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IELTS Foundation

Study Skills

*a self-study course for
all Academic Modules*




MACMILLAN

- Exam skills
- Practice test
- Answer key
- Audio CD

Study Skills: Listening

The Listening module is the first part of the IELTS exam. Do this quiz to see how much you know about it.

Quiz

- 1 How long is the Listening module in total?
A about 30 minutes B about 40 minutes
C about 50 minutes
- 2 How many sections are there?
A 4 B 5 C 6
- 3 How many questions are there in total?
A 25 B 30 C 40
- 4 The first part of the Listening module is the easiest and the last part is the most difficult. True or false?
- 5 Each section is worth the same number of marks. True or false?
- 6 There are four situation types in the Listening module. Match the examples with a situation type (A–D). Then number the situation types (A–D) in the order you will hear them.

Adam telephones a restaurant to book a table for a party.
Professor Jones lectures on climate change.
Steve, Mary and Sarah discuss their assignment on water pollution.

Mr Green gives a talk on how to open a bank account in the UK.

- A a monologue (one person speaking) in a university situation, eg a lecture
 - B a monologue relating to social needs, eg a speech about arrangements for meals at a conference
 - C a dialogue (two people talking together) relating to social needs, eg a conversation about travel needs
 - D up to four people talking together in an academic situation, eg a conversation between a tutor and a student about an assignment
- 7 How many times do you hear each section?
 - 8 Do you have time to read the questions before you listen?
 - 9 Where should you write your answers?
 - 10 You will lose marks for incorrect spelling. True or false?

Section 1

Remember

Read the **instructions** carefully so that you know what to do.
Read the **questions** carefully and predict what you will hear. Think about **who** is talking, **where** they are and **what** the topic is. In the exam you will only have a short time for this, so do it as quickly as possible.

Skills development

Prediction


Listening module section 1: Exam information

Number of people: two (a dialogue)

Context: conversation about social needs

Example situation: a student applying for a parking permit or someone reporting a stolen bag

- 1 Read the questions. Think about:
 - who is talking
 - what they are talking about
 - any other useful information
- 1 How long has Keiko been at the college?
A a day
B a few days
C a couple of weeks
- 2 The main building
A has three floors.
B is by a lake.
C has a glass front.
- 3 Which door should she take for the accommodation office?
A the first on the left
B the second on the right
C the second on the left

2  01 Listen and answer the questions.

Recognizing repetition and avoiding distracters

1 Read the recording script below. Which information is repeated?

Stephan: ... when you get inside, go straight down the corridor, to the far end, and turn left. You'll see three doors on your left – accommodation is the middle one.

Keiko: So, I go along the corridor, turn left, and it's the second door on the left?

Stephan: That's right!

2 Look again at question 3. Why might someone choose B?

Completing notes

When completing notes, you will be given a word limit. You can write what you hear, but you might have to change the order of the words for the answer to make sense.

1 Rewrite these sentences. Write **NO MORE THAN THREE WORDS** for each answer. Check your answers are grammatically correct.

1 When you choose a university course, think about it carefully. It's a really important decision.

You need to before you choose a university course.


2 You might like to study near to your home town, or to go further afield.

It is usually possible to study or in another town or city.

3 The number of students who choose to study overseas is increasing very rapidly.

There has been a rapid rise in the number of students wanting to

2 Keiko made some notes about the accommodation available through the college. Read the notes and predict the kind of information you need to listen for.

3  02 Listen and complete Keiko's notes. Write **NO MORE THAN THREE WORDS** for each answer.

4 Check your answers on page 71.

Three types of accommodation available:

● Home stay

Cost of home stay: (1) per week with meals

● (2)

● Private lets

College makes sure flats are (3)


Remember

- Most information is not repeated, but if it is, you will usually hear it in different words (paraphrased), eg *studying overseas will not be cheap, in fact it could be one of the most expensive ways of getting qualifications.*
- In dialogues, information is sometimes repeated by another speaker to confirm something.

Remember

- Make sure you use the correct form of the words, and that your answers make grammatical sense.
- You will often have to change the words on the recording to fit the word limit grammatically, eg *It's not easy to find accommodation near the campus. Accommodation near the campus is difficult to find.*


First name: Keiko
 Surname: (4)
 Nationality: (5)
 Address: The Sunrise Guest House
 (6)
 Phone number: (7)
 email address: keiko@hotmail.com

5  03 Listen to the final part of the conversation between Keiko and the Accommodation Officer and complete the form.


Remember
 All answers must be spelt and punctuated correctly.

Remember
 Names of people and places always begin with capital letters. You will lose marks if you don't include them.


Listening for numbers and letters

1  04 How do you say these numbers in English? Listen and check your answers.


15 50 162 £3.25 47% 0.54 12,651

2  05 How do you say these letters in English? Listen and check your answers.

U Y J O G X I P
 Z W H A Q R E B

3  06 How do you say these punctuation marks in English? Listen and check your answers.

- 1 /
- 2 -
- 3 :
- 4 ;
- 5 . (in web addresses)

4  07 Listen and complete the notes with the appropriate words or numbers.

- 1 The man's name is
- 2 The answer is
- 3 The address is
- 4 Everest is high .
- 5 His name is
- 6 The address is
- 7 Her test score was
- 8 His favourite author is
- 9 The phone number is
- 10 The reference number is
- 11 The woman's name is
- 12 The address is
- 13 The web address is
- 14 The man wants to make an appointment with
- 15 The registration number is

Skills practice

Questions 1 and 2

 08 For questions 1 and 2, listen and choose the correct answer.

- 1 How many people will be at Dan's party?
A 10
B 8
C 18
D 24
- 2 Which date does Dan book the party for?
A 15th April
B 16th March
C 8th April
D 16th April


Questions 3–5

While he was on the phone, Dan made some notes. For questions 3–6, listen and complete the notes. Write **NO MORE THAN THREE WORDS** for each answer.

*For parties, the restaurant usually serves a (3)
for a fixed price. There are three choices for each course, for
example for starters there is prawn cocktail, soup or antipasto. At
least one of the choices is (4) Also included
in the price is (5)*

Questions 6–9

For questions 6–9, listen and complete the booking form.

GIOVANNI'S


Price per person: (6) £

Deposit: (7) £

Name: (8)

Phone number: (9)

Section 2

Skills development

Listening module section 2: Exam information


Number of people: one (a monologue)

Context: non-academic, social needs

Example situation: an informal talk on how to open a bank account

Using key words for prediction


1 Read questions 1–3 below and underline the important words. Can you think of synonyms for these words?

2  09 Now answer questions 1–3.

- 1 The programme
 - A gives information about used car sales.
 - B tells you the best way to buy a car.
 - C tells you the most popular way to sell a car.
 - D looks at different ways of buying a new car.
- 2 Which of the following reasons does the presenter give for someone wanting to buy a used car? Circle **THREE** letters A–F.
 - A You are a new driver.
 - B You have had an accident in your old car.
 - C You don't have a lot of money.
 - D Your old car is unreliable.
 - E You want to learn to drive.
 - F You need a bigger car.
- 3 One advantage of a dealer is
 - A they have a lot of room to show you the cars.
 - B they are cheap.
 - C you have a legal right to return the car if something goes wrong.
 - D they are honest.

Eliminating wrong answers

If you can eliminate even one or two wrong answers, you improve your chances of getting the right answer.


 09 Listen again and decide why the other answers to questions 1–3 above are wrong.

Completing a summary

1 Read this summary. For each gap, predict:

- the type of word missing (eg noun/verb/adjective)
- the kind of information it is asking for (use the context to help you)

A (1) way to buy a car is privately. Usually this is done by looking through the (2) and contacting the person selling the car directly. The (3) is that you will not get a warranty. If you are not knowledgeable about cars, you should have the car checked (4) You could also buy a car at auction. This could be very risky as you won't have (5) to inspect it properly before you buy it.

2  10 Listen and complete the summary.

Remember


- The order of the questions follows the recording, so you can answer them in order.
- Think of synonyms or other ways of saying the important words.
- In a multiple-choice question you may have to choose two or more answers.

Remember

- Contractions such as *he's* count as two words.

Skills practice

Questions 1 and 2

 11 Read through questions 1–3 and then listen and circle the appropriate letter.

- | | |
|--|--|
| 1 What is Jenny Arnold's job?
A Health and Safety Officer
B Sports Coach
C Health and Fitness Officer
D Travel Agent | 2 The subject of the lecture is
A travelling.
B staying safe and healthy abroad.
C drawing classes.
D summer holidays. |
|--|--|

Question 3

Circle **TWO** appropriate letters.

- 3 Where does Jenny Arnold say you can get information about vaccinations?
A from a hospital
B from your doctor
C from the Internet
D from your local nurse
E from NHS Direct

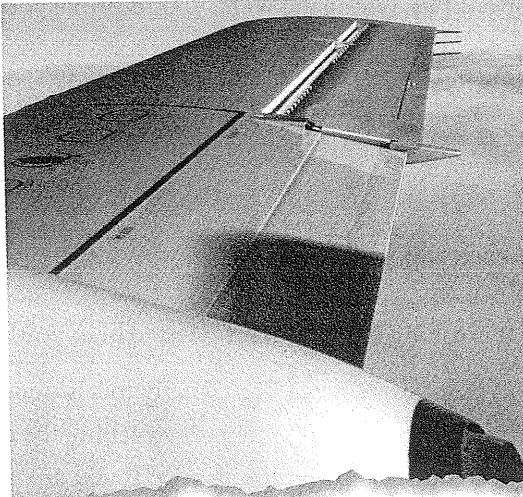
Questions 4–6

Read through questions 4–6 and complete the summary. Write **NO MORE THAN THREE WORDS** for each answer.

It is important to buy some (4) before you leave, even though it may be (5), especially if you plan to do adventure sports. It will make your holiday more relaxing if you know that you could always (6) safely.

Questions 7–9

Read through questions 7–9 and then complete the sentences. Write **NO MORE THAN THREE WORDS** for each answer.



While you are away, you should be careful of (7)

You should be careful of drinking local water and using it when you (8)

If you get an upset stomach, drink plenty of (9)

Skills development

Listening for specific speakers

Listening module section 3: Exam information
 Number of people: up to four people
 Context: education or training
 Example situations: a tutor and a student discussing an assignment, or a seminar situation with several students talking



12 Listen and answer the questions.

- 1 How many speakers are there in the conversation? How do you know?
- 2 What are their names?
- 3 How many times does each person speak?

Listening for specific information/short answers

1 Read the questions below and underline the key words. Which answer is a number? Which is a location or a situation? What *recent ecological problems* can you think of?



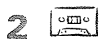
13 Listen and answer the questions. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

- 1 Which **TWO** kinds of recent ecological problems does Anand mention?
 A
 B
- 2 What is the word limit for the assignment?

- 3 Where did Robert get his idea for a topic from?

Completing a table

1 Look at the table. Which questions ask you to identify types of pollution? Which answer is a date?



14 Listen and complete the table. Write **NO MORE THAN THREE WORDS** for each answer.

Pollution problem	Solution provided by	Completed
(1)	City Council	(2)
Boat traffic	(3)	next year
(4)	(5)	ongoing project

Remember

- Listen for introductions at the beginning.
- Listen for any names that people use to direct the conversation.

Remember

- Use the time that you have before listening to the recording to look at the headings in the table. Then you can predict what you will be listening to.
- Look at the answers that are already in the table. These will help you to understand the type of answers required.
- Check if the numbering goes across or down the table.

Classifying


For classification tasks, you have to match statements to one of three options. There may be more than one statement for each option.

waste water
jet ski/motor boat fuel
rain and wind crab
blown marine life

1 Write the words in the box in the appropriate place in the table.

Sea creatures	Stormy weather	Sewage	Emissions

2 Look at the question below and underline the key words.

3  15 For questions 1–4:

if they refer to Sewage write S
 Boat traffic write B
 Rubbish write R


- 1 Which kind of pollution can be used by sea creatures?
- 2 Which kind of pollution gets worse in stormy weather?
- 3 Which kind of pollution is increasing?
- 4 Which kind of pollution makes Sydney's population most upset?

Remember

You may have to use several options more than once.

Spelling

As in Section 2, sometimes words are spelt out for you, but often they are not. Even if the words are not spelt out, you must still spell them correctly.

1  16 Listen and complete the sentences.

- 1 The college is on the of an old castle.
- 2 The meeting will be held on
- 3 Please hand your essays in by next
- 4 We that you take the test in May.
- 5 The course is and highly beneficial.
- 6 rose dramatically in 2001.
- 7 I would you to do your homework.
- 8 He was a very successful
- 9 Different have different management systems.
- 10 He had a very career.
- 11 Studying abroad can help you become more
- 12 unwanted emails, or *spam*, is a growing problem.

accompany constant
evident perceived
sufficient specified

2 Now check your answers on page 73.

3 Here is a list of words common in academic writing. Which **THREE** are spelt wrongly? Use your dictionary to check form and meaning.

Skills practice

Questions 1–4

 17 Complete the table. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

	'A' Levels	Foundation Course
Length of course	2 years	1 year
Number of subjects studied	2–3	(1)
English language support given	often none	(2) per
Main type of assessment	exam(s)	(3)
Most popular with	(4)	overseas students

Questions 5–8

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

- 5 What kind of English does Cathy study?
- 6 What does she say is different to her language?
- 7 Cathy studies the following modules:
 - economic theory
 - marketing strategies
 -
- 8 What does Brenda think about Cathy's course?

Questions 9–12

For questions 9–12:

if they refer to Millford University write **M**
 Ainsley University write **A**
 Parmouth University write **P**

- 9 Which university has given Cathy a conditional offer?
- 10 Which university usually requires an IELTS score of 6.5?
- 11 Which university has a good reputation for Business Studies?
- 12 Which university is in a good location?

Skills development

Labelling a diagram with numbered parts

Listening module section 4: Exam information

Number of people: one (a monologue)

Context: education or training

Example situation: a lecture. The subject may be quite specific, but remember that you do not need any specialist knowledge to answer the questions.

1 Look at the following three diagrams.

- 1 Which one shows a plan or map?
- 2 Which one shows a process?
- 3 Which one shows an object?

Diagram 1

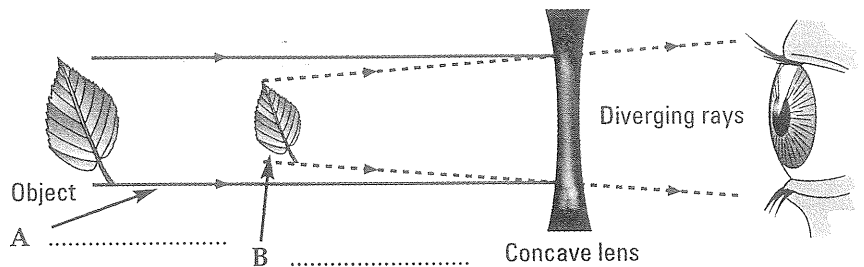


Diagram 2

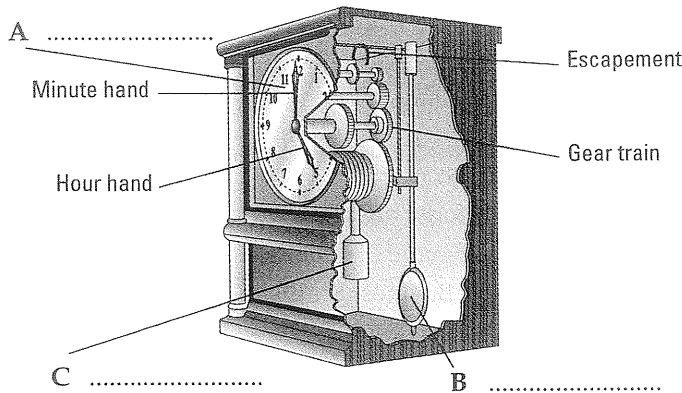
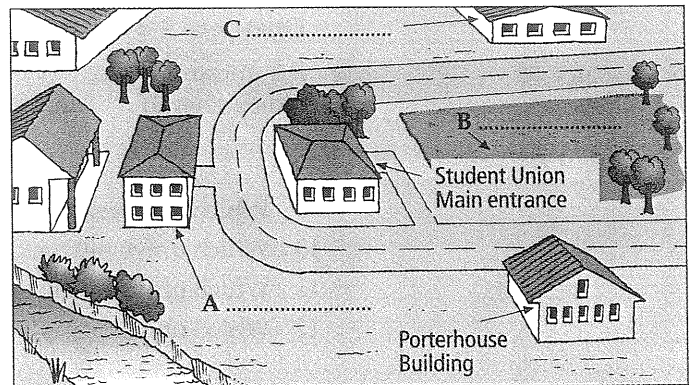



Diagram 3




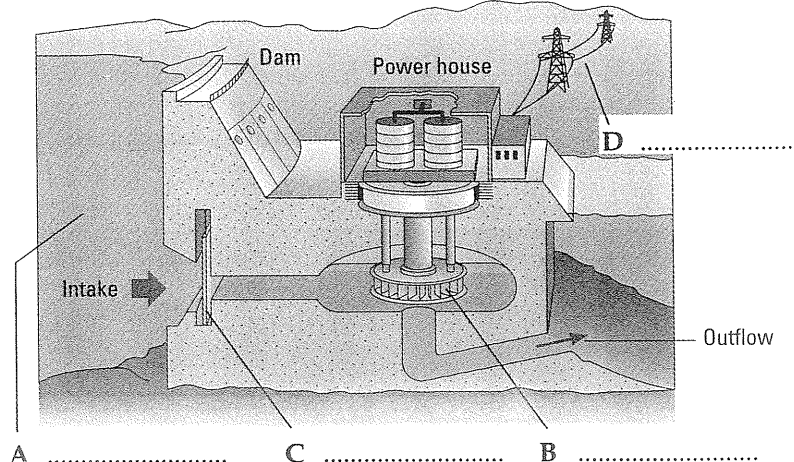
2  18 Now listen and complete the labels on the diagrams.

Remember


Study the diagram. Note what it shows and what positions things are in.

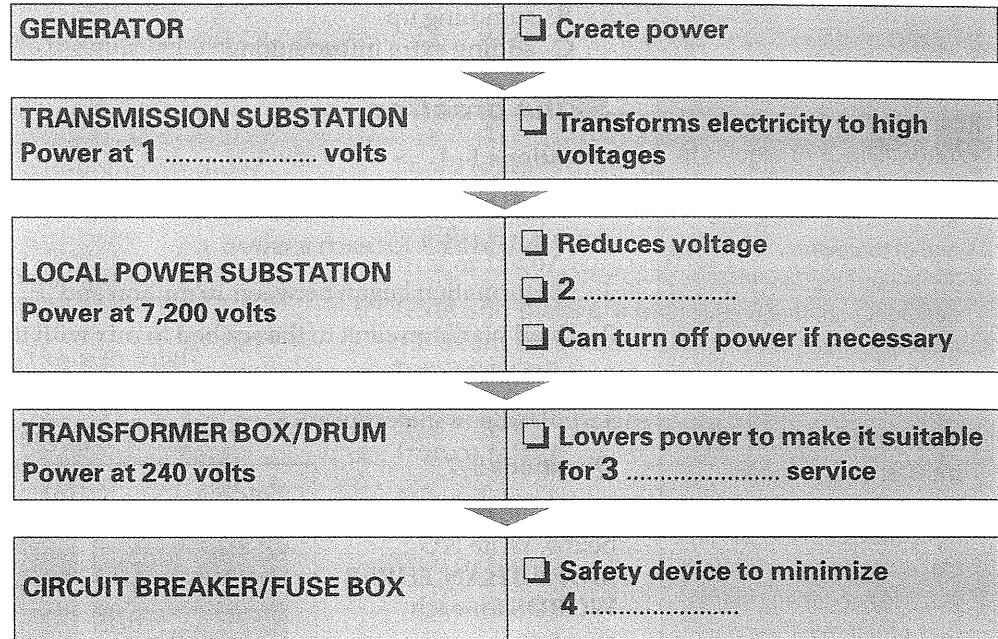
3 Look at diagram 4. What does it show? Describe the positions of the numbered parts.

