<b>space</b>	as warm as possible	that possibility	night
clothes				

1. reduce	
2. dry	
3. snow	
4. whole	
5. keep	
6. narrow	

## Unit 7: Exercise 10

Think about what you've learnt in this unit.

Complete the advice. Use the words and phrases in the box. There are two words or phrases you don't need to use.

Movement	parts of the diagram	positions and locations	purpose
same idea	shapes		

1. Before the recording starts, look at the whole diagram and think about vocabulary for describing directions, \_\_\_\_\_.
2. During the recording, listen out for words describing size and \_\_\_\_\_.
3. Look at the questions and think how the \_\_\_\_\_ might be said differently in the recording.
4. Remember that the speaker does not talk about the \_\_\_\_\_ in order, e.g. from A to H.

## UNIT 7 SPEAKING

### Unit 7: Exercise 1

Read the task card from IELTS Speaking Part 2. Then watch the video of the student doing the exam task, and answer the questions.

Describe a famous person you know about.


You should say:

who the famous person is

why this person is famous


what you think about this person

and explain how you feel when you see or hear something about this person.

<ol style="list-style-type: none"><li>1. Does the student look at his notes while he is speaking? <input type="radio"/> Yes <input type="radio"/> No</li><li>2. Does the student answer all parts of the question? <input type="radio"/> Yes <input type="radio"/> No</li><li>3. Does the student speak for 2 minutes? <input type="radio"/> Yes <input type="radio"/> No</li><li>4. Does the student have enough to say?</li></ol>	 play.MP4
---	--

### Unit 7: Exercise 2

In IELTS Speaking Part 2, it can sometimes be difficult to think of enough things to say about the topic. Look at the task card and watch the video again. Then complete the sentences with extra information the student could have added. Use the words in the box.

<p>Describe a famous person you know about.</p> <p>You should say:</p> <p>who the famous person is</p> <p>why this person is famous</p> <p>what you think about this person</p> <p>and explain how you feel when you see or hear something about this person.</p>	 play.MP4
---	---

American	Championships	example	gold	kind	news	team	proud
----------	---------------	---------	------	------	------	------	-------

1. He is \_\_\_\_\_ and he is a player for the Cleveland Cavaliers basketball
2. \_\_\_\_\_ .  
LeBron James has also won several NBA \_\_\_\_\_ and two Olympic  
\_\_\_\_\_ medals.
3. I think that LeBron James is a very \_\_\_\_\_ and thoughtful person, and is a  
good \_\_\_\_\_ for children.
4. When I saw the \_\_\_\_\_ , I feel very \_\_\_\_\_ to be a fan.

### Unit 7: Exercise 3

Look at the IELTS Speaking Part 2 task card. Then put the words you could use in your answer into the correct categories.

Describe a famous person you know about.

You should say:

who the famous person is

why this person is famous

what you think about this person

and explain how you feel when you see or hear something about this person.

Intelligent	excited	footballer	artist	generous	proud	pleased
Guitarist	funny					

why this person is famous	what I think	how I feel
He is a: basketball player	He is a: warm-hearted	I feel : happy

## Unit 7: Exercise 4

In the IELTS Speaking test you might sometimes want more time to think of what to say. If this happens, you can use a phrase that gives you more time.

Complete the phrases that you can use to give you more time. Use the words in the box.

Let	difficult	expert	mind	question	really	remember	think
-----	-----------	--------	------	----------	--------	----------	-------

1. **Examiner:** Are there any disadvantages to being famous?

**Student:** The first thing that comes to \_\_\_\_\_ is that journalists might write bad things about you.

2. **Examiner:** Do you think it's right that the media can talk about the private lives of famous people?

**Student:** I've never \_\_\_\_\_ thought about that before. I suppose a lot of people want to read about famous people.

3. **Examiner:** What would you like to become famous for?

**Student:** Let me \_\_\_\_\_. I know! I'd like to manage a famous restaurant one day.

4. **Examiner:** How do people become famous in your country?

**Student:** That's an interesting \_\_\_\_\_! There are a lot of talent shows on TV.

5. **Examiner:** Are you interested in any well-known or famous people?

**Student:** \_\_\_\_\_ me see. Yes, I am a big fan of the tennis player Novak Djokovic.

6. **Examiner:** Would you enjoy being famous yourself?

**Student:** That's a \_\_\_\_\_ question! I don't think I would like photographers following me.

7. **Examiner:** Have you ever met a famous person?

**Student:** I don't \_\_\_\_\_ it very well but a famous football player came to my school when I was six or seven.

8. **Examiner:** Why do the media often report embarrassing things that celebrities do?

**Student:** I'm not an \_\_\_\_\_ on this but it's probably because embarrassing stories are more interesting and sell magazines.

Unit 7: Exercise 5

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

Remember to use the phrases below while you think of an answer.

That      The      thing      comes      to mind is...      first

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

Before.      that      thought about      never really      I've

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

Let      think.      me

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

That's      question!      Interesting      an

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

see.      me      Let

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

That's      difficult      a      question!

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

it      remember      don't      well      very      but...      I

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

I'm      but...      on      this,      expert      an      not

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

## Unit 7: Exercise 6

Match the examiner's questions with the student's *clarifying* questions.

If you are not sure what the examiner's question means you can ask a question that *clarifies* it. *Clarifying* means asking for more information that makes the question clearer or easier to understand.

**Student:** Sorry, could you explain what you mean when you say 'famous'?

**Student:** Sorry, when you say 'the media', do you mean 'journalists'?

**Student:** Sorry, when you say 'downside', do you mean 'disadvantage'?

**Student:** Sorry, can I just check what you mean by 'star'? Are you asking me if I would enjoy being famous?

**Student:** Sorry, can I just check what you mean by 'celebrities'? Do you mean 'famous people'?

1. <b>Examiner:</b> Is there a downside to being famous?	
2. <b>Examiner:</b> Would you enjoy being a star yourself?	
3. <b>Examiner:</b> Do you think it's right when the media talk about the private lives of famous people?	
4. <b>Examiner:</b> Have you ever met a famous person?	
5. <b>Examiner:</b> How do people become celebrities in your country?	






## Unit 7: Exercise 7

Complete the *clarifying* questions with the correct verb forms.

1. Sorry, could you repeat/repeating the question, please?
2. Sorry, would you mind repeat/repeating the question, please?
3. Sorry, could you rephrasing/ rephrase the question, please?
4. Sorry, could you asking/ask me the question again, please?
5. Sorry, would you mind rephrasing/ rephrase the question, please?

## Unit 7: Exercise 8

Listen to the student responding to the examiner's questions. Does the student ask the examiner to clarify or repeat the question? Put the audio in the correct category.

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

The student asks the examiner to clarify the question.	The student asks the examiner to repeat the question.



## UNIT 7 VOCABULARY / GRAMMAR

### Unit 7: Exercise 1

Complete the descriptions with the words and phrases in the box.

Celebrity	fan	film star	lead singer	paparazzi	reporter	role model
supporter						

10. A \_\_\_\_\_ is someone who is famous.
11. A \_\_\_\_\_ is a famous movie actor.
12. The \_\_\_\_\_ of a band is the main (and sometimes the only) singer.
13. A \_\_\_\_\_ is someone who really likes a particular person, group or team.
14. Your \_\_\_\_\_ is a person who you like and want to be like.
15. A \_\_\_\_\_ is someone who likes a particular sports team, person or group and wants them to do well.
16. A \_\_\_\_\_ is a person whose job is to find information about news events and describe them for a newspaper, on TV, etc.
17. The \_\_\_\_\_ are photographers who follow famous people and try to take photos of them.

### Unit 7: Exercise 2

Choose the best words to complete the sentences.

19. Everybody knows his name. He's really talented/ well-known/rich.
20. He's a really good-looking actor. He's so popular/ handsome/famous.
21. She's very attractive. She's such a beautiful/ talented/ well-known woman.
22. Everybody loves that band. They're really attractive/ pretty/popular at the moment.
23. She's got lots of money. She's extremely popular/ well-known/ wealthy.
24. He can do amazing things that other people find difficult. He's so talented/ stylish/ attractive.
25. Her clothes are always really cool. She's very fashionable/ handsome/famous.
26. They wear beautiful clothes. They look very rich/ stylish/ talented.

### Unit 7: Exercise 3

Complete the text. Use the words in the box.

Appear	attend	earn	own	passed on	present	recognize	sign
Star	take						

I'm going to be famous when I'm older. I'm going to \_\_\_\_\_ a TV programme about films. Later, they'll ask me to \_\_\_\_\_ in films and I'll have my name in big letters on movie posters. I'll \_\_\_\_\_ a fortune for every film I make and I'll be incredibly rich. I'll also \_\_\_\_\_ a luxury yacht and perhaps I'll have my own private island. My photo will \_\_\_\_\_ on the cover of lots of magazines. I'll \_\_\_\_\_ film premieres (and see movies before anyone else), where I'll wear stylish clothes. Of course, it won't be so nice if thousands of people \_\_\_\_\_ me in the street. I don't really want to \_\_\_\_\_ hundreds of autographs every day. It'd be horrible if newspapers and magazines \_\_\_\_\_ rumours and gossip about my private life. I also don't think I'd like to \_\_\_\_\_ part in lots of boring interviews and press conferences. Maybe being famous wouldn't be so nice after all.

Unit 7: Exercise 4 Complete the sentences. Use the words in the box.

Blogs	broadcasting	internet	magazines	media	movies	newspapers	Radio	social
media	television							

1. The \_\_\_\_\_ is the general name for the group which includes the internet, newspapers, magazines, television, etc.
2. One of the oldest branches of the media is \_\_\_\_\_. They are written by journalists and then printed on printing presses or can be read online.
3. \_\_\_\_\_ are similar to newspapers, but they're generally more colourful and entertaining. They are usually weekly or monthly.
4. Films became popular around the beginning of the 20th century, when people visited cinemas to watch moving pictures (or '\_\_\_\_\_') for the first time.
5. The 20th century was the age of \_\_\_\_\_ – sending programmes to lots of people at the same time, using, for example, television or radio.
6. \_\_\_\_\_ was the first way of broadcasting spoken words and music, and it continues to be popular today.
7. In the middle of the 20th century, as \_\_\_\_\_ sets became cheaper, TV took over from radio as the most popular form of broadcast media.
8. At the end of the 20th century, the \_\_\_\_\_ added a new way of providing traditional media, such as news, music and films.
9. However, in the early 21st century, millions of ordinary people started creating their own online 'newspapers', where they reported whatever they found interesting in their web logs (later shortened to '\_\_\_\_\_').
10. Later, thanks to \_\_\_\_\_ sites like YouTube, Facebook and Twitter, everybody could broadcast everything to the world, instantly.

## Unit 7: Exercise 5

Read the information. Then complete the sentences. Use the idioms in the box.

An idiom is a group of words in a fixed order which has its own meaning. Even when you know the meaning of each of the words in an idiom, you still need to learn the meaning of the whole idiom.

are in the public eye      claim to fame      make it big      paying the price  
rising star      victim of her own success

11. I don't know why she's famous. Her only \_\_\_\_\_ is that her dad was a famous singer.
12. I don't feel too sorry for celebrities who complain about the paparazzi. They're just \_\_\_\_\_ for being famous.
13. This singer isn't famous yet, but she's been on TV a few times, so she's definitely a \_\_\_\_\_ – I'm sure everyone will know her name this time next year.
14. I think all people who \_\_\_\_\_ should be very careful about what they say and do in public – many people look up to them and copy their actions.
15. She was a great songwriter before she was famous, when she was poor and angry. But now she's rich and happy, she's got nothing to write about! She's a \_\_\_\_\_.
16. It's very difficult to \_\_\_\_\_ in the music business. Many people try, but only a small number succeed.

## Unit 7: Exercise 6

Match the sentence endings with the correct beginnings.

It'll be the best day of my life.      do you ask them for an autograph?  
their fans won't be happy at all.      there aren't any tickets?  
they go on tour.      they keep printing private pictures of celebrities.

10. I'll definitely go and see them in concert if \_\_\_\_\_
11. If you see famous people, \_\_\_\_\_
12. If the lead singer leaves the band, \_\_\_\_\_
13. I'm going to see my idol next week! \_\_\_\_\_
14. What will you do if \_\_\_\_\_
15. I won't buy that magazine again if \_\_\_\_\_

## Unit 7: Exercise 7

Correct the first conditional sentences by changing the incorrect use of *will*. Use contractions where possible. The first one has been done for you.

1. I'm going to start writing about my life on social media. If ~~it'll be~~ **it's** interesting, I'm sure people will want to follow me.
2. If I'll get lots of followers, I'll start my own YouTube channel and make funny videos.
3. All my followers will watch my YouTube channel if I'll tell them about my funny videos.
4. If they'll like my videos, they'll keep coming back for more.
5. If enough people will watch my videos and share the links on social media, they'll go viral – thousands of people all over the world will watch them.
6. TV and newspaper reporters will notice if my videos will go viral, and they'll tell even more people about them.
7. If a TV or film producer will hear about my videos, he/she will pay me to make professional films or TV programmes.
8. I'll make a fortune if that'll happen.
9. On the other hand, if nobody will follow me on social media, none of those things will happen.
10. But if I won't try, I'll never know!

## Unit 7: Exercise 8

Read the information. Then match the situations with the examples.

### ***Can, could, may and might***

#### Talking about ability

- Present: *can / can't*
- Past: *could / couldn't*
- Future: *will be able to / won't be able to*

#### Asking for permission

- Formal: *May / Could I / we ... ?*
- Less formal: *Can I / we ... ?*

#### Giving permission (saying 'yes') and refusing permission (saying 'no')

- Very formal: *You may / may not ...*
- Less formal: *You can / can't ...*

### Asking for help

- Formal: *Could you ... ?*
- Less formal: *Can you ... ?*

### Offering help

- *I can ... / Can I (help) ... ?*

### Talking about things that aren't certain in the future

- Positive: *It may / might / could happen.*
- Negative: *It may not happen / It might not happen.*

Asking for help

Asking for permission

Giving permission

Offering help

Refusing permission

Talking about future ability

Talking about past ability

Talking about present ability

Talking about something that's not certain in the future

1. May I leave early, please? \_\_\_\_\_
2. You can leave when you're ready. \_\_\_\_\_
3. I'm afraid you can't sit there. \_\_\_\_\_
4. I didn't enjoy the concert because I couldn't see the stage.  
\_\_\_\_\_
5. She isn't talented – she can't even sing! \_\_\_\_\_
6. Don't phone me when I'm at the concert later. I won't be able to talk to you  
\_\_\_\_\_.
7. I might go to the cinema tonight – I haven't decided yet.  
\_\_\_\_\_
8. Could you hold my camera for me? \_\_\_\_\_
9. Can I help you with your bags? \_\_\_\_\_

## Unit 7: Exercise 9

Read the information again. Then choose the correct modal verbs to complete the sentences.

### *Can, could, may and might*

#### Talking about ability

- Present: *can / can't*
- Past: *could / couldn't*
- Future: *will be able to / won't be able to*

#### Asking for permission

- Formal: *May / Could I / we ... ?*
- Less formal: *Can I / we ... ?*

#### Giving permission (saying 'yes') and refusing permission (saying 'no')

- Very formal: *You may / may not ...*
- Less formal: *You can / can't ...*

#### Asking for help

- Formal: *Could you ... ?*
- Less formal: *Can you ... ?*

#### Offering help

- *I can ... / Can I (help) ... ?*

#### Talking about things that aren't certain in the future

- Positive: *It may / might / could happen.*
- Negative: *It may not happen / It might not happen.*

1. Do you/May I /Will I be able to have your autograph, please?
2. I'm sure I may not/might/ won't be able to get into the concert tomorrow without a ticket.
3. Let's go to the party – it can/couldn't/might be quite good.
4. I'm afraid you can't/couldn't/might not take photos inside the cinema – it's against the rules.
5. When the film star said 'Hello', I couldn't/might not/ won't be able to think of anything to say, so I just smiled.
6. I know lots of famous sports stars. I can / I'll be able to / I may not get you their autographs if you like.
7. Could/May/Might you be quiet, please? I'm trying to listen to the radio.
8. I'm not sure about my plans for next weekend. I couldn't/ might not/ won't be able do anything.
9. The TV programme is on again tomorrow evening, so if you miss it tonight, you may/you could/ you'll be able to watch it tomorrow.

