IELTS COURSE BOOK
TARGET 7.0

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Preparation for IELTS Academic

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Introduction

How *IELTS Target 7.0* works

IELTS Target 7.0 is a short course for students who wish to achieve an IELTS score higher than 6.5 and who want to develop their all-round English to a truly advanced level. The short course consists of four units, each containing five modules. The recordings and texts are as challenging, if not slightly more challenging, than those you will encounter in the exam. Writing practice concentrates on Task 2 writing tasks and practises more sophisticated discursive discussions.

Frequent reflective exercises encourage you to think about how you approached an exam task, why you performed well or not as well as you'd hoped, and how to go about performing better next time. *IELTS Target 7.0* aims to help you develop your all-round English, as well as to help you attain a higher score in the exam.

The organization of the five modules is briefly summarized below. The approach differs from *IELTS Target 5.0* and *IELTS Target 6.5* in that the Speaking Module comes after the Listening, Reading and Writing Modules and consolidates what has previously been learnt. Vocabulary is dealt with in the *language development* section at the end of the Listening, Reading and Writing Modules. Key vocabulary from recordings, texts and compositions is analyzed and follow-up exercises develop lexical areas throughout each module. You are frequently required to compare English expressions with equivalents in your own language. There is an Exam Practice Module at the end of each unit which focuses on listening and reading exam techniques. Additional exam-style writing tasks are provided in a separate section at the back of the Course Book.

Listening

At this level, you will not have the sort of pre-task preparation and scaffolding that was a major feature of *IELTS Target 6.5*. You will focus on key vocabulary and, occasionally, on grammar points once you have completed the tasks. Practice largely concentrates on Sections 3 and 4 of the Listening test, as those are the more challenging. Some of the recordings are probably slightly longer than will be the case in the exam and there are also more questions to answer related to one recording.

Reading

The Reading Module is designed like the Listening Module. The texts are the same length as those you will encounter in the exam, but more questions are applied to one text than will be the case in the exam. Texts are generally about more specific topics – the environment, scientific research, etc. – and you will not know as much about them before you read. The *language development* section of the module will sometimes focus on text organization and sometimes on discourse features.

Writing

The Writing Module concentrates on Task 2 writing tasks, the more challenging of the two tasks. Each unit provides analysis of and practice with a particular writing skill or technique required for the exam. A frequent approach is to compare good and poor model compositions. Four additional tasks are provided in a separate section at the end of the course, and, again, a good model is provided for each.

The *Grammar checks* occur in the Writing Module in this short course. Grammar is treated as revision and if you feel that you need more rigorous practice with a particular point, you should use an appropriate grammar resource in your own time or ask your teacher to help you in the lesson.

Speaking

You will practise exchanges typical of Parts 2 and 3 of the Speaking test, rather than answering simple questions. Some of the speaking activities involve using more sophisticated language than you will probably need to use in the actual Speaking test and there are a number of exercises that involve discussing the meaning of proverbs.

Exam Practice

The Exam Practice Module alternately practises listening and reading skills. Four additional writing tasks are provided in a separate section at the end of the course. Recordings and texts are generally the same length as those you will encounter in the exam, but a greater number of questions are applied than will be the case in the exam.

Exam tips

These tips occur all the way through the short course. They are there to help you know how to approach the various tasks that make up the exam and to provide advice on how to go about getting the highest score possible in the exam. They also give advice that will help you to improve your all-round level of general English.

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1 Live and learn

Listening 1: practise listening

Exam tip: In the exam, you will not be told anything about the topic of any of the sections before you listen. You must use the 30 seconds you have to read through questions to make predictions. Use the task and any supporting visual information to work out what the overall theme is, and make predictions about the information you will hear. The more quickly you can tune in, the more you will understand and the more questions you will answer correctly.

A Spend 30 seconds reading the questions. Make predictions about what you will hear.

B Compare your predictions with a partner. Which section of the Listening test is this?

C 🎧 Listen and answer the questions.

For questions 1–2, choose the correct letter a, b or c.

1. Beth says that a teacher who cannot create a good learning experience …
   a. is a poor teacher.   b. is probably too busy.   c. has been doing the job too long.
2. According to the conversation, what is the difference between a class of adults and a class of children?
   a. Children learn more quickly.   b. Children are more likely to co-operate as a group.
   c. Adults are often difficult to manage.

For questions 3–5, choose THREE letters A–G. The order of your answers is not important.

Which of the following are true according to the conversation?

A Teachers forget that respect is a two-way process.
B Children answer a lot of questions incorrectly.
C Teachers should look at students when they are in conversation.
D Teachers should give advice about job prospects.
E Most young children are bullied at some time.
F It is essential to deal with bullying straightaway.
G Children need to be told when they have made a mistake.

3. ___   4. ___   5. ___

For question 6, choose the correct letter a, b or c.

6. Beth says that, in her class, bullies …
   a. have to compensate.   b. are severely punished.   c. must apologize for their actions.

For questions 7–11, complete the summary. Use NO MORE THAN TWO WORDS for each answer.

A good way of boosting confidence in the classroom is to always (7) _____ more than one answer to a question. Students often feel anxious if they think they will be (8) _____ to answer a question before they have planned an answer, so they need time to prepare. One of the teachers tells a story about line-ups. The students arrange themselves in a line depending on the contribution they have made that week. Each student decides where in the line his or her (9) _____ should be placed. The general opinion is that this could work as long as the line-up reflects how hard students have tried, and not what they have (10) _____. Individuals with little (11) _____ may end up feeling even more insecure.

D Check the key on page 66. How many questions did you answer correctly?

E Tick the sentences about the Listening task that are true for you and think about how you could answer more questions correctly next time.

☐ 1. I read enough of each task in 30 seconds to make some predictions.
☐ 2. I tuned into the theme of the conversation quite quickly.
☐ 3. I found it fairly easy to read the options in the first three tasks as I listened.
☐ 4. I found it fairly easy to read the summary in the last task as I listened.

Listening 2: language development

A Below are spoken expressions from the conversation. Complete each with a word from the box.

| lead | bud | book | make | gel | day | pick | jump | granted | steam |

1. In my _____, a teacher who says …
2. … has probably run out of _____.
3. It's probably time they called it a _____.
4. … you have to take the _____.
5. … to make a group _____.
6. We take it for _____ …
7. … it's nipped in the _____ before …
8. … someone's going to _____ on their back …
9. … they have to _____ up for it.
10. … hoping that the teacher doesn't _____ on you …

B In pairs, discuss the meaning of each expression. Check the tapescript if necessary.

C Work in pairs. Show each other the meaning of the words and phrases from the conversation in the box below.

| make eye contact | yawn | sigh |

D Check the verbs in the box below in a dictionary. Show each other what they mean.

| scowl | grin | frown | stare | glare | smirk | wink | pout | beam |

E Divide the verbs below into two categories. Explain your categories to a partner.

praise / scold / reprimand / commend / rebuke / congratulate / admonish / applaud

F The phrases and expressions below are all related to *learning* and *learning from experience*. In pairs, discuss what each means and whether you have a similar phrase or expression in your own language

1. I hope you've learnt your lesson.
2. You can't teach an old dog new tricks.
3. It was certainly a learning curve.
4. I'm still learning the ropes.
5. You'll soon get the hang of it.
6. He's still a bit green.
7. He's an old hand at this.
8. It's second nature to me now.

G Cover Exercise F. Complete each expression with ONE word.

1. a learning _____
2. get the _____ of it
3. teach an old _____ new tricks
4. an old _____
5. it's second _____
6. still learning the _____

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Reading 1: practise reading

A Talk in pairs. What should you do before you start answering the questions in each section of the Reading test?

Exam tip: Before you start answering the questions in each section of the Reading test, you need to get a general idea of what the passage is about and what you have to do. You should:
- read the heading and look at any visual support.
- skim the passage to get a general idea of what it's about. This will usually mean reading the topic sentence at the beginning of each paragraph.
- read the instructions and questions carefully and think about where in the text you will find the answers.

You should aim to spend five or six minutes of the 20 minutes you have for each section preparing like this.

B Read the heading of the passage below. Answer the question with a partner.

C Read the topic sentence at the beginning of each section. Then, in pairs, discuss what more you have learnt about the content of the passage.

D Read the passage and answer the questions that follow.

Learning styles: Why do some people learn faster than others?

A In both the public and private sectors of post-16 education the buzz phrases of the age are *Lifelong Learning*, *Continuous Professional Development* and *Key Skills*. Large sums of government and private sector money are poured into trying to equip the workforce with the skills for the job role they are, or will be, required to fulfil. Some learners succeed and some fail, some learning interventions are popular with the learner, others are regarded as a waste of time and effort. Often it seems that good money is thrown after bad in a bid to address the problem of workforce skills not measuring up to employers' expectations in the fast-changing world we inhabit. The demands of commerce change faster than education and training can respond. Perhaps we need to take a step back and look at how we all learn and apply knowledge, in the hope that the money spent will have a lasting impact on education and training, and produce the abilities and skills required by today's employers. How can we measure learning and the efficacy of teaching and training if we do not understand how we learn? How can we understand learning sufficiently to improve our own learning and that of our students? Is the way one person learns so different from the way another does? What factors affect the way we learn? How can we quantify learning? Do learning styles work? Due to the myriad of learning styles currently available which is the best?

B With the publication of two reports in 2004, Professor Frank Coffield raised the question, 'Should we be using learning styles?' The twin reports were commissioned by the *Learning and Skills Research Centre (LRSC)* and produced by the *School of Education, Communication and Language Sciences* at the University of Newcastle. The first report was a systematic critical literature review on learning styles and pedagogy in post-16 learning. The second report looked at what research has to offer as an answer to Coffield's question.

The wide range and extensive nature of learning styles astounded even the researchers, who identified 71 separate learning styles models. From this plethora of information, the researchers identified the 13 most influential models that are in common usage today. These were then grouped onto a continuum according to whether the author claimed them to be fixed, constitutionally-based learning styles or flexible, open-to-change learning styles.

C This created five families, or groups, of learning styles. Each model was analyzed according to the same framework to ensure comparability of evaluation and an independently researched minimum standard of application. Most of the 13 models that were studied closely exhibited clear psychometric flaws. Three of the models could not meet any criteria in the minimum standard, four of the models could only meet one of the minimum standards, a further four could only meet two, one met three and only one of the original 13 could meet all four of the minimum standard criteria.

The researchers concluded that some of the best known and widely used learning style instruments have low reliability, poor validity and negligible impact on post-16 education, and recommended that their use in research and practice be discontinued.

D In an effort to ensure that students learn and retain information, teachers and trainers have developed a range of skills and approaches to aid retention. A mainstay of a teacher's tool kit has been learning styles, promoting the idea that students learn in different ways and only by adopting a variety of activities will a teacher ensure that he or she effectively reaches each student. Generations of teachers and trainers have been made to feel guilty if they cannot use a myriad of teaching styles, and that they are disadvantaging those students whose preferred approach they are not expert at exploiting. Over the years, psychologists and researchers have promoted models of learning which have been incorporated into mainstream education without their validity being questioned, or their usefulness being gauged.

E Student learning styles can be categorized in a number of ways. Some psychological research asserts that students are thought to prefer using one hemisphere of the brain to the other. Learning in a logical and sequential style, breaking subjects and problems down into smaller bite-sized chunks, doing one thing at a time and dealing with detail denotes a left-brain preference. Those with a right brain preference tend to deal with a whole concept at once, and then focus on similarities, patterns and connections with other information they are aware of. They are more intuitive and like to get a feel for the subject before dealing with the details. 'Left Brainers' are sometimes categorized as lacking creativity and imagination, while 'Right brainers' might be stigmatized as being disorganized.

F Petty, 1998, claims, 'Ideally, a teacher should adopt both right-brain and left-brain approaches' and that 'right-brain approaches are often ignored.' Among the activities he lists as crucial for some students and of at least some benefit to all are: explaining by analogy or metaphor overviews, summarizing, using mind maps and other visual representations, modelling, demonstrating, using case studies and anecdotes, and using imaginative visualizations, for example, *imagine you are a water molecule passing through a body*. Unfortunately, Petty does not explain what research any of this is based on, nor which criteria he has used to justify activities as 'crucial'. Conversely, Reece and Walker, advocate the use of Honey and Mumford's Learning Styles Questionnaire, which identifies four styles of learners: *Activists*, *Reflectors*, *Theorists* and *Pragmatists*. They note, 'We found at an early stage in our teaching careers that students learn in different ways. The differences may be slight, but also significant. You may have experienced a lesson and thought, "That was really good. I learnt a lot from that." However, some of your friends may have said, "That was useless. What a waste of time." This may indicate your learning styles are different.' Again, the advice is forthright, but extremely vague, using words and phrases such as 'slight', 'maybe' and 'may have', prior to exhorting the use of a questionnaire that itself may have no measurable scientific basis despite the fact it turns up repeatedly in textbooks for trainee teachers. Professor Coffield argues in his report that Honey and Mumford's Learning Styles Questionnaire 'Has been widely used in business, but needs to be redesigned to overcome weaknesses identified by researchers.'