4  19 Listen and complete the labels. Write **NO MORE THAN THREE WORDS** for each answer.



Labelling a flow chart

- 1 Look at the flow chart below. Which answer is a number?
- 2  20 Complete the flow chart. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.




Remember

- You may be able to use words from the text, or you may need to change the form of the words, eg *reliable flow of water* (= four words), change to *reliable water flow* (= three words).
- You don't always need to

Sentence completion

- 1 Is the information you need in the sentences below a noun, a verb or an adjective?

- Two positive aspects of hydroelectricity are that it is and
- One limiting factor of hydroelectricity is that it requires

- 2  21 Listen and answer the questions.

Listening for signpost words

Signpost words are words or phrases that tell a listener what the speaker is going to talk about next, eg *Right*, or *Anyway* indicate a change of subject and *for instance* indicates when the speaker is going to give an example.

Look at these extracts from the lecture on hydroelectricity. What do the underlined words indicate?

- I want to move on today to a form of power that many would argue is far superior.
 A contrasting information
 B introducing a new topic
 C summing up


- 2 Right, as you can see, under the dam there is a control gate ...
 - A introducing a new topic
 - B drawing attention to a visual
 - C emphasising a point
- 3 As we've said, the power leaves the generator and enters ...
 - A recapping or reviewing information
 - B summing up
 - C adding extra information

Remember

- You will have 10 minutes to transfer your answers to the answer sheet at the end of the exam.
- Write your name and your candidate number on the answer sheet.
- You have to complete the answer sheet in pencil.
- Take great care that you transfer your answers correctly – if you have the right answer in the wrong place on the answer sheet, you will not get any marks. Use a ruler to help you if necessary.
- Check that your spelling is correct.
- You will not lose marks for an incorrect answer, so don't leave any blank spaces.

Skills practice

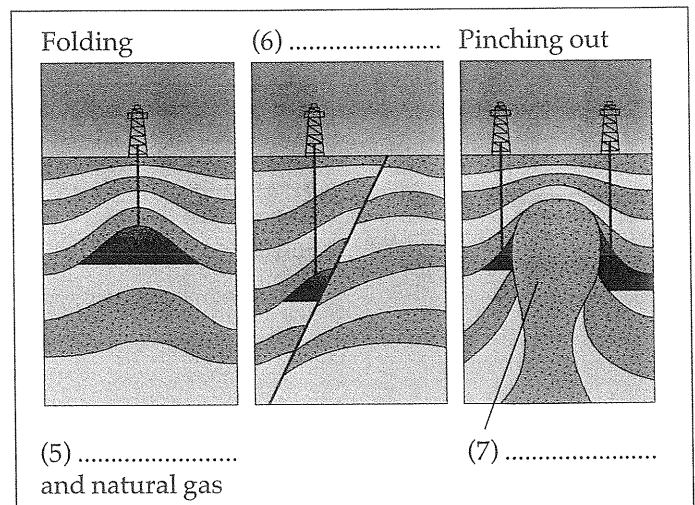
Questions 1–4

 22 Complete the sentences below. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

- 1 Oil formation began between 10 million and years ago.
- 2 Dead plankton sank to the sea bed to mix with the
- 3 Layers of sediment put pressure and on the source rock.
- 4 Oil collects in porous rock, eg

Questions 5–7

Complete the diagram below. Write **NO MORE THAN THREE WORDS** for each answer.



Questions 8–12

Complete the flow chart using **NO MORE THAN THREE WORDS** for each answer.

<p>Initial stages Legal issues are settled.</p>	<p>Preparation for drilling Land is cleared and levelled. (8) may be built. A well is dug or a source of local (9) is found. Large, plastic-lined hole called a (10) is made. A <i>cellar</i> is dug at the site of (11)</p>	<p>Drilling Main hole begun with smaller drill. (12) Main rig is</p>
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Study Skills: Reading

How much do you know about the IELTS Academic Reading module?

Do the quiz below to find out.

Quiz

- How long is the Academic Reading module?
A 90 minutes B 60 minutes
C 11–14 minutes
- How many reading passages are there?
A one B four C three
- How many questions are there in total?
A 35 B 40 C 55
- Where can the reading passages come from?
Tick any that you think are true.
A magazines
B newspapers
C journals
D letters
E books
F advertisements
- There is extra time for transferring your answers to the answer sheet at the end of the exam.
True or false?
- Texts and tasks are easier at the beginning of the exam than at the end.
True or false?
- All the questions are multiple choice.
True or false?
- At least one text contains detailed, logical argument.
True or false?

In this section you will be looking at the skills you need to do well in the IELTS Academic Reading module and practising different question types.

Reading Passages 1 and 2

Remember

- Read the first sentence of each paragraph. This is usually the topic sentence, or the sentence that introduces the main topic of the paragraph.
- Don't worry if you don't know all the vocabulary. It may not be necessary in order to answer the questions.

Skills development

Skimming for gist

Read through the passage quickly to gain a general idea of the content. This will help when you come to look at the text in more detail, and is worth doing even when under pressure of time in the exam.

Read Reading Passage 1 in no more than three minutes and decide on the best general heading.

List of headings

- What is skin cancer?
- Fun in the sun
- How to treat skin cancer
- How to protect yourself from skin cancer

Reading Passage 1

- A** Many people enjoy sunbathing, but it is important to be aware of the risks of lying in the sun. Every year in the UK, there are more than 4,000 new cases of melanoma which is the most dangerous form of skin cancer. Up to 40 per cent of sufferers from melanoma will die. However, with the right precautions, it is possible to enjoy the sun and still stay safe.
- B** Sunshine contains three different bands of ultraviolet radiation: UVA, UVB and UVC. Although UVC is the most dangerous, because it is a shorter-wavelength radiation than UVA and UVB, it is screened out by the Earth's ozone layer. UVA used to be thought less dangerous than UVB, but it is now known that both bands can cause skin cancer. It is UVB which causes sunburn. However, both UVA and UVB can age the skin prematurely.
- C** Levels of UV rays can vary. A two-week holiday in the Mediterranean will expose you to the same amount of sun as you would get in a year in Britain. Short periods of intense exposure to the sun are thought to be more risky than regular daily exposure, particularly if you have fairer skin. However, even if you have darker skin tones you will burn eventually. You can find out the daily UV rate by watching the solar UV index which has recently been introduced on national weather forecasts across Europe.
- D** People haven't really been using sunbeds long enough to be sure of their full effects, but studies indicate that there may well be a potential risk of skin cancer. Because sunbeds use only UVA, you won't get sunburnt. However, this enables you to expose yourself to huge amounts of UVA, something you would not do at the beach where the prospect of getting sunburnt would limit your exposure. Sunbeds will also certainly contribute to your skin ageing more quickly.
- E** The ideal sunscreen to use is an SPF15. This means a sunscreen which gives you fifteen times more protection that you would have normally. An SPF15 sunscreen will absorb proportionally equal amounts of UVA and UVB, and will give you good protection if you are sensible about your exposure. Sunscreens higher than SPF15 tend to lose their balanced effect: the chemicals in an SPF30, for example, will not block UVA rays as effectively as UVB. The other danger with high SPFs is that people will stay in the sun longer because they think they are better

Glossary

Cancer – a serious illness caused by a group of cells in the body increasing in an uncontrolled way

Screen out – to prevent something that is dangerous from coming in

Expose – to fail to protect someone or something from something harmful or dangerous

Mole – a dark brown lump or spot on your skin that is permanent

protected. Higher SPFs do not give proportionately greater protection. An SPF15 gives 93 per cent protection, for example, while an SPF34 gives 97 per cent protection.

- F** It is vital to apply enough sunscreen. In order to receive the protection offered by an SPF15 sunscreen, you would need to put on a 120 ml bottle every day you spent at the beach. Most people do not use nearly that amount, which will reduce the SPF considerably. Moreover, the effectiveness is likely to diminish further when you perspire or wipe your skin with a towel. You should reapply sun cream at least every hour and after swimming, even if you are using a waterproof brand.
- G** Only UVA rays can pass through glass, so you won't get sunburnt sitting by a window, while you can still enjoy the warmth of the sun. Be careful when sitting in the shade, however. You can still get burnt because you will be exposed to rays bouncing off reflective surfaces nearby. This is particularly the case near water. Not all clothing offers effective protection, either. If you can see the light through a piece of clothing when you hold it up, it will not offer much of a barrier to UV rays.
- H** You should keep an eye out for any moles or dark spots on the skin that change in size, shape or colour, become bigger, itchy or inflamed, or bleed. All these may be symptoms of skin cancer and should be checked by a doctor. Once a mole has been identified as a potential melanoma, it is removed under local anaesthetic and sent for examination. Most turn out to be harmless. Of the three forms of skin cancer the two most common varieties – basal cell and squamous cell carcinomas – are easily treatable and rarely fatal, and even melanomas can be treated effectively if caught in time.



Matching headings to paragraphs

This is a common IELTS task. It will help you understand how the text is organized and can help you identify where to find the information you need to answer the questions about the text.

Remember

- Usually there will be more choices than paragraphs. You do not always have to provide a heading for every paragraph. Make sure you check exactly what the question asks you to do.
- You need to look for clues in the text, such as related vocabulary or key words. These words are often repetitions, synonyms or antonyms (opposites) of words in the heading.
- You will not have much time in the exam to underline key words, but it is useful to do this when you practise this type of question.

Reading Passage 1 has eight paragraphs A–H. Choose the most suitable heading for paragraphs B–H from the list of headings below.

List of headings

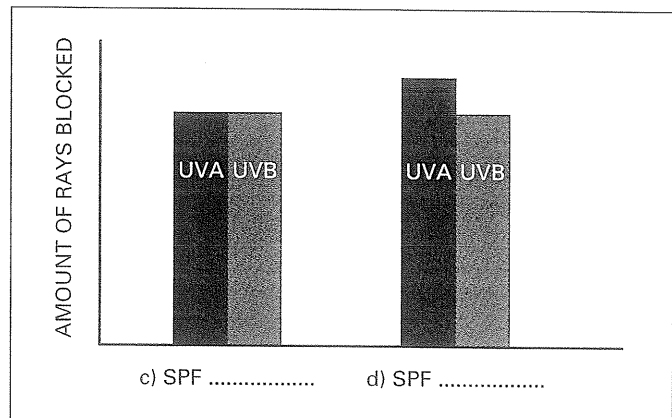
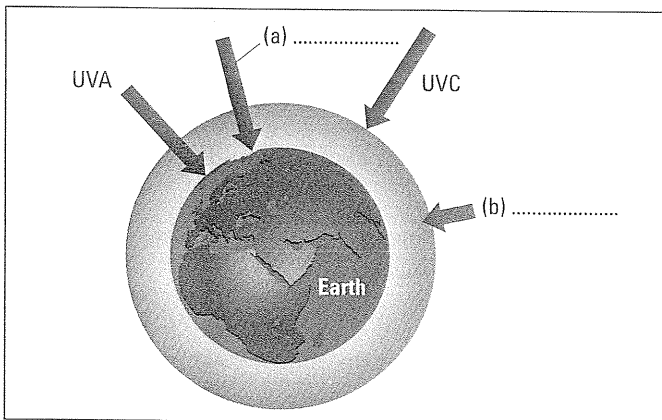
- i Who is most likely to develop skin cancer?
- ii Summer sports and skin protection
- iii How the various types of radiation differ
- iv Sunscreens: the higher the SPF the better?
- v What is ultraviolet radiation?
- vi Other ways to protect yourself
- vii What are the first signs of skin cancer?
- viii Is UV exposure through sunbeds as harmful as natural sunlight?
- ix A short break in the sun won't hurt, will it?
- x How to maximise the SPF of sunscreens

Pictures, charts and diagrams

1 Complete the table below. Tick if the statement is true for UVA, UVB, or both UVA and UVB radiation.

	UVA	UVB	UVA and UVB
Can lead to skin cancer			
Causes sunburn			
Can lead to premature ageing of the skin			
Can pass through glass			
Sunbeds use it			

2 Label the diagram (below left) with words from the passage.



3 Complete the headings of each bar chart (above right) with the correct numbers.

Remember

- Find evidence in the text for your answer and underline it, making a note of which question it answers.
- When making your choice, think about why the other options are not correct.
- Read the instructions carefully to see how many choices you should make.
- Read all the choices quickly before you look at the passage.

Multiple choice

- Exposure to the sun on holiday is dangerous because
 - UVA and UVB rays can lead to skin cancer.
 - we don't usually go out in the sun so much at home.
 - we are exposed to the sun's reflection in the shade.
 - our skins are more exposed in holiday clothes.
- Sunbeds may be harmful because
 - you won't get sunburnt.
 - you will absorb a large amount of UVA rays.
 - you will get sunburnt.
 - you will be exposed to UVC rays.
- Moles, or dark spots on the skin
 - are always symptoms of skin cancer.
 - are harmless.
 - should always be checked by a doctor if they change in any way.
 - are becoming more common.

This type of multiple choice question asks you to choose two or three answers from a group of six or seven.

- Circle **TWO** letters A–E.
Using a high factor (above SPF15) sunscreen can be dangerous because
 - it absorbs equal amounts of UVA and UVB.
 - it will not block UVA as well as it blocks UVB.
 - you will be tempted to stay in the sun longer because you think you are safe.
 - there are more chemicals in it.
 - you will get burnt in the shade.
- Circle **THREE** letters A–G.
In order for an SPF15 sunscreen to actually offer you 15 times normal protection, you need to
 - be careful of rays reflected from nearby water.
 - make sure you use enough sunscreen.
 - apply the sunscreen again after swimming.
 - cover up with light, loose clothing.
 - avoid the hottest part of the day.
 - remember that you will lose protection when you wipe yourself with a towel.
 - avoid UVA rays through glass.

Guessing meaning from context

1 Look at paragraph A again. Notice how the writer avoids repetition by using synonyms or related words.

sunbathing → *lying in the sun* *melanoma* → *skin cancer*
risks → *dangerous* *precautions* → *safe*

A Many people enjoy sunbathing, but it is important to be aware of the risks of lying in the sun. Every year in the UK, there are more than 4,000 new cases of melanoma which is the most dangerous form of skin cancer. Up to 40 per cent of sufferers from melanoma will die. However, with the right precautions, it is possible to enjoy the sun and still stay safe.

- What part of speech is *sufferers*?
- What will happen to 40 per cent of sufferers? What does this tell you about the word?

2 Look at paragraph F again. Find more words in the paragraph with a similar meaning to those circled.

Remember

If you think you have guessed the meaning of a word correctly, try replacing the word in the passage with another word with this meaning. Does it make sense?

F It is vital to (apply) enough sunscreen. In order to receive the (protection) offered by an SPF15 sunscreen, you would need to put on a 120 ml bottle every day you spent at the beach. Most people do not use nearly that amount, which will (reduce) the SPF considerably. Moreover, the effectiveness is likely to diminish further when you perspire or wipe your skin with a towel. You should reapply sun cream at least every hour and after swimming, even if you are using a waterproof brand.

Skills practice

Now practise the skills you have learnt by answering the questions on Reading Passage 2.

Reading Passage 2

A While elephants are often one of a zoo's top attractions, a new report charges that their level of care often falls short of star treatment. In a study released this week, the UK's Royal Society for the Protection of Cruelty to Animals (RSPCA) said elephants in European zoos are often unhealthy, endure considerable stress, and have a much shorter life than their counterparts in the wild. Their condition is frequently even worse than that of elephants in Asian timber camps, alleges the RSPCA, which is calling for wide-ranging changes in the way zoo elephants are treated. In the meantime, the group says, European zoos should stop importing and breeding elephants.

B The RSPCA, based in Horsham, England, said it commissioned the study after several high-profile cases of elephant mistreatment, including one in which electric prods were being used to train elephants at a British zoo. The authors collected data on births and deaths from a studbook of elephants at European zoos to assess life expectancy and infant mortality. Studbooks catalogue the family history of animals in captivity, especially to help prevent inbreeding. The studbook spans 40 years of births and deaths for African savanna elephants (*Loxodonta africana*) and nearly 100 years for Asian elephants (*Elephas maximus*) in European zoos. An estimated 500 elephants, 48% of the world's zoo elephant population, are now in zoos across Europe, from Belfast to Paris. Sixty-nine elephants live in UK zoos. The researchers also reviewed more than 100 elephant studies published since 1960, as well as 500 studies on stress biology and the welfare of other captive animals.

C The findings from the demographic data startled the researchers. They found that Asian elephants in European zoos typically live about 15 years, only half as long as elephants in timber camps. Asian elephants can live as long as 65 years in the wild, the researchers said. Rebecca Hawkes, a spokesperson for the RSPCA, said the extensive study "provides compelling, substantiated information that leaves no doubt that elephants' welfare is compromised in European zoos." Elephants have lived in captivity for more than 4,000 years, many of them held in zoos and circuses worldwide. Captive elephants are also used in some Asian countries for timber-logging and in religious ceremonies. Ros Clubb of Oxford University, a zoologist and co-author of the report, said the study was done after "work by other biologists had already set alarm bells ringing." Findings have shown, for example, that 35 per cent of zoo females fail to breed and that 15 to 25 per cent of Asian elephant calves are stillborn. Clubb and her co-author, Georgia Mason, also a zoologist at Oxford University, said females in the wild normally don't conceive until around 18 years of age, but female elephants in zoos often begin breeding as early as age 12, putting them and their offspring at higher risk of death and illness. The researchers also found that zoo elephants are often overweight—up to 50 per cent heavier than their counterparts in the wild—and commonly exhibit unusual behaviour such as weaving to and fro.

D Mason said such conditions likely stem from a combination of ill health, unusually small social groupings, inadequate dwelling space, and European weather that is often colder than in the

elephants' native habitats. Female elephants in the wild live in interactive family groups of up to ten individuals, said Mason. The female calves usually remain in their family group for life and develop strong bonds with members of that group. In contrast, zoo elephants are typically found in groups of two, and two-thirds of female calves are taken from their mothers at an early age. This low level of family structure and the relatively small enclosures of zoos contribute to boredom and distress, said Mason. Wild elephants roam over distances as much as 60 to 100 times larger than typical housing for zoo elephants, 90% of whom have no natural grazing.

E Although the RSPCA-sponsored study was limited to European zoos, Mason believes the findings may be widely applicable. "Studies of US zoos certainly show that they too have had problems with high [elephant] infant mortality," she said, adding that researchers should "look to see if similar things are happening there."

F Lori Eggert, who studies elephant genetics and behaviour at the Smithsonian Institution in Washington, DC, agreed that it's important to ensure zoo elephants' comfort and welfare but said meeting the demands called for in the study would be challenging. "Elephants [in the wild] require lots of room, and trying to closely mimic their natural habitat or large social groups would be very difficult," she said.