## Unit 7: Exercise 10

Match the sentence endings with the correct beginnings.

I may ask?	they put the price up again.	you become famous?
you can send me a text and I'll come and find you.		
you manage to get tickets for the concert?		you might be famous one day.

1. I might stop buying that magazine if \_\_\_\_\_
2. If you can't find the concert hall, \_\_\_\_\_
3. If you work really hard and practise every day, \_\_\_\_\_
4. Will you still be able to have a normal life if \_\_\_\_\_
5. Could you send me a text if \_\_\_\_\_
6. Do you enjoy being famous, if \_\_\_\_\_

## UNIT 8 READING

### Unit 8: Exercise 1

In this unit, you will look at an IELTS Reading matching features task and read a text on the topic of work and jobs.

What vocabulary from the topic of work and jobs do you already know? Match the words with the definitions.

1. When levels of water in your body become lower than normal:  
container/evaporation/dehydration
2. To become smaller in size, amount, degree, importance, etc.: consume/trap/reduce
3. To eat, drink or use something, especially in large amounts: consume/trap/reduce
4. When a liquid changes into a gas (e.g. water turning into steam):  
evaporation/dehydration/ontainer
5. An object, such as a box or a bottle, that can be used for holding something:  
evaporation/container/dehydration
6. Successful or achieving the results that you want: effective/consume/container
7. To keep something such as heat or water in one place, especially because it is useful (verb): reduce/dehydrate/trap

### Unit 8: Exercise 2

Read the information. Then read the questions and options carefully. Highlight the key words and phrases in the questions and the options. The numbers in brackets at the end of each question show you the number of selections you need to make. The first question and options have been done for you.

Key words are words that have a *specific* rather than a *general* meaning.

For example, in Question 1 below, words like *writer* and *subject* are **general**, but *television programmes* and *surviving in the wild* are more **specific**, so they are the key words.

In an IELTS Reading four-option multiple choice question, it is a good idea to:

- underline the **key words** in the question and the options;
- use the key words to quickly **scan** the text until you find the **same** words that you see in the question.



1. What does the writer say about television programmes on the subject of surviving in the wild?

A The people who make the programmes know little about survival techniques.  
B The people who appear on the programmes are never in real danger themselves.  
C The programmes fail to make ordinary people aware of how difficult it is to survive.  
D The programmes should not discuss the stories of people who have not survived.

(15 selections)

2. In the second paragraph, the writer makes the point that

A the speed at which dehydration occurs in people depends on the environment.  
B people use all the water they have and only then start thinking how to get more.  
C most people know when they are beginning to suffer from dehydration.  
D people should find out where water is located before they go hiking.

(15 selections)

3. What recommendation does the writer make for reducing water loss?

A It's never a good idea to travel after the sun has gone down.  
B It's best to consume food in small amounts and regularly.  
C Hikers should not waste their time making a basic place to stay in.  
D It's a good idea to keep cool while doing any activity.

(18 selections)

## Unit 8: Exercise 3

Read the first paragraph from the text about survival techniques. Read the exam question and the four options, *A*, *B*, *C* and *D*. Then do the exercise

---

### Dealing with survival situations in the wild

Over the last few years, there has been an increase in the number of television programmes that show experts explaining how to survive in the wild. They use their experience to create fires, build shelters, find water and decide which plants are safe to eat and which might kill you. While these programmes are no doubt highly entertaining, what is less certain is how successful they are at really educating viewers at home. Last year, over 2,300 hikers were reported lost in the wild in the USA. While most of them were eventually rescued, not all were so lucky. Some of the survivors told their rescuers that they had seen these kinds of television programmes, and had believed they had learnt some useful skills. It turned out, however, that building a fire from wet wood and finding a source of clean water was a lot harder than they had imagined.

---

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

1 What does the writer say about television programmes on the subject of surviving in the wild?

- A The people who make the programmes know little about survival techniques.
- B The people who appear in the programmes are never in real danger themselves.
- C The programmes fail to make ordinary people aware of how difficult it is to survive.
- D The programmes should not discuss the stories of people who have not survived.

---

Three students chose the wrong options to answer the question. Their teacher asked them to explain their choices. Read the teacher's comments and then match them with the students' explanations.

---

### Teacher's comments

1. 'The people "making the programmes" in the option might mean the experts or it might mean the producers. However, the writer says that the experts have experience in creating fires, in building shelters, etc. So they *do* know about survival techniques. The writer's point is that ordinary people can't learn very much about survival just by watching TV.'
2. 'Your comment is probably correct and is your point of view, but the writer never talks about this. You should only choose an option if the same information appears in the text.'
3. 'The writer does say that some people who got lost in the wild did not survive. But the writer doesn't say that the survival television programmes ever talk about or show pictures of this group of people.'

---

## Students' explanations

### First student

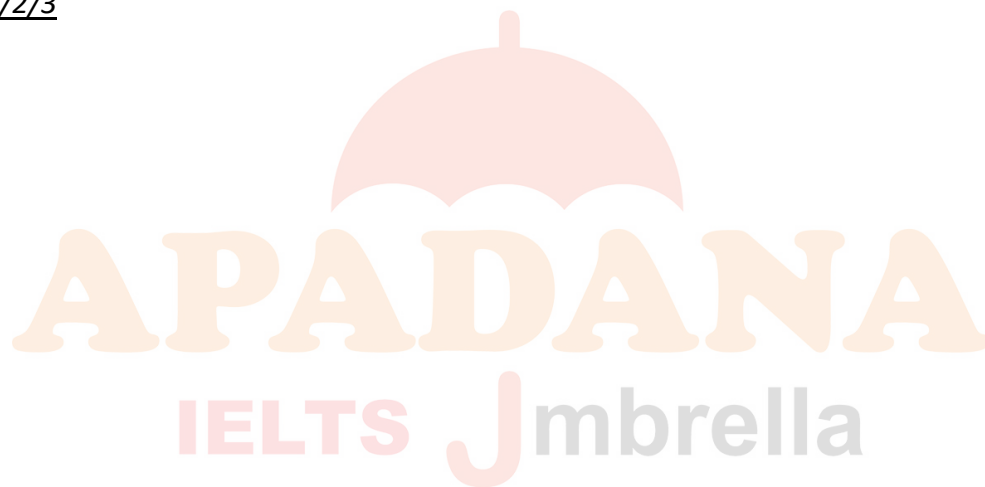
*'I chose option A because I thought "the experts" could be the people making the TV programmes. And at the bottom of the paragraph, it says that "building a fire" and "finding clean water" is harder than they imagined.'* 1/2/3

### Second student

*'I chose option D because the text says that some hikers got lost and they didn't survive.'* 1/2/3

### Third student

*'I chose option B because it's true. Whenever you watch those kind of programmes, you know that there are a lot of people who can help the expert or the presenter, like a doctor or a rescue team.'* 1/2/3



## Unit 8: Exercise 4

Read the information. Then read the first paragraph again. Choose the correct option to answer the question.

In an IELTS Reading four-option multiple choice task, the questions are in the same order as the information in the text, so the answer to the first question will be *before* the answer to the second question, etc.

Only **one** option is correct, so when you have found the part of the text that answers your question, you should read the text and each option **A–D** carefully – to make sure the option you choose matches exactly what the text says.

### Dealing with survival situations in the wild

Over the last few years, there has been an increase in the number of television programmes that show experts explaining how to survive in the wild. They use their experience to create fires, build shelters, find water and decide which plants are safe to eat and which might kill you. While these programmes are no doubt highly entertaining, what is less certain is how successful they are at really educating viewers at home. Last year, over 2,300 hikers were reported lost in the wild in the USA. While most of them were eventually rescued, not all were so lucky. Some of the survivors told their rescuers that they had seen these kinds of television programmes, and had believed they had learnt some useful skills. It turned out, however, that building a fire from wet wood and finding a source of clean water was a lot harder than they had imagined.

1. What does the writer say about television programmes on the subject of surviving in the wild?
  - A The people who make the programmes know little about survival techniques.
  - B The people who appear on the programmes are never in real danger themselves.
  - C The programmes fail to make ordinary people aware of how difficult it is to survive.
  - D The programmes should not discuss the stories of people who have not survived.

## Unit 8: Exercise 5

Read the second and third paragraphs of the text. Then choose the correct options to answer the questions.

The human body is approximately 75% water – and this water has several important functions, including keeping the body at the right temperature. If a person doesn't drink water, it will take only two or three days for them to become dehydrated, and their body temperature may either drop or rise to dangerous levels. Often it is the case that hikers or campers who are lost in the wild don't start thinking about how they can find a new source of water until they run out of it, by which time it may be too late. They haven't thought about the consequences of dehydration, and neither do they recognise the warning signs. An ache in the kidneys, a headache, general confusion – all of these can tell someone that they are in need of water.

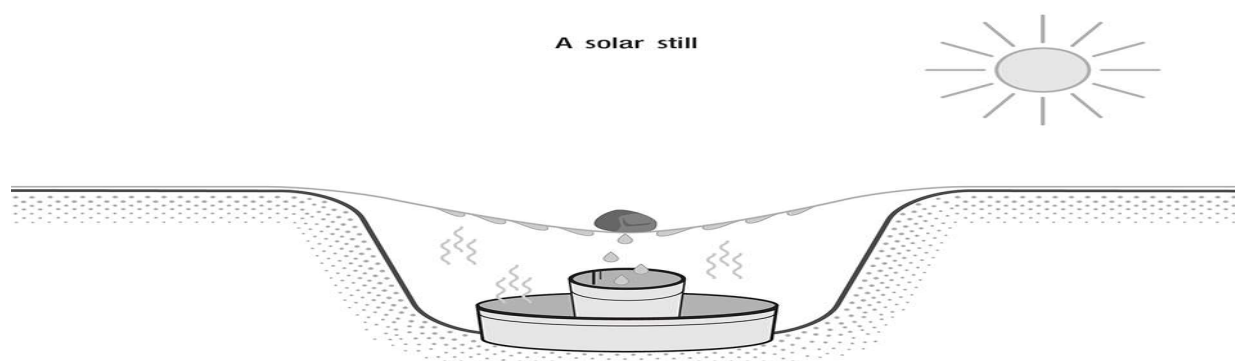
The average person loses 2–3 litres of water every day just through normal activities such as breathing. It's impossible to avoid losing water from the body, but there are ways to slow it down. For example, when it may be necessary to build a shelter in the wild to sleep in, this should be carried out in the shade rather than in full sun. This reduces the amount of sweat which is produced when body temperature rises, which is, of course, water leaving the body. Some people may find it surprising that eating may increase chances of dehydration, but digestion *does* require water, so eating should be avoided if water is short. Hiking at night when the temperature drops is also an option, but only if hikers have a good torch or there is a full moon.

1. In the second paragraph, the writer makes the point that
  - A the speed at which dehydration occurs in people depends on the environment.
  - B people use all the water they have and only then start thinking how to get more.
  - C most people know when they are beginning to suffer from dehydration.
  - D people should find out where water is located before they go hiking.
2. What recommendation does the writer make for reducing water loss?
  - A It's never a good idea to travel after the sun has gone down.
  - B It's best to consume food in small amounts and regularly.
  - C Hikers should not waste their time making a basic place to stay in.
  - D It's a good idea to keep cool while doing any activity.

## Unit 8: Exercise 6

Read the information. Then look at the diagram of the process involved in a *solar still*. Put the sentences in the correct order to complete the description of the process.

In the IELTS Reading test, you may have to label a diagram. In order to do this, you will need to read carefully to understand a process that is described in the text and shown in the diagram.



The hole is then covered with a plastic sheet, as this kind of material will trap rising water as it evaporates.

To ensure that the maximum amount of water possible is collected, a heavy object such as a small rock should be placed in a central position above the container so that the water drops can fall directly into it.

If people are near an ocean, water from here can be added to a second, larger container, and placed beneath the narrow one.

Once the gas cools and turns back into water, it can fall into the container below.

Even though the salt content in this kind of water is great, the processes of evaporation and condensation will remove it, and then the water can be drunk.

A deep hole is dug into the ground and a narrow container is placed at the bottom of it.

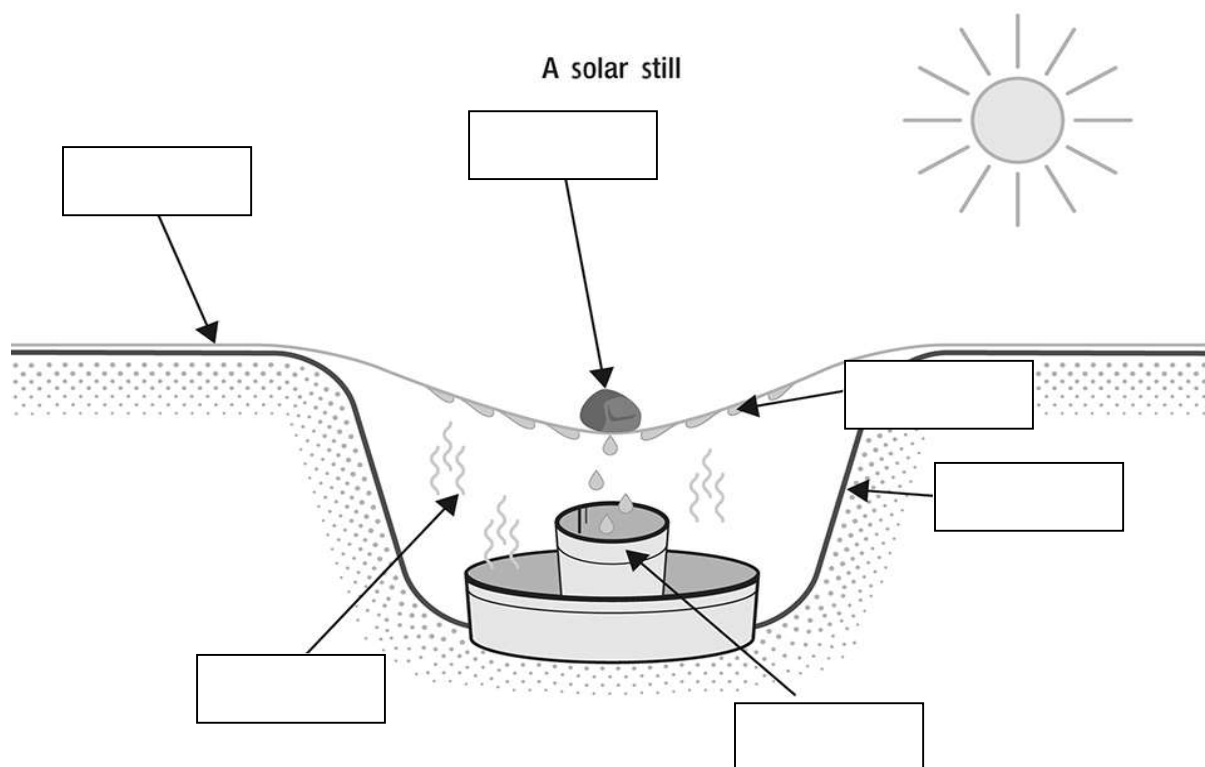
1.	So how does a solar still work?
2.	
3.	
4.	
5.	
6.	
7.	

## Unit 8: Exercise 7

Read the text and look carefully at the diagram. Then label the diagram with the bold words from the text.

For an IELTS Reading diagram labelling task, you should look carefully at the diagram to understand how it relates to the description in the text. This will help you to quickly locate the answers you need.

So how does a solar still work? A deep **hole** is dug into the ground and a narrow **container** is placed at the bottom of it. The hole is then covered with a **plastic sheet**, as this kind of material will trap rising water as it evaporates. Once the gas cools and turns back into water, it can fall into the container below. To ensure that the maximum amount of water possible is collected, a heavy object such as a small **rock** should be placed in a central position above the container so that the water drops can fall directly into it. If people are near an ocean, water from here can be added to a second, larger container, and placed beneath the narrow one. Even though the salt content in this kind of water is great, the processes of **evaporation** and **condensation** will remove it, and then the water can be drunk.



