

**Collins** | English for Exams

# READING FOR IELTS

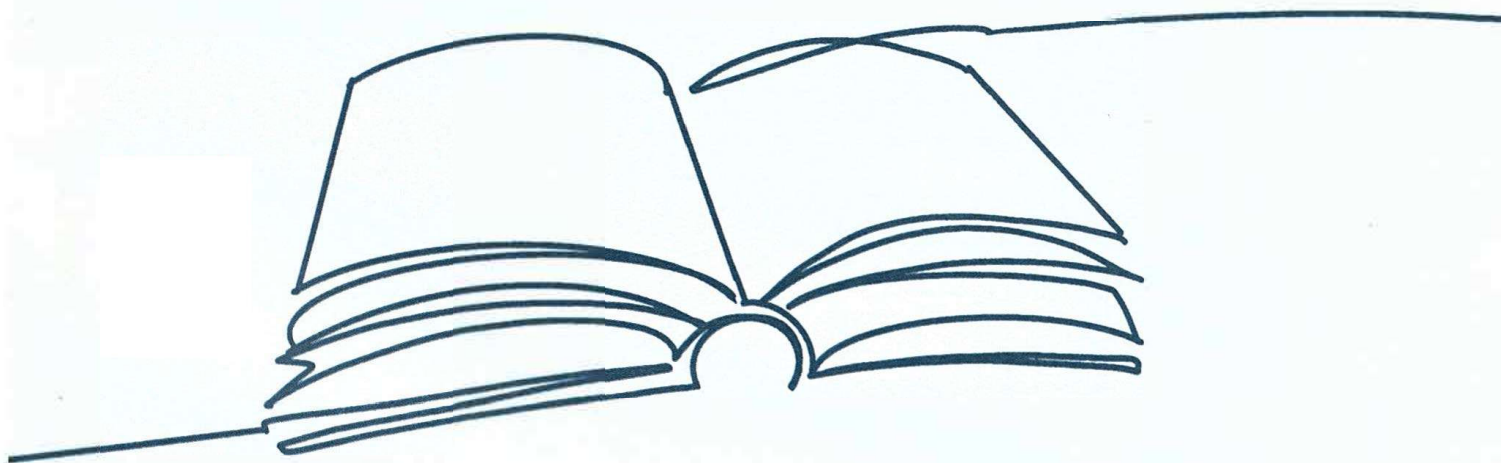
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**Collins** | English for Exams

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# Introduction

## Who is this book for?

*Reading for IELTS* will prepare you for the IELTS Reading test whether you are taking the test for the first time, or re-sitting the test. It has been written for learners with band score 5–5.5 who are trying to achieve band score 6.5 or higher.

The structured approach and comprehensive answer key have been designed so that you can use the materials to study on your own. However, the book can also be used as a supplementary reading skills course for IELTS preparation classes. The book provides enough material for approximately 50 hours of classroom time.

## Content

*Reading for IELTS* is divided into 12 units. Each unit focuses on a topic area that you are likely to encounter in the IELTS Reading test. This helps you to build up a bank of vocabulary and ideas related to a variety of the topics. As in the IELTS test, the texts are taken from authentic sources. These may contain narratives, logical arguments, descriptions or discussions. Some of the texts contain visuals.

Units 1-11 cover the task types that you will see in the IELTS Reading test. Every exercise is relevant to the exam. The aims listed at the start of each unit specify the key skills, techniques and language covered in the unit. You work towards Unit 12, which provides a final practice IELTS Reading test.

Additionally, the book provides examination strategies telling you what to expect and how best to succeed in the test. *Exam information* is presented in clear, easy-to-read boxes. *Exam tips* in each unit highlight essential exam techniques and can be rapidly reviewed at a glance.

There are also *Watch Out!* boxes that will help you avoid common errors made in the exam. Finally, the *Exam tutor* at the end of each unit gives you the opportunity to revise and consolidate the exam skills you have studied.

## Unit structure

Each of the first 11 units is divided into three parts.

**Part 1 Language development** introduces vocabulary related to the topic, often in the context of short reading texts. A range of exercises gives you the opportunity to learn and use the vocabulary in a variety of contexts. The focus is on strategies and activities that will help improve your reading skills, for example, working out the meaning of unknown words through word components, or by examining word forms. The vocabulary is presented using Collins COBUILD dictionary definitions.

**Part 2 Exam skills** provides step-by-step exercises and guidance on specific task types that appear in the exam. Each unit covers typical text types found in the the exam and focuses on different task types and skills. *Exam information* and *Exam tips* show you how to approach each task type and will help you develop successful test-taking strategies.

**Part 3 Exam practice** provides exam practice for the same tasks that you did in Part 2, using the same question and text types. The format follows the actual exam. Each unit also includes an *Exam tutor* checklist after the exam practice that will help you assess your readiness for the actual exam.

## Answer key

A comprehensive answer key is provided for all sections of the book, including notes on why certain answers are correct or incorrect.

## Using the book for self-study

If you are new to IELTS, we recommend that you work systematically through the 12 units in order to benefit from its progressive structure. If you are a more experienced learner, you can use the aims listed at the start of each unit to select the most useful exercises.

Each unit contains between three to four hours of self-study material. Having access to someone who can provide informed feedback on the reading practice exercises is an advantage. However, you can still learn a lot working alone or with a study partner willing to give and receive peer feedback.

### Part 1: Language development

Ideally, you should begin each unit by working through the *Part 1: Language development* exercises. Try to answer the questions without looking at a dictionary in order to develop the skill of inferring the meaning of unfamiliar words from context. This is important because dictionaries cannot be used in the actual exam.

### Part 2: Exam skills

Work through the *Part 2: Exam skills* from beginning to end. It is important to study the *Exam information* and *Exam tips* about each of the Reading task types, so that you become familiar with how to approach the different tasks in the test. Doing this will also help you develop more general skills for reading.

The strategies covered should be thoroughly mastered so that during the actual exam you are fully prepared for each section and can focus on reading and answering the questions. In the IELTS test itself, there is a time limit and you usually have to work fast, but while studying Part 2 of each unit in this book, take your time and learn as much as you can about the different task types.

### Part 3: Exam practice

This section contains Exam practice questions and the *Exam tutor*. After you have done the practice questions, it is a good idea to spend some time reviewing why certain answers are the correct ones and then work through the *Exam tutor*. For this reason, we suggest you approach this part in the following way:

First do the exam. Here, you should focus on answering the questions correctly. You should try and complete the Exam practice questions within the time limit set, as this gives you the opportunity to practise under exam conditions. After you have finished the Exam practice questions, make sure the format and spelling of your answers are correct. Then, check your answers using the Answer key at the back of the book.

### Unit 12 Practice exam

This is a complete Reading practice test. This unit should be done under exam conditions. Remember that the total allocated time is 60 minutes; there is no extra time to transfer answers. Please keep this in mind when doing Unit 12.

## Using the book in the classroom

If you are a teacher, you can use *Reading for IELTS* either as your main IELTS coursebook or as a supplementary course. Detailed teacher's notes for each unit are available at: [www.collinselt.com/teachielts](http://www.collinselt.com/teachielts)

# The International English Language Testing System (IELTS) test

IELTS is jointly managed by the British Council, Cambridge ESOL Examinations and IDP Education, Australia. There are two versions of the test:

- Academic
- General Training

Academic is for students wishing to study at undergraduate or postgraduate levels in an English-medium environment. General Training is for people who wish to migrate to an English-speaking country. This book is primarily for students taking the Academic version.

## The test

There are four modules:

<b>Listening</b>	30 minutes, plus 10 minutes for transferring answers to the answer sheet. NB: the audio is heard only once. Approx. 10 questions per section Section 1: two speakers discuss a social situation Section 2: one speaker talks about a non-academic topic Section 3: up to four speakers discuss an educational project Section 4: one speaker gives a talk of general academic interest
<b>Reading</b>	60 minutes 3 texts, taken from authentic sources, on general, academic topics. They may contain diagrams, charts, etc. 40 questions: may include multiple choice, sentence completion, completing a diagram, graph or chart, choosing headings, yes/no, true/false questions, classification and matching exercises.
<b>Writing</b>	Task 1: 20 minutes: description of a table, chart, graph or diagram (150 words minimum) Task 2: 40 minutes: an essay in response to an argument or problem (250 words minimum)
<b>Speaking</b>	11–14 minutes A three-part face-to-face oral interview with an examiner. The interview is recorded. Part 1: introductions and general questions (4–5 mins) Part 2: individual long turn (3–4 mins) – the candidate is given a task, has one minute to prepare, then talks for 1–2 minutes, with some questions from the examiner. Part 3: two-way discussion (4–5 mins): the examiner asks further questions on the topic from Part 2, and gives the candidate the opportunity to discuss more abstract issues or ideas.
<b>Timetabling</b>	Listening, Reading and Writing must be taken on the same day, and in the order listed above. Speaking can be taken up to 7 days before or after the other modules.
<b>Scoring</b>	Each section is given a band score. The average of the four scores produces the Overall Band Score. You do not pass or fail IELTS; you receive a score.

## IELTS and the Common European Framework of Reference

The CEFR shows the level of the learner and is used for many English as a Foreign Language examinations. The table below shows the approximate CEFR level and the equivalent IELTS Overall Band Score:

CEFR description	CEFR level	IELTS Band Score
Proficient user (Advanced)	C2	9
	C1	7–8
Independent user (Intermediate – Upper Intermediate)	B2	5–6.5
	B1	4–5

This table contains the general descriptors for the band scores 1–9:

IELTS Band Scores		
9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language, with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

## Marking

The Listening and Reading papers have 40 items, each worth one mark if correctly answered. Here are some examples of how marks are translated into band scores:

Listening:	16 out of 40 correct answers:	band score 5
	23 out of 40 correct answers:	band score 6
	30 out of 40 correct answers:	band score 7
Reading:	15 out of 40 correct answers:	band score 5
	23 out of 40 correct answers:	band score 6
	30 out of 40 correct answers:	band score 7

Writing and Speaking are marked according to performance descriptors.

Writing: examiners award a band score for each of four areas with equal weighting:

- Task achievement (Task 1)
- Task response (Task 2)
- Coherence and cohesion
- Lexical resource and grammatical range and accuracy

Speaking: examiners award a band score for each of four areas with equal weighting:

- Fluency and coherence
- Lexical resource
- Grammatical range
- Accuracy and pronunciation

For full details of how the examination is scored and marked, go to: [www.ielts.org](http://www.ielts.org)

# 1 Family matters

**Language development** | Nouns for people; Useful collocations

**Exam skills** | Identifying the main idea; Identifying paragraph structure; Expressing the main idea; Understanding matching headings tasks

**Exam Practice** | Matching headings task

## Part 1: Language development

### Nouns for people



- 1 Look at the words in the box. Which words can you use to describe the relationships of the people in the photos?

acquaintance   boss   business partner   colleague  
flatmate   friend   great-uncle   half-brother   mate  
relative   sister-in-law   step-sister   stranger

### ! Watch out

Words that are close in meaning can be confusing and it is important to learn the different meanings.

- 2 Which words in Exercise 1 refer to people ...

- |                   |                         |
|-------------------|-------------------------|
| 1 in your family? | 2 you work with?        |
| 3 you know well?  | 4 you do not know well? |

- 3 Read statements 1–5 and write T (True) or F (False). Then correct the false statements. Use a dictionary to help you.

- 1 *Guys* and *mates* are words that are used to describe both men and women in informal language. \_\_\_\_\_
- 2 Your *great-uncle* is the father of your uncle. \_\_\_\_\_
- 3 *Triples* are three children born at the same time. \_\_\_\_\_
- 4 The words *half-brother* and *step-brother* describe the same family relationship. \_\_\_\_\_
- 5 Your *sister-in-law* can be your husband's sister or your brother's wife. \_\_\_\_\_



## Useful collocations

**Exam tip**

Developing your knowledge of collocations will help you to understand the content of texts and increase your reading speed in the exam.

4 Complete sentences 1–4 with the words in the box. Note how they collocate with the words in italics.

troubled	extended	non-identical
adoptive	close-knit	close

- 1 Did you know Lizzie has a \_\_\_\_\_ *twin*? They don't look like each other at all! However, they do have a very \_\_\_\_\_ *bond*.
- 2 Many people see their \_\_\_\_\_ *family* regularly, but others only meet up at family events, such as weddings.
- 3 I consider myself fortunate to have such a \_\_\_\_\_ *family* - we're in contact all the time and get on really well.
- 4 It was sad to learn about his upbringing. It sounds like it was a \_\_\_\_\_ *childhood*. Though things improved dramatically when his \_\_\_\_\_ *parents* gave him a home.

5 Read the passage. What is the best title for the passage?

- 1 The modern family unit is very confusing.
- 2 It is important for people to make a will.
- 3 Families undergo many distressing changes.

The modern family unit is becoming ever more complicated, especially when the family is often made up of children from second marriages. A will is the only way to ensure that those you love or are obliged to care for are adequately provided for. After the spouse has received his or her legal share, the rest of the estate is shared by children or grandchildren. If there are none, surviving parents will get a share. If there are none of these, any brothers and sisters who shared the same two parents as the deceased will receive a share.

If your family circumstances have changed, it is important that you make or update a will to ensure that your money and possessions are distributed according to your wishes. For example, if you are married or enter into a registered civil partnership, this will invalidate any previous will you have made.

6 Read the passage in Exercise 5 again. Match the words 1–6 with the meanings a–f.

- |                             |                                                                                                                                   |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1 <i>will</i> (noun)        | a husband or wife, considered in relation to their partner (formal)                                                               |
| 2 <i>spouse</i> (noun)      | b a person who has recently died                                                                                                  |
| 3 <i>estate</i> (noun)      | c a legal document in which a person includes instructions about what should be done with their money and property after they die |
| 4 <i>inheritance</i> (noun) | d to make something no longer acceptable legally                                                                                  |
| 5 <i>deceased</i> (noun)    | e all the money and property owned by somebody when they die                                                                      |
| 6 <i>invalidate</i> (verb)  | f money and possessions that are received from somebody who has died                                                              |

## Part 2: Exam skills

### Exam information: Matching headings

This task tests your ability to recognise the main idea or theme of a specific paragraph within a passage, and to distinguish the main idea from the other supporting ideas.

You will be given a numbered list of headings and a passage. You will have to locate the relevant information in the passage and match it with the correct heading.

### Identifying the main idea

1 Quickly read the text below. What is the main idea? Choose the best description.

The text is about ...

- 1 how young children cope with problems in the family and the effect it has on their grown-up lives and relationships.
- 2 family celebrations and gives advice about how parents and their grown-up children should behave when they are together.
- 3 some of the difficulties that arise when the extended family take part in celebrations during a visit to a family's home.



#### Exam tip

Skim-reading a passage is a good way to save time in the exam. Skim-read the passage to identify the topic sentence and the writer's main idea.

If you're in your thirties or forties and still going back to the family home for every big family celebration, any problems that have developed with your parents over the years are likely to be mentioned. You can easily end up remembering childhood problems and start behaving like an angry child, but you should try to resist this. Meanwhile, parents should remember that they are no longer in charge of their children's lives. Parents need to enjoy their children for who they are now, as adults, rather than behaving like they did when they had more control over them.

### Identifying paragraph structure

2 The content of a paragraph is linked to its structure. Answer questions 1–9 to help you understand the content and structure of paragraphs A–C.

#### Paragraph A

Almost half of all grandparents lose all contact with their grandchildren after a marriage ends, according to a new report. It found that 42 percent never see their grandchildren again after the break-up. Even more – 67 percent – are prevented from providing any sort of childcare or taking their grandchildren on outings, even when they had done so regularly in the past.

- 1 The 'topic' sentence is the sentence that summarises the main idea(s) in a paragraph. Which sentence in Paragraph A is the topic sentence?
- 2 Does Paragraph A become more specific (e.g. giving more detailed information) or more general?
- 3 The second sentence mentions *the break-up*. What does this refer to, and why is *the* used, and not *a*?

## Paragraph B

The value of grandparents to children should not be underestimated. The report shows the need for the government to address the importance of grandparents in future policy and legislation. It also demonstrates the need to amend the Children Act 1989 to remove the obstacle that requires the biological family to ask permission prior to making an application to the court for contact. Especially when a family is going through difficulties, it is important that the children can turn to someone who is not directly involved and is calm and relaxed, and that person is often a grandparent.

- 4 Which sentence is the topic sentence?
- 5 Which sentence expresses a similar idea to the first sentence, but with more detail?
- 6 The paragraph says *The value of grandparents to children should not be underestimated*. Is this the same as saying that the value of grandparents to children is very important?

## Paragraph C

To have a society that is family-friendly, anti-discrimination laws will need to be introduced. Parenting would become a school subject, staircases would be rebuilt so that buggies and prams could access any building and advertising for sweets and non-educational toys would be forbidden. Companies would be forced to only employ people who can travel to work in less than 40 minutes and there would also be a 35-hour working week and more holidays. In a world like this, there would be less divorce and crime, but we would be earning and producing less.

- 7 Identify the introduction, the main part and the conclusion of this paragraph.
- 8 Which of the three parts expresses the writer's main point of view?
- 9 The first sentence mentions a *family-friendly* society. You may know words like *environmentally-friendly*, *child-friendly* and *eco-friendly*. What does *friendly* mean in this context?



## Exam tip

Identifying the structure of a paragraph will not only help you to understand the text, but will also help you to locate information.

## 3 Which paragraph A–C in Exercise 2 ...

- 1 states cause and effect? \_\_\_\_\_
- 2 develops an argument? \_\_\_\_\_
- 3 gives information / a description? \_\_\_\_\_



## Expressing the main idea

4 Read passages 1 and 2. Write one sentence to express the main idea of each passage.

1

Nicholson defines the traditional family as 'the unit of parents with children who live together'. The bond between husband and wife is seen as particularly important, and the family feels itself to be separate from other kin. This family group is often referred to as the nuclear family.

2

Traditional families also have disadvantages:

Because both partners now tend to work, they have tremendous time pressures, making it difficult to carry out satisfactory and rewarding childcare.

Traditional families place a heavy burden of expectation on the partners, and, with work and childcare commitments, it may be difficult for them to spend time together.

However, traditional families do have some advantages:

Their small size tends to encourage intimacy between family members, and, when the relationships work, they can be rewarding and long-lasting.

Traditional families can be economically successful because they are not usually expected to share their resources with others.

## Understanding matching headings tasks

5 Look at the exam task below and the reading passage on page 13. Then answer questions 1–3.

- 1 How many paragraphs are in the passage?
- 2 How many headings are in the list?
- 3 How many headings will not be matched to a paragraph?

6 Now do the exam task. The reading passage is on page 13.

**Choose the correct heading for sections A–E from the list of numbered headings i–ix below. Write the correct number in boxes A–E.**

### List of headings

- |                                              |                                      |
|----------------------------------------------|--------------------------------------|
| i New families: beneficial or harmful?       | vi Families: then and now            |
| ii The government reaction                   | vii The first criticisms of 'family' |
| iii The typical western family               | viii The 'happy family' model        |
| iv Political families                        | ix The function of families          |
| v The disappearance of the traditional model |                                      |



### Exam tip

Each correct heading will summarise the main idea of a paragraph.

**Section A**

The family has often been regarded as the cornerstone of society. In premodern and modern societies alike, it has been seen as the most basic unit of social organisation and one which carries out vital tasks, such as socializing children.

**Section B**

Until the 1960s few sociologists questioned the importance or the benefits of family life. Most sociologists assumed that family life was evolving as modernity progressed, and that the changes involved made the family better suited to meeting the needs of society and of family members. A particular type of family, the nuclear family (based around a two-generation household of parents and their children), was seen as well adapted to the demands of modern societies.

**Section C**

From the 1960s, an increasing number of critical thinkers began to question the assumption that the family was necessarily a beneficial institution. Feminists, Marxists and critical psychologists began to highlight what they saw as some of the negative effects and the 'dark side' of family life.

In the following decades the family was not just under attack from academic writers. Social changes also seemed to be undermining traditional families, as more marriages were ending and many people were choosing not to marry. Other trends all

suggested that individuals were basing their lives less and less around conventional families.

**Section D**

Some have seen these changes as a symptom of greater individualism within modern societies. They have welcomed what appears to be an increasing range of choice for individuals. People no longer have to base their lives around what may be outmoded and, for many, unsuitable conventional family structures. Others, however, have complained about the changes and worried about their effect on society. Such changes are seen as both a symptom and a cause of instability and insecurity in people's lives and in society as a whole. This view has been held by traditionalists who want a return to the ideal of the nuclear family. For them, many of society's problems are a result of increased family instability.

**Section E**

Alongside these developments in society and sociology, family life has become a topic of political debate. Politicians have become somewhat more willing to comment on families. Sometimes they have devised policies to try to deal with perceived problems surrounding the family. In short, the family has come to be seen as more problematic than it was in the past. The controversies that have come to surround families and households are the subject of this chapter.

Section A Section B Section C Section D Section E

## Part 3: Exam practice

### Matching headings

#### Exam information

There are three sections in the Academic Reading exam, with a variety of questions using different task types. Each part has a long reading passage and a set of questions. There are a total of 40 questions and you will have 60 minutes to complete the exam, including transferring your answers to an answer sheet.

#### READING PASSAGE

*This reading passage has 5 sections, A–E.*

*Choose the correct heading for sections A–E from the list of numbered headings below. Write the correct number i–viii next to Sections A–E.*

#### List of headings

- i The science of marriage
- ii The importance of honest communication
- iii The power of thought
- iv The likelihood of marrying again
- v Technological advances
- vi The benefits of avoiding arguments
- vii The real predictor for a lasting marriage
- viii The consequences of early dissatisfaction

#### Exam tip

Underline key words in the headings. Then you can scan the passage for the correct information.

#### Exam tip

Check your answers. Check that the extra headings do not match any information in the paragraphs.

Section A \_\_\_\_\_  
Section B \_\_\_\_\_  
Section C \_\_\_\_\_  
Section D \_\_\_\_\_  
Section E \_\_\_\_\_

#### Section A

Marriage is a much-researched topic, and the way married couples communicate in particular has been the subject of many studies. These days, research into marriage often involves hours of recordings, followed by a thorough analysis of data with the help of modern software applications.

**Section B**

One such study analysed five years' worth of data, obtained from 750 participating couples. At the start of the study, participants who felt they were in a harmonious relationship reported having happy marriages. In other words, low levels of conflict corresponded to a perceived higher degree of happiness. At the end of the five year period, however, many of these couples were no longer happy. The outcome of this study suggests that keeping the peace rather than talking about problems and working through them can have harmful effects on a relationship.

**Section C**

In a more recent, larger scale study, people were observed over a 15-year period. The researchers recorded the timings of marriages and remarriages, and discovered patterns that helped them estimate how likely the end of a marriage was. If participants admitted the possibility of their marriage ending to themselves during the first year of the study, the probability of it actually happening was ten times greater than for those couples who had not thought about it at all. Clearly, once the idea of a marriage ending is in somebody's mind, they are more likely to act on it.

**Section D**

Yet another piece of research confirms that the way men and women feel at the beginning of their marriage makes a difference to its eventual outcome. Those who feel disappointed, perhaps because marriage itself is different from their expectations, or because their lifestyle is not what they had envisaged, are more likely to feel disappointed.

**Section E**

Having said that, relationships are complex and their development is the result of many different influences. The success or otherwise of a marriage is unlikely to be brought about by one particular factor, and is more probably the result of a combination of small incidents that add up over time. It is also worth bearing in mind that in most countries it is the minority of marriages that fail. No one can truthfully claim that their marriage is happy or perfect all the time, but the fact remains that most married people stay together for life. The secret of a happy marriage, it seems, lies where most people have always thought it does: in the effort made on a daily basis by both partners to treat each other with consideration and courtesy, and to cheerfully accept each other's faults as well as their good qualities.

**Exam tutor**

- 1 When you first skim-read the passage, what are you trying to find out?
- 2 What should you try to identify in each paragraph?
- 3 What words should you underline in the heading?
- 4 Do all the headings have to match with a paragraph?
- 5 Do all the paragraphs have to match with a heading?

# 2 Health care

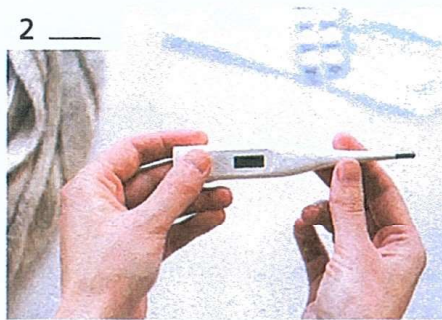
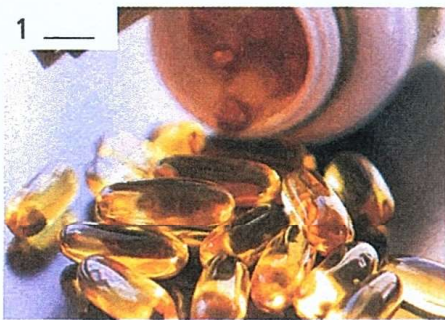
**Language development** | Words related to health care; Useful verbs and nouns  
**Exam skills** | Scanning for specific information; Summarising paragraphs; Completing diagrams; Completing tables  
**Exam practice** | Table completion

## Part 1: Language development

### Words related to health care

1 Match the words a–f to the photos 1–6.

- a bandage      b first aid kit      c prescription  
d surgery      e thermometer      f vitamins



2 Complete sentences 1–6 with the correct word from Exercise 1. The answers are singular or plural forms.

- 1 Many people take supplements or \_\_\_\_\_ in order to maintain good physical health.
- 2 Every home or workplace should have a \_\_\_\_\_ located in an accessible place and stocked with basic equipment.
- 3 Digital \_\_\_\_\_ should be placed in the person's mouth or to read their temperature.
- 4 Doctors write \_\_\_\_\_ for their patients which details the amount of medicine to be taken.
- 5 Many patients experience anxiety before having \_\_\_\_\_, if it is a major operation.
- 6 A \_\_\_\_\_ should be applied to a wound or to support an injury to a muscle.



### 3 Read the text about accidents. Then match verbs 1–3 in the text with definitions a–f in the box.

- |                                      |                                                 |
|--------------------------------------|-------------------------------------------------|
| a to become a patient at a hospital  | b to hit a part of the body with a lot of force |
| c to make a decision about something | d to order or authorize something               |
| e to discuss an important issue      | f to be injured (burned) by very hot liquid     |

Many parents would not know what to do if their child fell and banged their head or (1) *scalded* themselves on a hot iron, research shows. The British Red Cross organisation, which (2) *commissioned* the survey, is so alarmed by the findings that it has created a cheap and easy computer-based training programme for parents called 'learn first aid fast'. The charity's first aid specialist said that learning basic rescue and recovery techniques could be the most important thing any parent did. About one million children under fifteen are (3) *admitted to* accident and emergency departments every year after accidents in the home.

### 4 Read the text about accidental injuries. For each of the words or phrases in italics 1–3, find a synonym or antonym in the same sentence.

Falls are the most common accident in children aged more than twelve months, accounting for forty-three per cent of accidental injuries. Burns are common, too, with ten children under five getting burnt or (1) *scalded* every day.

"Some people like the reassurance of owning a first-aid (2) *kit*, but if they are going to help someone then they must have first aid knowledge and skills as well as equipment," a first aid specialist said. The results of a Red Cross survey revealed alarming levels of (3) *ignorance*, with many parents relying more on stories than on knowledge or common sense when faced with an emergency.

## Useful verbs and nouns

### 5 Complete the table with the correct form of the words from Exercises 3 and 4. Use a dictionary to help you.

Verb	Noun
1 _____	a commission
to survey	2 _____
3 _____	(a) recovery
to injure	4 _____
5 _____	reassurance
to own	6 _____
7 _____	ignorance



### Watch out

Improve your vocabulary by learning the different forms of a new word as well as its synonyms (words that mean the same) and antonyms (words that mean the opposite).

## Part 2: Exam skills



### Exam information: Table completion and Diagram completion

These tasks test your ability to find and understand specific information in the passage, and relate it to information presented in a different format (i.e. as a diagram or table). You will be given a diagram or table with missing information, as well as a reading passage. You will have to read the passage and use the information to complete the table or diagram.

### Scanning for specific information

- 1 Scan the passage below to find specific information about the topics 1–7 in the table. There are clues to help you find the information. The first one has been done for you.



### Exam tip

Scanning a passage helps you find specific information and the correct answer. Move your finger quickly down the lines and only look for the specific information you need.

Questions	Clues	Specific information
What is another name for the Beveridge Report?	Look for capital letters – find the words <i>Beveridge Report</i> and scan the sentences around <i>Beveridge Report</i> .	1 <i>Report on Social Insurance</i>
What was the date of the report?	Scan the passage for a year – look for a four-digit number.	2 _____
What was the subject of the report?	Look at the name of the report and proposal.	3 _____
How many obstacles to progress did the report mention?	Scan the passage for a number expressed in numbers or in words.	4 _____
What were the obstacles to progress?	Look for a bulleted list.	5 _____
What is <i>squalor</i> ?	Scan the passage for <i>squalor</i> and read the words in brackets (they explain the meaning).	6 _____
Why was the report commissioned?	Scan the passage for forms of the words <i>commission</i> , or for relevant words such as <i>reason</i> or <i>why</i> .	7 _____

The 1940s saw the development of legislation in the UK that reflected an agreement across the main political parties that the state should take an increased responsibility for the funding and provision of welfare services. The specific measures taken were based on the proposals of Sir William Beveridge (1879–1963) and published in his *Report on Social Insurance* (1942), more commonly known as the Beveridge Report. Beveridge based his recommendations on his concern to defeat five ‘giant evils’ that, despite earlier measures, were still hindering social and economic progress in Britain.

These were:

- Want (poverty)
- Disease (ill health and high mortality rates)
- Ignorance (inadequate education)
- Squalor (poor housing and homelessness)
- Idleness (unemployment)

The existence of poverty in Britain was the underlying reason for commissioning the report, but legislation was passed and services introduced that addressed each of the 'five giants'.

- 2 Quickly read the passage below. Does the text move from general information to specific or from specific information to general?

1 In all societies there are groups of people who are potentially vulnerable. These include children, older people, people with disabilities, and the poor, for example. Whether they are supported and how they are supported, however, varies from society to society and at different times in history.

2 In some societies, the care of the vulnerable is seen as the responsibility of the family. For example, the care of children is seen as the prime responsibility of the parents or, in some cases, the responsibility of the extended family. In other societies, it is principally the responsibility of the state to care for children through some form of community provision, rather than the concern of the birth parents alone.

3 Attitudes to the vulnerable vary wildly, especially to the poor. Those on benefits may be seen as 'lazy', or their situation may be seen as the result of inadequate parenting or the inevitable consequence of economic changes. The response to their need will vary according to the dominant attitudes in the society, the views and priorities of government, the wealth of the nation, and how that wealth is distributed and managed.

4 In England, the state has had some involvement in providing for the poor since Elizabethan times. The 1601 Poor Law allowed officials to collect money from each household in the parish and to distribute it to the needy. However, it was thought that the poor only had themselves to blame for their difficulties. In fact, the political approach at the time was informed by a view that the government should not interfere in the workings of the economy or in the provision of welfare services. The state's approach was to 'leave well alone' and so it was voluntary groups that provided charitable support to the needy. Not until the opening years of the twentieth century did the state begin to take a proactive role in the care and welfare of its citizens.

## Summarising paragraphs

- 3 Read the passage from Exercise 2 again. Write a sentence summarising the function of the four paragraphs. The first one has been done for you.

Paragraph 1: *This introduces the topic of vulnerable people (and the support they receive) by giving a definition.*

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_

- 4 Scan the passage in Exercise 2 again and find which paragraph has the information below. Underline the relevant parts of the passage.

- 1 ways the youngest generation are cared for: Paragraph \_\_\_\_\_
- 2 when the state in one country began to provide care: Paragraph \_\_\_\_\_
- 3 the groups of people who are vulnerable: Paragraph \_\_\_\_\_
- 4 a negative attitude to the poor: Paragraph \_\_\_\_\_

## Completing diagrams

- 5 Scan the passage below and complete the diagram with the missing information. Write **NO MORE THAN FOUR WORDS** in each box.

So far in this chapter, we have questioned commonly held ideas held about sickness and health, and have raised some challenging questions about these ideas. However, we can go further and question a closely-related concept upon which notions of illness are ultimately based: the concept of 'the body'.

All of us exist in 'bodies' that are objectively different shapes, heights, colours and physical abilities; they are also subjectively valued as attractive or ugly, young or old, short or tall, weak or strong.

Let us look first at the objective differences. The two most common explanations for objective differences between bodies are, first, that people's bodies vary according to genetic differences (height, weight, etc.) and, second, that bodies change as people age. However, sociologists point out that the shapes of people's bodies are often actually linked to diets, type of employment and general quality of life. A huge range of research indicates that poorer people are more likely to:

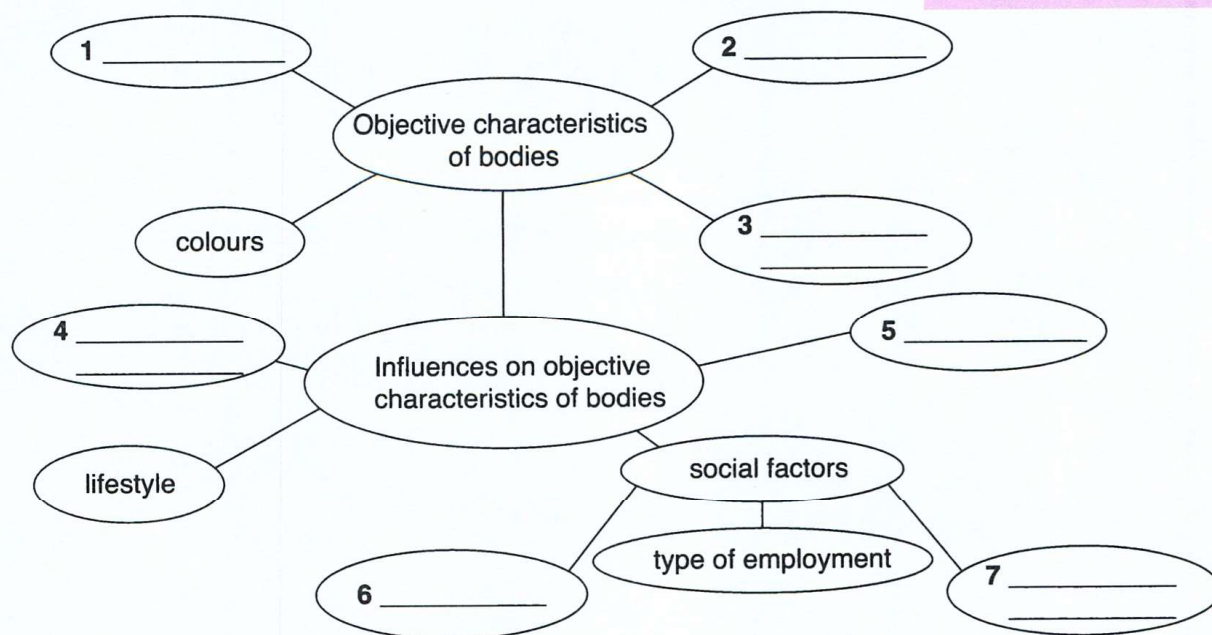
- eat 'unhealthy' foods
- be employed in repetitive, physically demanding work or the other extreme of boring, sedentary employment
- have worse housing conditions
- live in more disadvantaged neighbourhoods

All of these factors impact upon the condition of a person's body and health. We can see then that the physical shapes of bodies are strongly influenced by social factors.