G The Federation of Zoological Gardens of Great Britain and Ireland said in a statement that its

members remained committed to improving the welfare of their elephants. "Given the bleak outlook for elephants in the wild, zoo elephants have an increasingly valuable role to play," the statement said. Apart from their drawing power as major wildlife attractions, zoo elephants are important for conservation, research, and public education. "Elephants are generally used as a flagship species," said Eggert. "As such, they inspire awe and love for nature in people and further inspire them to open their pocketbooks to give money for conservation of habitats."

H Eggert said working with zoo elephants was indispensable to her own research achievements. Much understanding about animal biology and behaviour, such as forms of communication and patterns of reproduction, have been based on research involving elephants and other zoo animals, providing research opportunities that would be difficult or impossible in the wild, Eggert explained. "There are a lot of strong beliefs out there, but now we need real, objective data on what captive elephants need," said Mason. "Only then," she added, "can we judge whether zoos can ever reliably keep these animals well."

Glossary

- Mistreat – to treat someone in an unfair or cruel way
- In captivity – in a zoo or park
- Inadequate dwelling space – not enough room to live
- Breeding – producing young animals
- Timber logging – cutting down trees for wood
- Grazing – grass areas which animals can eat from

Question 1

Choose the most appropriate heading for Reading Passage 2 from the list below.

List of headings

- i Elephants born in captivity are mistreated
- ii Zoo life in Europe shortens elephant lives
- iii Wild elephants more intelligent than those in zoos

Questions 2–4

Reading Passage 2 has eight paragraphs A–H. Choose the most appropriate headings for paragraphs B, C and D from the list below.

List of headings

- i Arguments in favour of keeping elephants in zoos
- ii Inadequate living space for elephants in zoos
- iii The importance of research into elephants
- iv Specific problems of zoo elephants in Europe
- v Possible reasons for the study's findings
- vi Worldwide implications of the study
- vii How and why the study was carried out

2 Paragraph B 3 Paragraph C 4 Paragraph D

Questions 5–8

Complete the table below. Choose **NO MORE THAN THREE WORDS OR A NUMBER** from Reading Passage 2 for each answer.

	Life span	Age start breeding	Typical size of family group
Elephants in zoos	15	(5) <i>as young as</i>	2
Elephants in the wild	(6) <i>as old as</i>	18	(7) <i>as many as</i>
Elephants in timber camps	(8) <i>usually only</i> <i>around</i>		

Questions 9–11

Which **THREE** reasons are given for why it is important to keep elephants in zoos?

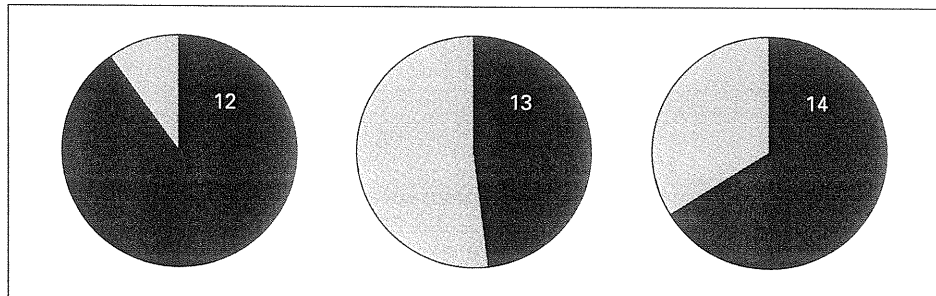
List of reasons

- A providing opportunities to understand more about animals through research
- B attracting the public to zoos
- C protecting elephants from having to work in timber logging
- D helping to get people interested in animals and nature
- E to keep elephant families together
- F teaching elephants to do amusing tricks
- G to give the elephants plenty of room

9 Reason 1 10 Reason 2 11 Reason 3

Questions 12–14

Label the charts. Choose your answers from the box below.



Proportion of:

- A European zoo elephants without grazing
- B European zoo elephants held in UK zoos
- C European female zoo elephants separated very early from their mothers
- D World zoo elephants held in Europe
- E European female zoo elephants who fail to breed

Questions 15–17

Circle the appropriate letters A–C.

- 15 According to Lori Eggert, imitating elephants' natural habitat in a zoo would be difficult because
- A the weather is colder in Europe.
 - B the elephants would need too much space.
 - C the elephants are needed for research.
- 16 According to Georgia Mason, not being with members of their family makes the elephants feel
- A bored and unhappy.
 - B aggressive.
 - C hungry.
- 17 According to Ros Clubb, the study was undertaken
- A because no one had investigated the area before.
 - B to find out why zoo elephants are often overweight.
 - C after previous research had shown possible problems for zoo elephants.

Reading Passages 3 and 4

Skills development

Skimming for gist

The heading of Reading Passage 3 is *A Burning Question*. This means that people have strong opinions about a question and think it is very important. Skim the text and decide what the burning question is. Choose the best explanation from A–C.

- A Who is to blame for causing bushfires?
- B What is the best way to prevent bushfires burning out of control?
- C Why does Australia have more bushfires than Canada?

Scanning to find information quickly

It is important to have an overall understanding of the text but you do not always have to read all parts of the text in the same detail. If you can quickly identify where to look for the information you need, you can save a lot of time.

- 1 Read the Reading Passage 3 in no more than four minutes. Match each paragraph A–E with the sentences i–v below which summarize their content. Check your answers on page 76.

Remember

Try reading the first sentence of each paragraph. This is usually the topic sentence, or the sentence that introduces the main topic of the paragraph. If this does not help you, try looking at the last sentence instead, particularly when looking at the first and last paragraphs of a newspaper or magazine article.

List of sentences

- i The environmentalists' view – that starting fires deliberately destroys the environment.
- ii The scientists' point of view – that bushfires are natural and necessary and should be deliberately started each year in a controlled way.
- iii Why environmentalists think the fires are getting worse (global warming) – and why scientists think they aren't (they just seem worse because more people live near the bush now).
- iv Introducing the topic and telling the reader that there is an argument about the causes of bushfires and how to stop them.
- v What people should do to prevent the fires spreading when they build their houses and gardens near the bush.

A burning question

A The bushfires came to Melbourne today in a more gentle manner than usual. No firestorms raging close to suburban streets and houses reduced to ash – just a sooty cloud that drifted down from the mountains and hung over the city for the day. For Australians, this counts as a quiet period for bushfires. Tens of thousands of hectares of national park may be disappearing in smoke, but few people are under direct threat. The national park recovers; homes don't. But in the lull between backyard infernos, battle has been rejoin on the contentious issue of what is causing the bushfires, and how they can be stopped.

B Environmentalists are pitted against a growing body of scientists who say the only way to limit the blazes is to set the bush on fire during the winter months. "There's this misunderstanding of the nature of fire," said Phil Cheney, of the Commonwealth Scientific and Industrial Research Organisation (CSIRO). "Most people still don't accept that it's a natural ecological phenomenon, and until we do that we're not going to be able to prevent these out-of-control fires." Australian species such as the eucalyptus and banksia often require the passage of bushfires to allow their seeds to germinate, and the characteristic bark-shedding of eucalyptus is believed to have evolved to provide tinder on the forest floor.

C But John Connor, Campaigns Director of the Australian Conservation Foundation, disagrees that burnoffs on national park land are the answer. "Of course you need some sort of burning close to houses, but then every summer we hear these people who just want to concrete over the place," he says. Bushfires may be natural, he says, but the sort of forest management needed to prevent risk to property is definitely not. "A lot of native plants can survive maybe three fires in 20 years, but more often than that and you'll end up with nothing but eucalyptus in the forest," he said.

D Environmentalists believe the real concern around the fires should be the indication they give of the coming impact of global warming – a view backed up by greenhouse experts such as Ian Noble, formerly of the Australian National University. But so far there is

little reliable information to indicate whether fires have in fact been getting worse, and many scientists, such as Jim Gould of the CSIRO's bushfire behaviour and management centre, say that there hasn't even been an increase. "More and more people are living in the bushland, and they expect the same level of protection as if they lived in the city," he said. "So you hear a lot more about the fires because there's more people living cheek-by-jowl with the fire areas." The urban areas of Sydney and Melbourne have doubled since 1960, and – particularly in Sydney – much of the development has been in long arms stretching deep into the bush country. The three areas worst affected by the fires that hit Sydney before Christmas were all on the bush fringes and had seen a massive influx of city-dwellers in recent years, keen to escape the inner city and enjoy the pleasures of the bush.

E Phil Cheney says there has been no measurable change in the incidence of fires since the 1960s, when he remembers flying 600 km (373 miles) between Bega, near the Victorian border, and Newcastle, north of Sydney, and seeing only two breaks in the continuous fire front. "The provision of an implicit guarantee of protection from the emergency services has meant that people are moving into these dangerous areas and are not taking any of the precautions which they should be taking," he says. Many dwellers on the bush fringe choose to make the most of their new location by planting gardens using flammable native plants, rather than the more retardant imported species, and building homes on the tops of ridges to enjoy the views of bushland. These last are a particular fire risk, as winds can fan fireballs up the steep wooded slopes and consume the houses on top with breathtaking speed. Meeka Bailey of the New South Wales Rural Fire Service says that new planning rules passed in New South Wales in August should make some difference, but will do little to improve the situation in areas which have already been built up. "People need to put space between their houses and the forest, keep away from the higher areas and clear out dry undergrowth from their gardens, otherwise it will only encourage the fires," she said.

Glossary

Bush – areas in hot countries that are not used for growing food

Blaze – a large fire that causes a lot of damage

Flammable – likely to burn very quickly and easily

Environmentalist – someone who wants to protect the environment

Climate change/global warming – the changes that are thought to be affecting the world's weather, making it warmer

Greenhouse effect – the process in which heat is unable to escape from the atmosphere and causes the temperature of the Earth to rise

Ridge – the long narrow top of a mountain

Fringe – the outer edge of something

2 Read questions 1–3. Before you answer them, decide in which paragraph A–E you will find the answer. Don't look back at the text at this stage, though you can look back at the summarizing sentences in exercise 1 if necessary.

- 1 How does the scientist, Phil Cheney, describe the nature of fire?
- 2 What kind of people have recently moved to the bush fringe around Sydney?
- 3 In what position is it particularly dangerous to build your home on the bush fringe?

3 Scan the text again to check you have chosen the correct paragraph.

Short answer questions

Look at extracts i–iii from Reading Passage 3 and answer questions 1–3. Underline any words that will answer each question.

- 1 How does the scientist, Phil Cheney, describe the nature of fire?
- 2 What kind of people have recently moved to the bush fringe around Sydney?
- 3 In what position is it particularly dangerous to build your home on the bush fringe?
 - i "There's this misunderstanding of the nature of fire," said Phil Cheney, of the Commonwealth Scientific and Industrial Research Organisation (CSIRO). "Most people still don't accept that it's a natural ecological phenomenon, and until we do that we're not going to be able to prevent these out-of-control fires."
 - ii The three areas worst affected by the fires that hit Sydney before Christmas were all on the bush fringes and had seen a massive influx of city-dwellers in recent years, keen to escape the inner city and enjoy the pleasures of the bush.
 - iii Many dwellers on the bush fringe choose to make the most of their new location by planting gardens using flammable native plants, rather than the more retardant imported species, and building homes on the tops of ridges to enjoy the views of bushland. These last are a particular fire risk, as winds can fan fireballs up the steep wooded slopes and consume the houses on top with breathtaking speed.

Remember

- Check the question specifies that you should use words from the passage.

Remember

- You do not necessarily need to include articles in your three words, eg (a) *natural ecological phenomenon*.
- Sometimes you can only understand a sentence properly when you read the next one or the one before. Look at extract i: *it's* refers to *fire*. Look at extract iii: it is only clear that building houses on the tops of ridges is dangerous if you read on and understand that *these last* refers back to homes *on the tops of ridges*. Look out for referring expressions like *the former, the latter, this, etc.* as well as pronouns such as *they, his, etc.* and make sure you know what they refer to.

Understanding paraphrasing

Look at the way the extracts from the text below have been rewritten using different words (paraphrased). Is the meaning the same or different?

If the meaning is different, change the paraphrase to make the meaning the same as the extract.

Extract	Paraphrase
1 The bushfires came to Melbourne today in a more gentle manner than usual. No firestorms raging close to suburban streets and houses reduced to ash ...	Houses were destroyed by bushfires in Melbourne on the day the article was written.
2 More and more people are living in the bushland ... a massive influx of city-dwellers.	There has been a large increase in the number of people from the cities moving into the bush.
3 'Of course you need some sort of burning close to houses ...' (says John Connor)	John Connor agrees that limited burning just near people's property is necessary.
4 Environmentalists are pitted against a growing body of scientists who say the only way to limit the blazes is to set the bush on fire during the winter months.	All scientists disagree with environmentalists about the best way to limit the blazes.

True, False or Not Given and Yes, No or Not Given

Do the following statements agree with the information given in Reading Passage 3?

Write:

YES if the statement agrees with the information given

NO if the statement contradicts the information given

NOT GIVEN if there is no information about this

- Some Australian species of animals need bushfires to survive.
- People like to build their houses on the top of ridges.
- Many Australian plants can survive three fires a year.
- Bushfires have in fact been getting worse.
- What the fires may suggest about future climate change is the most worrying thing for environmentalists.
- People are dying in bushfires every year.

If your answer was *Yes* or *No*, underline the words in the passage which gave you the information.

Recognizing opinion

The reading passages in the IELTS exam often contain both fact and opinion.

1 Read statements 1–5 below. According to Reading Passage 3, which are facts and which are opinions? Write **F** for fact or **O** for opinion next to each statement.

- Hundreds of miles of land can be on fire during an Australian bushfire.
- Burning parkland deliberately is the answer to controlling these fires.
- There are twice as many people living in the Sydney and Melbourne areas now than there were in the 1960s.
- There has been no real change in the number of bushfires since the 1960s.
- The real concern about these fires is how they show us what the effects of global warming will be.

Remember

- You are unlikely to find exactly the same phrases or words used in the passage. Find something which says the same thing in different words.
- Something may be obviously true or false, but not mentioned in the passage. Always check that you can find evidence in the passage for your answer and if you can't, choose the *Not Given* option.

2 Classify opinions 1–5 below as belonging to

John Connor **JC**
Phil Cheney **PC**
Jim Gould **JG**
Meeka Bailey **MB**

- 1 There is more in the news about bushfires because more people live near the bush now.
- 2 Building houses too close to the bush is dangerous.
- 3 Although bushfires happen naturally, setting them deliberately is not a good idea.
- 4 The only way to prevent fires getting out of control is to accept that fires are a natural part of bush life.
- 5 People don't realise the danger they are in from bushfires.

3 In Reading Passage 3, the writer's main purpose is

- 1 to give advice on avoiding the spread of bushfires.
- 2 to persuade environmentalists of the necessity for regular controlled fires.
- 3 to present different arguments on the subject of how best to control bushfires.
- 4 to give a history of the spread of bushfires in Australia.

Skills practice

Now practise the skills you have learnt by answering the questions on Reading Passage 4.

Reading Passage 4

Do you know how much salt you're eating?

A What did you feed your child yesterday?

Cornflakes for breakfast, perhaps? Marmite sandwiches for lunch? For supper, beans on toast, with a packet of crisps as a snack somewhere in between? The menu will vary from household to household, but the chances are that you will have fed your child, and yourself, at least twice as much salt as the recommended maximum level. Despite growing awareness of the health risks involved with high salt intake, the Food Commission reports this week that many products, especially those aimed at children, are saltier than they were 25 years ago.

B So what are the long-term consequences for our health – and why is there so much salt in our diet? Salt has long been considered a magical substance. In Ancient Rome, it was considered so important to health that a soldier's pay included a special allowance which had to be spent on salt. In the chilly climes of northern Europe, before the development of refrigeration, salt provided one of the few ways of preserving foods to get families through the winter. And it is well known that a small

amount – a tiny amount – is vital for our bodies to function properly, to keep nerve pathways working and maintain our muscles. But in a culture hooked on convenience, processed food, 90% of the population is heavily overdosing on salt which they probably don't even realise is in there.

C The Food Commission, which is the UK's leading independent watchdog on food issues, studied the ingredients in white bread, crisps, baked beans and canned tomato soup, comparing the salt content in 1978 with equivalent products selling today. Among the most shocking of their findings was the discovery that salt in crisps has almost doubled since 1978, from an average of 540 mg per 100 g to 1050 mg per 100 g. In the rest, there was little improvement, despite industry and government claims that salt has been cut in these processed foods.

D Graham MacGregor, who is professor of cardiovascular medicine at St George's Hospital, in south London, is an expert on salt. In the past, concern about salt intake has focused mainly on the middle-aged with high

blood pressure and heart trouble, but according to MacGregor all of us are eating much too much salt, and the consequences for our health could be dramatic. "On average we are eating 10–12 grammes of salt a day," he says. "The recommended maximum intake for an adult is 5–6 grammes (one flat teaspoonful). Ninety per cent of the population exceed that, which puts up blood pressure in everybody, which is the major cause of strokes and heart attacks in this country. It's a very major problem. "If we did reduce total salt intake by the recommended amounts, it would save approximately 30,000 heart attacks and strokes in the UK every year."

E In addition to high blood pressure, strokes and heart attacks, which are two of the most common causes of death and illness in the UK, high salt intake is also associated with osteoporosis, fluid retention, asthma and stomach cancer. The risk is particularly acute in children, who are subjected to intensive marketing of snack and fast-food products that are exorbitantly high in salt. The government's Scientific Advisory Committee on Nutrition (SACN) has recommended that children under seven years should consume an average of not more than two grammes of salt a day. Those between seven and 14 should consume not more than five grammes. "The furring of the arteries starts in early childhood, and children are now eating this appalling diet which is very high in salt," says MacGregor. "People are much less aware they are eating it, but it's all hidden in these processed foods. We are talking about foods that are 20–30% more salty than sea water." As much as 80% of the salt in our diet comes from processed foods, but why do salt levels need to be so high? "Because it's completely inedible without it. It's totally tasteless," says MacGregor. "It's to cover up," agrees Anton Edelmann, head chef at the Savoy hotel in London. "It makes up for poor ingredients. It also works as a stabiliser in some foods; it retains the moisture in the food, and keeps it a little bit longer."

F Other conspiracy theorists speculate about the links between producers of snack foods and soft drinks – crisp manufacturer Walkers, for example, is a division of PepsiCo which produces Pepsi Cola. Salty foods lead to thirsty children, which in turn leads to increased sales of soft drinks, they suggest. Steve Chandler of the Snack, Nut and Crisp Manufacturers' Association, which represents companies such as Walkers, KP (makers of Hula Hoops) and Golden Wonder, yesterday dismissed such theories as "total nonsense" and claimed that in the past 10 years, the industry had worked hard to reduce salt levels, which escalated in the late 1970s and 80s with a massive increase in the number and variety of snack products on the market. "We've managed to pull it back to the tune of 25% over the past 10 years," he says. "We do listen to what the expert advice is. We do listen to what consumers say. We put a lot of time and effort into trying to improve the nutritional aspects of our product."

G The good news is that public awareness is growing. Anton Edelmann used to see customers furiously shaking salt over food he had meticulously flavoured and seasoned in his kitchen. "That's gone nowadays. People are more aware of the fact they should not eat too much salt, but they don't know how to reduce it. In an ideal world I would remove the salt cellar from the table, but I can't do that. We all eat more processed food, and that's where the problem comes in. You can't control how much salt you're eating. How can you fight this avalanche of processed foods? People say they have less time so they cook less and buy more ready-meals. I think they should work an hour less and go home and cook proper food."

H Tomorrow is National Salt Awareness Day. What a great day to take Anton's advice, knock off early and get home to the cooker.

