

**Christchurch
IELTS Foundation
Study Skills**

ANSWER SHEETS

Answer key

Key for Listening module

Quiz p. 7

- 1 B The Listening module is about 40 minutes long – 30 minutes of listening and 10 minutes at the end to transfer your answers to the answer sheet.
- 2 A There are four Sections.
- 3 C There are 40 questions which may include multiple choice, short answers, filling in charts / diagrams / tables, sentence completion, matching and classifying.
- 4 True. The texts and questions get more difficult with each Section.
- 5 True. All the sections are worth the same number of marks, even though the exam gets more difficult.
- 6 Adam ... C 1C
Professor Jones ... A 2B
Steve, Mary and Sarah ... D 3D
Mr Green ... B 4A
- 7 ONCE.
- 8 Yes. Before each Section, you have about 30 seconds to read the questions for that section.
- 9 On the question paper, and then transfer them at the end to the answer sheet.
- 10 True.

Prediction p. 7

- 1 From the questions, you can predict that a girl, who is probably new to a place, is asking directions from someone. You'll need to listen for a time such as *a week ago* for question 1. As there are several doors to choose from in question 3, she could be looking for an office or a classroom.
- 2 1 A: 'I only arrived here yesterday'
2 C: 'The one with the glass front'
3 C: '... and it's the second door on the left?'

Recognizing repetition and avoiding distracters p. 8

- 1 Keiko repeats the directions back to Stephan for confirmation.
- 2 In the last extract, Stephan replied 'That's right!' He means, 'You are correct', but if you are not listening carefully, you might think that the door is on the right.

Completing notes p. 8

- 1 1 think carefully
2 near (to) home
3 study abroad / overseas
- 3 1 \$130: 'That's \$130 per week, or \$90 without meals.'
\$90 is incorrect because this is the price without meals.

- 2 *college halls/halls of residence/college residential block*: 'There are three kinds of accommodation that we deal with – home stays, college halls of residence, or private lets.' The instructions do not state that you should use words from the text, so you can use your own, and in this case, you have to as *college halls of residence* is four words and would be incorrect. *College halls residence* is also incorrect as it is ungrammatical.
- 3 *reasonably priced/fairly priced*: '... but we make sure that you are paying a reasonable price.' You need to change the words from the text to make grammatical sense.
- 5 4 Jenkins
5 British
6 562, Green Park Road
7 07785 265 981

Listening for numbers and letters p. 9

- 4 1 *Sir Anthony Winton*. Make sure you can spell *Mr, Mrs, Miss, Ms* and *Sir*.
- 2 34.92. Numbers after the decimal point are always said individually, eg *point nine two*, not *point ninety-two*.
- 3 *15 Sparrow Lane*. Make sure you can spell words like *Lane*.
- 4 29,030 (feet)
- 5 *Michael MacWilliams*. There is another capital letter after *Mc* or *Mac*.
- 6 *286 Banbury Road*. Abbreviations for *road* (Rd) and *street* (St) are acceptable.
- 7 74%
- 8 *Janet Gates*
- 9 0121 6749544. All numbers are said separately, except for *double 4*, and there is a pause between each set of numbers.
- 10 654/120084 (/ is usually pronounced *forward slash*)
- 11 *Mrs J Robson-Smith*. If someone has two surnames, there is a hyphen between them.
- 12 *Flat 3, 547 Oxford Road*
- 13 *www.bht.co.uk* (. is pronounced *dot* in web addresses)
- 14 *Dr. Brown*
- 15 N 770 CES. Numbers are pronounced separately for ID / registration numbers.

Skills practice p. 10

- 1 C
- 2 D
- 3 set menu / three course meal
- 4 vegetarian / made without meat
- 5 coffee / cappuccino or espresso
- 6 12
- 7 £25
- 8 (Mr) (Dan) Glover
- 9 01452 863092

Using key words for prediction p. 11

- 1
- 1 A gives information about used car sales. (eg second-hand cars)
 - B tells you the best way to buy a car. (eg most efficient / most effective)
 - C tells you the most popular way to sell a car. (Note that this is talking about selling, while the others mention buying a car.)
 - D looks at different ways of buying a new car. (This answer is the only one that specifies new cars.)
- 2
- A You are a new driver. (eg you have just passed your test)
 - B You have had an accident in your old car. (Listen for words like crash or smash.)
 - C You don't have a lot of money. (Listen for cheap or inexpensive.)
 - D Your old car is unreliable. (Maybe it often breaks down.)
 - E You want to learn to drive. (eg you want driving lessons)
- 3
- A they have a lot of room to show you the cars. (eg there is a lot of space)
 - B they are cheap. (or inexpensive)
 - C you have a legal right to return the car if something goes wrong. (eg a warranty / guarantee)
 - D they are honest. (eg they are trustworthy / they won't cheat you)

2 and Eliminating wrong answers p. 11

- 1
- A CORRECT. 'Today we're going to talk about the different ways there are of buying a used car ...'
 - B INCORRECT. Not 'the best way' but 'the different ways' of buying a car.
 - C INCORRECT. The recording specifies 'of buying a used car.'
 - D INCORRECT. The recording talks about used cars, not new cars.
- 2
- A CORRECT. The recording says, '... maybe you've just passed your test ...'
 - B INCORRECT. Nothing is mentioned about an accident.
 - C CORRECT. The recording says, 'You look at new cars but they are so expensive ...'
 - D CORRECT. The recording says, 'So your old car has broken down again ...'
 - E INCORRECT. If you had a car before, or have just passed your test, you already know how to drive.
 - F INCORRECT. This is not mentioned.
- Note:** with this type of question, if you choose fewer answers than you are asked for, even if they are correct you will not get any marks.
- 3
- A INCORRECT. The place where cars are sold is called a *showroom*.
 - B INCORRECT. Dealers are usually about £800–£1,000 more expensive.
 - C CORRECT. If something goes wrong with the car after you've bought it, you can take it back.
 - D INCORRECT. This isn't mentioned.

Completing a summary p. 11

- 1
- 1 This must be an adjective such as *good/better/safe(r)/cheap(er)*, etc.
 - 2 This must be a noun: what kind of things can you look through?
 - 3 The article tells us that this must be a noun.
 - 4 The answer to this is probably a person or a time.
 - 5 This must be a noun: what will you not have at an auction?
- 2 **Note:** there is often more than one acceptable answer to these questions, because the question doesn't state that you have to use words from the text.
- 1 *cheaper/less expensive* 'If you're looking for a cheaper car ...'
 - 2 *(local) papers/adverts* '... by looking in the adverts in your local paper.'
 - 3 *(obvious) problem/disadvantage/difficulty* 'The obvious problem is that once you've bought the car it's yours and you can't really take it back.'
 - 4 *by a mechanic/before you buy* '... get a mechanic to check it over for you before you buy it.'
 - 5 *time* '... you won't really have time to check the car over.'

Skills practice p. 12

- 1 C
- 2 B
- 3 B and E (you **MUST** have both of these)
- 4 travel insurance
- 5 (quite) expensive
- 6 get home / back
- 7 too much sun / the (midday) sun
- 8 clean your teeth / have or use ice
- 9 liquids / fluids / soft drinks / bottled water

Listening for specific speakers p. 13

- 1 There are three speakers. They greet each other by name.
- 2 Robert, Anand and Claire.
- 3 Robert and Claire speak twice. Anand speaks three times.

Listening for specific information/short answers p. 13

- 1 Qu 2 What is the word limit for the assignment? This must be a number. Qu 3 Where did Robert get his idea for a topic from? This must be a location or a situation: where might you get an idea?
- 2
- 1 A *water pollution*
B *global warming*
'Oh, you know, water pollution like the oil tanker that broke up and killed all the sea life for miles near Spain, or the kind of thing that's always talked about, like global warming.'
 - 2 *2,000 words*
Robert: What's the word limit, again? Is it 1,500 words, as usual?
Anand: No, this one's 500 words longer.
Claire: 2,000? Help! We've got more work than I thought!
 - 3 *an Internet search/the Internet*. 'Have you got any ideas for a topic?' 'I looked through books in the library and some journals, but what worked in the end was an Internet search.'

Completing a table p. 13

1 Questions 1 and 4 ask you to identify the types of pollution. Question 2 must be a date.

2

Pollution problem	Solution provided by	Date completed
(1) Sewage	City Council	(2) 1970s
Boat traffic	(3) State government	next year
(4) Rubbish	(5) (Local) divers/ diving clubs	ongoing project

Classifying p. 14

1

Sea creatures	Stormy weather	Sewage	Emissions
crab	rain and wind	waste water	jetski/motor boat fuel
marine life	blown		

- 3 1 **R** 'I think that they leave the rubbish if any marine life has started living in it – they wouldn't want to make a crab homeless!
- 2 **S** 'When the weather is bad, especially if there's a lot of rain and a wind blowing towards the shore, the sewage can still be blown in to the beaches.'
- 3 **B** 'Emissions are actually getting worse ...'
- 4 **S** '... actually, they get much more bothered when they have to swim in waste water, after a storm ...'

Spelling p. 14

1 and 2

- 1 *site* (NOT *sight*). Take care with words that have more than one meaning and spelling, but which sound the same.
 - 2 *6th February*. The month **MUST** begin with a capital letter.
 - 3 *Wednesday*. Days of the week **MUST** begin with a capital letter.
 - 4 *suggest*
 - 5 *inexpensive*. Take care with prefixes.
 - 6 *Unemployment*
 - 7 *advise* (NOT *advice*). Note that the sound is different, and here a verb is needed.
 - 8 *politician* (NOT *polititian*). Take care with *-ion* endings.
 - 9 *companies*. Take care with the plural, especially irregular plurals or those which take *-ies*.
 - 10 *successful*. Remember *full* has double *l*, but the suffix only has one *l*.
 - 11 *independent*. Take care with *-ent/-ant* endings.
 - 12 *Receiving*. Take care with the order of *i* and *e*.
- 3 *constant*, *perceived* and *sufficient* were spelt wrongly.

Skills practice p. 15

	'A' Levels	Foundation Course
Length of course	2 years	1 year
Number of subjects studied	2–3	(1) 1
English language support given	often none	(2) 6 hours per week
Main type of assessment	exam(s)	(3) continual assessment or assignments and presentations
Most popular with	(4) British students	overseas students

- 5 academic 9 M
- 6 essay structure/essays 10 A
- 7 global markets 11 M
- 8 It sounds hard/difficult 12 P

Labelling a diagram with numbered parts p. 16

- 1 1 *Diagram 1*: shows a process. It's a good idea to think about where the process starts and what the most important parts of the process are.
- Diagram 2*: shows an object. Parts of an object will usually be described in relation to each other, so think about which parts are next to, above or below each other.
- Diagram 3*: shows a map. For plans, think about which way the plan is orientated, and where features like doors, staircases, etc. are. For maps, look for roads, buildings, rivers, etc.

2 **Diagram 1**

- A *light rays*. '... light rays from the object, ... come through the lens ...'
- B *virtual image*. '... sees a virtual image, which is closer and smaller than the real object.'

Diagram 2

- A *face*. '... on the front of the clock, we call this the *clock face* ...'
- B *pendulum*. '... and behind that, the *pendulum*. That's P-E-N-D-U-L-U-M.'
- C *weight*. '... driven by a weight, which is situated in front of the pendulum ...'

Diagram 3

- A *cafeteria*. '... and the cafeteria is right behind it. You can get to the cafeteria through the Students' Union, or through a separate entrance at the back.'
- B *(a large) lawn*. 'If you walk out of the main entrance to the Union, there is a large lawn area ...'
- C *library*. '... to your left is the library ...'

- 3 *Diagram* shows a hydroelectric plant. A is behind the dam; B is under the ground; C is under the dam; D joins the plant and leads away from it.

- 4 A *reservoir*. '... a large artificial lake, called a reservoir. That's R-E-S-E-R-V-O-I-R.'
 B *turbine*. 'The turbine is situated underground. Sorry, what was that? Turbine, T-U-R-B-I-N-E.'
 C *control gate*. '... under the dam there is a control gate and this can be opened to let the water in.'
 D *power lines*. '... by the power lines, shown leading away from the power station.'