## Unit 8: Exercise 8

Read the information. Then read the text and complete question 1 on the diagram.

Choose **NO MORE THAN TWO WORDS**.

In an IELTS Reading diagram labelling task, you must choose words from a text to label a diagram. The words you write in the labels are usually single nouns, noun phrases or adjective-noun phrases.

Reading the instructions for the task will tell you how many words you are allowed to write, for example:

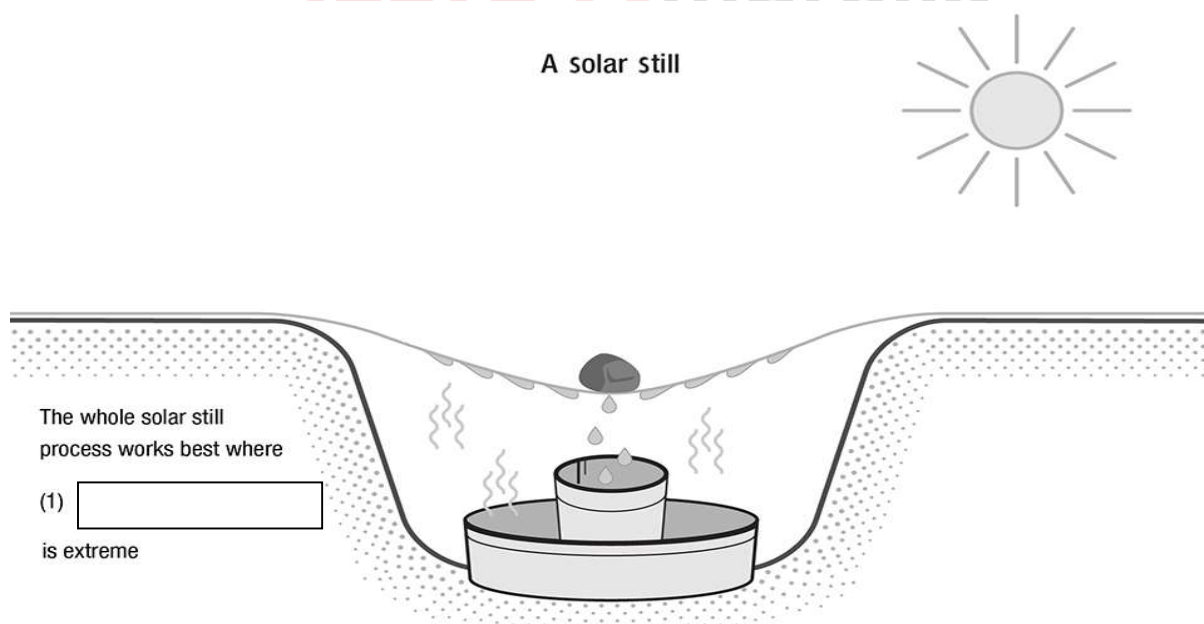
Choose **ONE WORD ONLY** from the passage.

Choose **ONE WORD AND/OR A NUMBER** from the passage.

Choose **NO MORE THAN TWO WORDS** from the passage.

### A solar still

In situations when people are unable to locate a stream or river, there are certain ways they can get water which are less difficult than others. Building a simple structure called a solar still is one of these methods, but it will be most effective in regions which have dramatic temperature change. This is because, in very hot environments, lots of water is taken up into the air and turns into gas, a process called evaporation. At night time, however, when it is far cooler, the air releases the water again – the process of condensation.





## Unit 8: Exercise 9

Read the complete description of a solar still and label the diagram.

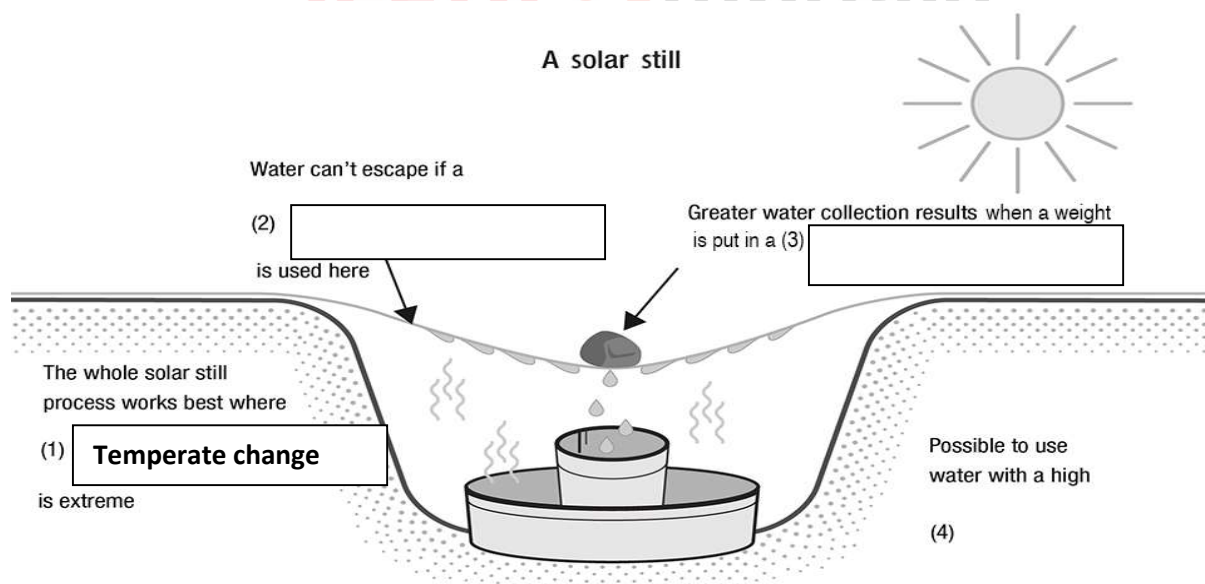
Write NO MORE THAN TWO WORDS for each question.

### A solar still

In situations when people are unable to locate a stream or river, there are certain ways they can get water which are less difficult than others. Building a simple structure called a solar still is one of these methods, but it will be most effective in regions which have dramatic temperature change. This is because, in very hot environments, lots of water is taken up into the air and turns into gas, a process called evaporation. At night time, however, when it is far cooler, the air releases the water again – the process of condensation.

So how does a solar still work? A deep hole is dug into the ground and a narrow container is placed at the bottom of it. The hole is then covered with a plastic sheet, as this kind of material will trap rising water as it evaporates. Once the gas cools and turns back into water, it can fall into the container below. To ensure that the maximum amount of water possible is collected, a heavy object such as a small rock should be placed in a central position above the container so that the water drops can fall directly into it. If people are near an ocean, water from here can be added to a second, larger container, and placed beneath the narrow one. Even though the salt content in this kind of water is great, the processes of evaporation and condensation will remove it, and then the water can be drunk.

Using the solar-still method will not produce enough water for people to collect and travel with, but it can ensure survival while people are waiting for rescue.



## Unit 8: Exercise 10

Think about what you've learnt in this unit.

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

description of a process	how many words	key words	paraphrases or summarises	
question	read the text	relates	same words and phrases	scan
skim	slowly and carefully			

### our-option multiple choice questions

- Read the question and options before you \_\_\_\_\_
- Identify the \_\_\_\_\_ in the questions and options and underline them.
- \_\_\_\_\_ read the text for gist (general understanding).
- the text quickly to find the key words in the text that are also in the \_\_\_\_\_ – this helps you find the part of the text you need.

## UNIT 8 WRITING

### Unit 8: Exercise 1

Family	friends	friendship	grandparents	parents	relations / relatives
relationship					

11. members of your family: \_\_\_\_\_
12. a situation in which two people are friends: \_\_\_\_\_
13. people you know well and like but who aren't usually members of your family:  
\_\_\_\_\_
14. the way two (or more) people feel and behave towards each other: \_\_\_\_\_
15. a group of people who are related to each other, e.g. a mother, a father and their children:  
\_\_\_\_\_
16. your mother and father: \_\_\_\_\_
17. the parents of your mother and father: \_\_\_\_\_

### Unit 8: Exercise 2

Read the IELTS Writing Task 2 question.

*It is sometimes said that old friendships are as valuable as family relationships. Do you agree or disagree?*

Then read the information. Complete the conclusion. Use the words in the box.

You should always write a conclusion to your IELTS Writing Task 2 essay. The conclusion should be two or three sentences long and refer to the main points in your essay. It should also include your opinion.

You can use the essay question to help you check if you have referred to the main points in your conclusion.

Agree	disagree	family	old friendships	opinion	valuable
-------	----------	--------	-----------------	---------	----------

### Conclusion

In conclusion, I \_\_\_\_\_ that \_\_\_\_\_ are extremely \_\_\_\_\_ but I \_\_\_\_\_ that friends are as important as relatives. In my \_\_\_\_\_, nobody can replace your relations because \_\_\_\_\_ are the most valuable people in the world.

### Unit 8: Exercise 3

Read the IELTS Writing Task 2 question.

---

*It is sometimes said that old friendships are as valuable as family relationships. Do you agree or disagree?*

---

Then read the information. Highlight the three parts of the conclusion that paraphrase the underlined words from the question.

When you write the conclusion to your IELTS Writing Task 2 essay you should *paraphrase* the main points of the question instead of repeating them exactly. Remember: paraphrasing is when you use *different words to say the same thing*.

#### Conclusion

In conclusion, I agree that old friendships are extremely valuable but I disagree that friends are as important as relatives.

### Unit 8: Exercise 4

Read the IELTS Writing Task 2 question again.

---

*It is sometimes said that old friendships are as valuable as family relationships. Do you agree or disagree?*

---

Read the information. Then read the student's essay. What information should the student include in the conclusion? Read the sentences and choose the correct answers.

In your IELTS Writing Task 2 conclusion you should not repeat examples from the rest of your essay. Remember, the conclusion should include the main points of the essay and your own opinion.

For some people, it is true that their friends are as important as their family. Personally, I need my friendships a lot but I do not think they can ever replace the connection with my relatives. In this essay, I am going to discuss both sides of the argument before coming to a conclusion.

On the one hand, I think that old friendships are very valuable. You can talk to friends who you have known for a long time about anything and they give you advice from experience. In addition, some people do not enjoy spending time with their relations because they are too strict or argue a lot. Unfortunately, certain people do not have family because they have died or moved away. For them, friendships are invaluable.

On the other hand, I disagree that friends are as important as relatives. In my opinion, nobody can be as valuable as family. Your parents work hard to help you and bring you up. Your grandparents did the same for your parents in the past. My family is particularly close because we live in the same street. Although I see my friends most days, I see my family every day. I eat with my grandmother at least twice a week and at weekends the whole family, all 25 of us, eat together.

---

1. I agree that old friendships are valuable.

- ☐ Yes
- ☐ No

2. Friends can often talk to you about anything.

- ☐ Yes
- ☐ No

3. Some people's relations are too strict or argue a lot.

- ☐ Yes
- ☐ No

4. Some people do not have family because they have died or moved away.

- ☐ Yes
- ☐ No

5. I disagree that friends are important as relatives.

- ☐ Yes
- ☐ No

6. In my view, nobody can be as valuable as family.

- ☐ Yes
- ☐ No

7. Your parents work hard to help you.

- ☐ Yes
- ☐ No

8. My family all live in the same street.

- ☐ Yes
- ☐ No

9. I see my family every day.

- ☐ Yes
- ☐ No

10. I eat with my grandmother twice a week.

- ☐ Yes
- ☐ No

## Unit 8: Exercise 5

Read the essay questions and the conclusions. Then choose the purpose of each sentence.

- 
1. ***Some people think it is better to speak privately to friends while others tell personal things to their family only. Discuss the two different views and give your opinion.***
- 

In conclusion, sometimes people are more comfortable sharing personal details with friends because they are embarrassed to talk about their feelings with their parents or their family would not want to hear about problems. A summary sentence of first point of view/summary sentence of whether effects are good or bad

On the other hand, other people speak to family because they feel they can trust them more than anyone else. A summary sentence of alternative point of view/summary sentence of first point of view Personally, I think that relatives are the best people to tell private information. A summary sentence of main effects/My opinion

- 
2. ***The internet has changed the way friends communicate. What effects does the web have on friendships? Are these effects good or bad?***
- 

To conclude, communicating through email or websites means that friends can easily keep in contact but might not see each other as often. A summary sentence of main effects/A summary sentence of first point of view The internet has, therefore, had both positive and negative effects on friendships.

My opinion/A summary sentence of whether effects are good or bad At the end of the day, however, I believe that it offers more good points than bad points. A summary sentence of main effects/My opinion

## Unit 8: Exercise 6

Read the IELTS Writing Task 2 question.

---

*The internet has changed the way friends communicate. What effects does the internet have on friendships? Are these effects good or bad?*

---

Read the information. Then read the student's essay. Highlight five unnecessary pieces of information in the conclusion.

In IELTS Writing Task 2, the conclusion is a summary of the essay, so you should not add any new information.

It is certainly true that the invention of the internet has transformed communication within friendships. In my opinion, overall it has had more good consequences than bad. In this essay, I am going to discuss the effects that the internet has had on the way friends communicate.

Before the internet was invented, friends used to speak on the phone or meet each other to talk. Sometimes they even used to write each other letters. Now they email, send messages on smart phones or communicate on online networking sites. On the one hand, this means that friends can easily keep in regular contact with each other. However, on the other hand, it means that they might not see each other as often.

The web has, therefore, had both a good effect and a bad effect on how friends communicate with each other. A positive example is that friends who you have not seen for a long time can contact you online after several years, so you do not forget about each other. A negative example is that friends might spend a lot more time alone now because they do not arrange to meet each other as often. Even though you get a lot of texts or emails, you can still be lonely.

---

To conclude, I use two laptops, so I know that communicating through email or websites means that friends can easily keep in contact but might not see each other as often. I email my friend in Shanghai every day. The internet has, therefore, had both positive and negative effects on friendships. Another negative effect is that people spend too much time looking at a computer screen. At the end of the day, however, I believe that it offers more good points than bad points. Another good point is that email is very quick. Another bad point is that phones or laptops can break.



### Unit 8: Exercise 7

The first words of your conclusion should be *In conclusion* or a synonym of it.

Choose the correct prepositions to complete the words and phrases that are synonyms of *In conclusion*.

1. In/To conclude
2. In/To short
3. In/To sum up
4. In/To summary
5. In/To finish
6. In/To put it briefly
7. In/To the end
8. In/To summarise

### Unit 8: Exercise 8

Correct the mistakes. There is one mistake in each sentence.

1. To put it breifly, parents are more important to children than their grandparents.
2. In sumary, the best thing about friendship is feeling emotionally supported.
3. To short, you are lucky if you have lots of uncles and aunts.
4. To summ up, you have to work at friendships like you have to work at marriage.
5. In an end, nobody should argue with their family.

## Unit 8: Exercise 9

Read the statements about IELTS Writing Task 2. Are they True or False? Choose the correct answers.

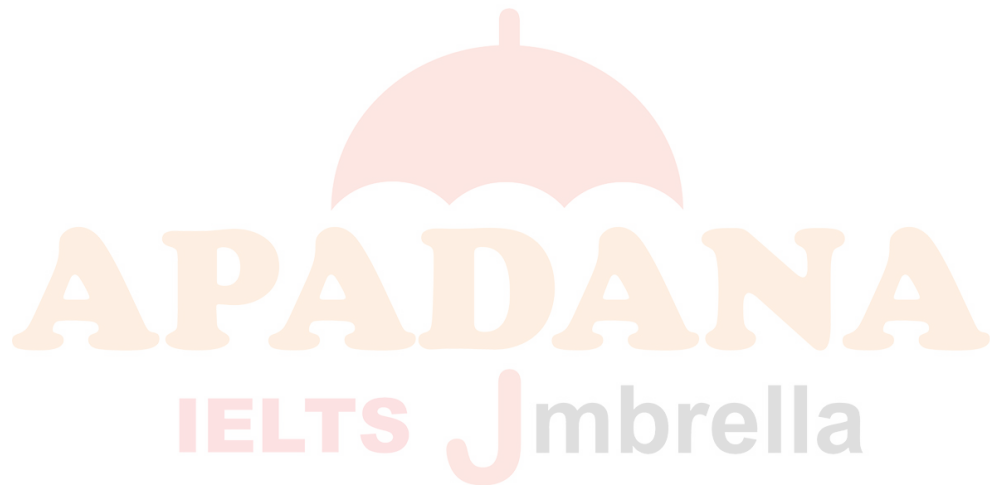
7. Your IELTS Writing Task 2 essay should be at least 200 words long.
- ☐ True
  - ☐ False
8. You have 30 minutes to do IELTS Writing Task 2.
- ☐ True
  - ☐ False
9. You should spend the first 10 minutes having ideas and planning your essay.
- ☐ True
  - ☐ False
10. One way to have enough ideas in IELTS Writing Task 2 is to use a mind-map technique.
- ☐ True
  - ☐ False
11. You should use synonyms in your essay so that you do not repeat the same words too often.
- ☐ True
  - ☐ False
12. You should not include examples from your own knowledge or experience in your essay.
- ☐ True
  - ☐ False
13. You should always write a conclusion to your IELTS Writing Task 2 essay.
- ☐ True
  - ☐ False
14. It is a good idea to include new information in the conclusion of your essay.
- ☐ True
  - ☐ False

15. You can use the IELTS Writing Task 2 question to help you check if you have included the main points in your conclusion.