Glossary

Convenience foods – food that is quick and easy to prepare

Processed foods – food which has chemicals added to keep it fresh

Heart attack – an occasion when someone suddenly has a lot of pain in their chest and their heart stops working

Stroke – a medical condition when blood is suddenly blocked and cannot reach the brain, so you can't move some muscles, or speak

Osteoporosis – a medical condition when your bones become more likely to break

Fluid retention – a medical condition when parts of your body swell because of extra fluid, or liquid

Asthma – a medical condition that makes it difficult to breathe

High blood pressure – a medical condition when the pressure of blood flowing from your heart is too high

Questions 1–4

Reading Passage 4 has seven paragraphs A–H. Which paragraphs include the following information? Write the appropriate letters.

- 1 What the producers of snack food say about the amount of salt in their products.
- 2 Why salt is important in our diet.
- 3 The writer's opinion and reason for writing the article.
- 4 Medical problems associated with salt.

Questions 5–8

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

- 5 What type of food typically provides 80% of the salt in our diet?
.....
- 6 What percentage of the UK population is eating too much salt?
.....
- 7 What is the maximum amount of salt that children under seven should eat each day?
- 8 Which two health problems does MacGregor say can be a result of high blood pressure? and

Questions 9–12

Do the following statements agree with the information given in Reading Passage 4? Write:

TRUE if the statement is true according to the passage
FALSE if the statement is false according to the passage
NOT GIVEN if there is no information about this

- 9 People are increasingly aware of the need to reduce the amount of salt they eat.
- 10 High salt intake only affects your heart and blood pressure.
- 11 In Ancient Roman times soldiers spent a lot of money on salt.
- 12 Our bodies need a little salt to work properly.

Questions 13–17

Classify statements 13–17 as:

a finding of the Food Commission study	FC
a claim of the crisp and snack manufacturers	CSM
a scientist's opinion	SO
a chef's opinion	CO

- 13 Salt in crisps and snacks has been reduced by 25% over the last 10 years.
- 14 It is more important to eat healthily than to save time.
- 15 People from all age groups are eating too much salt.
- 16 There is almost twice as much salt in crisps now than in 1978.
- 17 Crisp manufacturers do not produce salty food to encourage children to buy more soft drinks.

Question 18

Circle the appropriate letter.

The writer of the article thinks we should

- A feed our children more salt than the recommended maximum level.
- B cook our own food rather than eat processed food.
- C eat no more than 5–6 grammes a day of salt.
- D increase the number of snacks on the market.

**Reading Passages
5 and 6**

Remember

A summary should cover all or most of the main ideas in the text, not just one of them.

Skills development

Skimming for gist

Quickly read Reading Passage 5. Choose the best summary A–D of the findings of Brodsky’s research.

- A Driving too fast causes more deaths on the road.
- B Listening to loud music while driving causes more accidents.
- C Music in cars is distracting to drivers, especially when it’s fast and loud.
- D People listen to music in the car more often than anywhere else.

Reading Passage 5

5 Speed kills. But it is not only the speed at which people drive that is the problem: the speed of the music they are listening to also has a hand in their fate. An Israeli researcher says drivers who listen to fast music in their cars may have more than twice as many accidents as those listening to slower tracks.

10 With the car now the place where people most often listen to music, the research is worrying. While previous studies have shown a link between loud music and dangerous driving, Warren Brodsky at Ben-Gurion University in Beer-Sheva, wondered if tempo had any effect on driver behaviour. To find out, he put a group of 28 students through their paces on a driving simulator.

15 Each student drove round the virtual streets of Chicago while listening to different pieces of music, or none at all. The students had an average of seven years’ driving experience.

20 Brodsky chose music with a variety of styles, ranging from laid-back George Benson ballads to the ultra-fast numbers beloved of clubbers. The tempo ranged from a slow 60 beats per minute up to a fast and furious 120 beats per minute or more. All the music was played relatively loudly to maximise its effect.

25 As the tempo increased, Brodsky found drivers ran more risks, such as jumping red lights, and had more accidents. When listening to up-tempo pieces, they were twice as likely to jump a red light as those who were not listening to music. And

30 drivers had more than twice as many accidents when they were listening to fast tempos as when they listened to slow or medium-paced numbers. Brodsky concedes that behaviour on a simulator may not translate into the same behaviour on the road. “But I think it’s got to be taken seriously,” he says.

40 He also monitored the drivers’ heart rate and found that it fluctuated less when they were listening to music of any kind compared with no music at all. This lack of variation, he suggests, shows that music is distracting the drivers and making them less alert.

45 So what should drivers do? Brodsky says they should be aware of the tempo effect and choose slower pieces of music – or turn down the volume so they are less distracted.

50 The study has changed Brodsky’s own attitude to in-car music. He chose the pieces that he used in the study after listening to them as he drove to work. “I could hardly control myself with some of the pieces. It was difficult taking my foot off the gas pedal,” he says. “I’m now more careful in my choice of music.”

55 “Very little research has been carried out into how people’s lifestyles affect their driving behaviour,” says Roger Vincent of Britain’s Royal Society for the Prevention of Accidents. “We need more research into the effects of distractions in cars.”

60

Glossary
Alert – paying attention to what is happening and being ready to react if necessary
Lack of – to not have any or enough of something you need or want
Distracting – preventing you from concentrating

Summary completion

risks students time
speed type motivating
care fluctuating
distracting alert
researchers

1 Read at the summary and decide what part of speech each gap is (noun, verb, adjective, etc.).
Brodsky investigated the effect of the (1) of music on driver behaviour.
(2) used a driving simulator while listening to different kinds of music.
Brodsky found that fast music caused drivers to take more (3) but any music was more (4) than none.

Remember

Decide what part of speech you need for each gap and check your answer makes grammatical sense.

Remember

- Read all the notes or the whole summary first to check general understanding.
- Decide what kind of word or words you are looking for.
- Read the relevant section of the passage to find the words you need.
- Do not use your own words.

Remember

- Find the correct part of the passage (usually in the same order as the questions) and find words or phrases which mean the same as the sentence you have to complete.
- If you are given endings to choose from in a box, make sure the ending you choose is grammatically possible.
- If you have to choose your own endings from the passage, make sure you use the right number of words and that your answer is logical and

2 Complete the summary with words from the box. Note that there are more words than spaces, so you do not need to use them all.

Guessing meaning from context

In the previous exercise we saw how a word from the text (*tempo*) was replaced with a synonym (*speed*). There may also be some clues in the sentences around the new word. Look at these sentences:

Brodsky chose music with a variety of styles, **ranging from laid-back George Benson ballads to the ultra-fast numbers** beloved of clubbers. The **tempo ranged from a slow 60 beats per minute up to a fast and furious 120 beats per minute** or more.

These two sentences together make it clear that the writer is describing speed and help you to guess the meaning of the word *tempo*.

1 Look at Reading Passage 5 again and find words which mean the same as definitions 1–6 below.

- 1 not real but created by a computer
- 2 calm and relaxed
- 3 admit that something is true
- 4 to check regularly or measure something to find out what is happening
- 5 changed frequently
- 6 someone's opinions about something, especially as shown by their behaviour

2 Underline the other words in the text which helped you guess correctly.

Note completion

Notes often list key points about the passage or part of a passage.

Complete the notes below. Choose **ONE OR TWO WORDS** from Reading Passage 5 for each answer.

According to Brodsky, drivers are not so (1) because music affects their concentration.

So, drivers should: play music which is (2)
ensure they do not become (3) by turning down the volume.

Understanding paraphrasing and sentence completion

1 Look back at the first four paragraphs of Reading Passage 5 and find phrases or sentences with the same meaning as 1–5 below.

- 1 is involved in what happens to them
- 2 the results of the study should concern us
- 3 got them to show how good they were
- 4 at quite a high volume
- 5 to make something as effective as possible

2 Choose **ONE** phrase from A–I below to complete sentences 1–3.

- 1 The speed at which people drive ...
- 2 The fastest music played in the study was ...
- 3 Listening to fast music while driving ...

List of phrases

- | | |
|-----------------------------------|-----------------------------------|
| A laid-back George Benson ballads | F is not the only problem |
| B jumped a red light | G more than 120 beats per minute |
| C to maximise their effect | H is not a problem |
| D is the problem | I doubled the number of accidents |
| E 60 beats a minute | |

3 Complete the sentences below with words from Reading Passage 5. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

- 1 Safer drivers listened to
- 2 On average the students had been driving
- 3 To increase its impact the music was
- 4 Slow or tracks were safer than faster pieces of music.

Skills practice

Now practise the skills you have learnt by answering the questions on Reading Passage 6.

Reading Passage 6

5 An oil frequently found on your bathroom shelf may prove a viable alternative to diesel fuel for cars and trucks. Early tests show that jojoba-fuelled engines kick out fewer pollutants, run more quietly and for longer, and perform just as well as diesels.

10 The search for alternative fuels, driven by dwindling oil reserves and concerns over exhaust emissions, has led researchers to investigate more sustainable sources such as vegetable oils. Sunflower oil, soybean oil and even opium poppy oil have all been tested as potential fuels.

15 Now it is jojoba's turn. Jojoba is a desert shrub that can reach up to 4.5 metres high and typically lives more than 150 years, producing nuts that yield half their volume in oil. The non-toxic oil is widely used as a non-greasy skin-smoothing ingredient in cosmetics, and as a base for shampoos and make-up.

20 Engineers think the oil has potential as a motor fuel because it releases a lot of energy when it burns and is chemically stable at the high temperatures and pressures in a working engine.

30 To test jojoba in engines, Mohamed Selim and his colleagues at the United Arab Emirates University in Al-Ain and at the Helwan University in Cairo, connected an array of sensors to a diesel engine and monitored its performance while burning regular diesel fuel. They then ran the engine on a fuel called jojoba methyl ester, which they made simply by adding a dash of methanol and a catalyst to raw jojoba oil.

Selim's team reveals in the journal *Renewable Energy* (vol 28, p. 1401) that the jojoba fuel

40 matched diesel for torque and power over the engine speeds they tested, between 1000 and 2000 revolutions per minute. What is more, the jojoba combustion gases took slightly longer to reach maximum pressure in the cylinder, which Selim believes may explain why the engine runs more quietly on the nut oil.

45 Selim says jojoba is worth pursuing as an alternative fuel because it contains less carbon than fuels like diesel, which means lower emissions of carbon monoxide, carbon dioxide and soot. And unlike diesel, jojoba oil contains no sulphur, so not only will the exhaust be free of harmful sulphur oxides, but the cylinders will be spared exposure to corrosive sulphuric acid, so the engine will last longer. Jojoba also has a higher 'flashpoint' than diesel, meaning it is less likely to explode while being stored or transported.

60 Of course, growing enough jojoba would be a huge challenge. "The use of jojoba as a fuel needs huge quantities of seeds, which needs large investment, probably by the government or private sector," says Selim. But while jojoba is unlikely to challenge diesel globally, it could gain popularity in certain regions. It can be grown in hot climates, salty soils and even deserts. "It needs to be cultivated in huge amounts, which is easy in the desert lands in many countries," he says. The plant has been grown for decades in the American south-west and north-west Mexico. It is now cultivated throughout South America and in several Middle East countries. Arable farmers in Egypt have already started planting jojoba shrubs specifically to use the nut oil as a fuel.

Questions 1–4

Complete the summary below with words from the box. You will not need to use all the words.

a sustainable source diesel an alternative petrol safer the nut oil
cultivate a fuel manufacture globally cheaper

Jojoba has been found to have potential as (1) to diesel fuel. Scientists found that jojoba was as powerful as (2) and that it was also cleaner and (3) It will be easiest to (4) in desert lands.

Questions 5–8

Complete the summary below. Choose **ONE** word from the last paragraph of Reading Passage 6 for each answer.

Jojoba is easy to grow, even in (5) However, very large (6) are needed to use it as fuel, requiring a significant (7) Nonetheless, farmers in Egypt are already growing jojoba plants (8) for this purpose.

Questions 9–11

Choose one phrase from A–H below to complete sentences 9–11.

- 9 Engines using fuel made from jojoba
10 Diesel oil
11 The desert shrub jojoba

List of phrases

- A contains more carbon monoxide than alternative fuels
B contains no sulphur
C needs plenty of water
D is now cultivated throughout South America
E have been tested as potential fuels all over the world
F are less polluting than diesel
G release a lot of energy
H is unlikely to challenge diesel globally

Questions 12–14

Choose one word or phrase A–G to complete sentences 12–14.

- 12 Dwindling oil reserves have led people to look for
13 The scientists found that the diesel and the jojoba were equally
14 Jojoba is safer to transport than diesel because it is not as likely to

Questions 15 and 16

Complete each of the statements below with words from Reading Passage 6. Write **NO MORE THAN THREE WORDS** for each answer.

- 15 Apart from jojoba, an example of an alternative fuel source that has been investigated is
16 Dangerous emissions from diesel exhaust fumes include

List of words/phrases

- A powerful
B jojoba oil
C alternative fuels
D damage
E explode
F clean
G popular

Study Skills: Writing

How much do you know about the IELTS Academic Writing module?
Do the quiz below to find out.

Quiz

- How long is the Writing module?
A 90 minutes B 60 minutes
C 50 minutes
- Complete the table.

	How long should you spend on this task?	Minimum number of words
Task 1		
Task 2		
- In Task 1 what do you have to do?
A present your opinions
B describe facts and data
C write a story
- In Task 1 what do you have to write?
A a report for a university lecturer
B an informal letter to a friend
C a description of an event
- In Task 2 what do you have to do?
A present and justify your opinions
B describe a historical event
C compare and contrast photographs
- In Task 2 what do you have to write?
A a report
B a formal letter to a company
C an essay or composition

Writing Task 1

In Task 1 you will be asked to describe visual data, for example a chart, graph or table in at least 150 words.

Skills development

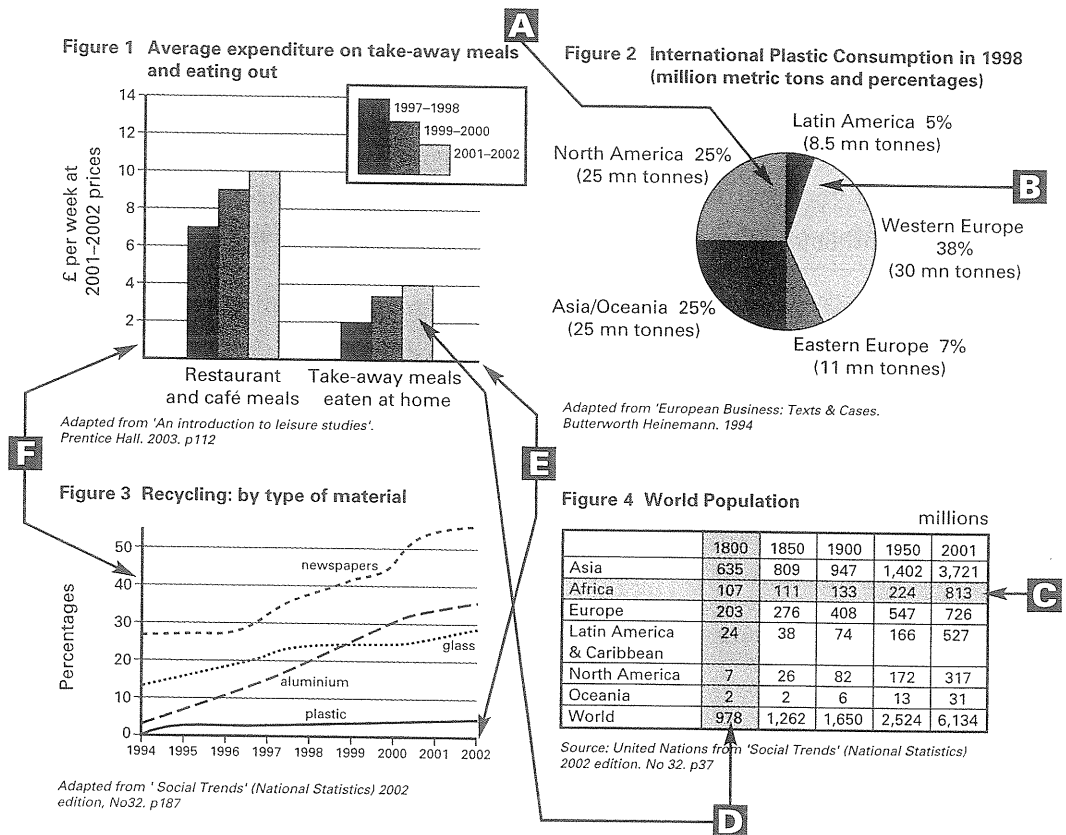
Understanding data

1 Look at the figures 1–4 and identify which one is:

- a line graph
- a bar chart
- a table
- a pie chart

2 Look at labels A–F and identify:

- vertical axes
- horizontal axes
- columns
- a row
- a segment showing a quarter
- a segment showing just over a third



3 Which figure 1–4 tells you about:

- 1 the amount of plastic used?
- 2 the number of people living in different continents?
- 3 the percentage of waste materials recycled?
- 4 eating habits?

4 Look at figures 1–4 again and find the answers to these questions.

- Figure 1 1 What type of eating was most popular in 2001?
2 What do the figures on the vertical axis represent?
- Figure 2 1 Which area consumed the most plastic in 1998?
2 How much plastic did Eastern Europe consume?
- Figure 3 1 What period of time is shown on this graph?
2 Which materials were recycled most in 2002?
- Figure 4 1 What does the column on the left refer to?
2 What does the row at the bottom refer to?

Language focus: Expressing figures and quantities

1 Now complete these sentences. Refer to figures 1–4.

- 1 On average, between 1997 and 1998 about per week was spent on eating at restaurants and cafés compared to about on takeaways.
- 2 Latin America consumed the least amount of plastic in at million tonnes.
- 3 Aluminium recycling increased steadily from about in 1994 to well over in 2002.
- 4 In 1800 approximately million people lived in North America but in 2001 this figure had risen to million.

exactly the same
much more very little
more than trebled
half as much a quarter
twice as many
slightly more

2 Complete the sentences below with a phrase from the box. Refer to figures 1–4.

- 1 Europe's population from 1800 to 2001.
- 2 Oceania had over people in 1950 as it did in 1900.
- 3 In 1999, the percentage of glass and aluminium recycled was
- 4 plastic was recycled in 1994.
- 5 In 1998, both North America and Asia/Oceania consumed of the world's plastic.
- 6 Eastern Europe consumed plastic than Latin America.
- 7 money was spent on takeaway meals in 1997–1998 as it was in 2001–2002.
- 8 In 2001–2002, money was spent on eating in restaurants and cafés than on eating takeaways at home.

Remember

- Take time to read and understand the title of the diagram.
- Check you understand what the vertical and horizontal axes represent.
- Be careful to describe the data correctly.
- Compare and contrast figures in different ways.

Remember

- Don't copy the title of the diagram. Instead, write a comment about the general trends shown.
- Stick to the information provided in the diagram.
- Specific details are not needed in the opening statement.