Labelling a flow chart p. 17

1 and 2

- 100,000 v
- power distribution
- (normal) domestic (electric)
- (electrical) accidents/ accidents with electricity

Sentence completion p. 17

- 1 1 You need adjectives to complete these gaps. What kind of positive adjectives could be used about hydroelectricity?
 2 You need a noun here. What kind of factors limit hydroelectricity?
- 2 1 *clean/green, little pollution caused or sustainable* '... it is a very clean and green method ... and it's sustainable ...'
 2 *(a large) river/reliable water (flow)* '... obviously a large river is needed with a reliable flow of water ...'

Listening for signpost words p. 17

- A. This phrase is used after the speaker has recapped on previously given information, before the speaker moves on to add further, related information.
- B. In this context, the speaker is drawing attention to a visual, but this could also be used to emphasize a point.
- C. If this phrase is used, the information that follows is usually related to what went before, but not usually contrasting it.

Skills practice p. 18

- 600 million
- sediment/sand and mud
- heat
- sandstone/limestone (NOT reservoir rock)
- oil
- faulting
- cap rock
- (access) roads
- water
- reserve pit
- (the) main hole
- brought in

Key for Reading module

Quiz p. 19

- B
- C
- B
- A, B, C, E (advertisements can be found in the General Training Reading module)
- False (unlike the Listening module).

- True (both the texts and tasks increase in difficulty as the test progresses).
- False (there are a variety of question types, including multiple choice, short answer questions, completing sentences/ notes/ charts/ diagrams, matching, classifying, etc.).
- True (although all the topics are of general interest and require no specialist knowledge of the subject matter).

Skimming for gist p. 19

- i *What is skin cancer?* This is not correct because while paragraph H does describe some symptoms of skin cancer, the text as a whole does not aim to explain what it is.
- ii *Fun in the sun.* This is not correct because the text is about being safe in the sun rather than having fun.
- iii *How to treat skin cancer.* This is not correct because treatment for skin cancer is only mentioned briefly at the end of the text.
- iv *How to protect yourself from skin cancer.* This is correct because not only does the first paragraph tell you 'it is possible to enjoy the sun and still stay safe', but every paragraph contains information about this.

Matching headings to paragraphs p. 21

- iii **How the various types of radiation differ**
- 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.
- ix **A short break in the sun won't hurt, will it?**
- 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.
- viii **Is UV exposure through sunbeds as harmful as natural sunlight?**
- 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.

iv **Sunscreens: the higher the SPF the better?**

- 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 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.

x How to maximize the SPF of sunscreens

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.

vi Other ways to protect yourself

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.

vii What are the first signs of skin cancer?

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.

The following choices were not correct:

- i *Who is most likely to develop skin cancer?* Paragraphs A and H mention skin cancer, but neither tells you who is most likely to develop it.
- ii *Summer sports and skin protection* This topic is not mentioned in the text.
- v *What is ultraviolet radiation?* Paragraph B describes the differences and similarities between the UVA, UVB and UVC rays, but it does not explain what ultraviolet radiation is.

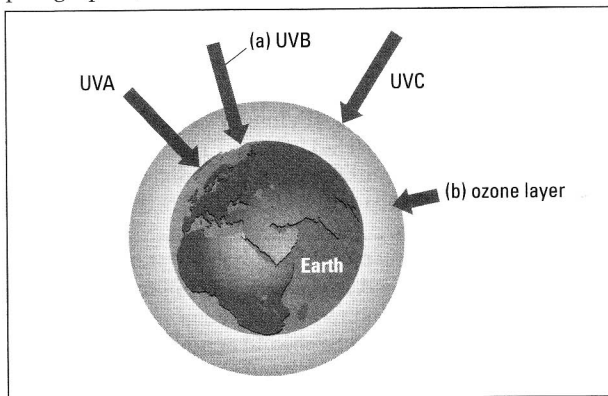
Pictures, charts and diagrams p. 21

1 Look for clues in words like *both* and *only*.

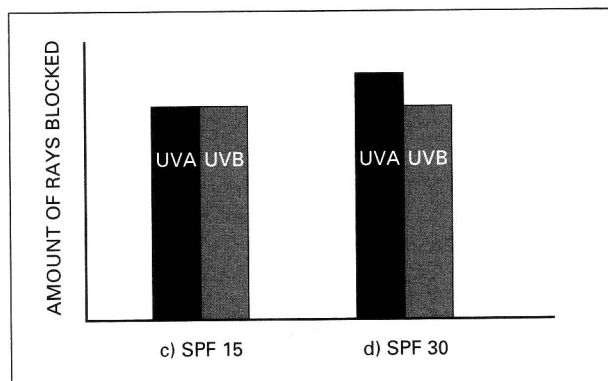
Use your knowledge of the structure of the text. You know that paragraph D is about sunbeds and paragraph G is about rays passing through glass so save time by looking there for your answers.

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

2 Check that you understand what the diagram shows. Then find the relevant section in the passage (in this case, paragraph B).



3



Multiple choice p. 22

- 1 Exposure to the sun on holiday is dangerous because
 - A INCORRECT because while the statement is true, it is not specifically about exposure to the sun on holiday.
 - B CORRECT. 'Short periods of intense exposure to the sun are thought to be more risky than regular daily exposure.' (para. C)
 - C INCORRECT, even though it is true, because it is not specifically about exposure to the sun on holiday.
 - D INCORRECT because this is not mentioned in the text.
- 2 Sunbeds may be harmful because
 - A INCORRECT because this is not why sunbeds may be harmful.
 - B CORRECT. '... this enables you to expose yourself to huge amounts of UVA.' (para. D)
 - C INCORRECT because it is not true.
 - D INCORRECT because it is not true.
- 3 Moles, or dark spots on the skin
 - A INCORRECT. The text says, '... keep an eye out for any moles or dark spots on the skin ... these may be symptoms of skin cancer ...' (para. H)
 - B INCORRECT because the text only says *most* are harmless.
 - C CORRECT (para. H)
 - D INCORRECT. The text does not mention this.

- 4 Using a high factor (above SPF15) sunscreen can be dangerous because
- A INCORRECT because this statement is not about high factor sunscreens.
- B CORRECT. '... the chemicals in an SPF30, for example, will not block UVA rays as effectively as UVB.' (para. E)
- C CORRECT. 'The other danger with high SPFs is that people will stay in the sun longer because they think they are better protected.' (para. E)
- D INCORRECT because although the text mentions chemicals, it does not say that there are more in a high factor sunscreen.
- E INCORRECT because although this statement is both true and mentioned in the text, it is not relevant to the question.
- 5 In order for an SPF 15 sunscreen to actually offer you 15 times normal protection, you need to
- A INCORRECT. This is true, but not relevant to the question.
- B CORRECT. 'It is vital to apply enough sunscreen.' (para. F)
- C CORRECT. 'You should reapply sun cream ... after swimming ...' (para. F)
- D INCORRECT. This is not mentioned in the text.
- E INCORRECT. This is not mentioned in the text.
- F CORRECT. '... the effectiveness is likely to diminish further when you perspire or wipe your skin with a towel.' (para. F)
- G INCORRECT. This is not relevant to the question (and would not offer you extra protection).

Guessing meaning from context p. 22

- 1 1 *sufferers* is a noun
2 *40 per cent of sufferers from melanoma will die*. This tells you that sufferers must be alive – in fact they are people who have an illness.
- 2 *apply*: use, reapply, put on; *protection*: sunscreen, effectiveness; *reduce*: diminish

Skills practice p. 23

- 1 ii Zoo life in Europe shortens elephant lives
2 vii
3 iv
4 v
5 12
6 up to 65 years
7 up to 10
8 30
9 Reason 1: A
10 Reason 2: B
11 Reason 3: D
12 90% = European zoo elephants without grazing
13 48% = World zoo elephants held in Europe
14 66% = European female zoo elephants separated very early from their mothers
15 B
16 A
17 C

Skimming for gist p. 26

Answer: B What is the best way to prevent bushfires burning out of control?

Scanning to find information quickly p. 26

1 Paragraph A, iv: 'Tens of thousands of hectares of national park may be disappearing in smoke ...', '... the contentious issue of what is causing the bushfires, and how they can be stopped.'

Paragraph B, ii: '... 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.' 'Australian species such as the eucalyptus and banksia often require the passage of bushfires to allow their seeds to germinate ...'

Paragraph C, i: 'But John Connor ... disagrees that burnoffs on national park land are the answer.' '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.'

Paragraph D, iii: 'Environmentalists believe the real concern around the fires should be the indication they give of the coming impact of global warming ...' '... many scientists ... say that there hasn't even been an increase.' '... you hear a lot more about the fires because there's more people living cheek-by-jowl with the fire areas.'

Paragraph E, v: '... people are moving into these dangerous areas and are not taking any of the precautions which they should be taking ...' '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 ...'

2

- 1 Para. B. This paragraph is about the scientists' point of view. It is also one of two paragraphs in which Phil Cheney's name is mentioned.
- 2 Para. D. This paragraph is about people living near the bush.
- 3 Para. E. This paragraph is about safety when building houses and gardens near the bush.

Short answer questions p. 28

- 1 '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 ...'
- 2 '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.'
- 3 '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, ...'

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 ...	Different: No 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.	Same: 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)	Same: 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.	Different: Many but not all scientists disagree with environmentalists about the best way to limit the blazes.

Understanding paraphrasing p. 29

A paraphrase may look similar in meaning, but be careful to look out for words like *all, every, no*, etc. These can change the meaning.

True, False or Not Given and Yes, No or Not Given p. 29

- 1 NOT GIVEN. Some Australian *plant* species need bushfires to survive. You can tell that eucalyptus and banksia are plants, not animals, from other clues in the text, '... allow their seeds to germinate.' (para. B) 'A lot of native plants ... nothing but eucalyptus...' (para. C) The text says nothing about Australian animals.
- 2 YES. 'Many dwellers on the bush fringe choose to make the most of their new location by ... building homes on the tops of ridges to enjoy the views of bushland.' (para. E)
- 3 NO. 'A lot of native plants can survive maybe three fires in 20 years ...' (para. C)
- 4 NO. '... so far there is little reliable information to indicate whether fires have in fact been getting worse.' (para. D)
- 5 YES. 'Environmentalists believe the real concern around the fires should be the indication they give of the coming impact of global warming ...' (para. D)
- 6 NOT GIVEN. This may be true, but it is not mentioned in the text.

Recognizing opinion p. 29

- 1 F. '... he remembers flying 600km (373miles) ... and seeing only two breaks in the continuous fire front.' (para. E)
 - 2 O. 'John Connor ... disagrees that burnoffs on national park land are the answer.' (para. C)
 - 3 F. 'The urban areas of Sydney and Melbourne have doubled since 1960.' (para. D)
 - 4 O. Phil Cheney says there has been 'no measurable change in the incidence of fires since the 1960s.' (para. E) but he does not give any evidence to support his statement.
 - 5 O. 'Environmentalists believe the real concern around the fires should be the indication they give of the coming impact of global warming.' (para. D)
- 2 1 JG. Para D: '... you hear a lot more about the fires because there's more people living cheek by jowl with the fire areas.'
 - 2 MB. Para E: 'People need to put space between their houses and the forest ... otherwise it will only encourage the fires.'
 - 3 JC. Para C: 'Bushfires may be natural, ... but the sort of forest management needed to prevent risk to property is definitely not.'

- 4 PC. Para B: '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.'
 - 5 PC. Para E: 'The provision of an implicit guarantee of protection from the emergency services ... they should be taking.'
- 3 Statement 3 is correct because the writer does not at any point give his own opinion but presents the opinions of others combined with some facts.

Skills practice p. 30

- 1 F
- 2 B
- 3 H
- 4 D
- 5 processed (foods)
- 6 90%
- 7 2 grammes
- 8 strokes, heart attacks
- 9 TRUE
- 10 FALSE
- 11 NOT GIVEN
- 12 TRUE
- 13 CSM
- 14 CO
- 15 SO
- 16 FC
- 17 CSM
- 18 B

Skimming for gist p. 33

C is the best answer as it covers most of the main ideas in the text.