### Exam tip

The diagram may not include all the information in the passage.



## Completing tables

- 6 Scan the passage below and complete the table with the missing information 1–8. Use **NO MORE THAN THREE WORDS** for each answer. The first one has been done for you.

### Exam tip

Scan the passage to match the paragraphs / points to the relevant parts of the completion task. Then read the relevant paragraph again to find the missing information.

Legislation (laws)	Type of payment	For whom?
1 <i>Family Allowances Act 1945</i>	financial payment	Children under but not 2 _____
The National Insurance Act 1946	<ul style="list-style-type: none"> <li>• unemployment benefit</li> <li>• 3 _____</li> <li>• retirement pension</li> <li>• maternity benefit</li> <li>• widow's pension</li> </ul>	All workers who pay weekly 4 _____ into a national insurance scheme
5 The National _____	6 _____	people who did not pay into the national insurance scheme and did not receive those benefits
7 _____	free health services at the point of delivery, based on need	8 _____

In the UK, the Family Allowances Act 1945 introduced a financial payment for children under 15. This did not apply for the first child but applied for all subsequent children.

The National Insurance Act 1946 allowed for the payment of unemployment benefit, sickness benefit and retirement pension, maternity benefit and widow's pension for all who, when in work, paid weekly from their wages into the national insurance scheme.

The National Assistance Act 1948 provided a 'safety net' – a minimum income for people who did not pay into the national insurance scheme and were, therefore, not eligible for those benefits.

The National Health Service Act 1946: before the introduction of the National Health Service (NHS), if people needed to see a doctor or have hospital treatment they normally had to pay. A national service was central to the post-war welfare reforms and was based on three principles:

- 1 That health services should be free to all at the point of delivery (when they are actually used).
- 2 That the service would be truly national, covering the whole population in all parts of the country.
- 3 That access to services would be based on clinical need (not on the ability to pay).



## Part 3: Exam practice

### Table completion

Complete the tables on the next page.

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

The rising problem of obesity has helped to make diabetes treatments the biggest drug bill in primary care, with almost £600 million of medicines prescribed by doctors last year, according to the NHS Information Centre in the UK.

Analysts said that young people contracting the condition, which is often associated with obesity, were helping to push up costs as doctors tried to improve their long-term control of the disease and prevent complications.

A total of 32.9 million diabetes drugs, costing £599.3 million, were prescribed in the past financial year. In 2014–15 there were 24.8 million, costing £458 million. More than 90 percent of the 2.4 million diabetics in England have type 2 diabetes, with the remainder suffering from type 1, the insulin-dependent form of the disease. There are thought to be 500,000 undiagnosed cases of diabetes.

While rates of type 1 have shown slight increases in recent years, type 2 has risen far more rapidly — a trend linked to the increasing number of people who are overweight or obese. Almost one in four adults in England is obese, with predictions that nine in ten will be overweight or obese by 2050. Obesity costs the NHS £4.2 billion annually. This year the Government started a £375 million campaign aimed at preventing people from becoming overweight by encouraging them to eat better and exercise more.

An NHS Information Centre spokeswoman who worked on the report, which was published yesterday, said that diabetes was dominating the primary care drug bill as better monitoring identified more sufferers and widely used medications for other conditions such as statins became cheaper. She said that the data suggested a growing use of injectable insulin in type 2 diabetes care, which was helping to push up costs.

Doctors agreed that more expensive long-acting insulin, which can cost about £30 per item, was being used more often, as well as more expensive pills and other agents.

The report, an update of the Centre's June publication *Prescribing for Diabetes in England*, shows that the number of insulin items prescribed last year rose by 300,000 to 5.5 million, at a total cost of £288.3 million. It marked an 8 percent rise on the £267 million spent in the previous year. However, while the number of anti-diabetic drugs, which are mostly in tablet form, also rose, the cost dropped slightly to £168.1 million.

"Type 2 is increasing. We are seeing it in younger people, and because it is a progressive disease, people are needing an increasing number of interventions as time goes by," the spokeswoman said, adding that long-acting insulins such as glargine were now common. "For people who are struggling to control their type 2 diabetes it makes sense, but it is quite a big clinical change from five or ten years ago."

Other anti-diabetic items, such as use of the subcutaneous injection exenatide, have also increased and cost £14.3 million. Laurence Buckman, chairman of the British Medical Association's general practice committee, said that he had observed a trend with drugs such as exenatide, which costs £80 per item.

He said that younger patients could start on cheaper tablets such as metformin, which costs £3.70 per box, but were needing increasingly sophisticated treatments to keep their condition in check.

“You are talking about an ever larger number of people getting a large range of drugs to reduce long-term complications. Type 2 is a common chronic illness that is getting commoner. It’s in everyone’s interest to treat people early and with the most effective drugs, and these are the more expensive tablets and long-acting insulins,” he said.

**Glossary:**

**primary care:** health care provided in the community, e.g. when people make a first appointment with a doctor

**insulin:** a hormone produced in the pancreas (an organ in the body) which regulates the amount of glucose (a type of sugar) in the blood. Lack of insulin causes a form of diabetes.

**obese:** very overweight

**subcutaneous:** applied under the skin



**Exam tip**

Some passages have a glossary for words that IELTS candidates are not expected to know.

Name of drug	Cost per item
insulin	1
exenatide	2
metformin	3

Total for	Cost of medicine in million pounds
diabetes last year	4
diabetes 2014–15	458
insulin last year	5
insulin two years ago	6



**Exam tutor**

- 1 Does the passage always include the information missing from the diagram or table?

---

- 2 Do you need to understand the complete passage?

---

- 3 What type of language or information can you scan for?

---

- 4 How many words should you use in your answer?

---

- 5 Should you write numbers as numerals or words?

# 3 Getting an education

**Language development** | Words related to studying; Words related to education; Useful verbs, Nouns and adjectives

**Exam skills** | Matching summaries; Analysing strategies; Identifying key words in questions; finding specific information; Writing short answers

**Exam practice** | Short-answer questions

## Part 1: Language development

### Words related to studying



- 1 Complete sentences 1–6 with the correct words from the box. Change the form, if necessary. Then answer the questions.

cram      expel      graduate      qualify  
reception      suspend      truant

- 1 If you \_\_\_\_\_ *for* an examination, you learn as much as possible in a very short time and just before you take the examination. How do you normally prepare for an exam?
- 2 When you \_\_\_\_\_ *from university*, you have successfully *completed a degree course*. Do you know anyone who has recently graduated?
- 3 When people \_\_\_\_\_ *as a doctor*, they have passed the necessary examinations to work in that profession. Do you know anyone who has recently *qualified as a doctor, lawyer or similar profession*?
- 4 If a pupil is \_\_\_\_\_ *from school*, they have to leave the school permanently because they have behaved badly. If a pupil is \_\_\_\_\_ they are asked to leave for a period of time because they have behaved badly, but they can return. Can you give examples of bad behaviour that would lead to this?
- 5 In the UK, a \_\_\_\_\_ *class* is a class that children go into when they first start school at the age of four or five. How old are children when they start school in your country?
- 6 A pupil who *plays* \_\_\_\_\_ is a pupil who stays away from school without permission. How were these pupils punished at your school?



## Words related to education

2 Read the text and find the correct term in italics for the definitions 1–5.

If you send your child to a *boarding school* you might be paying fees of almost £8,000 per term. Eton will charge £7,896 a term from September, a rise of 5.8% on last year's fees. Winchester's fees have gone up 5% from £7,457 to £7,833 a term. *Day schools* are cheaper, but even these are charging an average of £2,796 a term, or £8,388 a year.

If you plan to send your child to a *private school* for *secondary education*, it will cost you about £150,000, according to an independent adviser. Of course, there is no need to pay for your child's education, as a *state school* will cost you nothing. Plus, the school will probably be closer to where you live.

- 1 A school where the students go home every evening and do not live at the school.
- 2 A school which is not funded by the government, and which parents have to pay for their children to go to.
- 3 A school which some or all of the pupils live in during the school term.
- 4 A school that is funded and controlled by the government, and which parents do not pay for.
- 5 Any type of school for pupils between the ages of 11 and 18.

3 Read the text below and work out the meaning of the words 1–6 by using the context. The options are on page 26.



### Exam tip

Use the words and sentences surrounding a new word to help you work out the meaning.

A grandmother has set up her own school for her autistic grandson. Joshua, seven, was unable to cope at the local school and his parents were struggling to have his needs met.

"I used to take Joshua to his mainstream school," says his mother. "He would (1) *howl* all the way there in the car. He clearly didn't want to go. I used to feel like a monster."

She took Joshua out of the school on the advice of his teachers, but (2) *hit a brick wall* with the local education authority. They wanted to place him in a school for 90 children with a huge range of learning difficulties. This is contrary to the opinion of experts (3) *autism*, which recommends specialist care in small units.

Now, Joshua is (4) *flourishing* in a small school for autistic youngsters. "It is costing us £15,000 a year but it's worth it to see Joshua making progress. He is a different child."

The special needs school recently passed its first inspection from the Office for Standards in Education with a (5) *glowing* report. Despite this, the education authority has refused to pay for Joshua's education there.

Receiving a diagnosis of a learning disability can be a blow to families, and the realisation that you face years of fighting to obtain the education that will help your child is (6) *devastating*. Many parents cannot face the struggle and many children are denied the chance to improve their quality of life.

- 1 **howl**  
 a cry loudly to express pain or unhappiness  
 b sing loudly  
 c run quickly
- 2 **hit a brick wall**  
 a have an accident  
 b agree about most things  
 c be unable to make progress
- 3 **autism**  
 a a type of mental condition, present from early childhood  
 b a type of cold or flu  
 c a mental illness characterised by a refusal to eat

- 4 **flourishing**  
 a flowering  
 b developing rapidly and successfully  
 c studying
- 5 **glowing**  
 a satisfactory  
 b expressing approval  
 c with an intense colour and shine
- 6 **devastating**  
 a difficult in the beginning  
 b not pleasant  
 c causing shock or distress

## Useful verbs, nouns and adjectives

4 Complete the table with nouns from the texts in Exercises 2 and 3.

Verb	Noun	Adjective
to rise	1 _____	–
–	2 _____	expert
–	3 _____	young
to progress	4 _____	progressive
to inspect	5 _____	–
to diagnose	6 _____	diagnostic
to realise	7 _____	–

### ! Watch out

When you find a new word, remember that you may know another form of the word. For example, *progressive*: *progress* means “to move forward or do better”, so maybe *progressive* describes something that is ‘new or advanced.’



## Part 2: Exam skills

### **i** Exam information: Short-answer questions

This task tests your ability to find and understand specific information in a passage that contains a lot of factual information and detail.

You will be given a passage and a set of questions. You will have to read the passage and use the detailed information to answer each question with a short answer (not a sentence).

### Matching summaries

- 1 Skim-read the passage and match the summaries to the paragraphs. There are two extra summaries you do not need.

- 1 Plans to allow universities in the UK to charge unlimited tuition fees were today greeted with dismay from students and lecturers but welcomed by vice-chancellors at top-flight institutions. Fees of up to £6,000 a year would go directly to universities, but above that figure they would pay a levy that would increase for each additional £1,000, restricting the extra income, under proposals set out by a review of higher education funding. Graduates would also repay their loans later and over a longer period.
- 2 Lord Browne of Madingley proposed a new system under which one graduate in five in lower-paid jobs would repay less than today but higher-earning graduates would pay more. His proposals, following a review of higher education finance lasting almost a year, will form the basis of a new system for funding universities in the future. "Under these plans universities can start to vary what they charge," he said, "but it will be up to students whether they choose the university. The money will follow the student, who will follow the quality. The student is no longer taken for granted, the student is in charge."
- 3 Aaron Porter, president of the National Union of Students said: "If adopted, Lord Browne's review would hand universities a blank cheque and force the next generation to pick up the tab for devastating cuts to higher education. The only thing students and their families would stand to gain from higher fees would be higher debts. A market in course prices between universities would increasingly put pressure on students to make decisions based on cost rather than academic ability or ambition."
- 4 The review recommends:
  - Graduates would not start to repay student loans until they earn £21,000 a year. This threshold would rise in line with earnings to protect graduates with lower incomes. The current threshold is £15,000.
  - Repayments would stay at 9 percent of income but graduates with higher earnings would pay a higher interest rate of 2.2 percent above inflation, equal to the Government's cost of borrowing. Lower-paid graduates would continue to pay no real interest rate on loans
  - Student loans would be paid over a maximum of 30 years, after which they would be written off. The current maximum is 25 years.
  - Student support should be simplified, with a flat living loan of £3,750 for all undergraduates and maintenance grants of up to £3,250. Full grants would go to students whose family income was £25,000 or less and partial grants to those with household income up to £60,000.

- 5 Professor Steve Smith, president of Universities UK, which represents vice-chancellors, said: “We are extremely pleased that Lord Browne’s proposals build on the fair and progressive elements of the current system. No parent or student would have to pay tuition fees upfront, only a graduate would pay when they are earning £21,000 per year. This will be crucial in supporting those from disadvantaged backgrounds through university.”
- 6 But union leaders and representatives of newer universities warned of the ‘devastating’ impact on families if the recommendations are implemented. Professor Les Ebdon, chair of million+, which represents new universities, said: “There is a real risk that some students who would have gone to university will decide not to go and that opportunity and social mobility will be fatally undermined.”
- 7 Lord Browne, the former group chief executive of BP, said that despite higher fees, the number of people going to university should expand. His plans allow for a 10 percent increase in the number of student places over the next four years. Part-time students would also have access to student loans to cover the cost of their tuition fees, giving more people a second chance to study for a degree later in life, he said. His plans would create a market in higher education, with many research universities likely to charge £6,000 or £7,000 a year, a handful of top universities charging higher fees, but many newer universities that focus on teaching charging less.

- Paragraph \_\_\_\_ : Advice for graduates seeking employment
- Paragraph \_\_\_\_ : Defence of the plans
- Paragraph \_\_\_\_ : Detailed information about the review recommendations
- Paragraph \_\_\_\_ : Introduction of the plans
- Paragraph \_\_\_\_ : More background and some details
- Paragraph \_\_\_\_ : The reaction of students
- Paragraph \_\_\_\_ : The reaction of the NUS
- Paragraph \_\_\_\_ : The reaction of unions and newer universities
- Paragraph \_\_\_\_ : The reaction of universities



## Analysing strategies

- 2 Look at the exam question in the box about the passage in Exercise 1 on pages 27–28. Which of the strategies 1–4 do you think would be useful to find the answer? In what order would you do the useful strategies?
- 1 underlining the words you know in the text
  - 2 underlining the key words in the questions
  - 3 skim-reading the text to get a general understanding
  - 4 scanning the text to find the relevant information

From the point of view of students, what would be the negative consequences of higher tuition fees?

## Identifying key words in questions

- 3 Underline the key words or phrases in questions 1–10.
- 1 Who is against the proposed changes to student tuition fees?
  - 2 How could a future loan repayment schedule be described in comparison to today's?
  - 3 According to the official statement from the National Union of Students, who will suffer financially?
  - 4 From the point of view of students, what would be the negative consequences of higher tuition fees?
  - 5 In the future, what may become the deciding factor for students choosing a university?
  - 6 What will happen to the maximum period of repayment?
  - 7 What will students whose parents earn a total of £55,000 receive?
  - 8 According to Universities UK, who would especially benefit from the new system?
  - 9 According to newer universities, what might happen to the number of people who are able to move up in society?
  - 10 Who may ask for fees of over £7,000?



### Exam tip

Underline key words (usually nouns and question words) in the questions to help you find answers. For example: *What is your favourite memory of your time in school?*

## Finding specific information

- 4 Scan the passage in Exercise 1 on pages 27–28 and answer questions 1–10 in Exercise 3. Use **NO MORE THAN THREE WORDS** in your answers.

- |                                 |          |
|---------------------------------|----------|
| 1 <u>students and lecturers</u> | 6 _____  |
| 2 _____                         | 7 _____  |
| 3 _____                         | 8 _____  |
| 4 _____                         | 9 _____  |
| 5 _____                         | 10 _____ |

## Writing short answers

- 5 Read questions 1–10 and the student's answers in the table. Then rewrite the answers using **NO MORE THAN THREE WORDS**.



### Exam tip

To reduce the number of words in your answer, change the form of the words (e.g. *a trip for two days = a two-day trip*) or use commas in a list (e.g. *bus, bike, car*).

Questions	Student's answers	Short answers
1 How much do they need to pay?	<i>They need to pay £6,000 per year.</i>	<i>£6,000 per year</i>
2 How will students finance their education?	<i>With a combination of loans and salaries from part-time jobs.</i>	
3 How did the university react to the news?	<i>They immediately released a statement to the press.</i>	
4 What are the disadvantages of cramming?	<i>There is a possibility that students will become too tired.</i>	
5 Give one reason why students might want to choose accommodation on campus?	<i>It is closer to their place of study.</i>	
6 What do students need to do before they can qualify as a lawyer?	<i>They need to complete a course that lasts for four years.</i>	
7 What do parents consider when they choose a school?	<i>They look at a number of different factors: location, cost and school results.</i>	
8 What are the advantages of home schooling?	<i>The lessons are planned with individual students in mind and the teachers know the students very well.</i>	
9 Why is it a good idea to send children to nursery school?	<i>The children develop their ability to be social.</i>	
10 Give a reason why some students have been punished.	<i>They had a mobile phone on them.</i>	



**6** Rewrite answers 1–6 in **NO MORE THAN THREE WORDS**. Do not use any verbs in your answers.

Question: *What sort of technical difficulties has the school been having?*

Answer: *There have been problems with the systems that we used for the computers.*  
computer system problems

1 Q: What action do they need to take first?

A: They need to correct the information in the timetables.

---

2 Q: What idea has the Head Teacher come up with?

A: Her idea is to change the way the college communicates.

---

3 Q: Name one of the aims that are mentioned on the final list.

A: The school library wants to increase the number of books it lends out.

---

4 Q: What is the main priority in terms of after-school activities?

A: They would like to put on plays, such as *Romeo and Juliet*, during term time only.

---

5 Q: What else would they like to increase?

A: They also aim to do more sports activities after school.

---

6 Q: What aspect of the school's performance still needs to be determined?

A: They need to assess how satisfied the students are.

---

**7** Answer questions 1–6. Try to use **NO MORE THAN THREE WORDS** in your answers.

1 How did you use to travel to school? *by bus*

2 Do you remember the name of your first school teacher?

3 What were your three favourite subjects in secondary school?

4 What is your favourite memory of your time at school?

5 What did you usually eat at school?

6 What would you like to study at college or university?



**Exam tip**

The instructions will say how many words to use in your answers (e.g. use **NO MORE THAN THREE WORDS**).



## Part 3: Exam practice

### Short-answer questions

Using **NO MORE THAN THREE WORDS**, answer the following questions.



#### Exam tip

The questions are in the same order as the information in the passage.

- 1 Why do private providers feel they need to pay as much as children's centres?  
\_\_\_\_\_
- 2 What is the most a senior nursery worker could earn?  
\_\_\_\_\_
- 3 Out of all children, how many take up places in private nurseries?  
\_\_\_\_\_
- 4 What types of nurseries do fathers and mothers prefer?  
\_\_\_\_\_

Parents in the UK will soon face a sharp increase in nursery fees when the new government-subsidised children's centres drive up staff costs for private daycare.

Children's centres are offering up to £7,000 a year more for managers and nursery nurses to staff their premises, forcing private providers to match the pay offer or risk losing their best employees. Fees are private nurseries' only source of income so they have no option but to pass on the 12–15 per cent salary increases to parents. Salaries account for 80 percent of running costs and fees are an average of £140 a week.

The annual pay survey for *Nursery World* magazine found that the salary of a nursery manager in the private sector had risen by an average of 12.3 percent this year, to £21,547, as owners attempted to hang on to their staff. Despite the increase, children's centres are offering about £27,000 for a manager. Senior nursery nurses have had an average 17 percent increase this year, with salaries of about £14,000, but could still earn up to £17,000 if they switched to a children's centre.

"Children's centres are heavily subsidised and are offering much bigger salaries than anywhere else in the sector," said Claire Schofield, head of membership at the National Day Nurseries Association. "Shouldn't the subsidy be available across the board?" Private providers currently account for 78 percent of all nursery places. The Government plans to open 3,500 children's centres by 2010 — five in each parliamentary constituency. Each centre will offer daycare and other services for children and parents. The Department for Education and Skills estimates that the cost of each place will be about £250 a week, well above private sector fees. But a generous subsidy administered by local authorities brings the fees down to about £137 a week.

Liz Roberts, editor of *Nursery World*, predicted that many nurseries would face financial difficulties as a result. "Nurseries will put up their fees a bit, but there is a limit to what parents can afford so it is becoming terribly difficult. Some nursery owners barely pay themselves as it is, so may just decide to close," she said.



A Department for Education and Skills study found that only 25 percent of private nurseries made a profit, with 31 percent breaking even. While children's centres will offer parents value for money at first, there is no guarantee that the Government will continue to pay the subsidy. If the funding is reduced, parents will have no choice but to pay more for their nursery places, especially if local private nurseries have been driven out of business.

Parents have also made clear during public consultations that they like private and voluntary sector nurseries, which are often smaller and more intimate than local authority providers, and the Government has said that it is committed to diversity of supply.

**Exam tutor**

- 1 What kind of information is in the passage?  
\_\_\_\_\_
- 2 What words should you identify in the questions?  
\_\_\_\_\_
- 3 Are the questions in the same order as the passage?  
\_\_\_\_\_
- 4 Are answers taken from the passage?  
\_\_\_\_\_
- 5 Is a hyphenated word counted as one word or two words?  
\_\_\_\_\_

# 4 Water

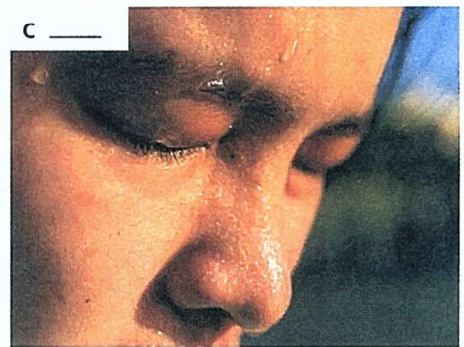
**Language development** | Movements of water; Formal and informal words related to water

**Exam skills** | Predicting grammatical patterns; Identifying type of words; Identifying keywords; Understanding paraphrases; Matching ideas

**Exam practice** | Matching sentence endings

## Part 1: Language development

### Movements of water



1 Underline the correct word in sentences 1–6.

- 1 The river *meanders* / *pours* in great loops across the plain.
- 2 Unfortunately, the water *seeped* / *gushed* out of the burst pipe.
- 3 I *poured* / *flowed* two fresh smoothies into glasses for us.
- 4 It was a very hot day and sweat was *seeping* / *trickling* slowly down my face.
- 5 They noticed the coffee had started to *seep* / *pour* slowly out of the paper cup.
- 6 The Colorado River *flows* / *leaks* through the Grand Canyon.

2 Match sentences 1–6 in Exercise 1 with the photos a–f.

### ! Watch out

Use a dictionary to check the precise meanings of similar words. The more accurately you understand words, the easier it is to understand detailed information in passages.

## Formal and informal words related to water

### 3 Match the words 1–10 with the definitions a–j.

- |             |                                                                                                        |
|-------------|--------------------------------------------------------------------------------------------------------|
| 1 dam       | a an area of calm sea water that is separated from the ocean by a line of rock or sand                 |
| 2 drought   | b a lake that is used for storing water before it is supplied to people's homes                        |
| 3 flood     | c a long line of rocks or sand, the top of which is just below the surface of the sea                  |
| 4 lagoon    | d the ground under the sea                                                                             |
| 5 liquid    | e a bank of sand below the surface of the sea or a river                                               |
| 6 reef      | f a substance which is not solid, but which flows and can be poured, for example water                 |
| 7 reservoir | g fine sand, soil, or mud which is carried along by a river                                            |
| 8 sandbank  | h a wall that is built across a river in order to stop the water flowing and to make a lake            |
| 9 seabed    | i a large amount of water that covers an area which is usually dry and is not usually covered in water |
| 10 silt     | j a long period of time during which no rain falls                                                     |

### 4 Look at the words in Exercise 3 again and answer questions 1–4.

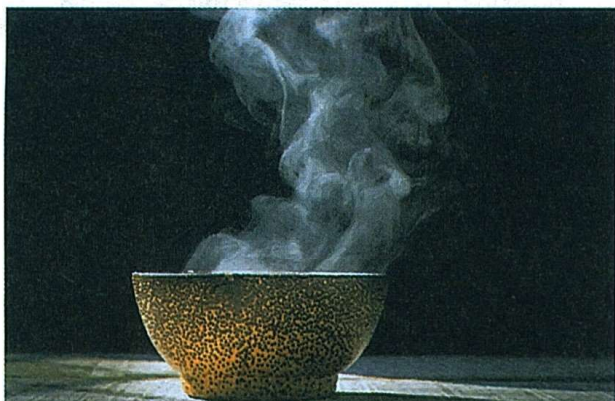
- Which word is a general term for all water, oil, juice, etc?
- Which two words are man-made structures?
- Which two words describe a condition caused by the weather?
- Which five words describe natural features?

### 5 Match the nouns 1–6 to the nouns a–f with a similar meaning. Which set (1–6 or a–f) is used in more formal contexts?

- |            |                 |
|------------|-----------------|
| 1 sweat    | a vapour        |
| 2 rain     | b purification  |
| 3 steam    | c perspiration  |
| 4 watering | d irrigation    |
| 5 cleaning | e beverage      |
| 6 drink    | f precipitation |

### ! Watch out

Think about **when** and **how** a word is used – not just the meaning of a word. The formality of a word varies according to the situation and the people involved.



## Part 2: Exam skills

### Exam information: Matching sentence endings

This task tests your ability to understand the main ideas of specific sentences in a passage.

You will be given a set of sentence beginnings, a set of sentence endings and a passage. The sentence beginnings are based on information in the passage. You will have to read the passage and use the information to match the sentence beginnings to the most suitable sentence endings.

### Predicting grammatical patterns

- 1 Look at the sentence beginnings 1–5. Choose the type of word in the box that would grammatically follow the bold words. There is one extra type of word you do not need.

linking word / phrase	noun (or pronoun)
noun phrase	preposition

- 1 Small and medium-sized enterprises (SMEs) **are responsible for** \_\_\_\_\_
- 2 Between 70 and 75 percent of SMEs **are unaware of** \_\_\_\_\_
- 3 Unfortunately a lot of small companies **don't think about the environment** \_\_\_\_\_
- 4 In 1994 just 20 percent of businesses in the UK **accepted the link** \_\_\_\_\_
- 5 It is estimated that UK businesses could **save a further £3 billion** \_\_\_\_\_

- 2 Match the sentence beginnings 1–7 below with the endings a–h. Use the words in bold to help you.

- |                                                                                        |                                                                                                  |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1 Small and medium-sized enterprises (SMEs) are responsible for                        | a <b>and</b> the benefits limited.                                                               |
| 2 Between 70 and 75 percent of SMEs are unaware of                                     | b <b>until</b> something goes wrong and they are in breach of legislation.                       |
| 3 Unfortunately, a lot of small companies don't think about the environment            | c <b>their obligations</b> to the environment.                                                   |
| 4 In 1994 just 20 percent of businesses in the UK accepted the link                    | d up to <b>80 percent</b> of environmental crimes.                                               |
| 5 It is estimated that UK businesses could save a further £3 billion                   | e <b>between</b> environmental performance and profitability.                                    |
| 6 Small enterprises often complain that they                                           | f <b>have</b> neither the time nor the personnel to manage their environmental responsibilities. |
| 7 Many SMEs also believe that environmental compliance would be too costly             | g <b>such as</b> switching off machines that are not in use.                                     |
| 8 If only businesses realised how much energy could be saved by doing something simple | h <b>through</b> improved environmental performance.                                             |

### Identifying type of words

- 3 Look at the sentences you matched in Exercise 2. What kind of words are the bold words in a–h?



#### Exam tip

When matching sentences, use the final words in the sentence beginnings to predict the next grammatical word.

## Identifying keywords

4 Underline the key words in the sentence beginnings 1 and 2. Then scan the texts to find the relevant information and choose the correct sentence ending a–d.

- 1 Looking for items under the sea requires
- hard work on some occasions.
  - an alien environment.
  - a great deal of groundwork.
  - good diving skills.



### Exam tip

Identify keywords (e.g. nouns, verbs) to help you find similar ideas in the sentence endings, but don't just match ideas.

Searching for artefacts under the sea is some of the most difficult work that archaeologists encounter. The sea, like space, is an alien environment to the human frame. Complex survival equipment must often be donned before archaeologists can make even the first scrape in the seabed.

The alternative to diving suits and air tanks is the submersible, but their use is expensive. Bob Ballard used one to find the *Titanic* in 1985, although he admitted last month that the expedition was a cover story for a mission to find and inspect two sunken nuclear submarines.

One of the most important things that an archaeologist will need in searching the seabed is solid research. Academics and treasure hunters can spend years studying old documents for clues of where best to begin.

- 2 The process of finding artefacts
- has been made easier with new sonar technology.
  - was very successful in the sixties.
  - is not as difficult as keeping them in a good condition.
  - was one of William Kidd's activities.

Once the most likely locations have been identified, the business of peering beneath the waves can start. Sonar is a tried-and-tested technology and among its biggest successes was the discovery of the wreck of the *Mary Rose* in the late sixties. The ship was part of Henry VIII's fleet and sank in the Solent during an engagement with the French in 1545. Archaeologists devoted years to inspecting the wreck, raising a host of artefacts and eventually lifting part of the timber hull to the surface.

Even more problematic than recovering artefacts is preserving them, and archaeologists often need to keep their finds in controlled conditions to prevent disintegration.

In clearer waters divers can search for wrecks just by scouring the seabed. Among such discoveries was that of the *Quedagh Merchant*, Captain William Kidd's ship, in waters only 10 ft (3 m) deep off Catalina Island in the Dominican Republic.

## Understanding paraphrases

5 Read the two sentences below and answer questions 1–2.

- 1 Does sentence 2 have the same meaning as sentence 1?
- 2 Do the sentences use exactly the same words?

1

As cruising becomes ever more international, and as the cultures and holiday traditions of Brits are increasingly confronted with those of Australians, Japanese and Americans, the issue of tipping has become an increasingly controversial minefield.

2

Different cultures tip in their own ways, so it is difficult to agree on what to do when people from different nationalities meet on cruise ships.

6 Read sentences 1–2 and choose the best paraphrase (a or b).

1

A recent newspaper story reported that Britain's cruise ship travellers are becoming increasingly hostile to the practice of tipping.

- a According to a report in the paper, tipping is getting less popular with cruise passengers.
- b The newspapers have suggested that a large number of passengers hate tipping.

2

The rise of more dining venues and styles has represented a major change in the cruise tradition of tipping.

- a The practice of tipping on cruises is changing because of the larger variety of eating arrangements.
- b The increase of larger dining venues and methods has meant a big adaptation of cruise tipping traditions.

## Matching ideas

7 Look at the sentence beginnings a–d. Scan the passage on page 39 and find which paragraphs include this information.

- |                         |                   |
|-------------------------|-------------------|
| a Rising sea levels ... | Paragraphs: _____ |
| b Tsunamis ...          | Paragraphs: _____ |
| c Giant waves ...       | Paragraphs: _____ |
| d Water sports ...      | Paragraphs: _____ |

### Giant waves: exhilaration and devastation

- 1 Laird Hamilton, Brett Lickle and a small group of their surfer friends are among the first people ever to ride waves higher than 40 feet. They created the sport of tow surfing — dragging people onto big waves with jet skis or even helicopters — in the early 1990s. “No one had ridden waves this size,” Hamilton says. “It was the unknown, like outer space. We didn’t know if we were going to come back.”
- 2 Of the two men, the better known is Hamilton, 46, who has worked as a model, actor, stunt double in films and television presenter. Hamilton and his friends have inspired many. Some of the younger surfers know what they’re doing; others — perhaps tempted by a \$500,000 prize for anybody who rides a 100-foot wave — are not ready. The fact that ocean waves are getting bigger must be exhilarating for all of them.
- 3 For the rest of us, however, big waves are very bad news indeed. History is full of examples of devastation being wreaked by waves like these. The biggest wave ever recorded was the one that hit Alaska in 1958, after a huge landslide created a tsunami that peaked at 500 metres above sea level. Scientists know how high it was because the towering wave scraped trees and soil off nearby mountains up to that height.
- 4 The Alaskan wave is believed to have been a tsunami, caused by a landslide. Italy has been hit by as many as 67 tsunamis in the past 2,000 years, though none with the devastating force of that which killed 230,000 people around the Indian Ocean on Boxing Day 2004.
- 5 It’s useful to distinguish between tsunamis, which are caused by geological events (such as landslides or earthquakes), and giant waves generated by weather, such as those Hamilton and Lickle ride, or the water deposited on New Orleans by Hurricane Katrina. But it is anticipated that both types will become a lot more common as a result of worldwide global warming.
- 6 According to the Intergovernmental Panel on Climate Change, the oceans now absorb more than 80 per cent of the heat added to the climate system. As the waters heat up, wind velocity increases, storm tracks become more volatile, polar ice and glaciers melt, and sea levels rise.
- 7 Everything in the oceans seems to be rising: wave heights, sea levels, surface temperatures, wind speeds, storm intensities, coastal surges, tsunami risks. “Now is the time to prepare for great floods,” a July 2009 editorial in *New Scientist* advised. “The future of the UK’s coastal cities is in jeopardy due to rising sea levels,” reported Lloyd’s. Similarly, nine out of the world’s ten largest cities are located on low-lying coastal land.
- 8 But this is not new. For centuries, sailors told of the existence of monstrous waves up to 100 feet high that could appear without warning in mid-ocean, against the prevailing current and wave direction, and often in perfectly clear and calm weather. Such waves were said to consist of an almost vertical wall of water preceded by a trough so deep that it was referred to as a ‘hole in the sea’. Scientists were sceptical, until the existence of freak waves was confirmed in 1995 in Norway, where an 84-foot wave occurred amid seas where the average of the tallest 33 percent of waves was 39 feet.