The opening statement

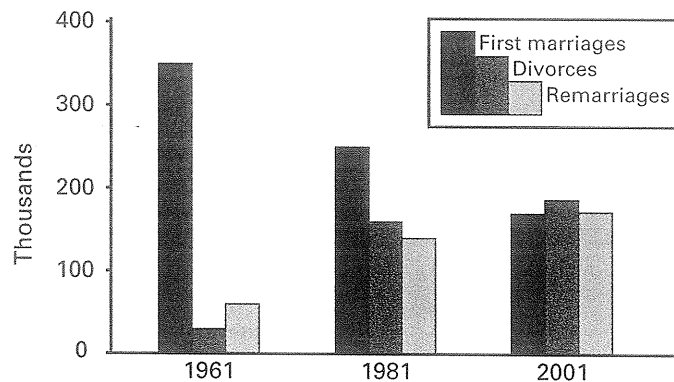
Here is a simple outline of a Task 1 answer:

- opening statement
- general information and most significant trends
- more specific information and evidence of significant trends

It is important that the first sentence of your answer shows that you understand the information shown in the diagram(s).

1 Look at the bar chart. Which of the sentences A–D below is the most appropriate opening sentence? Why?

Marriages and Divorces in the United Kingdom



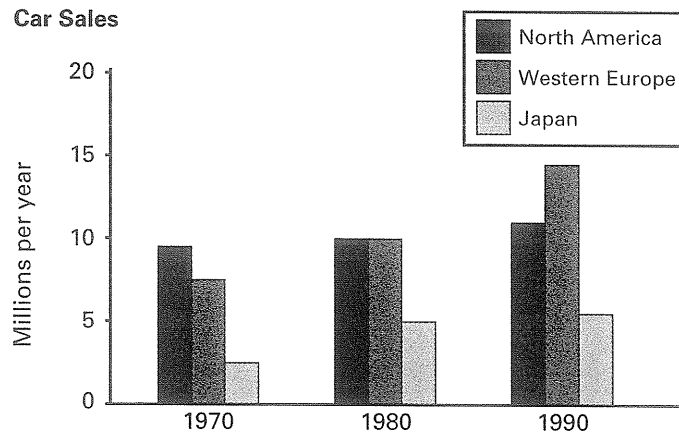
Adapted from 'Social Trends' (National Statistics) 2002 edition. No 32. p43

- A This bar chart shows the number of marriages and divorces in the UK.
 B This bar chart proves that weddings are not as popular as they used to be and people often get married when they are older.
 C The chart shows that the number of first marriages decreased in the period 1961–2001, while figures for divorces and remarriages increased.
 D The chart clearly illustrates that the number of first marriages has risen and the number of divorces is at a similar level.

2 Sometimes Task 1 requires you to write a report about two diagrams. In this case you need to write an opening statement which comments on both sets of data.

1 Which of the statements below is most appropriate for the bar chart?

Car Sales



Source: Car Sales from European Business: Texts & Cases. Butterworth Heinemann. 1994.

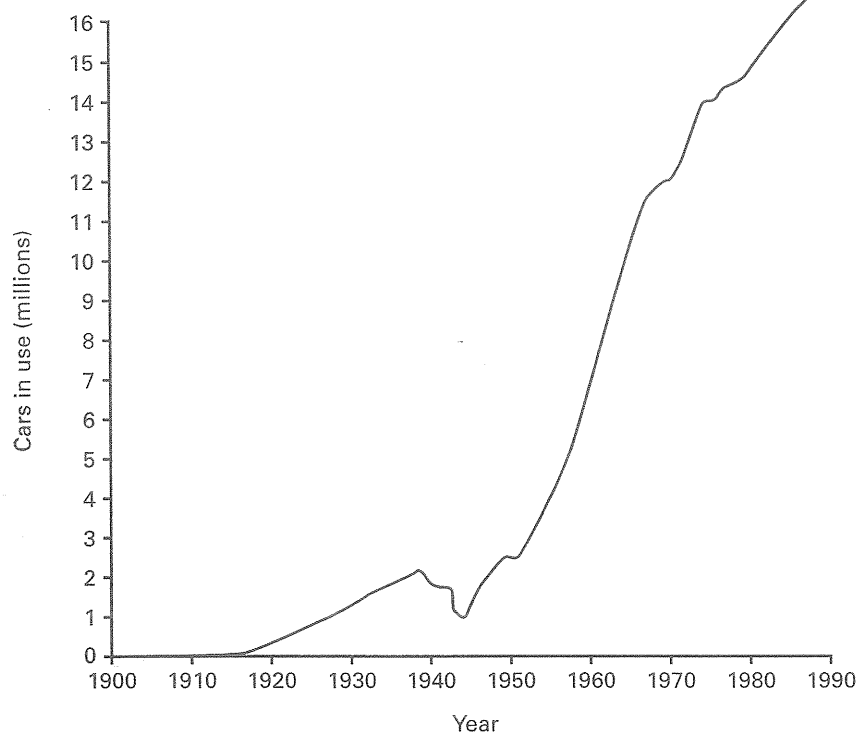
- A In general car sales have increased since 1970.
 B Car sales in North America, Western Europe and Japan are different.

Remember

- Your opening statement should include information about the main trend(s) shown in the diagram, eg *increase in car sales since 1970*.
- If there is more than one diagram, you should include any other important information, eg *number of car owners has increased dramatically since 1900*.

- 2 Which of the statements below is most appropriate for the line graph?
- A Over 15 million people were using cars in 1990.
B From 1900 to 1990 the number of car owners dramatically increased.

Growth in car ownership in the UK 1900–1990



Adapted from 'An introduction to leisure studies.' Prentice Hall, 2003, p20

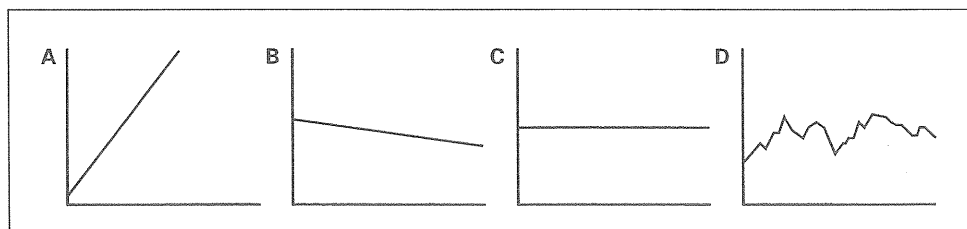
- 3 Now find the best way to combine the two sentences you chose in exercise 2 in an opening statement.

Language focus: Describing change over a period of time

The main aim of Writing Task 1 is to describe information shown in diagrams.

- 1 Look at the diagrams below. Match the phrases to the appropriate diagram.

increased sharply fluctuated fell gradually remained stable



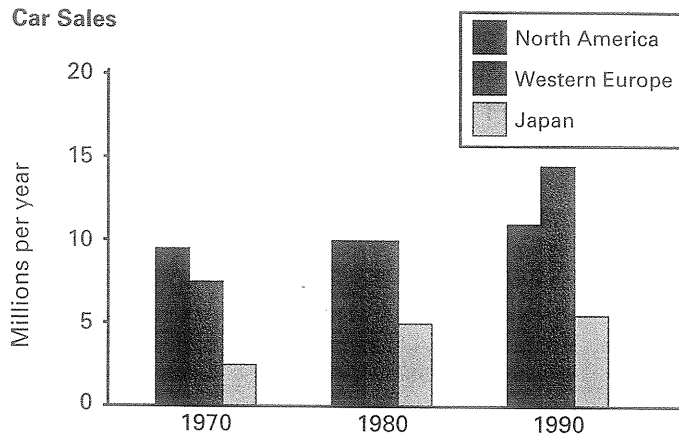
- 2 Look at the phrases below. Match them to the phrases in exercise 1. Not all of the phrases will match.

Example: *sharp increase* – sharp rise

reached a peak rose dramatically decreased steadily varied
stayed the same increased gradually fell slightly

3 Read the paragraph below which describes the bar chart. Underline the verbs and say why each tense is used.

The bar chart shows that sales of cars rose most significantly in Western Europe where the number almost doubled from about 7.5 million per year in 1970 to nearly 15 million in 1990. More cars were sold in this area than anywhere else.




Source: Car Sales from *European Business: Texts & Cases*. Butterworth Heinemann, 1994.

4 Choose the best alternative from the words in *italics*.

In Japan there was a (1) *same/similar* trend in that sales (2) *doubled/increased two times* between 1970 and 1980 from 2.5 to 5 million. However, over the next ten years the number of cars sold (3) *remained stable/stayed the same*. North America had the (4) *tallest/highest* sales (5) *figures/numbers* in 1970 (about 9 million) but there was only (6) *a little/slight* increase to just over 10 million over the next 20 years.

5 Read the text and complete the gaps with an appropriate word or phrase from the box.

sharp fall rise increased rose steadily remained stable
 increased dramatically



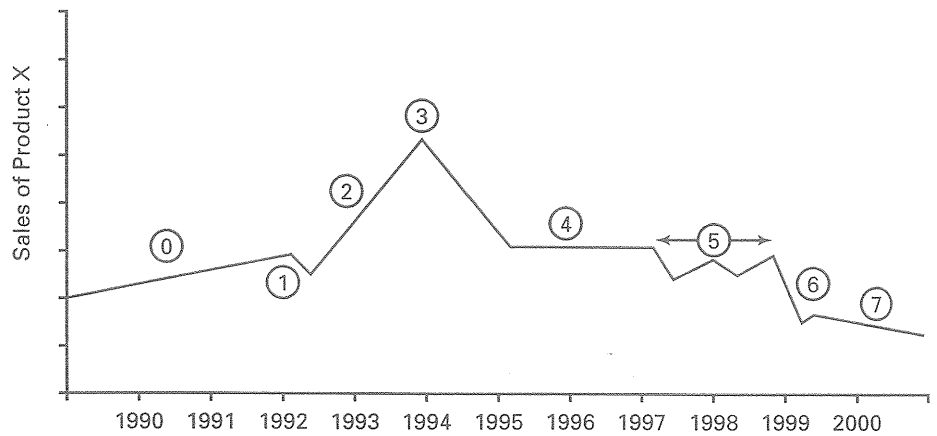
The line graph shows that the number of car owners in the UK (1) from less than 1 million in the early 1900s to over 15 million in 1990. In the first quarter of the century sales (2) but in the 1940s there was a (3) probably because of the Second World War. From the 1950s onwards the amount of car users (4) from nearly 3 million to about 14 million in the mid 1970s. At this time, sales (5) for a short time before rising sharply again. Car sales and the number of cars in use have both increased significantly in these periods and it is likely that these figures will continue to (6) in the future.

6 Look at the line graph below and complete the gaps using an appropriate phrase to describe the changes shown.

Remember

- The language you use must reflect the diagram and data you are describing, eg are you talking about a *sharp* or *gradual* fall?

Describing change

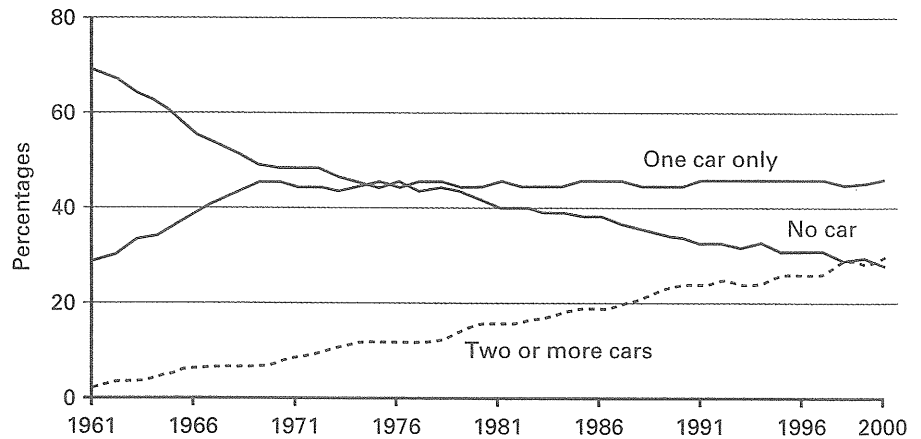


- 0 A steady increase/gradual rise..... in sales.
Sales increased steadily/rose gradually....
- 1 A in sales.
Sales
- 2 A in sales.
Sales
- 3 Sales in 1993.
- 4 Sales
- 5 Sales
- 6 A in sales.
Sales
- 7 A in sales.
Sales

Skills practice

Study the diagram. Then write four sentences to describe the information shown.

Households with regular use of a car in Great Britain



Source: National Travel Survey, Department for Transport

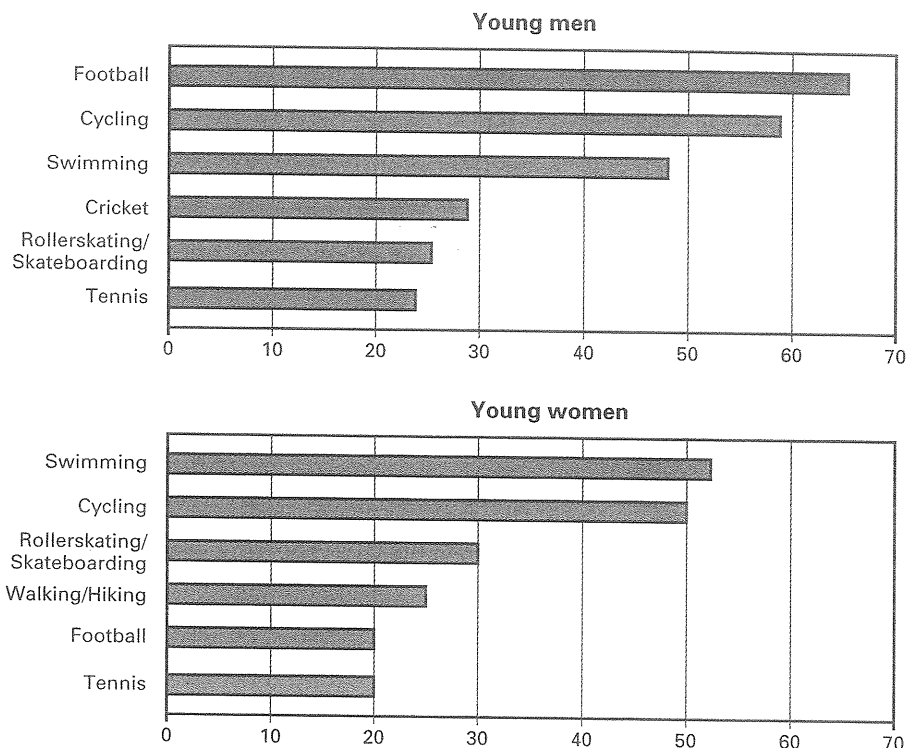
Remember

- You do not need to include all the details of the diagrams.
- Group key information in a logical, relevant way.
- Back up your statements with specific data from the diagram.

Skills development**Selecting and grouping key information**

1 Study the bar charts. Then read the six statements A–F below. Choose the three statements that best represent the most important information from the charts.

Most popular sports participated in by young people in England in 1999



Source: Sport England-Young People and sports in England (Morisocial Research)
Adapted from 'Social Trends' 2002 edition. No 32, p215

- A** Swimming is the most popular sport for young women.
B The same number of young women (20) said they liked football and tennis.
C Fewer than 30 young men interviewed play cricket.
D Cycling is nearly as popular as swimming for young women.
E Football is the most popular sport for young men.
F Rollerskating/skateboarding are the third most popular sports for young women.

2 Look at the bar charts above again. Read the six statements A–F below and choose the three that best show how to group key information from both charts.

- A** Young men and women both play tennis.
B Cycling and swimming are very popular sports for young men and women.
C 30 young women and 25 young men interviewed participate in rollerskating or skateboarding.
D Playing football is the most popular sport for young men, but is the least popular for young women (with tennis) of those shown on the chart.
E Swimming is more popular with young women than young men, whereas the opposite is true of cycling.
F Cricket is popular with young men, whereas hiking and walking are popular with young women.

3 Now read parts of three sample answers for the bar charts in exercise 1. Which do you think is the best answer and why?

- A** Football is the most popular sport for young men (64), but the least popular (with tennis) for young women (20). Cycling is the second most popular sport for young men (58) and women (50). Swimming is the third most popular sport for young men (48) and the most popular for young women (52). Tennis is the least most popular sport for young men (23) and women (20).
- B** The charts clearly show that playing football was the most popular sporting activity for young men (over 60 chose this), whereas young women prefer swimming. It is also evident that cycling and swimming are popular with both sexes. For young men cycling is far more popular than swimming (58 compared to 48), while slightly more young women swim than cycle (52 to 50). Although young men prefer football to any other sport, for young women it was the least popular sporting activity (with tennis) of those shown in the charts.
- C** First of all, number of young men play football are 3 times more than young women. And number of young men and young woman like to swimming are similar, just around six young woman more than young men. Secondly, number of young men like to cycling are approximate nine young men more than young woman which is nearly 50.

Remember

Include a range of different expressions to compare or contrast data in your answer.

Language focus: Expressing comparison and contrast

Find six examples of language which compares or contrasts the data shown in the charts from the best sample answer.

Skills practice

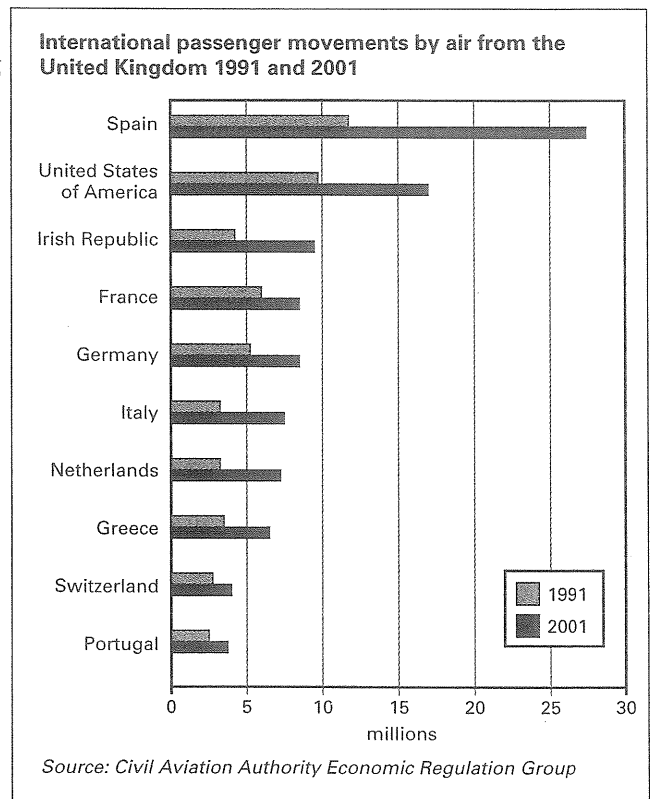
1 Look at the chart showing statistics for UK passengers travelling to other countries and answer the questions below.

- 1 What does this bar chart show?
- 2 What does the vertical axis represent?
- 3 What does the horizontal axis represent?
- 4 What do each of the shaded columns represent?
- 5 What are the most significant features in this diagram?

2 Read and comment on the sample answer below.

Consider:

- important information
- length
- style



From the bar charts it's easy to see increasing of the international passengers movements by air in 1991 and 2001. Ten countries had been researched and we can see that passenger movements by air are much higher in 2001 than 1991.

Spain passengers occupy the most frequent movements in 1991, the second most frequently movements are taken by USA passengers, the third is by France passengers. By 2001 in some case, the increasing is more than 100% such as Spain, USA and Irish Republic. Also in some countries, it was slight increased such as Switzerland and Portugal.

Skills development

Describing a process

Read the statements below. They describe the different stages in the enrolment procedure for a person who wants to do an English course at a language school or college.

- The student pays the fees for the course.
- The student's details are put on the computer.
- The student goes to the institution and completes a placement test.
- The student has now enrolled and is given a student card.
- The student is placed in a class at the appropriate level.
- The student contacts the institution about the English course.
- The student is interviewed by an experienced teacher.
- The necessary forms are completed.