- True
- False

16. Knowing the IELTS topics well before you do the exam will help you in IELTS Writing Task 2.

- True
- False



## UNIT 8 LISTENING

### Unit 8: Exercise 1

In this unit, you will practise the skills you need to complete an IELTS Listening note completion task.

You will also hear a talk connected with the topic of transport. 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 correct definitions.

Destination	elevator	fare	hire	lane	route	sign	traffic
Underground	vehicle						

1. a railway system in which trains travel through tunnels below a city: \_\_\_\_\_
2. something that gives travel information or instructions to drivers and other road users: \_\_\_\_\_
3. a particular way or direction from one place to another: \_\_\_\_\_
4. a special part of a road that can only be used by certain kinds of transport (e.g. buses or taxis): \_\_\_\_\_
5. cars, buses and other kinds of transport moving along a road: \_\_\_\_\_
6. a machine, usually with wheels and an engine, used for transporting people or things, especially on roads: \_\_\_\_\_
7. to pay to use something for a short period of time (e.g. a car): \_\_\_\_\_
8. the money that you pay for a journey (e.g. on a bus or a train): \_\_\_\_\_
9. the place where someone is going or where something is being sent or taken: \_\_\_\_\_
10. something that moves up and down, carrying people or things to different floors of a building: \_\_\_\_\_

Unit 8: Exercise 2 Read the information. Then listen to the recording and answer the questions. Choose the correct answers.

In Sections 2 and 4 of the IELTS Listening test, you will hear only one speaker. Before you hear the talk, you will hear an announcer give a short description of the **context** (the speaker, the time, place or purpose of the talk). For example:

*You will hear a man talking about different kinds of transport people can use in a city.*

At the beginning of the talk, the speaker will usually give more information about the context. You should pay attention to this information, because it is often easier to understand what a speaker is saying if you know *who* they are and *why* they are speaking.

Announcer: You will hear a man talking about different kinds of transport people can use in a city.

Simon Clark: Good morning. It's nice to see so many people here today. My name's Simon Clark and I'm in charge here at the community centre. I've met some of you before, and I think that most people here today have only been living in this area for a couple of months – or even just a few weeks. Well, I hope I can help you to get to know the place where we live a little better today. And, er, specifically, I'm going to talk about some ways that you can travel around the city – so, for example, getting about by bicycle, using the bus or taking the underground train. Please feel free to ask any questions as we go.



play.MP3

1. Where is the speaker talking?

- ☐ at a university
- ☐ at a community centre
- ☐ at a train station

2. Who is the speaker talking to?

- ☐ some people who have lived in the area for a long time
- ☐ some people from another country
- ☐ some people who have recently moved to the area

3. What is the purpose of the speaker's talk?

- ☐ to give advice for travelling in a city
- ☐ to describe plans for the future of transport in a city
- ☐ to offer free travel around a city

## Unit 8: Exercise 3

Before you listen, it is a good idea to guess what kind of words you need to listen for (e.g. *nouns*, *adjectives*, *verbs*, etc.) and what kind of information is missing.

Read the information. Then read the descriptions and the notes. Write the correct description (A–H) for the missing words (1–10) in the notes. One letter is used three times.

In the IELTS Listening test, you may have to complete a set of notes for a talk or a conversation. Read the instructions and notes carefully. For this task, you should:

- complete the summary of information in the notes **only** with words that the speaker(s) use(s)
- follow the word limit given in the instructions, e.g. write **one** word only (words with a hyphen such as *check-in* count as a single word).

### Descriptions

A a plural noun or an uncountable noun for an area where people can ride bikes

B a plural noun for something you find in a train station

C a singular or plural noun for part of a city (e.g. a building)

D an adjective for describing part of a road

E a plural noun for describing a group of people

F a singular noun for something you can collect when you buy a ticket

G a singular noun for something that helps cyclists

H an adjective for describing a kind of ticket

<i>NOTES</i> <i>City-centre travel</i>	
<i>Cycling</i>	<ul style="list-style-type: none"><li>• (1) _____ lanes in centre are only for cycling – use these.</li><li>• A new (2) _____ makes cycling over busiest roads very safe.</li><li>• Buying a bike that is good for riding in an area that has (3) _____ is recommended.</li><li>• You can hire bikes from a place near the (4) _____.</li></ul>
<i>Buses</i>	<ul style="list-style-type: none"><li>• Buy a (5) _____ travel card if travelling by bus every day.</li><li>• Take a ‘D’ bus to get to the city’s central (6) _____.</li><li>• Discounts for elderly people and some (7) _____.</li></ul>
<i>Underground</i>	<ul style="list-style-type: none"><li>• Trains best for visiting (8) _____.</li><li>• Check if station has any (9) _____ or not before you take trains.</li><li>• A (10) _____ can be picked up from ticket offices.</li></ul>

Unit 8: Exercise 4

Read the notes. Then choose the correct answers to complete questions 1–4.

Write ONE word for each answer.

<b>NOTES</b> <i>City-centre travel</i>	
<i>Cycling</i>	<ul style="list-style-type: none"><li>• (1) ... lanes in centre are only for cycling – use these.</li><li>• A new (2) ... makes cycling over busiest roads very safe.</li><li>• Buying a bike that is good for riding in an area that has (3) ... is recommended.</li><li>• You can hire bikes from a place near the (4) ... .</li></ul>

because an adverb is not the correct word form for that gap

because it does not follow the word limit for the task

because the answer to that question must be a singular noun

because you must have a noun in this gap

1. Why is *painted green* wrong as an answer to question 1?

---

2. Why is *roads* not possible as an answer to question 2?

---

3. Why is *easily* not possible as an answer to question 3?

---

Why is *outside* not possible as an answer to question 4?

---

## Unit 8: Exercise 5

Read the notes on city-centre travel. Then listen to the next part of the recording. Write one word in each gap (1–4) to complete the notes.

**Simon Clark:** Let's start with cycling. Now, the mayor of the city's really trying to get more people to use bicycles – for getting to work or just for pleasure – so we have lots of things just for cyclists. For instance, you've probably noticed some purple and yellow arrows in the parks. These signs show you some really nice cycle routes.

For people cycling to work in the city centre, there's lots of other traffic on the road, so you need to be careful. The city has created some special lanes that are only for cyclists. They've been painted green and they're right next to the orange taxi lanes. So just cycle on those and you should be OK.

Speaking of safety, the council have finally done something to improve cycling on the most dangerous roads – you know, the ones with the most traffic. A lot of cyclists had complained that it was quite frightening to ride next to buses and big trucks, so there's now also a new bridge that goes over some of the roads with the heaviest traffic. It's a good way to avoid some of the more dangerous vehicles that you sometimes get in the city centre.

Now, if you don't have a bicycle yet and you're thinking of buying one, you need to think about the most suitable type to get. If you're planning to go riding around in the city, you need to remember that there are lots of hills, so I'd advise you to get a bike of a type that can help you get up those nice and easily.

Of course, you could just hire a bike instead. So if you want to do that for a couple of hours – or even for a whole day – you can go to the university and the bikes for hire are right outside. I think it costs about \$10 an hour or \$45 for the whole day.



play.MP3

### NOTES

#### City-centre travel

#### Cycling

- (1) \_\_\_\_\_ lanes in centre are only for cycling – use these.
- A new (2) \_\_\_\_\_ makes cycling over busiest roads very safe.
- Buying a bike that is good for riding in an area that has (3) \_\_\_\_\_ is recommended.
- You can hire bikes from a place near the (4) \_\_\_\_\_ .



## Unit 8: Exercise 6

Read the information. Then look at the underlined phrases in questions 5–7.

Select two of the underlined phrases in each sentence that are going to be cues.

In the IELTS Listening note completion task, you will need to listen carefully for **cues** – key words that appear in the notes. Cues have more specific meaning and are typically:

- **nouns** for people, things, places or events
- **adjectives** that give information about people, things, places or events
- **verbs** for actions and processes (e.g. *become or develop*).

Look at the cues (the underlined words) from the notes and the recording script for question 1. You should listen carefully for the answer (*green*) when you hear cues like these.

(1) **Green** lanes in centre are only for cycling – use these.

*For people cycling to work in the city centre, there's lots of other traffic on the road, so you need to be careful. The city has created some special lanes that are only for cyclists. They've been painted **green** and they're right next to the orange taxi lanes. So just cycle on those and you should be OK.*

Highlight

### NOTES

#### City-centre travel

Buses	<ul style="list-style-type: none"><li>• Buy a (5) ... <u>travel card</u> if travelling by <u>bus</u> <u>every</u> day.</li><li>• <u>Take</u> a 'D' <u>bus</u> to get to the city's <u>central</u> (6) ...</li><li>• <u>Discounts</u> for <u>elderly people</u> and some (7) ...</li></ul>
-------	---

## Unit 8: Exercise 7

Listen to the next part of the talk about transport in the city centre. Complete the section about buses in the notes below. Remember that the underlined words are key words that can help you find the answers.

Write one word in each gap.

**Simon Clark:** OK, what about using the buses? Of course, you can still use money – well, coins – to pay for your bus fare, but it's sometimes easier to use a travel card, and of course, there are different types of card. If you use the bus every day, whether it's for a long trip or a short trip, I suggest you get the one called a 'Monthly'. That's actually cheaper than getting a new card every week.

You'll notice that all the buses here begin with a letter – A, B, C and D – and these tell you the direction the buses travel in. So for instance, all the 'A' buses go north to south and all the 'B' buses south to north. It's the same for the 'C' and 'D' buses, but they go east and west.

So from here, the community centre, you need a 'D' bus to go into the centre – you'll usually be able to catch one about every ten minutes and in fact, although they all have different final destinations – for example, one stops at the park, another in front of the theatre – they all stop outside the library (that's the big one in the city centre). I would recommend you pay it a visit if you haven't already been there.

It's also possible to get a discount travel card, but this isn't for everyone. You have to be over 70 years old to get the lower fare – so this might be useful for some pensioners. The other group that can usually get a cheaper card are students, as long as they are under the age of 26 and have some kind of identification that proves they're taking an academic course.



play.MP3

### NOTES

#### City-centre travel

Buses

- Buy a (5) \_\_\_\_\_ travel card if travelling by bus every day.
- Take a 'D' bus to get to the city's central (6) \_\_\_\_\_.
- Discounts for elderly people and some (7) \_\_\_\_\_.

## Unit 7: Exercise 8

Match the words and phrases on the left to the correct synonyms and paraphrases on the right.

As in all parts of the IELTS Listening test, some words in the question will be expressed using different words in the recording (i.e. synonyms and paraphrases).

come out of      go and see      helpful      make sure      pick one up  
recommend      thinking about      perfect method

1. ask for one	
2. best for	
3. check	
4. exit (verb)	
5. planning to	
6. suggest	
7. useful	
8. visit	

## Unit 8: Exercise 9

Listen to the last part of the recording. Write the correct words in the gaps 8–10.

Write one word in each gap.

**Simon Clark:** We also have a good underground train system in the city centre. Of course, some people use it to go to work, but in my opinion, it's also the perfect method of transport if you want to go and see lots of different museums that are located in the city centre. Many of these are only five minutes' walk when you come out of the train station. Now, you do need to be a bit careful about some of the underground train stations in and around the city. I'd recommend that you do a little bit of research before you set out, and make sure that the station where you're travelling to has some elevators – because not all of them do. It can be very difficult to walk up a lot of stairs if you have very small children, for instance, or a lot of shopping. During the week, the ticket offices at the stations are, in general, open from 6 am to 11 pm. And if you're planning to use the trains a lot, one thing that will be really helpful is a map of the underground. You can ask for one at any ticket office and as far as I know, they're free. So, does anyone have any questions?



play.MP3

### NOTES

#### City-centre travel

##### Underground

- Trains best for visiting (8) \_\_\_\_\_ .
- Check if station has any (9) \_\_\_\_\_ or not before you take trains.
- A (10) \_\_\_\_\_ can be picked up from ticket offices.

### Unit 8: Exercise 10

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

Complete the advice with the words and phrases in the box.

Context	cues	guess	introduce their talk	one speaker
Summarise	word limit			

### IELTS note completion tasks

#### General information

In Sections 2 and 4, you will hear \_\_\_\_\_ talking in the recording.

If you know the \_\_\_\_\_, it can help you understand the talk more easily.

#### Before listening

Read the instructions carefully – especially the \_\_\_\_\_ (e.g. don't write two words if the instructions say one word only).

Before you listen, try to \_\_\_\_\_ what kind of words you need to listen for.

Look for \_\_\_\_\_ (key words) in the questions – when you hear them, it helps you find the answers you need.

#### While listening

Speakers will usually \_\_\_\_\_ – they explain what they are going to talk about and why.


The notes \_\_\_\_\_ the main information from the talk.

## UNIT 8 SPEAKING

### Unit 8: Exercise 1

Before the IELTS Speaking test begins the examiner will ask you some questions.

Complete the questions, using the words in the box. Then watch the video to check.

Call          full          identification		
1. Good afternoon. My name is Maggie Scott. Can you tell me your _____ name please? 2. And what shall I _____ you? 3. Can I see your _____ please?		 play.MP4

### Unit 8: Exercise 2

In the IELTS Speaking test the examiner is checking your *lexical resource*. This means you should use a range of vocabulary related to the topic.

Read the IELTS Speaking Part 2 task card. Then match the the words you might use to talk about this topic with the definitions.

Describe a place you visited where the air was very clean and fresh.

You should say:

- where this place was
- when and why you visited this place
- who you were with

and explain how you felt visiting a place where the air was so clean and fresh.


Atmosphere	clean	condition	countryside	factories	fresh (air)
Green	industry	peaceful	pollution		

1. not dirty \_\_\_\_\_
2. covered with grass or other plants \_\_\_\_\_
3. the state that something or someone is in \_\_\_\_\_
4. the air you breathe in a place \_\_\_\_\_
5. the companies and activities necessary to produce goods for sale, especially in factories \_\_\_\_\_
6. clean and cool \_\_\_\_\_
7. quiet and calm \_\_\_\_\_
8. damage caused to water, air etc. by harmful substances or waste \_\_\_\_\_
9. land not in towns or cities that is used for farming or is left for forests etc. \_\_\_\_\_
10. a building or groups of buildings where large amounts of products are made using machines \_\_\_\_\_

## Unit 8: Exercise 3

For the IELTS Speaking Part 2 task card below, you need to speak in the *past simple*. Watch the student doing the task and notice the grammatical errors she makes. Then correct the seven errors.

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

<p>Describe a place you visited where the air was very clean and fresh.</p> <p>You should say:</p> <ul style="list-style-type: none"><li>where the place was</li><li>when and why you visited this place</li><li>who you were with</li></ul> <p>and explain how you felt visiting a place where the air was so clean and fresh.</p>	 play.MP4
---	---

In the IELTS Speaking test the examiner is checking your *grammatical range and accuracy*. This means you should use a variety of tenses and types of sentences, and try not to make mistakes.