8 Match the sentence beginnings a–d in Exercise 7 with the sentence endings 1–8. Find evidence in the passage for your answer. There is one extra sentence ending that you do not need.

- |                                          |                                                   |
|------------------------------------------|---------------------------------------------------|
| 1 ... threaten many cities. ____         | 5 ... are popular with TV presenters. ____        |
| 2 ... can involve helicopters. ____      | 6 ... are caused by increasing temperatures. ____ |
| 3 ... have occurred in Norway. ____      | 7 ... are both dangerous and fun. ____            |
| 4 ... can be caused by earthquakes. ____ | 8 ... can be caused by landslides. ____           |

## Part 3: Exam practice

### Matching sentence endings

Complete each sentence with the correct endings **A–F** from the box below. Note that there may be more than one correct ending for each beginning, but that you cannot use all of the endings.

- 1 Geothermal Engineering ...
- 2 The geothermal industry ...

- A is focussing on Cornwall because of its tin and copper resources.
- B builds power stations underground.
- C plans to drill a number of wells.
- D can rely on previous research.
- E has always been a global business.
- F has not proven what it can do yet.



#### Exam tip

Remember you can only match one sentence ending to one sentence beginning. There are more sentence endings than you need.

In the coming months, a 170-foot-high drilling rig will transform waste ground near Redruth into a new landmark. The drill belongs to a group that is planning to develop Britain's first commercial-scale geothermal plant on the site. Geothermal Engineering has chosen this part of Cornwall – once renowned for its tin and copper – because of its geology. It sits on a bed of granite whose temperature can reach 200° C. Water will be pumped deep underground and will return to the surface as steam, which will power turbines to generate electricity.

"Cornwall is a real hotspot. It is like someone has put a power station below ground and you are simply tapping into it," said Ryan Law, founder and managing director of Geothermal Engineering. Law, a former consultant to the geothermal industry, plans to have three wells at the plant, which together he estimates will produce 10 M W of electricity, enough to power 20,000 homes, and 55 M W of thermal energy, capable of heating ten hospitals 24 hours a day. The challenge is that the rock is 4.5 kilometres below the Earth's surface, meaning that months of precise drilling will be required before any energy is produced. The company has a head start. In 1976, the government-funded Hot Dry Rock Research Project began deep drilling to study the area's geology. Law plans to use the detailed maps the team produced over fifteen years to direct his efforts.

Geothermal energy is not new. The world's first conventional geothermal power station, in southern Tuscany, has been producing electricity for almost 100 years. In Iceland, a quarter of the country's electricity comes from geothermal power. Investment in geothermal projects in Australia is expected to reach \$2 billion (£1.3 billion) by 2014. The industry is also well established in America and Germany. In Britain, schemes are under way in Southampton and Newcastle.



Conventional geothermal power relies on naturally occurring steam pockets near the Earth's surface so it tends to be confined to volcanically active regions or areas close to fault lines. Law claims the process his company uses removes this limitation, making the industry viable almost anywhere in the world.

However, despite billions of pounds in public and private investment and a raft of big projects, the industry has so far failed to demonstrate it can fulfil its promise. Critics argue it is costly, reliant on high-risk, time-consuming drilling and struggles to produce large amounts of energy capable of making a real contribution to the world's needs. Law refuses to let such doubts dampen his ambitions. "What other renewable energy gives you 24-hour supply? The potential is enormous and we are planning another 25 plants."

**Glossary:**

**geothermal:** relating to the internal heat of the earth



### Exam tutor

- 1 What words should you identify in sentence beginnings?

---

- 2 What reading technique can you use to find specific information?

---

- 3 Should the ideas in sentence beginnings and sentence endings be the same?

---

- 4 Should sentence beginnings and sentence endings match grammatically?

---

- 5 Do you need to use all the sentence endings?

# 5 Non-verbal clues

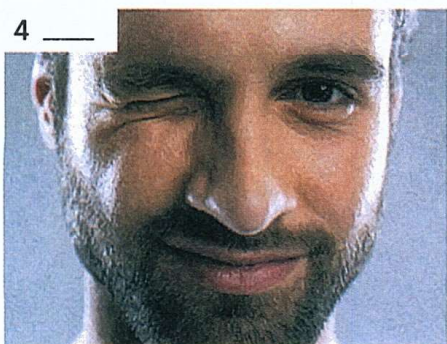
**Language development** | Body language; Prefixes; Collocations with *sign*

**Exam skills** | Summarising texts; Matching information; Identifying key words; Summarising information; Locating and understanding information

**Exam practice** | Multiple-choice questions

## Part 1: Language development

### Body language



1 Match the words a–g in the box with the photos 1–6. There is one extra word.

a clap    b frown    c point    d shrug    e smile    f wave    g wink

2 Complete sentences 1–10 with the correct form of the verbs in Exercise 1, or the verbs *nod*, *shake*, and *wave*.

- 1 I could tell she was feeling happy, because she was \_\_\_\_\_.
- 2 He \_\_\_\_\_ his head again and explained that there were no more tickets.
- 3 There were some people in the distance. One of them was shouting and \_\_\_\_\_ at us.
- 4 My little sister always \_\_\_\_\_ me with her elbow when she has something funny to say.
- 5 Mike liked the proposal and was \_\_\_\_\_ his head throughout the meeting.
- 6 The audience were \_\_\_\_\_ very loudly when the musicians came on stage.
- 7 Tom didn't know the answer to the question, so he just \_\_\_\_\_ his shoulders.
- 8 I knew he was joking and the story wasn't true, because he \_\_\_\_\_ at me first.
- 9 Don't \_\_\_\_\_ at people with your finger – it is very impolite and aggressive.
- 10 I knew I wasn't going to get a good mark. My teacher was \_\_\_\_\_ while she was reading my essay.

Prefixes

3 Put the verbs from Exercises 1 and 2 into the correct category.


<b>positive</b>	_____
<b>negative</b>	<i>shake heads</i>
<b>neutral</b>	_____

**! Watch out**

Learning prefixes is a useful way to work out the meaning of specific details. Think about the meaning of the base word and then apply the meaning of the prefix: *illegal entry* = an entry that is the opposite of *legal*, so the entry is not legal.

4 Read the passage and look at the words in bold. Match the prefix of the word with their meanings.

- 1 not: \_\_\_\_\_
- 2 leave or remove: \_\_\_\_\_
- 3 not or the opposite: \_\_\_\_\_
- 4 not correct: \_\_\_\_\_



Hospitals are obliged to include a written infection history when **discharging** patients. But the survey revealed 17 percent of care homes said they did not receive information from hospitals, while another 28 percent complained of **incomplete** and **illegible** data. **Miscommunication** was relatively common therefore.

Ambulance crews were also often left **uninformed**. Where there was communication about patients, it was verbal and not written down. A spokesperson said: "If we are going to tackle infections, we need to check that all providers of care are communicating effectively."

Collocations with *sign*

**Exam tip**  
 Learning word patterns, like which prepositions follow a verb, is another simple way to increase your lexical knowledge. It will help you understand the meaning of sentences and details in the exam.

5 Match the sentence beginnings 1–5 with the sentence endings a–e. In which sentence is *sign* a noun?

- 1 In agreeing to the contract, they signed
- 2 I have to stay at home because I need to sign
- 3 Regrettably, there is no sign
- 4 I really need faster internet, so I'm going to sign
- 5 All delegates must sign
- a of progress with the repair work.
- b in before they can enter the conference hall.
- c for an important delivery.
- d away their rights to compensation.
- e up for the broadband offer.

## Part 2: Exam skills

### **i** Exam information: Multiple-choice questions

This task tests a wide range of reading skills, from an overall understanding of the passage to a detailed understanding of specific points. You will be given a passage and a set of multiple-choice questions. The questions have multiple options and the instructions will tell you how many are correct (one, two or three).

## Summarising texts

1 Read the passage and choose the best summary.

- a Communication skills are not only important to the success of the business, but also to employees within the business.
- b A good manager will respond to customers' questions and needs, and help them choose the most suitable product.

- 1 The key to good communication is to pay attention to what other people have to say. Good communicators are definitely not those who like the sound of their own voice. Forget the gift of the gab; communication is all about establishing a rapport with your customers, work colleagues or boss.
- 2 The ability to sell is the ultimate test of communication skills. But in the modern world salesman do not sell, customers choose to buy, says Jon Naylor, the customer service director of PC World. "You have to empathise with the customer and build a relationship. Listening to the information given and asking the right questions is very important."
- 3 Not listening costs money in the world of sales – returned goods, refunds and the loss of repeat custom. But the ability to listen is as important on the top floor as it is on the shop floor and can have just as profound an effect on the bottom line of a business' finances. "If you ask what makes a good manager, people almost always say 'they listen to what we have to say and consider our needs'", says Dr Paul Dobson, a senior lecturer at Cass Business School.
- 4 Dr Dobson gives MBA students lessons in 'active listening', which is listening and asking appropriate questions, then clarifying and responding to the answers. "The fundamental thing is to listen to what people say, which means that you have to be motivated to want to know the answers," Dr Dobson says.

## Matching information

2 Read the passage again and match the ideas to the paragraphs. There is one extra idea.

active listening      communication skills in sales      good management  
increase profits      what 'good communication' means

## Identifying key words

3 Underline the key words or phrases in questions 1–4.

- 1 Why has it been difficult to establish a link between the calls of monkeys and people's musical preferences?
- 2 What do monkeys prefer: music or silence?
- 3 Is it true that monkeys appeared calmer when listening to the rock band Metallica?
- 4 Who suggested this new kind of study to Professor Snowdon?

## Summarising information

4 Read extracts 1–3 and write short notes to summarise each extract.

Example:

The idea that human musical appreciation stems from the same evolutionary root as the vocalisations that primates use to bond and alert others to danger is not new, but it has always been hard to test because primates do not generally respond to music.



### Exam tip

Write very short notes about the ideas of each paragraph. It will help you locate the relevant information for each question.

Summary: *Human musical appreciation comes from primate calls? Hard to test – don't react to music.*

- 1 The findings suggest that the historical roots of human appreciation of music may stretch deep into our evolutionary past, to the common ancestors we share with monkeys.
- 2 When monkeys have been played music, from classical to rock, they generally prefer silence. The sole exception has come from one experiment in which monkeys appeared to be calmed down by listening to the rock band Metallica.
- 3 Professor Snowdon took his new experimental approach to the subject at the suggestion of David Teie, who also works at the University of Maryland.

5 Match your short notes on extracts 1–3 (and the example) in Exercise 4 with questions 1–4 in Exercise 3.

## Locating and understanding information

6 Underline the key words in questions 1–3. Then scan the passage below and on page 46 and answer the questions.

- 1 What made the sounds on the recorded song for the monkeys in the experiment?
- 2 What behaviour did the monkeys display when they were played the 'threat' song?
- 3 What happened when the monkeys were played a calming song?

When Mr Teie listened to the calls made by the cotton-top tamarin colony kept at the Wisconsin-Madison psychology department, he immediately recognised emotional states. He said, "This is a call from an animal that is not relaxed, this is from an animal that is more relaxed", Professor Snowdon said.

Mr Teie then used these insights to compose music using features he had noticed in the monkeys' calls, such as rising and falling pitch and the typical length of particular sounds. His aim was to produce 30-second 'songs' that were tuned to the tamarins' musical sense, rather than to the human ear.

The first piece Mr Teie wrote contained rhythmic, staccato beats, based on the type of calls tamarins use to indicate a threat or stress. The second piece featured long, melodic tones, with a descending pitch, that was more like the calming, 'affective' calls the monkeys use during bonding behaviour. All were recorded using the cello and the human voice.

When the monkeys were played the 'threat' song, they moved around more and showed more anxious and social behaviour, all of which are signs of heightened alertness. The monkeys were also more likely to face towards the hidden speaker from which the music was played. The 'affective' song, by contrast, led to less movement and social behaviour, calmer reactions, and increased feeding – all of which suggest the animals were less stressed and on their guard. Human music that was designed to be calming or threatening produced few reactions among the monkeys.

Monkeys interpret changes in pitch and tone in different ways to humans, but the new research suggests they also use musicality to communicate. Professor Snowden said that monkeys did more than simply convey information. "I am not calling just to let you know how I am feeling, but my call can also stimulate a similar state in you," he said.

**7** Underline the key words in questions 1–4. Then scan the passage on page 47 and answer the questions.

- 1 What is innovative about the predictive texting system that has been developed by Sanjay Patel?
- 2 What types of hardware and software could work differently in the future because of this invention?
- 3 What characteristics of the new systems make them fascinating for the general public?
- 4 Why is this invention important to Scotland?



### Exam tip

Try predicting the answers before looking at the choices. You may already have guessed the correct answer.

**8** Read the passage on page 47 and choose ONE correct answer for the questions 1–4. Use your answers from Exercise 7 to help you.

- 1 What is innovative about the predictive texting system that has been developed by Sanjay Patel?
  - a It can help his disabled brother.
  - b It uses guesswork.
  - c It processes language very fast.
  - d It works in a way that is unique to each writer.
- 2 What types of hardware and software could work differently in the future because of this invention?
  - a mobile phones, PCs, e-mail, text messaging, word-processing
  - b AdapTex intelligence systems
  - c mobile phones and computers
  - d telecoms and finance
- 3 What characteristics of the new systems make them fascinating for the general public?
  - a It completely changes the way people do things.
  - b It works with what people already do and makes it better.
  - c It can help disabled people.
  - d It reduces physical activity.
- 4 The invention is also significant to Scotland because
  - a the country made his family feel welcome.
  - b it has given Patel a home.
  - c there are business network links with the USA.
  - d the country helped him become successful.

“It was so good that my brother, Hash, can type faster than most people using both hands,” said the managing director and founder of KeyPoint Technologies, based in the Innovation Centre, Hillington, Glasgow. “It helped him use his left hand effectively – and it gave him the confidence to paint again with that hand.”

Hash’s accident, which left him disabled, was also the genesis of the software application, written and devised by Sanjay Patel, now 38, that is set to change the way we punch information into our mobile phones and computer keyboards.

Patel and his associates, John Locker, a former games developer, and Dr Mark Dunlop of Strathclyde University and a leading authority on user interface systems, have created AdapTex, a language processing system that cuts down keystroking by around 80%. The software analyses the user’s writing patterns and predicts words, cutting down on the number of keystrokes required. It has seen some of the technology industry’s biggest players knocking at Patel’s door.

“Originally it was an ergonomic idea targeting people with disabilities, but the more research I did, I thought this applies to more than disabled people. The driving force was to reduce the actual physical activity. So in 1997 I started working on creating a piece of software for the mass market that would learn your language traits. It made me realise how inefficient we were when it comes to writing information with e-mail, text messaging, and word-processing on a keyboard. Everybody wants to go faster, so they build the technologies to move faster; what hasn’t changed is the human ability to use that technology more effectively,” he said.

“We don’t want to change people’s practices, we have to complement or improve them. But you can’t expect people to change unless you make things better, simpler to use and non-intrusive. I think that’s why AdapTex intelligence systems are creating such interest.”

Over the past 15 years, Patel has worked within systems architecture in telecoms and finance. He worked for Nucleus Consulting and project-managed the setting-up of a system for the Merchants’ Exchange of St Louis, under the guidance of the Chicago Board of Trade. He completed the two-year contract in a little over a year.

Today Sanjay Patel lives in Partick in Glasgow. Previously from Croydon, he was encouraged to move to Scotland by the prospect of support from Scottish Enterprise, Scottish Development International and by the availability of specialist facilities at the Innovation Centre.

Patel’s software takes the predictive text used on mobile phones to the next level: “A mobile phone is predictive, which uses guesswork, it isn’t natural. What we have created is pre-emptive because it is relevant and uses the context. It learns and reshapes itself dynamically. It is about recognition of the patterns you use and is therefore unique to the user. It remodels itself from any document to reflect the author’s natural vocabulary, language traits and topics,” he said.

Patel’s family arrived in the UK in the 1970s after leaving Uganda. He was brought up in London and, even before his brother’s accident, he was fascinated with the science of language patterns. “The great selling point is that this pre-empts text in any language because it recognises the patterns,” he said.

Patel is now in discussions with several large international companies interested in incorporating AdapTex into their next-generation computers. “Some are more cautious than others, but we are on the verge of signing with one of the big PC makers, and hopefully this will mean that they all follow suit,” said Patel.

He is delighted with the support he has been given in Scotland. “I came because people understood what I was talking about. The business network here, through Global Scot, has given me introductions to the highest levels in the USA. This has been imperative.”

Patel’s advisers include John Falconer, a former director of Xerox, who said: “The market is worth millions and Sanjay could become a very rich man. It could become a significant success story for Scotland.”

## Part 3: Exam practice

### Multiple-choice questions



#### Exam tip

Information in the passage may look relevant, but think carefully about the meaning. For example, *experts agree* = *all experts agree* and *some experts say* = *not all experts agree, just some*.

Choose **ONE** answer from the letters **A–D**.

- 1 Complex information
  - A can only be communicated by human beings.
  - B is described as having awareness and being based on context.
  - C is communication across species.
  - D is too difficult for Campbell's monkeys to understand properly.
- 2 Chimpanzees
  - A are not as intelligent as birds.
  - B can be taught language.
  - C can play the keyboard.
  - D have the language skills of a four-year old child.
- 3 Birds have shown evidence of being able to
  - A teach themselves to solve problems.
  - B use multiple tools better than humans do.
  - C read numbers as well as people do.
  - D sleep better after taking tests.



#### Exam tip

The instructions will tell you how many answers to choose.

A scientist based in Scotland claims to have found the first evidence of a common language shared by different animal species. The calls, which are understood by monkeys and birds, were discovered by Klaus Zuberbühler, a psychologist at St Andrews University. According to Zuberbühler, animals and birds can communicate complex ideas not just to their peers but across species.

The findings have been heralded as a significant breakthrough in the quest to discover the origins of human language and proof that the ability to construct a complex form of communication is not unique to man. Zuberbühler made the discovery after spending months observing the calls of Diana monkeys in the Tai Forest in Ivory Coast, in West Africa. He and his colleagues recorded thousands of monkey calls and spent hundreds of hours listening to the animals' noises. They noticed that the monkeys adapted their calls to change the meaning to warn one another about different threats or opportunities. For example, the sight of a leopard prompted a 'krack' alarm call.

The researchers found that the calls could be understood by other species of monkey as well as by some birds. "What our discovery showed is that the alarm calls were far more complex than we had thought," said Zuberbühler. "They were conveying information that was contextual, self-aware and intelligent. We then tried playing these calls back to other monkeys and they responded in ways that showed they knew the meaning. What's more, the same calls would be recognised by other species, like Campbell's monkeys."



Among scientists, the idea that animals and birds might be sentient has been around a long time. Researchers at Georgia State University's language research centre in Atlanta taught chimps to use voice synthesisers and a keyboard to hold conversations with humans. One chimp developed a 3,000-word vocabulary and tests suggested she had the language and cognitive skills of a four-year-old child.

Perhaps the most surprising signs of intelligence have been found in birds, with many species showing powerful memories and reasoning power. A few years ago, Irene Pepperberg of the Massachusetts Institute of Technology taught a parrot to recognise and count up to six objects and describe their shapes.

Last year that was topped by Alex Kacelnik, a professor of behavioural ecology at Oxford, who discovered that crows are capable of using multiple tools in complex sequences, the first time such behaviour had been observed in non-humans. In an experiment seven crows successfully reeled in a piece of food placed out of reach using three different lengths of stick. Crucially, they were able to complete the task without any special training, suggesting the birds were capable of a level of abstract reasoning and creativity normally associated only with humans.

Last week it emerged that researchers from Padua University in Italy had found that birds were able to read numbers from left to right, as humans do, and count to four even when the line of numbers was moved from vertical to horizontal. They also showed that birds performed better in tests after a good night's sleep.

**Glossary:**

**species:** a class of plants or animals whose members have the same main characteristics and are able to breed with each other

**peer:** (here) members of the same species)

**sentient:** capable of experiencing things through its senses



### Exam tutor

- 1 Which reading skill can you use for an overall understanding?

---

- 2 Why is identifying key words a useful strategy for this task?

---

- 3 Which reading skill can you use to locate specific information?

---

- 4 Why is summarising paragraphs a useful strategy?

---

- 5 How many correct options are there?

# 6 Scientists at work

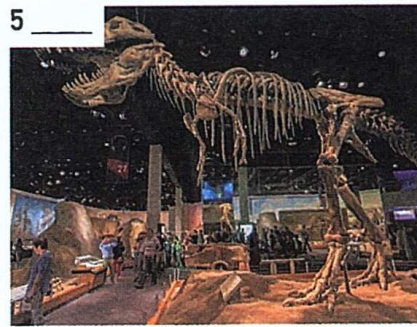
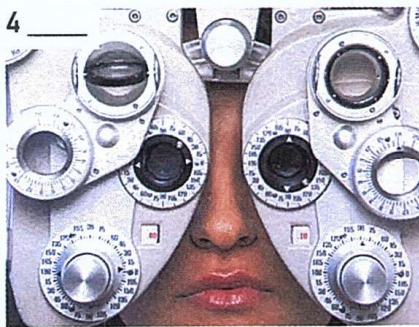
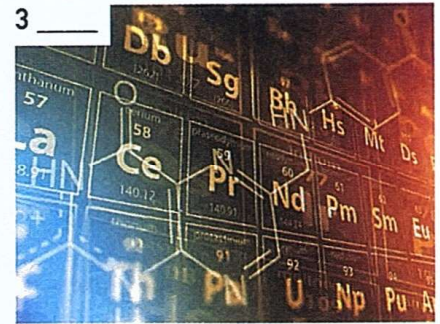
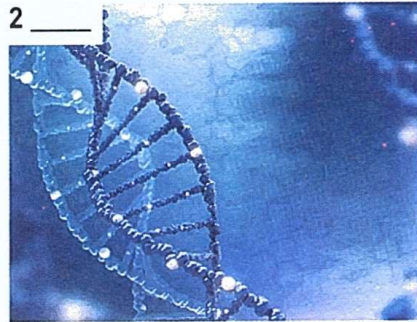
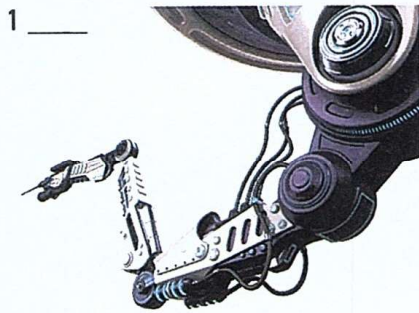
**Language development** | Science subjects 1 and 2; Noun endings; Word origins; Nouns for scientists; Scientific topics and equipment

**Exam skills** | Predicting types of answers; Scanning for details; Identifying keywords; Predicting missing information; Completing sentences

**Exam practice** | Diagram label completion

## Part 1: Language development

### Science subjects 1



1 Label the photos 1–6 with the branches of science a–g in the box.

- |             |                 |                  |
|-------------|-----------------|------------------|
| a chemistry | b genetics      | c marine biology |
| d optometry | e palaeontology | f robotics       |

### Noun endings

2 Look at the nouns from Exercise 1 in the table on page 51. Add the word beginnings to the correct category. Which word beginning has two possible endings?

- |        |          |      |           |
|--------|----------|------|-----------|
| astro- | comput-  | eco- | engineer- |
| geo-   | statist- | zoo- |           |

<b>-ology</b>	<b>-metry</b>	<b>-graphy</b>	<b>-ics</b>	<b>-ing</b>	<b>other</b>
marine biology	optometry		genetics		chemistry

3 Add more nouns to the table in Exercise 2. Use a dictionary to help you.

## Science subjects 2

4 Match the nouns 1–10 with the definitions a–j.

- |                 |                                                                                                                       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------|
| 1 anatomy       | a the scientific study of animals                                                                                     |
| 2 astronomy     | b the branch of medicine concerned with the bodily structure of living beings, as revealed by the separation of parts |
| 3 biology       | c the branch of science concerned with fossils (= the remains of prehistoric plants or animals embedded in rock)      |
| 4 ecology       | d the branch of science which deals with stars, space, etc.                                                           |
| 5 geology       | e the branch of medicine concerned with the uses and effect of drugs                                                  |
| 6 geometry      | f the branch of biology that deals with the relations of organisms to one another and to their physical surroundings  |
| 7 palaeontology | g the science which deals with the physical structure and substance of the Earth                                      |
| 8 pharmacology  | h the branch of mathematics concerned with the properties and relations of point, lines, solids, etc.                 |
| 9 meteorology   | i the study of living organisms                                                                                       |
| 10 zoology      | j the branch of science concerned with the atmosphere, especially as a means to forecast the weather                  |

## Word origins

5 Many scientific terms come from the Greek language. Add examples from Exercises 2 and 4 to the table.

### Watch out

Knowing the origins of a word can help you work out its meaning.

<b>Greek word or word part</b>	<b>Meaning</b>	<b>Examples</b>
<i>astron</i>	star	
<i>bios</i>	life	
<i>-graphy</i>	the writing or drawing of	
<i>-logy</i>	the science or study of	
<i>-metry</i>	the measuring of	
<i>-nomy</i>	the arranging of	
<i>zoo</i>	animal	

## Nouns for scientists

6 Write the nouns for the scientists 1–8 who ...

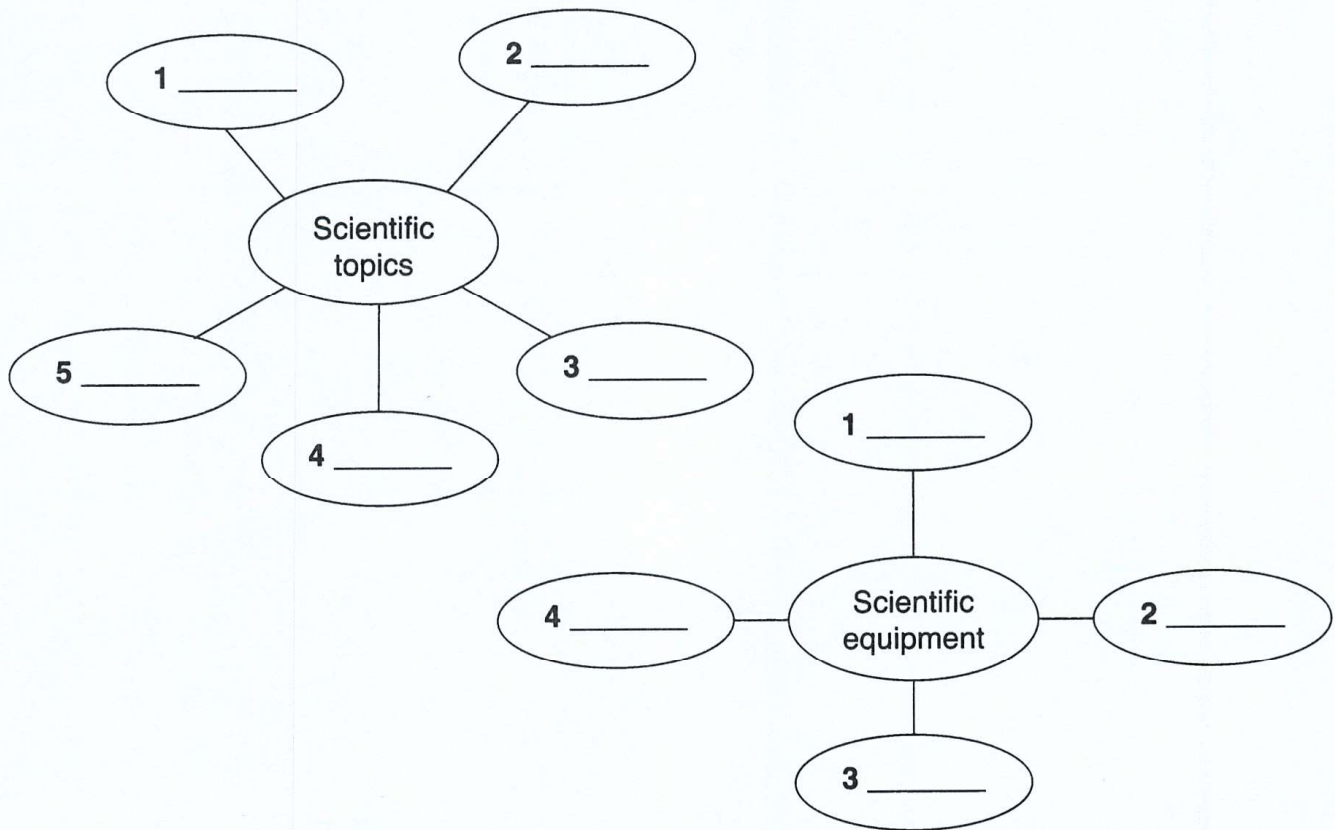
- |                             |                             |
|-----------------------------|-----------------------------|
| 1 draw maps _____           | 5 study palaeontology _____ |
| 2 study biology _____       | 6 study ecology _____       |
| 3 study genetics _____      | 7 study astronomy _____     |
| 4 study the human eye _____ | 8 study geology _____       |

### ! Watch out

The noun for a person who works in a particular science often ends in *-er* or *-ist*. Another common ending is *-ian*, e.g. *statistician*.

## Scientific topics and equipment

7 Read the passage and complete the diagrams. Use a dictionary if necessary.



Last month the Institute of Cell and Molecular Science (ICMS) was opened, giving an insight into the traditionally secret world of the scientist.

When the project was being planned, classes of schoolchildren were asked to describe how they saw scientists. They all gave details of white middle-aged men with glasses and beards. Only one girl chose to describe a female scientist. When the children were asked about cells, they thought of prison cells, even battery cells, but never the cells that make us.

Visiting schoolchildren will be able to observe scientists working among the test tubes, flasks, microscopes and centrifuges of a state-of-the-art research facility. They can then enter The Centre of the Cell – a special pod or room with many interactive screens – where they can learn about the basics of cell biology and genetics. The large screens will give students a theatrical taste of everything from cell division and tooth decay to cloning and gene therapy.

## Part 2: Exam skills

### **i** Exam information: Diagram label completion and sentence completion

This task tests your ability to understand a detailed description and relate the information to the form of a diagram or use it to complete sentences.

You will be given a passage that usually describes a process. You will have to complete the labels on the diagram or complete the sentences. The instructions will say how many words to use in your answer.

### Predicting types of answers

- 1 Look at the diagrams below. Which answers will be numbers? Which will be words?

Diagram 1: Brain size

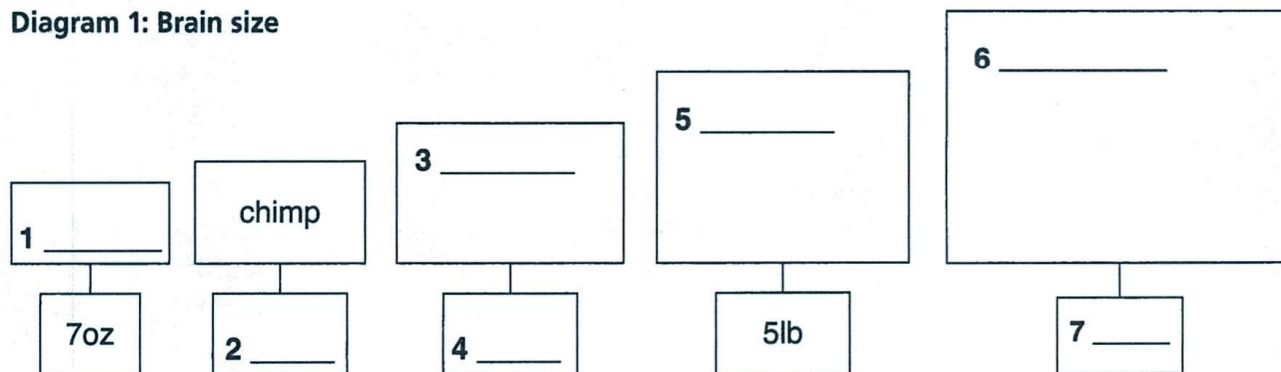
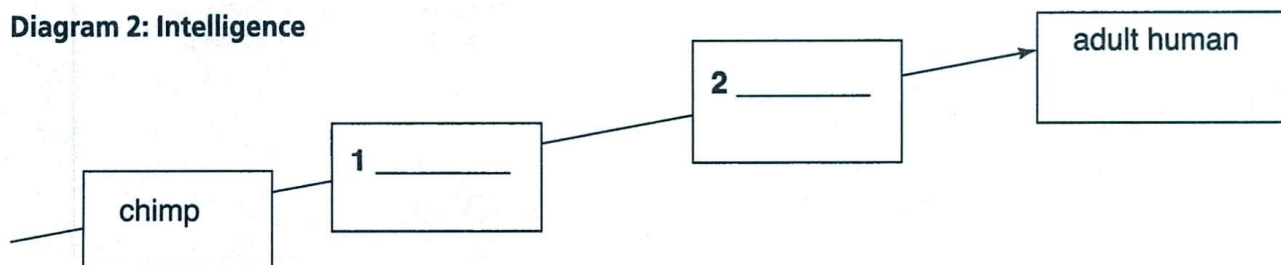


Diagram 2: Intelligence



### Scanning for details

- 2 Scan the text about dolphins below and complete the two diagrams in Exercise 1 with the correct information.

Dolphins have been declared the world's second most intelligent creatures after humans, with scientists suggesting they are so bright that they should be treated as 'non-human persons'.

Studies into dolphin behaviour have highlighted how similar their communications are to those of humans and that they are brighter than chimpanzees. These have been backed up by anatomical research showing that dolphin brains have many key features associated with high intelligence. The researchers argue that their work shows it is morally unacceptable to keep such intelligent animals in amusement parks or to kill them for food or by accident when fishing.

“Many dolphin brains are larger than our own and second in mass only to the human brain when corrected for body size,” said Lori Marino, a zoologist at Emory University in Atlanta, Georgia, who has used magnetic resonance imaging scans to map the brains of dolphin species and compare them with those of primates. “The neuroanatomy suggests psychological continuity between humans and dolphins and has profound implications for the ethics of human-dolphin interactions,” she added.

Dolphins have long been recognised as among the most intelligent of animals. Recently, a series of behavioural studies has suggested that dolphins, especially species such as the bottlenose, whose brains weigh about 5 lb, could even be brighter than chimps, which some studies have found can reach the intelligence levels of three-year-old children. The studies show how dolphins have distinct personalities, a strong sense of self and can think about the future.

It has also become clear that they are ‘cultural’ animals, meaning that new types of behaviour can quickly be picked up by one dolphin from another. In one study, Diana Reiss, professor of psychology at City University of New York, showed that bottlenose dolphins could recognise themselves in a mirror and use it to inspect various parts of their bodies, an ability that had been thought limited to humans and great apes. In another, she found that captive animals also had the ability to learn a rudimentary symbol-based language.