Summary completion p. 33

- 1 1 Noun (the use of the article *the* tells us this)
2 Noun (followed by a verb)
3 Noun (something you can *take*)
4 Adjective (*was more ...* tells us this is part of a comparative structure)
- 2 1 *speed* 'An Israeli researcher says drivers who listen to fast music in their cars ...' 'Warren Brodsky at Ben-Gurion University in Beer-Sheva, wondered if tempo had any effect on driver behaviour.' (lines 4–14)
2 *Students* 'To find out, he put a group of 28 students through their paces on a driving simulator. Each student drove ...' (lines 14–17)
3 *risks* 'As the tempo increased, Brodsky found drivers ran (took) more risks ...' (lines 28–29)

- 4 *distracting* '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.' (lines 40–45)

Guessing meaning from context p. 34

1 and 2

- 1 *virtual*. '... on a driving simulator. Each student drove round the virtual streets of Chicago ...' (lines 15–17)
- 2 *laid-back*. '... a variety of styles, ranging from laid-back George Benson ballads to the ultra-fast numbers beloved of clubbers.' (lines 21–23) *Laid-back* is used in contrast to *ultra-fast*.
- 3 *concedes*. '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.' (lines 36–39)
- 4 *monitored*. 'He also monitored the drivers' heart rate ...' (line 40)
- 5 *fluctuated*. '... 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 ...' (lines 40–43) *Lack of variation* is another way of saying *fluctuated less*.
- 6 *attitude*. 'The study has changed Brodsky's own attitude to in-car music ... "I'm now more careful in my choice of music.'" (lines 50–56)

Note completion p. 34

- 1 *alert* '... shows that music is distracting the drivers and making them less alert.' (lines 44–45)
- 2 *slower* '... choose slower pieces of music ...' (lines 47–48)
- 3 *distracted* '... turn down the volume so they are less distracted.' (lines 48–49)

Understanding paraphrasing and sentence completion p. 34

- 1 1 has a hand in their fate (lines 3–4)
2 the research is worrying (line 9)
3 put ... through their paces (lines 14–15)
4 relatively loudly (line 26)
5 to maximise its effect (lines 26–27)
- 2 1 F '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.' (lines 1–4)
2 G 'The tempo ranged from a slow 60 beats per minute up to a fast and furious 120 beats per minute or more.' (lines 23–25)
3 I '... drivers who listen to fast music in their cars may have more than twice as many accidents ...' (lines 4–6)
- 3 1 *slower tracks*. '... may have more than twice as many accidents as those listening to slower tracks.' (lines 5–7)
2 *for seven years*. 'The students had an average of seven years driving experience.' (lines 19–20)
3 *played relatively loudly*. 'All the music was played relatively loudly to maximise its effect.' (lines 26–27)
4 *medium-paced*. '... 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.' (lines 33–35)

Skills practice p. 35

- 1 an alternative
2 diesel
3 safer
4 cultivate
5 deserts
6 quantities/amounts
7 investment
8 specifically
9 F
10 A
11 D
12 C
13 A
14 E
15 vegetable oil/sunflower oil/soybean oil/opium poppy oil
16 carbon monoxide/carbon dioxide/soot/sulphur (oxides)

Key for Writing Module

Quiz p. 37

- 1 B
2

	How long should you spend on this task?	Minimum number of words
Task 1	20 minutes	150
Task 2	40 minutes	250

Task 2 carries more marks than Task 1 so don't spend more than 20 minutes on Task 1.

- 3 B But don't forget that occasionally the question may require you to describe a process.
4 A
5 A
6 C

Understanding data p. 37

- 1 1 Figure 3
2 Figure 1
3 Figure 4
4 Figure 2
- 2 1 F
2 E
3 D
4 C
5 A (North America or Asia/Oceania 25%)
6 B (Western Europe 38%)
- 3 1 Figure 2
2 Figure 4
3 Figure 3
4 Figure 1
- 4 Figure 1 1 eating in restaurants and cafés
2 expenditure in pounds (£) per week on eating out or takeaway meals
Figure 2 1 Western Europe
2 11 million tonnes
Figure 3 1 1994–2002
2 newspapers
Figure 4 1 different continents
2 the total world population in different years

Language focus: Expressing figures and quantities p. 38

- 1 1 £7, £2
2 1998, 8.5
3 4%, 30%
4 7, 317
- 2 1 *more than trebled* (from 203 million to 726 million) means it *increased (more than) three times*. Similar expressions include *more than doubled* which means *twice* or *quadrupled* which means *four times*.
2 *twice as many* (from 6 to 13 million) means *two times as many*. Similar expressions include *three or four times as many*, etc.
3 *exactly the same* (about 24%). A similar expression is *identical*.
4 *Very little* (less than 5%). Use *little* for uncountable nouns, *few* for countable nouns.
5 *a quarter* (25%). Similar expressions include *a half*, *three quarters*, *a third* but do not use complicated fractions, eg *three fifths*. Percentages are also an option.
6 *slightly more* (7% compared to 5%). A similar expression is *slightly less*. These phrases are more appropriate than *a little more/less*.
7 *Half as much* (£2 compared to £4). Use *much* for uncountable nouns (*money* in this case), *many* for countable nouns.
8 *much more* (£10 spent per week compared to £4 per week). A similar expression is *much less*. *Far more/less* can be used with adjectives, eg *far more expensive* as an alternative to *much more expensive/much cheaper*.

The opening statement p. 39

- 1 A This simply uses the same words as the heading for the chart. Remember copying will not gain you any marks.
B The chart does not provide information about ages so it has not been described correctly.
C This sentence provides an accurate description of the general trends shown in the chart and is therefore the best opening statement.
D The data has not been interpreted correctly (the number of first marriages did not rise) so the statement is not appropriate.
- 2 1 A This is a simple but truthful analysis of the data.
B This comment is also true but the analysis is not adequate.
2 A Although this information is true, it is not appropriate as an opening statement as it is too specific.
B This statement shows the general trend over this period.

3 Suggested answer:

In general car sales increased significantly from 1970 to 1990 and from the beginning to the end of the century the number of car owners in the UK rose dramatically.

Language focus: Describing change over a period of time p. 40

- 1 A – increased sharply
B – fell gradually
C – remained stable
D – fluctuated

- 2 increased sharply – rose dramatically
fluctuated – varied
fell gradually – decreased steadily
remained stable – stayed the same
- 3 *shows* – present simple for general truths
rose, doubled – past simple for completed actions in the past
were sold – past simple passive used to focus on the action rather than the person who performed the action
- 4 1 *similar* – this means the pattern is nearly, but not exactly, the same
2 *doubled* – a more appropriate, economical word
3 *remained stable* – a more academic phrase to describe a constant pattern
4 *highest* – this is a collocation
5 *figures* – an appropriate academic word when describing numbers
6 *slight* – the most appropriate way of describing a little / small change
- 5 1 increased 4 increased dramatically
2 rose steadily 5 remained stable
3 sharp fall 6 rise
- 6 0 *A steady increase/gradual rise* in sales. Sales *increased steadily/rose gradually*.
1 *A slight drop/slight fall* in sales. Sales *dropped slightly/fell slightly*.
2 *A sharp increase/sharp rise* in sales. Sales *increased sharply/rose sharply*.
3 *reached a peak*
4 *remained stable*
5 *fluctuated*
6 *A sharp drop/sharp fall* in sales. Sales *dropped sharply/fell sharply*.
7 *A steady decrease/gradual fall* in sales. Sales *decreased steadily/fell gradually*.

Skills practice p. 42

Suggested answers:

- 1 Since 1961, the percentage of people in Great Britain owning one or more cars has increased significantly.
2 In 1961, about 70% of the population did not have a car but in 2000 this figure had fallen to about 30%.
3 Since the late sixties, the number of British people owning only one car has remained stable at about 45% of the population.
4 From 1961 to 2000, the percentage of the population who have two or more cars has increased steadily, from about 2% to nearly 30%.

Selecting and grouping information p. 43

- 1 A and E are important as they reveal the most significant information (the most popular sports for young men and women). Sentence D is the next most relevant sentence to include (as the difference between most and second most popular sport is quite slight). Sentences B, C and F are not particularly important sentences in terms of key information.
- 2 Sentences B, D and E show the best ways of grouping key information as they compare and contrast the most popular sports. Although sentences A and C group information, A is too general while C is specific yet cannot really be considered as key information. Sentence F does not really group information in a logical way.

- 3** A This answer describes the data in a repetitive and therefore, boring style. It does not attempt to select the key information or group information clearly. This type of answer is therefore not satisfactory.
- B This answer is well-organized, focuses on important information and groups key features in a logical way. Specific references to figures are provided and the language is of an appropriate academic style. It is therefore the best answer.
- C Here the language is weak in terms of grammar and vocabulary: omission of articles and relative pronouns, unnecessary *to* before activity, plural forms wrong (*woman*), word formation wrong (*approximate*), inappropriate linkers used (*and* at start of sentence) and style is very repetitive (*young men/women*).

Language focus: Expressing comparison and contrast p. 44

There were 7 examples of the language of comparison and contrast in this sample answer.

- 1 playing football was the most popular sporting activity
- 2 whereas young women prefer swimming
- 3 cycling and swimming are popular with both sexes
- 4 cycling is far more popular than swimming
- 5 while slightly more young women swim than cycle
- 6 young men prefer football to any other sport
- 7 it was the least popular sporting activity

Skills practice p. 44

- 1**
- 1 It shows how many people travelled by air from the UK to different destinations in 1991 and 2001.
 - 2 It represents the destination countries.
 - 3 It represents the number of people travelling.
 - 4 They show the number of people travelling in 1991 and 2001.
 - 5 The number of people travelling to most destinations has more or less doubled in ten years.
- 2** Important information. Writer has misinterpreted the chart by saying passengers are coming from different countries when they are all from the UK going to different countries. However, the main point is included – that the figures have increased.

Length. Approx 135 words - too short

Style. Generally OK but inappropriate use of contractions (*it's*), lack of variety of linking words, eg replace 'also' with 'in addition', countries not capitalized.

- 3** Here is the corrected *sample answer*.

From the bar chart it is easy to see the increase of international passenger movements by air in 1991 and 2001. Ten countries were researched and we can see that passenger movements by air were much higher in 2001 than 1991.

Spanish passengers travelled most in 1991, followed by those from the USA and then France. By 2001, in some cases the increase had more than doubled, for example Spain and the Irish Republic. In some countries there was only a slight increase such as Switzerland and Portugal.

The data also shows that international air passenger movements from Spain and America were much higher than other countries in 1991 and 2001. In the ten year period the figures increased significantly.

Model answer

The chart compares air travel by passengers from the UK to a number of other countries in 1991 and 2001. In all cases there was an increase in passenger movements.

By far the most passengers went to Spain with over 27 million people travelling in 2001. This figure had more than doubled since 1991. The second greatest volume of traffic was with the US, with 17 million air passenger movements, an increase of approximately 8 million in ten years. Other countries that showed significant rises were the Irish Republic with nearly 10 million passenger movements and Italy and the Netherlands with about 7 million people travelling to each of these places.

At the lower end of the scale roughly 4 million people travelled to Switzerland and Portugal in 2001 but these figures had also increased since 1991.

The chart confirms the increased popularity of air travel for UK passengers in the period 1991 – 2001. (154 words)

Comments:

There is a clear opening statement which has paraphrased the words describing the bar chart. The most significant features are highlighted ('By far the most...') and specific details are given (27 million). Other key information is described clearly and accurately and the report finishes with an appropriate sentence to sum up the main points.

Describing a process p. 45

- 1** *First stage:* The student contacts the institution ...
Final stage: The student has now enrolled ...

2 and 3

- 1 The student contacts the institution about the English course. (*present simple active*)
 - 2 The student goes to the institution and completes a placement test. (*present simple active/ present simple active*)
 - 3 The student is interviewed by an experienced teacher. (*present simple passive*)
 - 4 The student is placed in a class at the appropriate level. (*present simple passive*)
 - 5 The necessary forms are completed. (*present simple passive*)
 - 6 The student's details are put on the computer. (*present simple active*)
 - 7 The student pays the fees for the course. (*present simple passive*)
 - 8 The student has now enrolled and is given a student card. (*present perfect active/ present simple passive*)
- 4** A does not clearly specify what the activity is
B *improving your English* is not really a procedure – progress in English should happen after the course starts
C correct

5 Suggested answers:

- 1 *next put* a teabag into a cup
- 2 *after that pour* the boiling water into the cup
- 3 *after a few minutes take out* the teabag
- 4 *then add* some milk and sugar and stir
- 5 *finally drink* the tea

6 Sample answer:

The procedure for enrolling for an English course at a language school or college is as follows:

First of all, the student contacts the institution by phone or post about the English course. Then he or she goes to the school or college and completes a placement test. After that

the person is interviewed by an experienced teacher and is placed in a class at the appropriate level, for example beginner or advanced. At the next stage, the necessary forms are completed and then the student's details are put on the computer. Finally, he or she is told to pay the fees for the course. This completes the procedure and the student has now enrolled at that particular school or college. They are given a student card and are ready to start lessons.