- 1 Which are the first and final stages of this process.
- 2 Number the sentences in a logical order.
- 3 Underline the verbs in each sentence. Are they active or passive? Which tenses are used?
- 4 Choose the best introduction for this enrolment procedure from A–C.
 - A The procedure for this activity is as follows:
 - B The procedure for improving your English at a language school or college is as follows:
 - C The procedure for enrolling for an English course at a language school or college is as follows:

Remember

- Decide whether the process has a start or end point or if it is a cycle (a continuous process such as blood circulation in the body).
- Write an introductory statement about the process you are describing.
- Write your description in a logical order by following the picture and using the vocabulary provided.
- Include linking words to help sequence your description.

- 5 Choose an appropriate linking word and verb to complete each part of this description of an everyday activity.

after a few minutes then after that finally next ~~first of all~~

add pour ~~boil~~ drink put take out

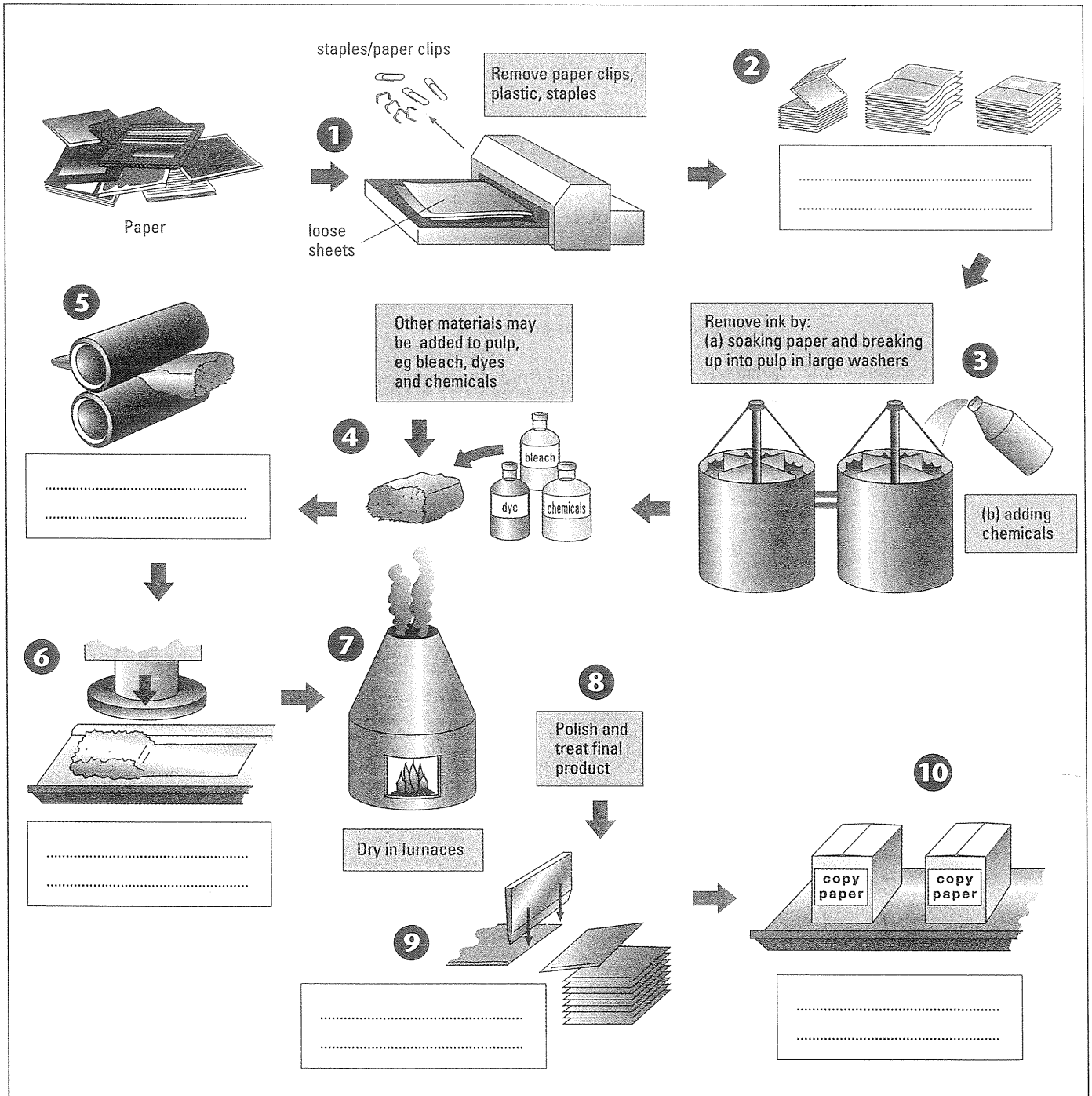
- 0 *first of all boil*..... the water.
- 1 a teabag into a cup.
- 2 the boiling water into the cup.
- 3 the teabag.
- 4 some milk and sugar and stir.
- 5 the tea.

- 6 Now add appropriate sequencing words to the sentences in exercise 1 to give the passage more cohesion, eg *first of all, then, finally*, etc.

Skills practice

1 Look at the diagram below about how waste paper is recycled to make better quality paper. Complete the diagram by matching each of the phrases below to a particular stage in the process.

- a Package product for distribution to customer
- b Pass through heavy roller → squeeze out water
- c Press and flatten into thin sheets
- d cut into sheets or rolls
- e sort into categories, eg newspapers, computer paper and magazines



2 Now write a description of the process. Use an appropriate tense, use the passive form where necessary, and add appropriate linking words.

Skills development

Understanding the instructions and the question

IELTS Writing Task 2 questions usually include the following statements:

- You should spend about 40 minutes on this task.
- Present a written argument or case to an educated reader with no specialist knowledge of the following topic.
- Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

1 Decide if these statements are True or False.

- A You must spend exactly 40 minutes on this task.
- B To write about the topics, you need general rather than specialist knowledge.
- C You don't need to include your opinions.
- D You should present a clear argument giving examples and reasons.
- E Your writing should be in an informal, personal style.

Writing Task 2 questions usually include one of these instructions:

- To what extent do you agree or disagree with this statement?
- Discuss.
- What are your opinions on this?

2 Match the instructions above to these explanations.

- A Present both sides of this issue
- B Give your personal views on this issue
- C How much do you agree or disagree with this issue?

Understanding the topic and the task

Answer these questions.

Settling into a new culture can be extremely difficult. Although some 'culture shock' is inevitable, there are a number of ways to make living overseas much easier.

Discuss.

- | | |
|--|---|
| 1 What is the main topic? | 2 What is the task? |
| A Visiting foreign countries and new cultures. | A Suggest ways to reduce the effects of 'culture shock'. |
| B The difficulties of studying overseas. | B Write about the advantages of living overseas. |
| C Adapting to life in a new country. | C Give reasons why living in the UK is more difficult than living in other countries. |

Remember

- Make sure you understand what the topic or subject of the question is. Underline key words if necessary.
- Read the question carefully to identify exactly what you need to do.
- Focus on the question itself, not on what you want to write about.

Skills practice

1 Identify the topics and tasks for these questions.

1 *One of the most serious problems that cities now face is crime. What are the most effective measures to tackle crime in urban areas?*

Main topic:
Task:

2 *The effects of increased global tourism are more likely to be harmful than beneficial. Discuss.*

Main topic:
Task:

3 *Using animals to test the safety of cosmetics or drugs used for medical reasons is never acceptable. To what extent do you agree with this statement?*

Main topic:
Task:

In the IELTS Writing Task 2, candidates will be assessed on their ability to:

- i present the solution to a problem
- ii present and justify an opinion or evaluate and challenge ideas
- iii compare and contrast evidence and opinions

2 Find the verbs in statements i–iii above that mean:

- to consider how things are different and how they are similar
- to show a good reason for something
- to compare two things to show how they are different
- to question whether something is true or accurate

3 Now match statements i–iii to questions 1–3.

Remember

- You must write at least the number of words specified or you will lose marks.
- You will not have time to count words in the exam, so count words when you are practising so you know roughly how much to write.

Brainstorming and planning

1 Look at the question about settling into a new culture. Then decide where to put the items in the table. The first one has been done for you as an example.

Settling into a new culture can be extremely difficult. Although some 'culture shock' is inevitable, there are a number of ways to make living overseas much easier.

Discuss.

keep in contact with friends/family people language culture and lifestyle
 accommodation find out about the place before you go
 try and meet/speak to local people food and drink religion
 join a club or society sample local food observe/respect local customs
 miss friends/family learn the language

Remember

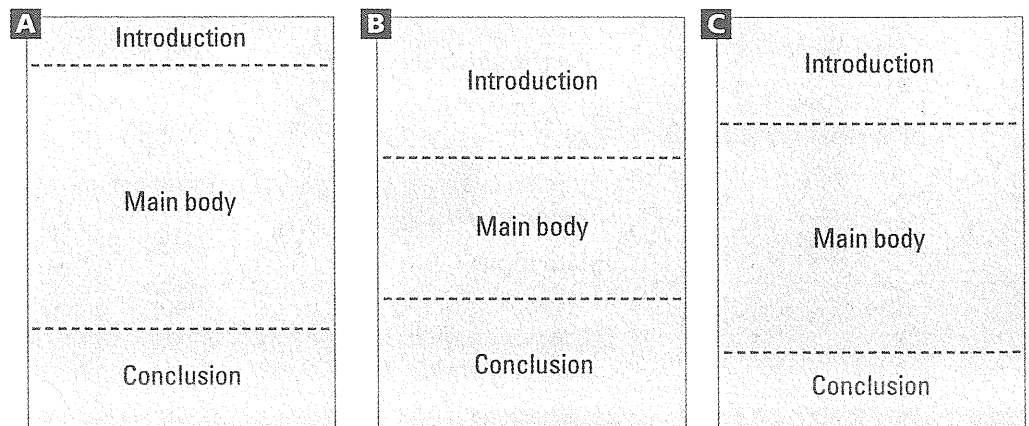
- It is important to generate ideas as quickly as possible.
- Use mindmaps, spidergrams and lists to organize information quickly.

Problems of living overseas	Ways to make living overseas easier
language	learn the language

2 Can you add one more point to each column in the table?

3 Now decide which you think are the three greatest difficulties when settling into a new culture.

4 Look at the three diagrams below. Which is the most appropriate essay structure for a Task 2 answer?



Remember

- A good essay or composition must have a beginning, a middle and an end.
- Decide what you're going to write and make a brief plan outlining what each paragraph will contain.
- Write brief notes on what you want to include in each paragraph. This helps to prompt you as you write your essay and serves as a useful checklist when you have finished.
- A useful guideline to follow is to write an introduction of approximately 50 words, the main body of 170 words or more and a conclusion of 30–40 words. However, these amounts are flexible.

Remember

- Don't copy out the question. You will not gain marks for this.
- The introduction needs to be relevant to the question.
- Write in an impersonal, academic style.

5 Which would be the best overall structure for this question?

Settling into a new culture can be extremely difficult. Although some 'culture shock' is inevitable, there are a number of ways to make living overseas much easier. Discuss.

A

- Para. 1 – Intro: main difficulties of living overseas
- Para. 2 – Examples of inevitable culture shock
- Para. 3 – Suggestions on how to reduce culture shock
- Para. 4 – Summary / conclusion of points above

B

- Para. 1 – Intro: living and working overseas
- Para. 2 – Examples of positive points of living overseas
- Para. 3 – Examples of negative points of living overseas
- Para. 4 – Summary of your opinion

C

- Para. 1 – Intro: why you enjoy living overseas
- Para. 2 – Reasons why people live overseas
- Para. 3 – Suggestions on best places to live and study overseas

THE INTRODUCTION

Aim and contents

- A good introduction includes a general statement about the topic and says what the purpose of the essay is.
- It may also include the initial views of the writer on this subject – views that will be developed later.
- An introduction must be clear and relevant.

Which of the introductions below is most appropriate for this question. Why?

Settling into a new culture can be extremely difficult. Although some 'culture shock' is inevitable, there are a number of ways to make living overseas much easier. Discuss.

- 1 *Settling into a new culture can be very difficult. Although some 'culture shock' is inevitable, there are many ways to make living abroad easier.*
- 2 *I really enjoy living abroad but sometimes it is very hard and I miss my friends and family. I have been living in the UK for two years now and the best thing about it is learning English. However, the weather is awful and I really hate the food!*
- 3 *People move overseas to live, study or work for many different reasons. Although this can be a very positive experience there will often be difficulties to overcome. These problems might include getting used to living in a different culture, not knowing the language or simply missing friends and family.*

THE MAIN BODY

Aim and contents

- This is the main part of your essay and will develop the key ideas and topic mentioned in the introduction.
- In IELTS Writing Task 2, this section will probably consist of two or three paragraphs.
- This section must be related to the opening and closing paragraphs.

1 Read the question again. Then rearrange the sentences A–F below to make a clear paragraph. Consider:

- 1 Which is the topic sentence (the sentence that gives the main idea of this paragraph)?
- 2 Which sentences provide supporting evidence for the main idea?
- 3 Which sentence provides the link with the next paragraph?

Settling into a new culture can be extremely difficult. Although some 'culture shock' is inevitable, there are a number of ways to make living overseas much easier.

Discuss.

- A Not being able to speak the language very well can make life even more difficult.
- B However, there are a number of ways to reduce the difficulties.
- C Adjusting to a new culture can often take weeks or months.
- D In addition, other problems may arise from different lifestyles, types of food or accommodation.
- E During this period it is not uncommon for people to feel very homesick and really miss their friends and family.
- F There is no doubt that living overseas can be very difficult at times.

2 Now write the first paragraph of the main body of your answer using sentences A–F above.

3 Put the linking words in the box in the appropriate place in the table. Then add one more word for each column.

Remember
Paragraphs and topic sentences give your writing structure and provide links between sections.

~~in addition~~ because
secondly therefore
finally besides
~~however~~ despite this
so although firstly
moreover ~~as a result~~

Sequencers	Reason or result	Contrast	Extra information
<i>firstly</i>	<i>as a result</i>	<i>however</i>	<i>in addition</i>

4 Choose an appropriate linking word from the box to complete the paragraph.

(1) , it is a good idea to find as much information as possible before you move to another country by reading books or searching the Internet. (2) , speak to other people who have lived abroad and discuss their experiences. (3) , it is important to learn the language and (4) taking lessons is advisable. When you are living in a new country, if possible, try and make friends with local people (5) you do not become lonely or isolated. (6) , it is useful to keep in contact with people from your own country too. (7) aim to be open-minded about the whole experience.

5 What are the four suggestions given in this paragraph about how to reduce 'culture shock'?

6 Improve the information by using an appropriate linking word. The first one has been done for you as an example.

0 The city centre flat was very expensive. A lot of traffic noise could be heard.
(Extra information)

The city centre flat was very expensive. In addition/Moreover, a lot of traffic noise could be heard.

1 Many women have successful careers nowadays. Compared to men, not many women have senior positions. (Contrast)

2 In England I live with a host family. My spoken English has improved rapidly. (Result)

3 Many students go overseas to study. They believe the quality of education is higher. (Reason)

Remember
Use linking words to give your writing cohesion

CONCLUSION

Aim and contents

The concluding paragraph sums up the key points covered in the essay.

1 Read the question again and choose the best conclusion for it from A–C below. Give your reasons.

Settling into a new culture can be extremely difficult. Although some 'culture shock' is inevitable, there are a number of ways to make living overseas much easier. Discuss.

A *Last but not least, living abroad is very difficult.*

B *Although living abroad results in inevitable problems, it is clear that a number of strategies could be useful in preventing many of these difficulties. If this advice is taken, the experience is likely to be far more positive.*

C *To sum up, here's my advice to you. Try and learn a language, speak to local people and follow local habits and traditions. I'm sure if you do this you'll be fine and everything will be great. That's all.*

Remember

- The conclusion must refer back to the points made in the essay. Don't include new information.
- The conclusion can sum up your views but should be written in an impersonal, academic style.

2 Use the words below to write a different conclusion for this question.

In / conclusion / settling / new / country / cause / problems

Some / difficulties / cannot / avoided / example ...

However / there / solutions / such as ...

Living / abroad / often / positive / experience / enjoy / possible

.....
.....
.....

Skills practice

1 Do you remember what the topic and the task were for this question?

One of the most serious problems that cities now face is crime. What are the most effective measures to tackle crime in urban areas?

Topic:

Task:

2 Brainstorm ideas for the question above. Use the table to make notes.

Other problems in cities	Crimes	Ways to prevent/reduce
<i>congestion</i>	<i>murder</i>	<i>more police</i>

3 Suggest an outline for the question.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

4 Choose the best topic sentence A, B or C for the introduction below.

A *Crime is a really big problem in all cities.*

B *There is no doubt that numerous problems exist in most modern cities.*

C *Nowadays crime is more important than any other city problem.*

Although traffic congestion, pollution and overcrowding often occur, many people believe that crime is the most serious problem in urban areas. Indeed, television and newspaper reports often tell us that crime continues to rise. However, it is possible to tackle this serious issue in a number of ways.

5 In the first paragraph of the main body, you could say that your first solution to reduce crime would be to increase the number of police. Write a suitable topic sentence below.

.....
If more police were on the streets, whether on foot or in patrol cars, criminals would be less likely to commit crimes and people would feel much safer. Having more police visible at night would be particularly beneficial.

6 In the next paragraph, the topic sentence is given. Write two or three supporting sentences.

A second possibility would be to make laws stricter and punishments more severe.

.....

.....

.....

.....

7 In the next paragraph, number the sentences in the correct order.

- This would reduce burglary and theft.*
- Thirdly, methods to increase security might deter potential criminals.*
- In terms of personal safety, rape alarms or even small weapons could prevent some attacks on people.*
- For example, more effective alarms in houses and cars.*
- In addition, more information about home security would also be useful.*

8 Choose an appropriate word or phrase from the box to complete the gaps in the final paragraph.

increased do however would are ways reduced although in addition methods

In conclusion, (1) crime is a major problem in most cities in the world, the situation can be addressed by adopting the (2) mentioned above. In this way, the negative effects could be (3) and people living in cities (4) feel much safer.

Now check the model answer on page 82.

Further practice

You should spend about 40 minutes on this task.

Write about the following topic:

Using animals to test the safety of cosmetics or drugs used for medical reasons is never acceptable. To what extent do you agree with this statement?

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

Write at least 250 words.

Study Skills: Speaking

How much do you know about the IELTS Speaking module?

Do the quiz below to find out.

Quiz

1 How long is the Speaking module?

- A 15–20 minutes
- B 11–14 minutes
- C 40–45 minutes

2 There are three main parts of the Speaking module. Are these statements about the three Parts true or false?

Part 1

- 1 This Part lasts between four and five minutes.
- 2 The candidate is asked to describe a picture.
- 3 The candidate answers general questions about themselves, their families, their jobs and other familiar topics.

Part 2

- 4 The candidate is given a minute to prepare to talk about a topic.
- 5 The candidate is asked to talk about a topic for ten minutes.
- 6 The candidate must choose what topic they wish to discuss.

Part 3

- 7 This Part lasts between four and five minutes.
- 8 This Part is a discussion between the candidate and examiner on a topic related to Part 2
- 9 This is the easiest Part of the module.

Part 1

Talking about familiar topics

In Part 1 of the Speaking module, you have to answer questions about familiar topics. You can't know exactly what you will be asked, but you can prepare.