G 'Inventors' of learning styles tend to have their own websites, where you can fill in innumerable questionnaires in an effort to establish what type of learner you are. One of the most widely used questionnaires of this type is the Myers Briggs. It records your preferences for E rather than I, S rather than N, T rather than F and J rather than P, and then draws the conclusion that you have a personality type such as INTJ, ESFP or INTP.

Not surprisingly, websites like these carry the disclaimer that, 'As with all personality questionnaires, the results of any of these can be wrong.' Of course, all questionnaires recognized by the psychological establishments have reliability and validity research which shows just how wrong they usually are!

In my opinion, learning styles are only useful in the broadest of senses, when they help identify a preference which you can then use to your advantage when revising or learning crucial information. However, nobody should exclusively adopt one learning style. It makes obvious sense to have a number of methods available to you, and to experiment with other styles that might increase your ability to learn and retain information.

For questions 1–8, identify the section which contains the following information. Write the letter of the section A–F in the space. You will need to use one letter more than once.

1. an identification of serious failings _____
2. an account of the nature of and the surprising results of an investigation _____
3. a judgement on the real benefits of recognizing ones' learning style _____
4. harsh criticism of some well-documented theories of learning _____
5. an outline of the relationship between education and the jobs market _____
6. scepticism as to the usefulness of some popular online searches _____
7. a clear distinction between two models of thought process _____
8. a claim that commonly adopted procedures were never tried and tested _____

For questions 9–17, decide if the information given below agrees with information given in the text. Write (T) true, (F) false or (NG) not given, if there is no information on this.

9. The government and private companies waste money on inefficient job training. _____
10. Of 71 learning styles, only 13 were considered to be of any use. _____
11. Thirteen models of learning style were loosely divided into two groups. _____
12. Most of the 13 models failed to meet any of the standard criteria set for validity. _____
13. Many teachers are unable to motivate students with certain specific learning styles. _____
14. Some psychological research suggests that students with a right-brain preference tend to see a bigger picture than those with a left-brain preference. _____
15. Petty questions the value of most right-brain approaches. _____
16. Reece and Walker firmly believe that learning styles should play an important role in education. _____
17. Businesses have been dissatisfied with Honey and Mumford's Learning Styles Questionnaire. _____

For questions 18–20, complete the sentences with words from the text. Use NO MORE THAN TWO WORDS for each answer.

18. The Myers Briggs Questionnaire aims to label a person's _____ with a series of letters.
19. The writer feels that _____ issued by certain websites should come as no surprise.
20. The writer is of the view that learning styles are only relevant if _____ can be exploited beneficially.

E Check the key on page 66. How many questions did you answer correctly?

F Tick the sentences about the Reading task that are true for you and think about how you could answer more questions correctly next time.

☐ 1. Reading the heading and topic sentences helped me get a general idea of what the passage was about.
☐ 2. I had enough time to read the questions and the passage and answer all the questions.
☐ 3. Reading the topic sentences helped me know where to look for answers to specific questions.
☐ 4. I quickly identified the parts of the text that provided answers.
☐ 5. I am happy with how many questions I answered correctly.

Reading 2: language development

Exam tip: In most of the reading tasks, you need to look quickly for parts of the text that mean the same as words and phrases in the questions – language that is paraphrased. When you are reading quickly, you might want to guess answers. Sometimes that's possible, but you will feel more confident if you identify the part of the text that provides the answer.

A Look at the words and phrases from the passage below. Which question did each help you to answer?

| poured into | astounded | flaws | gauged | bite-sized chunks | advocate | disclaimer |

Exam tip: Remember that working out the meaning of unknown words and phrases quickly from the context is an essential reading skill.

B In pairs, discuss the meaning of the items below from the passage. The section letter is given in brackets.

bid (A)   measuring up to (A)   efficacy (A)   myriad (A/D)   plethora (B)   negligible (C)
mainstay (D)   stigmatized (E)   forthright (F)   exhorting (F)   innumerable (G)

C Divide the adjectives below into two categories. Explain your categories to a partner.

forthright / candid / tactful / hesitant / cagey / frank / blunt / guarded / upfront / slippery

D Think about the title of this unit. What does the phrase *you live and learn* mean, and when do people say it? Compare thoughts with a partner.

E There are many expressions and sayings in English about *life* and *life experience*. In pairs, discuss what each expression below means, when people say it and whether you say something similar in your own language.

1. You only live once.
2. Life's what you make it.
3. Life's too short.
4. That's life!
5. Life must go on.
6. Variety is the spice of life.
7. Live and let live.
8. Life's not (always) a bed of roses.

F Match the expressions above with the meanings a–h below.

a. Something like this can happen at any time to anyone.
b. Take the opportunity – you might regret not doing so.
c. Everyone needs a change from routine.
d. You can't expect to enjoy every moment.
e. Don't waste time worrying about things that don't matter.
f. You can't let a bad experience or event ruin your life.
g. Do what you enjoy and don't judge others for what they enjoy.
h. You're responsible for what life offers.

G Cover Exercise E. Read the meanings again and see if you can remember the sayings.

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1

Writing 1: understanding the task and deciding what to say

A Look at these instructions for a typical IELTS Writing task. Is it a topic you can write about confidently?

> Write about the following topic:
>
> *With an ever higher percentage of young people going to university, having a degree is becoming increasingly less meaningful. School-leavers might now be better advised to go straight into the job market, where they can learn from experience.*
>
> *To what extent do you agree with this opinion?*
>
> Give reasons for your answer and include any relevant examples from your own knowledge or experience.
>
> Write at least 250 words.

B In pairs, discuss the issue and add points to the notes that a student has started making below.

> Agree
> Having a degree used to put people in a minority – now the majority of people have one.
>
> Disagree
> Not having a degree or similar qualification puts people at even more of a disadvantage.
>
> Relevant examples from my knowledge / experience
> My father was in minority at university / my mother didn't go / some very successful
> people didn't go – Bill Gates / Richard Branson, etc.
> prestigious university

Writing 2: organizing and expressing ideas

A A student has written a composition which is divided into five paragraphs. Read the topic sentences that begin each paragraph. In pairs, discuss how each paragraph could continue.

> Nowadays, more people have a university degree.
>
> — —

> On the face of it, this seems a good thing.
>
> — —

> Many people feel that having a degree does not have the significance it did – if everyone has one, how can you stand out?
>
> — —

> To my mind, there are two sides to the issue.
>
> — — —

> Young people opting to go into the jobs market is not always a move that works out.
>
> — — —

B Read the second sentence of each paragraph below. Decide which paragraph each belongs to. Write the letter in the first space in Exercise A.

a. More people get the opportunity to better themselves, so society is more equal.
b. I agree that everyone having a degree is a problem, but this is being rectified.
c. It's true that Bill Gates dropped out of college to become an entrepreneur, and there are plenty of similar stories.
d. My father says that when he went to university, only 15% of the population did so.
e. People also claim there are too many new courses, like Sports Psychology, which are less challenging and not academic.

C Read the remaining supporting sentences below. Decide which paragraph each belongs to. Write the letter in the second and third spaces in Exercise A.

t. Not only do the vast majority of the world's movers and shakers have a degree, they have a degree from a top university. Unemployment may be high among graduates now, but it is even higher among those without qualifications.
u. These courses demean the value of the qualification.
v. However, even if the qualification does not necessarily mean getting the best job, the experience of studying, gaining knowledge and meeting other students is one that everyone has a right to.
w. However, these people were especially talented and resourceful. For most people, not having a university education is a distinct disadvantage.
x. People of my generation are far more likely to go into further education. I think three-quarters of young people in my country study at university.
y. The best universities demand the highest exam grades and employers recognize the best candidates. A degree with a lower grade from a less prestigious university counts for little.
z. However, we must think about why this is happening. Does it reflect real change in education, or is it a cynical attempt by the government to hide the loss of traditional jobs in industry and keep unemployment figures down?

D Read the model composition on page 66 to check the correct order of points.

E In pairs, discuss what you like about the composition. Is there anything you feel could be improved?

F Write your own answer to the Writing task. Use the notes you made in Writing 1B.

G

DOL ENGLISH
BETTER ENGLISH BETTER FUTURE

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Writing 3: language development

A Divide the introductory expressions below into two categories. Explain your categories to a partner.

On the face of it / To my mind / Personally / At first glance / In my opinion / If you ask me / Seemingly / Ostensibly / As far as I'm concerned

B Study the sentence from the model composition in Writing 2. In pairs, discuss the grammatical structure and explain why it is used.

Not only do the vast majority of the world's movers and shakers have a degree, they have a degree from a top university.

Grammar check
To make a point more emphatic, especially in written language, we sometimes place a limited number of negative adverbs and phrases at the beginning of the sentence. When we do this, the auxiliary verb is inverted – it is placed before the subject of the sentence, instead of in its usual position next to the main verb. If the original sentence contains an auxiliary verb, it is inverted. If the original sentence does not contain an auxiliary verb, the verb *do* is used in the inverted sentence.
Not only is she talented, she's also very resourceful.
Not only did she pass all her exams, (but) she passed them all with A grades.
Note that in the second example, it is common to use *but* at the beginning of the second clause.
Not only do the vast majority of the world's movers and shakers have a degree, but they have a degree from a top university.
Inversion like this is commonly used with adverbs of frequency.
Rarely do people without a degree reach the very top of their profession.
Never before have so many graduates been out of work for such long periods.
Inversion can be used with *when* and *after* to emphasize the sequence of events.
Only when / after he had retired, did he fully appreciate what he had achieved.
It is best to only use examples that you have practised and know well. Not all negative adverbials can be used in this way.

Watch out!
typical errors

Not only students must study hard, they also ... ✗

Not until you finish your degree, you will ... ✗

C Rewrite the sentences below using negative adverbial phrases.

1. Employers are demanding the right qualifications. They are also looking for people with relevant experience.
2. Students who have not attained A grades in their exams are rarely accepted onto the course.
3. People regret dropping out of university when they have been in a low-paid job for several years.
4. The students did not feel the course was too easy at any time.

D Without looking at the model composition again, spell the words in the box on the right correctly.

cinical
sycology
entrepranur

E Is the missing letter in each word below an *i* or a *y*?

1. s__stem
2. c__vil
3. s__gnify
4. c__berspace
5. s__mmetry
6. c__clone
7. c__trus
8. s__ncerity
9. s__mbolic

sychic
psichiatry
sikopath

F Spell the words in the box on the right correctly.

G Talk in pairs. Which language do the loanwords below come from? What do they mean?

entrepreneur   tsunami   macho   blitz   fiasco   bazaar   kowtow   tsar

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Speaking 1: features of interaction

A Match each statement 1–5 with a follow-up comment a–e.

1. I found it really difficult at first, but ...
2. It was a really stupid thing to do, but ...
3. I still think about her every day, but ...
4. A lot of people would get fed up with the routine, but ...
5. I guess I don't always show the gratitude I should, but ...

a. I guess life must go on.
b. I learnt a valuable lesson from it.
c. I don't think I take him for granted.
d. I soon got the hang of it.
e. it's second nature to me now.

B 🎧 Listen and check your answers.

C Practise saying the complete sentences as you heard them on the recording.

Speaking 2: directed interaction

A Here are two typical task cards for Part 2 of the Speaking test. Work with a partner – one of you is A, the other is B. Think about the topic for a minute and make notes.

A

Talk about a positive learning experience you remember.
Say ...
- what you were learning.
- what made the experience positive.
- how the person teaching you had an affect.
- how you felt about the experience.

B

Talk about a negative learning experience you remember.
Say ...
- what you were learning.
- what made the experience negative.
- whether or not the person teaching you was to blame.
- how you felt about the experience.

B 🎧 Before you start talking, listen to two students talking to the examiner. In pairs, assess their performance.

C Take turns to speak about what's on your task card for about two minutes.