Other research has shown dolphins can solve difficult problems, while those living in the wild co-operate in ways that imply complex social structures and a high level of emotional sophistication. In one recent case, a dolphin rescued from the wild was taught to tail-walk while recuperating for three weeks in a dolphinarium in Australia. After she was released, scientists were astonished to see the trick spreading among wild dolphins who had learnt it from the former captive. There are many similar examples, such as the way dolphins living off Western Australia learnt to hold sponges over their snouts to protect themselves when searching for spiny fish on the ocean floor. Such observations, along with others showing, for example, how dolphins could co-operate with military precision to round up shoals of fish to eat, have prompted questions about the brain structures that must underlie them.

Size is only one factor. Researchers have found that brain size varies hugely from around 7 oz for smaller cetacean species such as the Ganges River dolphin to more than 19 lb for sperm whales, whose brains are the largest on the planet. Human brains, by contrast, range from 2 lb-4 lb, while a chimp’s brain is about 12 oz. When it comes to intelligence, however, brain size is less important than its size relative to the body. What Marino and her colleagues found was that the cerebral cortex and neocortex of bottlenose dolphins were so large that “the anatomical ratios that assess cognitive capacity place it second only to the human brain”. They also found that the brain cortex of dolphins such as the bottlenose had the same convoluted folds that are strongly linked with human intelligence. Such folds increase the volume of the cortex and the ability of brain cells to interconnect with each other.

Marino and Reiss will present their findings at a conference in San Diego, California, next month, concluding that the new evidence about dolphin intelligence makes it morally repugnant to mistreat them. Thomas White, professor of ethics at Loyola Marymount University, Los Angeles, who has written a series of academic studies suggesting dolphins should have rights, will speak at the same conference. “The scientific research . . . suggests that dolphins are ‘non-human persons’ who qualify for moral standing as individuals,” he said.

**Glossary:**

**oz:** an ounce in weight (1 oz = 28 g)

**lb:** a pound in weight (1 lb = 454 g = 16 oz)

### 3 Match the sentence beginnings 1–5 with the phrases a–e from the passage on pages 53–54.

- |                                                                                                                           |                        |
|---------------------------------------------------------------------------------------------------------------------------|------------------------|
| 1 There are reasons to believe that dolphins deserve to be regarded as                                                    | a morally unacceptable |
| 2 One of the consequences of this is that using them for entertainment, as we do now, would be                            | b brain structures     |
| 3 In order to compare dolphin and human brains, scientists have used                                                      | c non-human persons    |
| 4 The way dolphins can cooperate and their levels of problem solving have made scientists think again about dolphins'     | d brain cortex         |
| 5 Scientists have also observed that the intelligence of certain dolphins is suggested by the physical structure of their | e imaging scans        |



#### Exam tip

Use the key words in the questions to look for paraphrases in the text.

### Identifying key words

#### 4 Underline the key words in sentences 1–5.

- Jane Goodall has attained global recognition as a role model for \_\_\_\_\_.
- Her studies have had far-reaching consequences, one of them being that we might have to accept that some animals should be treated \_\_\_\_\_.
- Goodall believed that the main reason why women made good field scientists was their natural capacity \_\_\_\_\_.
- \_\_\_\_\_ have been encouraged to become field scientists by the example of the three sisters in science.
- Even today, when women are more visible in the field of science, their role is limited and they do not tend to be the \_\_\_\_\_.

### Predicting missing information



#### Exam tip

Think about the grammar of the missing words. This will help you accurately locate and select the correct information.

- 5 Which of the sentences 1–5 in Exercise 4 can be completed with a noun or noun phrase? What type of word would complete the other sentences?



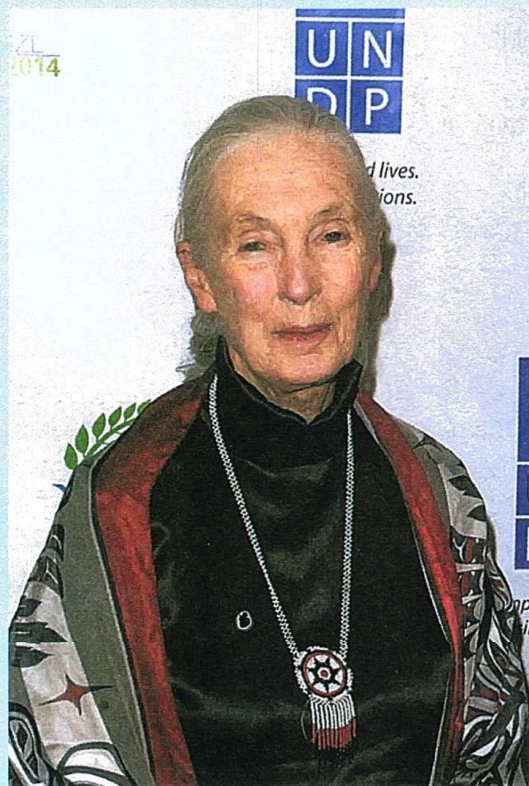
## Completing sentences

- 6 Now read the text about Jane Goodall and complete sentences 1–5 in Exercise 4 on page 55.



### Exam tip

The sentence beginnings follow the same order as the information in the passage.



It is 50 years since Jane Goodall first dipped her toes in the waters of Lake Tanganyika, in what is now the Gombe National Park in Tanzania. Since then she has been responsible for the most comprehensive study of wild chimpanzees – and become an idol of contemporary women scientists around the world.

In 1962, at a time when no woman in the world held a PhD in primatology, Goodall started a PhD in ethology – the scientific study of animal behaviour – at the University of Cambridge. Her resulting thesis, *Nest Building Behaviour in the Free Ranging Chimpanzee*, included the observations that chimps use tools and eat meat. Goodall had redefined our understanding of the origins of Man. Louis Leakey, the famous palaeontologist and Goodall's mentor, said of her work: "Now we must redefine 'tool', redefine 'Man', or accept chimpanzees as humans." Goodall's work, and that of two other female pioneers in primatology, Dian Fossey and Biruté Galdikas, was made possible by the example of Leakey. Born to British missionaries in Kenya in 1903, he spoke the Kikuyu people's language

before he learnt English. He grew up to be an ardent palaeontologist, archaeologist and anthropologist at the University of Cambridge and, later, with his wife Mary Douglas Nicol.

Leakey thought that the attributes that made a good field scientist were innate to women. Because women were pre-programmed to be mothers, he thought, they had three crucial traits: they were patient, they were better able to understand an animal's desires by observing social non-verbal cues and they were less aggressive than men – all beliefs later echoed by Goodall. He also felt that men were more concerned with conquering nature than committing themselves to detailed field studies.

Goodall's career began in the late 1950s, when she worked as secretary to Leakey at the Coryndon Museum in Nairobi, of which he was the director. In 1960, after the 26-year-old Goodall had assisted on a fossil dig at Olduvai Gorge in Tanzania, she was sent by her mentor to study chimpanzees in the wild. At the insistence of the British Government she arrived in Gombe with her mother, Vanne, in tow. Spending day after day among the primates, she became fascinated by their behaviour and began informal studies. But at the insistence of Leakey, who warned that she would need to formalise her work to gain scientific credibility, she applied for a place at Cambridge.



Since then Goodall and her two sisters in science, Fossey and Galdikas, have paved the way in primatology, a field that is now dominated by women. Gombe is one of the longest running research studies of wild animals anywhere in the world: it has produced 35 PhD theses, more than 30 books and 200 research papers and nine films. Furthermore, according to Julie Des Jardins, the author of *The Madame Curie Complex: the Hidden History of Women in Science*, 78 percent of all PhDs awarded in primatology in 2000 were awarded to women. Goodall, Fossey and Galdikas have helped to inspire generations of women to pick up their binoculars and take to the world's fields and forests.

Goodall comes from a dynasty of strong women and describes her mother and grandmother as “those two amazing, strong women, undaunted”. Goodall's mother did not laugh at her daughter when she said she was going to Africa. “My mother used to say: ‘If you really want something and you work hard and never give up, you find a way’”, Goodall says. “She was definitely the greatest inspiration that I had.”

If only science's old guard had had the same attitude. Today's scientific community was formalised by men. As a consequence of the scientific ‘revolution’ of the 17th and 18th centuries, science moved from the home to laboratories, universities and hospitals, establishments to which women were denied access, irrespective of their aptitude or contribution. In most fields of scientific research, most of the big players continue to be men. According to the UKRC (the body responsible for advancing gender equality in science, engineering and technology), in the 2007–08 academic year, in STEM — science, technology, engineering and maths — subjects, about one third of researchers were women. But in the higher reaches of the academic world, the numbers fall away. About a quarter of lecturers and fewer than one in ten professors are female.

Perhaps this under-representation of women in science has in part been caused by a lack of prominent role models. The women who flourished under the guidance of Leakey, however, provide ample proof that if women are given opportunities, they can surpass all expectation. They can tread their own path through the forest and conduct credible research with far-reaching and long-lasting implications.

Jane Goodall still believes that her mother's words about working hard to achieve a goal have the power to inspire young women who dream of becoming scientists. “I would say to them what Mum said to me,” she says. Clearly, it works.

## Part 3: Exam practice

### Diagram label completion



#### Exam tip

You can use figures or words in your answers.

Using **NO MORE THAN THREE WORDS** from the passage, complete the diagram on page 59.

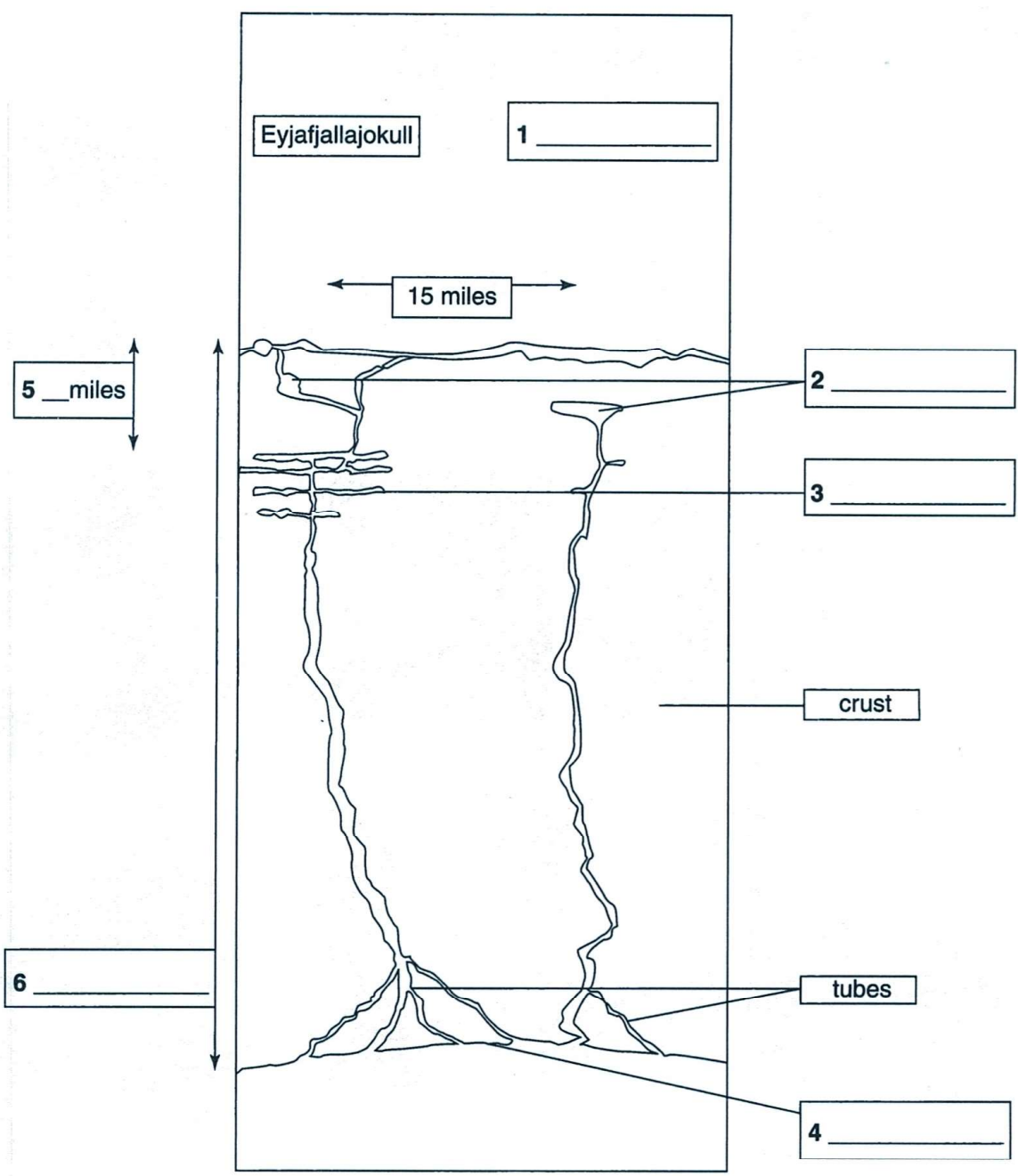
Holidaymakers faced disruption yesterday because of new plumes of ash from an Icelandic volcano, which forced the closure of airports in Spain and Portugal.

The cancellations – which mainly affected Ryanair and easyJet services operating out of Stansted and Gatwick – came as scientists produced the first internal map of Eyjafjallajokull's network of magma chambers, which extend 12 miles below the ground.

A new ash cloud has risen 30,000 ft into the air and drifted south after a pulse of meltwater and ice poured into the Eyjafjallajokull volcano last week. The water caused huge explosions as it hit the hot lava, generating more ash plumes. European aviation regulators have imposed a maximum safe limit of 0.002 grammes of ash per cubic metre of air, meaning that if levels rise above this, flights cannot enter that airspace.

The map shows how the volcano's tubes plunge deep down through the Earth's crust to the start of the mantle, which is made of semi-molten rock. It reveals the huge scale of the eruption and the potential for a far greater one. This is because the magma chamber of Eyjafjallajokull is dwarfed by the much larger one under Katla, a volcano 15 miles to the east. Two of Katla's eruptions, in 1612 and 1821, are thought to have been triggered by those of its neighbour. While Katla is not part of the same underground network of magma channels and chambers, it is close enough to be affected by changes in pressure in Eyjafjallajokull's system. There is also a chance that a horizontal sheet of magma, known as a dike, beneath Eyjafjallajokull could stretch out far enough to penetrate a magma chamber beneath Katla. Hitting the roots of its neighbour would almost certainly trigger an eruption. The three eruptions of Eyjafjallajokull on record have each been associated with a subsequent eruption of Katla. There have, so far, been no signs of turbulence beneath Katla's surface but, having last erupted in 1918, volcanologists say that a new blast is overdue.

The workings of the volcanoes have been provisionally drawn up by Professor Erik Sturkell, a geologist at the Nordic Volcanological Centre, University of Iceland. Sturkell suggests the Eyjafjallajokull eruption has been building since 1994, when new lava began rising, forming two reservoirs three miles beneath the volcano. A surge of earthquakes under Katla mean it has experienced a similar influx of lava, Sturkell said. "This suggests the volcano is close to eruption."



 **Exam tutor**

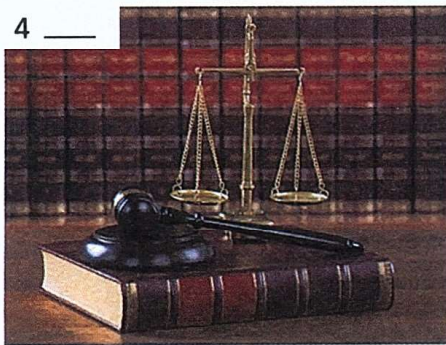
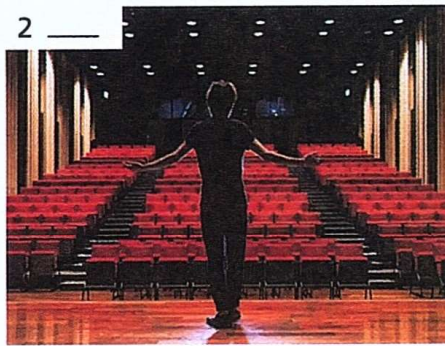
- 1 Which reading skill can you use to find specific information?  
\_\_\_\_\_
- 2 Why don't you need to understand all the facts in the passage?  
\_\_\_\_\_
- 3 Does the diagram represent all the information in the passage?  
\_\_\_\_\_
- 4 How many words should you write?  
\_\_\_\_\_
- 5 Can you use figures or words for answers that are numbers?  
\_\_\_\_\_

# 7 The job market

**Language development** | Job sectors; Job descriptions; Words related to employment  
**Exam skills** | Understanding types of words; Predicting answers; Skimming for gist; Scanning for information; Completing a summary  
**Exam practice** | Summary completion

## Part 1: Language development

### Job sectors



1 Match the job sectors a–g in the box with the photos 1–6. There is one extra term you do not need.

- a acting    b the armed forces    c catering    d journalism  
 e property / real estate    f retail    g the law

2 Unjumble the job sector words 1–6. Then match with the definitions a–f.

- 1 cgriraueltu  
 2 imrostu  
 3 funnauctigram  
 4 aeryl atset  
 5 yuolcsncant  
 6 oiocnrsnucttu

- a providing services for tourists  
 b selling houses, buildings, and land  
 c providing expert advice to a company or organization  
 d the business of farming land or animals to make food or drink  
 e building houses, factories, roads, bridges, etc.  
 f producing goods in large numbers

### ! Watch out

Remember to learn the correct spelling of new words. Incorrect spelling means an incorrect answer in the exam.

## Job descriptions

3 Match the descriptions about jobs 1–12 with the statements a–l.

- |                                                                                              |                                 |
|----------------------------------------------------------------------------------------------|---------------------------------|
| 1 I work with animals.                                                                       | a I'm a paramedic.              |
| 2 I'm looking for clothes for my new-born baby.                                              | b I'm an actor.                 |
| 3 I administer first aid to people in emergency situations, but I do not work in a hospital. | c I am applying for jobs.       |
| 4 I solve computer problems.                                                                 | d I work in IT.                 |
| 5 I will soon be collecting my pension.                                                      | e I'm a voice-over artist.      |
| 6 I help women to deliver their babies.                                                      | f I work in broadcasting.       |
| 7 I have appeared in several TV shows.                                                       | g I'm getting a pay rise.       |
| 8 You can hear my voice on a radio commercial.                                               | h I am on maternity leave.      |
| 9 I'm filling in application forms and updating my CV.                                       | i I'm retiring.                 |
| 10 My job is taking care of my family.                                                       | j I'm a housewife/househusband. |
| 11 My salary will increase by seven per cent next month.                                     | k I work as a midwife.          |
| 12 I present a radio programme.                                                              | l I'm a vet.                    |

## Words related to employment

4 Read and complete the passage with the words a–k.

- |                |          |              |             |
|----------------|----------|--------------|-------------|
| a counterparts | b gap    | c industries | d ladder    |
| e managers     | f market | g rate       | h recession |
| i salaries     | j study  | k workforce  |             |

### ! Watch out

Increasing your vocabulary will help you understand more words in a text. As a result, your reading speed will improve because you are not slowed down by unknown words.



Young women entering the current job (1) \_\_\_\_\_ have nearly fifty years to wait before they could be paid the same as men. Female managers saw their pay increase half a percentage point faster than their male counterparts last year, according to a (2) \_\_\_\_\_ by the Chartered Management Institute. Even if that (3) \_\_\_\_\_ of improvement continues, the pay (4) \_\_\_\_\_ will not be closed until 2067.

A recent report showed that women's (5) \_\_\_\_\_ had increased by 2.8 percent, compared with 2.3 percent for men. There was better news in the boardroom, however, where female (6) \_\_\_\_\_ out-earn men with an average salary of £144,729 compared with £138,765. At the other end of the career (7) \_\_\_\_\_, junior male executives receive £22,253 on average — £1,065 more than their female (8) \_\_\_\_\_.

The largest pay gaps were in the IT and pharmaceutical (9) \_\_\_\_\_, at £17,736 and £14,018 respectively. The Midlands has the worst regional divide.

The (10) \_\_\_\_\_ also appears to have hit women managers hard, with 4.5 percent of the female (11) \_\_\_\_\_ made redundant last year, compared with three per cent of men.

The general secretary of the trade union Unison, said: "It is a disgrace that women will have to wait until 2067 for the pay gap to close – nearly 100 years after the Equal Pay Act. This glacial progress towards fairness cannot be allowed to go on."

## Part 2: Exam skills

### **i** Exam information: Summary, note and flow chart completion

This task tests your ability to understand details or the main ideas of a section within a passage.

You will be given a passage and a summary. The summary will be in the form of a paragraph, notes, a table, or a flow chart. You will have to locate the relevant information in the passage and complete the summary.

### Understanding types of words

- 1 Put the words in the box in the correct group in the table. Some words belong in more than one group.

additional    consumer    economic    employ    harmful    management  
market    offer    product    search    value

Verbs	Nouns	Adjectives

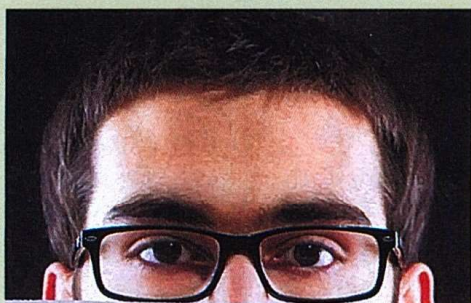
### Predicting answers

- 2 Read the passage about the employment in the USA. Predict what type of word is missing in the spaces 1–8 and think of a possible answer for each space.



#### Exam tip

Predict what kinds of words are missing by thinking about the grammar of the sentence.



Jobs drive demand in the economy and they drive consumer and (1) \_\_\_\_\_ confidence. A jobless recovery, or worse, a job-loss recovery, is of little (2) \_\_\_\_\_.

The recent economic numbers have been (3) \_\_\_\_\_, including that highly encouraging 0.8% for third-quarter gross domestic product (GDP) growth and last week's better-than-expected purchasing managers' surveys for manufacturing and services.

Numbers are numbers, jobs are real. Most people do not spend time poring over the national accounts or (4) \_\_\_\_\_. Economic misery or joy is (5) \_\_\_\_\_ defined by the state of the labour market.

What counts, therefore, is whether growth is (6) \_\_\_\_\_ into employment. Friday's better American job numbers have not altered a picture in (7) \_\_\_\_\_ unemployment hangs like a cloud over America. The state of the job market helps to explain why America appears more (8) \_\_\_\_\_ and depressed by the downturn than many other countries, including the UK.

3 Choose the correct options a–c for the spaces 1–8 in Exercise 2 on page 62. Use your predictions to help you as well as the context.

- |                |                 |             |
|----------------|-----------------|-------------|
| 1 a business   | b shoppers      | c raise     |
| 2 a spending   | b jobs          | c use       |
| 3 a good       | b down          | c calculate |
| 4 a accountant | b international | c surveys   |
| 5 a mainly     | b rarely        | c last      |
| 6 a found      | b converted     | c mostly    |
| 7 a which      | b America's     | c whose     |
| 8 a encouraged | b poverty       | c damaged   |

### Skimming for gist

4 Skim-read the passage below. Who might read this type of text?



#### Exam tip

Skimming the passage will help you get an idea about the text, such as the topic or the reader.

### Scanning for information

5 Find the paragraphs in the passage in Exercise 6 that relate to the summary below.

Students who work need to make sure that they are not being taken advantage of. If they are aware of their (1) \_\_\_\_\_, they can ensure that their employers treat them fairly. The law is clear about the right to a minimum wage, certain breaks and to a (2) \_\_\_\_\_. However, agency workers have fewer rights than (3) \_\_\_\_\_. Student workers also have legal responsibilities, for example, they have to pay (4) \_\_\_\_\_.



#### Exam tip

When you have located the relevant part of the passage, scan that part again for the answers.

6 Scan the passage below then complete the summary in Exercise 5. Use **NO MORE THAN TWO WORDS** in your answers.

- 1 The current graduate job market in the UK is the toughest in recent memory. The traditional recruiters are taking on fewer graduates, and the class of 2015 are, in many cases, competing with the class of 2014 for those posts. But the difficulties for students do not end there: for those either starting or returning to a course this autumn, the market for part-time work is just as tough.
- 2 For the majority of full-time undergraduates, part-time employment is a vital source of supplementary income. Most studies show that at least 50 percent of students work during term time, and around 90 percent in vacations. About 70 percent of those in work say that they do so to cover basic living expenses.
- 3 It seems likely, however, that the current cohort of students may find it more difficult than their predecessors to find such employment. There are fewer jobs to find, and much greater competition from the non-student population for those that still exist – recent estimates put the number of people in part-time employment at record levels, as fewer full-time posts are now available.

- 4 But if you are a student looking for additional income, there are steps that you can take to maximise your chances of getting a job. Most universities will have a job webpage. They usually filter the jobs to ensure that the employers are reputable, and will offer help with job application skills such as writing CVs and interview techniques.
- 5 Students' unions themselves often employ large numbers of student staff, usually with relatively good pay and conditions. The trick here is to apply well before term starts, as any jobs are usually gone by freshers' week (not least because the staff need to be in place by then).
- 6 If you do not like the idea of having a boss, you could also consider self-employment. For example, if you have particular skills, such as design or computer programming, you can advertise this on websites or tell your friends and family. This will help raise your professional profile and demonstrate what services you offer.
- 7 For those of you who do find work, there are also various points to keep in mind. The National Union of Students is often asked to put a figure on the maximum hours that a student should work. 16 hours a week is often cited, whereas some universities forbid its students from taking up employment during term time. Of course, what is suitable for you will depend on your circumstances.
- 8 Research has shown that there is a correlation between a high number of hours worked and the likelihood you will end up with a lower degree classification, so you should be careful about balancing any work with your studies. You might also want to consider when you work: night shifts might pay better but they can have a harmful effect on your coursework.
- 9 Then there is the issue of what sort of work. In an ideal world, students would be able to find employment in areas that are relevant to their future careers, or at least which pay well. Alas, this was never easy, and may well be all the more difficult now. In any case, most students are still to be found in low-paid and low-skilled jobs in catering and retail.
- 10 But whatever job you are doing, you need to know your legal rights. For example, you should be paid at least the minimum wage. All employees are entitled to a written contract, and a rest period if your shift is six hours or longer. Part-time employees cannot be treated less favourably than full-time workers, although if you work through an agency, you could be treated less favourably at present than permanent employees in certain circumstances.
- 11 One way to ensure that your rights are upheld is to join a trade union. They can help you discuss employment matters with your bosses and bargain for better rights in your workplace. Student workers often get a rough deal – but there is safety in numbers.
- 12 Talking of numbers, one last thing to watch out for is tax. Students are actually liable for income tax, contrary to popular belief. Fear not, though, as at present 80 percent of students don't earn above their 'personal allowance'. However, because of their erratic work patterns, and the way tax is calculated, students can sometimes end up paying tax erroneously.



## Completing a flow chart

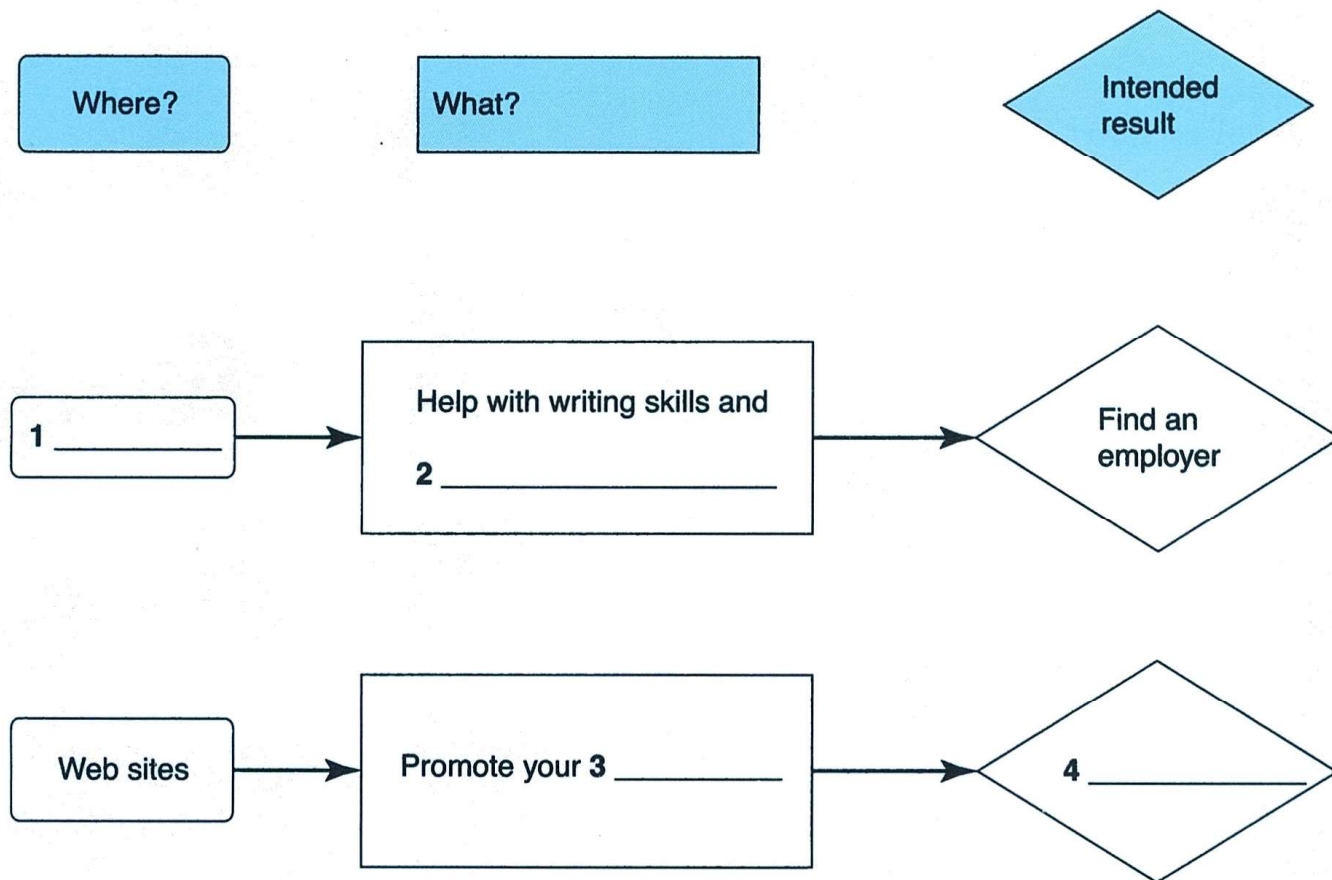


### Exam tip

Check your answers have the correct number of words. Hyphenated words count as one word.

- 7 Scan the passage on pages 63–64 again and find the paragraphs that relate to the diagram below. Then complete the flow chart using **NO MORE THAN TWO WORDS** from the text.

### How to look for work while you study



## Part 3: Exam practice

### Summary completion

Complete the summary below with words from the text underneath. Use **NO MORE THAN THREE WORDS** for each answer.

#### Summary:

Up until recently, students expected to earn good money after graduation. However, there has been a dramatic (1) \_\_\_\_\_ in attitude, and a minority now think that they will work in a field that they are (2) \_\_\_\_\_ for. It is still worth doing higher studies in the UK because the gap in earning between university graduates and the people who do not have university degrees is greater than anywhere else (3) \_\_\_\_\_. Because of the current economic situation, there may be fewer employment opportunities available, so for (4) \_\_\_\_\_, qualifications are very important.

The recession has brought about an abrupt change of mood on university campuses up and down the country. A five-year boom in the graduate job market has been stopped in its tracks and salary expectations, which hit record levels last year, are heading southwards. No wonder only one in five of 16,000 final year students questioned for a recent survey by High Flyers Research said that they expected to get a job for which they are qualified by the time they graduate this summer.

Despite the gloom, the financial case for going to university remains compelling. International surveys continue to show the salary premium enjoyed by UK graduates over those who choose not to go to university as among the highest in the world. In the post-recession world, a university degree is likely to be even more of an advantage to job-seekers than before.

But choosing the right degree course and the right university will also be more important than ever. This does not necessarily mean that students should go only for job-related degrees, but it will put a premium on marketable skills. And it may mean that more universities can be expected to follow the lead of Liverpool John Moores University, which puts all of its undergraduates through a World of Work (WoW) course designed to give them the problem-solving and communications skills they will need at work.

*The Times Good University Guide 2015*, published by HarperCollins, offers a wealth of essential information to help candidates to navigate the maze of university choice, as well as advice on student life. It is the most authoritative guide to universities in the UK and is an essential and comprehensive tool for students and parents.

The online version of the Guide allows students and parents to create their own individual university rankings and to compare the strengths and weaknesses of different institutions by sorting universities according to one of eight criteria – from student satisfaction to research quality and degree results. The table sees Oxford maintain its leadership, despite coming below Cambridge in most of the subject tables. Cambridge has the better record on student satisfaction, research, entry standards, completion and graduate destinations, but Oxford's lead in staffing levels, degree classifications and particularly in spending on libraries and other student facilities makes the difference.

The biggest climbers at the top of the table include Liverpool (up from 43 to 28), Leeds (up from 31 to 27), Sheffield (up from 22 to 18), Edinburgh (up from 18 to 14) and Exeter (up from 13 to nine). St Andrews remains the top university in Scotland, while Cardiff is the clear leader in Wales.

The key information is contained in the subject tables, which now cover every area of higher education. The number of institutions in this year's tables has increased by only one because a fourth university – the West of Scotland – has instructed the Higher Education Statistics Agency not to release its data. It joins Swansea Metropolitan, London Metropolitan and Liverpool Hope universities in blocking the release of data to avoid appearing in league tables.



### Exam tutor

- 1 What can you predict about the missing word?

---
- 2 Why is it a good strategy to skim the passage first?

---
- 3 Which paragraphs will be relevant to the summary?

---
- 4 What are the different types of summaries in this task?

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- 5 What is the word limit for your answers?



## Words related to property

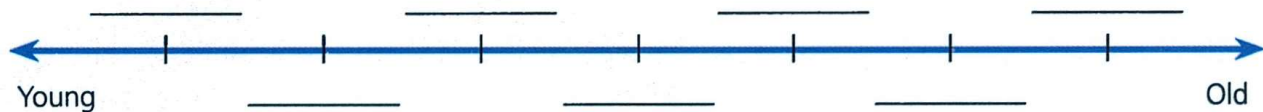
3 Read sentences 1–4 and choose the correct meaning for the words in italics.