Look at the topics below. Write questions that the examiner might ask you about them. Then look at the suggestions on page 83.

- Your studies
- Your previous work experience, your current job or your future career plans
- Your family/home life
- Your country
- Your hobbies and interests

Giving a good answer

1 Read some possible questions and answers for Part 1. Tick the answers that you think are good.

A Examiner: Who was your favourite teacher at school? Why did you like their lessons?
Candidate: Mr Wallis. Because they were easy.

B Examiner: How long have you been studying English?
Candidate: I am very interested in English because it is a world language and I hope it will help me to do well in my career.

C Examiner: What do you do?
Candidate: Well, at the moment I'm studying full time, but back in my country I'm a doctor and I hope to be able to find work here as a doctor too.

D Examiner: What are the best things about your job?
Candidate: Oh, definitely the people. I love meeting people from all over the world.

E Examiner: Do you live with your family?
Candidate: No.

F Examiner: How long have you been in the UK?
Candidate: I will stay three years.

G Examiner: Tell me about where you are living at the moment.
Candidate: It is a, er, er, what is the word, er, er, maisonette!

H Examiner: Do you enjoy travelling?
Candidate: Yes, I'm really interested in seeing the world. While I've been living in Britain, I've also taken the opportunity to go to Europe and see France and Spain. I found the people in Spain really friendly.

2 How can you improve the other answers?

3 Now record yourself answering the same questions. Listen to the recording and evaluate your performance.

Useful language

At the moment I'm living/studying/working ...	It depends. Sometimes I like cooking, and sometimes I'm just too tired.
Before that I lived in ...	Definitely, I love it! It's ...
Recently, I've been to France/started playing football, etc. (note the use of the present perfect here)	Mmm, possibly. It depends on the weather really.
I'm planning to ...	Generally I think it's a good idea because ...
After that I'll probably ...	Well, it's very different because ...
I prefer (followed by a noun) Scotland because ...	Let me think/see, ...
I'd rather (followed by verb) live in Australia because ...	I'm not really sure, but perhaps ...
Both my father and mother ...	That's a good question/point. I suppose ...
Neither of my brothers ...	I haven't really given that much thought before but ...
None of my friends ...	


4 Write answers that are true for you to the questions below.

- 1 Why are you taking IELTS?
- 2 What are your ambitions?
- 3 Tell me about where you are living at the moment.
- 4 How would you describe your home town?
- 5 What do you usually do at the weekend?

Remember

- Make sure you answer the question.
- One-word answers are not acceptable.
- Always add some extra information to your answer.

Identifying strengths and weaknesses

1  23 Listen to a student answering the examiner's questions. What is good about their performance? How could it be improved? Use the checklist to help you and refer to the Recording script on page 93.

Checklist

- Does the student answer the questions correctly?
- Does she answer the questions fully, giving extra information?
- Is her grammar accurate?
- Does she use a range of vocabulary appropriately?
- Is it easy to understand her pronunciation?
- Does she use any words or phrases to make her language sound more natural, eg *Well, Actually, Oh definitely*, etc.?
- Does she sound fluent or does she often hesitate?

2 Now record yourself answering the same questions (see page 93 for the questions). Listen to the recording and evaluate your performance using the checklist above.

Planning your answer

In Part 2 of the Speaking module you have to speak for 1–2 minutes on a topic. You have one minute to think about this topic. Use this time well.

- 1 Read the sample question below. Underline the key words in the instructions.

Describe an occasion when you have been successful. You should say:

- where and when you were successful
- how you were successful
- what you had to do to make sure you were successful

and describe how you felt about your success.

- 2 Think of two or three things to say about each part of the question. You can make notes if you wish, but remember you only have **one** minute.

Giving extra information

It is important that you talk for long enough: minimum one minute and maximum two minutes. This means you have to think of extra information to give the examiner. You can do this in different ways by:

- saying why you think / feel something
- giving examples
- giving details

- 1 Read this sample question and underline the key words.


Talk about an important day in your life. You should say:

- when this day was
- if you were alone or with others
- where you were and what happened

and explain why this day was important to you.

- 2 Think of relevant things to say about each part of the question. Give examples and include details.

- 3 Use the different parts of the question to organize your answer, so that each part follows on logically from the one before.

- 4  24 Now listen to this student answering the question. Does he include all of the main points?

Remember

It is important to keep talking, but don't talk about things which are not related to the topic.

Useful language

The best/worst thing about ... is/was ...
The thing I really like(d)/hate(d) about ... is/was ...
One of the problems with ... is/was ...
I particularly remember ... because ...
I'll never forget ... because ...

5 Look at the *Useful language* box and practise answering the two sample questions. Time yourself to check your answers are the right length.

Describe a present someone gave you which was/is important to you.


You should say:

- what the present was
- who gave it to you
- why they gave it to you (eg to celebrate a birthday) and explain why it is so important to you.

Describe a friend who has played an important part in your life. You should say:

- how you met this person
- how long you have known them
- the kind of things you do or did with them and explain why they have been important in your life.

Identifying strengths and weaknesses

 **25** Listen to answers to the second sample question. Which one is a better answer? Why?

Follow-up questions


After you have spoken for 1–2 minutes, the examiner may ask you one or two follow-up questions about what you have said. For example:

Question	Answer	Follow-up question
How did you feel when you arrived in the UK?	I was very nervous because I didn't know anybody.	Did you find it easy to meet people?

1 Match the appropriate answers A–F to questions 1–6.

- | | |
|--|--|
| 1 Do you enjoy playing sports? | A No, not really. It wasn't very good value for money. |
| 2 Would you like to go there again? | B I don't think so. It wasn't really for me. |
| 3 Do you think it will be easy to get a job in IT? | C I expect so. It's a growing industry. |
| 4 Have you ever been to any other countries in Europe? | D Yes, definitely. I particularly enjoy outdoor ones. |
| 5 Would you consider doing the same sort of job again? | E Possibly. It would depend on who I went with! |
| 6 Would you recommend the holiday to other people? | F Yes, a few. France, Spain and the Czech Republic. |

2  **26** Listen and check.

3  **26** Listen again and repeat the answers.

Part 3

Remember

- One-word answers are **not** acceptable.
- Always give a reason for your answer.

Expanding answers

In Part 3 of the Speaking module, you have to discuss questions related to the topic in Part 2 with the examiner. Although this is a discussion, you should do most of the talking. Sometimes the examiner will ask you questions which seem to need a one word answer. For example:

- 1 Is it a good idea to exercise regularly?
- 2 Is there more crime these days?
- 3 Do you think everyone should have a mobile phone?

1 Read the example questions above again. Write an answer for each including a reason.

2 Now add an extra sentence or two to each of your answers.

Linking ideas

1 The words and phrases in the box are all used to link ideas. Put them into the appropriate categories below.

on the other hand and so because however such as

Remember

Some linking words, such as *furthermore*, *nevertheless* and *consequently* are more appropriate for writing than speaking.

- | | |
|------------------------------|-------------------------|
| 1 the reason for something | 4 contrasting two ideas |
| 2 the result of something | 5 giving an example |
| 3 joining two ideas together | |

2 Look at the *Useful language* boxes and practise giving answers to questions 1–8 below.

Useful language: Comparing and contrasting

On the one hand ... on the other hand ...

Well, ... isn't as ... as ...

... is nowhere near as ... as ...

I'd rather ...

I'd much prefer (to) ...

It depends (on) ...

- 1 Do you think smoking will be banned in all public places?
- 2 Do you prefer to go out or stay at home in the evening?
- 3 Do you think that email has made our lives easier?
- 4 Which is better: living in the countryside or in the city?
- 5 Are qualifications important?
- 6 How likely is it that computers will be able to do your job in future?
- 7 Would you rather watch sport or play it?
- 8 What do you think the consequences of global warming will be?

Useful language: Making predictions/talking about the future

There's a good chance that ...

I doubt very much if ...

I hope that ...

I expect that ...

I'm afraid that ... (*this does not mean you feel fear, but is a way of talking about something negative, eg I'm afraid that a lot of smokers will complain, but ...*)

It's bound to (+ infinitive)

It is/isn't very likely to ...


Useful language: Giving opinions

As far as I'm concerned ...

It seems to me that ...

I can't help thinking that ... (*use this phrase when you think that people won't agree with you*)

I tend to think that ...

3  27 Now listen to students answering the eight questions above.

- Do they give full answers?
- Do they use a range of vocabulary?
- Are their answers grammatically correct?

Practice test

Listening

Section 1 Questions 1-10

Questions 1 and 2

Circle the appropriate letter.

- 1 Where does the man study?
- A Aston University
 - B William's University
 - C Birmingham University
 - D Edgbaston University
- 2 What kind of property does the man want?
- A a three bedroom flat
 - B a two bedroom property
 - C a one bedroom house with a garden
 - D a property with a garage

Questions 3-6

Complete the table. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

	Flat 1	Flat 2
Location	Edgbaston	(3)
Floor	ground floor	(4)
Furnished?	(5)	fully furnished
Price	£480 pcm	(6) pcm

Question 7

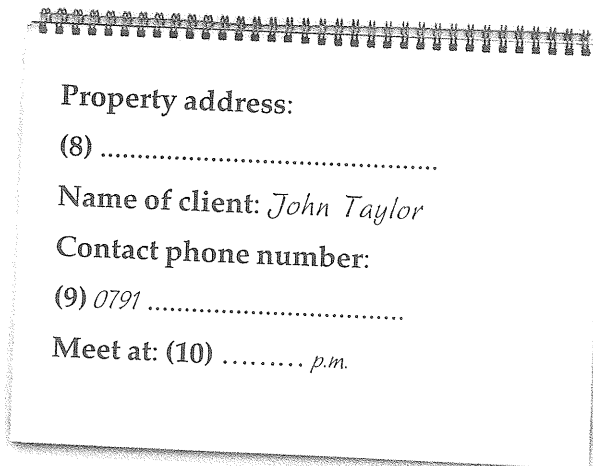
Circle the appropriate letter.

- 7 Which of the following are included in the rent?

- A gas
- B water rates
- C electricity
- D phone

Questions 8-10

Complete the notes.



Property address:
(8)

Name of client: *John Taylor*

Contact phone number:
(9) 0791

Meet at: (10) p.m.

Section 2 Questions 11–20

Questions 11–15

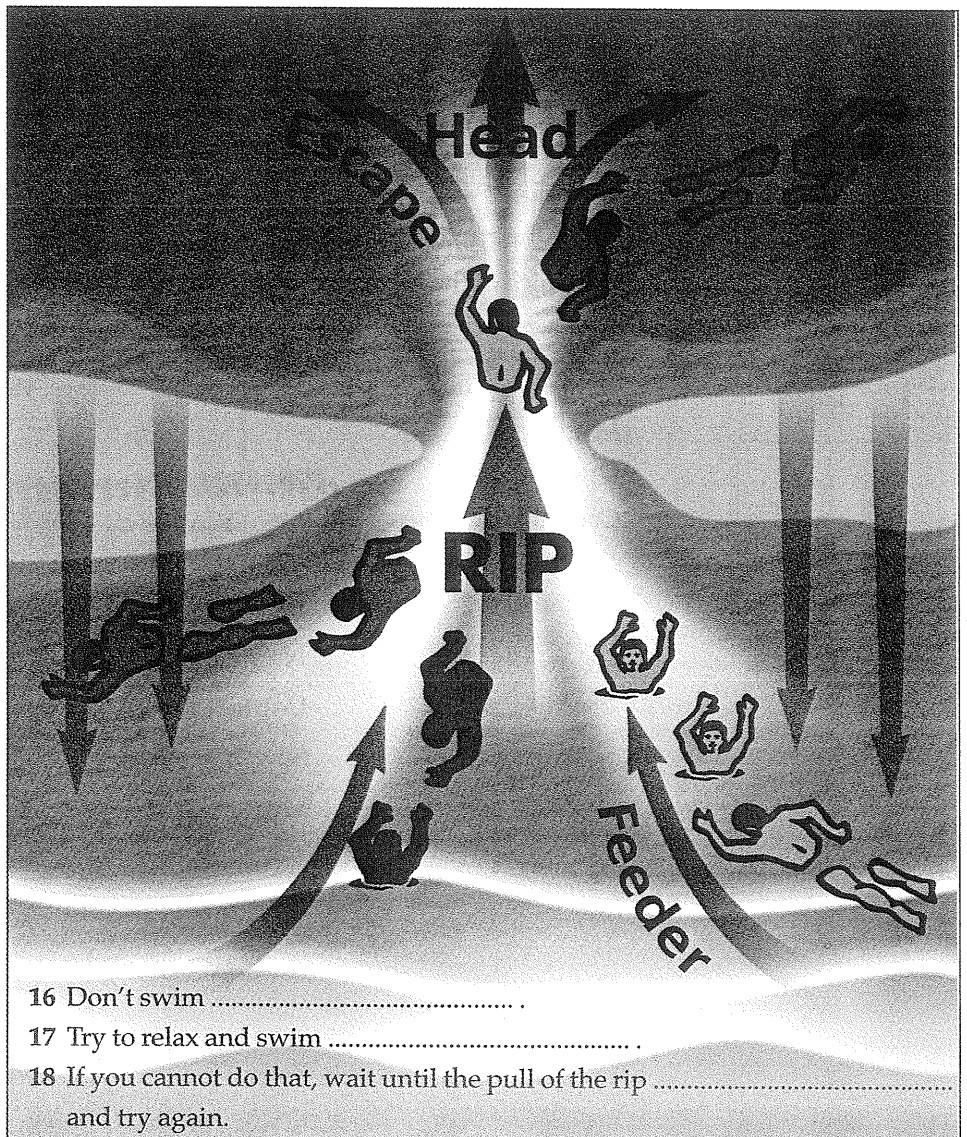
Complete the summary. Write **NO MORE THAN THREE WORDS** for each answer.

Dangers at the beach in Sydney

Shark attacks are not very common, about (11) take place each year, and box jellyfish are only a problem further (12) Another danger at the beach is (13), and you should slip on a shirt, slap on a (14) and slop on some sun cream. Far less (15) are rip currents which you are more likely to die from than anything else.

Questions 16–18

Complete the labels on the diagram. Write **NO MORE THAN THREE WORDS** for each answer.



Questions 19 and 20

Complete the sentences. Write **NO MORE THAN THREE WORDS** for each answer.

- 19 To be safe in the ocean, don't
- 20 Only swim in places where you can see

Section 3 Questions 21–30

Questions 21–24

Answer the questions. Write **NO MORE THAN THREE WORDS** for each answer.

- 21 What subject is Andrew studying?
- 22 Name the crop that Andrew mentions.
- 23 Which disadvantage of using chemicals does Andrew mention?
- 24 Why might insects be beneficial to the farmer?

Questions 25–27

Circle **THREE** appropriate letters A–F.

Insects which are beneficial to crop plants are:

- A butterflies
- B snails
- C beetles
- D wasps
- E caterpillars
- F slugs

Questions 28–30

Complete the summary. Write **NO MORE THAN THREE WORDS** for each answer.

A ring of insecticide is (28) around the tree trunk, and then the tree is sprayed with a chemical called *pyrethrum*, made from (29) The insects drop from the tree, and the only the ones with (30) are able to return safely.

Section 4 Questions 31–40

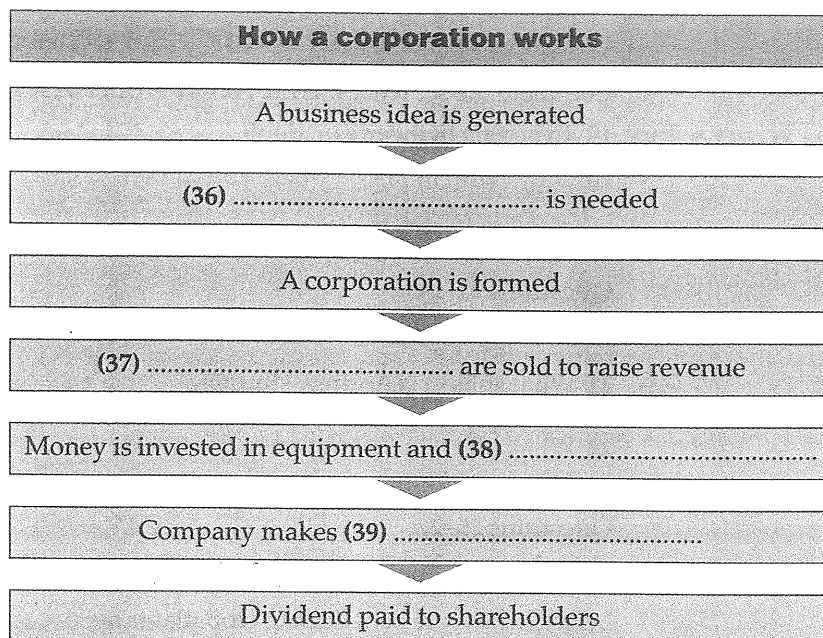
Questions 31–35

Complete the sentences. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

- 31 Two kinds of ownership are mentioned: a sole proprietorship and a
- 32 A corporation has the same legal rights as a
- 33 A board can be as small as
- 34 Shareholders meet to vote for the people on the board.
- 35 The board is like the human brain because they

Questions 36–39

Complete the flow chart.
Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.



Question 40

Circle the appropriate letter.

- 40 Another advantage of a corporation is that
- A you can't go out of business.
 - B you can't lose everything you own.
 - C you can get sued.
 - D you and the restaurant are legally the same.

Reading

Reading Passage 1

You should spend about 20 minutes on Questions 1–12, which are based on Reading Passage 1 below.

Emmeline Pankhurst was born in Manchester in 1858 to Robert Goulden, a successful businessman who was also a committed socialist, and Sophia Crane, an ardent feminist. Together with her daughters, Sylvia and Christabel, she is remembered as one of the major figures in the fight for women's suffrage. Although the suffrage movement had been active for at least thirty years, it was her founding of the Women's Social and Political Union (WSPU or *The Union*) in 1903 that really fired the public's imagination, and made 'Votes for Women' the subject of the day.

The small group began with peaceful protests. However, convinced that such methods would not bring the desired result, Christabel and Emmeline decided that a more militant approach was needed to force the government to take notice of their demands. The motto of the WSPU was 'deeds not words'. These militant campaigners became known as *suffragettes*.

On October 13th, 1905, the day before a General Election, Christabel and another WSPU member

disrupted a Liberal Party meeting in Manchester by asking 'Will the Liberal Government, if returned, give votes to women?' The question was not answered, so it was repeated by the women who were then summarily ejected from the meeting by the police, who charged them with obstruction, ordering them to pay a fine or face imprisonment. Emmeline offered to pay the fines, but Christabel refused, preferring to go to prison for the cause. Her pioneering action brought a good deal of publicity to the movement, encouraging more women to join their ranks.

On February 19th 1906, the day of the King's speech to Parliament, the WSPU organized a gathering in the capital. Emmeline was due to address a group of suffragettes. When she heard that votes for women had not been even mentioned in the King's speech, she called upon the women to march to the House of Commons, to argue their case. This was the first of many such marches. On the same day the following year, another march resulted in fifty-four women being arrested.

Over the next nine years many more women went to prison for the cause. Once there, they often went on hunger strike, refusing food until they were released. Emmeline and Sylvia were imprisoned many times, and endured hunger strikes. Emmeline went on ten hunger strikes during one eighteen month period alone.