Speaking 3: open interaction

A Choose one of the sayings in the yellow box and explain to a partner why you agree or disagree with it.

Life's what you make it.
You can't teach an old dog new tricks.
Variety is the spice of life.
Live and let live.

B In pairs, answer the questions below.

1. Do you think people become wiser as they grow older?
2. Why do you think some people learn more effortlessly than others?
3. Do most people spend too much time worrying about the future rather than enjoying the present?
4. Do you believe people who say that they have no regrets?
5. Do you think it is important to keep learning new things as you go through life?

DOL ENGLISH

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Listing

A Spend 30 seconds reading the questions. Make predictions about what you will hear.

B 🎧 Listen and answer the questions.

For questions 1–4, complete the information. Write ONE WORD OR A NUMBER for each answer.

Name:	Mike	Name:	Kim
Age:	(1) _____	Age:	(3) _____
Subject:	(2) _____	Subject:	(4) _____

For questions 5–6, choose TWO letters A–E. The order of your answers is not important.

Which of the following points does Kim make about age difference?

A Young people notice that people in their 40s look much older.
B Many people in their 40s feel older than some of their friends.
C People in their early 20s feel older than people who still are in their late teens.
D Somebody in their mid-20s may prefer to mix with older people rather than teenagers.
E Most people feel conscious of their age at some point.

5. ___   6. ___

For questions 7–9, complete the summary. Use NO MORE THAN TWO WORDS for each answer.

In order to maintain a policy of (7) _____, interviewers are not allowed to ask mature students questions related to their age or specific (8) _____ they may have to manage. However, the interviewee may decide to introduce the (9) _____ of maturity into the conversation himself or herself.

For questions 10–13, complete the sentences. Use NO MORE THAN TWO WORDS for each answer.

10. Kim's _____ helped her settle in on the first day.
11. Mike feels that the younger students may have viewed their tutors as _____.
12. Kim admits that the mature students formed _____ of their own.
13. Mike accuses some of the younger students of being predictably _____.

For questions 14–18, complete the notes. Use ONE WORD ONLY for each answer.

Advantages of being a mature student

Kim: having (14) _____ means you can deal with problems

Mike: unaffected by typical teenage (15) _____

Disadvantages of being a mature student

Kim: feels (16) _____ when trying to combine studies with parenting

Tips

Kim: focus on advantages / remember that (17) _____ are small

Mike: don't try to appear wise / don't try to act young – you're too old to be their best (18) _____

C 🎧 Listen and answer the questions.
For questions 19–20, choose the correct letter a, b or c.

19. The lecturer believes that most people …
    a. have no idea what *learning curve* means.
    b. think that learning curve is a difficult technical concept.
    c. have too simplistic an idea of what a learning curve is.

20. Which of the following is not typically depicted on a learning curve graph?
    a. how difficult a new skill is to acquire compared to other new skills
    b. how quickly a particular new skill is acquired by the average individual
    c. how quickly an individual learns a new skill compared to other learners

For questions 21–24, complete the notes. Use ONE WORD OR A NUMBER for each answer.

Hermann Ebbinghaus – (21) _____ psychologist (late C19th)

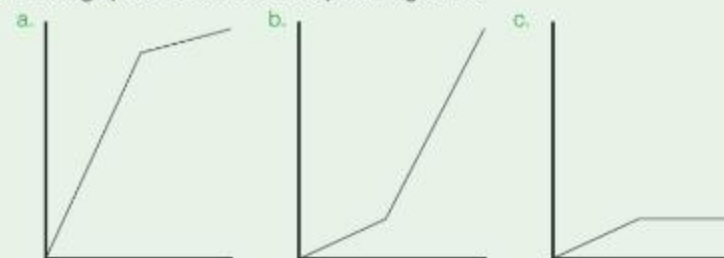Memory: A Contribution to Experimental Psychology (published in (22) _____)
description of learning curve (knowledge acquired) and (23) _____ curve (knowledge lost)
groundbreaking work – (24) _____ subsequently measured in this way

For questions 25–26, choose the correct letter a, b or c.

25. Which graph below shows a steep learning curve?
    a.   b.   c.

26. What does the lecturer say about learning to play the piano?
    a. It is a skill acquired relatively quickly.
    b. It takes a while to see results.
    c. Very few people have the required patience.

D In pairs, think of some more skills and processes that would typically be a steep learning curve and a shallow learning curve.

2 Sooner or later

## Listening 1: practise listening

A Spend 30 seconds reading questions 1–14. Make predictions about what you will hear. Then compare your predictions with a partner.

B 🎧 Listen and answer the questions.

For questions 1–3, complete the sentences. Use NO MORE THAN TWO WORDS for each answer.

1. The talk is about realistic methods of transport rather than _____ transport.
2. Currently, most vehicles are _____ rather than solar-powered.
3. The speaker feels that cosmetic rather than _____ developments have occurred in mainstream car design.

For questions 4–6, label the diagrams below. Use ONE WORD ONLY for each answer.

4. _____ source

5. conversion to electricity

_____ → motor

6. _____ transmission of data to vehicle
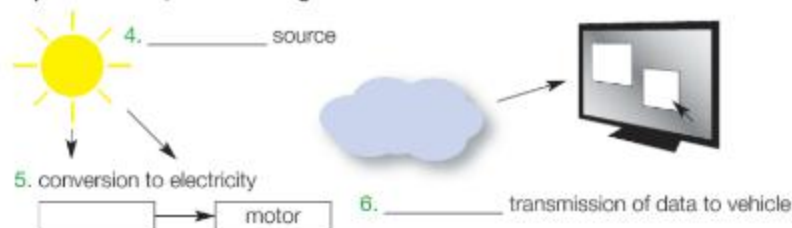
For questions 7–9, label the flow chart below. Use NO MORE THAN TWO WORDS for each answer.

Solar energy production

(7) _____ energy
↓
sunlight
↓
heat / electricity

solar vehicle energy
↓
sunlight
↓
(8) _____
↓
stimulation of electrons
↓
(9) _____

For questions 10–14, complete the notes. Use NO MORE THAN TWO WORDS for each answer.

Advantages
Running cost – recharging free / no need for (10) _____
Environmental benefit – reduced dependence on (11) _____ / no greenhouse gases / reduced (12) _____ – silent panels
Disadvantages
Power + speed limitation
Initial cost – vehicles + panels expensive / frequent damage to (13) _____ panels
Reliance on sunshine – need for (14) _____ as contingency

C Spend 30 seconds reading questions 15–24. Make predictions about what you will hear. Then compare your predictions with a partner.

D 🎧 Listen to the next part of the lecture and answer the questions.

Look at the ideas 15–20 and the list of vehicles in the box. For questions 15–20, match each statement with the correct vehicle A, B or C.

15. a wider application of solar power options
16. conventional mod cons utilized in a different way
17. a higher amount of energy intake
18. acceptance of lower performance levels
19. suitability to particular functions
20. a range of solar panel options

A cars
B buses
C single-track vehicles

For questions 21–24, complete the summary. Use NO MORE THAN TWO WORDS for each answer.

Many solar cars accommodate no more than (21) _____ and this encourages their use in competition. The lightweight materials used in construction make them expensive. Soon, (22) _____ might be a cheaper option. Most racers are students, but (23) _____ are keen for their workers to experience the event. In the race, each solar car is led by and followed by (24) _____.

E Check the key on pages 66 and 67. How many questions did you answer correctly?

F Tick the sentences about the Listening task that are true for you and think about how you could answer more questions correctly next time.

☐ 1. I read the questions, made predictions and tuned into the theme of the lecture quite quickly.
☐ 2. I found it fairly easy to answer questions as I listened.

Listening 2: language development

A The first word in each list below was used in the lecture. Three of the other words are near synonyms and one is not. Delete the odd word out in each list.

1. revolutionary / radical / groundbreaking / conventional / pioneering
2. mainstream / typical / conventional / innovative / predictable
3. stimulate / excite / animate / deaden / agitate
4. viable / impractical / workable / feasible / achievable
5. supplement / support / enhance / undermine / augment
6. sizeable / substantial / considerable / ample / meagre

B In pairs, discuss the meaning of the noun highlighted below that is made from a phrasal verb.

You need a backup electric battery.

Match each of the highlighted phrasal verbs 1–4 with their definitions a–d.

1. I hope you'll back me up in this meeting.
2. You can't back out of the deal now.
3. Neither side is willing to back down.
4. It's time to back off and trust them to do it.

a. not do something that was agreed
b. stop controlling / criticizing
c. admit defeat
d. support

C In pairs, discuss the meaning of the phrases below.

backfire (v) / backlash (n) / back to front / backtrack (v) / backwash (n)

D Divide the adjectives below into two categories. Explain your categories to a partner.

fragile / weedy / robust / delicate / flimsy / brittle / vigorous / sturdy / feeble / hearty / frail

2

Reading 1: practise reading

A Read the heading of the passage below. Answer the question with a partner.

B Put the key words below into the topic sentences at the beginning of each section as you skim the passage.

| computing | defunct | power | circuit | possibility | faith | case |

C In pairs, discuss what more you have learnt about the content of the passage.

D Read the passage and answer the questions that follow.

What is the future of computers?

Computing power doubles every year, making last year's model out of date in no time. But will computers, as they become more powerful, make humans obsolete?

A In 1958, a Texas Instruments engineer named Jack Kilby cast a pattern onto the surface of an 11-millimetre-long 'chip' of semi-conducting germanium, creating the first ever integrated _____. Because the circuit contained a single transistor, a sort of miniature switch, the chip could hold one 'bit' of data: either a 1 or a 0, depending on the transistor's configuration.

Since then, and with unflagging consistency, engineers have managed to double the number of transistors they can fit on computer chips every two years. They do it by regularly halving the size of transistors. Today, after dozens of iterations of this doubling and halving rule, transistors measure just a few atoms across, and a typical computer chip holds 9 million of them per square millimetre. Computers with more transistors can perform more computations per second and are, therefore, more powerful. The doubling of computing power every two years is known as *Moore's law*, after Gordon Moore, the Intel engineer who first noticed the trend in 1965.

B Moore's law renders last year's laptop models _____, and it will undoubtedly make next year's devices breathtakingly small and fast compared to today's. But consumerism aside, where is the exponential growth in computing power ultimately headed? Many scientists believe the exponential growth in computing power will lead inevitably to a future moment when computers attain human-level intelligence: an event known as 'the singularity'. According to some, that moment is close. Physicist, author and self-described 'futurist' Ray Kurzweil has predicted that computers will come to par with humans within two decades. He told *Time Magazine* last year that engineers will successfully reverse-engineer the human brain by the mid-2020s, and by the end of that decade, computers will be capable of human-level intelligence.

The conclusion follows from projecting Moore's law into the future. If the doubling of computing power every two years continues to hold, 'then by 2030 whatever technology we're using will be sufficiently small that we can fit all the computing power that's in a human brain into a physical volume the size of a brain,' explained Peter Denning, distinguished professor of computer science at the Naval Postgraduate School and an expert on innovation in computing. 'Futurists believe that's what you need for artificial intelligence. At that point, the computer starts thinking for itself.'

C What happens next is uncertain, and has been the subject of speculation since the dawn of _____. 'Once the machine thinking method has started, it would not take long to outstrip our feeble powers,' Alan Turing said, in 1951, at a talk entitled *Intelligent Machinery: A heretical theory*, presented at the University of Manchester. 'At some stage, therefore, we should have to expect the machines to take control.'

The British mathematician I.J. Good hypothesized that 'ultra-intelligent' machines, once created, could design even better machines: 'There would then unquestionably be an "intelligence explosion", and the intelligence of man would be left far behind. Thus the first ultra-intelligent machine is the last invention that man need ever make,' he wrote. Buzz about the coming singularity has escalated to such a pitch that there's a new book called *Singularity Rising* by James Miller, an associate professor of Economics at Smith College, about how to survive in a post-singularity world.

D However, not everyone has _____ in the notion of a singularity, or thinks it will ever be reached. 'A lot of brain scientists now believe that such is the complexity of the brain that even if we could build a computer that mimics its structure, we still don't know if the thing we build would be able to function as a brain,' Denning states. Perhaps without sensory inputs from the outside world, computers could never become self-aware.