Note: one or two details have been added (methods of contacting the college and different levels). If you add details, they must be relevant and based on fact.

Skills practice p. 46

- 1 a – 10
b – 5
c – 6
d – 9
e – 2

2 *Model answer:*

In order to make better quality paper from waste paper, the following process takes place:

First of all the paper is collected. After this it is very important that paper clips, plastic and staples are removed. The waste paper is then sorted into specific categories such as newspapers, computer paper and magazines. Next, the ink must be removed. This is done by soaking the paper and then breaking it up in large washers and adding chemicals. Depending on the end paper product, and other materials are added such as bleach or dyes as well as other chemicals.

The materials are then passed through a heavy roller which squeezes out all the water before the pulp is pressed and flattened into thin sheets. After that these sheets are dried in furnaces and the final paper product is polished and treated before cutting into sheets or rolls. Finally the product is packaged for distribution. (151 words)

Understanding the instructions and the question p. 47

- 1 A False. It is recommended, **not** compulsory.
B True. Topics are of general interest and will not be on specific subjects.
C False. Expressing views is one of the most important aspects of this task.
D True. Providing supporting evidence and information is also vital.
E False. Writing should include some personal views but aim to be academic and impersonal in style.
- 2 A Discuss.
B What are your opinions on this?
C To what extent do you agree with this statement?

Understanding the topic and the task p. 47

- 1 A The question doesn't ask about visiting other countries but talks about living overseas.
B The question does not mention studying specifically.
C Correct.

- 2 A Correct.
B The question does not ask for a list of positive points about living overseas (although one or two could be mentioned).
C The question does not ask the candidate to compare living in the UK with other countries.

Skills practice p. 47

- 1 1 Main topic: high crime rates in cities
Task: suggest best ways to reduce high crime rate
2 Main topic: increased world tourism
Task: comparison of advantages and disadvantages of mass, global tourism
3 Main topic: animal testing
Task: give your opinion on whether animal testing is ever acceptable and if so, when and why
- 2 ● to consider how things are different and how they are similar: *compare*
● to show a good reason for something: *justify*
● to compare two things to show how they are different: *contrast*
● to question whether something is true or accurate: *challenge (ideas)*
- 3 1 i – suggesting a solution to the problem of crime in cities
2 iii – comparing and contrasting the positive and negative effects of global tourism
3 ii – evaluating this view of animal testing and giving your opinions on this issue

Brainstorming and planning p. 48

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

- 4 C This is the most appropriate essay structure.
- 5 A This is the best structure because it mentions the main difficulties of living overseas in the introduction. It then describes how some problems are unavoidable in the second paragraph. It then discusses ways to make the experience easier in paragraph 3 before summing up in the final paragraph.
B This is quite well structured but the contents of paragraph 2 are not relevant to the task.
C This lacks overall structure (no conclusion) and is also irrelevant to the task.

THE INTRODUCTION P. 49

- 1 This opening almost repeats the question word-for-word.
2 Although giving opinions is a valid response, this introduction is too personal. The task does not require the positive points so this information is irrelevant.

Exclamation marks are not appropriate in IELTS writing tasks.

- 3 This opening briefly mentions why people live overseas. It states that although this can be positive, certain problems are likely to occur and then gives some examples. This introduction is a balanced response to the question – the content is relevant to the task and it is written in an appropriate style.

THE MAIN BODY P. 50

- 1 1 Topic sentence = F
2 Supporting evidence = A, C, D, E
3 Link with next paragraph = B

2 *Model answer:*

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

All paragraphs should follow this basic pattern:

- Topic sentence → Main idea
Supporting sentences → Supporting evidence
Concluding or bridging sentence → Sum up main idea / link to next paragraph

- 3 Sequencers: *firstly, secondly, finally, (thirdly, after that)* etc.
Reason or result: *as a result, because/as, therefore, so, (consequently)* etc.
Contrast: *however, although, despite this (whereas), etc.*
Extra information: *in addition, besides, moreover, (what is more, furthermore)* etc.
- 4 1 *Firstly* – the first suggestion
2 *In addition* – extra information about the first suggestion (could be *secondly*)
3 *Secondly* – the second suggestion
4 *therefore* – a reason for the second suggestion (could be *so*)
5 *so* – a reason for the third suggestion
6 *However* – showing a contrast to third suggestion
7 *Finally* – a fourth and final suggestion
- 5 1 find out information about the other country and speak to people who have lived abroad
2 learn the language
3 try to make friends with local people and keep in contact with people from your own country
4 be open-minded
- 6 1 Many women have successful careers nowadays. *However*, compared to men, not many women have senior positions.
2 In England I live with a host family. *Therefore/As a result/Consequently*, my spoken English has improved rapidly.
3 Many students go overseas to study *because/as* they believe the quality of education is higher.

CONCLUSION P. 51

- 1 A This conclusion shows the writer's opinion in one sentence. It is clearly too brief, too general, and does not review earlier contents of the essay.
B This conclusion sums up the main idea of this task and refers back to the suggestions made earlier. The final sentence clearly illustrates the writer's view on the points discussed earlier. It is the best conclusion.
C This conclusion sums up by listing three suggestions covered in the essay and states that following these would be appropriate. The tone is too personal and listing is not really suitable in this short essay format.

2 *Model answer:*

In conclusion, settling into life in a new country can cause many problems. Some difficulties cannot be avoided, for example those related to language or culture. However, there are a number of solutions such as studying the language or making friends with local people. Living abroad can often be a very positive experience and you should try to enjoy it as much as possible.

Skills practice p. 52

- 1 Topic: crime in cities
Task: suggest solutions to this problem

2 *Suggested answers*

Other problems in cities	Crimes	Ways to prevent/reduce
congestion	murder	more police
overcrowding	burglary	stricter punishments
pollution	mugging	individual protection

- 3 Paragraph 1 – introduction – there are other problems, but crime is the biggest
Paragraph 2 – method 1 – increase police
Paragraph 3 – method 2 – stricter laws/punishments
Paragraph 4 – method 3 – better security
Paragraph 5 – conclusion – sum up ideas
- 4 A Too general
B Appropriate
C Not strictly true
- 5–8 See *Model answer* below

Model answer:

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

One approach would be to increase the number of police. 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.

A second possibility would be to make laws stricter and punishments more severe. This could involve increasing fines or lengthening prison sentences. If a criminal has to pay more money for doing something illegal or would face more time in prison then I believe this is likely to reduce the crime rate.

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

In conclusion, although crime is a major problem in most cities in the world, the situation can be addressed by adopting the methods mentioned above. In this way, the negative effects could be reduced and people living in cities would feel much safer.

Further practice p. 53

Model answer:

Before any new product is put on the market, whether it is a cosmetic product, or a potentially life saving medicine, the producers will want to make sure that it is safe for humans to use. A common way of doing this is to test the product on animals.

Many people feel that this is unacceptable because it assumes that an animal life is somehow less valuable than a human life. Opponents of animal testing point out that the animals involved often suffer great pain and fear, and argue that we have no right to do this to them for our own benefit.

On the other hand, it cannot be denied that animal testing has helped scientists to make great discoveries in the field of medicine, providing effective drugs against cancer, heart disease and other potentially fatal illnesses. Supporters of animal testing argue that many lives have been saved this way.

I would agree that there may be some benefits to using animals to test new medicines, although I would prefer such testing to be kept to a minimum. Increasingly, there are new ways of testing products, using cell cultures, which need not involve animals at all. However, even when this is not possible, I cannot agree that it is necessary to test cosmetic products on animals. There are already thousands of cosmetic products on the market, with no need for further development and testing. Exploiting animals in this way is, in my opinion, completely unacceptable.

In conclusion, I would not agree that testing products on animals is never acceptable, but it should be reserved for essential scientific work. (269 words)

Comments:

The essay has been clearly structured into five paragraphs: an introduction giving reasons for this situation, arguments against, arguments for, writer's opinion (strong opposition) and a clear, concise conclusion. The essay contains a wide range of grammatical structures and uses a variety of linking words to give cohesion (*on the other hand, however, etc.*). There are also numerous ways in which opinions are expressed (*Many people feel ..., I would agree ..., in my opinion ...*). Overall, the topic has been addressed thoughtfully and appropriately.

Quiz p. 54

1 B

- 2
- 1 True
 - 2 False. This is not an IELTS task.
 - 3 True
 - 4 True
 - 5 False. You have to speak for 1–2 minutes.
 - 6 False. You are given a card with a topic and some prompts to help you.
 - 7 True
 - 8 True
 - 9 False. This is the most challenging part of the module as you are asked to talk about more abstract issues and ideas.

Talking about familiar topics p. 54

Possible questions:

Your studies

- How long have you been studying English?
- Why is it important for you to learn English?
- Who was your favourite teacher at school? Why did you like their lessons?
- What are you planning to study?
- Why are you taking IELTS?

Your previous work experience (if any), your current job or your future career plans

- What do you do? (Be careful with this question. It means *What is your job?*)
- What are/were the best things about your job?
- What are your ambitions?

Your family/home life

- Tell me about your family.
- What does your father do? (or mother)
- Do you live with your family?
- Do you have a large family?
- How long have you been here?
- Tell me about where you are living at the moment.

Your country

- How would you describe your home country/home town?
- What are the best things about life in your country?
- How is life in your country different from life here?

Your hobbies and interests

- What are your main hobbies?
- Do you enjoy travelling?
- What do you usually do at the weekend?
- Are you interested in playing sport?
- What type of music/films do you enjoy most?

Giving a good answer p. 54

- 2 A Not enough information. A good example would be: *Mr Wallis, our chemistry teacher. He made the subject really interesting, and although he was very strict, he was also quite funny.*
- B Doesn't answer the question. Be careful of learning phrases by heart and then just using them even when they're not appropriate. A good example would be: *I started learning English at school when I was only 10, but the lessons weren't very good. I've been studying properly for about three years, though.*
- C A good answer. This answers the question and adds a little extra information as well. It also sounds fluent and is accurate.
- D A good answer. Again, this answers the question and gives a little extra information. The beginning, *Oh definitely ...* sounds very natural.
- E Not enough information. Don't make the mistake of thinking that the less you say, the fewer mistakes you will make! The examiner needs to be able to assess your fluency and you are expected to give more than one-word answers. A good example would be: *No, I don't. I live with three other students in a shared house. It's quite close to college, so it's convenient.*
- F Doesn't answer the question. Be careful with *How long + present perfect*. Remember this refers to past time up to now. A good example would be: *I came in April, so I suppose I've been here about six months now.*
- G Not fluent enough. It's good to show you have a wide vocabulary, but it's more important to communicate fluently. A good example would be: *It's a small house near to the town centre. It's not very attractive, but it's comfortable and the rent's quite cheap.*
- H A good answer. This answers the question, gives some extra information and is correct and fluent.

Identifying strengths and weaknesses p. 55

Although the student's answers are not monosyllabic, many of the responses are rather brief and could be more fully developed (Five years. I studied at high school in China). There are a few grammatical inaccuracies (I usually do play ping pong, the product major is charcoal) and a rather limited range of vocabulary but some evidence of wider lexical knowledge (managing director, fitness clubs). Some inappropriate use of vocabulary (charcoal town). Pronunciation is generally good, but the intonation is heavily influenced by her native language and would benefit from flowing more freely. There aren't many words or phrases to make her responses sound more natural or to gain more time and there are quite a few hesitations.

Overall, the student would need to focus on improving fluency and producing more extended responses as well as aiming to show a wider, more accurate use of language.

Planning your answer p. 56

1 and 2

Describe an occasion when you have been successful. *You need to talk about one occasion or event in your life (any time up to the present) when you were successful.*

- where and when you were successful – give the background (school, home, college, work, how old you were)
- how you were successful – say what happened (*won a race/passed an exam*)

- what you had to do – give examples: *studied hard/worked hard/prepared in some way/asked for help*
- how you felt – *very happy because/very excited because ...*

Giving extra information p. 56

Talk about an important day in your life.

- when this day was – *the day my football team got promoted*
- if you were alone or with others – *with my brother and others in crowd*
- where you were / what happened – *got to football ground, waited for game to start, lots of people, final goals – we won!*
- and explain why this day was important to you – *first time team had ever been promoted*

Sample answer:

OK, the important day in my life that I'm going to talk about happened about four years ago. This was the day my football team got promoted. The team, er, had played well all that season and had reached the finals, and my brother and I were, er, were both keen supporters and we both followed the team, er, for about fifteen years. It was a very exciting day for, for the team because they'd never been promoted to, er, out of the division into a higher division in their history.