- 1 A lot of twenty-somethings want to buy their own homes, according to research carried out on behalf of the Council of *Mortgage* Lenders (CML).
  - a a professional builder
  - b a type of property
  - c a loan for a house
- 2 The CML has asked young people the same questions about their *aspirations* for home-ownership since 1975, and have found that what they wanted has not greatly changed.
  - a belongings
  - b desires
  - c age groups
- 3 As the new academic year starts, students are being warned by Shelter, a UK-based housing charity, to beware of *scams* involving privately rented property.
  - a a trick to get somebody's money
  - b a type of student accommodation
  - c a survey about attitudes
- 4 Over two million tenants in Great Britain had either lost money or had significant problems *retrieving* their deposit whilst renting, despite having formal lease agreements in place.
  - a getting back
  - b asking for
  - c paying first

## Life stages

4 Put the words and phrases into the correct order from youngest to oldest.

baby boomer      elderly      infant      middle-aged  
 octogenarian      septuagenarian      teenager



## Useful nouns and verbs

5 Complete the table with the correct form of the words from Exercise 3.

Verb	Noun
1 _____	research
2 _____	belongings
warn	3 _____
involve	4 _____
5 _____	agreement

### ! Watch out

Use a dictionary to help you find the meaning of new words and then practise using the word, e.g. pronounce it correctly, write an example sentence, find similar words.

## Part 2: Exam skills



### Exam information: True / False / Not Given

This task tests your ability to identify and understand specific information in the passage.

You will be given a number of statements and a passage. You will have to use the information provided in the passage to decide if the statements are true or false, or whether the information is not given in the text.

### Locating topics

- 1 Skim the passage about problems faced by younger generations and tick the topics 1–5 as you read about them. There is one extra topic that you do not need.

#### Topics

1 debt \_\_\_ 2 marriage \_\_\_ 3 guilt \_\_\_ 4 accommodation \_\_\_ 5 participation in society \_\_\_



### Exam tip

The answers will always be in the passage. You never need to use your general knowledge.

For younger generations in the UK, life is increasingly becoming unfair. The world into which they are entering is more testing and uncertain than the one their parents negotiated at the same age. Finding a stable career is harder, home ownership is a pipe dream and while higher education may be more accessible, rising student debt – and national debt – is something they will be paying off for years.

It is a scenario that has been seized on by publishers. Ed Howker and Shiv Malik, both 29, have just finished a book dedicated to the subject. When they began writing their book, they assumed that their constricting circumstances were entirely of their own making. “At first, we were kind of upset with ourselves,” Malik said. “We thought it’s our fault. We’re lazy. We’re not working hard enough. But then we found ourselves getting angry, and we realised we were justified in feeling that the whole country had forgotten about our generation.”

He compared what the Norwegians did with their North Sea Oil revenue (investing it into a £300 billion trust for subsequent generations) to what the UK did (subsidised tax break binge for a few decades). They said it was not a surprise that so many people entered their third decade yet didn’t feel as though they had entered adulthood in any meaningful sense.

Renting is most common among 25 to 35-year-olds, but the instability of short-term contracts makes building a life difficult. Malik said that he had moved flat ten times in ten years. He and his wife now live in a house with a friend. They can afford some luxuries but home ownership or finding ‘a decent job with decent pay’ is more unlikely.

Howker admitted that some Baby Boomer parents helped their children financially, but this was no use. “Nothing is going to slow down social mobility more than young people living lives that their parents have to subsidise. The last thing this country needs is some kind of battle of the generations. But we need to start thinking seriously about what kind of future we want. And if our generation is going to fix that, we need to be active in our communities and in politics.”

## Paraphrasing



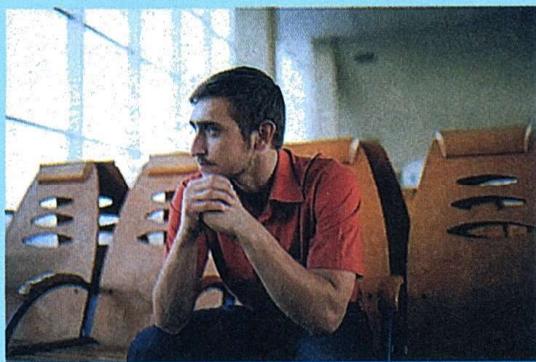
### Exam tip

Paraphrasing is using different words to express the same meaning as the original words. The Reading exam tests your ability to recognise the same meaning in two different texts: a statement and the passage.

## 2 Paraphrase the words in italics in questions 1–3.

- 1 What *proportion* of people under 25 are unemployed at the moment? \_\_\_\_\_
- 2 How many people between 16 and 25 are *unemployed*? \_\_\_\_\_
- 3 What is *the highest level* of unemployment so far? \_\_\_\_\_

## 3 Read the text about youth unemployment and answer the questions in Exercise 2.



The increase in youth unemployment, as those with little or no job experience lose out to experienced workers in increasingly competitive processes, has given rise to concern. More than one in six young people in the UK are out of work, raising fears of a 'lost generation' of potential workers.

Official data showed yesterday that in the last three months, the number of those under 25 and out of work had soared by 50,000, or 6 percent, to 928,000 as school- and college-leavers have

been unable to find jobs. Some 722,000 of these are aged 18 to 24, while the remaining 206,000 are aged 16 to 17.

The unemployment rate among the 18–24 age group is closing in on the all-time high of 17.8 percent which was recorded in March 1993, after the 1990s recession.

## 4 Read the text in Exercise 3 again and find words or phrases that mean the same as phrases 1–4.

- 1 becoming much more difficult \_\_\_\_\_
- 2 fail to get or achieve something because someone else has got it \_\_\_\_\_
- 3 increase dramatically \_\_\_\_\_
- 4 approaching something very quickly \_\_\_\_\_



## Skimming



### Exam tip

Adapt your reading speed according to the task: read quickly (skim) to understand the main idea of a text, but read more slowly (scan) to find specific information.

- 5 Skim paragraph 1 and answer the question below it. Then repeat the procedure for paragraphs 2–4 (i.e. skim the text and answer the question). If you cannot answer the question, give yourself more time to read the paragraphs again.

1

I married in my twenties and then again in my thirties. I was 28 the first time and my wife was 22. While we're talking about numbers, it's probably worth mentioning that our combined emotional age was about 17. We were both still dealing with the experiences of childhood and adolescence, which meant that we were both still unsure of our identities. We weren't unusual in this respect; 21st-century Westerners enjoy a protracted adolescence, during which it can be risky to make any commitments.

How many times has the writer been married?

2

Anyway, we had known each other for two years before we blundered into marriage. Our reasons were laudable enough – love, wanting to be together, that kind of thing. What we hadn't done was to talk seriously about what we wanted from life, in terms of family, careers, where to live, what values to hold dear and so on. This was probably because we didn't have a clue about what we wanted. About three years into the marriage, it became apparent that our views on these matters were diverging. The marriage eventually ended by the time I reached 33.

Did the marriage end because the couple had different backgrounds?

3

I remarried last month at 37. When Clara and I met, we both had well established careers, friends, values, wants and tastes. Far from making us inflexible, we have enjoyed sharing and exploring each other's worlds. I met Clara's host of interesting friends; she met both of mine. I showed her how to eat oysters; she taught me that some flowers are edible. I was introduced to the wonders of travel; Clara was surprised to find out about my love of musicals. We both had disposable incomes and our own flats, so our lives were characterised by meals out, going to concerts and holidays. It was sophisticated, hedonistic and fun.

True or false: the writer says that there are many advantages to getting married when both partners have already established their own identities.



4

Not in a way that left us unprepared for toil and practicality, though. We had our first child a year ago. Our life is unrecognisable from those early days, but we love it – and each other – because we were 'ready' and we knew what we wanted. So, for me, unless you are particularly precocious or extremely self-aware in your twenties, the thirties are a better bet for marriage.

True or false: the writer suggests that his experience is clear evidence that getting married in your thirties is always better.

- 6 Repeat the process from Exercise 5 for paragraphs 1–4 below. Did you complete this exercise quicker than Exercise 5?

1

I got married when I was 26 and my husband was 28. It was a whirlwind romance and although my friends and family said they were delighted, they were also clearly shocked at the speed of events. There were even jokes at the office where we both worked as to whether we'd last a year. That was eight years ago and – at the risk of sounding smug – I am pleased to report that not only are we still together but we are still happy. Although marriage is usually part of a predictable progression within a relationship, for us to do something so ordinary felt almost out-of-the-ordinary. This was partly because none of our friends had plans to settle down but partly because neither had we until we met each other.

True or false: the writer's friends were not surprised at her decision to marry in her twenties.

2

We saw marriage as the beginning of a great adventure. The first five years were spent having fun. We now have two beautiful daughters and a massive mortgage. I would be lying if I said we feel like love-struck teenagers every day, but when times get tough we draw strength from each other. I think this strength is because our family is built on foundations forged entirely from love, rather than convenience or age-related pressures.

Do the writer and her husband own their own house?

3

Our first year of marriage was probably the hardest whilst we learnt to adjust to the rhythm not only of each other, but of married life. For example, he liked going running early in the morning. I'm not a morning person. I liked long walks. He preferred short taxi rides. His ideal weekend was watching sport, mine was going shopping and buying things. I liked rock music. He liked classical music.

True or false: the writer found it hard to get used to living with somebody and to being married.

4

We are still very distinct individuals but we have learnt to compromise and appreciate our differences. I think that's probably the secret to a good marriage. These days I am a huge sports fan, while he loves walking. We went to a classical music concert last month and both agreed it was amazing. Neither of us can really remember what life was like before we met, and to be completely honest, I think we'd have married even earlier had we met in time.

True or false: the writer thinks that a successful marriage is more about understanding the other person than about marrying at a certain age.

## True statements or not given

7 Read questions 1–4 and decide if the statements answer the question (TRUE) or not (NOT GIVEN).

Questions	Statements	TRUE / NOT GIVEN
1 According to the report, are women getting chances they did not have before?	The report showed changing lifestyles and new opportunities for women.	
2 Does this mean that women often have more than one marriage?	The average age at first marriage for women in the UK is now 31.	
3 Does this mean that fewer babies are being born?	The proportion of babies born to those under 25 has halved since 1971.	
4 Do we know if there are more women than men who continue their education after secondary school?	Women now outnumber men in further and higher education.	



## True, false or not given

- 8 Read statements 1–7 and the text about employment. Do the statements agree with the text? Write TRUE, FALSE or NOT GIVEN (if the information is not provided in the text). Explain your answers.

*Unemployment is now worse than it has ever been over the last fourteen years.*

**TRUE.** The text says that unemployment is at a '14-year high'.

- 1 McDonald's is busy after school hours because young people are their main customers.  
\_\_\_\_\_
- 2 In McDonald's, customer satisfaction is partly dependent on who the customers are served by.  
\_\_\_\_\_
- 3 The majority of McDonald's employees are over 60.  
\_\_\_\_\_
- 4 The supermarkets Tesco, Asda and Sainsbury's are larger than Morrisons.  
\_\_\_\_\_
- 5 Morrisons supermarket is financially in a good position at the moment.  
\_\_\_\_\_
- 6 Two thirds of the jobs at Morrisons will be taken up by people between the ages of 25 and 75.  
\_\_\_\_\_
- 7 Morrisons needs more people to work on their tills.  
\_\_\_\_\_



### Exam tip

The questions are in the same order as the text. For example, the information you need for Question 3 will be after Question 2 and before Question 4.



More than one in six young people are out of work, raising fears of a 'lost generation' of potential workers, as unemployment hits a 14-year high. Even McDonald's – a brand synonymous with today's youth – appeared to snub its main customer base with a new campaign to boost the recruitment of older staff. According to a recent study commissioned by the company, customer satisfaction was 20 percent higher in those branches employing workers

over 60. At present, 1,000 of McDonald's 75,000 workers in the UK are over 60.

However, young people were granted some hope yesterday as Morrisons, Britain's fourth-largest supermarket, said that it would employ an extra 2,000 workers this year, having already surpassed the 5,000 jobs that it had said it would create. As job losses have mounted during the recession, supermarkets have been among the biggest recruiters. Morrisons said yesterday that a third of the new jobs would be filled by recruits aged 18 to 24. The jobs include vacancies for butchers, bakers and fishmongers as well as checkout operators. Morrisons trains staff through its own food academy and is aiming to help 100,000 workers gain nationally-recognised qualifications within a year.

## Part 3: Exam practice

### True, False, Not Given



#### Exam tip

You must only use the information in the passage when deciding if a statement is true or false. Do not use your own personal knowledge of the subject. If the passage does not include any information that agrees or disagrees with the statement, then the answer is NOT GIVEN.

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

Write:

**TRUE** if the text confirms the statement

**FALSE** if the text confirms the opposite of the statement

**NOT GIVEN** if it is impossible to know from the text

Statement	Your answer:
1 On average, women marry men who are older than them.	
2 Married couples in their forties are more likely to divorce than others.	
3 Women often stay at home while men go out to work.	
4 People in their thirties usually have not made much money yet.	
5 People's experiences in their previous relationships can damage their current relationships.	
6 People who marry in their thirties are pressured by their families to have children quickly.	

The trend is to get married later in life, but Andrew G. Marshall argues that the earlier you commit, the greater your chances of a long, happy partnership.

Over the past 35 years we have been waiting longer before settling down. According to the Office for National Statistics, men are getting married for the first time seven years later and women six years later. This means that the average man is aged 32 when he asks "Will you marry me?" and the average woman is 29 when she says "Yes". But is this trend towards the thirty-something marriage making us happier and more satisfied? And when it comes to the forty-something crunch – the most common age for divorce – who is most vulnerable: those who took the plunge earlier or the ones who waited longer?

When couples seek my help, I start by asking for the history of their relationship. People who married in their twenties often report challenging times at the beginning: living with in-laws, financial problems or moving around the country as one partner climbed the career ladder. Also, couples who marry relatively early can grow apart, especially when one partner has been successful at work, travelled, met new people and grown in confidence while the other has been more home-based.

However, the greatest threat to the twenty-something marriage is when the couple reach their 40s and wonder if the grass could have been greener elsewhere. By contrast, the thirty-something marriage seems to sidestep these problems. At this age, people are more established in careers and can start a relationship on a firm financial footing. They have a clearer idea of who they are and what they would like from life. When these couples reach their forties, they are less likely to feel they have missed out.

Yet, when faced with forty-something couples, I always feel more optimistic about the outcome for those who married in their twenties than those who married in their thirties. Why should this be? If you marry later on in life, you are more likely to bring negative experiences into your relationship. For example, for someone who once had a domineering or anxious parent – forever quizzing them about their movements – an innocent inquiry such as “What time will you be home?” can cause resentment.

Another problem of marrying later is higher expectations. This is because many people tell themselves “I deserve the best” or “This person has to be Mr/Miss Right”. There is nothing wrong with this strategy. But unfortunately, if the marriage does not live up to these standards, bitterness may begin to grow and the desire to find perfection elsewhere gets stronger.

The final issue about getting married at any age, but particularly in your thirties, is the decision to start a family. The demands of small children can be a shock for couples and can test the relationship. This sense of burden is worse if the grandparents are older or do not live nearby, and therefore cannot offer practical help.

Although the ultimate deciding factor for the success of a relationship is the character, determination and generosity of each partner (and that is not determined by age), my advice is always to follow your heart but take your mind with you.



### Exam tutor

- 1 Which reading skill should you use to understand the main idea?

---

- 2 Which reading skill should you use to find specific information?

---

- 3 Will the passage use the same words and phrases as the statements?

---

- 4 Can you use your own knowledge for the statements?

---

- 5 What answer should you give when the passage does not agree or disagree with the statement?

# 9 Community spirit

**Language development** | Places and groups; Words related to communities

**Exam skills** | Identifying topics; Identifying types of information; Matching information to paragraphs

**Exam practice** | Matching information

## Part 1: Language development

### Places and groups



1 Look at the photos. Which words in the box can you see in the photos?

campus   city   country   house   neighbourhood   region   street   suburb

2 Organise the words from Exercise 1 according to their size (small to large).

3 Match the words 1–6 with the definitions a–f.

1 a neighbourhood

2 a community

3 a club

4 an organisation

5 a suburb

6 the outskirts

a a group of people interested in a particular activity who meet on a regular basis

b an area on the edge of a large city, usually where city workers live with their family

c the people who live in a particular area

d the outer area of a village, town or city

e a professional group of people who have the same occupation or purpose

f a small area of a town where people live or work

## Words related to communities

4 Complete the text about a community event with the correct words in the box.

amateur awareness immediate initiative outskirts reputable setting

'The Big Lunch' is a new (1) \_\_\_\_\_ that aims to bring communities together over a large plate of sandwiches. More than 7,500 people have been busy (2) \_\_\_\_\_ up these special lunch events across the UK.

One of these events is being organised in the village of Wolvercote, on the (3) \_\_\_\_\_ of Oxford, and they are expecting 300 people.

"We want to create a chance for people to meet their (4) \_\_\_\_\_ neighbours as well as other people in the neighbourhood. We would also like to encourage people to shop locally and to raise (5) \_\_\_\_\_ of the different clubs and societies we have, such as the running club or the (6) \_\_\_\_\_ dramatics society," says the organiser. Planned events include face-painting and fitness classes, and there will be stalls selling home-grown food and juices.

The Big Lunch can be beneficial in other ways, too. It's a great way to find (7) \_\_\_\_\_ tradespeople, such as painters or decorators.

5 Skim the text about a campaign. How is it similar and different to the event in Exercise 4?



The Prince of Wales is backing a campaign by 250,000 volunteers to save Britain from unsightly buildings and developments.

The initiative, entitled Street Pride, aims to mobilise communities into taking an active role to prevent local roads, squares and precincts being spoiled. It is a national campaign backed by 1,000 civic groups across the country and the organisers say that they want more supporters to join the vibrant body of activists.

Griff Rhys Jones, the comedy actor and presenter, will act as the figurehead for the campaign, which will be supported by English Heritage, the well-known organisation that protects and promotes England's historic environment.

There are already many campaigns. Activists in Tonbridge, Kent, are determined to reboot the high street and assert its importance as a landmark in the town. In St Albans, locals are opposing a warehouse development that would ruin the peace and beauty of their historical city.

Elsewhere there are plans to provide good playgrounds and save open spaces for community recreation. A priority will be to work with schools and to inspire children from an early age to value their local streets and historical buildings.

6 Complete the collocations with the correct words from the text in Exercise 5.

Adjectives	Nouns
active	1 _____
2 _____	campaign
a civic	3 _____
4 _____	spaces
5 _____	streets
historical	6 _____

Verbs	Nouns
back	7 _____
mobilise	8 _____

7 Which words in the text in Exercise 5 mean ...

- 1 related to the duties and administration of a town or community?
- 2 people who want to bring about political or social changes by campaigning in public?
- 3 a building that is easily recognizable, especially one that helps you understand where you are?
- 4 a person who is recognised as the leader of a group?

8 Complete the tables with the correct form of the words.

Noun	Adjective
suburb	1 _____
charity	2 _____

Verb	Noun
participate	3 _____
initiate	4 _____
5 _____	a volunteer

Noun	Noun (person)
action	6 _____
7 _____	a campaigner
support	8 _____



**Exam tip**

Use a dictionary to check the spelling of different forms of words.

9 Complete sentences 1–5 with words from Exercise 8.

- 1 Many people do not realise that some schools have \_\_\_\_\_ status.
- 2 The charity relies on a team of \_\_\_\_\_ who work without any fee, though they do receive training.
- 3 The principal is supporting a new \_\_\_\_\_ to bring together business leaders and students to identify employment opportunities.
- 4 Thousands of people \_\_\_\_\_ in the protest and many roads were closed across the city.
- 5 When my aunt was younger, she worked as a \_\_\_\_\_ for a political party.



## Part 2: Exam skills



### Exam information: Matching information

This task tests your ability to scan for specific information in a passage. You will be given a numbered list of information and a passage divided into sections labelled A, B, C, etc. You will have to match the specific information to the different parts of the passage.

## Identifying topics



### Exam tip

This task is not the same as 'Matching headings'. This task asks you to scan for specific information in part of the text, but 'Matching headings' asks you to scan for the main idea of a paragraph.

### 1 Read texts 1–4 and match to the topics a–c.

1

Everybody knows the positive influence a respectable school in the neighbourhood can have on property prices. So, what do you do when you don't have one?

- a the importance of good schools
- b rising property prices
- c the price of education

2

A group of like-minded people have successfully bid to start an eco-school in local woodlands in the USA. The parent-led group has just appointed a principal. The junior school, with space for 210 pupils, will open in September.

- a applying for jobs in schools
- b the power of parents
- c environmentally-friendly buildings

3

The group is just one of a growing number across the city: people banding together to improve their neighbourhood, from saving a historic building to starting youth groups, where teenagers meet up and learn new life skills.

- a the importance of healthy eating
- b the disappearance of traditional life
- c the trend of taking action

Across Britain, a community spirit is growing. The fact that most of the schemes are also green adds to their appeal. So, what is going on, and could you do the same in your area?

- a the attraction of green schemes
- b a call to action
- c growing your own vegetables

## Identifying types of information



### Exam tip

For this task, you have to find *specific* information in a paragraph. Underline the key words in the sentences to help you identify what to read for.

## 2 Match the underlined information in sentences 1–6 with the types of information a–f.

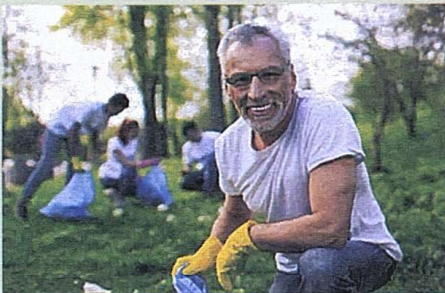
1 London's East End community has changed. The old family structure – <u>in which mums had a lot of influence and sons followed dads down the docks</u> – is officially dead.	a reason
2 Many of those interviewed come across as model citizens. <u>Their children are better disciplined and are starting to achieve good grades</u> , which is in sharp contrast to the first generation.	b explanation
3 The authors draw some important conclusions from all this. <u>Their main recommendation is a fresh approach to the culture of entitlement.</u>	c example
4 The study found that among families running their own businesses, there was a strong sense of loyalty endures. <u>Working together encourages mutual support.</u>	d comparison
5 Step back another half-century and you find a different scene: <u>a place inhabited by up to 150,000 immigrants.</u>	e summary
6 <u>Like some of the street markets that have sprung back to life in the past few years,</u> the community could, over time, reinvent itself.	f description

## 3 Read the text about volunteers and underline examples of the types of information a–c.

a a reason

b an example

c a summary



As I have worked with volunteers and volunteer groups for many years, I can vouch for the fact that the community spirit is flourishing. Every day I watch volunteers interacting with nature or their fellow human beings, and in doing so, enriching themselves and finding a sense of fulfilment.

In my current job, I place volunteers with a variety of charities and organisations. Our volunteers range in age from 17 to 70, and come from a wide range of backgrounds, but they are all willing to give their time in order to help others. They are proof that we live in a rich multicultural environment. Volunteering is one of the most powerful forces for good in our society.

4 Read the text about local government and underline examples of the types of information a–c.

- a a comparison      b a description      c an explanation

Don't forget the power of local government when it comes to issues in your neighbourhood. In geometry, the shortest distance between two points is a straight line. In politics, if you have a local issue, take the shortest route and go first to your local council. Some issues are far better dealt with at community level. I live in an area where there is lack of infrastructure, lack of amenities, and a risk of flooding. There is a tendency to become quite angry if such issues are not dealt with. Keeping calm and electing the most level-headed member of the group as spokesperson will help your cause.

Another big problem is ghost estates, neighbourhoods with half-empty or empty buildings. Residents should ask their local politicians what will happen to these developments and how they plan to make things better.

### Matching information to paragraphs



#### Exam tip

In this task, there could be parts of the text that will **not** match any information and there could be parts that will be matched more than once.

5 Read the text about rural shops. Match the paragraphs A–C to the specific information 1–3. You can use any letter more than once.

- 1 a plan to prevent something from happening      2 the number of facilities disappearing  
3 an example of a fund-raising activity

A

According to the Rural Shops Alliance, 600 country shops closed last year. Add the post office closure programme into the mix and thousands of neighbourhood hubs are being removed from village life.

B

The people of Avebury, in the UK, are among those trying to reverse the process. In April last year, their village shop closed when the adjoining post office shut down. Last week, however, it reopened. The villagers, led by a small steering group, banded together to raise enough money to save it: 241 people bought £50 shares, with another £5,000 coming from local donations and nearly £40,000 from charitable schemes.

C

The National Trust, the organisation which owns the building, offered the group a minimal rent. A local craftsman made the shop sign and fitted out the interior, and another volunteer regularly bakes cakes to sell. The shop, manned by a part-time manager and more than 30 volunteers, stocks everyday household items, as well as newspapers and some fresh food. There will also be post office facilities for part of the week.

## Part 3: Exam practice

### Matching information

The following passage has seven paragraphs, labelled **A–G**. Which paragraphs mention the following information? You may use any letter more than once.

- 1 the relationship between local environment and behaviour
- 2 the benefits of asking around
- 3 becoming an organiser
- 4 partnerships against crime
- 5 problems which have advantages
- 6 aspects of neighbourhood research



#### Exam tip

For your answer, write the letter of the correct paragraph/part.

- |         |         |         |
|---------|---------|---------|
| 1 _____ | 2 _____ | 3 _____ |
| 4 _____ | 5 _____ | 6 _____ |

#### **Will you love your neighbours?**

##### **A**

When you are interested in buying a house, it's easy to check the location and specifications of the house, but how can you assess an area's community spirit – not just if the neighbours are friendly, but whether people will get involved in helping to deliver public services, setting up social enterprises and tackling local issues? Here are some tips for finding out what an area's community spirit is like.

##### **B**

If an estate agent shows you around, ask for the vendor's phone number. "Meeting the seller is an opportunity to find out what an area is like," says Chris Gittins, manager of Streets Alive, a company which works with residents, councils and voluntary groups to build communities by hosting events and activities in the street. It is also worth trying to meet the neighbours to find out more about an area. If you don't find anyone at home, or don't get a clear response, try talking to someone in the nearest shop or café.

##### **C**

Living Streets, which promotes safe, active and enjoyable streets, says steer clear of heavy traffic. Its research shows that people living on busy streets shield themselves from noise, don't go outside and restrict their children's independence – all of which reduces interaction with neighbours. And although an open space may seem like an asset, it can also become a source of conflict, says Dominic Church, senior adviser at the Commission for Architecture and the Built Environment. "If

they are not kept clear and nobody is clearly responsible for the maintenance, they can become breeding grounds for graffiti, antisocial behaviour and kids messing about," he says.

### D

Local police can tell you whether there is a crime prevention group in your area. Living in an area with a group doesn't just reduce your insurance premiums and ensure that the police tackle local issues such as theft: research shows that even when neighbours have nothing in common they share a desire to create a safe area and create a community spirit. If there isn't a group, find out why.

### E

Councils have lists of local voluntary organisations that can help to reveal the interests and activities of local communities. Some councils also run award schemes, which may include prizes for active and inspirational groups. Search the web, use social media and post queries on forums to find out residents' views. This may give you more varied and up-to-date information than the council. Look online to see if there are any plans to set up a new free school in the area. This is a sign of socially engaged parents and community motivation.

### F

Floods, high crime levels and other issues can give a neighbourhood a bad image, but they can boost community spirit. A recent case of serious flooding brought one village together to repair homes but also to tackle climate change, which then led to a low-carbon group that went on to win national competitions. Crime statistics can again be found online and will provide useful information on crime and antisocial behaviour by area and police force. You can search by five types of crime and get details of your local neighbourhood policing team, its contacts, and the next meeting with residents.

### G

If you are confident about the house, you could go ahead with the purchase and even hold a street party to boost community spirit. "People who have just moved into an area are critical in setting up street parties," Gittins says. "After two or three years it becomes harder – they meet neighbours, get set in their routines, and feel less motivated to become involved."



## Exam tutor

- 1 Why is it a good idea to skim the passage first?

---

- 2 What type of information are you looking for in the passage?

---

- 3 Why is identifying keywords in the sentences useful?

---

- 4 Will the information in the passage use the same words as in the sentences?

---

- 5 Will each part of the passage be used for the sentences?

# 10 On the move

**Language development** | Accommodation and transport; Transport and tourism; Synonyms related to transport; Word building

**Exam skills** | Recognising opinions and facts; Identifying opinions that agree / disagree; Recognising 'missing' information; Identifying opinions and information

**Exam practice** | Yes / No / Not Given

## Part 1: Language development

### Accommodation and transport



1 Complete sentences 1–4 with the correct words in the box. Use the context to help you.

4x4      bike rentals      campsites      cottages      cruise  
people carrier      resorts      streetcars      trucks      youth hostels

- 1 Many people trade in their car for a larger vehicle, like a \_\_\_\_\_, when they become parents and need more room for their children and luggage. Some people prefer a \_\_\_\_\_ because they think it is safer than other cars on the road.
- 2 The \_\_\_\_\_ are used by tourists as well as residents of the city. They're straightforward to use and very inexpensive. Users are advised to pay close attention to other traffic, especially \_\_\_\_\_, as these vehicles have restricted visibility and may struggle to see a cyclist. Many tourists prefer to use \_\_\_\_\_ or another form of public transport.
- 3 Whether you want to enjoy the timeless elegance of a \_\_\_\_\_, unwind at one of our luxury \_\_\_\_\_ or enjoy home-to-home comforts in a picturesque self-catering \_\_\_\_\_, we offer you an unforgettable vacation in the most exclusive destinations.
- 4 \_\_\_\_\_ remain as the most popular place to stay for students and younger people who are travelling the world or just visiting another city for a few days. \_\_\_\_\_ also maintain their status as the most popular choice for families, not just because of the low prices but also because of the social aspect of meeting other like-minded families.

## Transport and tourism

2 Skim the short texts 1–7 and decide if they are about *transport* or *tourism*. Underline the words that support your answers.

1

Smaller-size 'city' cars have become increasingly popular in recent years, as drivers make choices based on the environmental impact of their car and lower running costs.

2

The study found that the rise in popularity of four-wheel drives and other larger vehicles was causing far more pollution through CO<sub>2</sub> emissions than originally expected.

3

Travel is about gaining a greater understanding of other cultures and societies: in today's survey, 70% said it was important to experience the way of life in other countries.

4

There is great public demand for cycle lanes in the city with two in three cyclists citing this as their number one concern. However, a transport consultant claimed that drivers were at fault and should learn how to interact safely with cyclists, especially on congested roads.

5

A number of areas have been identified where poor maintenance of cycle paths in the suburbs has led to complaints. In some cases, paths were even blocked by dangerous obstacles.

6

The mayor believes measures such as the ban on trucks in the city centre, and the bicycle rental and bike-to-work schemes, have been very effective in reducing traffic congestion.

7

North America and Britain have been Ireland's strongest tourist markets for many decades, though Australasia and Europe are slowly becoming more popular.

3 Complete the collocations 1–6 with words from Exercise 2.

- 1 \_\_\_\_\_ demand
- 2 \_\_\_\_\_ roads
- 3 \_\_\_\_\_ maintenance
- 4 \_\_\_\_\_ an understanding
- 5 \_\_\_\_\_ congestion
- 6 \_\_\_\_\_ markets

### Watch out

Try different ideas and definitions when working out the meaning of new words. Then choose the most logical explanation that fits the sentence.

**4** Read sentences 1–3 and choose the correct meaning (a-c) of the words in italics.

- 1 Most larger vehicles and nearly all commercial traffic fall into the higher road tax *brackets* and drivers will pay in excess of £300 a year to legally drive car.
  - a a building or street
  - b a category
  - c a group of people
- 2 Serious road traffic accidents are deeply upsetting for those involved, but they also constitute an economic *burden* to society, as accidents can cost hundreds of thousands of dollars.
  - a an advantage or financial benefit
  - b the price of goods or a service
  - c something difficult that has to be dealt with
- 3 Legal requirements prohibiting new drivers from travelling at night or with passengers may seem attractive but would be challenging *to enforce*.
  - a to make people obey a law or rule
  - b to make something stronger or more intense
  - c to continue doing something

## Synonyms related to transport

**5** Underline synonyms of the words or phrases in italics in sentences 1–5.

- 1 In tourism, you have to make a decision about the kind of *clientele* you want – and good marketing and advertising will help companies attract the customers they want.
- 2 With increasing global economic uncertainty and variable exchange rates, many people are choosing to holiday at home and take day-trips to local tourist attractions. These *staycations* may result in minor gains to the tourism sector.
- 3 The tourism industry is worth billions to America, and has been identified as one of the *sectors* with the highest employment figures.
- 4 A new city-wide initiative wants to increase the number of people who travel to work by bicycle. Just 7% of *commuters* use bikes and the aim is to increase this to 15%.
- 5 The provision of safe cycle lanes in the city is an urgent issue, according to a *lobby group* spokesperson, who recommended following the approach taken in Denmark. Cycle campaigners are also fighting for better road signs alerting drivers to cyclists.

## Word building

**6** Complete the table with the nouns.

Verb	Noun
involve	1 _____
interact	2 _____
attract	3 _____
encourage	4 _____
publish	5 _____
provide	6 _____

**! Watch out**

Learn common noun endings to help you increase your vocabulary and improve your spelling, e.g. *-ment, -sion, -tion*.



## Part 2: Exam skills

### **i** Exam information: Yes / No / Not Given

This task tests your ability to recognise the writer's opinion. You will be given a set of statements and a passage. You will have to read the passage and decide if the statement agrees (yes) or contradicts (no) with the writer's opinion, or if the writer's opinion is not given (not given).

## Recognising opinions and facts

### **💡** Exam tip

An opinion is based on a person's personal view and it is not a fact. A fact is something that is proved to be true. In the exam, you will need to recognise the difference between the writer's opinions and facts.

### 1 Read statements 1–4 and decide if they are a fact (F) or an opinion (O).

- 1 London Heathrow Airport serves the most international destinations. \_\_\_\_\_
- 2 Frankfurt Airport always has friendly and helpful staff. \_\_\_\_\_
- 3 Thai Airways has won a prize for the 'Best Airport Services'. \_\_\_\_\_
- 4 The building of an additional runway at the airport is an excellent idea. \_\_\_\_\_

### 2 Read the text and statements 1–3. Write YES if the statement is expressed in the text or NO if it is not. Underline the words in the text that support your answer.

Since then, controls on outbound travel have been relaxed further, partly through the simplification of visa applications which has, in turn, addressed the demand for independent travel, particularly among young people.

*Controls on outbound travel have already been relaxed. YES*

- 1 Young people are the only group that want to travel independently. \_\_\_\_\_
- 2 There is more than one way in which controls on outbound travel have been relaxed. \_\_\_\_\_
- 3 The changes to controls on outbound travel are one of the reasons why independent travel has increased. \_\_\_\_\_



## Identifying opinions that agree / disagree

3 Read the text about visitors to the UK. Then read statements 1–5 and write YES if the statement expresses the writer's opinion or NO if it contradicts the writer's opinion.