1. I have been there in February last year.
2. There is a lot of clouds and a lot of mountains.
3. Some people who guide us can speak Korean and Japanese. (2 mistakes)
4. It is a very safe area, so we can have a walk alone at night. (2 mistakes)
5. When I go to Cusco I was with my friends.

## Unit 8: Exercise 4

Choose the correct articles to complete the conversation from IELTS Speaking Part 3.

Using the correct articles in your answers will help improve your *grammatical range and accuracy*.

**Examiner:** Now we've been talking about a / the environment and I'd like to discuss with you one or two general questions related to this. Let's talk about living in a / the countryside. What are a / the disadvantages of living in a / the countryside?

**Student:** In general, living in a / the countryside might be inconvenient because a / the public transport there is not very good. For example, people need to use taxis or take the bus, because there's no special transportation such as the underground. I think that is a / the disadvantage for living in a / the countryside. Other possible disadvantages are ...

## Unit 8: Exercise 5

Watch the student doing IELTS Speaking Part 3. Then put the questions that the examiner asks in the correct order.

In the IELTS Speaking test the examiner is checking your *fluency and coherence*. This means you should try to speak without a lot of pauses, and discuss your ideas clearly in a logical order.

**Examiner:** Now, we've been talking about the environment and I'd like to discuss with you one or two general questions related to this. Let's talk about living in the countryside.



play.MP4

Is it possible for people to have a high standard of living without seriously damaging the environment?

What are some ways people change or affect the environment when they live in the countryside?

Do you think people damage the environment more when they live in a town or when they live in the countryside?

Do you think humans can live in a completely unnatural or artificial environment?

What are the disadvantages of living in the countryside?

1.	
2.	
3.	
4.	
5.	

## Unit 8: Exercise 6

Match the examiner's questions with the student's responses.

Examiner: Do you think humans can live in a completely unnatural or artificial environment?

Examiner: Do you think people damage the environment more when they live in a town or when they live in the countryside?

Examiner: Is it possible for people to have a high standard of living without seriously damaging the environment?

Examiner: What are the disadvantages of living in the countryside?

Examiner: What are some ways people change or affect the environment when they live in the countryside?

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

**Student:** One main disadvantage of living in the countryside might be that it's inconvenient because public transport isn't very good.

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

**Student:** In my opinion, people affect the environment if, for example, they buy themselves a car.

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

**Student:** I think, in general, people who live in a town have more of an effect on the environment. This is because a lot of people live in towns and, as a result, there is a lot of traffic and rubbish on the streets.

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

**Student:** I think it's possible, although it depends on where you live. For example, you might be able to afford a car, but you might choose to cycle to work or to school instead.

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


**Student:** I think in some areas people already live in these kinds of conditions. However, I don't think it's a good idea to live without any nature.



## Unit 8: Exercise 7

Watch the video of a student doing IELTS Speaking Part 3 and listen to her pronunciation. Then choose the correct statements.

In the IELTS Speaking test the examiner is checking your *pronunciation*. This means you should say words clearly using the correct sounds.

1.	<ul style="list-style-type: none"><li>○ The student pronounces the <i>th-</i> in <i>there</i> like <i>z-</i>.</li><li>○ The student pronounces the <i>th-</i> in <i>there</i> like <i>d-</i>.</li></ul>	
2.	<ul style="list-style-type: none"><li>○ The student does not pronounce the <i>dis-</i> clearly in <i>disadvantages</i>.</li><li>○ The student does not pronounce the plural ending <i>-es</i> clearly in <i>disadvantages</i>.</li></ul>	
3.	<ul style="list-style-type: none"><li>○ The student does not pronounce the plural ending <i>-es</i> clearly in <i>disadvantages</i>.</li><li>○ The student does not pronounce the <i>d-</i> clearly in <i>countryside</i>.</li></ul>	 play.MP4
4.	<ul style="list-style-type: none"><li>○ The student pronounces <i>can't</i> like <i>can</i>.</li><li>○ The student says <i>cannot</i> instead of <i>can't</i>.</li></ul>	
5.	<ul style="list-style-type: none"><li>○ The student pronounces <i>areas</i> like <i>airs</i>.</li><li>○ The student does not pronounce the plural ending <i>-s</i> clearly in <i>areas</i>.</li></ul>	

## Unit 8: Exercise 8

What happens in the IELTS Speaking test? Put the sentences in the correct order.

The examiner asks for your opinions on the topic that you have just talked about.

The examiner asks you some simple questions about yourself or other common topics.

You talk for 1–2 minutes about the topic on the task card.

You prepare a talk on the topic for a minute, using the task card, paper and pencil.

The examiner gives you a topic on a task card, some paper and a pencil.

The examiner asks for your full name and to see some identification.

1.	
2.	
3.	
4.	
5.	
6.	

## Unit 8: Exercise 9

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 place you visited where the air was very clean and fresh.

You should say:

where this place was

when and why you visited this place

who you were with

and explain how you felt visiting a place where the air was so clean and fresh.

## UNIT 8 VOCABUARY / GRAMMAR

### Unit 8: Exercise 1

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

Rabbit	salmon	bee	parrot	shark	crocodile	frog	bear
Whale	snake	eagle	penguin	lizard	seahorse	butterfly	ant

Mammals	Reptiles (animals that lay eggs and use the sun to keep their blood warm)	Amphibians (animals that live both on land and in water)

Fish	Birds	Insects

## Unit 8: Exercise 2

Look at the plant and animal characteristics. Which are the odd ones out? Choose the incorrect answers.

1. Trees have

- ☐ Branches
- ☐ claws
- ☐ leaves.

2. Bears have

- ☐ Antlers
- ☐ Fur
- ☐ Teeth.

3. Eagles have

- ☐ Beaks
- ☐ Humps
- ☐ Wings .

4. Eleohents have

- ☐ Feathers
- ☐ Thick skins
- ☐ Trunks.

5. Salmon have

- ☐ Scales
- ☐ Tails
- ☐ Trunks.

6. Crocodiles have

- ☐ Fins
- ☐ Scales
- ☐ Teeth.

7. Rhinos have

- ☐ Bones
- ☐ Fur
- ☐ Horns.

### Unit 8: Exercise 3

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

Common	conservation	endangered species	habitat	population
Rare	risk	wildlife		

I believe that people have a responsibility to take care of \_\_\_\_\_. The best way to do this is to protect the places where they live – their natural \_\_\_\_\_. That's why I decided to take part in a local \_\_\_\_\_ project to protect the plants and animals in a forest near my town. The forest is home to several \_\_\_\_\_ – types of animals and plants which may soon not exist because there are so few of them. For example, there are some very \_\_\_\_\_ birds, which are only found in a few small areas now – there are probably fewer than 500 of them left in the wild. Fifty years ago, there were lots of them everywhere – they were a lot more \_\_\_\_\_. Anyway, thanks to our conservation project, the bird \_\_\_\_\_ is slowly going up again. The birds are still at \_\_\_\_\_, but hopefully we'll be able to save them.

### Unit 8: Exercise 4

Match the words and phrases with the definitions.

climate change	global warming	green issues	greenhouse gases
pollution	the environment	the greenhouse effect	the ozone layer

11. The general name for the natural world: the air, water and land in or on which people, animals and plants live: \_\_\_\_\_
12. Connected to the protection of the environment: \_\_\_\_\_
13. Connected to the protection of the environment: \_\_\_\_\_
14. The layer of air high above the Earth that protects it from the sun's rays: \_\_\_\_\_
15. Changes in the world's weather due to air pollution: \_\_\_\_\_
16. Damage to water, air or land due to human behaviour: \_\_\_\_\_
17. When heat from the Earth can't escape into space, and so the Earth gets hotter and hotter: \_\_\_\_\_
18. Gases like carbon dioxide (CO<sub>2</sub>) which stop heat from the Earth escaping into space: \_\_\_\_\_

## Unit 8: Exercise 5

Choose the correct words to complete the sentences.

17. Is it too late to cause/produce/save our planet? I don't think so.
18. I think we should do more to damage/destroy/protect the environment.
19. Power stations don't just damage/produce/survive electricity; they also cause pollution.
20. A lot of people believe that pollution causes/goes/saves global warming, but some people think the Earth is getting hotter by itself.
21. The population fell to below 100 animals, but a group of conservationists worked very hard and the number is now declining/dying/increasing – it's going up again.
22. I think it's wrong to cut down rainforests and destroy/go/recover animals' natural habitats.
23. When we cut down rainforests, etc., we make it impossible for the animals and plants that live there to protect/save/survive.
24. Don't break the branches on that tree! It's alive and you're causing/damaging/recovering it!

## Unit 8: Exercise 6

Read the sentences. How is the speaker using the modal verbs in bold? Match the correct descriptions with the sentences. Use the descriptions in the box.

To talk about a future possibility

To talk about a lack of ability to do something in the present and past

To talk about a possibility in the present

To talk about an ability to do something in the present and past

16. Crocodiles **can swim** fast over short distances.
17. Some species of crocodile **might not exist** in a few years' time.
18. Crocodiles **can't breathe** underwater.
19. Crocodiles **may survive** in other habitats, not just freshwater areas.
20. The number of endangered crocodiles **could increase** as a result of conservation efforts.
21. If people understood crocodiles better and were less afraid of them, this **could help** their survival.

## Unit 8: Exercise 7

Complete the conversation using *can*, *could*, *may* or *might*.

**Student 1:** Our teacher's asked us to write an essay on the natural world for homework. I'm not sure what to write about. I \_\_\_\_\_ write about so many things.

**Student 2:** You \_\_\_\_\_ ask the teacher for help, you know.

**Student 1:** No, it's alright. If I ask her, she \_\_\_\_\_ think that I'm asking her for the answer. I think I \_\_\_\_\_ write about the destruction of the rainforests. What about you?

**Student 2:** Oh, I'm going to write about what we \_\_\_\_\_ do to slow down global warming. I'm going to write about how we \_\_\_\_\_ be more 'green'. People \_\_\_\_\_ not realise that even small changes might make a big difference.

**Student 1:** Good idea. You \_\_\_\_\_ talk about people recycling their rubbish.

**Student 2:** Yes, I \_\_\_\_\_ do that. I'm not sure yet. I need to write a plan first.

**Student 1:** Me too!

## Unit 8: Exercise 8

Match the examples in the box with the correct reasons for using the present perfect.

I've felt very strongly about green issues since I was a child.

I've just bought a pet snake. Do you want to see it?

I've never seen a bear in the wild, but I've seen them in zoos.

That poor sparrow can't fly because it's broken its wing.

The squirrel population has now reached 500, so I hope it'll reach our target of 750 soon.

We've already done the report for the conservation project.

10. We use the present perfect to talk about our progress through a list of jobs. *I've already done it* often means 'I don't need to do it again'. *I haven't done it yet* often means 'I still need to do it'.

\_\_\_\_\_

11. We use the present perfect to talk about news – things that the listener probably doesn't already know. *I've just done it* means 'I did it very recently'.
- 
12. We use the present perfect to show the past reason for a present situation (often with *can / can't*). We often use *because* to show this relationship.
- 
13. We use the present perfect to talk about the present results of a process that is continuing now. We often use numbers to present these results, and phrases like *so far* or *up to now*.
- 
14. We use the present perfect to talk about our experiences – things that have happened in our lifetime. We usually ask questions with *Have you ever ... ?* and we use *never* in negative sentences about experiences.
- 
15. We use the present perfect to measure a period of time from a point in the past (e.g. *yesterday*) to the present moment. We usually ask questions with *How long ... ?* and use *for* (e.g. *for a week*) or *since* (e.g. *since yesterday*) to describe the period of time.
- 

### Unit 8: Exercise 9

Complete the sentences. Use the words in the box.

Already	always	ever	just	long	never	since	so far	yet
---------	--------	------	------	------	-------	-------	--------	-----

10. I've \_\_\_\_\_ been to a zoo and I don't want to go. I think animals should be free.
11. The hole in the ozone layer has \_\_\_\_\_ grown very big.
12. Have you \_\_\_\_\_ seen a shark?
13. Average temperatures around the world have risen by about 2°C \_\_\_\_\_ as a result of global warming, and they'll probably continue to rise.
14. Green issues have become a lot more popular \_\_\_\_\_ the 1980s and 1990s.
15. I've \_\_\_\_\_ seen an eagle! It flew over that field a few minutes ago.
16. Politicians keep saying they want to stop global warming, but they haven't done much about it \_\_\_\_\_.
17. How \_\_\_\_\_ have scientists known about the hole in the ozone layer?
18. I've \_\_\_\_\_ loved plants and animals, ever since I can remember.



## Unit 8: Exercise 10

Choose the correct verb forms to complete the interview.

**A:** How long are you being/have you been/were you a wildlife photographer?

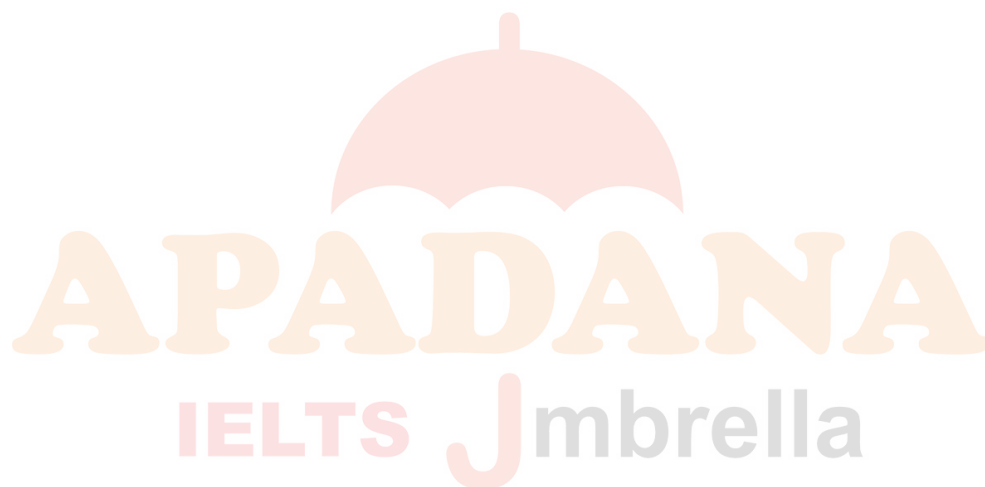
**B:** Well, I've loved taking photos of animals since I'm/I've been/I was a child. I think I take/I took/I've taken my first animal photo when I was about five years old. But I'm/I've been/I was a professional photographer for about 20 years now.

**A:** In your career, you've won/ you win/ you won a lot of awards for your photos. What's the best award that you've won/ you win/ you won so far?

**B:** Wildlife Photographer of the Year . I've won/ I win/I won that five years ago, and then again last year.

**A:** So you're winning/ you've won/ you win that award twice, then?

**B:** Yes, that's right, and I just hear/ I just heard/ I've just heard I might win it again this year.





# **Pre-IELTS 4**

## **PRACTICE TESTS**

### **1-2**



# TEST 1

## LISTENING

### SECTION 1

#### Questions 1–5

Complete the form below.

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

#### HOTEL Booking Form

Example

Answer

Arrival date:

23rd August

Length of stay:

1 .....

Type of accommodation:

2 .....

Name:

Mr and Mrs 3 ..... and children

Address:

29 Tower Heights,  
Dunbar

4 .....

Postcode:

EH41 2GK

Contact telephone:

5 .....

Purpose of trip:

holiday

#### Questions 6–10

Complete the form below.

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

#### Tourist Board Questions for holidaymakers

Favourite activity:

6 .....

Beaches:

busy but 7 .....

Shop staff:

are sometimes 8 .....

Waiters:

9 ..... and quick

Suggestions:

need some 10 ..... for hire

## SECTION 2

### Questions 11–15

Complete the notes below.

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

### ORANA WILDLIFE PARK

#### Facts about Orana

- Orana means '11 .....
- The park has animals from a total of 12 .....
- The animals come from many parts of the world.