My brother and I got to the football ground about lunchtime and waited for the game to start as the crowd built up- there were about 10,000 people there that day. The game swung from side to side, with, first of all, our team scoring and then the opposing team scoring twice, which was why it was fantastic when our team scored two goals in the last five minutes to win the day and gain promotion to the higher division. The noise at the final whistle was amazing and we were all incredibly excited. I don't think I've ever been to a game where there was such a great atmosphere, before or since. We really celebrated that night, but the next morning, I could hardly speak from all of the shouting I'd been doing!

The speaker has included the key points, then added extra details to make the talk more interesting.

Identifying strengths and weaknesses p. 57

Student 1

This answer is quite short and does not satisfactorily cover all the points on the card. However, it has quite a good range of language and is quite accurate.

Student 2

Level of communicative ability is high. Some hesitations but clear that the speaker has a very natural style and produces a measured, thoughtful response to the points on the card.

Follow-up questions p. 57

1 1D 2E 3C 4F 5B 6A

Expanding answers p. 57

1 Possible answers

Yes, I think it's a good idea – especially as you get older because it can help to keep your body active. It's important to make time for exercise, even when you're busy, so I try to go to the gym three times a week. If I'm honest, however, it's usually more like twice a week.

- 2 Well, no, I don't think there is really. It probably just seems that way because it's reported in all the newspapers and on the television. I think there has always been quite a lot of crime in big cities, although there may be more crime such as house-breaking in rural communities these days.
- 3 Well, it's certainly useful to have one. On the other hand I find it really annoying when I'm on the train and everyone's talking into their mobile phones. I think there should be more control about when and where people can use them.

Linking ideas p. 58

- 1 1 because
2 so
3 and
4 however, on the other hand
5 such as

Model answers:

- 1 Do you think smoking will be banned in all public places?
I hope it will! I hate going into smoky pubs and restaurants. However, I don't think it's very likely to happen here for a while even though it's already happened in some countries.
- 2 Do you prefer to go out or stay at home in the evening?
I prefer going out. It's so boring just staying at home and watching TV. However, I can't always afford to go out when I want to.
- 3 Do you think that email has made our lives easier?
It's amazing being able to keep in touch with my friends and family so easily, but I can't help thinking that email has actually created more work for most people. I often get 40–50 messages a day – far more than I ever got on paper or by phone.
- 4 Which is better: living in the countryside or in the city?
Well, on the one hand, it's certainly cleaner and quieter in the countryside, but I think I would miss the nightlife if I lived there – it could be a bit too quiet! I might move to the countryside when I'm a bit older.
- 5 Are qualifications important?
Yes, definitely. I strongly believe that you must have good qualifications these days if you want to get a good job. Maybe it was different in the past, but nowadays employers expect more.
- 6 How likely is it that computers will be able to do your job in the future?
I doubt very much if computers could take over the job of a nurse. OK, they could do some of the monitoring of patients, but they'd never be able to give the support we do.
- 7 Would you rather watch sport or play it?
Well, it probably depends on the sport. I'd rather watch boxing than actually do it. It's not as dangerous! But I like playing and watching football. I particularly like going to see live matches.
- 8 What do you think the consequences of global warming will be?
It's bound to have more and more of an effect on the weather. I think there's a good chance that the climate of Britain will change quite noticeably over the next few years, which could cause all sorts of problems.

Key for Practice test

Listening

- 1 C
2 B
3 Moseley
4 third (floor)
5 No
6 £520
7 B
8 375 Greenfield Rd/Road (NOT Green Field)
9 357629
10 4.15
11 two or three/2–3
12 up the coast/north
13 the sun
14 hat/cap
15 well-known/obvious
16 (to) towards the shore (beach)/against the rip
17 across the current/parallel to shore
18 lessens/reduces/gets weaker
19 swim alone
20 a lifeguard
21 Biology
22 cotton
23 expense/they're expensive/cost
24 eat harmful bugs (insects)/pollinate crops
25/26/27 A, C and D in any order
28 painted/applied
29 flowers
30 wings
31 partnership
32 (a) person/human being
33 one person
34 every year/yearly/once a year
35 make (the) (important) decisions
36 capital/money/investment
37 shares (of stock)
38 employees/workers
39 profit/money
40 B

Reading

- 1 C
2 S
3 C
4 S
5 E
6 N
7 N
8 Y
9 NG
10 Y
11 D
12 B
13 A
14 A
15 F
16 C
17 primary role
18 the (country's) economy
19 unacceptable
20 7
21 environmentally sustainable

- 22 cereals
- 23 (making) paper
- 24 water (supply)
- 25 B
- 26 F
- 27 C
- 28 G
- 29 D
- 30 F
- 31 A
- 32 C
- 33 over 20 years
- 34 negative / aggressive
- 35 wound healing
- 36 ten years later
- 37 measuring
- 38 heal
- 39 conflict
- 40 physical

Writing

Model answer for Task 1:

In general cinema attendance increased significantly from 1984 to 2000. However, the number of people watching films at the cinema varies with age.

Since 1984, cinema attendance has risen considerably across all age groups, but the increase was greatest for the 15–24 age group, which rose from about 18% in 1984 to over 50% in 2000. Though the figures fluctuated between 1990 and 1995 this age group still went to the cinema more than any other group.

There was also a substantial rise in cinema attendance among older people (35 plus). In this case the figures increased over this period from about 2% to over 10%.

Cinema attendance of 7 to 14 and 25 to 35-year-olds followed a similar pattern from 1984 to about 1997, which was characterized by a gradual increase until about 1994 followed by a decline after this date. However, from 1999 the trends differed in that 7 to 14-year-olds went to the cinema less frequently while cinema attendance of 25 to 35-year-olds was on the increase.

(172 words)

Model answer for Task 2:

More and more women are taking on the roles of housewife and mother at the same time as doing a full-time job. However, it is not always possible to have a fulfilling and successful career and still give total commitment to home and family.

Many women are forced to go back to work after their child is born for financial reasons. For some, a career is more important than full-time motherhood. Whatever the reason, it is true to say that there are more working mothers these days. Indeed many employers now recognize the valuable contribution that women make in the workforce and have introduced measures such as on-site childcare facilities and flexible working hours to accommodate their needs. Many women who want to advance up the career ladder may feel it is better to postpone having a family until later on in life and some choose not to have children at all.

It can be very difficult to cope with the demands of a full-time job and also have the responsibility of raising a family. Many working mothers find it increasingly difficult to devote quality time to their families. For this reason some women do not return to work after having children while others choose to work part-time. For many this is a preferable option as it enables them to follow a career yet also gives them more time to bring up and look after their children.

In conclusion, although recent changes in the workplace have made it easier for working mothers, most women find it extremely difficult to give full commitment to both work and family and it is often the case that compromises have to be made to make it successful.

(280 words)

Recording scripts

Listening module

Recording 01

[K = Keiko, S = Stephan]

K: Um, excuse me. Do you know where the accommodation office is?

S: Yes, of course. Are you a new student?

K: Yeah. I only arrived here yesterday, so I still feel a bit lost.

S: I've only been here a couple of weeks, but it doesn't take long to find your way around. The campus isn't that big. The accommodation office is in the main building.

K: Is that the three storey building by the lake?

S: No – look, it's that big building there behind the trees.

The one with the glass front. Go in through the main door – then up the steps.

K: You mean the door on the right-hand side?

S: Yeah. Then, 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.

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

S: That's right!

K: Thanks very much for your help.

S: No problem, see you around. My name is Stephan, by the way.

K: Oh, OK, great. I'm Keiko.

Recording 02

[K = Keiko, AO = Accommodation Officer]

K: Excuse me, am I in the right place to look for accommodation?

AO: Are you a student here?

K: Yes, I just arrived yesterday, and I was looking for some help with finding a place to live.

AO: Well, you've come to the right place! What sort of accommodation are you looking for?

K: I'm not sure really. Could you tell me what's available?

AO: Of course. There are three kinds of accommodation that we deal with – home stays, college halls of residence, or private lets.

K: Home stays? Is that where you live with a family?

AO: Yes, that's right. Usually you have your own room, and maybe your own bathroom, but you live with a local family and they provide you with meals, access to a washing machine, all of that kind of thing. That's \$130 per week, or \$90 without meals.

K: Yes, I did think about doing that. It would be a good way to practise my English, but I think I'd really prefer to live with people more my own age, other students, for example.

AO: Of course. Well, the college has a small residential block, with rooms for 50 students, but it's very popular and I think at the moment it's full.

K: That's a shame.

AO: Yes, students like it. You have your own study bedroom, with a bed, a table, chair and a washbasin, and then you share a bathroom and kitchen with four other students.

K: It sounds nice. Never mind. What was the other option that you mentioned?

AO: The other one is, um, private lets. These are flats and houses owned by private landlords, not the college, but we make sure that you are paying a reasonable price so it's a bit easier than just looking in the newspaper to find a flat.

K: That sounds good. Would it be for one person or more?

AO: It depends. Mostly, flats are for three or four students, but there are sometimes one bedroom flats available.

Recording 03

[K = Keiko, AO = Accommodation Officer]

K: So, how can I find out about the flats or rooms that are available at the moment?

AO: Well, I can give you all that, but if you wouldn't mind, first of all, I'll take down a few contact details and then if something suitable comes up, I'll be able to tell you.

K: OK, great.

AO: So, what's your name, please?

K: Keiko Jenkins.

AO: Sorry, could you spell that for me, please?

K: Of course. It's K-E-I-K-O and my surname is J-E-N-K-I-N-S.

AO: Thank you. What's your nationality? I thought that you must be Japanese, but Jenkins is an English name.

K: Yes, it is. My father is English, and I have British nationality, but I grew up in Japan, so I feel more Japanese.

AO: How interesting. So, Keiko, where are you staying at the moment?

K: At the Sunrise Guest House. It's number 562 Green Park Road.

AO: 562 Green Park Road. Fine. And do you have a contact number?

K: I've got a mobile. It's 07785 265 981.

AO: Sorry, I didn't quite get that. Was it 256 891?

K: No, 07785 265 981.

AO: Thanks. And email? Have you got an address you can access easily?

K: Yeah, it's keiko@hotmail.com

AO: That's fine. OK ...

Recording 04

15

50

162

£3.25

47%

0.54

12,651

Recording 05

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

Recording 06

- 1 forward slash
- 2 hyphen
- 3 colon
- 4 semi-colon
- 5 dot

Recording 07

- 1 A: Sorry. What was that name again – Sir Anthony ...?
B: Sir Anthony Winton, that's A-N-T-H-O-N-Y. W-I-N-T-O-N.
- 2 A: So what's the answer, then?
B: 34.92.
- 3 A: Could I just take your address?
B: Certainly, it's 15 Sparrow Lane. Sparrow is S-P-A double-R-O-W.
- 4 A: How high is Everest?
B: Let me look it up. Mm, it says here 29,030 feet.
- 5 A: What's his name again?
B: Michael MacWilliams – M-I-C-H-A-E-L. M-A-C-W-I double-L-I-A-M-S.
- 6 A: ... and I live at 286 Banbury Road.
B: How do you spell Banbury?
A: B-A-N-B-U-R-Y.
B: Thanks.
- 7 A: So, what did I get in the test?
B: 74%.
A: Great!
- 8 A: Who's your favourite author?
B: Mm, that's hard, but I think it must be Janet Gates.
- 9 A: So what was the number again?
B: 0121 674 95 double 4.
- 10 A: Do you have a reference number on that letter?
B: Um, yes, I think so. Here it is ... reference number 654/120084.
- 11 A: OK, is it Mrs J Smith?
B: No. Mrs J Robson-Smith.
- 12 A: ... and what's your address there?
B: Flat 3, 547 Oxford Road.
- 13 A: What was the web address of that company?
B: I think it was www.bht.co.uk
- 14 A: Could I make an appointment, please?
B: Which doctor do you usually see?
A: Dr. Brown.
- 15 A: What's the registration of the car?
B: N 770 CES.