Others argue that Moore's law will soon break down, or that it has already. The argument stems from the fact that engineers cannot miniaturize transistors much more, because they are already pushing atomic limits. 'When there are only a few atoms in a transistor, you can no longer guarantee that they will behave as they're supposed to,' Denning explains. On the atomic scale, bizarre quantum effects set in. Transistors no longer maintain a single state represented by a '1' or a '0', but instead vacillate unpredictably between the two states, rendering circuits and data storage unreliable. The other limiting factor, Denning says, is that transistors give off heat when they switch between states and when too many transistors, regardless of their size, are crammed together onto a single silicon chip, the heat they collectively emit melts the chip. For these reasons, some scientists say computing power is approaching its zenith. 'Already we see a slowing down of Moore's law,' the theoretical physicist Michio Kaku said during a recent lecture.

E But if that is the _____, it is news to many. Doyne Farmer, a professor of Mathematics at Oxford University who studies the evolution of technology, says there is little evidence for an end to Moore's law. 'I am willing to bet that there is insufficient data to draw a conclusion that a slowing down has been observed. Computers can already perform individual operations of magnitude faster than humans,' he opines.

Meanwhile, the human brain remains far superior at parallel processing, or performing multiple operations simultaneously. For most of the past half-century, engineers made computers faster by increasing the number of transistors in their processors, but only recently began 'parallelizing' computer processors. To work around the fact that individual processors cannot be packed with extra transistors, engineers have begun upping computing power by building multi-core processors, or systems of chips, that perform calculations in parallel. 'This controls the heat problem, because you can slow down the clock,' Denning explains. 'Imagine that every time the processor's clock ticks, the transistors fire. So, instead of trying to speed up the clock to run all these transistors at faster rates, you keep the clock slow and have parallel activity on all the chips.' He believes Moore's law will probably continue because the number of cores in computer processors will go on doubling every two years. Parallelization is the key to complexity. 'In a sense, multi-core processors make computers work more like the brain,' Farmer explains.

F In addition, there exists the future _____ of quantum computing. This is a, thus far, relatively unexplored field that attempts to harness the uncertainty inherent in quantum states in order to perform vastly more complex calculations than are feasible with today's computers. Whereas conventional computers store information in bits, quantum computers store information in qubits: particles, such as atoms or photons, whose states are 'entangled' with one another. A change to one of the particles affects the states of all the others. Through entanglement, a single operation performed on a quantum computer theoretically allows the instantaneous performance of an inconceivably huge number of calculations, and each additional particle added to the system of entangled particles doubles the performance capabilities of the computer. If physicists manage to harness the potential of quantum computers, Moore's law should surely hold far into the future.

G If Moore's law does hold, and computer _____ continues to rise exponentially, is there a point when the progress will be forced to stop? Physicists Lawrence Krauss and Glenn Starkman say 'yes'. In 2005, they calculated that Moore's law can only hold as long as there is matter and energy in the universe that computers can use as bits. When that is exhausted, computers will not be able to expand further. They will not be able to gather enough material to double their number of bits every two years, because the universe will be accelerating apart too fast for them to catch up and encompass more of it.

So, when do Krauss and Starkman predict that computers will stop growing? Projections indicate that computers will encompass the entire reachable universe, turning every bit of matter and energy into a part of its circuit, in 600 years time. That might seem remarkably soon. 'Nevertheless, Moore's law is an exponential law,' Starkman stresses, 'you can only double the number of bits so many times before you require the entire universe.' Starkman's personal view is that Moore's law will break down long before the ultimate computer eats the universe. In fact, he thinks computers will stop getting more powerful in about 30 years.

Ultimately, there is no telling what will happen. We might reach the singularity and we might not. Denning has a new paper in the journal *Communications of the ACM*, entitled 'Don't feel bad if you can't predict the future'. It is about all the people who have tried to do so, and failed.

The passage has seven sections labelled A–G. For questions 1–7, choose the correct heading for each section from the list of headings in the box. You do not need to use all the headings.

i. Man surpassed – machines in charge
ii. A whole new part of the equation
iii. Man and machine as equals
iv. Transistor-based computers are on the way out
v. Different strengths – but for how long?
vi. Nothing left to devour
vii. Half a century of astonishing development
viii. Man – author of his own downfall
ix. Obstacles and limitations – are we already at the end of the road?
x. An increase in size – an increase in temperature

1. Section A ___
2. Section B ___
3. Section C ___
4. Section D ___
5. Section E ___
6. Section F ___
7. Section G ___

For questions 8–18, complete each sentence with the correct ending A–N. You will not need to use all the endings.

8. The average transistor ___
9. Moore's law ___
10. The singularity ___
11. Artificial intelligence ___
12. An ultra-intelligent machine ___
13. The human brain ___
14. A small number of atoms in a transistor ___
15. A large number of transistors together ___
16. Parallelizing ___
17. Quantum computing ___
18. Matter and energy in the universe ___

A reach an impractically high temperature.
B will exist when the human brain's knowledge can be stored on a computer of the same size.
C is unlikely to be utilized for very much longer.
D asserts that computer power will increase at a fixed pace.
E involves systems working in unison.
F will perform far more efficiently than the human brain.
G can be very erratic.
H has become increasingly smaller.
I may run out, putting an end to computer expansion.
J is the point at which machines become as intelligent as humans.
K reduce the speed at which computers can operate.
L utilizes a degree of unpredictability.
M is an area of physics that most scientists do not understand.
N may well have a unique sense of itself.

E Check the key on page 67. How many questions did you answer correctly?

F Tick the sentences about the Reading task that are true for you and think about how you could answer more questions correctly next time.

☐ 1. Focusing on the topic sentences helped me get a general idea of what the passage was about.
☐ 2. I had enough time to read the questions and the passage and answer all the questions.
☐ 3. I quickly identified the parts of the text that provided answers.
☐ 4. The technical nature of some of the language made answering some questions difficult.

☐ 5. The matching headings task was quite straightforward.
☐ 6. I found it quite easy to choose the correct ending even though there were a lot of options.
☐ 7. I am happy with how many questions I answered correctly.

Reading 2: language development

A In pairs, discuss the meaning of the items below from the passage. The section letter is given in brackets.

unflagging (A)   exponential growth (B)   come to par with (B)   reverse-engineer (B)   the dawn of (C)
outstrip (C)   feeble (C)   buzz (C)   escalated to such a pitch (C)   stems from (D)   vacillate (D)
rendering (D)   crammed (D)   zenith (D)   upping (E)   harness (F)   entangled (F)

B In pairs, discuss whether knowing or understanding in context any of the items in Exercise A helped you to answer specific questions in Reading 1D.

C Divide the adjectives below into two categories. Explain your categories to a partner.

defunct / obsolete / revolutionary / redundant / innovative / outdated / groundbreaking

D Look at the list of words below. What do they all mean, more or less?

component / ingredient / factor / feature / element / facet / aspect

Highlight the correct option in the sentences below.

1. The theory has two essential components / elements / ingredients.
2. When buying a laptop, cost is a major factor / feature / aspect for most consumers.
3. Their website has a number of very appealing ingredients / features / elements.
4. Computers will soon have some degree of control over every component / factor / aspect of life.
5. Patience is an important feature / ingredient / facet when it comes to being a good parent.
6. Internet speed is certainly a(n) facet / element / component that consumers consider.

E Think about the title of this unit. What does the phrase sooner or later mean?

F There are many expressions in English related to future time. Cover Exercise G. In pairs, try to complete each expression below with one key word.

1. Fibre-optic cables will be the norm before _____.
2. Some people think that free Internet access is just around the _____.
3. Surely, it's only a _____ of time before virtual reality takes over people's lives.
4. Household robots are not yet common, but their _____ will come.
5. Computers that can think for themselves are surely the _____ of things to come.
6. It's almost impossible to know what the future has in _____.
7. A slowdown in the development of computer technology may be on the _____.

G Complete each expression in Exercise F with a word from the box.

horizon   store   matter   long   time   corner   shape

H Do you have similar expressions in your own language? Do you have any expressions related to time that you would like to say in English?

DOL ENGLISH
BETTER ENGLISH BETTER FUTURE

Redesigned by ieltsdinhluc.vn

Writing 1: understanding the task and deciding what to say

A A typical IELTS Writing Task 2 involves discussing the advantages and disadvantages of new technology. Work in pairs.

1. Invent and write instructions for a task. Use pictures a–d for ideas.
2. Give your instructions to other pairs. Do they think they could write an answer?

B Look at the instructions for three typical IELTS Writing tasks. In pairs, answer the questions that follow.

A
Write about the following topic:

In the near future, most people will work from home at least some of the time. What are the reasons for this change and what will the advantages and disadvantages be?

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

Write at least 250 words.

B
Write about the following topic:

Recent research suggests that the more time people spend using the Internet, the less time they spend with real people. Is the effect the Internet is having on social interaction a concern, or should we be grateful for the benefits the Internet brings?

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

Write at least 250 words.

C
Write about the following topic:

People who complain about technology bringing increased surveillance must have something to hide. If you are not doing anything wrong, you have nothing to worry about. To what extent do you agree with this opinion?

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

Write at least 250 words.

1. Would you approach each task in the same way? Why / why not?
2. Which task would you find easiest to answer? Why?
3. Which task would you find most difficult to answer? Why?

Exam tip: The instructions for Writing Task 2 compositions will give you clues as to the approach that might be best to adopt. Some tasks require you to adopt an argument-led approach. You can express your opinion, but you also need to express both sides of an argument and make the composition balanced. Other tasks include a more controversial statement, and ask you whether you agree or disagree. You will probably choose to adopt a thesis-led approach and express your own opinion more strongly, supporting it with evidence and examples from your own experience. A third type of task requires you to identify reasons for a situation or causes of a problem. You will need to give examples and then suggest what the advantages and disadvantages of the situation are or what some solutions to a problem might be.

C In pairs, discuss which approach would probably be best for each of the tasks in Exercise B.

D Choose one of the tasks and make a list of points you want to make. Compare your list of points with other students.

1. Compare your list with a student who chose the same task as you.
2. Compare your list with students who chose the other two tasks.

E 🎧 Listen to a conversation. Which of the three topics are the people talking about?

F 🎧 Listen again. Do the speakers mention any of the points that students in your class mentioned?

Writing 2: organizing and expressing ideas

A Read the composition and underline the points that the speakers discussed in Writing 1E and F.

One of the consequences of new technology is increased surveillance. Every click we make on the Internet is monitored and recorded, and an ever increasing number of CCTV cameras film our every move. Some people believe that this is a positive development in the fight against crime and terrorism, and that law-abiding citizens have nothing to fear. Others believe that it is an invasion of privacy and that (1) _____.

Clearly, surveillance does sometimes help the police identify criminals, and I understand why it is beneficial to have cameras in shops or potentially dangerous public places, like underground stations. However, the sheer number of cameras in some areas is alarming and I am not convinced they are necessary. They do not appear to have reduced crime or deterred people from committing crime, which is surely the primary goal.

It worries me that surveillance of behaviour will be increasingly used in the wrong way. We (2) _____ from organizations that follow our consumer habits. Before long, individuals may have ready access to that information. I read about a woman who suspected her partner of being unfaithful. She hired a private investigator, who accessed CCTV footage to prove that he was. Some people might say that the partner was actually doing wrong, but I believe this was a gross invasion of his privacy. Of course, there can be laws controlling how information is used, but it seems ridiculous that (3) _____.

As technology develops, I can see a scenario in which an individual can spy on the movements of another individual using satellite tracking. It will (4) _____. I think people who say that only criminals need to worry about increased surveillance are being very short-sighted.

B Choose from the options below to complete each point made in the composition. Explain your choices to a partner.

1. a. a 'Big Brother' society is no longer fiction.
   b. it is wrong that we are being watched so frequently.
   c. we should all be concerned about the future.

2. a. already receive more promotions than we should
   b. have to deal with enough advertising as it is
   c. are already bombarded with junk mail and online spam

3. a. there must be so many laws.
   b. we must have watchdogs to monitor the snoopers.
   c. we need people watching other people who are watching us.

4. a. be a very worrying development.
   b. create new possibilities for potential criminals.
   c. bring a whole new dimension to stalking.

Exam tip: In Writing Task 2, you need to adopt the appropriate register, and you do not want to sound too informal or express opinions too strongly. However, you do want your opinions to have impact and you want to grab the reader's attention. Using expressions like those in Exercise B will show that you have command of the English language and will impress the examiner.

C In pairs, discuss what else you like about the composition.

D Go to page 60 for an additional Exam Practice Writing task.

E Choose one of the other two tasks from Writing 1B. Write your answer using ideas that you discussed in Writing 1D. Then check the model compositions on pages 67 and 68.

Writing 3: language development

A Identify the introductory word or expression below that is different from all the others. Explain your choice to a partner.