- 1 The reasons why the people visited last year were, in order of importance, tourism, business and social reasons. \_\_\_\_\_
- 2 Three reasons for visiting are Britain's historic buildings, shopping and Premier League football. \_\_\_\_\_
- 3 The visitors like exclusive brands. \_\_\_\_\_
- 4 Burberry, Gucci, and Louis Vuitton are not basic items. \_\_\_\_\_
- 5 People can buy luxury items in China at lower prices than in Britain. \_\_\_\_\_



Last year's visitors from China were split fairly evenly between holidaymakers, businessmen and people visiting friends and relatives. Britain's historic buildings and shopping are among the biggest attractions for holidaymakers, although other reports highlight the strong interest in Premier League football.

London's shopping emporia satisfy most visitors' appetite for luxury goods such as Burberry, Gucci and Louis Vuitton fashion items. Import tariffs and taxes mean that such goods are 30 percent cheaper than the equivalent items in China — and they are less likely to be fakes.

Other significant factors in the rising tide of visitors from China are the increasing ease and cheapness of travel, such as the new airports or runways that are being built and therefore offer greater flight connectivity.

## Recognising 'missing' information



### Exam tip

When the text includes information that relates to a statement, think carefully about whether the text expresses the same opinion as the statement.

4 Read the text in Exercise 3 again. Then read statements 1–5 and write YES if the statement expresses the writer's opinion or NG (Not Given) if the writer has not expressed an opinion.

- 1 Chinese women do not travel for business. \_\_\_\_\_
- 2 Chinese travellers visit Buckingham Palace and the Tower of London. \_\_\_\_\_
- 3 Most fashion items are cheaper in Britain than in China. \_\_\_\_\_
- 4 It is cheaper and easier for visitors to travel than in the past. \_\_\_\_\_
- 5 There are more airports than in the past. \_\_\_\_\_



## Identifying opinions and information

- 5 Read sentences 1–5. Then read statements a–c below each sentence 1–5 and write YES if the statement is expressed in the sentence, NO if it contradicts the sentence and NG (not given) if the information is not in the sentence.
- 1 One traveller in five is avoiding travel agents and booking holidays from their home.
    - a Twenty percent of people are staying at home rather than booking a holiday through a travel agent. \_\_\_\_\_
    - b Twenty percent of travellers have had bad experiences with travel agents. \_\_\_\_\_
    - c Twenty percent of travellers are booking their holidays directly, without help from travel professionals. \_\_\_\_\_
  - 2 Holiday companies say that customers are becoming more confident about booking packages online.
    - a Travel agents have noticed that their customers are more confident than they used to be. \_\_\_\_\_
    - b Travel agencies have noticed that people now feel more able to book their holidays. \_\_\_\_\_
    - c More holidays are booked through the internet than by travel agents. \_\_\_\_\_
  - 3 This puts increasing pressure on Britain's estimated 9,000 agents, which have already been suffering from competition from low-cost airlines.
    - a The British travel industry has experienced some setbacks. \_\_\_\_\_
    - b Travel agents do not understand that competition can be positive. \_\_\_\_\_
    - c After competition from low-cost airlines, business is now getting better for travel agents. \_\_\_\_\_
  - 4 The director of an international travel company warned that travel agents will have to act faster and get closer to their customers to survive.
    - a The director thinks that travel agents have always been slow to react. \_\_\_\_\_
    - b The director thinks that travel agents are at risk of having to close. \_\_\_\_\_
    - c The director thinks that travel agents react quickly to customers' needs. \_\_\_\_\_
  - 5 He added that in five years there will probably be a third fewer travel agents than now.
    - a He said that there may be some more travel agencies in the future. \_\_\_\_\_
    - b Five years from now, there are likely to be two thirds of the amount of travel agents there are now. \_\_\_\_\_
    - c In the next decade, a lot of travel agencies will go bankrupt. \_\_\_\_\_



6 Read the text below about visitors to the UK and find words and phrases that have a similar meaning to the definitions and paraphrases 1–7. (1–7 are not in the same order as the text.)

- 1 a list that shows how successful an organisation is in comparison to other similar organisations \_\_\_\_\_
- 2 an amount expressed as a number \_\_\_\_\_
- 3 to calculate the position that someone or something has on a scale \_\_\_\_\_
- 4 an increase \_\_\_\_\_
- 5 to reach \_\_\_\_\_
- 6 to say that an event will happen \_\_\_\_\_
- 7 an official statement or report about something that is likely to happen \_\_\_\_\_



### Exam tip

Identify keywords in the statements. Think about the meanings and then look for paraphrases of the keywords in the text.

China moved into the UK's top 10 inbound league table last year with visits hitting a record-breaking 337,000, up 29% on 2016, and spending up 35% to a record £694 million.

Visitors from China spent, on average, £2,059 per visit in Britain in 2017. They also stayed longer, holidaymakers from China stayed an average of 11 nights compared to the average of six, and travelled more widely across the UK than other visitors. Experts predict these figures will continue to rise over the coming years.

Official figures suggest that 26.8 million people from China made overseas trips last year. The top destinations were Hong Kong, Macau, Singapore and South Korea. That figure is forecast to hit 100 million by 2025; almost four times the amount of travellers last year.

## Part 3: Exam practice

### Yes / No / Not Given

Read the following passage. Do the statements agree with the views of the writer? Write:

- YES** if the statement agrees with the views of the writer  
**NO** if the statement contradicts what the writer thinks  
**NOT GIVEN** if it is impossible to know what the writer's point of view is

- 1 The route between Papa Westray and Westray is officially the shortest scheduled domestic flight in the world.
- 2 There is more than a mile between Papa Westray and Westray.
- 3 Loganair does not charge to fly Westray Junior High pupils to school.
- 4 Pupils from Papa Westray and from Westray go to Orkney to study for their Highers.
- 5 The airline claims that the flight is useful for tourists as well as residents.
- 6 Music, art, craft, physical education and home economics are rarely taught on the islands.

Some children moan about having to get a bus to school. Six teenagers on a remote Scottish island, however, have the rather more exciting prospect of going to school by plane on what is believed to be the world's shortest domestic flight.

The journey from Papa Westray to Westray in the Orkney Islands takes 96 seconds, covering a distance of just over a mile. With a tail wind, it can take as little as 47 seconds. Normally the teenagers go by ferry but when the vessel was taken out of service for refurbishment, Loganair, an airline company, stepped in and offered to fly them to Westray Junior High.

Six students, all aged 13–14, will be flown to and from school until the end of the year when the ferry, the Golden Mariana, is scheduled to return, Loganair said.

Papa Westray has a population of 70 and no secondary school. Westray, home to more than 600 residents, has about 70 pupils enrolled at the junior high and nine full-time teachers. The school provides education to Standard Grade level. The six teenagers from Papa Westray take the flight every Tuesday morning, stay with host families for two nights and then catch a return flight on Thursday after school. Pupils from either island choosing to study for their Highers\* must travel to Kirkwall, the capital of Orkney.

Loganair, which operates the eight-seater service in an Islander plane, has changed its schedule to ensure that the children get to school on time. The company claimed that the flight was the shortest in the world. The physical distance is shorter than the length of the main runway at Edinburgh Airport. However, Guinness World Records said that it did not yet recognise the world's shortest scheduled domestic flight. "The category is currently under research," a spokesman said.

Jonathan Hinkles, the commercial director of the airline, said: "While it is a popular tourist route for many visitors to Scotland, it is also a vital lifeline for those residents who live, work or do business in the Orkneys and it will make all the difference to ensuring that those children who live on Papa Westray can continue their schooling throughout the winter months."

Willie McEwen, acting head teacher at Westray Junior High, said: "We're delighted that Loganair has come forward with this solution. Our children will enjoy the flying especially as, at this time of the year, it can be quite rough on the boat. This kind of flexibility is an essential part of island life and the youngsters take it all in their stride."

The Islander air service, which carries around 20,000 passengers each year, is critical for local residents during the long winter months. It delivers food, mail and newspapers, and provides a lifeline between the islands and mainland Orkney.

In addition, Loganair regularly carries visiting teachers out to the islands to lead lessons in subjects including music, art, craft, physical education and home economics.

**Glossary:**

**Highers:** national school-leaving exams in Scotland



**Exam tutor**

- |                                                                                                                                                          |                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1</b> Are the passages factual?</p> <hr/> <p><b>2</b> When should your answer be 'yes'?</p> <hr/> <p><b>3</b> When should your answer be 'no'?</p> | <p><b>4</b> When should your answer be 'not given'?</p> <hr/> <p><b>5</b> Can you use your own knowledge for the answers?</p> <hr/> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|

# 11 Culture

**Language development** | Words related to culture; Word forms; Words with multiple meanings

**Exam skills** | Identifying facts and opinions; Recognising topics and features; Skimming and scanning; Paraphrasing; Matching statements to the text

**Exam practice** | Matching features

## Part 1: Language development

### Words related to culture



1 Choose the correct definition(s) for *culture*. Which definitions of culture are shown in the two photos above?

- a the education systems adopted in other countries
- b the development of intellectual abilities, such as appreciation of the arts
- c the way of life, habits, traditions and beliefs of people

2 Which words in the box do you associate with the different definitions of culture?

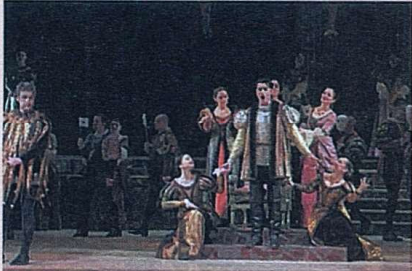
ballet	basketball	bowling	bingo
classical music	customs	gossip magazines	graffiti
history	literary festivals	multiplex cinemas	opera
reality TV	rock concerts	soap operas	take-away meals



### Exam tip

When you skim texts to get a general understanding of the subject matter, ask yourself: What is the topic? What is the writer's view? Who is the audience?

### 3 Skim the text and write a short summary of it in no more than 40 words.



How affordable is access to culture? One great *myth* of our time is that tickets for opera, theatre, ballet and orchestral concerts are too expensive, especially for the young. This is infuriating as it's not factual. The cheap tickets to hear London's orchestras are around £10 — same as a cinema ticket, and lower than many music and comedy *venues*. For comparison, when the Los Angeles Philharmonic perform with top soloists and *conductors* the cheapest seat is over £30; and at the Berlin Philharmonic, it's around £50.

Finding cheap tickets to the opera and ballet isn't so easy though. True, British companies don't charge the *astronomical* prices found elsewhere (over £2,000 for a good seat at the recent premiere of *La Scala's Carmen* in Milan, Italy), but the tickets are still pretty *steep*. *Plump* fees paid to star performers partly account for that. Luckily, however, one innovative technological invention has transformed the scene: live (or slightly delayed) cinema transmissions. The New York Metropolitan Opera now *transmits* its shows to 800 cinemas round the world. Cinematic opera is excellent value. For £10–£20, you can sit in your local cinema and see a high-definition *relay* of what's occurring on the world's grandest operatic stages. No, it's not the same as being there. But in some ways it's better. The sound is *impeccable*. The close-ups, particularly of dancers, are incredible. And you will still react to the show as part of a live audience, rather than sitting on your own at home.

To me, this evidence, together with free museum admissions, indicates that the arts world should stop worrying that its audiences exclude anyone who isn't wealthy. Anyone who can afford to visit a café can also afford to see top-quality drama, music and dance. The real battle now should be ensuring that schoolchildren are given enough opportunities to experience the arts and to make them want to buy all those cheap tickets when they are older.

### 4 Read the text in Exercise 3 again and complete the table.

Words that relate to money	Examples of the arts or entertainment	Positive adjectives	Negative adjectives

5 Match the words in italics from the text in Exercise 3 on page 95 with the definitions a–i.

- a to broadcast something through a traditional form of media \_\_\_\_\_
- b a belief or explanation that many people believe but which is actually untrue \_\_\_\_\_
- c perfect, with no faults \_\_\_\_\_
- d a person who stands in front of an orchestra or choir and directs its performance \_\_\_\_\_
- e expensive \_\_\_\_\_
- f the place where an event or activity will happen \_\_\_\_\_
- g big, fat \_\_\_\_\_
- h very large \_\_\_\_\_
- i a signal \_\_\_\_\_

## Word forms

6 Write the form for each matched word in Exercise 5.

- |                     |         |         |
|---------------------|---------|---------|
| a <i>verb</i> _____ | d _____ | g _____ |
| b _____             | e _____ | h _____ |
| c _____             | f _____ | i _____ |

## Words with multiple meanings

7 Look at your answers to Exercise 5 again. Which words can also have the meanings 1–6? Is the form of each word the same?

- 1 (n.) a well-known fictional story, often very old, which explains natural events or beliefs
- 2 (n.) a substance that heat or electricity can pass through
- 3 (n.) the science of celestial objects, such as planets and stars
- 4 (adj.) rising at a very sharp angle and difficult or dangerous to travel up
- 5 (v.) to hit pillows or cushions to make them regain their shape and be more comfortable
- 6 (n.) a race between two or more teams, for example, runners or swimmers, where each member of the team completes one section of the race





## Part 2: Exam skills

### **i** Exam information: Matching features

This task tests your ability to identify opinions, and recognise the connections with facts in a passage. You will be given a numbered list of statements, a list of features from the passage, and a passage. You will have to read the passage and match the features to the numbered list of statements.

### Identifying facts and opinions

- 1 Read the text and underline one fact and three more opinions.

*opinion: The arts are more important than almost anything else.* But it is also very difficult to create and often difficult to understand. And, come to that, how does society pay for the arts? Answering this question is now more urgent than ever. The government has recently announced that it will cut the arts budget, so we need to think about what can be done.

### Recognising topics and features

- 2 Read the text and the list of topics and features. Which are not mentioned in the text?

A study commissioned by the Australian government to tackle obesity recommended this month that children under two should be banned from watching TV and using electronic media such as computer games. It also said those aged two to five should watch no more than one hour a day, as exposure to TV at an early age could delay language development, affect concentration, and lead to obesity.

**Topics and features:** *research, Australia, obesity, learning other languages, young children, TV, reading books, computer games, language development, diet*

- 3 Identify the topics and features in Text A and Text B.

A

For many years the official advice to parents from the American Academy of Paediatrics had been that children under two should not use any electronic media. However, a recent law was passed that required all television units to have V-chip technology. This allowed parents to block certain programmes based on their ratings category. A password prevents children from changing the settings.

**Topics and features:** \_\_\_\_\_

B

Over the past thirty years the globalisation of the economy has proceeded at a faster pace than ever. Customers, suppliers and employees often come from all over the globe, resulting in an increasingly diverse workforce and business environment. Managers routinely interact with and rate the performance of employees from diverse backgrounds.

**Topics and features:** \_\_\_\_\_

## Skimming and scanning



### Exam tip

Skimming and scanning are useful techniques for this task because they help you to understand the main idea(s) as well as the important details in texts.

- 4 Look at the example with paragraph 1. Skim paragraphs 2–4 and make notes about the main idea(s). Then scan paragraphs 2–4 and make notes of the important information.

1 In Western culture, traditionally job performance appraisal systems were related to the completion of tasks specific to the job. Chinese tradition, on the other hand, is rooted in collectivist philosophies such as the Confucian principles of benevolence, conduct, loyalty and good manners. More than 2,000 years ago, Confucius described an ideal commonwealth state in which 'a sense of sharing displaces the effects of selfishness and materialism'.

**Main idea:** *cultural differences in job performance appraisal systems*

**Useful details:** *traditionally – West = individual, China = collectivist principles*

2 Given these cultural differences, our study addressed two questions: whether the Chinese concept of counterproductive work behaviour is the same as in the West; and what relative importance Chinese and Western managers give to task performance and other work behaviours when assessing job performance.

**Main idea:** \_\_\_\_\_

**Useful details:** \_\_\_\_\_

3 There were noticeable similarities between Chinese and Western managers in terms of what they considered to be counterproductive behaviour such as stealing from the organisation, which is frowned on in any work environment, Chinese or Western.

**Main idea:** \_\_\_\_\_

**Useful details:** \_\_\_\_\_

4 But Chinese managers scored higher than Western managers on the importance placed on task completion and on individualistic aspects such as 'challenging work' and 'opportunity for advancement'. They rated equally with Western managers on aspects such as 'work with people who cooperate'. It is possible that the increasingly competitive environment has forced organisations and managers to pay more attention to the completion of tasks to survive and succeed. China has evolved from a centralised and planned economy to today's decentralised and market-driven one.

**Main idea:** \_\_\_\_\_

**Useful details:** \_\_\_\_\_

## Paraphrasing



### Exam tip

The passage will include paraphrases, synonyms and similar words that express the same information in the statements.

### 5 Paraphrase phrases 1–4, which reflect ideas from the text in Exercise 3 on page 95.

- 1 our study addressed two questions
- 2 stealing from the organisation is frowned on in any work environment
- 3 they rated equally with Western managers
- 4 organisations and managers need to pay more attention to the completion of tasks

## Matching statements to the text

### 6 Read the text and match the facts and opinions (A–D) with the statements 1–4.

- A an opinion expressed by the writer
- B an opinion expressed by the company or its representative
- C a statement of fact by the writer
- D a statement of fact by the company or its representative

- 1 The new theatre did not need more time or money to be built than had been predicted.
- 2 The new building does not live up to expectations.
- 3 The money to build the new theatre came from three different sources.
- 4 Performances are not about perfection but about sharing experiences.



The recently rebuilt Royal Shakespeare Theatre in Stratford-upon-Avon was completed on budget and on time, a message which has been repeated often by the staff showing people round the building. But it is also deeply disappointing.

You see, there's more to theatre than the play. Drama starts at the front door, and should unfold every step towards your seat. Shakespeare understood this: Elizabethan theatres were marvellous, fantastical, riotous places. Great theatre designers understood

it and some modern companies understand it. Great theatres should transport you to another world the second you enter.

But the Royal Shakespeare Company had a problem: money. They first wanted to demolish the entire building for an 'iconic' replacement by the fashionable Dutch architect Erick van Egeraat. In the end they decided to build a new theatre within the skin of the old: £112.8 million was raised, a third privately, two thirds from the Arts Council and the regional development agency. This seems like a lot of money. However, to completely rebuild a major national – no, world – theatre within the shell of an old one on a very tricky site, it's not much money at all.

"Theatre", says the RSC's artistic director, "is about experiences 'shared in the same space in real time'. That's exactly what architecture should be, and what the Royal Shakespeare Theatre is not. "The theatre experiences we most enjoy," he adds, "are the ones with loads of problems but bags of character." I wonder if he is being ironic.

## Part 3: Exam practice

### Matching features

Match the statements 1–6, which describe number systems in different cultures, with the cultures and languages A–F.

- 1 In this community, people do not really learn how to count, because there is no need for them to learn. \_\_\_\_\_
- 2 The most used system was started by these people. \_\_\_\_\_
- 3 The counting system in this culture works with small sets but uses addition. \_\_\_\_\_
- 4 The situation in this community demonstrates that people can estimate quantities even in cultures where exact numbers do not exist. \_\_\_\_\_
- 5 The system here has been in existence for a very long time but may not be the best one. \_\_\_\_\_
- 6 The counting system in this culture is different from that in most other cultures. \_\_\_\_\_

- A Pirahã
- B Munduruku
- C Yupno
- D Waimirí
- E English
- F Indian



#### Exam tip

The list of statements is NOT in the same order as the passage.

In *Rarities in Numeral Systems*, Harald Hammarström lists 12 South American languages that lack exact numbers above one. He prefers to call these systems 'one-few-many', since there are usually words in these languages for 'few' and 'many'. He also mentions two languages that have no exact numbers. The most studied of these is Pirahã, which is spoken by only about 400 people. It has a word for 'about one' and a word for 'about two'. As if that wasn't fuzzy enough, the words for 'about one' and 'about two' are the same – hoi – the only difference being a change in inflection.

The Amazonian Indians whose sense of number has been most closely studied are the Munduruku, who have numerical words only up to five. Animals and babies are good at discriminating quantities above five, so one would expect that the Indians are too – even though they do not have words to express such amounts. And this is exactly what experiments conducted by the French linguist Pierre Pica have confirmed: when given tests that involve comparing sets of more than five dots on a screen, the Munduruku scored just as high as Westerners. When Pica looked more closely

at the Mundurucu's number words, he realised that only their words for one and two were used with any sense of exactness. The words for three, four and five were approximations – as if what they meant to say was 'threeish', 'fourish' and 'fiveish'. In this aspect, the Mundurucu are just like the 'one-two-many' tribes, who also have exact numbers only up to two.

When Indians do learn numbers, in fact, they appear uninterested by them. A Pirahã girl was once taken out of the village to receive medical treatment. During her time with Brazilians she learnt some Portuguese and how to count in Portuguese. No problem. But after returning to the community, while she retained some Portuguese she quickly forgot how to count.

Anthropologists first reached communities on the other side of the world, in Papua New Guinea, in the late nineteenth century. They discovered that they used not just their fingers to count but also their whole bodies. The natives started out with the fingers and thumb of one hand for one to five, but then carried on for higher numbers with wrist, elbow, shoulders, sternum and so on. For example, one tribe, the Yupno, go as high as 34: their word for 34 is 'one dead man'. These Papuan 'body-tally' systems are unusual because almost all other systems group numbers in much smaller sets.

In the Amazon there are also tribes with bases of two, three and four. For example, the Waimirí have words for one to three, and then say '3+1', '3+2', '3+3', '3+3+1', '3+3+2' and '3+3+3'.

Our base ten system of the digits zero to nine, which has its origins in India, is now in use all over the developed world. It is a natural system, but for several hundred years mathematicians have questioned whether it is the wisest base for us to have. The campaign for adding two new numbers, so that our system becomes base 12, is still active – the argument is to do with the extra divisibility of 12 compared with ten, since 12 can be divided by two, three, four and six while ten can be divided only by two and five. In fact, there are humans that already use base 12: and almost all of them belong to the tribes of the Plateau area of northern Nigeria.



### Exam tutor

- 1 What is a 'feature' of a text?

---

- 2 Is the list of statements in the same order as the passage?

---

- 3 Why is paraphrasing the statements useful?

---

- 4 Why is skimming useful for the Matching features task?

---

- 5 Why is scanning useful for the Matching features task?

# 12 Practice exam

## READING PASSAGE 1

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

### Affordable art

Art prices have fallen drastically. The art market is being flooded with good material, much of it from big-name artists, including Pablo Picasso and Andy Warhol. Many pieces sell for less than you might expect, with items that would have made £20,000 two years ago fetching only £5,000 to £10,000 this autumn, according to Philip Hoffman, chief executive of the Fine Art Fund. Here, we round up what is looking cheap now, with a focus on works in the range of £500 to £10,000.

Picasso is one of the most iconic names in art, yet some of his ceramics and lithographs fetched less than £1,000 each at an auction on Thursday. The low prices are because he produced so many of them. However, their value has increased steadily and his works will only become scarcer as examples are lost.

Nic McElhatton, the chairman of Christie's South Kensington, in London, says that the biggest 'affordable' category for top artists is 'multiples' — prints such as screenprints or lithographs in limited editions. In a Christie's sale this month, examples by Picasso, Matisse, Miró and Steinlen sold for less than £5,000 each.

Alexandra Gill, the head of prints at the auction house, says that some prints are heavily hand-worked, or often coloured, by the artist, making them personalised. "Howard Hodgkin's are a good example," she says. "There's still prejudice against prints, but for the artist it was another, equal, medium."

Mr Hoffman believes that these types of works are currently about as 'cheap as they can get' and will hold their value in the long run — though he admits that their sheer number means prices are unlikely to rise any time soon.

It can be smarter to buy really good one-offs from lesser-known artists, he adds. A limited budget will not run to the blockbuster names you can obtain with multiples, but it will buy you work by Royal Academicians (RAs) and others whose pieces are held in national collections and who are given long write-ups in the art history books. For example, the Christie's sale of art from a major corporation's collection on Wednesday will include *Valley with Cornflowers* in oil by Anthony Gross (22 of whose works are held by the Tate), at £1,000 to £1,500. There is no reserve on items with estimates of £1,000 or less, and William Porter, who is in charge of the sale, expects some lots to go for 'very little'. The sale also has oils by the popular Mary Fedden (whose works are often reproduced on greetings cards), including *Spanish House* and *The White Hyacinth*, at £7,000 to £10,000 each.

Large works by important Victorian painters are available in this sort of price range, too. These are affordable because their style has come to be considered 'uncool', but they please a large traditionalist following nonetheless. For example, the sale of 19th-century paintings at Bonhams on Wednesday has a Hampstead landscape by Frederick William Watts at £6,000 to £8,000 and a study of three Spanish girls by John Bagnold Burgess at £4,000 to £6,000. There are proto-social realist works depicting poverty, too, such as *Uncared For* by Augustus Edwin Mulready, at £10,000 to £15,000.

Smaller auction houses offer a mix of periods and media. Tuesday's sale at Chiswick Auctions in West London includes a 1968 screenprint of *Campbell's Tomato Soup* by Andy Warhol, at £6,000 to £8,000, and 44 sketches by Augustus John, at £200 to £800 each. The latter have been restored after the artist tore them up. Meanwhile, the paintings and furniture sale at Duke's of Dorchester on Thursday has a coloured block print of *Acrobats at Play* by Marc Chagall, at £100 to £200, and a lithograph of a mother and child by Henry Moore, at £500 to £700. A group of five watercolour landscape studies by Jean-Baptiste Camille Corot is up at £1,500 to £3,000.

Affordable works from lesser-known artists and younger markets are less safe, but they have the potential to offer greater rewards if you catch an emerging trend. Speculating on such trends is high-risk, so is worthwhile only if you like what you buy (you get something beautiful to keep, whatever happens), can afford to lose the capital and enjoy the necessary research.

A trend could be based on a country or region. China has rocketed, but other Asian and Middle Eastern markets have yet to really emerge. Mr Hoffman mentions some 1970s Iraqi paintings that he sold this year in Dubai. 'They are part of a sophisticated scene that remains little-known.' Mr Hoffman tips Turkey and the Middle East. Meanwhile, the Sotheby's Impressionist and modern art sale in New York features a 1962 oil by the Vietnamese Vu Cao Dam, a graduate of Hanoi's *École des Beaux Arts de l'Indochine* and friend of Chagall, at \$8,000 to \$12,000 (£5,088 to £7,632). The painting shows two girls boating in traditional *ao dai* dresses.

A further way of making money is to try to spot talent in younger artists. The annual Frieze Art Fair in London provides a chance to buy from 170 contemporary galleries. Or you could gamble on the future fame trajectory of an established artist's subject. For example, a Gerald Laing screenprint of *The Kiss* (2007) featuring Amy Winehouse is up for £4,700 at the Multiplied fair.

## QUESTIONS 1–5

Use information from the passage to complete 1–5 in the table below. Use **NO MORE THAN TWO WORDS** from the passage for each space.

Example of artist	Name of work/Type of art form	Reason for low price
1 _____	ceramics and lithographs	he produced many
2 _____	Valley with cornflowers	3 _____
John Bagnold Burgess	a study of three Spanish girls	4 _____
Vu Cao Dam	5 _____	Asian region (except China) is not popular at the moment

## QUESTIONS 6–9

Choose one of the endings (i–viii) from the **List of endings** to complete the sentences 6–9 below. The information in the completed sentences should accurately reflect what is said in the text.

**NB** There are more endings (i–viii) than sentence beginnings, so you will not need to use them all. You may use each ending once only.

- 6 'Multiples' are ... \_\_\_\_\_
- 7 Prints are ... \_\_\_\_\_
- 8 Gross and Fedden are ... \_\_\_\_\_
- 9 Victorian painters are ... \_\_\_\_\_

### List of endings

- i artists that have never really been popular.
- ii hand-made and personal art works.
- iii items that are not really popular with buyers but good value for money.
- iv artists that seem to like real life topics.
- v top artists that sell many works.
- vi artists who have used the same type of material.
- vii relatively cheap limited editions prints.
- viii artists whose work is not often seen by the wider public.



## QUESTIONS 10–13

Do the following statements agree with the information given in Reading passage 1? For the sentences 10–13, write:

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

- 10 Picasso, Warhol, Matisse, Miró and Steinlen are big-name artists. \_\_\_\_\_  
 11 It is possible to buy a painting by Picasso for less than £5,000. \_\_\_\_\_  
 12 Greeting cards can sell for up to £10,000 each. \_\_\_\_\_  
 13 It is not worth investing in new artists or markets because there is a great risk of losing all your money. \_\_\_\_\_

## READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–27** which are based on Reading Passage 2.

### A

The race to reach 33 miners entombed for 64 days 700 m (2,300 ft) below the bare brown mountains of the Atacama Desert in Chile could be completed as early as tonight. The chief engineer said this afternoon that within 24 hours the chamber will have been reached. He added that bringing the miners out could begin in three days' time. Three giant drills were boring rescue shafts down through the layers of rock, Laurence Golborne, the Mining Minister, had announced yesterday. How quickly the miners can be extracted once the shafts have reached the men depends on a careful inspection of the shaft, 70 cm (28 in) wide, by video cameras. If the rock walls are deemed stable the miners could be brought out, one by one, within another two or three days. It is estimated that it will take between 36 and 48 hours to bring them all out.

### B

The miners have been trapped underground since August 5, more than twice as long as any other known survivor of a mining accident. A stream of rescue vehicles, satellite television trucks and vehicles carrying journalists from around the world are heading up to the shallow bowl in this lunar landscape that will be a centre of attention over the next few days. In the past 48 hours a specially trained 16-man rescue team, three slim metal rescue capsules, a giant crane, winches and much other equipment have been delivered to Camp Esperanza, as the makeshift settlement is known.

### C

Once the shaft is safe, two volunteers, a mining expert from Codelco, the state-owned mining conglomerate, and Sergeant Roberto Rios Seguel, 34, a naval medic and commando, will act as human guinea pigs, descending to where the miners are in the Phoenix – a steel capsule specially

made by the Chilean Navy and designed by them together with NASA engineers. It has been painted in the red, white, and blue colours of the Chilean flag. The Phoenix is named for the mythical bird that rose from its ashes, and is the biggest of three custom-built capsules that will be used. It weighs 420 kg. Its interior height is 6 feet, 4 inches (1.9 metres). The miners have been restricted to a diet of 2,000 calories a day to ensure that they can fit into the capsule, which is 53 cm wide. The capsule has oxygen tanks in the bottom part. It also has a camera, its own lighting system and a sound system. It has two sets of retractable wheels around it, one near the top and one near the bottom, to help it travel up and down the rescue shaft. The roof of the capsule contains LED lights. If something goes wrong during the rescue, the top part of the capsule can be released and the bottom two thirds of the capsule would then be lowered back down. Should the capsule become jammed, the occupant can open the escape hatch in the base and go back down the shaft.

#### D

The capsule will be lowered by a large crane at a speed of up to 3 ft (91 cm) per second. The miners will be wearing a suit with a harness over it, which will allow them to be strapped to the centre of the cylinder in an upright position for the estimated twenty-minute journey to the surface. They will also wear an oxygen mask, a pair of dark glasses to protect their eyes from exposure to the desert sunlight, and a helmet which is specially adapted with a microphone and a wired headset to enable them to communicate with the surface. Doctors will monitor the miners' vital signs using information gathered from a biometric belt. They will conduct a preliminary assessment of the miners' mental and physical health. The miners will then be divided into three groups. The strongest will be the first to make the hazardous ascent to freedom, in case the capsule hits problems, then the weakest. They will be winched up one by one in the slender capsule, rising at just under a metre a second, meaning that each ascent will take about 15 minutes. The entire rescue is expected to take 30 to 40 hours.

#### E

As each man finally emerges, he will be taken to the nearby field hospital wearing Californian-made sunglasses that filter out all UV rays to protect his eyes. There the men will be given a thorough check-up and, if strong enough, they will be allowed to meet three relatives designated in advance. The miners will then be flown by helicopter to the hospital in Copiapó, where a whole floor has been set aside for them. They are expected to remain there for at least two days.

## QUESTIONS 14–15

Reading Passage 2 has five paragraphs **A–E**. Which paragraphs state the following information? Write the appropriate letters **A–E** for sentences 14–15.

**NB** There are more paragraphs than summaries, so you will not use them all.

- 14 The miners' situation is of global interest. \_\_\_\_\_
- 15 The length of the operation will be determined by the stability of the physical environment. \_\_\_\_\_

**QUESTIONS 16–20**

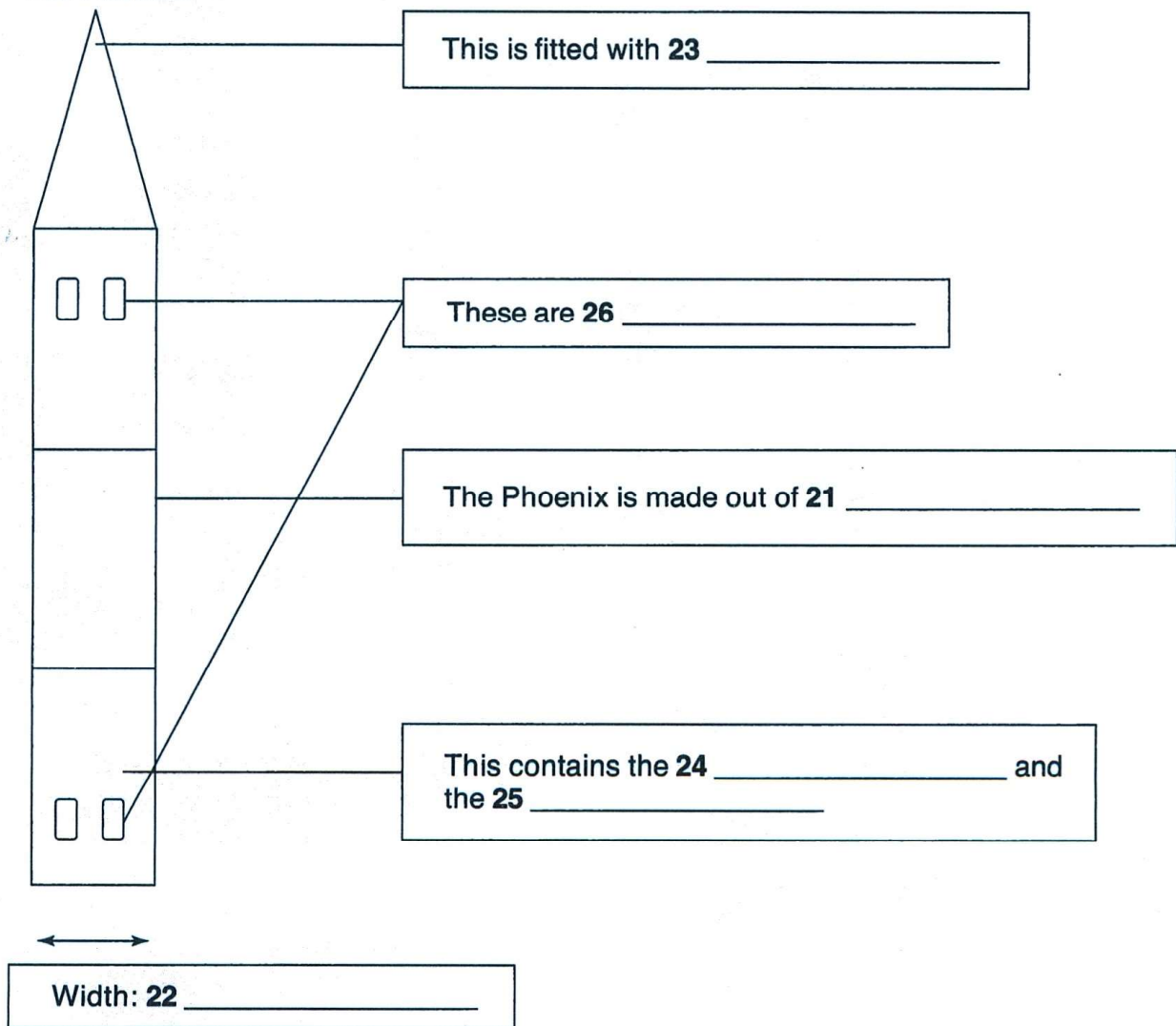
Use **NO MORE THAN ONE WORD** from the passage to complete each blank in the summary below.