Recording 08

[D = Dan, RM = Restaurant Manager]

- RM: Hello, Giovanni's Italian Restaurant. Can I help you?
D: Hello, yes, I hope so. I'm phoning to enquire about booking a party at your restaurant. Do you cater for large groups?
RM: Yes, we do, but the maximum we can seat together is 24.
D: Oh, that's fine. I think there'll be about 18 of us.
RM: Fine, no problem. We have a large room at the back of the restaurant that we usually use for groups. It means that you are not disturbed by the other customers.
D: That sounds fantastic. Does it cost extra for that?

RM: No, no, no, we just ask that you spend at least £10 per person on your meal.

D: That seems reasonable. Is it one long table?

RM: No, it's three round tables. Each table will seat eight people. We find that's a bit more of a friendly way of eating – you can talk to more people, and there's more space on the table for the food!

D: Oh, yes – that's important!

RM: So when do you want to come?

D: Well, we'd like a Friday or Saturday night really, maybe April the 15th?

RM: Let me see. Oh, I'm sorry, the 15th is already fully booked. I have a space on the 16th – that's the Saturday. Is that any good?

D: It's not really what we wanted, but it'll be OK.

RM: Or the week before? I have a space on Friday the 8th.

D: That's a bit early, really. No, the 16th will be fine.

RM: Usually when we have larger groups we do a set menu – three courses and coffee for a fixed price. Is that what you were looking for?

D: Is there any choice about the different courses?

RM: But of course! We don't expect everyone to want exactly the same thing! For each course there is a choice of three different dishes, it may be a prawn cocktail to start with for example, or a soup, or maybe a plate of Italian ham and cold meat – we call it *antipasto*.

D: Great. Just one other thing ... I know that a few people in the group are vegetarian. Do you do a vegetarian option?

RM: Absolutely. At least one of the choices for each course is made without meat or fish.

D: That all sounds great. Is coffee included in the price, did you say?

RM: Certainly ... cappuccino, espresso whatever you like.

D: OK. So how much do you usually charge for the set menu?

RM: For parties of under ten people, it's £15 a head. If you have more than ten it's a bit cheaper!

D: As I said, I think it'll be about 18 people.

RM: In that case, we can do it for £12 a head. That doesn't include wine or drinks, of course.

D: No, I understand. Well, that all sounds very good.

RM: There's only one other thing – for larger groups like this, we like to take a deposit a week before you are planning to come – 10% would be fine.

D: Oh, OK. 10% – that'd be 10% of £12 multiplied by 18 people ... how much is that?

RM: Wait, I have a calculator here ... um ... it's £21.60. Call it £25 to make it a round number.

D: OK, so I need to give you £25 a week before the 16th of April?

RM: Perfect!

D: Right, well, I'll finalize the numbers and get back to you in the next couple of weeks to give you the deposit.

RM: Lovely. We look forward to your visit, Mr ...

D: Glover, Dan Glover.

RM: Sorry, can you spell that, Mr Glover?

D: Sure, it's G-L-O-V-E-R.

RM: Thank you. And could I take a contact telephone number for you?

D: Of course. My work number is probably best – it's 01452 863092.

RM: Thank you very much. We look forward to seeing you.

D: Goodbye.

Recording 09

Hello again, and welcome to *You can do it*, the programme that aims to help give you inside information into life's trickier tasks. Today we're going to talk about the different ways there are of buying a used car, something that very few people feel very confident about. And let's face it, a mistake can be expensive, as well as very inconvenient.

So your old car has broken down again, and you're feeling that this really is the end for it and it's not worth repairing, or maybe you've just passed your test and are desperate to get out on the road. You look at new cars, but they are so expensive – what can you do? Well, there are three main places to look for a used car, and they all have their advantages and their disadvantages. The first place, and probably the one that most people would go to first, is a used car dealer. These are showrooms where you can go and choose from a range of second-hand cars. Obviously some places are bigger than others, and some are better than others. On the whole, this kind of place is probably the safest way of buying a car as you'll get some kind of warranty. Typically this is about three to six months, maybe a year on a newer car, so if something goes wrong with the car after you've bought it you can take it back – you've got some kind of guarantee. The problem, of course, is that you'll pay for it. Cars from dealers are usually about 800 to £1,000 more expensive than the same type of car bought privately. Quite often dealers will offer you a discount, especially if you've got an old car to trade in, and that might make it seem very attractive. Many will offer you credit, too, so that you don't have to pay for the car straightaway, but it's always good to remember that although this is an expensive way to buy a car, it's probably the safest.

Recording 10

If you're looking for a cheaper car, one way to go about it is to buy a car privately – usually by looking in the adverts in your local paper. This can be a really good way of buying a car, but takes quite a bit more effort. You have to get the paper each week, look through all of the adverts to see if there is anything suitable, make phone calls to arrange a time to see the car, and then travel to view it. The obvious problem is that once you've bought the car it's yours and you can't really take it back. It's probably a really good idea, if you know nothing about cars, to get a mechanic to check it over for you before you buy it.

The final place that you can buy cars is at auction. There are auction rooms up and down the country where cars are sold to whoever will pay the highest price for them. This is definitely the cheapest way of buying a car, but it's also the most risky because you won't really have time to check the car over. So unless you're a mechanic, or don't mind taking a risk, this probably isn't the best way of buying a car. You can find some real bargains, though!

Well, we're now going over to our reporters who have been trying out these different methods, let's hear what they think ...

Recording 11

Good morning, everyone. It's good of you all to come, especially those of you who have come straight from sports coaching. For those of you who don't know me, my name is Jenny Arnold and I'm the university Health and Fitness Officer. Today we've got another in our occasional health lectures. This time, with the summer drawing closer and many of you off on holiday, I wanted to talk a bit about being safe and keeping healthy while you're travelling.

Actually, the time to start thinking about this is a few weeks before you go away. If you're going to a foreign country, it's a really good idea to check out any vaccinations that you need. Your GP can tell you this, or you can call up NHS Direct, the free medical telephone service and talk to one of the nurses there. Don't leave it until the last minute, because for some of the vaccinations you'll have to have two shots with a week or two between them. Your local doctor, as well as giving you advice, can give you most of these injections and they should be free as you are students, but you may have to pay for things like malaria tablets if you are going to a country where malaria is a problem.

The other thing that you should arrange before you leave is travel insurance. You might think that this is a waste of money, and it can be quite expensive if you are going somewhere exotic, or doing dangerous sports or activities such as diving or skiing. But it does mean that you can relax and enjoy your holiday, knowing that if anything terrible did happen to you, then you'd be covered financially, at least, and could get home safely.

While you are away, especially if you are going somewhere hot, as many of you probably want to then do take care in the sun. Most of us, here in the UK, don't see much sunshine for most of the year, and if you suddenly expose your skin to the midday sun, without any sun cream, you'll just end up looking very red and feeling very sore. It's not a good start to your holiday and there can be dangerous long-term consequences from skin cancer, too.

Finally, take a few sensible precautions about eating and drinking to avoid illness. Be careful about drinking the water if you are visiting less developed countries and remember that this includes things like cleaning your teeth and ice in your drinks. It's always fun to try new food when you are away, but you might find that you have a slightly upset stomach for the first couple of days, just while you get used to it. Make sure that you keep drinking plenty of liquid – bottled water is best, but soft drinks and fruit juice are OK in moderation too. Take a couple of tablets for it if it gets very bad. You can get these from any chemist here.

Well, I hope that that's been helpful. If you have any other questions, I'm in room 5B, just pop in and ask me.

Recording 12

[R = Robert, A = Anand, C = Claire]

- R: Hi there, Anand. What are you up to?
A: Hi Robert. Hi Claire. I'm just having a look at the group project that we've got to do this term.
C: The ecology one?
A: Mm, that's the one.
R: Well, we've probably caught you at a good time then. Claire and I were hoping we could have a bit of a chat about it with you. We're doing it together, aren't we? Have you got a minute now, or are you busy?
A: No, it's OK. Now is a good time. We do need to think about starting work on it, don't we?
C: The main question seems to be knowing where to start. I know that we have to identify an environmental problem somewhere in the world and look at what kind of measures have been taken to limit it, but it's difficult to narrow it down to one!

Recording 13

[R = Robert, A = Anand, C = Claire]

- A: Yeah, trying to think of a topic is a problem, isn't it? I've been thinking about it, but it was only the major disasters that I could think of – you know the recent ones that have been in the news.
R: Like what?
A: Oh, you know, water pollution like the oil tanker that broke up and killed all the sea life for miles near Spain, or the kind of thing that's always talked about, like global warming.
C: Do you think we should choose something like that?
A: No! Oh, it'd be such a major piece of work if we did.
R: What's the word limit again? Is it 1,500 words, as usual?
A: No, this one's 500 words longer.
C: 2,000? Help! We've got more work than I thought!
A: Have you got any ideas for a topic?
R: One or two. I was having trouble, too, I looked through books in the library and some journals, but what worked in the end was an Internet search.
A: What did you search for?
R: I put in *environmental* and *disaster* and then did some other searches using words like *sea*, or *river* or *soil erosion*.
A: And that helped?
R: Well, sort of! It gave me a lot of information. My first search came up with 372,000 sites! Obviously I didn't look through them all, but browsing through some gave me an idea for the assignment. How about looking at the problems of pollution in Sydney Harbour?

Recording 14

[R = Robert, A = Anand, C = Claire]

- C: The harbour? It'd be local, but it looks pretty clean to me!
R: It is now, but it used to be a real problem. Sewage, for example, used to be emptied directly into the harbour.
A: Yuck! Imagine swimming in all of that waste water. It's not a nice thought, is it?
C: You said it *used to be* a problem ...
R: Yes. Sewage is taken out in pipes a long way out to sea now. The City Council constructed them in the 1970s. Unless there is very bad weather, it's solved the problem.
C: What other problems are there?

- R: Well, of course there is a fair bit of pollution from the traffic on the harbour.
C: You mean all of the boats?
R: Yes. There are the ferries, of course, but also the commercial and trading vessels. It's still an issue. The State government has set targets for reduction in emissions by next year, but they can't stop boats using the harbour, can they?
A: I guess one of the other problems must just be people dumping rubbish – bottles, plastic bags, stuff that people can't be bothered to dispose of properly.
R: Yeah, that's right. There's quite a good story behind that one, though. It's an ongoing project – it's not finished yet, but a lot of it has been removed.
C: How did they manage that? It must be a really difficult job.
R: Local diving clubs who like to dive in the Harbour go down and pick up old bottles and things like that off the bottom of the sea. I think they have a special day once a year to do it.

Recording 15

[R = Robert, A = Anand, C = Claire]

- A: So, do you think those are the three main areas we should look at for our assignment?
R: Well, that seems to make sense to me, at least it's reasonably limited.
C: I think we should make some notes, so that we can divide up the work.
A: Yeah, that's a good idea. So, tell us again, what do the divers do?
R: It's in their interests, really – they want to dive in clean water, so they go down and pick up old bottles and cans, things like that. I think that they leave the rubbish if any marine life has started living in it – they wouldn't want to make a crab homeless!
C: That's great, isn't it?
A: So the Harbour is really clean, now?
R: Well, not bad. When the weather is bad, especially if there's a lot of rain and a wind blowing towards the shore, the sewage can still be blown in to the beaches.
C: Not very nice ... but I suppose it's not very often. I heard that people using jet skis and small motor boats was a problem.
R: Yeah, I read about that, too. Emissions are actually getting worse, despite what the government wants to happen.
C: You would think that that kind of thing would make people who live here really angry.
R: You would, but actually, they get much more bothered when they have to swim in waste water, after a storm ...

Recording 16

- 1 The college is on the site of an old castle.
- 2 The meeting will be held on the sixth of February.
- 3 Please hand your essays in by next Wednesday.
- 4 We suggest that you take the test in May.
- 5 The course is inexpensive and highly beneficial.
- 6 Unemployment rose dramatically in 2001.
- 7 I would advise you to do your homework.
- 8 He was a very successful politician.
- 9 Different companies have different management systems.
- 10 He had a very successful career.

- 11 Studying abroad can help you become more independent.
 12 Receiving unwanted emails, or *spam*, is a growing problem.

Recording 17

[B = Brenda, C = Cathy]

B: Hi Cathy, I haven't seen you around for ages. Where have you been?

C: Oh, I've been here, but I've been studying really hard, and not going out much, so that's probably why I haven't seen you. I seem to spend all of my time in the library, or in my room with my nose in a book!

B: So your course is hard work?

C: Yes, it is, but it's mainly because we're coming to the end of the year and I've got a few major assignments to get in.