Of course / Clearly / Naturally / Obviously / Apparently / It goes without saying / Without doubt

B Study the sentence below from the model composition. In pairs, discuss the grammatical structure and explain why it is used.

They do not appear to have reduced crime or deterred people from committing crime, which is surely the primary goal.

Grammar check

Relative clauses that come at the end of a sentence are sometimes referred to as *sentential clauses*. They modify the whole of the preceding main clause. Contrast the example above with:
The primary goal is to reduce crime or deter people from committing crime, but that does not appear to have happened.

Sentential clauses often describe the consequence of the preceding main clause.
Most people have a computer these days, which allows them to work from home.
Because sentential clauses add information, there is always a comma after the main clause.

Watch out!
typical errors

More people will work from home that will mean less commuting. ✗

C Rewrite the sentences below using sentential clauses.

1. Many people feel that having CCTV cameras in every street is creating a 'Big Brother' society.
   There are _____.
2. Fewer CDs are being sold due the fact that so many people now download music online.
   Most people now _____.

D In pairs, discuss the meaning of *sheer* in the sentence below from the composition.

However, the sheer number of cameras in some areas is alarming …

E Discuss the meaning of *sheer* in the phrases below.

through sheer hard work   sheer luck   sheer boredom   sheer joy

F In pairs, discuss why some of the past verbs below have double consonants before *–ed* and some do not.

deterred   mattered   committed   deleted   controlled   recorded

Speaking 1: features of interaction

A Mark the expressions below (F) if they are examples of formal written language or (I) if they are more likely to be examples of informal spoken language.

1. There is a distinct possibility that …
2. It's bound to …
3. … is on the cards.
4. In all probability, …
5. … is still a long way off.
6. There is a greater degree of likelihood that …
7. There's not much chance of …
8. … is in the pipeline.

B 🎧 Listen and check your answers to Exercise A.

C Look at the tapescript on page 76 and practise the exchanges with a partner.

Speaking 2: directed interaction

A Here are two typical task cards for Part 2 of the Speaking test. Work with a partner – one of you is A, the other is B. Think about the topic for a minute and make notes.

A

Talk about a major technological advance that you have seen in your lifetime.
Say …
• what the advance is.
• what effect it has had on society.
• how it has changed your life specifically.

B

Talk about technological advances that you expect to see in the near future.
Say …
• what the advances are.
• how they will affect society.
• how they might affect you personally.

B Take turns to speak about what's on your task card for about two minutes.

Speaking 3: open interaction

A Read the quotations below. In pairs, discuss what each means and choose the one you like best.

'The best way to predict the future is to invent it.' *Alan Kay*

'I never think of the future – it comes soon enough.' *Albert Einstein*

'The best thing about the future is that it comes only one day at a time.' *Abraham Lincoln*

B In pairs, answer the questions below.

1. Do the advantages of the Internet outweigh the disadvantages?
2. Do you ever worry about the degree of surveillance that now exists?
3. Do you like the idea of working from home, rather than from a shared workplace?
4. Will people really benefit from increased leisure time if household robots become common?
5. How will we deal with the problem of overpopulation in the future? Will we build floating cities, cities under the sea, or will we be able to explore habitats on other planets?

Reading

A Read the heading and the topic sentences. Make predictions about the content of the passage.

B Read the passage and answer the questions that follow.

BIOMETRIC TECHNOLOGY:
IT KNOWS WHO YOU ARE

As governments and public and private organizations demand ever more sure-fire safeguards when controlling physical access, biometrics is receiving increased attention. According to market research, physical access control will reach annual revenues of $400 million by the middle of the decade and assume most of the biometric application market. While biometric technology may seem to many the stuff of futuristic movies, the systems are actually surprisingly uncomplicated. Addressing public perception is one of the industry's biggest challenges.

'There's a lot of hype and people tend to think that biometrics is James Bond, but it's really not whizz-bang technology,' explains Bill Spence, director of marketing at Recognition Systems Inc. He claims that when it comes to physical access control, biometric technology is like any other card reader. In the security industry, the three basic types of verification are something you know (like a password or PIN), something you carry with you (like an ID card or key) or something you are – a biometric. Biometrics is the only verification type that cannot be borrowed, stolen or forgotten, and forgery is virtually impossible. 'The chance of getting past an ID card reader is 100%. If I take your card, I'll get in,' says Spence. 'That's where we start to see the real value of biometrics.'

In good hands
Access control via hand scanning technology is referred to as hand geometry. It measures characteristics such as the length, height and width of the hand, the curves of the fingers, finger thickness and distances between joints. 'Just as people's brains distinguish facial characteristics to recognize a face, HandReaders recognize hands by their unique characteristics,' explains Spence. 'The system simply shines an infra-red light onto a reflective surface where the hand is placed and then captures the reflected image of the silhouette.'

Hand geometry has been implemented for low-, medium- and high-security access control, including nuclear power plants, airports and universities. Another common use is for time and attendance systems. The technology's accuracy and rapid throughput is ideal for larger numbers of people. 'Some biometric technologies have a failure-to-enrol rate of up to 4%, which isn't a big problem if you only have 50 people using the system,' Spence explains. 'When you start talking about tens of thousands of people, you need a more reliable option. Hand scanning has a failure-to-enrol rate of only 1 in 10,000.' Hand geometry is also ideal for storing on a smart card, as it has a template with

only 9 bytes. 'With a smart card, your hand is matched to the template on the card. It doesn't matter if someone gets your card, because they don't have your hand.'

Finger on a chip
Fingerprinting has been around for more than a century, and is widely accepted. Among a variety of fingerprint access control devices on the market is the AA battery-powered, all-in-one fingerprint door lock from Adome International. 'It's a very simple device that stores the enrolled fingerprint templates on a chip and connects to the door,' says Robert Borden, IT director at Adome. 'It's geared towards residential and small office environments.' Adome also manufactures sophisticated devices for high-security applications.

Fingerprint scanning uses either optical methods or silicon sensors to extract a visual image. 'It creates a digitized pattern by extracting minutiae points where the fingerprint ridges end and intersect,' explains Frances Zelazny, director of communications with Minnesota-based Identix Inc. 'The accuracy of fingerprinting really depends on the environment you're dealing with. In the construction industry, you may not use fingerprinting because a lot of workers have worn fingerprints, meaning a higher failure-to-enrol. Optical fingerprint scanners are more durable and provide better image quality than silicon sensors. With a silicon sensor, you're actually touching the sensor itself, so in any high traffic area, silicon readers wear out quickly. With optical readers, a piece of glass separates the finger from the sensor.'

The eyes have it
Considered the most accurate biometric technology, iris recognition is especially suited for high-security locations, such as border crossings, airports, prisons, government agencies and medical facilities. 'The uniqueness of the iris is magnitudes better than that of fingerprints,' says Dr Jim Cambier, chief technology officer for Iridian Technologies. 'The iris contains many complex variables from person to person, even identical twins. Fingerprinting captures 60 to 80 points of minutiae as compared to iris recognition which looks at 247 different points.' Iris recognition has a typical false acceptance ratio lower than 1 in 1.2 million, so the probability of false identification is virtually zero.

The iris may be the coloured circle of the eye, but in iris recognition, the colour carries no significance. A black and white picture is used to create the unique digital code of the iris. 'Glasses and contact lenses do not affect iris recognition,' Cambier says. 'The only time iris recognition might not work is when someone wears contact lenses with a printed pattern, has had a unique surgical procedure or is born with Aniridia – an extremely rare condition of complete loss of the iris.'

At face value
Face recognition and behavioural technologies, such as voice authentication, are also gaining acceptance in the security industry. Mostly deployed for general surveillance in airports, casinos and public arenas, facial recognition can be used with existing security video cameras. 'Facial recognition looks for features based on the bone structure, such as the eye sockets, cheek bones, chin and mouth,' says Zelazny of Identix. 'Using an image of the face, these points are measured in relation to each other and a mathematical code called a "faceprint" is created.' The faceprint is compared with existing images and the software measures how similar the images are to each other.

While some claim high accuracy rates with facial recognition, government studies have found false positives (wrongly matching people with existing photos) and false negatives (not finding people who do exist in the database). Unlike hands, fingerprints and irises, faces change over time. According to many industry insiders, a facial recognition system can be fooled by hairstyle, facial hair, body weight, ageing or simple disguises. The casino industry, however, has capitalized on this technology to help catch repeat scam artists.

Millions of calls are made every day to access account information, which makes financial institutions prime for voice authentication. 'While we use it here at our headquarters for physical access control, voice recognition is suited more to call centres, where it eliminates the need for the often-forgotten PIN or password,' says Regina Shmidt, senior product marketing manager for Nuance. 'The vocal cords, larynx and mouth shape all work together to create an individual voiceprint.' Voice recognition has potential for growth because it can be used with existing technology, including plain old telephone systems, cell phones and VoIP.

Everything in perspective

As interest in biometric access control grows, so do industry standards relating to file formats and interoperability with existing systems. The BioAPI Consortium was formed to develop a widely available and accepted application programming interface (API) that will serve for various biometric technologies. Chosen as the file of choice, the Common Biometric Exchange File Format (CBEFF) describes how information is stored. A list of the many biometric products designed for BioAPI compliance is available from the consortium's website. Each biometric has its application based on cost, demographics and the surrounding environment. As the shift toward higher security has most people realizing that typical ID cards are no longer sufficient, biometric access control will become more widely accepted. 'We often put technology up on a pedestal, and it's important to keep everything in perspective,' says Bill Spence. 'When people are hesitant to touch a biometric access control device, I just say to them, "It's a funny looking doorknob isn't it?"'

Most biometric companies in the access control market have adopted the existing infrastructures and standards of the access control and IT world. Almost every biometric access control device offers standard Weigand and RS-485 input/output connections and Ethernet ports. As the defacto standard for the access control industry, the Weigand data format is the typical interface used to support communications between readers and control panels. 'When we first came out with our HandReader back in the early 1990s, we had a Weigand compatible output,' says Spence, 'that really helped propel our devices in the access control market at a more rapid pace than typically seen with biometrics.'

While central access control panels are often managed via TCP/IP connections, biometric access control devices are frequently daisy-chained together with a typical RS-485 twisted-pair wiring scheme. According to Spence, installing a biometric access control system is no different from installing any access control system. 'The science is in the software, not in the installation. I envisage the typical security installer, locksmith and even end-user installing them,' says Spence.

For questions 1–4, complete the summary using the list of words A–L on the next page. Write the correct letter as your answer. You will not need to use all the letters.

Biometric systems

For many organizations, (1) ___ is now paramount, and physical access biometric systems will soon account for the majority of biometric applications. The public still largely views the technology as (2) ___, but these systems are actually simple. Security amounts to one of three categories – a piece of information, a (3) ___ or a personal physical feature. Biometrics is simply an example of the third option, and is not vulnerable to loss, theft or (4) ___.

A corruption	B defence	C fantasy
D action	E falsification	F certificate
G security	H reality	I nonsense
J complexity	K possession	L correction

Look at the ideas 5–13 and the list of systems in the box. For questions 5–13, match each idea with the correct system A, B, C, D or E.

A hand geometry
B fingerprint scanning
C iris scanning
D face recognition
E voice recognition

5. suitability to everyday procedures
6. concerns of susceptibility to deception
7. speed, efficiency and simplicity
8. the pros and cons of two versions of the same biometric option
9. aptness in especially susceptible environments
10. the problem of a damaged body part
11. an alternative to face-to-face interaction
12. a specific example of offender identification
13. inefficiency only in exceptional circumstances

For questions 14–17, choose the correct letter a, b, c or d.

14. The purpose of the BioAPI Consortium is to encourage ...
    a. accountability.
    b. uniformity.
    c. quality.
    d. competition.

15. Why does Bill Spence tell people, 'It's a funny looking doorknob'?
    a. to help them understand a process
    b. to ridicule them
    c. to emphasize that technology is inexpensive
    d. to put them at ease

16. What does Bill Spence credit for the success of his company's HandReader in the 1990s?
    a. It incorporated familiar principles of the IT industry.
    b. It was truly revolutionary.
    c. It was faster than comparable products at the time.
    d. It was easy to use.

17. What is the point that Spence makes in the final paragraph of the passage?
    a. Central access control is the way forward.
    b. All access control systems are complex and should be fitted by experts.
    c. Scientists have made huge progress in access control biometrics.
    d. Biometric access control systems can be fitted by anyone.