However, if all goes well, the miners will soon be **(16)** \_\_\_\_\_ as **(17)** \_\_\_\_\_ emergency workers are set to carry out a rescue mission in the next few days. Preparations are already under way. As soon as the miners have been **(18)** \_\_\_\_\_, the real rescue operation can start: a specially **(19)** \_\_\_\_\_ capsule will be sent down to retrieve them one by one. It is **(20)** \_\_\_\_\_ that bringing all of the miners back up will take up to forty hours

**QUESTIONS 21–26**

Use **NO MORE THAN THREE WORDS** from the passage to complete each blank in the diagram below.

**The Phoenix**



## QUESTION 27

From the list below, circle the most suitable title for the whole of Reading Passage 2.

- A Mine rescue on verge of breakthrough
- B Journalists and rescuers race to Chile
- C Engineers save the day
- D The Phoenix will rise

## READING PASSAGE 3

You should spend about 20 minutes on **Questions 28–40** which are based on Reading Passage 3 below.

### High-tech crime-fighting tools

#### A

Crime-fighting technology is getting more sophisticated and rightly so. The police need to be equipped for the 21st century. In Britain, we've already got the world's biggest DNA database. The state has access to the genetic data of over 4.25 million people. Hundreds of thousands of those on the database will never have been charged with a crime.

#### B

Britain is also reported to have more than £4 million CCTV (closed circuit television) cameras. There is a continuing debate about the effectiveness of CCTV. Some evidence suggests that it is helpful in reducing shoplifting and car crime. It has also been used to successfully identify perpetrators carrying out more serious crimes. However, many claim that better lighting is just as effective to prevent crime and that cameras could displace crime. An internal police report said that only one crime was solved for every 1,000 cameras in London in 2017. In short, there is conflicting evidence about the effectiveness of cameras, so it is likely that the debate will continue.

#### C

Professor Mike Press, who has spent the past decade studying how design can contribute to crime reduction, said that, in order for CCTV to have any effect, it must be used in a targeted way. For example, a scheme in Manchester records every licence plate at the entrance of a shopping complex and alerts police when one is found to belong to an untaxed or stolen car. This is an effective example of monitoring, he said. Most schemes that simply record city centres continually – often not being watched – do not produce results. CCTV can also have the opposite effect of that intended, by giving citizens a false sense of security and encouraging them to be careless with property and personal safety. Professor Press said: 'All the evidence suggests that CCTV alone makes no positive impact on crime reduction and prevention at all. The weight of evidence would suggest the investment is more or less a waste of money unless you have lots of other

things in place.' He believes that much of the increase is driven by the marketing efforts of security companies who promote the crime-reducing benefits of their products. He described it as a 'lazy approach to crime prevention' and said that authorities should instead be focusing on how to alter the environment to reduce crime.

## D

But in reality, this is not what is happening. Instead, police forces are considering using more technology. Several forces have recently begun experimenting with cameras in their helmets. The footage will be stored on police computers, along with the footage from thousands of CCTV cameras and millions of pictures from number plate recognition cameras used increasingly to check up on motorists.

## E

And now another type of technology is being employed and that is the controversial toy-sized remote-control craft that hovers above streets or crowds to film what's going on beneath: the drone. It has already been used to monitor rock festivals, but its supplier has also been in discussions to supply it to police forces and crime agencies. The drones are small enough to be unnoticed by people on the ground when they are flying at 350 ft. They contain high-resolution video surveillance equipment and an infrared night vision capability, so even in darkness they give their operators a bird's-eye view of locations while remaining virtually undetectable.

## F

The worrying thing is, who will get access to this technology? Merseyside police are already employing two of the devices as part of a pilot scheme to watch football crowds and city parks looking for antisocial behaviour. It is not just about crime detection: West Midlands fire brigade is about to lease a drone, for example, to get a better view of fire and flood scenes and aid rescue attempts; the Environment Agency is considering their use for monitoring of illegal fly tipping and oil spills. The company that makes the drone says it has no plans to license the equipment to individuals or private companies, which hopefully will prevent private security firms from getting their hands on them. But what about local authorities? In theory, this technology could be used against motorists. And where will the surveillance society end? Already there are plans to introduce 'smart water' containing a unique DNA code identifier that when sprayed on a suspect will cling to their clothes and skin and allow officers to identify them later. As long as high-tech tools are being used in the fight against crime and terrorism, fine. But if it's another weapon to be used to invade our privacy then we don't want it.

### Glossary:

**drone:** a remote-controlled pilotless aircraft

**350 ft:** about 107 metres

**bird's-eye view:** a view from above

**fly tipping:** illegally dumping waste (British English)

## QUESTIONS 28–32

Reading Passage 3 has six paragraphs **A–F**.

Choose the most suitable headings for paragraphs **B–F** from the list of headings below. Write the appropriate numbers (i–x) in 28–32.

**NB** There are more headings than paragraphs, so you will not use them all.

### List of headings

- i The spy in the sky
- ii The spread of technology
- iii The limitations of cameras
- iv The cost of cameras
- v Robots solving serious crimes
- vi Lack of conclusive evidence
- vii Cars and cameras
- viii Advantages and disadvantages
- ix A natural progression
- x A feeling of safety

28 Paragraph B \_\_\_\_\_

29 Paragraph C \_\_\_\_\_

30 Paragraph D \_\_\_\_\_

31 Paragraph E \_\_\_\_\_

32 Paragraph F \_\_\_\_\_

## QUESTIONS 33–35

Circle the appropriate letters **A–D** to complete sentences 33–35.

- 33 Britain has already got
- A four million CCTV cameras.
  - B more data about DNA than any other country.
  - C the most sophisticated crime-fighting technology.
  - D access to the genetic data of one in fourteen people living in Britain.
- 34 Professor Press
- A works at the University of Manchester.
  - B studies car-related crime.
  - C is concerned about the negative impact of the use of CCTV.
  - D feels that some companies do not tell the truth about the capabilities of CCTV.
- 35 The drone is
- A a type of toy in the shape of a plane.
  - B being used by the Metropolitan Police.
  - C being used by the government.
  - D able to film in the dark.

## QUESTIONS 36–37

Using **NO MORE THAN THREE WORDS** from the passage, answer the following questions.

- 36 Give examples of two events where technology is used to watch crowds. \_\_\_\_\_
- 37 According to the passage, who do we not want to use the drone? \_\_\_\_\_

## QUESTIONS 38–40

Do the following statements agree with the views of the writer in Reading Passage 3? For sentences 38–40, write:

- YES** if the statement agrees with the views of the writer.  
**NO** if the statement contradicts what the writer thinks.  
**NOT GIVEN** if it is impossible to know what the writer's point of view is.

- 38 The British authorities use too much technology to monitor their citizens. \_\_\_\_\_
- 39 Drones are currently not used to check drivers. \_\_\_\_\_
- 40 Technology should not be used to check on people's private affairs. \_\_\_\_\_

# Answer key

## Unit 1

### Part 1: Language development

#### Nouns for people

##### Exercise 1

Students' own answers.

##### Exercise 2

People in your family	People you work with	People you know well (excluding family and work)	People you do not know well (excluding family and work)
great-uncle half-brother relative sister-in-law step-sister	boss business partner colleague	flatmate friend mate	acquaintance stranger

##### Exercise 3

- 1 T
- 2 F Your great-uncle is the uncle of one of your parents.
- 3 T
- 4 F Your half-brother is a male who has either the same mother or the same father as you. Your step-brother is the son of the woman or man who has married one of your parents after the death of the other parent or after a divorce.
- 5 T

#### Useful collocations

##### Exercise 4

- 1 non-identical, close
- 2 extended
- 3 close-knit
- 4 troubled, adoptive

##### Exercise 5

2

##### Exercise 6

1 c 2 a 3 e 4 f 5 b 6 d



---

## Part 2: Exam skills

### Identifying the main idea

#### Exercise 1

2

### Identifying the paragraph structure

#### Exercise 2

##### Paragraph A

- 1 The first sentence is the topic sentence: it informs readers that the paragraph is about a report, and refers to the subject of the report.
- 2 It becomes more specific. This is often the case in texts: the writer starts by introducing a topic in general terms, and then gives more detailed information.
- 3 *The break up* refers to what was mentioned previously: *marriage ends*. *The* is often used for information that has been mentioned before, whereas *a* is often used for new information. This demonstrates how grammar can sometimes help you work out meaning.

##### Paragraph B

- 4 Yes. If we do not underestimate something, we give it its rightful value. If we do underestimate something, we do not give it its rightful value.
- 5 The first and last sentences express the same idea. In this case, we could say that the last sentence explains the first sentence. This is quite common in paragraphs: the first sentence introduces the topic and the last one summarises the topic.
- 6 The first sentence is the topic sentence.

##### Paragraph C

- 7 The first sentence is the introduction, the two in the middle make up the main body, and the last one is the conclusion.
- 8 The introduction. Even without the rest of the paragraph, we would understand what the writer is trying to say. That is not true for any of the other sentences. Note: The main body gives more specific information, and explains what the anti-discrimination laws would mean. The conclusion says what the consequences of these laws would be.
- 9 *Friendly* here means *kind to, making it easier for, making it better for*.

#### Exercise 3

- 1 C  
cause: anti-discrimination laws (e.g. parenting as a school subject, rebuilt staircases, forbidding advertising for certain products, new work regulations)  
effect: family-friendly society, less divorce and crime, earning less, producing less
- 2 B  
conclusion: grandparents are of great value to their grandchildren  
supporting evidence: the report, the fact that in difficult times children need someone who can be calm, e.g. a grandparent
- 3 A  
This paragraph describes what can happen after a separation or divorce: grandparents don't see their grandchildren or cannot provide childcare anymore.

## Expressing the main idea

### Exercise 4

#### (Suggested answers)

- 1 The traditional family unit
- 2 The advantages and disadvantages of traditional families

## Understanding matching headings tasks

### Exercise 5

- 1 five
- 2 nine
- 3 four

### Exercise 6

**Section A:** ix (*Families function as the cornerstone of society, taking care of social organization and of socializing children.*)

**Section B:** viii (*The family was on the whole seen as important: it was adapted to the needs of society and also met the needs of the family itself.*)

**Section C:** v (*Writers wrote about the disadvantages of the traditional model and society started to have fewer traditional families.*) Note: Heading v (*the first criticisms of family*) is only part of the issue.

**Section D:** i (This section discusses the point of view of people who see new models as positive (*welcomed ... choice*), and those who see them as negative (*instability, insecurity*)).

**Section E:** ii (*Politicians have spoken about families and have made policies.*)

Note: Heading i could relate to the whole article, but not to one particular section of it.

---

## Part 3: Exam practice

**Section A:** I ('Science' relates to 'research', 'academic' and 'computer-assisted coding programmes'.)

**Section B:** ii ('Avoiding conflict' relates to 'staying quiet', 'rarely argued' and 'peaceful'. 'Strategy' relates to 'they equated a happy marriage with low levels of disagreement'.)

**Section C:** iii ('Ideas' relates to 'had thought of' and 'simply thinking about'; 'lead to action' relates to 'predictor for future divorce' and 'vulnerable to it'.)

**Section D:** viii ('Power' relates to 'can foretell a divorce' and 'a strong predictor'; 'disappointment' relates to 'feeling that your marriage is not what you expected', 'unhappiness about how your life turned out' and 'disillusionment'.)

**Section E:** vii ('Importance' relates to 'can benefit'; 'details' relates to 'small, positive steps')

### Exam tutor

- 1 The general idea.
- 2 The topic sentence or main idea.
- 3 Underline the key words.
- 4 No, some will not be used.
- 5 Yes.

## Unit 2

---

### Part 1: Language development

#### Words related to health care

##### Exercise 1

1 f 2 e 3 b 4 c 5 d 6 a

##### Exercise 2

1 vitamins 2 first aid kit 3 thermometers  
4 prescriptions 5 surgery 6 bandage

##### Exercise 3

1 f 2 d 3 a

##### Exercise 4

1 scalded: burnt (synonym)  
2 kit: equipment (synonym)  
3 ignorance: knowledge / common sense (antonym)

#### Useful verbs and nouns

##### Exercise 5

1 to commission 2 a survey 3 to recover  
4 an injury 5 to reassure 6 owner 7 to ignore

---

### Part 2: Exam skills

#### Scanning for specific information

##### Exercise 1

1 Report on Social Insurance  
2 1942  
3 social insurance  
4 five / 5  
5 want, disease, ignorance, squalor, idleness  
6 poor housing and homelessness  
7 the existence of poverty in Britain

##### Exercise 2

The passage moves from general information to specific information.

#### Summarising paragraphs

##### Exercise 3

###### (Possible answer)

Paragraph 2: This gives examples of how and by whom the care of children is carried out in different societies.

Paragraph 3: This gives examples of different attitudes to the poor and how their needs are met.

Paragraph 4: This discusses the support given to the vulnerable in England since the seventeenth century.

#### Exercise 4

- 1 Paragraph 2 (*the care of children is seen as the prime responsibility of the parents or ... extended family. In other societies, it is principally the responsibility of the state ...*)
- 2 Paragraph 4 (*In England, the state has had some involvement in providing for the poor since Elizabethan times. The 1601 Poor Law allowed officials to collect ...*)
- 3 Paragraph 1 (*In all societies there are groups of people who are potentially vulnerable. These include children, older people, people with disabilities, and the poor, for example.*)
- 4 Paragraph 3 (*Those on benefits may be seen as 'lazy', or their situation may be seen as the result of inadequate parenting ...*)

### Completing diagrams

#### Exercise 5

- 1 shapes 2 heights 3 physical abilities 4 genes  
5 ageing 6 diets 7 general quality of life

### Completing tables

#### Exercise 6

- 1 the first child
- 2 sickness benefit
- 3 weekly
- 4 Assistance Act 1948
- 5 a minimum income
- 6 The National Health Service Act 1946
- 7 the whole population

**Note:** The clear organisation of a text can help you. There is a clear division in this text between the different Acts, which helps you to find the rest of the information that you are looking for. In some cases, the information from the text needs to be re-organised: the National Health Service Act mentions three principles but in the table there is a separate section for information about who the payment is for (see number 8).

---

## Part 3: Exam practice

- 1 £30
- 2 £80
- 3 £3.70
- 4 599.3 / almost 600
- 5 288.3
- 6 267

#### Notes:

- This is a long text, so it is important that you do not waste time reading it closely. You are not expected to demonstrate your understanding of the whole text but your ability to find specific information in it.
- You are asked for very specific information and this is not usually found in the first paragraph.
- Some of the missing information consists of numbers, so scanning is a good technique to use. Scanning for the names of the drugs as well as the years is helpful.

#### Exam tutor

- 1 Yes.
- 2 No. You need to find specific information.
- 3 Names, numbers, bulleted lists, synonyms, antonyms.
- 4 The number given in the instructions.
- 5 Either. Both are accepted in the exam.

## Unit 3

---

### Part 1: Language development

#### Words related to studying

##### Exercise 1

1 cram 2 graduate 3 qualify 4 expelled, suspended 5 reception 6 truant

#### Words related to education

##### Exercise 2

1 day school  
2 private school  
3 boarding school  
4 state school  
5 secondary education

**Note:** In Britain, a public school is a private independent secondary school. It is fee-paying and normally a boarding school. In the United States, a public school is a school supported by public funds.

##### Exercise 3

- 1 a (The meaning must be negative: the mother says she felt 'like a monster'.)
- 2 c (The authority wants to do something contrary to what the experts say and parents want, so the answer cannot be 'b', which mentions agreement. The image of a wall as an obstacle might help you work out the meaning.)
- 3 a ('unable to cope' and 'struggling to get his needs met' suggest that this is an illness or condition. 'Cater' does not relate to food here, but the ability to meet other types of needs.)
- 4 b (The word 'progress' ('it's worth it to see Joshua making progress') should give you the answer.)
- 5 b (The meaning must be positive: the school 'passed' the inspection. 'Satisfactory' is not strong enough, and 'with an intense colour and shine' does not make sense in relation to the word 'report'.)
- 6 c (The meaning must be negative: 'face years of fighting'. It must also express this idea with a degree of intensity: 'a terrible blow'.)

#### Useful verbs, nouns and adjectives

##### Exercise 4

1 (a) rise 2 (an) expert(s) 3 (a) youngster(s) 4 progress  
5 inspection 6 diagnosis 7 realisation

---

### Part 2: Exam skills

#### Matching summaries

##### Exercise 1

Paragraph 1: Introduction of the plans  
Paragraph 2: More background and some details  
Paragraph 3: The reaction of the NUS  
Paragraph 4: Detailed information about the review recommendations  
Paragraph 5: The reaction of universities  
Paragraph 6: The reaction of unions and newer universities  
Paragraph 7: Defence of the plans

Extra:

The reaction of students (the consequences of the plans for students are mentioned, but their reaction is not)  
Advice for graduates seeking employment (employment is only referred to as regards income and salaries)

## Analysing strategies

### Exercise 2

1: not useful 2: useful 3: useful 4: useful

Order: 3, 2, 4

## Identifying key words in questions

### Exercise 3

#### (Suggested answers)

- 1 Who is against the proposed changes to student tuition fees?
- 2 How could a future loan repayment schedule be described in comparison to today's?
- 3 According to the official statement from the National Union of Students, who will suffer financially?
- 4 From the point of view of students, what would be the negative consequences of higher tuition fees?
- 5 In the future, what may become the deciding factor for students choosing a university?
- 6 What will happen to the maximum period of repayment?
- 7 What will students whose parents earn a total of £55,000 receive?
- 8 According to Universities UK, who would especially benefit from the new system?
- 9 According to newer universities, what might happen to the number of people who are able to move up in society?
- 10 Who may ask for fees of over £7,000?

## Finding specific information

### Exercise 4

- 1 students and lecturers (*Plans to allow universities to charge unlimited tuition fees were today greeted with dismay from students and lecturers*)
- 2 later and longer (*Graduates would also repay their loans later and over a longer period.*)
- 3 the next generation (*Lord Browne's review would ... force the next generation to pick up the tab for devastating cuts to higher education*)
- 4 higher debts (*The only thing students and their families would stand to gain from higher fees would be higher debts.*)
- 5 cost (*A market in course prices between universities would increasingly put pressure on students to make decisions based on cost*)
- 6 a five-year extension (*Student loans would be paid over a maximum of 30 years ... The current maximum is 25 years.*)
- 7 partial grants (*Full grants would go to students whose family income was £25,000 or less and partial grants to those with household income up to £60,000.*)
- 8 disadvantaged students (*This will be crucial in supporting those from disadvantaged backgrounds through university.*)
- 9 a large decrease (*There is a real risk that some students who would have gone to university will decide not to go and that opportunity and social mobility will be fatally undermined.*)
- 10 some top universities (*with many research universities likely to charge £6,000 or £7,000 a year, a handful of top universities charging higher fees*)

## Writing short answers

### Exercise 5

#### (Suggested answers)

- 2 loans and jobs
- 3 a press release / released a statement
- 4 becoming too tired
- 5 close to university / college
- 6 a four-year course
- 7 location, cost, results
- 8 an individual approach
- 9 social skill development / develop social skills
- 10 possession of mobiles / using their mobiles

### Exercise 6

#### (Suggested answers)

- 1 timetable information corrections / corrections to timetables
- 2 college communication changes
- 3 more book loans
- 4 term-time (drama) productions
- 5 after-school sports activities
- 6 student satisfaction

### Exercise 7

#### (Suggested answers)

- 2 No, I don't. / Mrs Findleton.
- 3 English, French, History. / The three sciences.
- 4 Winning a prize.
- 5 Sandwiches. / Rice and vegetables.
- 6 Engineering.

---

## Part 3: Exam practice

- 1 to keep employees (*Children's centres are offering up to £7,000 a year more for managers and nursery nurses to staff their premises, forcing private providers to match the pay offer or risk losing their best employees.*)
- 2 £17,000 (*Senior nursery nurses ... could still earn up to £17,000 if they switched to a children's centre.*)
- 3 78 percent (*Private providers currently account for 78 percent of all nursery places.*)
- 4 private and voluntary (*Parents have also made clear during public consultations that they like private and voluntary sector nurseries.*)

### Exam tutor

- 1 Factual information and detail.
- 2 Key words.
- 3 Yes.
- 4 Yes.
- 5 One.

## Unit 4

---

### Part 1: Language development

#### Movements of water

##### Exercise 1

1 meanders 2 gushed 3 poured 4 trickling  
5 seep 6 flows

##### Exercise 2

Sentence 1: photo b  
Sentence 2: photo d  
Sentence 3: photo f  
Sentence 4: photo c  
Sentence 5: photo e  
Sentence 6: photo a

#### Formal and informal words related to water

##### Exercise 3

1 h 2 j 3 i 4 a 5 f 6 c 7 b 8 e 9 d 10 g

##### Exercise 4

1 liquid 2 dam, reservoir (possibly sandbank)  
3 drought, flood 4 lagoon, reef, sandbank, seabed, silt

##### Exercise 5

1 c 2 f 3 a 4 d 5 b 6 e

More formal: a–f. The words in a–f are typically used in written English and in formal contexts, such as official reports and scientific articles.

---

### Part 2: Exam skills

#### Predicting grammatical patterns

##### Exercise 1

- 1 a noun (or a pronoun) / a noun phrase (*Small and medium-sized enterprises (SMEs) are responsible **for** (preposition); therefore what follows must be a noun, noun phrase, or gerund, e.g. *responsible for the environment / paying their taxes.*)*
- 2 a noun (or a pronoun) / a noun phrase (*Between 70 and 75 percent of SMEs are unaware **of** (preposition); therefore what follows must be a noun, noun phrase or gerund, e.g. *unaware of the tax benefits / the problems they face.*)*
- 3 a linking word / phrase (*Unfortunately a lot of small companies don't think about the environment could be a complete sentence; therefore what follows is most probably a linking word of some kind, e.g. *don't think about the environment or their responsibilities / and are unaware of their responsibilities / which is regrettable.*)*
- 4 a preposition (*In 1994 just 20 percent of businesses in the UK accepted the link + between (+ noun). The noun link is usually followed by the preposition between, e.g. *the link between these two issues*.*)
- 5 a preposition, a linking word / phrase (e.g. *a further £3 billion in costs / if they made the effort.*)

##### Exercise 2

1 d 2 c 3 b 4 e 5 h 6 f 7 a 8 g



## Identifying type of words

### Exercise 3

- 1 noun (or pronoun): d
- 2 noun phrase: c
- 3 linking word / phrase: a, b, g
- 4 preposition: e, h
- 5 verb: f

## Identifying keywords

### Exercise 4

- 1 Looking for items under the sea requires

c (One of the most important things that an archaeologist will need ... is solid research. Academics and treasure hunters can spend years studying old documents for clues of where best to begin.)

Incorrect answers:

- a: 'hard work on some occasions' does not mean 'some of the most difficult work'.
- b: 'an alien environment' refers to the sea, not finding items.
- d: Although common sense dictates that 'good diving skills' may be required, the information is not in the text.

- 2 The process of finding artefacts

c (Even more problematic than recovering artefacts is preserving them)

Incorrect answers:

- a: Sonar technology is not new, it is 'tried and tested'.
- b: The text does not say that finding artefacts was very successful in the sixties; it says sonar was used successfully in the sixties.
- d: William Kidd's ship is one of the finds, but the text does not say what William Kidd himself did.

## Understanding paraphrases

### Exercise 5

- 1 Yes 2 No

### Exercise 6

- 1 a (b is factually incorrect. It suggests that more than one newspaper said this; there was no mention of a large number of passengers in the sentence, just that passengers in general dislike tipping more and more.)
- 2 a (b uses synonyms, e.g. 'larger' for 'more', and 'adaptation' for 'major change' but this is not done well: 'larger' does not mean 'more' in this context, and 'big adaptation' is not a good collocation.)

## Matching ideas

### Exercise 7

- a 6, 7
- b 3, 4, 5, 7
- c 1, 2, 3, 5, 8
- d 1, 2

### Exercise 8

- 1 a (*'The future of the UK's coastal cities is in jeopardy due to rising sea levels,' reported Lloyd's. Similarly, nine out of the world's ten largest cities are located on low-lying coastal land.*)
  - 2 d (*dragging people onto big waves with jet skis or even helicopters*)
  - 3 c (*the existence of freak waves was confirmed in 1995 in Norway, where an 84-foot wave occurred*)
  - 4 b (*it's useful to distinguish between tsunamis, which are caused by geological events (such as landslides or earthquakes)*)
  - 5 – (*It is popular with one TV presenter, Laird Hamilton, but 'presenters' implies many people.*)
  - 6 a (*As the waters heat up, ... sea levels rise.*)
  - 7 c (*The fact that ocean waves are getting bigger must be exhilarating for all of them. For the rest of us, however, big waves are very bad news indeed.*)
  - 8 b (*The Alaskan wave is believed to have been a tsunami, caused by a landslide. It's useful to distinguish between tsunamis, which are caused by geological events (such as landslides or earthquakes.)*)
- 

### Part 3: Exam practice

- 1 C (*Law ... plans to have three wells at the plan*)  
D (*The company has a head start. In 1976, the government-funded Hot Dry Rock Research Project began deep drilling to study the area's geology. Law plans to use the detailed maps the team produced over fifteen years to direct his efforts.*)
- 2 F (*the industry has so far failed to demonstrate it can fulfil its promise*)

Incorrect answers:

A: 'once renowned' means that it is not famous for that any more.

B: 'It is like someone has put a power station below ground and you are simply tapping into it' means that it is not really like that.

E: It has not always been global, as conventionally, 'it tends to be confined to volcanically active regions or areas close to fault lines'. Also, 'Law claims the process his company uses removes this limitation, making the industry viable almost anywhere in the world.' He claims that it is will be possible in the future.

Notes: Pay attention to punctuation:

- 'Geothermal Engineering' is written with initial capital letters. This is because it is the name of a company. However, 'geothermal industry' does not have capital letters and refers to the industry in general, not to a particular company.
- 'Law' is always spelled with capital letters. This is because it is a name. The name 'Law' should not be confused with the word 'law'. It is the name of the director of the company, so Law's views represent the company's views.

Pay attention to grammatical information:

'Law, a former consultant to the geothermal industry, plans to have three wells at the plant': the commas tell you that 'Law' is 'a former consultant to the geothermal industry'. It is not the industry that is planning the wells; it is Law, the founder of Geothermal Engineering.

### Exam tutor

- 1 Key words and the final word.
- 2 Scanning.
- 3 Yes.
- 4 Yes.
- 5 No.

## Unit 5

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### Part 1: Language development

#### Body language

##### Exercise 1

1 b 2 d 3 c 4 g 5 a 6 e

##### Exercise 2

1 smiling 2 shook 3 waving 4 nudges 5 nodding  
6 clapping 7 shrugged 8 winked 9 point 10 frowning

#### Prefixes

##### Exercise 3

positive: smile, nod, clap, *wink*

negative: *shrug*, point, frown

neutral: wave, nudge, *shrug*, *wink*

##### Exercise 4

1 informed                      2 discharge  
3 incompetent, illegible      4 misunderstanding

#### Collocations with *sign*

##### Exercise 5

1 d 2 c 3 a 4 e 5 b

Sentence 3

---

### Part 2: Exam skills

#### Summarising texts

##### Exercise 1

a

#### Matching information

##### Exercise 2

1 what 'good communication' means

2 communication skills in sales

3 good management

4 active listening

extra: increase profits

## Identifying key words

### Exercise 3

#### (Suggested answers)

- 1 Why has it been difficult to establish a link between the calls of monkeys and people's musical preferences?
- 2 Do monkeys respond to music composed specifically for them?
- 3 Is it true that monkeys appeared calmer when listening to the heavy metal band Metallica?
- 4 Who suggested this new kind of study to Professor Snowdon?

## Summarising information

### Exercise 4

#### (Suggested answers)

- 1 Monkeys usually like silence, but seemed to calm down when they heard Metallica.
- 2 Research - people may inherit music tastes from common ancestors / monkeys.
- 3 Prof. S used new approach from David Teie (also at Uni of Maryland)

### Exercise 5

Question 2 + Extract 1

Question 3 + Extract 2

Question 4 + Extract 3

## Locating and understanding information

### Exercise 6

#### (Suggested answers)

- 1 What made the sounds on the recorded song for the monkeys in the experiment?
  - the cello
  - the human voice
- 2 What behaviour did the monkeys display when they were played the 'threat' song?
  - they moved around more
  - they showed more anxious and social behaviour
  - they sometimes faced towards the hidden speaker
- 3 What happened when the monkeys were played a calming song?
  - they moved less
  - they showed calmer and less social behaviour
  - they showed increased feeding

### Exercise 7

#### (Suggested answers)

- 1 What is innovative about the predictive texting system that has been developed by Sanjay Patel? The software recognises the way individual users write and can predict what words they will write next, so fewer keystrokes are needed.
- 2 What types of hardware and software could work differently in the future because of this invention?  
Mobile phones and computers; e-mail, text messaging and word-processing.
- 3 What characteristics of the new systems make them so fascinating for the general public?  
Things like computers and mobile phones will be easier to use and the software will function unobtrusively.
- 4 Why is this invention important for Scotland?  
He has received support from Scottish organisations and is based in Scotland so they are a part of his success.

### Exercise 8

1 d (*the software application ... is set to change the way we punch information into our mobile phones and computer keyboards*)

Incorrect answers:

- a: This is true but it is not what makes it innovative.
  - b: The opposite is true: it learns to recognise patterns.
  - c: This may be true but the text does not say or imply that this is what makes it innovative.
- 2 a (These are all mentioned in the text and are examples of both software and hardware.)

Incorrect answers:

- b: Adaptex is the name of the new system itself.
  - c: These are mentioned but the answer is not as complete as 'a'.
  - d: These are not examples of hardware and software
- 3 b (*'We don't want to change people's practices, we have to complement or improve them. But you can't expect people to change unless you make things better, simpler to use and non-intrusive. I think that's why AdapTex intelligence systems are creating such interest.'*)

Incorrect answers:

- a: There is no mention of a complete change; the text simply says that people will be able to input information more quickly.
  - c and d: These are true but they are not what makes the system fascinating for the general public.
- 4 d (*Sanjay has received support from Scottish organisations and now lives in Scotland so the country shares in his success.*)

Incorrect answers:

- a: This is not true. (*Patel's family arrived in the UK in the 1970s ... He was brought up in London ...*)
- b: This is true, but is not significant for Scotland.
- c: There is no connection with the invention in this answer.

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## Part 3: Exam practice

1 B (*'What our discovery showed is that the alarm calls were far more complex than we had thought,' said Zuberbühler. 'They were conveying information that was contextual, self-aware and intelligent.'* The explanation of 'far more complex' comes in the next sentence: 'conveying information that was contextual, self-aware and intelligent'.)

Incorrect answers:

- A: The text says that animals also use complex communication (*proof that the ability to construct a complex form of communication is not unique to man*).
  - C: The text says that there is communication across species but this is not a definition of 'complex information'.
  - D: The opposite is true: the text says that these monkeys can understand the complex alarm calls.
- 2 B (*Researchers taught some chimpanzees to hold conversations; one chimp had a vocabulary of 3,000 words and the language skills of a four-year-old child.*)

Incorrect answers:

- A: The text mentions intelligence in chimpanzees and birds but does not compare them to each other.
  - C: The text says that the chimpanzees at Georgia State University can use keyboards to communicate; this is not the same as saying they can play the keyboard, which means they can be taught to play music.
  - D: The text says that one chimpanzee might have the language skills of a four-year old child but there is no suggestion that all chimpanzees have those skills.
- 3 A (*In an experiment seven crows successfully reeled in a piece of food placed out of reach using three different lengths of stick. Crucially, they were able to complete the task without any special training, suggesting the birds were capable of a level of abstract reasoning and creativity normally associated only with humans.*)

Incorrect answers:

- B: The text says that the birds had a level of reasoning similar to that of humans, not that they could use multiple tools better than humans.
- C: The text says that the birds 'were able to read numbers from left to right, as humans do, and count to four even when the line of numbers was moved from vertical to horizontal', but this does not mean they are able to read numbers as well as humans.
- D: The opposite is true: they do better at tests when they have slept well: 'birds performed better in tests after a good night's sleep'.

### Exam tutor

- 1 Skim reading.
- 2 So you can focus on the important words that you need to locate in the passage.
- 3 Scan reading.
- 4 Because it will help you find the paragraph with the relevant information and correct answers.
- 5 One, two or three – read the instructions.

## Unit 6

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### Part 1: Language development

#### Science subjects 1

##### Exercise 1

1 f 2 b 3 a 4 d 5 e 6 c

#### Noun endings

##### Exercise 2

<b>-ology</b>	<b>-metry</b>	<b>-graphy</b>	<b>-ics</b>	<b>-ing</b>	<b>other</b>
ecology marine biology palaeontology zoology	geometry optometry	geography	economics genetics robotics statistics	computing engineering	astronomy chemistry

geo- = geometry and geography

##### Exercise 3

Students' own answers.