#### Things to do at Orana

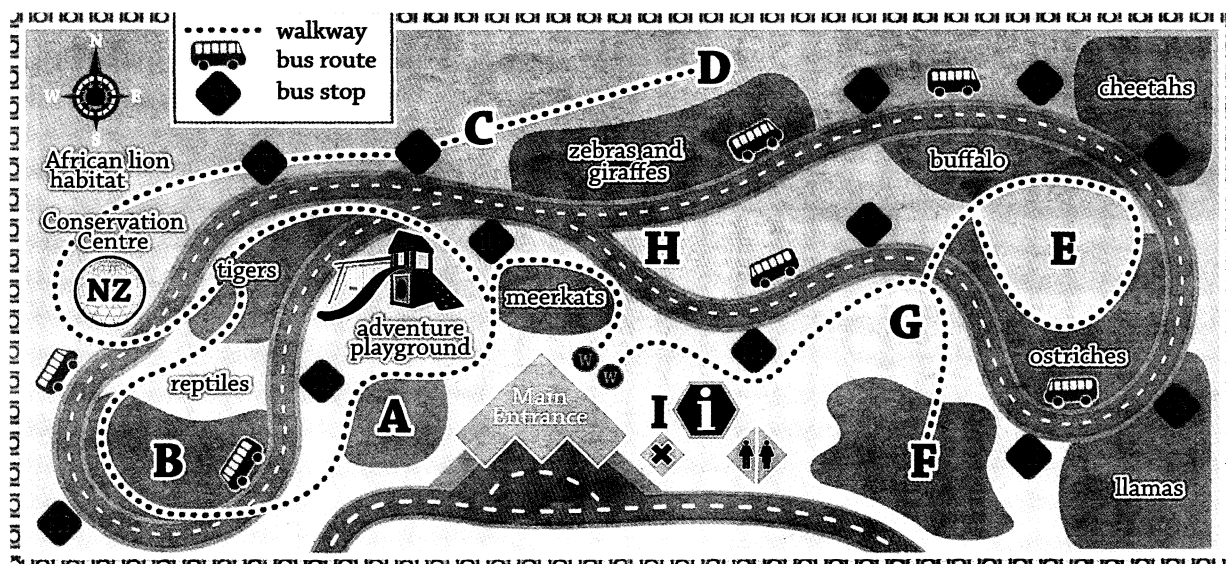
- 13 ..... the giraffes at 12 or 3 p.m.
- Touch the animals in the 14 ..... (good for children).
- Watch the cheetahs doing their 15 ..... at 3.40.

### Questions 16–20

Label the plan below.

Write the correct letter, A–I, next to questions 16–20.

- |                            |  |
|----------------------------|--|
| 16 New Zealand birds ..... | 19 Afternoon walkabout meeting place ..... |
| 17 African village .....   | 20 Jomo's Café .....                       |
| 18 Picnic area .....       |  |



### SECTION 3

#### Questions 21–27

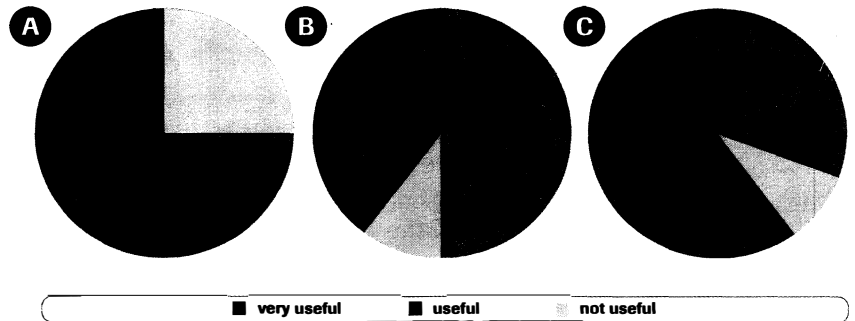
Choose the correct letter A, B or C.

- 21 The students did the study skills course because  
 A it was part of their syllabus.  
 B they needed it to prepare for an exam.  
 C their tutor recommended it.
- 22 Why did Sylvie and Daniel use a questionnaire?  
 A Other students preferred the method.  
 B It reduced the preparation time.  
 C More information could be obtained.
- 23 How often did the students meet in class for the course?  
 A once a week  
 B twice a week  
 C every weekday
- 24 Why did Daniel like the course?  
 A It improved his confidence.  
 B It focused on economics articles.  
 C It encouraged him to read more books.

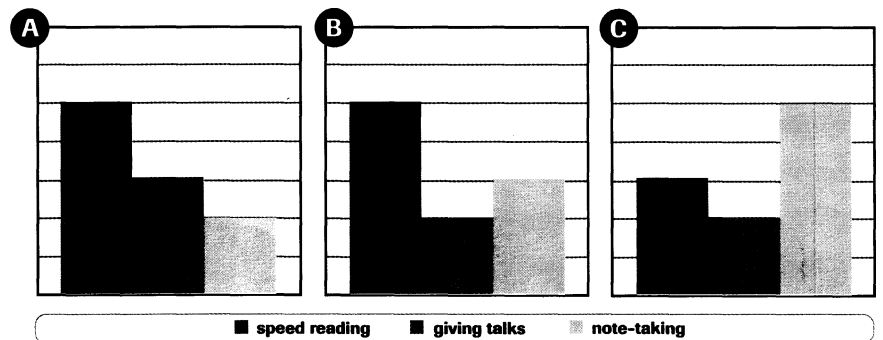
- 25 What did the students like about Jenny?

- A her homework assignments  
 B her choice of study material  
 C her style of teaching

- 26 Which chart below shows how useful students found the course in general?



- 27 Which graph below shows how useful students found the different parts of the course?



#### Questions 28–30

Complete the sentences.

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

- 28 Good note-taking improves concentration during .....
- 29 Making notes with the help of a ..... is useful.
- 30 Having a ..... on note paper makes notes easier to read.

## SECTION 4

### Questions 31–40

Complete the notes below.

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

#### AIRPORT DESIGN

Can compare a past airport to a **31** .....

Now, can compare an airport to a small **32** .....

#### Reasons for changes

- Greater passenger numbers because of
  - **33** ..... (e.g. package deals)
  - **34** ..... (e.g. meetings)
- Need to create a good **35** ..... of a country
  - airports called 'gateways'

#### Types of change

##### *Inside the building*

- many big **36** ..... provide space and light (e.g. Beijing airport)
- calm atmosphere with easy movement reduces **37** ..... for passengers

##### *The exterior of the building*

- designed to match the surroundings
  - e.g. – the shape of the **38** ..... on the Arctic Circle airport, Norway
  - the **39** ..... outside airports in India and Thailand
- structural design reduces **40** ..... and costs

## READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

### William Kamkwamba

*At only 14 years old, William Kamkwamba built a series of windmills that could generate electricity in his African village, Masitala, in Malawi, south-eastern Africa.*

In 2002, William Kamkwamba had to drop out of school, as his father, a maize and tobacco farmer, could no longer afford his school fees. But despite this setback, William was determined to get his education. He began visiting a local library that had just opened in his old primary school, where he discovered a tattered science book. With only a rudimentary grasp of English, he taught himself basic physics – mainly by studying photos and diagrams. Another book he found there featured windmills on the cover and inspired him to try and build his own.

He started by constructing a small model. Then, with the help of a cousin and friend, he spent many weeks searching scrap yards and found old tractor fans, shock absorbers, plastic pipe and bicycle parts, which he used to build the real thing.

For windmill blades, William cut some bath pipe in two lengthwise, then heated the pieces over hot coals to press the curled edges flat. To bore holes into the blades, he stuck a nail through half a corn cob, heated the metal red and twisted it through the blades. It took three hours to repeatedly heat the nail and bore the holes. He attached the blades to a tractor fan using proper nuts and bolts and then to the back axle of a bicycle. Electricity was generated through the bicycle dynamo. When the wind blew the blades, the bike chain spun the bike wheel, which charged the dynamo and sent a current through wire to his house.

What he had built was a crude machine that produced 12 volts and powered four lights. When it was all done, the windmill's wingspan measured more than eight feet and sat on top of a rickety tower 15 feet tall that swayed violently in strong gales. He eventually replaced the tower with a sturdier one that stands 39 feet, and built a second machine that watered a family garden.



The windmill brought William Kamkwamba instant local fame, but despite his accomplishment, he was still unable to return to school. However, news of his *magetsi a mphepo* – electric wind – spread beyond Malawi, and eventually things began to change. An education official, who had heard news of the windmill, came to visit his village and was amazed to learn that William had been out of school for five years. He arranged for him to attend secondary school at the government's expense and brought journalists to the farm to see the windmill. Then a story published in the *Malawi Daily Mail* caught the attention of bloggers, which in turn caught the attention of organisers for the Technology Entertainment and Design conference.

In 2007, William spoke at the TED Global conference in Tanzania and got a standing ovation. Businessmen stepped forward with offers to fund his education and projects, and with money donated by them, he was able to put his cousin and several friends back into school and pay for some medical needs of his family. With the donation, he also drilled a borehole for a well and water pump in his village and installed drip irrigation in his father's fields.

The water pump has allowed his family to expand its crops. They have abandoned tobacco and now grow maize, beans, soybeans, potatoes and peanuts. The windmills have also brought big lifestyle and health changes to the other villagers. 'The village has changed a lot,' William says. 'Now, the time that they would have spent going to fetch water, they are using for doing other things. And also the water they are drinking is clean water, so there is less disease.' The villagers have also stopped using kerosene and can use the money previously spent on fuel to buy other things.

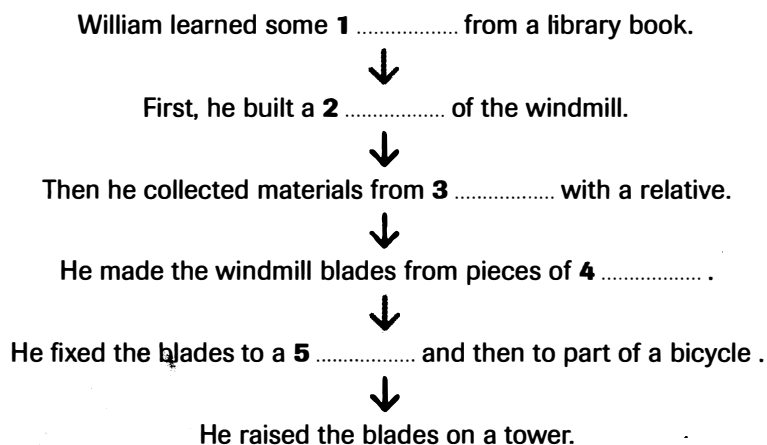
William Kamkwamba's example has inspired other children in the village to pursue science. William says they now see that if they put their mind to something, they can achieve it. 'It has changed the way people think,' he says.

### Questions 1–5

Complete the flow chart below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

#### Building the Windmill



### Questions 6–10

Do the following statements agree with the information given in Reading Passage 1?

Write

- TRUE**      if the statement agrees with the information  
**FALSE**      if the statement contradicts the information  
**NOT GIVEN**      if there is no information on this

- 6 William used the electricity he created for village transport.  
7 At first, William's achievement was ignored by local people.  
8 Journalists from other countries visited William's farm.  
9 William used money he received to improve water supplies in his village.  
10 The health of the villagers has improved since the windmill was built.

### Questions 11–13

Answer the questions below.

Use **NO MORE THAN ONE WORD** and/or a **NUMBER** from the passage for each answer.

- 11 How tall was the final tower that William built?  
12 What did the villagers use for fuel before the windmill was built?  
13 What school subject has become more popular in William's village?

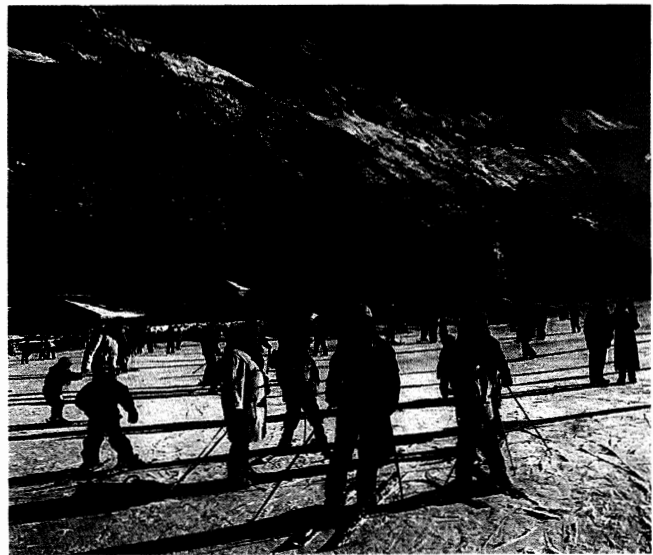
## READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

# White mountain, green tourism

*The French Alpine town of Chamonix has been a magnet for tourists since the 18th century. But today, tourism and climate change are putting pressure on the surrounding environment. Marc Grainger reports.*

- A** The town of Chamonix-Mont-Blanc sits in a valley at 1,035 metres above sea level in the Haute-Savoie department in south-eastern France. To the north-west are the red peaks of the Aiguilles Rouges *massif*; to the south-east are the permanently white peaks of Mont Blanc, which at 4,810 metres is the highest mountain in the Alps. It's a typical Alpine environment, but one that is under increasing strain from the hustle and bustle of human activity.
- B** Tourism is Chamonix's lifeblood. Visitors have been encouraged to visit the valley ever since it was discovered by explorers in 1741. Over 40 years later, in 1786, Mont Blanc's summit was finally reached by a French doctor and his guide, and this gave birth to the sport of alpinism, with Chamonix at its centre. In 1924, it hosted the first Winter Olympics, and the cable cars and lifts that were built in the years that followed gave everyone access to the ski slopes.
- C** Today, Chamonix is a modern town, connected to the outside world via the Mont Blanc Road Tunnel and a busy highway network. It receives up to 60,000 visitors at a time during the ski season, and climbers, hikers and extreme-sports enthusiasts swarm there in the summer in even greater numbers, swelling the town's population to 100,000. It is the third most visited natural site in the world, according to Chamonix's Tourism Office and, last year, it had 5.2 million visitor bed nights – all this in a town with fewer than 10,000 permanent inhabitants.
- D** This influx of tourists has put the local environment under severe pressure, and the authorities in the valley have decided to take action. Educating visitors is vital. Tourists are warned not to drop rubbish, and there are now recycling points dotted all around the valley, from the town centre to halfway up the mountains. An internet blog reports environmental news in the town, and the 'green' message is delivered with all the tourist office's activities.
- E** Low-carbon initiatives are also important for the region. France is committed to reducing its carbon emissions by a factor of four by 2050. Central to achieving this aim is a strategy that encourages communities to identify their carbon emissions on a local level and make plans to reduce them. Studies have identified that accommodation accounts for half of all carbon



emissions in the Chamonix valley. Hotels are known to be inefficient operations, but those around Chamonix are now cleaning up their act. Some are using low-energy lighting, restricting water use and making recycling bins available for guests; others have invested in huge projects such as furnishing and decorating using locally sourced materials, using geothermal energy for heating and installing solar panels.

- F** Chamonix's council is encouraging the use of renewable energy in private properties too, by making funds available for green renovations and new constructions. At the same time, public-sector buildings have also undergone improvements to make them more energy efficient and less wasteful. For example, the local ice rink has reduced its annual water consumption from 140,000 cubic metres to 10,000 cubic metres in the space of three years.
- G** Improving public transport is another feature of the new policy, as 80 percent of carbon emissions from transport used to come from private vehicles. While the Mont Blanc Express is an ideal way to travel within the valley – and see some incredible scenery along the route – it is much more difficult to arrive in Chamonix from outside by rail. There is no direct line from the closest airport in Geneva, so tourists arriving by air normally transfer by car or bus. However, at a cost of 3.3 million euros a year, Chamonix has introduced a free shuttle service in order to get people out of their cars and into buses fitted with particle filters.
- H** If the valley's visitors and residents want to know why they need to reduce their environmental impact, they just have to look up; the effects of climate change are there for everyone to see in the melting glaciers that cling to the mountains. The fragility of the Alpine environment has long been a concern among local people. Today, 70 percent of the 805 square kilometres that comprise Chamonix-Mont-Blanc is protected in some way. But now, the impact of tourism has led the authorities to recognise that more must be done if the valley is to remain prosperous: that they must not only protect the natural environment better, but also manage the numbers of visitors better, so that its residents can happily remain there.

### Questions 14–18

Reading Passage 2 has eight paragraphs, A–H.