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3 Haves and have-nots

Listening 1: practise listening

A Spend 30 seconds reading questions 1–20. Make predictions about what you will hear. Then compare your predictions with a partner.

B 🎧 Listen and answer the questions.

For questions 1–4, choose the correct letter a, b or c.

1. To introduce the debate, the presenter suggests that …
   a. there will be fewer jobs for young people if companies go out of business.
   b. the public knows more about job losses than about a lack of job opportunities.
   c. people who lose jobs should go back to college or university.

2. What does Alison start by saying?
   a. Some graduates are doing jobs they did not expect to.
   b. Her generation is wealthier than her parents'.
   c. Graduates are unwilling to pay back money they borrowed as students.

3. Peter starts by suggesting that students should be …
   a. angry that times are so difficult.
   b. concerned about what the future has in store.
   c. grateful for the advantages they have had.

4. What does Alison think university leavers expect from a career?
   a. a high salary
   b. job satisfaction
   c. status

For questions 5–10, complete the notes. Use NO MORE THAN TWO WORDS for each answer.

Courses - Peter's views

Science- / Maths-related courses more popular + (5) _____ courses (Health and Social Care) becoming more popular

parents / careers advisors helping students to make (6) _____

ethos must change to resolve issue of (7) _____ / unemployment

Courses - Alison's views

erosion of (8) _____ of F.E.

students being (9) _____ to meet requirements of society

students unhappy + disengaged (wrong course / wrong place) - students forced to live at home by (10) _____ - not experiencing real student life

For questions 11–17, complete the sentences. Use NO MORE THAN TWO WORDS for each answer.

11. Peter admits that having the burden of a large _____ isn't the best way to start out on a career.
12. Peter believes that the problem is exaggerated in _____.
13. Alison believes that £_____ is a realistic estimate of the average amount owed.
14. Alison claims that, at retirement age, her generation will have £_____ less than her parents had at that age.

15. Alison claims that _____ is too expensive and that students will be a generation of renters.
16. Peter and Alison agree that money _____ have shown a lack of responsibility.
17. Alison and Peter disagree about whether students should be allowed to borrow money depending on their career _____.

For questions 18–20, complete the summary. Use NO MORE THAN TWO WORDS for each answer.

Alison claims that a typical (18) _____ has fallen by 25% in the last decade and accuses employers of exploiting the fact that newly-qualified graduates have to (19) _____. Peter believes that it is (20) _____ for businesses to take advantage of such a situation.

C Check the key on page 68. How many questions did you answer correctly?

D Tick the sentences about the Listening task that are true for you and think about how you could answer more questions correctly next time.

   ☐ 1. I read enough of each task in 30 seconds to make some predictions.
   ☐ 2. I tuned into the theme of the conversation quite quickly.
   ☐ 3. I found I was able to read the options, the notes and the summary as I listened.
   ☐ 4. I wasn't sure how to spell some words that I needed to write as answers.

Listening 2: language development

Exam tip: Remember that working out the meaning of new words and phrases from the context is an essential listening skill. It's more difficult when you're listening than when you're reading because you have far less time and can't see the key word or the words around it. In the Listening test, the words you need to write as answers are usually quite simple. Sometimes, however, you may need to write a word you don't know as an answer. You'll need to listen carefully and guess the spelling.

A 🎧 Listen to some sentences from the conversation. Complete the sentences below with words you hear.

1. People do not always understand the _____ of newly-graduated students.
2. Today's young may well be _____ financially than the previous generation.
3. Things are not as _____ as they could be.
4. Younger people may _____ the rewards of their parents' hard work.
5. Banks and other money lenders must make decisions _____.

B In pairs, discuss the meaning of each word in Exercise A using the context.

C Complete the phrasal verbs from the conversation with the correct form of the verbs in the box.

1. The reality is that _____ **off** debt will make saving for a deposit to _____ **down on** a home virtually impossible.
2. If we are to tackle the issue of graduates _____ **up** debt …
3. Employers are _____ **away with** paying less because they know young workers are willing to compromise.

put
get
pay
rack

D In pairs, discuss the meaning of the two money-related words in the yellow box. What synonyms and antonyms can you think of?

affordable   spendthrift

E Match each word or phrase in Box A with its opposite in Box B. Use a dictionary if necessary.

A
tighten your belt   broke   affluent
bargain   fortune   luxury

B
rip-off   squalor   pittance
splash out   penniless   rolling in it

F In pairs, discuss idiomatic expressions in your language related to money. Find out if you can say the same thing in English.

DOL ENGLISH
BETTER ENGLISH BETTER FUTURE

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3

Reading 1: practise reading

A Read the heading of the passage below. Discuss what you know and think with a partner.

B Read the topic sentences. Make predictions about the content of the passage.

C Read the passage and answer the questions that follow.

Does Globalization Help the Poor?

A In recent years, we have heard steady proclamations emanating from the advocates of economic globalization and leaders of the world's leading financial institutions – the World Bank, the International Monetary Fund (IMF), the World Trade Organization (WTO), etc. – that the ultimate purpose in pushing economic globalization is to help the world's poor. More specifically, they contend that removing barriers to corporate trade and financial investments is the best path to growth, which they claim offers the best chance of rescuing the poor from poverty. They also assert that the millions of people who oppose the economic globalization model are harming the interests of the poor. They should back off and leave it to corporations, bankers and global bureaucracies to do the planning and solve the world's problems. Such claims are routinely replayed in the media. One prominent national columnist writes, 'Protesters are choking the only route out of poverty for the world's poor.' In other words, if the protesting stopped, the financial institutions would save the day. Is this believable? Is it the salvation of the poor that really drives global corporations or are their primary motives quite different?

B Almost all the evidence from the most robust period of economic globalization – 1970 to the end of the 20th century – shows that its outcome is the exact opposite of what its supporters claim. Interestingly, this evidence now comes as much from the proponents of globalization as from its opponents. Clearly, poverty and inequality are rapidly accelerating everywhere on Earth. A 1999 report by the United Nations Development Program found that inequalities between rich and poor within and among countries are quickly expanding, and that the global trading and finance system is a primary cause. Even the US Central Intelligence

Agency (CIA) confirms the United Nations' (UN) conclusions, agreeing that globalization brings massive inequalities. 'The benefits of globalization do not reach the poor,' says the CIA, 'and the process inevitably results in increased unrest and protest.'

C The ideologies and rules of economic globalization – including free trade, deregulation and privatization – have destroyed the livelihoods of millions of people, often leaving them homeless, landless and hungry, while removing their access to the most basic public services like health and medical care, education, sanitation, fresh water and public transport. The records show that economic globalization makes things worse for the poor, not better. Economic globalization has actually succeeded in making global corporations and a few elites wildly wealthy. Of the largest 100 economies in the world, 52 are corporations. This is what the UN describes as the 'staggering concentration of wealth among the ultra-wealthy'.

D Contrary to claims, wealth generated by globalization does not trickle down. Rather, the wealth is locked at the top, removing from governments and communities the very tools necessary to redistribute it, and in doing so protect domestic industries, social services, the environment and sustainable livelihoods. There may be isolated instances where temporary improvement has been achieved in Third World countries, and, of course, the financial institutions love to trumpet these. The truth, however, is that benefit has been very short-lived and the majority of it has gone to the elites in these countries and to the chief executives of the global corporations at the hub of the process.

E People may point to the 'Asian Tiger' economies like Taiwan, South Korea and Singapore as examples of the success of globalization, but the truth is that improvement has not been achieved by assiduously adhering to the dictates of international financial advisors. These economies initially resisted the prescribed economic model, and managed to stay free of the volatility of export markets. When they did finally succumb to pressure from the IMF and the World Bank, they found their glory days quickly disappearing into the infamous Asian financial crisis of the late 90s.

F The majority of poor countries have not enjoyed much benefit from globalization, and a growing number of people understand that the system is selling a false promise. The policies of the financial institutions are not designed to benefit them, but to benefit rich industrial countries and their global corporations. The question then is, do these globalizing institutions know what they're doing or do they just blindly follow a failed ideological model? Many commentators fiercely opposed to globalization now firmly believe that the institutions do indeed know exactly what they're doing and that they always have. They have an assignment to remove all obstacles to the free flow of capital as they seek to pry open the world's last natural resource pools, markets and cheap labour. To suggest they do all this to help the poor is high cynicism.

G Perhaps the most traumatic impact of globalization has resulted from local economies being forced to shift from a small-scale diversified agricultural model towards the industrial export model. Half the world's population still lives directly on the land, growing food for their communities. They grow staples and a mix of diverse crops, and they replant with indigenous seed varieties developed over centuries. They have perfected their own fertilization and pesticide management. Such systems have sustained hundreds of millions of people for millennia.

Global corporations must resist local self-sufficiency. Profit is generated by increased processing activity and global trading. We have seen companies spend millions of dollars on publicity professing that small farmers are not productive enough to feed the hungry world. This publicity runs in tandem with the investment and trade strategies of the same companies – strategies that aim to replace local, diverse farming for self-reliance with monocultures. The people who once grew their crops are driven off their land. People who once fed themselves become landless, homeless, jobless and hungry. Dependency and starvation replace self-sufficient livelihoods and self-reliant nations, while global corporations maintain their wealth by shipping luxury items thousands of miles to already overfed markets. Clearly, these corporations are not concerned about feeding the hungry. They are concerned about feeding themselves.

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The passage has seven sections labelled, A–G. For questions 1–7, choose the correct heading for each section from the list of headings in the box. You do not need to use all the headings.

> i. Initial gains – ultimate disaster
> ii. A stark contrast between the poor and the super-rich
> iii. The obliteration of traditional practices
> iv. The poor must take some responsibility
> v. Boasts about small victories are misplaced
> vi. We know best – don't try to stop us
> vii. Markets yet to be exploited
> viii. Incompetence or a well-planned strategy?
> ix. Parties on both sides can see the shortcomings
> x. Asia leads the way

1. Section A ___
2. Section B ___
3. Section C ___
4. Section D ___
5. Section E ___
6. Section F ___
7. Section G ___

For questions 8–12, complete the notes. Use NO MORE THAN TWO WORDS for each answer.

Globalization – two sides of the coin
Advocates say:
Growth realized only by (8) _____ to business
Hope of salvation thwarted by (9) _____
Opponents say:
(10) _____ of the system equally sceptical
Millions destitute without essential (11) _____
(12) _____ now wealthier than some countries

For questions 13–19, decide if the following statements reflect the opinions of the writer in the reading passage? Write:

- (Y) YES if the statement reflects the claims of the writer.
- (N) NO if the statement contradicts the claims of the writer.
- (NG) NOT GIVEN if it is impossible to say what the writer thinks about this.

13. Authorities in poorer countries are often unable to act even when they wish to. ___
14. Globalization enthusiasts are typically modest about any success stories. ___
15. A tiny minority of people have benefited from any growth in poorer countries. ___
16. The 'Asian Tiger' economies became rich by following the advice of western financiers. ___
17. Big financial institutions were solely to blame for the collapse of the 'Asian Tiger' economies. ___
18. The poor are becoming more aware that globalization will end in disillusion. ___
19. The global institutions have made many mistakes on the way to achieving their aims. ___

For questions 20–24, complete the sentences. Use NO MORE THAN TWO WORDS for each answer.

20. The writer believes that poor farmers have been badly affected by having to change their business _____.
21. Traditional farmers use _____, native to their own countries to grow crops.
22. The writer suggests that global corporations pay for _____ that undermines the role of small farmers.
23. _____ take the place of sustainable systems that benefit the local community.
24. The writer feels that people who already have enough are encouraged to buy _____ that are unnecessarily transported across the world.

D Check the key on page 68. How many questions did you answer correctly?

E Tick the sentences about the Reading task that are true for you and think about how you could answer more questions correctly next time.

- ☐ 1. Focusing on the topic sentences helped me get a general idea of what the passage was about.
- ☐ 2. I had enough time to read the questions and the passage and answer all the questions.
- ☐ 3. I quickly identified the parts of the text that provided answers.
- ☐ 4. Not knowing some words and phrases made answering some questions difficult.

Reading 2: language development

A In pairs, explain the words and phrases from the passage below. The section letter is given in brackets.