#### Science subjects 2

##### Exercise 4

1 b 2 d 3 i 4 f 5 g 6 h 7 c 8 e 9 j 10 a

## Word origins

### Exercise 5

astron	astronomy
bios	biology
-graphy	the writing or drawing of
-logy	ecology, geology, palaeontology, pharmacology, meteorology, zoology
-metry	geometry, optometry
-nomy	astronomy
zoo	zoology

## Nouns for scientists

### Exercise 6

1 a cartographer 2 a biologist 3 a geneticist  
4 an optometrist 5 a palaeontologist 6 an ecologist  
7 an astronomer 8 a geologist

## Scientific topics and equipment

### Exercise 7

Scientific topics:

1 cell biology 2 genetics 3 cell division  
4 cloning 5 gene therapy

Scientific equipment:

1 test tubes 2 flasks 3 microscopes 4 centrifuges

---

## Part 2: Exam skills

### Predicting types of answers

#### Exercise 1

Numbers: Diagram 1: 1, 3, 6, Diagram 2: 1

Words: Diagram 1: 2, 4, 5, Diagram 2: 2

### Scanning for details

#### Exercise 2

Diagram 1: 1 small cetacean species / Ganges River Dolphin

2 12 oz 3 human 4 2–4 lb 5 bottlenose dolphin

6 sperm whale 7 19 lb

Diagram 2: 1 three-year-old child 2 bottlenose dolphin

### Exercise 3

- 1 c (Dolphins have been declared the world's second most intelligent creatures after humans, with scientists suggesting they are so bright that they should be treated as 'non-human persons'.)
- 2 a (The researchers argue that their work shows it is morally unacceptable to keep such intelligent animals in amusement parks or to kill them for food or by accident when fishing.)
- 3 e (Many dolphin brains are larger than our own ... said Lori Marino ... who has used magnetic resonance imaging scans to map the brains of dolphin species and compare them with those of primates.)
- 4 b (Such observations, along with others showing, for example, how dolphins could co-operate with military precision to round up shoals of fish to eat, have prompted questions about the brain structures that must underlie them.)
- 5 d (They also found that the brain cortex of dolphins such as the bottlenose had the same convoluted folds that are strongly linked with human intelligence.)

## Identifying key words

### Exercise 4

- 1 Jane Goodall has attained global recognition as a role model for
- 2 Her studies have had far-reaching consequences, one of them being that we might have to accept that some animals should be treated
- 3 Goodall believed that the main reason why women made good field scientists was their natural capacity
- 4 have been encouraged to become field scientists by the example of the three sisters in science.
- 5 Even today, when women are more visible in the field of science, their role is limited and they do not tend to be the

## Predicting missing information

### Exercise 5

- 1, 4, 5: noun or noun phrase
- 2 linking word
- 3 infinitive

## Completing sentences

### Exercise 6

- 1 contemporary women scientists (... *she has been responsible for the most comprehensive study of wild chimpanzees – and become an idol of contemporary women scientists around the world.* 'global recognition' = 'around the world'; 'a role model' = 'an idol')
- 2 as humans (*Louis Leakey, the famous palaeontologist and Goodall's mentor, said of her work: 'Now we must redefine "tool", redefine "Man", or accept chimpanzees as humans.'*)
- 3 to be mothers (*Leakey thought that the attributes that made a good field scientist were innate to women. Because women were pre-programmed to be mothers, he thought, they had three crucial traits: ...* [three examples are given as explanation here] – *all beliefs later echoed by Goodall.* 'Goodall believed' = 'all beliefs later echoed by Goodall'; 'natural' = 'innate'; 'main reason' refers to the fact that this is a summary of the three beliefs.
- 4 generations of women (*Since then Goodall and her two sisters in science, Fossey and Galdikas, have paved the way in primatology, a field that is now dominated by women. ... Goodall, Fossey and Galdikas have helped to inspire generations of women to pick up their binoculars and take to the world's fields and forests.* 'the three sisters in science' = 'Goodall and her two sisters in science'; 'have been encouraged ... by the example of' = 'have helped to inspire'; 'field scientists' = 'pick up their binoculars and take to the world's fields and forests')
- 5 big players (*In most fields of scientific research, most of the big players continue to be men.* 'even today' = 'continue to be'; 'in the field of science ... do not tend to' = 'in most fields of scientific research'; 'women ... their role is limited' = 'big players ... men')



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## Part 3: Exam practice

1 Katla    2 magma chamber(s) / reservoir(s)  
3 dike / horizontal magma sheet    4 mantle / semi-molten rock    5 three / 3    6 twelve / 12 miles

### Exam tutor

- 1 Scanning.
- 2 Because you only need to understand the parts that are relevant to the diagram.
- 3 No – the diagram will represent some of the specific information for the passage.
- 4 The instructions will tell you how many.
- 5 Yes – both are correct.

---

## Unit 7

### Part 1: Language development

#### Job sectors

##### Exercise 1

1 c 2 a 3 e 4 g 5 b 6 f d = extra

##### Exercise 2

1 agriculture d 2 tourism a 3 manufacturing f  
4 real estate b 5 consultancy c 6 construction e

#### Job descriptions

##### Exercise 3

1 l 2 h 3 a 4 d 5 i 6 k 7 b 8 e 9 c  
10 j 11 g 12 f

#### Words related to employment

##### Exercise 4

1 f 2 j 3 g 4 b 5 l 6 e 7 d 8 a 9 c 10 h 11 k

---

## Part 2: Exam skills

### Understanding types of words

#### Exercise 1

**Verbs:** employ, market, offer, search, value

**Nouns:** consumer, management, market, offer, product, search, value

**Adjectives:** additional, economic, harmful

## Predicting answers

### Exercise 2

- 2 noun: 'little' is normally followed by an uncountable noun.
- 3 adjective: noun (subject) + 'be' (verb) + noun / adjective (This could also be a passive construction, but it is unlikely, because we expect the word to have a positive meaning, which would be hard to express with a verb here.)
- 4 noun: 'or' is a coordinating conjunction, so we would expect the same type of word before and after it.
- 5 adverb: We can expect a word that tells us more about the verb 'defined'.
- 6 past participle: In a passive construction, the verb 'be' is followed by a past participle.
- 7 relative pronoun: 'unemployment hangs like a cloud over America' gives more information about what happens in the 'picture'.
- 8 adjective: 'and' is a coordinating conjunction, so we would expect the same type of word before and after it.

Possible answers:

- 2 value, 3 promising, 4 statistics, 5 often / usually,  
6 translated, 7 which / that, 8 pessimistic

### Exercise 3

- 1 a 2 c 3 a 4 c 5 a 6 b 7 a 8 c

## Skimming for gist

### Exercise 4

Undergraduates or those considering going to university in the UK.

## Scanning for information

### Exercise 5

Paragraphs 9–12

### Exercise 6

- 1 rights 2 written contract 3 permanent employees 4 tax

## Completing a flow chart

### Exercise 7

Paragraph 4: 1 Job shop, 2 interview techniques

Paragraph 6: 3 (particular) skills, 4 Self-employment

---

## Part 3: Exam practice

- 1 change 2 qualified 3 in the world 4 job-seekers

### Exam tutor

- 1 The type of word it is, e.g. verb, conjunction – use the grammar of the sentence to help you.
- 2 Because you will get a general understanding, and this will help you locate the part of the passage that is relevant to the summary.
- 3 It depends on the task – only some of the paragraphs will be relevant.
- 4 Paragraph, notes, table, flow chart.
- 5 It depends on the task – read the instructions to find out what the limit is for the specific task.

## Unit 8

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### Part 1: Language development

#### Life events

##### Exercise 1

1 leave 2 retire 3 break 4 newlywed  
5 mortgage 6 place

##### Exercise 2

###### (Suggested answers)

Rent a place, newlywed couple, get a mortgage, maternity leave, career break, retire from

#### Words related to property

##### Exercise 3

1 c 2 b 3 a 4 a

#### Life stages

##### Exercise 4

###### (Suggested answers)

From youngest to oldest:

infant, teenager, middle-aged, elderly, baby boomer, septuagenarian, octogenarian

#### Useful nouns and verbs

##### Exercise 5

1 research 2 belong 3 warning 4 involvement 5 agree

---

### Part 2: Exam skills

#### Locating topics

##### Exercise 1

Marriage is the extra topic.

#### Paraphrasing

##### Exercise 2

###### (Suggested answers)

- a quantity, portion, comparative amount / number, fraction, share, percentage
- b jobless, out of a job, not working, out of work, looking for work, redundant
- c the greatest rate, the highest percentage, a greater percentage than ever before

##### Exercise 3

1 more than one in six 2 928,000 3 17.8 percent

##### Exercise 4

1 increasingly competitive 2 lose out to  
3 soar 4 closing in on

## Skimming

### Exercise 5

- 1 Twice. (*I married in my twenties and then again in my thirties.*)
- 2 No. (*About three years into the marriage, it became apparent that our views on these matters were diverging.*)
- 3 True.
- 4 False. (*unless you are particularly precocious or extremely self-aware*)

### Exercise 6

- 1 False. (*It was a whirlwind romance and although my friends and family said they were delighted, they were also clearly shocked at the speed of events. There were even jokes at the office where we both worked as to whether we'd last a year.*)
- 2 Yes. (*We now have two beautiful daughters and a massive mortgage.*)
- 3 True. (*Our first year of marriage was probably the hardest whilst we learnt to adjust to the rhythm not only of each other, but of married life.*)
- 4 True. (*We are still very distinct individuals but we have learnt to compromise and appreciate our differences. ... I think that's probably the secret to a good marriage.*)

## True statements or not given

### Exercise 7

- 1 TRUE
- 2 NOT GIVEN (*We can deduce that some do, and we may know that some do, but the statement does not say anything about any subsequent marriage.*)
- 3 NOT GIVEN (*We may believe we know the answer to this and / or have an opinion on it, but the statement does not include this information, e.g. are more babies now being born to women over the age of 25?*)
- 4 TRUE

## True, false or not given

### Exercise 8

- 1 NOT GIVEN (*The text states that young people are McDonald's 'main customer base', so it is probably busy after school hours. However, the text does not state that.*)
- 2 TRUE (*According to a recent study commissioned by the company, customer satisfaction was 20 percent higher in those branches employing workers over 60.*)
- 3 FALSE (*Only 1,000 out of 75,000 workers are over 60.*)
- 4 NOT GIVEN (*The text states that Morrisons is the fourth largest supermarket in Britain. The text does not provide the names of the three other supermarkets.*)
- 5 NOT GIVEN (*It would seem that Morrison's are probably doing well, because they have created many jobs, but the text does not provide any information about its finances.*)
- 6 NOT GIVEN (*It is possible that this is true. However, the text does not provide any information on the ages of the other recruits.*)
- 7 TRUE (*The 2,000 jobs include vacancies for checkout operators.*)

---

## Part 3: Exam practice

- 1 TRUE (*This means that the average man is aged 32 when he asks 'Will you marry me?' and the average woman is 29 when she says 'Yes'.*)
- 2 TRUE (*However, the greatest threat to the twenty-something marriage is when the couple reach their 40s and wonder if the grass could have been greener elsewhere.*)
- 3 NOT GIVEN (*The text mentions that one person may have stayed at home whilst the other progressed their career, but the text does not specify the gender.*) (*Also, couples who marry relatively early can grow apart, especially when one partner has been successful at work, travelled, met new people and grown in confidence while the other has been more home-based.*)

- 4 FALSE (*By contrast, the thirty-something marriage seems to sidestep these problems. At this age, people are more established in careers and can start a relationship on a firm financial footing.*)
- 5 TRUE (*For example, for someone who once had a domineering or anxious parent – forever quizzing them about their movements – an innocent inquiry such as ‘What time will you be home?’ can cause resentment.*)
- 6 NOT GIVEN (*The text mentions starting a family and the pressures of having small children but does not mention any pressure from the couple’s family.*) (*The demands of small children can be a shock for couples and can test the relationship. This sense of burden is worse if the grandparents are older or do not live nearby, and therefore cannot offer practical help.*)

### Exam tutor

- 1 Skimming.
- 2 Scanning.
- 3 No. Look for paraphrases.
- 4 The task tests your understating of information in the passage; it doesn’t test your knowledge of the world.
- 5 NOT GIVEN.

## Unit 9

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### Part 1: Language development

#### Places and groups

##### Exercise 1

##### (Possible answers)

Photo 1: city, street

Photo 2: city, house, neighbourhood, street, suburb

Photo 3: campus

Photo 4: country

##### Exercise 2

small to large: house, street, campus (this will vary according to the individual educational establishment), neighbourhood, suburb, city, region, country

##### Exercise 3

1 f 2 c 3 a 4 e 5 b 6 d

#### Words related to communities

##### Exercise 4

1 initiative 2 setting 3 outskirts 4 immediate  
5 awareness 6 amateur 7 reputable

##### Exercise 5

Similar: both UK, both local and national

Different: Street Pride has two famous supporters and one large organisation, higher number of people involved, plans for protests and building places

##### Exercise 6

1 role 2 national 3 group 4 open 5 local 6 buildings  
7 a campaign 8 communities / a community

### Exercise 7

1 civic 2 activist 3 landmark 4 figurehead

### Exercise 8

1 suburban 2 charitable 3 participation 4 initiative  
5 volunteer 6 activist 7 campaign 8 supporter

### Exercise 9

1 charitable 2 volunteers 3 initiative  
4 participated 5 campaigner

---

## Part 2: Exam skills

### Identifying topics

#### Exercise 1

1 a 2 b 3 c 4 b

### Identifying types of information

#### Exercise 2

1 b 2 c 3 e 4 a 5 f 6 d

#### Exercise 3

(a) As I have worked with volunteers and volunteer groups for many years, I can vouch for the fact that the community spirit is flourishing. Every day I watch volunteers interacting with their fellow human beings, and in doing so, (b) enriching themselves and finding a sense of fulfilment.

In my current job, I place any different volunteers with hospitals and care homes. (b) Our volunteers range in age from 17 to 70, and come from a wide range of backgrounds, but they are all willing to give their time in order to help others. They are proof that we live in a rich multicultural environment. (c) Volunteering is one of the most powerful forces for good in our society.

#### Exercise 4

Don't forget the power of local government when it comes to issues in your neighbourhood. (a) In geometry, the shortest distance between two points is a straight line. In politics, if you have a local issue, take the shortest route and go first to your local council. Some issues are far better dealt with at community level. I live in an area where (b) there is lack of infrastructure, lack of amenities, and a risk of flooding. There is a tendency to become quite angry if such issues are not dealt with. Keeping calm and electing the most level-headed member of the group as spokesperson will help your cause.

Another big problem is ghost estates, (c) neighbourhoods with half-empty or empty buildings. Residents should ask their local politicians what will happen to these developments and how they plan to make things better.

### Matching information to paragraphs

#### Exercise 5

- 1 B (*The villagers, led by a small steering group, banded together to raise enough money to save it: 241 people bought £50 shares, with another £5,000 coming from local donations and nearly £40,000 from charitable schemes.*)
- 2 A (*According to the Rural Shops Alliance, 600 country shops closed last year. Add the post office closure programme into the mix and thousands of neighbourhood hubs are being removed from village life.*)
- 3 B (*241 people bought £50 shares, with another £5,000 coming from local donations and nearly £40,000 from charitable schemes.*)

---

## Part 3: Exam practice

- 1 C (local environment: *people living on busy streets, open space*; behaviour: *reduces interaction with neighbours, graffiti, antisocial behaviour, kids messing about*)
- 2 B (benefits: *an opportunity to find out*; asking around: *trying to meet the neighbours, try talking to someone in the nearest shop or café.*)
- 3 G (initiative: *hold a street party to boost community spirit*)
- 4 D (*a crime prevention group, share a desire to create a safe area*)
- 5 F (problems: *a bad image*; not really problems: *boost community spirit*)
- 6 A (aspects: *if the neighbours are friendly, ... will get involved in helping to deliver public services, setting up social enterprises and tackling local issues*)

### Exam tutor

- 1 In order to understand the main idea and identify main topics.
- 2 reasons, explanations, example, comparisons, summaries, descriptions.
- 3 Because it will show you what type of information to scan for, and it will help you think about paraphrases that may appear in the passage.
- 4 No, the passage will paraphrase information from the sentences.
- 5 No, there may be parts that are not needed, and there may be parts that will be used more than once.

---

## Unit 10

### Part 1: Language development

#### Accommodation and transport

##### Exercise 1

- 1 people carrier, 4x4
- 2 bike rentals, trucks, streetcars
- 3 cruise, resorts, cottages
- 4 youth hostels, campsites

#### Transport and tourism

##### Exercise 2

Transport: 1, 2, 4, 5, 6

Tourism: 3, 7

- 1 Smaller-size 'city' cars, drivers
- 2 four-wheel, larger vehicles, pollution, emissions
- 3 Travel, cultures, countries
- 4 cycle lanes, cyclists, transport consultant, drivers, congested roads
- 5 cycle paths
- 6 trucks, bicycle rental and bike-to-work schemes, traffic congestion
- 7 tourist markets

##### Exercise 3

1 public 2 congested 3 poor 4 gain 5 traffic 6 tourist

##### Exercise 4

1 b 2 c 3 a

## Synonyms related to transport

### Exercise 5

1 customers 2 holiday at home 3 industry  
4 people who travel to work 5 campaigners

## Word building

### Exercise 6

1 involvement 2 interaction 3 attraction  
4 encouragement 5 publisher / publication 6 provision

---

## Part 2: Exam skills

### Recognising opinions and facts

#### Exercise 1

1 F 2 O 3 F 4 O

#### Exercise 2

1 N 2 Y: partly 3 Y: addressed the demand

### Identifying opinions that agree / disagree

#### Exercise 3

- 1 NO (The text says the three reasons 'were split fairly evenly', meaning the three groups were very similar in size.)
- 2 YES (These are all reasons: historic buildings and shopping are 'among the biggest attractions' and there is 'strong interest' in Premier League Football.)
- 3 YES (The text says the visitors have an 'appetite for luxury goods', meaning they like them. Note how words are used in different contexts: 'appetite' normally refers to hunger and in this context it refers to the visitors desire (and 'hunger') to consume luxury goods.)
- 4 YES (The text describes them as 'luxury' items, so they are not basic. 'Basic' here means the opposite of 'luxury'.)
- 5 NO (It is often reported that China produces cheaper goods, but the text says that luxury goods are cheaper in Britain than in China because of import taxes and tariffs.)

### Recognising 'missing' information

#### Exercise 4

- 1 NG (The writer referred to 'businessmen', not to 'businesswomen'. We could therefore think that the writer has excluded women, and is suggesting that they do not travel for business. However, the writer could be using 'businessmen' to mean 'business people'. In any case, the text does not mention businesswomen and we cannot be sure that the writer means that Chinese women do not travel for business.)
- 2 NG (The text mentions that visiting historic buildings is a reason for travelling. We know that Buckingham Palace and the Tower of London are historic buildings and that many tourists visit them. However, the text does not mention them specifically and we cannot use our own knowledge of the world. This statement seems logical but it is not mentioned in the text.)
- 3 NG (We have some information about this: we know that luxury goods are cheaper in Britain than in China. However, the statement refers to 'most fashion items' and the text does not include information on other fashion items.)
- 4 YES (The text mentions the increasing ease and cheapness of travel, which means that the ease and cheapness are now greater than in the past.)
- 5 YES (The text says that new airports and runways increase the number of flights, so we know that there are more airports now.)



## Identifying opinions and information

### Exercise 5

- 1 a NO (They are 'booking holidays from their home', not staying home.)  
b NOT GIVEN (We do not know why they avoid travel agents.)  
c YES (One in five is the same as twenty per cent; 'travel agents' and 'travel professionals' are synonyms; 'booking directly' refers to 'avoiding travel agents' and 'booking from home')
- 2 a NOT GIVEN (Being 'confident' has a far broader meaning than being 'confident about booking'. We do not have any information about customers feeling more confident.)  
b YES (If they 'say' it, they have 'noticed' it; 'now feel more able' refers to 'becoming more confident'.)  
c NO (They are increasingly doing it themselves because they are 'becoming more confident' about it.)
- 3 a YES (We know of two setbacks: customers booking by themselves and competition.)  
b NOT GIVEN (We do not know what travel agents do or don't understand; we just know that competition has been negative for them because they have been 'suffering' from it.)  
c NO (It is getting worse: there is 'increasing pressure' for travel agents.)
- 4 a NOT GIVEN (We have no information about travel agents' past behaviour.)  
b YES (He said they need to do things in order to 'survive'.)  
c NO (He thinks they need to react more quickly: 'act faster'.)
- 5 a NO (We don't know this; it is the opinion of one person. Also, he used the word 'probably', so it is a prediction, a probability rather than a fact. Look out for words like *probably*, *possible*, *may*, *might*, *seem*, *believe*, *sometimes*, etc. They make a difference to the meaning of a statement and tell you something about the point of view of the writer. )  
b YES ('Five years from now' means 'in five years'; 'likely' and 'probably' are similar in meaning, and if there are a third fewer, then there are two-thirds left.)  
c NOT GIVEN (We know there might be fewer, but the text does not say this is because of bankruptcy; 'will' is more certain than 'will probably'.)

### Exercise 6

- 1 league table 2 figure 3 rank 4 rise  
5 hit 6 predict 7 forecast

---

## Part 3: Exam practice

- 1 NO (It is 'believed to be': it is a belief, an opinion, not a fact. The text also says that the Guinness Book of World Records does not recognise it as the shortest flight, which is more evidence that it is not official.)
- 2 YES (The text mentions 'just over a mile' distance.)
- 3 NOT GIVEN (The text says the company 'offered', but it does not say that it offered to do this for free.)
- 4 YES (Students from 'either island' go to the capital of Orkney, Kirkwall.)
- 5 YES (The commercial director uses the words 'popular' and 'vital'.)
- 6 NO (The airline 'regularly' flies visiting subject teachers to the islands. 'Regularly' is the opposite of 'rarely'.)

### Exam tutor

- 1 No, they are usually discursive or argumentative texts. However, there may be some facts within the passage.
- 2 When the statement agrees with the views of the writer given in the text.
- 3 When the statement contradicts the views of the writer given in the text.
- 4 When the text does not have any information that relates to the statement.
- 5 No, the answers must come from the opinions expressed by the writer in the passage.

# Unit 11

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## Part 1: Language development

### Words related to culture

#### Exercise 1

b and c

Photo 1: b (Art gallery)

Photo 2: c (Aboriginal ceremony in Australia)

#### Exercise 2

Definition b: ballet, classical music,  
literary festivals, opera

Definition c: customs, history

#### Exercise 3

##### (Possible answer)

The text is about the perceived high cost of going to arts events and argues that, in fact, the costs are similar to other forms of entertainment and the arts can be accessed through screenings at cinemas.

#### Exercise 4

Words that relate to money: affordable, too expensive, cheap, the cheapest, prices, free, wealthy

Examples of the arts or entertainment: culture, opera, theatre, ballet, orchestral concerts, cinema ticket, music and comedy venue, soloists, conductors, (a good) seat, La Scala's *Carmen*, star performers, cinema transmissions, (world's greatest operatic stages), live audience, museum admissions, top-quality drama, music and dance

Positive adjectives: innovative, impeccable, incredible, top-quality

Negative adjectives: infuriating, astronomical, steep, plump

#### Exercise 5

a transmit b myth c impeccable d conductors e steep

f venue g plump h astronomical i relay

### Word forms

#### Exercise 6

b noun c adjective d adjective e adjective

f verb g noun h adjective

#### Exercise 7

1 a myth – same form

2 a conductor – same form

3 astronomy – different form (noun)

4 steep – same form

5 plump – different form (verb)

6 a relay – same form

---

## Part 2: Exam skills

### Identifying facts and opinions

#### Exercise 1

But it is also very difficult to create and often difficult to understand. (opinion) And, come to that, how does society pay for the arts? Answering those questions is now more urgent than ever. (opinion) The government has recently announced that it will cut the arts budget (fact), so we need to think about what can be done. (opinion)

## Recognising topics and features

### Exercise 2

learning other languages, reading books, diet

### Exercise 3

Text A: paediatricians' advice, children, electronic media / TV, technology, law

Text B: globalisation, economy, international workforce, diversity

## Skimming and scanning

### Exercise 4

#### (Suggested answers)

#### Paragraph 2:

Main idea: aims of study: a comparison between the West and China concerning concepts of counterproductive work behaviour, task performance, and other work-related behaviour

#### Paragraph 3:

Main idea: attitudes towards counterproductive behaviour:  
the West and China have similar attitudes

#### Paragraph 4:

Main idea: attitudes towards task completion and individualistic aspects; possible reasons for these results  
Chinese managers value these more, but the West and China value cooperation equally; competition increases need for completion of tasks; China - centralised and planned economy > decentralised and market-driven

## Paraphrasing

### Exercise 5

- 1 our research looked at two issues
- 2 theft from the company is unacceptable in any job
- 3 their scores were the same as those of bosses in the West
- 4 companies and their senior employees do not pay enough attention to finishing work

## Matching statements to the text

### Exercise 6

- 1 D (*The newly rebuilt Royal Shakespeare Theatre in Stratford-upon-Avon was completed on budget and on time, a message which has been repeated often by the staff showing people round the new building.* This is a fact. It could be proved right or wrong.)
- 2 A (*But it is also deeply disappointing.* This is an opinion. It cannot be proved right or wrong.)
- 3 C (*... £112.8 million was raised, a third privately, two thirds from the Arts Council and the regional development agency.* This is a fact. It could be proved right or wrong.)
- 4 B (*Theatre, says the RSC's artistic director, is about experiences 'shared in the same space in real time' ... 'The theatre experiences we most enjoy,' he adds, 'are the ones with loads of problems but bags of character.'* This is the opinion of the director. It cannot be proved right or wrong.)

## Part 3: Exam practice

- 1 A (He also mentions two languages that have no exact numbers. The most studied of these is Pirahã, which is spoken by only about 400 people. It has a word for 'about one' and a word for 'about two' and A Pirahã girl was once taken out of the village ... But after returning to the community, while she retained some Portuguese she quickly forgot how to count.)
- 2 F (Our base ten system of the digits zero to nine, which has its origins in India, is now in use all over the developed world.)
- 3 D (For example, the Waimirí have words for one to three, and then say '3+1', '3+2', '3+3', '3+3+1', '3+3+2' and '3+3+3'.)
- 4 B (Animals and babies are good at discriminating quantities above five, so one would expect that the Indians are too – even though they do not have words to express such amounts. And this is exactly what experiments ... have confirmed: when given tests that involve comparing sets of more than five dots on a screen, the Mundurucu scored just as high as Westerners. ... The words for three, four and five were approximations – as if what they meant to say was 'threeish', 'fourish' and 'fiveish'.)
- 5 E (Our base ten system of the digits zero to nine, which has its origins in India, is now in use all over the developed world. It is a natural system, but for several hundred years mathematicians have questioned whether it is the wisest base for us to have.)
- 6 C (For example, one tribe, the Yupno, go as high as 34: their word for 34 is 'one dead man'. These Papuan 'body-tally' systems are unusual because almost all other systems group numbers in much smaller sets.)

### Exam tutor

- 1 The topics or themes within the text.
- 2 No, the order differs.
- 3 Because it will help you to predict the words or phrases that the writer may use in the passage.
- 4 Because it will help you to understand the main idea(s) of the paragraphs and the location of the main idea(s) (because the statements do not follow the order of the passage).
- 5 Because it will help you to find the specific details that are relevant to the statement.

## 12 Practice exam

Your score can only give you a rough idea of what you will achieve on the Reading component of the actual IELTS exam, but it should help you decide whether you are ready to take the exam or whether you need to revise some of the previous units. The following table is an indication of the IELTS Band you might achieve based on your score on this particular practice exam:

Score out of 40	IELTS Band
15+	5
19+	5.5
23+	6
27+	6.5
30+	7
33+	7.5
35+	8

You get one point for each correct answer. Remember that spelling and grammar must be correct.

## READING PASSAGE 1

### Questions 1–5

- 1 Picasso / Pablo Picasso (*Picasso is one of the most iconic names in art, yet some of his ceramics and lithographs fetched less than £1,000 each at an auction on Thursday.*)
- 2 Anthony Gross (*It can be smarter to buy really good one-offs from lesser-known artists, he adds. ... For example, the Christie's sale of art from a major corporation's collection on Wednesday will include Valley with Cornflowers in oil by Anthony Gross*)
- 3 lesser-known artist (*It can be smarter to buy really good one-offs from lesser-known artists, he adds.*)
- 4 'uncool' style (*These are affordable because their style has come to be considered 'uncool' ... For example, ... a study of three Spanish girls by John Bagnold Burgess at £4,000 to £6,000.*)
- 5 oil painting (*Meanwhile, the Sotheby's Impressionist and modern art sale in New York features a 1962 oil by the Vietnamese Vu Cao Dam*)

### Questions 6–9

- 6 vii (*the biggest 'affordable' category for top artists is 'multiples' — prints such as screenprints or lithographs in limited editions*)
- 7 iii (*'There's still prejudice against prints; these types of works are currently about as 'cheap as they can get' and will hold their value in the long run*)
- 8 vi (*Valley with cornflowers in oil by Anthony Gross; The sale also has oils by the popular Mary Fedden*)
- 9 iv (*Victorian painters seemed to like real life topics, and the following are mentioned: landscapes, three Spanish girls, works depicting poverty.*)

### Questions 10–13

- 10 TRUE (In paragraph 1, Picasso and Warhol are named as 'big-name artists'; Picasso, Matisse, Miró and Steinlen are mentioned in paragraph 3 as 'top artists'.)
- 11 NOT GIVEN (Ceramics and multiples (screenprints and lithographs) have sold for this amount, but paintings are not mentioned.)
- 12 NOT GIVEN (We may know that this is unlikely, but the text does not say anything about the price of greeting cards. It just says that oils by Mary Fedden have been sold for that amount of money, and that her works are often shown on greetings cards.)
- 13 FALSE (It is true that the risks are high, but the main idea in this sentence is that 'investing in new artists or markets is not worth it'. However, the passage states that it can be worthwhile: 'worthwhile only if ...'; 'A further way of making money'.)

## READING PASSAGE 2

### Questions 14–15

- 14 B (*A stream of rescue vehicles, satellite television trucks and vehicles carrying journalists from around the world are heading up to the shallow bowl in this lunar landscape that will be a centre of attention over the next few days.*)
- 15 A (*If the rock walls are deemed stable the miners could be brought out, one by one, within another two or three days.*)

### Questions 16–20

- 16 freed 17 trained 18 reached  
19 designed 20 estimated

### Questions 21–26

- 21 steel 22 53cm 23 (LED) lights  
24 oxygen tanks / escape hatch  
25 escape hatch / oxygen tanks  
26 (retractable) wheels / sets of wheels

### Question 27

- A (All the other headings apply to the text to some extent, but the main purpose of the text was to announce the good news that the miners are likely to be rescued soon.)

## READING PASSAGE 3

### Questions 28–32

- 28 vi (*Some evidence suggests that it is helpful... However, many claim that better lighting is just as effective... there is conflicting evidence*)
- 29 iii (*in order for CCTV to have any effect, it must be used in a targeted way. Most schemes that simply record ... do not produce results. CCTV can also have the opposite effect of that intended. 'All the evidence suggests that CCTV alone makes no positive impact on crime reduction and prevention at all.'*)
- 30 ii (*police forces are considering using more technology.*)
- 31 i (*toy-sized remote-control craft that hovers above streets or crowds to film what's going on beneath... small enough to be unnoticed by people on the ground ...high-resolution video surveillance equipment and an infrared night vision capability... bird's-eye view of locations ... virtually undetectable*)
- 32 viii (*disadvantages: ... who will get access to this technology? In theory, this technology could be used against motorists. And where will the surveillance society end? ... if it's another weapon to be used to invade our privacy then we don't want it; advantages: looking for antisocial behaviour... crime detection ... aid rescue attempts ... monitoring of illegal fly tipping and oil spills ... As long as high-tech tools are being used in the fight against crime and terrorism, fine.*)

Note that B mentions the cost of cameras (iv); C mentions a (false) sense of safety (v); B, C, D and F mention cars and cameras (vii); and E mentions 'crime' (v), but those are not the main points of the paragraphs.

### Questions 33–35

33 B (*In Britain we've already got the world's biggest DNA database.*)

Incorrect answers:

- A: 4 million is not the same as £4 million.  
C: This is not mentioned in relation to Britain.  
D: This will happen next year.

34 C (*CCTV can also have the opposite effect of that intended, by giving citizens a false sense of security and encouraging them to be careless with property and personal safety.*)

Incorrect answers:

- A: Manchester is mentioned but we do not know where Professor Press usually works.  
B: A particular study is mentioned but he studies design and crime prevention.  
D: Professor Press believes that some marketing departments (those of security companies) 'promote the crime-reducing benefits of their products'. He does not say that this is a lie but suggests that there are other ways to reduce crime.

35 D (*They contain high-resolution video surveillance equipment and an infrared night vision capability, so even in darkness they give their operators a bird's-eye view of locations while remaining virtually undetectable.*)

Incorrect answers:

- A: The drone is not a toy, and its shape is not mentioned.  
B: The police forces do not currently use it, nor do crime agencies.  
C: The government is not mentioned.

### Questions 36–37

36 rock concerts, football

37 private security firms

### Questions 38–40

38 NOT GIVEN (*The author comments on the fact that Britain uses a lot of technology to fight crime, that technology is improving and that the police need it these days, but it does not say anything about whether the amount used is right or not.*)

39 YES (*The author says that: In theory, this technology could be used against motorists.*)

40 YES (*The passage says that it should not be used to invade privacy: But if it's another weapon to be used to invade our privacy then we don't want it.*)

# Sample IELTS Reading answer sheet



## IELTS Reading Answer Sheet

Candidate Name

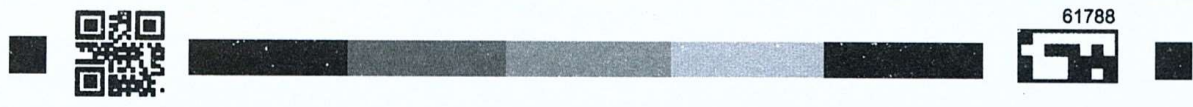
Candidate No.  Centre No.

Test Module  Academic  General Training Test Date Day  Month  Year

Reading Reading Reading Reading Reading Reading Reading		
1		1 ✓ x
2		2 ✓ x
3		3 ✓ x
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5		5 ✓ x
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36		36 ✓ x
37		37 ✓ x
38		38 ✓ x
39		39 ✓ x
40		40 ✓ x

Sample Answer Sheet

Marker 2 Signature:  Marker 1 Signature:  Reading Total:



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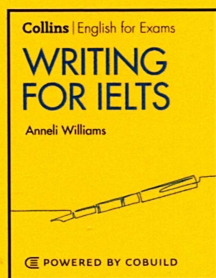
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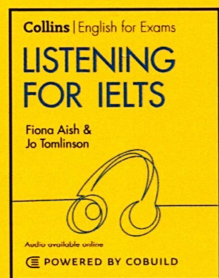
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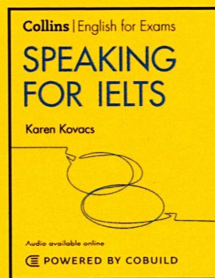
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