*Which paragraph contains the following information?*

*You may use any letter more than once.*

- 14 a list of the type of people who enjoy going to Chamonix
- 15 reference to a system that is changing the way visitors reach Chamonix
- 16 the geographical location of Chamonix
- 17 mention of the need to control the large tourist population in Chamonix
- 18 reference to a national environmental target

### Questions 19–20

Choose **TWO** letters, A–E.

The writer mentions several ways that the authorities aim to educate tourists in Chamonix.

Which **TWO** of the following ways are mentioned?

- A giving instructions about litter
- B imposing fines on people who drop litter
- C handing out leaflets in the town
- D operating a web-based information service
- E having a paper-free tourist office

### Questions 21–22

Choose **TWO** letters, A–E.

The writer mentions several ways that hotels are reducing their carbon emissions.

Which **TWO** of the following ways are mentioned?

- A using natural cleaning materials
- B recycling water
- C limiting guest numbers
- D providing places for rubbish
- E harnessing energy from the sun

### Questions 23–26

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

- 23 The first people to discover the Chamonix valley were .....
- 24 Chamonix's busiest tourist season is the .....
- 25 Public areas, such as the ..... in Chamonix, are using fewer resources.
- 26 The ..... on the mountains around Chamonix provide visual evidence of global warming.

### READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

## Reading in a whole new way

*As technology improves, how does the act of reading change?*

Reading and writing, like all technologies, are constantly changing. In ancient times, authors often dictated their books. Dictation sounded like an uninterrupted series of words, so scribes wrote these down in one long continuous string, *just as they occur in speech*. For this reason, text was written without spaces between words until the 11th century. This continuous script made books hard to read, so only a few people were accomplished at reading them aloud to others. Being able to read silently to yourself was considered an amazing talent; writing was an even rarer skill. In fact, in 15th-century Europe, only one in 20 adult males could write.

After Gutenberg's invention of the printing press in about 1440, mass-produced books changed the way people read and wrote. The technology of printing increased the number

of words available, and more types of media, such as newspapers and magazines, broadened what was written about. Authors no longer had to produce scholarly works, as was common until then, but could write, for example, inexpensive, heart-rending love stories or publish autobiographies, even if they were unknown.

In time, the power of the written word gave birth to the idea of authority and expertise. Laws were compiled into official documents, contracts were written down and nothing was valid unless it was in this form. Painting, music, architecture, dance were all important, but the heartbeat of many cultures was the turning pages of a book. By the early 19th century, public libraries had been built in many cities.

Today, words are migrating from paper to computers, phones, laptops and game consoles. Some 4.5 billion digital screens illuminate our lives. Letters are no longer fixed in black ink on paper, but flutter on a glass surface in a rainbow of colors as fast as our eyes can blink. Screens fill our pockets, briefcases, cars, living-room walls and the sides of buildings. They sit in front of us when we work – regardless of what we do. And of course, these newly ubiquitous screens have changed how we read and write.

The first screens that overtook culture, several decades ago – the big, fat, warm tubes of television – reduced the time we spent reading to such an extent that it seemed as if reading and writing were over. Educators and parents worried deeply that the TV generation would be unable to write. But the interconnected, cool, thin displays of computer screens launched an epidemic of writing that continues to swell. As a consequence, the amount of time people spend reading has almost tripled since 1980. By 2008, the World Wide Web contained more than a trillion pages, and that total grows rapidly every day.

But it is not book reading or newspaper reading, it is screen reading. Screens are always on, and, unlike books, we never stop staring at them. This new platform is very visual, and it is gradually merging words with moving images. You might think of this new medium as books we watch, or television we read. We also use screens to present data, and this encourages numeracy: visualising data and reading charts, looking at pictures and symbols are all part of this new literacy.

Screens engage our bodies, too. The most we may do while reading a book is to flip the pages or turn over a corner, but when we use a screen, we interact with what we see. In the futuristic movie *Minority Report*, the main character stands in front of a screen and hunts through huge amounts of information as if conducting an orchestra. Just as it seemed strange five centuries ago to see someone read silently, in the future it will seem strange to read without moving your body.

In addition, screens encourage more utilitarian (practical) thinking. A new idea or unfamiliar fact will cause a reflex to do something: to research a word, to question your screen 'friends' for their opinions or to find alternative views. Book reading strengthened our analytical skills, encouraging us to think carefully about how we feel. Screen reading, on the other hand, encourages quick responses, associating this idea with another, equipping us to deal with the thousands of new thoughts expressed every day. For example, we review a movie for our friends while we watch it; we read the owner's manual of a device we see in a shop before we purchase it, rather than after we get home and discover that it can't do what we need it to do.

Screens provoke action instead of persuasion. Propaganda is less effective, and false information is hard to deliver in a world of screens because while misinformation travels fast, corrections do, too. On a screen, it is often easier to correct a falsehood than to tell one in the first place. Wikipedia works so well because it removes an error in a single click. In books, we find a revealed truth; on the screen, we assemble our own truth from pieces. What is more, a screen can reveal the inner nature of things. Waving the camera eye of a smartphone over the bar code of a manufactured product reveals its price, origins and even relevant comments by other owners. It is as if the screen displays the object's intangible essence. A popular children's toy (Webkinz) instills stuffed animals with a virtual character that is 'hidden' inside; a screen enables children to play with this inner character online in a virtual world.

In the near future, screens will be the first place we'll look for answers, for friends, for news, for meaning, for our sense of who we are and who we can be.

### Questions 27–31

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

- 27 What does the writer say about dictation?
- A It helped people learn to read.
  - B It affected the way people wrote.
  - C It was not used until the 11th century.
  - D It was used mainly for correspondence.
- 28 According to the writer, what changed after the invention of the printing press?
- A Romance became more popular than serious fiction.
  - B Newspapers became more popular than books.
  - C Readers asked for more autobiographies.
  - D Authors had a wider choice of topics.
- 29 In the third paragraph, the writer focuses on the
- A legal concerns of authors.
  - B rapid changes in public libraries.
  - C growing status of the written word.
  - D recognition of the book as an art form.
- 30 What does the writer say about screens in the fourth paragraph?
- A They are hard to read.
  - B They are bad for our health.
  - C They can improve our work.
  - D They can be found everywhere.
- 31 According to the writer, computers differ from television because they
- A encourage more reading.
  - B attract more criticism.
  - C take up more of our leisure time.
  - D include more educational content.

### Questions 32–36

Do the following statements agree with the views of the writer in Reading Passage 3?

Write

- |           |   |
|-----------|---|
| YES       | <i>if the statement agrees with the views of the writer</i>         |
| NO        | <i>if the statement contradicts the views of the writer</i>         |
| NOT GIVEN | <i>if it is impossible to say what the writer thinks about this</i> |

- 32 Screen reading has reduced the number of books and newspapers people read.
- 33 Screen literacy requires a wider range of visual skills than book-based literacy.
- 34 Screen reading is more active than book reading.
- 35 Screens and books produce similar thought patterns in their readers.
- 36 People are easily persuaded to believe lies on the screen.

### Questions 37–40

Complete each sentence with the correct ending, A–F, below.

- 37 The film *Minority Report* illustrates
- 38 Our behaviour when we watch a film shows
- 39 Wikipedia's success relies on
- 40 Webkinz is an example of

- |  |
|--|
| <ul style="list-style-type: none"><li>A the accuracy of its information.</li><li>B people's ability to concentrate.</li><li>C the global use of the Internet.</li><li>D how people behave physically when they read screens.</li><li>E the screen's ability to make an object seem real.</li><li>F how rapidly opinions can be communicated.</li></ul> |
|--|



# TEST 2

## LISTENING

### SECTION 1 Questions 1–5

Complete the form below.

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

KT Furniture	
Customer Order Form	
<b>Customer details</b>	
<i>Example</i>	<i>Answer</i>
<b>Caller's name</b>	<u>Sue Brown</u>
<b>Company name:</b>	<b>1</b> .....
<b>Address:</b>	<b>2</b> ..... Trading Estate 210 New Hampton Road South Down
<b>Contact number:</b>	<b>3</b> ..... (mobile)
<b>Delivery option:</b>	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> (no <b>4</b> .....)
<b>Method of payment:</b>	credit card      Type: <b>5</b> .....

### Questions 6–10

Complete the table below.

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

item	code	colour	quantity
Office chairs	ASP 23	<b>6</b> .....	5
<b>7</b> .....	<b>8</b> .....		2
Leather sofa	DFD 44	<b>9</b> .....	1
<b>10</b> .....	TX 22	silver	1

## SECTION 2 Questions 11–17

Complete the sentences below.

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

### Marathon – tips for spectators

- 11 To enjoy the day, make sure you ..... it first.
- 12 Travel ..... within the city centre.
- 13 Wear ..... on the day.
- 14 Check the ..... the night before the marathon.
- 15 Let the ..... give drinks to runners.
- 16 Stay on one side of the road to avoid .....
- 17 Don't arrange to meet runners near the .....

## Questions 18–20

What does the speaker say about the following forms of transport?

Write the correct letter, **A, B, C, D** or **E**, next to questions 18–20.

- |          |  |
|----------|--|
| <b>A</b> | will take more passengers than usual                   |
| <b>B</b> | will suit people who want to see the start of the race |
| <b>C</b> | waiting times will be longer than usual                |
| <b>D</b> | will have fewer staff than usual                       |
| <b>E</b> | some work schedules will change                        |

- 18 taxis .....
- 19 trams .....
- 20 buses .....

### SECTION 3 Questions 21–26

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

- 21 What does Ahmed say about last week's seminar?
- A He wasn't able to get there on time.
  - B He didn't know all the students.
  - C He couldn't understand everything.
- 22 What does the tutor say about Ahmed's preparation for the seminar?
- A He was better prepared than some students.
  - B He completed some useful work.
  - C He read some useful articles.
- 23 What does Ahmed say about his participation in the seminar?
- A He tended to speak to his neighbour only.
  - B He spoke when other students were talking.
  - C He felt embarrassed when students looked at him.
- 24 What does Ahmed worry about most in seminars?
- A speaking at the right time
  - B taking enough notes
  - C staying focused
- 25 What does Ahmed say about his role in the group?
- A He hasn't thought about it.
  - B He'd like to change it.
  - C He feels he is acting a part.
- 26 At the next seminar, Ahmed's tutor suggests that he should
- A give other students more help with their work.
  - B observe the behaviour of other students.
  - C ask other students for their views.

### Questions 27 and 28

Choose *TWO* letters, A–E.

Which *TWO* strategies does the tutor suggest for the next seminar?

- A speak more frequently
- B behave in a confident manner
- C sit next to someone helpful
- D listen to what other people say
- E think of questions to ask

### Questions 29 and 30

Choose *TWO* letters, A–E.

Which *TWO* suggestions does the tutor make about taking notes?

- A plan them before the seminar
- B note down key words that people say
- C note points to say later
- D include self-analysis
- E rewrite them after the seminar

## SECTION 4 Questions 31–40

Complete the notes below.

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

### DESERT PLANTS

#### Background

- Deserts found in what is known as a **31** ..... (or dry area).
- Annual rainfall, if any, amounts to a **32** .....
- Soil contains a lot of salt and **33** .....

#### General adaptations of desert plants

- They can **34** ..... and store water.
- They have features that reduce water loss.

#### Examples of adaptations

- *Saguaro Cactus*: stores water in its **35** .....
- *Barrel Cactus*: can **36** ..... or shrink according to weather
- *Old Man Cactus*: has **37** ..... that reflect the sun
- *Prickly Pear Cactus*: has **38** ..... to keep away animals
- *Desert Spoon*: leaves are **39** ..... to reduce water loss
- *Aloe Plant*: leaf surface acts like a **40** ..... covering and keeps water inside

## READING

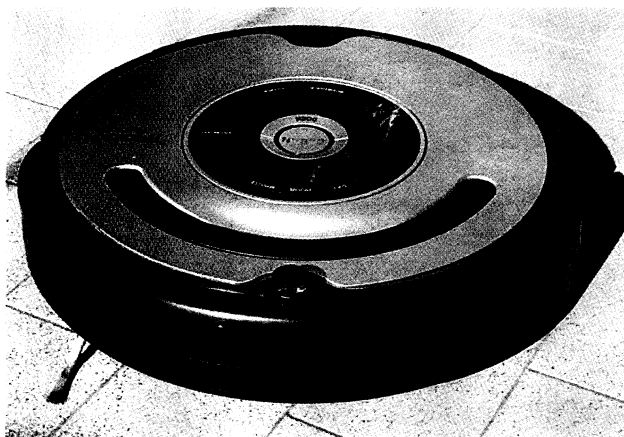
### READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

## Domestic robots

*Machines that look after your home are getting cleverer, but they still need care and attention if they are to perform as intended*

Floor-cleaning machines capable of responding to their environment were among the first commercially available domestic products worthy of being called robots. The best known is the Roomba, made by iRobot, an American company which has sold more than three million of the disc-shaped, frisbee-sized vacuuming robots. The latest model, the fifth version of the Roomba, has more sensors and cleverer software than its predecessors. Press the 'Clean' button and the robot glides out of its docking station and sets off across the floor.



Domestic robots are supposed to free up time so that you can do other things, but watching how the Roomba deals with obstacles is strangely compelling. It is capable of sensing its surroundings, and does not simply try to adhere to a pre-planned route, so it is not upset if furniture is moved, or if it is picked up and taken to clean another room. Its infra-red sensors enable it to slow down before reaching an obstacle – such as a dozy cat – changing direction and setting off again.

It steadily works its way around the room, figuring out how to get out from under the television stand or untangle itself from a stray Game Boy recharging lead. Watch it for long enough, and you can sometimes predict its next move. The machine has a 'dirt sensor' and flashes a blue light when it finds things to clean up. Only when it detects no more dirt does it stop going over the same area and, eventually, conclude that the whole room is clean. It then trundles back to dock at its recharging station.

So the first observation of life with a domestic robot is that you will keep watching it before you trust it completely. Perhaps that is not surprising: after all, when automatic washing machines first appeared, people used to draw up a chair and sit and watch them complete their wash, rinse and spin cycles. Now they just load them, switch them on and leave them to it.

The second observation is that, despite their current level of intelligence, certain allowances must be made to get the best out of a domestic robot. The Roomba can be set up to clean at particular times, and to clean more than one room (small infra-red 'lighthouses' can be positioned in doorways, creating an invisible barrier between one room and the next that is only removed when the first room has been cleaned). A 'drop-off' sensor underneath the robot prevents it from falling down stairs. All very clever, but what the Roomba will not do is pick up toys, shoes and other items left lying around. Rooms cared for by robots must be kept tidy. To start with, children will happily put things away in order to watch the robot set off, but unfortunately the novelty soon wears off.

Similar allowances must be made for other domestic robots. Sweden's Husqvarna recently launched a new version of its Automower lawn mowing robot. Before it can be used, a wire must be placed around the perimeter of the lawn to define the part to be cut. If toys and other obstacles are not cleared from the lawn before it starts work, the robot will steer around them, leaving uncut areas. However, the latest version can top up its batteries with solar power, or send its owner a text message if it gets into trouble trying to climb a mole-hill.

But there is still only a limited range of domestic robots. Machines that mop the floor, clean a swimming pool and clear muck from guttering are made by iRobot. Several surveillance robots are also on offer. The Rovio, made by WowWee of Hong Kong, is a wi-fi-enabled webcam, mounted on an extending arm, which rides along smoothly on a nimble set of three wheels. Its movement can be remotely operated over the Internet via a laptop or mobile phone. The idea is that Rovio can patrol the home when its owner is away, either automatically or under manual control: in the latter case, two-way communication allows the operator to see and talk via the machine. So you could, for instance, shout at the cat if it is sleeping on your best sofa.

Some machines are called robots even though they cannot move around. There is an ironing robot, for instance, that resembles an inflatable dummy: put a damp shirt on it, and it puffs up to remove the creases. Similarly, there are elaborate trouser presses that aspire to be robots. But do these devices really count as robots? If so, then surely dishwashers and washing machines do, too.

Yet whatever shape or size robots come in, many will be adored. Another important observation from living with a robot is that it tends to become part of the family. 'People give them names, and if they have to be sent back for repair, they carefully add a mark to them to ensure they get the same machine back,' says Nancy Dussault Smith of iRobot.