1. steady proclamations (A)
2. emanating from (A)
3. back off (A)
4. routinely replayed in the media (A)
5. choking the only route (A)
6. rapidly accelerating (B)
7. increased unrest (B)
8. a few elites (C)
9. staggering (C)
10. trickle down (D)
11. sustainable livelihoods (D)
12. trumpet (D)
13. at the hub of the process (D)
14. assiduously adhering to (E)
15. the volatility of export markets (E)
16. succumb to (E)
17. a false promise (F)
18. pry open (F)
19. high cynicism (F)
20. in tandem with (G)

B In pairs, discuss whether any of the words and phrases in Exercise A helped you answer specific questions in Reading 1C.

C The first word and sometimes the second word in each list below appears in the text. Three of the other words are near synonyms and one is not. Delete the odd word out in each list.

1. proclamation / declaration / announcement / denial / assertion
2. advocate / proponent / opponent / supporter / follower
3. choking / strangling / liberating / stifling / obstructing
4. protest / unrest / disobedience / conflict / accord
5. trickle / dribble / seep / gush / drip

D Think about the title of this unit. Who are the *haves and have-nots*? When do people use the phrase? Compare thoughts with a partner.

E Which words and phrases meaning *rich* and *poor* do you remember from the Listening Module?

F Write the words and phrases into the correct box below. Then, in pairs, discuss the exact meaning of any items you are unsure of.

> hard up   affluent   deprived   well off   penniless   poverty-stricken   rolling in it   comfortable   destitute   prosperous   impoverished   broke   on the breadline   solvent   worth a fortune   loaded

having money – formal	having money – informal

not having money – formal	not having money – informal

3

Writing 1: understanding the task and deciding what to say

A Look at these instructions for a typical IELTS Writing task. In pairs, answer the questions below.

Write about the following topic:

It is not possible to have equality in society all the time. A minority of people have a privileged education and are given opportunities that are not available to the vast majority.

To what extent do you agree with this opinion?

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

Write at least 250 words.

1. Is it a topic you can write about confidently?
2. What approach do you think you would take?
3. What are some points that you would include in the composition?

B 🎧 Listen to two students discussing how to approach the task and answer the questions below.

1. Which student do you agree with about the best approach to take?
2. Which student do you agree with more about points that need to be made?

Writing 2: organizing and expressing ideas

A Read the composition below and the sentences 1–5 that follow. Which of the two students from Writing 1B wrote it?

Many people feel that a system in which it is possible for a few individuals to make vast fortunes while the majority have to survive on far less is unfair. ___

What most critics of the system are especially indignant about is the fact that successful people can buy a privileged education for their children, thus giving them opportunities not available to the majority. ___

Although, to an extent, I can see the logic of this argument; I would say that I personally do not fully agree with the view that the existence of private education negates the notion of social equality. There are various reasons why some people achieve their potential while others do not. ___

I think we also have to look at the question on an international level. Clearly, children in certain countries have a much better education and enjoy a far greater range of experiences than children in poorer parts of the world. ___

Social equality is not only about education, anyway. People who create wealth create jobs and also make social welfare possible. Free health care, for example, is a form of equality, which, in some countries, only the very rich have access to. ___

1. They would say that some children are born with a silver spoon in their mouth and that for equality to exist, there must be more of an even playing field.
2. Are we saying that that is also unfair, and that children in all corners of the globe should start off on the same rung of the ladder?
3. Many wealthy people themselves would freely admit that free enterprise creates a certain amount of inequality.
4. It could even be argued that some poorer people only have an education at all because other people who have enjoyed a better education pay large amounts of tax.
5. There are infinite examples of people who are hugely successful despite a humble background and of people with a privileged upbringing who have made very little of their opportunities.

⏳ **Exam tip:** The topic sentence is generally the first sentence of the paragraph – the sentence that introduces the paragraph and tells the reader what to expect. The final sentence of each paragraph is important too. Often it will summarize the point made in the paragraph and/or prepare the reader for the paragraph that follows. In a good composition, ideas will be linked and flow naturally from paragraph to paragraph, creating overall cohesion.

B Put sentences 1–5 in Exercise A into the correct place at the end of each paragraph.

C Read the completed model composition on page 68 to check.

D In pairs, discuss what you like about the composition. Is there anything you are not sure of?

E Write your own answer to the Writing task. Use Exercise A to help you.

F Go to page 60 for an additional Exam Practice Writing task.

Writing 3: language development

A Can you remember the linking words in the complex sentences below from the composition?

1. Many people feel that a system in which it is possible for a few individuals to make vast fortunes _____ the majority have to survive on far less is unfair.
2. What most critics of the system are especially indignant about is the fact that successful people can buy a privileged education for their children, _____ giving them opportunities not available to the majority.
3. _____, to an extent, I can see the logic of this argument; I would say that I personally do not fully agree with the view that the existence of private education negates the notion of social equality.
4. There are infinite examples of people who are hugely successful _____ a humble background _____ of people with a privileged upbringing who have made very little of their opportunities.
5. Free health care, for example, is a form of equality, _____, in some countries, only the very rich have access to.
6. It could even be argued that some poorer people only have an education at all _____ other people who have enjoyed a better education pay large amounts of tax.

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B In pairs, discuss the meaning of these expressions used in the model composition.

> born with a silver spoon in their mouth   an even playing field
> a humble background   start off on the same rung of the ladder

C Look at the sentence below from the composition. In pairs, discuss when and why we use *anyway*.

Social equality is not only about education, anyway.

D Look at the words and phrases in the yellow box to answer each question.

1. Which could be used instead of *anyway*?

> in any case   nevertheless   anyhow

2. Which would be used at the beginning rather than at the end of the sentence?

> besides   regardless   in spite of

E Look at the sentence below and, in pairs, answer the questions below.

They would say that some children are born with a silver spoon in their mouth and that there must be more of an even playing field for equality to exist.

1. How is the sentence different from the sentence in the composition?
2. Why do writers change the order of clauses in a sentence like this?

Grammar check

Writers often move a clause from its usual place in the sentence to the beginning of the sentence for dramatic effect. This is sometimes referred to as *fronting*.
Clauses which express purpose are often fronted in this way.
For equality to exist, there must be more of an even playing field.
To reduce unemployment, the government has introduced …
So that a greater number of people can enjoy the benefits, the measures will come into effect …

Watch out!
typical errors

For resolve the issue, the council have decided to … ✗

F Rewrite the sentences below using fronted clauses.

1. The timing must be right for these measures to have the desired effect.

_____

2. The government will have to create jobs to win back the confidence of the electorate.

_____

G Look at the sentences below from the composition. Can you remember the adverbs used?

1. Many wealthy people themselves would _____ admit that …
2. I would say that I personally do not _____ agree …

H Highlight the correct adverb option in the sentences below.

1. I have to say that I *strongly / harshly / powerfully* disagree with the whole idea.
2. Many people are *fully / totally / perfectly* confused by the latest round of changes.
3. It is *strongly / widely / greatly* acknowledged that the law has had no beneficial impact.
4. Most people agree that his actions were *rightly / truly / perfectly* acceptable in the circumstances.
5. I'm sure everyone will agree that David will be *fondly / gladly / clearly* remembered and *bitterly / deeply / sorely* missed.
6. Students will be *bitterly / sadly / grossly* disappointed at the latest round of cuts.

Speaking 1: features of interaction

A 🎧 Complete each exchange with the correct form of a phrasal verb from the box. Then listen and check your answers.

> pick up
> dip into
> fork out
> get by on
> put aside

1. 'I guess Jenny doesn't make much working as a nursery assistant.'
   'I think she just about _____ what she earns.'
2. 'How's the business going?'
   'Well, things are _____, but it's not great.'
3. 'Will you cope if you lose your job?'
   'Well, I've got a bit of money _____, but things won't be easy.'
4. 'It's not cheap having teenage kids, is it?'
   'No, you're always _____ for one thing or another.'
5. 'Will you be able to afford a holiday this year?'
   'We'll have to _____ our savings, but we'd like to get away if possible.'

B In pairs, practise the exchanges in Exercise A.

Speaking 2: directed interaction

A Here are two typical task cards for Part 2 of the Speaking test. Work with a partner – one of you is A, the other is B. Think about the topic for a minute and make notes.

A
> Talk about an event or special occasion that cost a lot of money.
> Say …
> • what the event or occasion was.
> • what made it expensive.
> • whether or not it was worth the money you spent.

B
> Talk about an activity you enjoy or a special occasion you remember that costs/cost nothing.
> Say …
> • what the activity is or the occasion was.
> • why you enjoy/enjoyed it.
> • why other people should try it.

B Take turns to speak about what's on your task card for about two minutes.

Speaking 3: open interaction

A In small groups, discuss the two common sayings below.

> The best things in life are free.   Money is the root of all evil.

B In pairs, answer the questions below. Explain your answers.

1. Do you feel that the gap between the rich and the poor is closing or widening in your country?
2. Do you feel that entertainers and sports personalities are overpaid?
3. Do you feel that key workers, like teachers and nurses, are underpaid?
4. Do you think wealthy people should be able to pay for their children's education?
5. Does a welfare system encourage some people not to work?
6. Do the wealthiest nations have a duty to assist and support poorer nations?

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3

Listening

A Spend 30 seconds reading questions 1–15. Make predictions about what you will hear.

B 🎧 Listen and answer the questions.

For questions 1–6, complete the notes. Use NO MORE THAN THREE WORDS for each answer.

Anna

comes from a (1) _____ family so grant not big

can rely on family for necessities, but not (2) _____

having debts on graduation is (3) _____, but hopes not to go beyond (4) £_____

main expenses are (5) _____, food + (6) _____ to the campus

For questions 7–9, complete the summary. Use NO MORE THAN TWO WORDS for each answer.

Anna feels that she is too busy studying to consider (7) _____ work on top. She feels that she could not (8) _____ enough to make it worthwhile anyway. She claims that students see working to support themselves as a (9) _____ and feels that that is unfair.

For questions 10–12, choose the correct letter a, b or c.

10. How does Alan feel about his financial status?
    a. He feels quite well off.
    b. He thinks he is quite poor.
    c. He accepts that he is very poor.

11. Alan says that when he was growing up, …
    a. there was not much money.
    b. his mother paid higher taxes than most.
    c. he had more money to spend than others of his age.

12. What does Alan imply about the course he is studying?
    a. It will help him get a well-paid job.
    b. It encourages him to borrow more money than he should.
    c. He cannot suppose that it will be easy to find work after it.

For questions 13–15, choose THREE letters A–G. The order of your answers is not important.

Which of the following does Alan say about saving and spending money?

A His rent is expensive.
B He spends a lot on getting to and from university.
C He borrows money from friends.
D Spending money is easy.
E Part-time work does not provide a sufficient income.
F He would like to have more free time.
G He cannot afford to go to football matches.

13. ___   14. ___   15. ___

C Spend 30 seconds reading questions 16–26. Make predictions about what you will hear.

D 🎧 Listen and answer the questions.

For questions 16–22 complete the notes. Use NO MORE THAN THREE WORDS OR A NUMBER for each answer.

Inequality lecture

Is society more (16) _____ than ever?

gap between haves and have-nots widening – (17) _____ not having the benefit that it should

richest 1% → 40% of global assets
richest 3 people → richer than (18) _____ poorest countries
10 million dollar millionaires → have combined wealth of (19) $_____

50% of people in SS Africa live in poverty
50% of (20) _____ do not have enough to eat
⅓ of richest 20% of Indians live (21) _____ by developed world standards

1 billion of world's 6 billion people → own (22) _____% of domestic product

For question 23, choose the correct letter a, b or c.

23. Why are France, Spain and Japan mentioned?
    a. The income of the best-paid workers has risen alarmingly.
    b. They have the most sizeable gap between well-paid and poorly paid workers.
    c. The difference between well-paid and poorly paid workers is less extreme.

For questions 24–26, complete the summary. Use NO MORE THAN TWO WORDS for each answer.

Many more people now work in the informal economy. Pay and (24) _____ are shockingly bad. People without work scavenge and (25) _____ what they can to survive. Women are often in the worst position. Education may have improved, but the number of females in (26) _____ has fallen.

4 Man and beast

Listening 1: practise listening

A Spend 30 seconds reading questions 1–14. Make predictions about what you will hear. Then compare your predictions with a partner.