In September 1909, the government introduced the forcible feeding of imprisoned suffragettes who went on hunger strike. Emmeline's response to this clearly shows her passion. 'The spirit which is in woman today', she warned, 'cannot be quenched; it is stronger than all earthly potentates and powers, than all tyranny, cruelty and oppression'.

By 1911, as a deputation marched to Parliament, a smaller group of women armed with stones and hammers broke the windows of government buildings. This was a sign of things to come. In the remaining years before the Great War, the WSPU became increasingly violent, something that Sylvia was unhappy about, preferring a peaceful approach. On March 1st 1912, Emmeline and two other WSPU members smashed windows at 10 Downing Street, while 150 other suffragettes broke shop windows in London's West End. Up to this point, the WSPU had given advance warning of its militant demonstrations, but this attack came out of the blue. Emmeline was sentenced to two months' imprisonment and Christabel was forced to go into temporary exile in France, not returning until war broke out in 1914.

Sylvia finally left the WSPU in 1912 when the Union adopted a policy of widespread arson. She was also frustrated by her sister's attempts to gain middle class support by abandoning the fight for universal adult suffrage in favour of limited suffrage for only middle class women.

When war was declared, the WSPU called a truce and Emmeline and Christabel committed themselves to

supporting the war effort. As a pacifist, however, Sylvia set up the Women's Peace Army, an organization devoted to securing a negotiated settlement. After the War it quickly became clear that women, or at least middle class women, would soon get the vote. The wartime roles they had taken on outside the home as nurses, factory workers and so on had gone a long way towards convincing the Government of their fitness to use the franchise wisely. As a result, the WSPU turned itself into a formal political party, aiming to enter Parliament and was renamed the Women's Party in November 1917.

In February 1918, women over the age of thirty were finally given the vote provided that they were either householders, married to householders, occupied property with an annual rent of 5 [pounds sterling] or more, or graduates of a British university. Emmeline was determined that Christabel should be the first woman MP, and having campaigned enthusiastically for her, was bitterly disappointed when her daughter failed to win a seat in Parliament.

While Sylvia remained a committed socialist, her sister and mother were moving further towards the right, with Emmeline joining the Conservative party in 1925 and standing as a candidate for election. Sylvia was appalled. When Emmeline Pankhurst died on June 14th 1928, she was still estranged from her daughter Sylvia. She died just a few weeks before British women were given voting rights equal to those of men.

Despite their increasingly different agendas, all three Pankhurst women were important in the fight for British women's suffrage, and women across the world owe much to their efforts, and to the efforts of their fellow campaigners. Nonetheless, it must be recognized that the acceptance of women's suffrage may also have been due to changing attitudes towards the role and capabilities of women, brought on in part by their efforts during the First World War.

Questions 1-5

Classify the following descriptions as referring to

Emmeline Pankhurst E
Christabel Pankhurst C
Sylvia Pankhurst S

- 1 was the first Pankhurst to go to prison for the cause.
- 2 preferred a non-violent approach to campaigning.
- 3 attempted to be the first female Member of Parliament.
- 4 did not stand as a candidate for election.
- 5 did not live to see the day when all British women were given the right to vote.

Questions 6–10

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

Write:

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

- 6 Emmeline Pankhurst started the campaign for women's suffrage.
7 The word 'suffragette' describes everyone who was in favour of women's suffrage.
8 Over 50 women were arrested after a march to Parliament in February 1907.
9 While in exile in France, Christabel continued to organize protests back in Britain.
10 Sylvia left the WSPU before the Great War broke out.

Questions 11 and 12

Circle the appropriate letter.

- 11 According to the writer, the Pankhursts
A are internationally famous to this day.
B are largely responsible for British women gaining the vote.
C helped the British to win the First World War.
D are part of the reason why British women were given the vote.
- 12 A suitable title for this passage would be:
A A history of the WSPU
B Three key figures in the fight for women's suffrage
C A political history of the early twentieth century
D Great women of the twentieth century

Reading Passage 2

You should spend about 20 minutes on Questions 13–25, which are based on Reading Passage 2 below.

Every day for the last few months, the forests of Portugal and southern Spain have echoed with the sound of chopping wood as gangs of cork strippers bring this year's harvest to a close. This corner of Western Europe provides 80 per cent of the world's cork, and the traditional methods used to strip it have barely changed. With a special axe called a *machado*, a cork stripper makes a series of neat vertical cuts in the trunk, taking care not to swing too deep and kill the tree. The two-inch-thick bark is then gently prised away, leaving the tree naked from the waist down, with its upper branches untouched. Slowly the bark grows back, and after nine years the whole process begins again. The harvested cork is used in everything from gasketing materials to shoe soles, but its primary role has always been keeping wine and air apart. It is wine producers who provide the cork farmers with the majority of their income. In 1999, according to government figures,

bottle stoppers accounted for 71 per cent of cork exports by value. And as the world's biggest producer, the Portuguese cork industry is vital to the country's economy, earning 740 million euro in foreign sales last year and employing an estimated 500,000 people. Since the first factories began punching corks 200 years ago, the cork and wine trades have gone hand in hand. But lately the relationship has been showing signs of strain, especially in the UK where supermarkets are losing patience with natural cork's occasional imperfections. They claim the level of cork-taint, caused by a rogue chemical compound known as TCA, is unacceptable, and are moving swiftly towards synthetic stoppers. And this could spell the end for the cork forests of Portugal. The first reliable plastic cork was invented in 1992 by the American company Supremecorq, which now supplies over 400 wineries worldwide. Today, its patented 'thermoplastic

stopper' is being chased by seven plastic look-a-likes in the race to plug the 15 billion wine bottles produced each year. So far, plastic manufacturers have an estimated 2 per cent of the total, but this is set to rise exponentially. The only barrier, as they see it, is a vague, sentimental attachment among consumers towards natural cork. In the UK, having convinced the big buyers who control 75 per cent of the market, this is beginning to erode fast. Already a quarter of the wines sold by Tesco and Asda/Walmart are bottled under plastic, and their main rivals are not far behind. Having spent the last 20 years studying the cork forests, wildlife biologist Dr Luis Palma is in no doubt about the threat to the environment if cork loses the battle against plastic, for Portugal's 720,000 hectares of cork forests – a third of the world's total – support a fragile, biodiverse ecosystem. 'The value of the forests will diminish and there will be irresistible economic pressure for them to be replaced,' he says. 'It is hard to see anything that could replace cork that would be environmentally sustainable given the poor soil and harsh climate.' And the forests also support other aspects of the local economy. 'On a small patch of cork land a farmer can raise a herd of goats, a few cows and some pigs to forage for acorns and graze beneath the trees,' explains Helena Freitas, President of Portugal's oldest

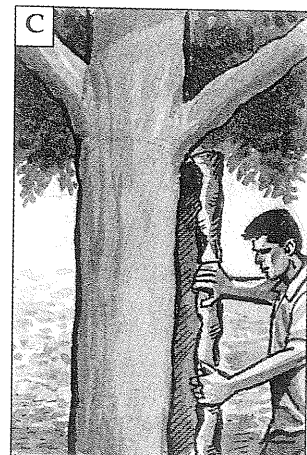
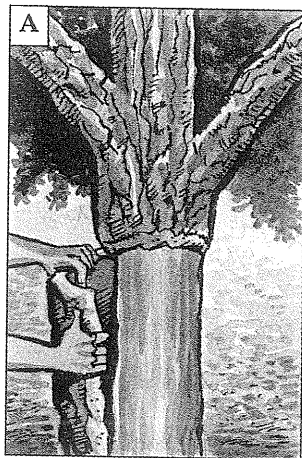
conservation group, the *Liga para a Protecção da Natureza*.

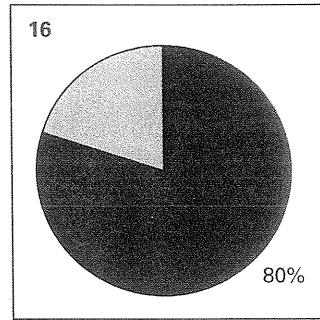
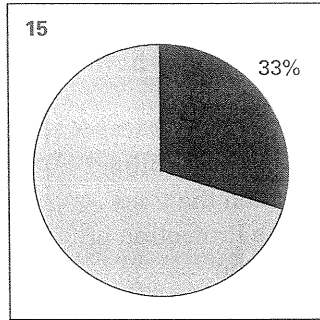
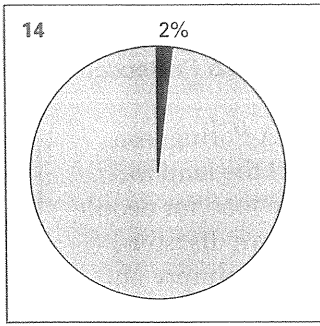
So are there any alternatives? A Portuguese government scheme to convert the land to cereals after the war to provide food for people and livestock was abandoned as a disaster when it was realised the soil was simply not strong enough to support this type of monoculture. At present, cork's most serious rival is eucalyptus, a fast-growing cash-crop for the paper industry whose total plantings have tripled since the seventies to just under 700,000 hectares. Eucalyptus acts like a sponge, choking off the water supply to other plants, leaving the ground between the trees barren. The Royal Society for the Protection of Birds is deeply concerned about the consequences for a variety of native species and migrating birds such as the Blackcap and Common Crane. And there's also the risk of serious soil erosion leading to possible desertification.

Back in the UK the debate over cork has grown increasingly bitter with some supermarkets claiming that up to one bottle in every 12 is corked, a figure vehemently denied by the cork industry. While millions of pounds are being spent on trying to stamp out TCA, the producers of plastic corks say they just want a share of the market and are not out to replace anyone. But that may not be the way it turns out.

Question 13

Which illustration shows the traditional method of stripping cork?
Choose the correct letter A–C.





Questions 14–16

Label the pie charts. Choose your labels from the box below.

- A Percentage of wine bottle-stopper market held by plastic manufacturers
- B Percentage of world's wine bottles produced by Spain and Portugal each year
- C Percentage of world's cork produced by Portugal and Spain
- D Percentage of Portuguese cork used to make wine bottle stoppers
- E Percentage of wines sold by Tesco and Asda / Walmart supermarkets that use plastic stoppers
- F Percentage of world's cork forests in Portugal
- G Percentage of world's eucalyptus grown in Portugal

Questions 17–21

Complete the sentences with words from Reading Passage 2. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

- 17 Protecting wine from the air has always been the of cork.
- 18 The cork industry in Portugal is essential to
- 19 Supermarkets prefer plastic stoppers because they say the amount of cork taint is
- 20 Apart from Supremecorq, there are other companies making plastic corks.
- 21 Dr Palma believes that because of the poor soil and harsh climate in Portugal, it would be difficult to find an replacement for cork.

Questions 22–24

Complete the table below using information from Reading Passage 2. Write **NO MORE THAN THREE WORDS** for each answer.

Possible alternative crops to cork	Main use of crop	Problems associated with these alternatives
(22)	foodstuffs for people and animals	soil not strong enough
eucalyptus	(23)	soaks up all the (24)

Question 25

Circle the appropriate letter.

- 25 A suitable title for this passage would be
- A Alternative uses for cork
 - B Cork forests under threat
 - C Eucalyptus or plastic – which is better?
 - D Nature in the cork forests

Reading Passage 3

You should spend about 20 minutes on Questions 26–40, which are based on Reading Passage 3 below.

- A** Love, as we all know, hurts. You get the love bug, then love sick, and then your heart breaks. Our very language reflects the emotional links we make between our relationships and our state of health. But researchers now have evidence that the link is more than poetic fancy. The state of our relationship actually does affect our physical health – and not just because of the sleeplessness and poor diet that unhappiness brings. The link is so strong that it affects how rapidly our wounds heal and how well we fight off disease.
- B** For over 20 years Dr Janice Kiecolt-Glaser and Dr Ronald Glaser, a husband and wife team from Ohio State University, have studied the ways in which stress affects our bodies. In their most recent study the Glasers, a psychologist and immunologist respectively, have found that the way couples deal with conflict has an important effect on their physical well being.
- C** The researchers looked at 90 couples in their first year of marriage: newly weds were encouraged to discuss subjects known to be a source of disagreement to them – the in-laws, whether to have a baby, money, working late. During the often heated discussions, the couples were videotaped and their arguments were given scores for aggressive or negative behaviour. They also had their blood tested throughout to measure stress hormone levels and immune system activity. Wound healing was also monitored (using equipment attached to specially created blisters on their arms).
- D** Negative behaviour during arguments, particularly criticism, sarcasm and put downs, resulted in a weakened immune response (measured in activity of one type of white blood cell, T lymphocytes, which works to attack viruses), as well as increased levels of the stress hormones adrenalin, noradrenalin, cortisol and adrenocorticotrophic hormone (ACTH) – substances that can further reduce immunity. The researchers also found that in the blisters on the couples' arms, concentrations of compounds called *cytokines* and cells called *neutrophils*, which aid healing and fight infection, were lower in couples who argued aggressively. Measurements over time showed that they healed slower.
- E** The researchers say that these physical changes brought on by conflict in a relationship may make people susceptible to illness, particularly infectious diseases, perhaps even cancer. The Glasers' earlier work had shown that in people whose immune response was impaired by stress, there was a greater chance that the anti flu jabs and other vaccinations wouldn't work. The effects are not short term. The Glasers followed up their couples ten years later to see how their marriages had fared. Most of those who had argued negatively and who had shown high levels of stress hormones were separated or dissatisfied with their marriages.
- F** At the most superficial level, the research may explain why our lives generally seem to be falling apart when our relationships are going badly – on a physical level we become less able to cope. But its real importance is that it adds authority to a growing body of research showing that the everyday stresses that we experience from our work and relationships have a direct, rather than merely indirect, impact on our health. An influential study published in the *British Medical Journal* a few years ago, for example, found that depression, anxiety and lack of social support (of the type provided by a secure relationship) all appeared to contribute to coronary heart disease. But dozens of other articles published in the past decade have also provided evidence that unhappy marriages have a negative effect on the circulatory, hormonal, immune and nervous systems. Predictably, a study found that the risk of mental illness increased tenfold when there was mental discord. But studies have also found a link with tooth decay, rheumatoid arthritis and blood pressure. On average, married people – whether happy or unhappy – enjoy better mental and physical health than the unmarried, and women in particular seem to benefit from a good quality marriage. One 15-year study has indicated that, for women, companionship in marriage and equality in decision making were associated with a lower risk of death.
- G** The lesson for all of us is that once you find love, you should make sure that you respond to the inevitable conflicts constructively and not aggressively – the consequences could be physical as well as emotional.

Questions 26–29

Reading Passage 3 has seven paragraphs A–G. Which paragraphs concentrate on the following information?

NB You need only write **ONE** letter for each answer.

Example

How the Glasers' previous work and the follow-up they did later related to this study. **E**

26 Other research that has found a link between an unhappy marriage and poor health.

27 How the Glasers' research was carried out.

28 The writer's reaction to the results of the research.

29 The evidence the Glasers found for their conclusions.

Questions 30–32

Look at the descriptions of some findings mentioned in Reading Passage 3. Match the findings A–F in the box below with the descriptions.

NB There are more findings than descriptions, so you will not use them all.

Example A recent finding of the Glasers **E**

30 A previous finding of the Glasers

31 A finding of an important study published in the *British Medical Journal*

32 A finding of another study

- | | |
|---|---|
| A | Not having a good relationship could be a factor in developing heart disease. |
| B | For both men and women, being happily married means you are less likely to die. |
| C | An unhappy marriage could lead to tooth decay. |
| D | Couples who argue are less successful at work. |
| E | Conflict in a relationship may make people more likely to get ill. |
| F | Stress can affect the immune system to such an extent that vaccinations against illness may not work. |

Questions 33–36

Answer the questions. Write **NO MORE THAN THREE WORDS** for each answer.

33 How long have the Glasers been studying the effects of stress?

34 According to the Glasers, what sort of behaviour during arguments can make us more unhealthy?

35 What did the Glasers measure by creating blisters on the arms of the couples they looked at?

36 When did the Glasers study the couples' marriages again?

Questions 37–40

Complete the summary. Choose your answers from the box.

NB There are more answers than spaces so you will not use them all.

creating	disagree	measuring	respond	conflict	love	heal	physical
	decay	positive	recent	grow	exercise		

Through (37) immune responses, levels of stress hormones and compounds which help the body to (38), the Glasers have found that how couples deal with (39) directly affects their health. This agrees with other research showing that stress has (40) consequences.

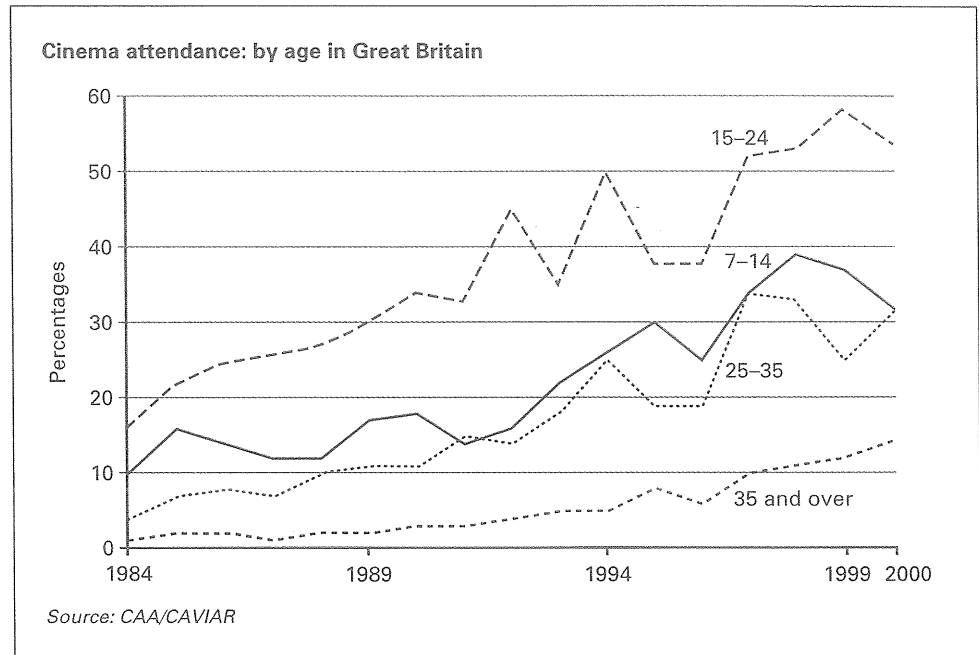
Writing Task 1

You should spend about 20 minutes on this task.

The graph below shows cinema attendance by age in Great Britain. Write a report for a university lecturer describing the information shown.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

It is almost impossible for women to have a successful career as well as having the full responsibility of raising a family.

Discuss.

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

Write at least 250 words.

Part 1

The examiner asks you some general questions about yourself, your home, your job or your studies. For example:

- Do you enjoy living here?
- What are the best things about your country?
- Tell me about your family.
- What are your hobbies?

Part 2

The examiner gives you a card with questions similar to those below. You have one minute to think about the topic and make notes if you wish. You should then talk about the topic for 1–2 minutes.

Describe a happy event in your childhood that you remember well. You should say:

- when the event took place
 - where the event took place
 - what happened exactly
- and explain why you remember this event clearly.

When you have finished the examiner, asks a few brief questions about what you have said. For example:

- Did you ever do this again?
- What did your parents think about it?

Part 3

The examiner will ask some discussion questions related to the same topic. For example:

- Do you think children's lives are very different nowadays?
- Are children too protected now?
- Do you think children can have too many toys?
- Is it important to celebrate birthdays and other festivals?

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