### Questions 1–6

Do the following statements agree with the information given in Reading Passage 1?

Write

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

- 1 Improvements have been made to Roomba over time.
- 2 Obstacles have to be removed from Roomba's path.
- 3 Roomba keeps cleaning in one place until it thinks it is dirt free.
- 4 People once found washing machines as fascinating as robots.
- 5 Comparative studies are available on the intelligence of domestic robots.
- 6 Roomba tidies up a room as well as cleaning it.

### Questions 7–10

Answer the questions below.

Use **NO MORE THAN THREE WORDS** from the passage for each answer.

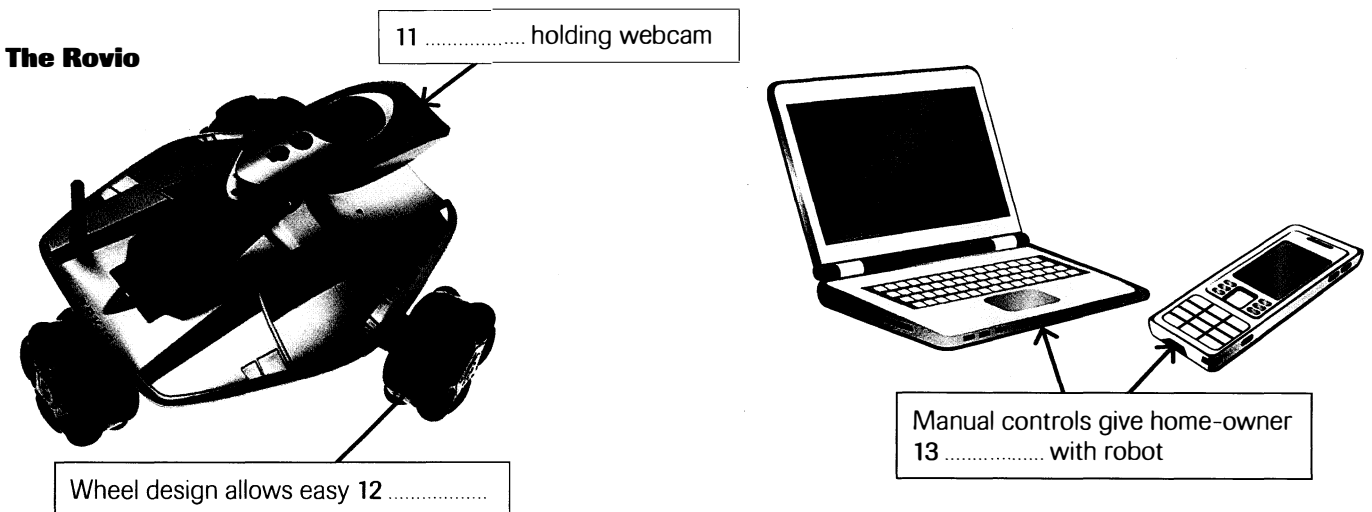
- 7 What is used to mark out the mowing area for the Automower?
- 8 What form of renewable energy can some Automowers use?
- 9 What does the ironing robot look like?
- 10 What do people often put on a robot when it is going to be repaired?

### Questions 11–13

Label the diagram below.

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

#### The Rovio



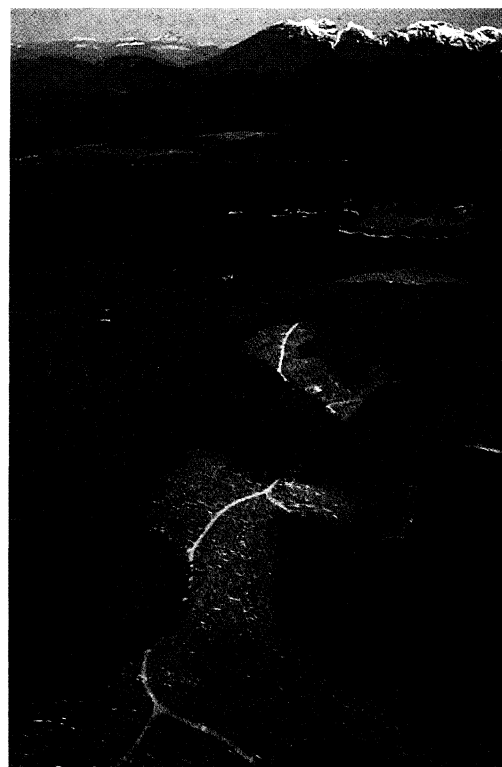
## READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

# Deforestation in the 21st century

*When it comes to cutting down trees, satellite data reveals a shift from the patterns of the past*

- A** Globally, roughly 13 million hectares of forest are destroyed each year. Such deforestation has long been driven by farmers desperate to earn a living or by loggers building new roads into pristine forest. But now new data appears to show that big, block clearings that reflect industrial deforestation have come to dominate, rather than these smaller-scale efforts that leave behind long, narrow swaths of cleared land. Geographer Ruth DeFries of Columbia University and her colleagues used satellite images to analyse tree-clearing in countries ringing the tropics, representing 98 per cent of all remaining tropical forest. Instead of the usual 'fish bone' signature of deforestation from small-scale operations, large, chunky blocks of cleared land reveal a new motive for cutting down woods.
- B** In fact, a statistical analysis of 41 countries showed that forest loss rates were most closely linked with urban population growth and agricultural exports in the early part of the 21st century – even overall population growth was not as strong an influence. 'In previous decades, deforestation was associated with planned colonisation, resettlement schemes in local areas and farmers clearing land to grow food for subsistence,' DeFries says. 'What we're seeing now is a shift from small-scale farmers driving deforestation to distant demands from urban growth, agricultural trade and exports being more important drivers.'
- C** In other words, the increasing urbanisation of the developing world, as populations leave rural areas to concentrate in booming cities, is driving deforestation, rather than containing it. Coupled with this there is an ongoing increase in consumption in the developed world of products that have an impact on forests, whether furniture, shoe leather or chicken feed. 'One of the really striking characteristics of this century is urbanisation and rapid urban growth in the developing world,' DeFries says. 'People in cities need to eat.' 'There's no surprise there,' observes Scott Poynton, executive director of the Tropical Forest Trust, a Switzerland-based organisation that helps businesses implement and manage sustainable forestry in countries such as Brazil, Congo and Indonesia. 'It's not about people chopping down trees. It's all the people in New York, Europe and elsewhere who want cheap products, primarily food.'
- D** DeFries argues that in order to help sustain this increasing urban and global demand, agricultural productivity will need to be increased on lands that have already been cleared. This means that better crop varieties or better management techniques will need to be used





on the many degraded and abandoned lands in the tropics. And the Tropical Forest Trust is building management systems to keep illegally harvested wood from ending up in, for example, deck chairs, as well as expanding its efforts to look at how to reduce the 'forest footprint' of agricultural products such as palm oil. Poynton says, 'The point is to give forests value as forests, to keep them as forests and give them a use as forests. They're not going to be locked away as national parks. That's not going to happen.'

- E** But it is not all bad news. Halts in tropical deforestation have resulted in forest regrowth in some areas where tropical lands were previously cleared. And forest clearing in the Amazon, the world's largest tropical forest, dropped from roughly 1.9 million hectares a year in the 1990s to 1.6 million hectares a year over the last decade, according to the Brazilian government. 'We know that deforestation has slowed down in at least the Brazilian Amazon,' DeFries says. 'Every place is different. Every country has its own particular situation, circumstances and driving forces.'
- F** Regardless of this, deforestation continues, and cutting down forests is one of the largest sources of greenhouse gas emissions from human activity – a double blow that both eliminates a biological system to suck up CO<sub>2</sub> and creates a new source of greenhouse gases in the form of decaying plants. The United Nations Environment Programme estimates that slowing such deforestation could reduce some 50 billion metric tons of CO<sub>2</sub>, or more than a year of global emissions. Indeed, international climate negotiations continue to attempt to set up a system to encourage this, known as the UN Development Programme's fund for reducing emissions from deforestation and forest degradation in developing countries (REDD). If policies [like REDD] are to be effective, we need to understand what the driving forces are behind deforestation, DeFries argues. This is particularly important in the light of new pressures that are on the horizon: the need to reduce our dependence on fossil fuels and find alternative power sources, particularly for private cars, is forcing governments to make products such as biofuels more readily accessible. This will only exacerbate the pressures on tropical forests.
- G** But millions of hectares of pristine forest remain to protect, according to this new analysis from Columbia University. Approximately 60 percent of the remaining tropical forests are in countries or areas that currently have little agricultural trade or urban growth. The amount of forest area in places like central Africa, Guyana and Suriname, DeFries notes, is huge. 'There's a lot of forest that has not yet faced these pressures.'

#### Questions 14–19

Reading Passage 2 has seven paragraphs, A–G.

Which paragraph contains the following information?

*You may use any letter more than once.*

- 14 two ways that farming activity might be improved in the future
- 15 reference to a fall in the rate of deforestation in one area
- 16 the amount of forest cut down annually
- 17 how future transport requirements may increase deforestation levels
- 18 a reference to the typical shape of early deforested areas
- 19 key reasons why forests in some areas have not been cut down

### Questions 20–21

Choose **TWO** letters, A–E.

Which **TWO** of these reasons do experts give for current patterns of deforestation?

- A to provide jobs
- B to create transport routes
- C to feed city dwellers
- D to manufacture low-budget consumer items
- E to meet government targets

### Questions 22–23

Choose **TWO** letters, A–E.

The list below gives some of the impacts of tropical deforestation.

Which **TWO** of these results are mentioned by the writer of the text?

- A local food supplies fall
- B soil becomes less fertile
- C some areas have new forest growth
- D some regions become uninhabitable
- E local economies suffer

### Questions 24–26

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** and/or **A NUMBER** from the passage for each answer.

- 24 The expression ‘a .....’ is used to assess the amount of wood used in certain types of production.
- 25 Greenhouse gases result from the ..... that remain after trees have been cut down.
- 26 About ..... of the world’s tropical forests have not experienced deforestation yet.

## READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

# So you think humans are unique



There was a time when we thought humans were special in so many ways. Now we know better. We are not the only species that feels emotions, empathises with others or abides by a moral code. Neither are we the only ones with personalities, cultures and the ability to design and use tools. Yet we have steadfastly clung to the notion that one attribute, at least, makes us unique: we alone have the capacity for language.

Alas, it turns out we are not so special in this respect either. Key to the revolutionary reassessment of our talent for communication is the way we think about language itself. Where once it was seen as a monolith, a discrete and singular entity, today scientists find it is more productive to think of language as a suite of abilities. Viewed this way, it becomes apparent that the component parts of language are not as unique as the whole.

Take gesture, arguably the starting point for language.

Until recently, it was considered uniquely human – but not any more. Mike Tomasello of the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany, and others have compiled a list of gestures observed in monkeys, gibbons, gorillas, chimpanzees, bonobos and orang-utans, which reveals that gesticulation plays a large role in their communication. Ape gestures can involve touch, vocalising or eye movement, and individuals wait until they have another ape's attention before making visual or auditory gestures. If their gestures go unacknowledged, they will often repeat them or touch the recipient.

In an experiment carried out in 2006 by Erica Cartmill and Richard Byrne from the University of St Andrews in the UK, they got a person to sit on a chair with some highly desirable food such as banana to one side of them and some bland food such as celery to the other. The orang-utans, who could see the person and the food from their enclosures, gestured at their human partners to encourage them to push the desirable food their way. If the person feigned incomprehension and offered the bland food, the animals would change their gestures – just as humans would in a similar situation. If the human seemed to understand while being somewhat confused, giving only half the preferred food, the apes would repeat and exaggerate their gestures – again in exactly the same way a human would. Such findings highlight the fact that the gestures of non-human primates are not merely innate reflexes but are learned, flexible and under voluntary control – all characteristics that are considered prerequisites for human-like communication.

As well as gesturing, pre-linguistic infants babble. At about five months, babies start to make their first speech sounds, which some researchers believe contain a random selection of all the phonemes humans

can produce. But as children learn the language of their parents, they narrow their sound repertoire to fit the model to which they are exposed, producing just the sounds of their native language as well as its classic intonation patterns. Indeed, they lose their polymath talents so effectively that they are ultimately unable to produce some sounds – think about the difficulty some speakers have producing the English *th*.

Dolphin calves also pass through a babbling phase. Laurance Doyle from the SETI Institute in Mountain View, California, Brenda McCowan from the University of California at Davis and their colleagues analysed the complexity of baby dolphin sounds and found it looked remarkably like that of babbling infants, in that the young dolphins had a much wider repertoire of sound than adults. This suggests that they practise the sounds of their species, much as human babies do, before they begin to put them together in the way characteristic of mature dolphins of their species.

Of course, language is more than mere sound – it also has meaning. While the traditional, cartoonish version of animal communication renders it unclear, unpredictable and involuntary, it has become clear that various species are able to give meaning to particular sounds by connecting them with specific ideas. Dolphins use 'signature whistles', so called because it appears that they name themselves. Each develops a unique moniker within the first year of life and uses it whenever it meets another dolphin.

One of the clearest examples of animals making connections between specific sounds and meanings was demonstrated by Klaus Zuberbühler and Katie Slocombe of the University of St Andrews in the UK. They noticed that chimps at Edinburgh Zoo appeared to make rudimentary references to objects by using distinct cries when they came across different kinds of food. Highly valued foods such as bread would elicit high-pitched grunts, less appealing ones, such as an apple, got low-pitched grunts. Zuberbühler and Slocombe showed not only that chimps could make distinctions in the way they vocalised about food, but that other chimps understood what they meant. When played recordings of grunts that were produced for a specific food, the chimps looked in the place where that food was usually found. They also searched longer if the cry had signalled a prized type of food.

Clearly animals do have greater talents for communication than we realised. Humans are still special, but it is a far more graded, qualified kind of special than it used to be.

### Questions 27–31

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

- 27 What point does the writer make in the first paragraph?
- A We know more about language now than we used to.
  - B We recognise the importance of talking about emotions.
  - C We like to believe that language is a strictly human skill.
  - D We have used tools for longer than some other species.
- 28 According to the writer, what has changed our view of communication?
- A analysing different world languages
  - B understanding that language involves a range of skills
  - C studying the different purposes of language
  - D realising that we can communicate without language
- 29 The writer quotes the Cartmill and Byrne experiment because it shows
- A the similarities in the way humans and apes use gesture.
  - B the abilities of apes to use gesture in different environments.
  - C how food can be used to encourage ape gestures.
  - D how hard humans find it to interpret ape gestures.
- 30 In paragraph 7, the writer says that one type of dolphin sound is
- A used only when dolphins are in danger.
  - B heard only at a particular time of day.
  - C heard at a range of pitch levels.
  - D used as a form of personal identification.
- 31 Experiments at Edinburgh Zoo showed that chimps were able to
- A use grunts to ask humans for food.
  - B use pitch changes to express meaning.
  - C recognise human voices on a recording.
  - D tell the difference between a false grunt and a real one.

### Questions 32–36

Do the following statements agree with the claims of the writer in Reading Passage 3?

Write

- YES** if the statement agrees with the claims of the writer  
**NO** if the statement contradicts the claims of the writer  
**NOT GIVEN** if it is impossible to say what the writer thinks about this

- 32 It could be said that language begins with gesture.  
33 Ape gestures always consist of head or limb movements.  
34 Apes ensure that other apes are aware of their gesturing.  
35 Primate and human gestures share some key features.  
36 Cartoons present an amusing picture of animal communication.

### Questions 37–40

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

#### **Babbling**

It seems that humans are not the only species that babble. Before young infants speak, some experts think that they produce the **37** ..... mixture of human sounds. Over time, however, they copy the language of their parents, and this affects their ability to pronounce **38** ..... sounds from other languages.

A **39** ..... pattern has been found among dolphins. They produce a range of individual sounds when they are babies, and then combine some of these to produce the sounds of **40** ..... dolphins later on.

<b>A</b> adult	<b>B</b> rare
<b>C</b> similar	<b>D</b> full
<b>E</b> restricted	<b>F</b> sociable
<b>G</b> different	<b>H</b> random