B: Actually, I wanted to talk to you about your course. You're on the Foundation Programme, aren't you?

C: Yeah, that's right. Are you thinking of doing it next year?

B: Maybe. I want to study at a British university, but I'm not sure whether it would be better to do 'A' levels, or a Foundation Course. Which do you think would be better?

C: Well, the big advantage of a Foundation Course is that it only takes a year – 'A' levels take two.

B: Really? That's a big difference!

C: Mm, it is. With 'A' levels, you usually study two or three subjects, and you may not get any extra language support. With a Foundation, you study five or six modules, but they are all connected to one subject – usually the one you want to study at university, for example Business, or IT, and you do extra English classes, too – mostly about six hours a week.

B: That sounds helpful.

C: And another good thing about it is that you don't have to take any exams on the Foundation – well, not any major ones, anyway. All the marks come from continuous assessment, you know, from your assignments and presentations, that kind of thing. 'A' levels have some continuous assessment, but a lot of your marks come from the final exam.

B: That's a bit scary ... So, if the Foundation is so much shorter and has no exams, why would anyone want to do 'A' levels?

C: Good question. I didn't want to and Foundation Courses tend to be popular with students from overseas, but I think most British students do 'A' levels. It's part of their education system. Also, to be honest, if you get good 'A' levels, it gives you a lot more choice about which university you can go to. All British universities recognize 'A' levels, but some don't recognize Foundation Courses, especially if you want to do one of the more popular courses.

B: So are you saying it's hard to find a place at a university with a Foundation Course?

C: No, there is still a lot of choice, just not as much as with 'A' levels.

B: What's the course like, anyway?

C: Hard work! But I've enjoyed it. The one I'm doing combines Business Studies and English, so I study different business modules for 15 hours a week, and then we study Academic English – that's six hours.

B: And what are the English classes like?

C: They're good – I find them really helpful. They're not like the general English classes I was doing before, though. We do a lot of work on reading academic-type texts and

writing in the sort of style that you need to use at university. It's quite hard. Even when I feel that the language I'm using is mainly accurate, the thing that's really different to my language is how essays are structured in English. We're doing quite a bit of IELTS practice, too, at the moment, because most of us are planning to take it next month.

B: So you have to take the IELTS exam?

C: Most universities want you to, yes.

B: What's the other part of the course like?

C: The business modules? They're really interesting. We look at economic theory and marketing strategies, global markets, all kinds of things. I had a bit of an advantage, because I studied Business in high school in France and so I know some of the information already, but it's in a bit more depth than I did before and studying it in English makes a big difference. It can be difficult to understand everything that your lecturer says, sometimes. We have a lot of written work to give in too – assignments, mainly.

B: It sounds very hard.

C: And I've got to give a 20 minute presentation next week using Powerpoint ...

B: Really?

C: But despite all that I'm really enjoying it!

B: So have you applied for any universities, yet?

C: Yes, but it's difficult, because the university I really want to go to hasn't given me an offer yet.

B: Which one is that?

C: Ainsley University. I've had a conditional offer from Millford, and they only want IELTS band 5.5, which I'm sure I can get. I've heard that Ainsley usually ask for 6.5, and that's a bit more difficult. Then there's Parmouth, but I haven't heard from them yet, either.

B: Which one is the better university?

C: Overall, Ainsley is, but people say that Millford has a great Business School.

B: What's Millford like as a place to live?

C: Well, it's in Westhampton, actually. I've heard the city is pretty good, but Parmouth is better – it's close to the sea.

Recording 18

Diagram 1

So light rays from the object, which is a small leaf in this illustration, come through the lens to the eye, but because they are diffracted, or bent by the lens, the eye sees a virtual image which is closer and smaller than the real object.

Diagram 2

Pendulum clocks have always been popular. Their technology is quite straightforward, as we can see if we look at this diagram. You can see the hour and minute hands on the front of the clock, we call this the *clock face*, and then if we look behind the face, we see the main gear train, and behind that, the *pendulum*. That's P-E-N-D-U-L-U-M. This is the part of the clock that we hear ticking. This is driven by a weight which is situated in front of the pendulum and by slowly pulling downwards on a string, the weight pulls the gear train around.

Diagram 3

The campus is quite a large one, and most people take a few days to find their way around. The Students' Union is the large, single storey building in the middle of the campus, and the cafeteria is right behind it. You can get to the cafeteria through the Students' Union, or through a separate entrance at the back. If you walk out of the main entrance to the Union, there is a large lawn area that is very popular in the summer, and then, to your left is the library, and over to your right is the Porter Building.

Recording 19

Good morning, everyone. Well, moving on from our discussion last week about oil-fired power stations, I want to move on today to a form of power that many would argue is far superior. It provides 25% of all electricity worldwide and is the only power generator in common use that uses renewable energy – I am, of course, talking about hydroelectric or hydropower plants – energy from water. Hydropower plants are actually based on a rather simple concept – water flowing through a dam turns a turbine, which turns a generator. The idea is nothing more than a water wheel and the principle has been in use for thousands of years.

Some hydropower plants are built using waterfalls, but the majority of them rely on a dam that holds back the water in a river, and creates a large artificial lake, called a reservoir. That's R-E-S-E-R-V-O-I-R. If you look at this diagram, you will see that the main powerhouse is built in front of the dam and that the transformer is inside, seated on the generator. The turbine is situated underground. Sorry, what was that? Turbine, T-U-R-B-I-N-E. Right, as you can see, under the dam there is a control gate, and this can be opened to let the water in. It travels by gravity, through a tunnel, called the *penstock*, to the turbine, and then out of the outflow to the river below the dam. This movement of water turns the turbine, which generates electricity. The amount of power generated can be controlled by the amount of water taken in by the control gate, so that, for example, at night, when less electricity is consumed, the supply can also be reduced. The power is converted by the transformer into very high voltage current, which is then taken to where it's needed by the power lines, shown leading away from the power station.

Recording 20

Let's look at this final process in a little more detail. As we've said, the power leaves the generator and enters what is known as a *transmission substation* at the power plant. This substation uses large transformers to convert the electricity up to extremely high voltages. This may be over a hundred thousand volts. The reason for this is to reduce losses of power when it's transported over very long distances. On average, electricity travels about 500 km from where it's produced to where it's used. That's a long way! The next stage in the process is a local power substation. This has several functions – it 'steps down' the electric voltage, that is, it reduces it to something that can be used domestically, it also distributes the power, and finally, has circuit breakers so that the power can be switched off if necessary. The power coming out of the substation and along wires to houses is still at 7,200 volts, and so, close to each house, is a transformer drum or box, which lowers the voltage to 240 volts – normal domestic electric service. Finally, each house has a fuse box, or a circuit breaker, which are safety devices to ensure that accidents with electricity are minimized in the home.

Recording 21

Let's get back to our hydroelectric plant. One of the main advantages, of course, of generating power in this way, is that it is a very clean and green method. It takes advantage of a naturally occurring process and so there is little pollution caused, and it's sustainable – it will keep going long after coal and oil have run out. However, there are some difficulties. It depends a lot on the geography of the country – obviously a large river is needed with a reliable flow of water and it's often difficult to find a place which is suitable for a dam. Creating a large, artificial lake involves flooding a river valley, and this is not often popular with the people whose homes will be left underwater! Usually people are compensated and resettled – given homes in a new location – but this can cause other social problems.

Recording 22

Good afternoon. Today we start the first in a series of five lectures on the petroleum industry. Today we'll be looking at how oil is formed, and how it's found by oil companies. Over the next few weeks we'll be examining the process of extraction, and of processing, in more depth.

Right, as you know, in the developed world in particular, oil is a vital commodity. In a single month, the demand for crude oil in the USA can be over 400 million barrels. So where does it come from? And how did it get there? Between 10 million and 600 million years ago oil was formed from the remains of tiny plants and animals, mostly invisible to the human eye, called *plankton*. When they died, the plankton sank to the bottom of the sea, into the sand and mud. Because of all of the sand and mud, usually called *sediment*, there was little or no oxygen and so the plankton was broken down to form organic layers. We call this mixture of organic matter and rock, *source rock*. Over millions of years, more and more sediment was deposited, and the weight of these layers put enormous pressure and heat on the source rock. Because of this, the organic matter, which you will remember was originally from our plankton, was distilled into crude oil, and could flow out of the rock. Some rock, such as sandstone, is very porous, which means that liquid can be absorbed into it, a bit like a sponge. The crude oil collects in rock like sandstone, or perhaps limestone, and it is called *reservoir rock*.

So what we have now is crude oil, inside sandstone, or maybe limestone, under the ground. Now, if you look at the diagram on your handouts, you'll see that this reservoir rock can be trapped in the Earth by various methods. In all three cases, the natural gas and oil is trapped below a layer of hard rock that it can't flow through. This is known as *cap rock*. The first illustration shows *folding*; strong horizontal movements push the rock together into a fold and trap the oil and the natural gas, which sits on top of it. The second drawing shows *faulting*, that's F-A-U-L-T-I-N-G. Here the layers of rock crack, and then, when one side shifts upwards or downwards, the oil is trapped against the fault line. Thirdly, we have *pinching out*. In this case the cap rock comes up from below, and is actually squeezed upwards into the reservoir rock, leaving two pockets of oil.

Finding oil is an expensive business, and although modern technology such as satellite imaging, has made it much easier, the success rate for finding oil fields is still remarkably low. For every ten potential sites found, only one will yield a new oil field. When one has been found, however, there are certain procedures that need to be followed. The first thing is to settle all the legal issues over who owns the land. As drilling is usually in desert areas or the sea, this is not always as straightforward as you might think! After this has been done, the crew start to prepare to drill. Let's look at a land example to give us the idea. Firstly, the land has to be cleared and levelled and access roads may have to be built, depending on what is available. Water is needed for the drilling process, so there must be a source of it locally. If there isn't one, then a well has to be dug. After this, the crew dig a *reserve pit* – basically a big hole lined with plastic to protect the environment. The reserve pit is used to get rid of rock cuttings and drilling mud during the process. Finally, several holes are dug for the rig, and then a large, rectangular pit, called a *cellar* is dug where the actual drilling hole will be. This gives the workers room to move about when they start to dig the main hole. They start doing this with a smaller drill, and then when they have the hole started, the main rig is brought in.

Speaking module

Recording 23

[E = Examiner, S = Student]

- E: Why are you taking IELTS?
 S: Generally, er, because the universities need it, and, er, need to achieve, er, a high score of English level.
 E: How long have you been studying English?
 S: Five years. I studied at high school in China.
 E: How would you describe your home country or your home town?
 S: My home town is, er, charcoal, charcoal town. The product major is charcoal. And um, it's not really nice town, it's industrial town.
 E: What are the best things about life in your country?
 S: Um, Chinese food ... dumplings, something like that.
 E: What do you usually do at the weekend?
 S: I usually do, play ping pong and swimming in China, and go to fitness clubs.
 E: What do you hope to do in the future?
 S: I want to be a managing director.

Recording 24

OK, the important day in my life that I'm going to talk about happened about four years ago. This was the day my football team got promoted. The team, er, had played well all that season and had reached the finals and my brother and I were, er, were both keen supporters and we both followed the team, er, for about fifteen years. It was a very exciting day for, for the team because they'd never been promoted out of the division into a higher division in their history.

My brother and I got into the football ground about lunchtime and waited for the game to start as the crowd built up – there were about 10,000 people there that day. The game swung from side to side, with, first of all, our team scoring and then the other team scoring twice, which was why it was fantastic when our team scored two goals in the last five minutes to win the day and gain promotion to the higher division. The noise at the final whistle was amazing and we were all incredibly excited. I don't think I've ever been to a game where there was such a great atmosphere, before or since. We really celebrated that night, but the next morning, I could hardly speak from all of the shouting I'd been doing!

Recording 25

Student 1

I met my friend in China six years ago. My parents and his parents are, um, workmates and he and me are, were, classmates in high school. And, um, he's in England for three years, and so am I. Er, we study together and live together as well. He studies harder than me and he's, er, very generous and he's, er, quite intelligent as well. So he plays a very important place in my life.

Student 2

OK. I have a friend called Jolie. She's Chinese and we met in the first class, the first English class. We were paired up to do an assignment and that's how we became friends. Umm... I've known her for about five months and it's been fun. We do... we help each other assignments and we go for movies and cook together, have dinners and stuff and just have fun talking, laughing, singing. Um... I think she's played a very important part in my life because she...she...I admire her motivation and dedication and I think she's a very intelligent person and very strong-willed and ...something... a lot of her character I wish I had in my life so that's why I think she's played an important role in my life.

Recording 26

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

Recording 27

[E = Examiner, S = Student]

- 1 E: Do you think smoking will be banned in all public places?
S: It's hard to believe that, because, people in China, not like in England, when they drinking and eating, they probably like to give you a cigarette to smoke, and I would like to stop smoking in public buildings and public libraries, because it hurts the people.
- 2 E: Do you prefer to go out or stay at home in the evening?
S: I prefer to stay in, because after class I feel very tired.
- 3 E: Do you think that email has made our lives easier?
S: Mm, yes, I think so, because email makes distance, um, shortly, makes distances reduced and, um, you can connect your friends where ever he or she is.
- 4 E: Which is better: living in the countryside or in the city?
S: I much prefer to live in the countryside. It's quite quiet there, and the fresh air is very, very good.
- 5 E: Are qualifications important?
S: For my opinion it's not really important, well, it is important in China, but personal ability is much more important, because in people's eyes, your goals can be anywhere.
- 6 E: How likely is it that computers will be able to do your job in future?
S: Um, all jobs to do with calculation and, um, numbers, but I don't think computers can help us to think about things.
- 7 E: Would you rather watch sport or play it?
S: I do like to play it. I like to play basketball and swimming. Yes, I do like to watch it as well, but not really, you know, strong as to play it.
- 8 E: What do you think the consequences of global warming will be?
S: Mm, actually I don't know much about global warming, but I think it's a really pollution to take very seriously.

Practice test

Section 1

[JT = John Taylor, EA = Estate Agent]

- EA: Good morning, William's Estate Agents. Julie speaking. How can I help you?
JT: Oh, hello, um, good morning. I'm new to the area, and I'm looking for a flat or a small house to rent. Do you deal with rental properties?
EA: Oh yes, we have quite a number of properties for rent. What area are you looking for?
JT: Well, I've only recently moved here, so I don't have any definite area in mind, but I'm studying at the university, so I'd like to be within a reasonable distance of that.
EA: Is that Aston University, or Birmingham?
JT: Birmingham.
EA: Oh, OK, and what sort of thing were you looking for?
JT: As I said, a flat or a small house – there's only me, so I don't need a lot of space.
EA: One bedroom, then?
JT: Probably two – I'm doing a Masters degree, and I find it easier to work at home, so I'd like to have an extra room for a study.
EA: Do you want a garden or a garage?
JT: No, not really. A garden would be nice, but it's not essential ... oh, and I don't have a car.

- EA: And what sort of price were you looking to pay?
JT: I don't really know what price properties go for around here, but I guess my limit would be around £500 a month.
EA: Well, I've got a couple of things here that might suit you. There's a ground floor flat that's within walking distance of the university, in Edgbaston and a flat in Moseley which is on the, er, third floor.
JT: Sorry, did you say Moseley? How do you spell that?
EA: M-O-S-E-L-E-Y.
JT: Thanks. Is that far from the uni?
EA: No, not very far, and there's a direct bus there, which runs pretty frequently, I think. Moseley's a nice place to live, too.
JT: Are they furnished?
EA: The one in Moseley is fully furnished, but the other one isn't.
JT: How much are they?
EA: The one near the uni is £480 per calendar month.
JT: OK. And how much is the flat in Moseley?
EA: That's £520 a month.
JT: That's a bit more than I want to pay.
EA: I know, but it's a really nice flat. I think you should have a look at it.
JT: Does the rent include any bills?
EA: All of our properties have water rates included, but gas, electric and phone – they're your responsibility I'm afraid.
JT: OK. When can I view these places?
EA: When is convenient for you?
JT: I'm pretty flexible and I'd really like to find somewhere quite soon.
EA: How about this afternoon?
JT: Great.
EA: Why don't we meet at the Moseley flat, and have a look at that, and then we can go on to the other one afterwards.
JT: Good. So what's the address?
EA: Have you got a pen? Good. It's 375 Greenfield Road, that's G-R-E-E-N-F-I-E-L-D all one word, road and it's just off the High Street. Meet me outside the front door and I'll take you up to the third floor to see the flat.
JT: Fine.
EA: Have you got a mobile phone number, too in case anything goes wrong?
JT: Of course. It's 0791 357629.
EA: Sorry, did you say 619?
JT: No, 357629. Great. Well, I'll see you there at, um, would three o'clock be OK?
EA: Oh, I'm sorry, I've actually got an appointment with another client at three. Could we make it 4.15?
JT: Yes, that's fine.
EA: Good. 4.15, it is then, Mr ...
JT: Taylor – John Taylor.
EA: I'll see you then.

Section 2

Good afternoon. It's good to see so many of you here. I hope that you're all settling down well here in Sydney. I'm here this afternoon to talk about one of Sydney's most famous assets – the beach! There are many beautiful beaches in the city, and you can have a lot of fun at them, but it's wise to be aware of a few things when you're there.

You've probably heard about shark attacks, but in fact, they're pretty rare. Usually it's surfers, who are quite far out in the water. It's true that there are about two or three attacks a year,

but if you think about the number of people who swim on the coast, the chance of getting bitten is very small. Another marine hazard are box jellyfish which can give you a very nasty sting, but they're only really a problem further up the coast where the water is warmer, say from about Brisbane onwards.

Some of you, I know, are from climates much warmer than here, but for those of you who aren't, the sun is very strong here, especially in the summer months, and you should be really careful to slip-slap-slop, as we say here: slip on a shirt, slap on a hat and slop on some sun cream.

Finally, something that's much less well-known – rip currents in the ocean. You are far more likely to die in a rip current than any other way on the beach. What's a rip current, then? Well, if you are swimming in the sea and you suddenly notice that you are being pulled out to sea very fast, then you are probably in a rip current. It can be a terrifying experience – one minute you are swimming around quite happily, and the next, you are in the middle of a very strong current that is taking you away from the shore.

So what do you do? Well, most people panic and start trying to swim back towards the shore. This is the worst thing you can possibly do. You'll use up a lot of energy – and being in a panic will make the situation even worse – you'll become totally exhausted, and then it's far easier to drown. So that's the first message. Don't try to swim against it.

Secondly, don't panic. As long as you are relaxed, you'll conserve your energy. Usually, rips are quite narrow and run straight out, at right angles to the beach. So, instead of swimming towards the shore, swim parallel to it, across the current. This should take you out of the rip, and then you'll be able to come in to the shore. Sometimes, the current might be very strong, and you won't even be able to swim across it. However, the further you get away from the beach, the less power the current will have. When you feel the pull getting weaker, you can start swimming again, across the current, and you'll find that the waves will take you back to shore.

The best way to fight rip currents though is to follow a few basic rules. Never go swimming in the ocean alone, and if you're not a very strong swimmer, stick to shallow waters. Better still, only swim in places where there is a lifeguard. Enjoy the beach, and be safe.

Section 3

[A = Andrew, B = Balvir]

B: Hi Andrew. How's your new course going?

A: Biology? It's great – much better than Chemistry. I'm really glad I swapped.

B: What are you up to?

A: I'm trying to get prepared for the Biology presentations tomorrow.

B: Have you finished? I've got to do one for Business Studies, next week.

A: Well, sort of. I'm still struggling with which order to put things, but I know what I've got to say.

B: What's it about?

A: It took me ages to come up with a topic, but finally, I decided to look at an example of selective use of pesticides on crops.

B: Wow, that sounds impressive! What does it mean, exactly?

A: Well, you know that farmers use all sorts of chemicals on their crops, and a lot of them are for killing insects. A lot of the insects are a problem, they reduce yields and cause blemishes on the crops ...

B: Like spots on apples, you mean?

A: Yes, exactly like that – or cotton is a good example. If it has any insects in it, or if they have damaged it, it's worth a fraction of what the farmer can get if it's perfect. It makes a huge difference to his profit margin. Of course, the down side to chemicals is that they're expensive, so that cuts into the farmer's profit too, but not as much.

B: So, the farmer wants to kill all the insects?

A: Yes, and no. In most cases, that's what happens. The farmer sprays an insecticide, a chemical that kills everything.

B: So what's the problem?

A: The problem is that some of the insects that are in the field are beneficial to the farmer – maybe they eat the harmful bugs, or maybe they help to pollinate the crop, or something like that.

B: Mm.

A: And so, the problem for the farmer is that they want to be able to kill insects selectively.

B: Is that possible?

A: It is, but it's difficult. I found this one example that I really liked, and that's what I want to talk about in my presentation. It's so clever.

B: OK, so tell me about it. You can practise for tomorrow.

A: Well, it's an example from a farmer with fruit trees. Think about the kind of insects that you don't want on fruit – all of the ones that crawl about – caterpillars, snails, that kind of thing.

B: Beetles?

A: No, usually they're OK. The ones that you do want all have wings – bees, wasps, butterflies, most beetles too.

B: Yeah, so how can you kill one lot and not the other?

A: This is where it's so clever. The farmer paints a ring of insecticide around the trunk of the tree.

B: But won't that kill everything?

A: Only any insects that touch it. Now the farmer sprays the tree with a natural pyrethrum.

B: A what?

A: Pyrethrum – it's a kind of insecticide made from flowers. It doesn't really kill insects, it just stuns them so that they fall out of the tree.

B: All of them?

A: Yes, all of them. Now the insects with wings – the good, useful insects – they will just fly back up to the tree afterwards, but the crawling insects will try to get up the tree trunk, and will come into contact with the other insecticide, and die.

B: Wow, that's clever. I think that that should work well for your presentation tomorrow.

A: I hope so. I'm going to talk a bit about insects becoming immune to insecticides too.

B: Well, good luck. I'm sure it'll be a really interesting talk.

Section 4

Last week we looked at the stock market and how it functions, and so, today, I want to go on to look at business ownership and corporations – what they are, and some reasons why they are formed.

I'd like to start by talking about two different types of business ownership. If you start a restaurant by taking your own money to buy the building and the equipment, then what you have

done is formed a sole proprietorship. You own the entire restaurant yourself. You get to make all of the decisions and you keep all of the profit. If three people pool their money together and start a restaurant as a team, what they have done is formed a partnership. The three people own the restaurant themselves, sharing the profit and decision-making.

A rather different way of setting up a business is to become a corporation. Any business that wants to sell shares of stock to a number of different people does so by turning itself into a corporation. This is in all legal ways like a person, and it can act as an individual acts. It's registered with the government, it can own property, it can go to court to sue people, it can be sued and it can make contracts. By definition, a corporation has stock that can be bought and sold, and all of the owners of the corporation hold shares of stock to represent their ownership. So, for example, if I buy ten per cent of the shares of a certain corporation, then I have a one tenth ownership of the company.

There is a whole body of law that controls corporations – these laws are in place to protect the shareholders and the public. These laws control a number of things about how a corporation operates and is organized. For example, every corporation has a board of directors. It's unlikely, but even if all of the shares of a corporation are owned by one person, then that one person can decide that there will only be one person on the board of directors, but there is still a board. The shareholders in the company meet every year to vote on the people for the board. The board of directors makes the decisions for the company. It hires the officers of the company, for example, the president, makes the company's decisions

and sets the company's policies. The board of directors can be thought of as the brain of the company – they don't do any of the work of the company, but they make the important decisions.

Let's look at this flow chart of how a corporation works. Firstly, of course, a business idea has to be generated. It's often something that needs a lot of capital, and one of the big reasons why corporations exist is to create a structure for collecting lots of money for investment in a business. Let's say that you would like to start your own airline. Most people cannot do this, because an aeroplane costs millions of dollars. An airline needs a whole fleet of planes and other equipment, plus it has to hire a lot of employees. A person who wants to start an airline will therefore form a corporation and sell shares of stock in order to collect the money needed to get started. The company might sell one million shares of stock at \$20 a share to raise \$20 million very quickly. The company then invests the \$20 million in equipment and employees. The investors (the shareholders who bought the \$20 million in stock) hope that with the equipment and employees, the company will make a profit and pay a dividend.

Another reason that corporations exist is to limit the liability of the owners to some extent. If the corporation gets sued, it is the corporation that pays the settlement. The corporation may go out of business, but that is the worst that can happen. If you are a sole proprietor who owns a restaurant and the restaurant gets sued, you are the one who is being sued. You and the restaurant are the same thing. If you lose the suit then you, personally, can lose everything you own in the process, and this is obviously not desirable.

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