Exam tip: Anthropology is a common theme in both the Listening and Reading tests of the IELTS exam. In the Listening test, either Section 2 or 4 could be a talk or lecture related to wildlife or the natural world. Recordings and passages may contain words and phrases related to a very specific area and you won't recognize them. The tasks will often assess your ability to understand those items in context.
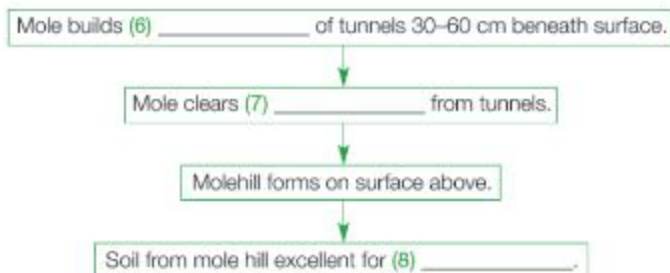
B 🎧 Listen and answer the questions.

For questions 1–5, complete the sentences. Use NO MORE THAN TWO WORDS for each answer.

1. Most people think of animals that we live and work with as _____.
2. A _____ is given as an example of an animal that is generally seen as a pest.
3. There are 40 million moles in the UK, but most people only come across them in _____.
4. Moles have increased in number because _____ are used less.
5. Homeowners and gardeners see moles as pests because they spoil _____ that they have cared for.

For questions 6–8, complete the flow chart below with words taken from the passage. Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

Formation of molehills

| Mole builds (6) _____ of tunnels 30–60 cm beneath surface. |
| ↓ |
| Mole clears (7) _____ from tunnels. |
| ↓ |
| Molehill forms on surface above. |
| ↓ |
| Soil from mole hill excellent for (8) _____. |

For question 9, choose the correct letter a, b or c.

9. In relation to the hedgehog, which mole is the correct size?

a hedgehog   a.   b.   c.

For questions 10–14, choose FIVE letters A–J. The order of your answers is not important.

Which of the following are true according to the lecturer?

A Moles eat the roots of garden plants.
B Moles are sometimes blamed for what other creatures do.
C Moles are too busy digging to eat very much.
D Moles can occasionally save the gardener having to do a job.
E Products designed to kill moles frequently do not work.
F Scissor traps are the most commonly used apparatus for mole removal.
G Owning a cat or dog is likely to reduce the mole population.
H The meat of a mole appeals to most hunting animals.
I Homeowners should do everything possible to rid their gardens of moles.
J Moles exist within a relatively safe environment.

10. ____   11. ____   12. ____   13. ____   14. ____

C Check the key on page 69. How many questions did you answer correctly?

D Tick the sentences about the Listening task that are true for you and think about how you could answer more questions correctly next time.

☐ 1. I read enough of each task in 30 seconds to make some predictions.
☐ 2. I tuned into the theme of the conversation quite quickly.
☐ 3. Not knowing anything about the topic made answering questions more difficult.

Listening 2: language development

A 🎧 Listen to the sentences from the lecture that contain the words and phrases below. Discuss what each item means with a partner.

1. foe   2. nuisance   3. demise / mourn   4. boom   5. burrowing   6. unsightly
7. wiggle   8. prey on   9. culprits   10. voles / feast   11. dispatch   12. repugnant

B In pairs, discuss whether any of the words and phrases in Exercise A helped you to answer specific questions in Listening 1B.

C Divide the nouns below into two categories. Explain your categories to a partner.

threat / shelter / risk / peril / refuge / sanctuary / hazard / haven / menace / asylum

D The first word and sometimes the second word in each list below was used in the lecture. Three of the other words are near synonyms and one is not. Delete the odd word out in each list.

1. nuisance / pest / irritant / delight / bother
2. destabilize / weaken / undermine / reinforce / threaten
3. get rid of / dispense with / maintain / dispose of / discard
4. lovable / endearing / adorable / delightful / revolting
5. repugnant / charming / nauseating / repellent / repulsive

E In pairs, explain what each type of creature below is. Give an example of each.

rodent   marsupial   predator   omnivore   scavenger   bird of prey   parasite

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4

Reading 1: practise reading

A Read the heading of the passage below. Discuss what you know with a partner.

B Read the topic sentences. Make predictions about the content of the passage.

C Read the passage and answer the questions that follow.

We Can Learn from Social Animals and their Collective Decision-Making

A Dictators and authoritarians will disagree, but democracies work better. It has long been accepted that decisions made collectively by large groups of people are more likely to bring success than those made by individuals. The idea goes back to the jury theorem of Nicolas de Condorcet, an 18th-century French philosopher, one of the first to apply mathematics to the social sciences. It is becoming clear now that group decisions also play a role in the success of social animals, such as ants, bees, birds and dolphins. These creatures may even have a thing or two to teach humans about collective decision-making.

Animals that live in groups make two sorts of choices: *consensus decisions* in which the group makes a single collective choice, as when house-hunting rock ants decide where to settle, and *combined decisions*, such as the allocation of jobs among worker bees.

B Condorcet's theory describes consensus decisions, outlining how democratic decisions tend to outperform dictatorial ones. If each member of a jury has only partial information, the majority decision is more likely to be correct than a decision arrived at by an individual juror. Moreover, the probability of a correct decision increases with the size of the jury. Things become more complicated, however, when information is shared before a vote is taken. People then have to evaluate the information before making a collective decision. This is what bees do, and they do it rather well, according to Dr Christian List of the London School of Economics, who has studied group decision-making in humans and animals.

C A study led by Dr List looked at colonies of honeybees, which in late spring divide once they reach a certain size. The queen departs with two-thirds of the worker bees to set up a new colony, leaving a daughter queen in the nest with the remaining worker bees. Among the bees that accompany the queen are scouts that search for the new nest site. They report back using a waggle dance to announce and evaluate suitable locations – the longer the dance, the better the site. After a while, other scouts start to visit the sites advertised by their compatriots and, on their return, also perform dances. The process eventually leads to a consensus and the swarm migrates. It all appears to be totally reliable, with the bees choosing the best site even when there are only small differences between alternatives.

To find out exactly how bees reach such a robust consensus, Dr List and his colleagues made a computer model of the decision-making process. They found that computerized bees that were very good at finding nesting sites but did not share their information dramatically slowed down the migration, leaving the swarm homeless and vulnerable. Conversely, computerized bees that blindly followed the waggle dances of others without first checking whether the site was, in fact, as advertised, led to a swift but mistaken decision. The conclusion was that the ability of bees to identify the best site depends on the interplay of bees' interdependence in communicating the whereabouts of the best site and their independence in confirming this information.

D This is something that politicians should consider. An examination of their voting patterns concludes that, as might be expected, it is frequently along party-political lines. It seems that information is shared, but, unlike the honeybees, individuals do not necessarily investigate the issues for themselves before voting. There is danger in blindly following the party line, one that the honeybees seem to avoid. Condorcet's theory fails to consider whether there is an inbuilt bias among a group that comes together to consider a problem. This 'groupthink' occurs when people copy one another. According to Dr List, 'The swarm manages to block and prevent the kind of groupthink that can bedevil good decision-making.' He adds that an example of this bad decision-making is when investors pile into a stock and others follow, creating a bubble for which there is no good reason.

E Groupthink is also the result when people are either isolated from crucial sources of information or dominated by other members of the group, some of whom may have malevolent intent. This too is demonstrated in animals. José Halloy of the Free University of Brussels used robotic cockroaches to subvert the behaviour of living cockroaches and control their decision-making process. In his experiment, the artificial bugs were introduced to the real ones and soon became sufficiently socially integrated to be perceived as equals. By manipulating the robots, which were in the minority, he was able to persuade the cockroaches to choose an inappropriate shelter, one which they had rejected before being infiltrated.

F The way animals make collective decisions can be complex. Nigel Franks of the University of Bristol led a study into how a species of ant established a new nest and how they mitigated the disadvantages of making too swift a choice. If the ants' existing nest becomes threatened, the insects send scouts to seek a new one. How quickly they accomplish this transfer depends not only on how soon they agree on the best available site, but also on how quickly they can migrate there. When a suitable place is identified, the scouts lead other scouts, which had remained behind to guard the old nest, to the new site. The problem is that if the decision is reached rapidly, as might be the case in an emergency, relatively few scouts know the route. It would then take much longer to train all the scouts needed to achieve the transfer, which involves carrying the queen, the workers and the brood to the new nest.

G The team identified behaviour called 'reverse tandem runs', which makes the process more efficient. During the carrying phase of migration, the scouts lead other scouts back along the quickest route to the old nest so that more scouts become familiar with it. Thus the dynamics of collective decision-making are closely entwined with the implementation of these decisions.

How this might pertain to choices that humans make is, as yet, unclear. But it does indicate the importance of recruiting active leaders to a cause because, as the ants and bees have discovered, the most important thing about collective decision-making is to get others to follow.

For questions 1–7, identify the section which contains the following information. Write the letter of the section A–G in the space.

1. an implication that humans tend to have a herd instinct _____
2. a rationalization of how the judicial process exemplifies issues of democracy _____
3. possible proof that there needs to be someone in charge _____
4. the notion that poor decisions can be the result of haste _____
5. a basic explanation of two kinds of decision-making _____
6. a suggestion that animals can be bullied into making decisions _____
7. a description of how creatures use physical movements to exchange information _____

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For questions 8–11, complete the sentences. Use NO MORE THAN TWO WORDS for each answer.

8. In theory, _____ is usually achieved through collective decision-making.
9. All _____ need to make both consensus decisions and combined decisions.
10. An _____ is more likely to make a wrong decision than a jury that makes a decision together.
11. If people need to share and _____ before they reach a collective decision, things become more complicated.

Look at the statements 12–16 and the list of creatures in the box. For questions 12–16, match each statement with the correct creature A, B or C.

12. They changed a decision due to outside pressure.
13. They frequently need to act quickly as a response to danger.
14. They can identify the very slight advantages of one option.
15. It is essential that they operate both as a group and as individuals.
16. They appear to have found a practical solution to a tricky dilemma.

A	honeybees
B	cockroaches
C	ants

For questions 17–21, decide if the information given below agrees with information given in the text. Write (T) true, (F) false or (NG) not given, if there is no information on this.

17. Politicians tend to vote the same way as the members of their political party. ___
18. Politicians frequently vote on issues they know very little about. ___
19. Condorcet recognized that preconceived notions influence the decisions people make. ___
20. Honeybees are easily influenced by the decisions that other bees make. ___
21. Investors often buy and sell without having done adequate research. ___

D Check the key on page 69. How many questions did you answer correctly?

E Tick the sentences about the Reading task that are true for you and think about how you could answer more questions correctly next time.

☐ 1. Focusing on the topic sentences helped me get a general idea of what the passage was about.
☐ 2. I had enough time to read the questions and the passage and answer all the questions.
☐ 3. Not knowing much about this very specific topic made reading and answering questions difficult.

Reading 2: language development

A In pairs, rephrase the lines from the passage below using your own words. The section letter is given in brackets.

1. democratic decisions tend to outperform dictatorial ones (B)
2. sites advertised by their compatriots (C)
3. reach such a robust consensus (C)
4. blindly following the party line (D)
5. an inbuilt bias (D)
6. bedevil good decision-making (D)
7. malevolent intent (E)
8. before being infiltrated (E)
9. closely entwined with (G)

B Divide the adjectives below into two categories. Explain your categories to a partner.

swift / leisurely / speedy / hasty / unhurried / rushed / measured / deliberate / prompt / slothful / cautious

C Identify the noun below that is different from all the others. Explain your choice to a partner.

bias / injustice / equality / prejudice / discrimination / bigotry / chauvinism

D The collective noun for *bees* is *swarm – a swarm of bees*. In pairs, discuss the collective nouns below and the groups of animals they describe.

| herd | flock | pack | shoal | pride |

E Complete each sentence with the correct form of *herd*, *flock*, *swarm* or *pack* used metaphorically.

1. Mass tourism often means large numbers of visitors being _____ from one sight to another.
2. Every January, people _____ to the post-Christmas sales.
3. At the end of the match, fans of the winning team _____ onto the pitch.
4. It is often easier to follow the _____ than to make decisions for yourself.
5. From his arrogant manner, it was clear that Tommy was the leader of the _____.
6. There had been rumours of trouble at the parade and _____ of police officers lined the streets along the route.

F Which collective noun is used with each list of items below?

1. a _____ of tools / golf clubs / teeth
2. a _____ of cigarettes / cards / lies
3. a _____ of grapes / keys / roses

G In pairs, discuss when or why you would refer to a person or people as each of the animals below. Do you use the same descriptions in your own language?

| a pig | a rat | a lion | a monkey | a snake | a donkey | a mouse | sheep / lemmings |

H Now explain the descriptions of people in the idiomatic expressions below. Do you use the same expressions in your own language?

| a fish out of water | a sitting duck | a bull in a china shop | the black sheep of the family |
| a dog with a bone | a dark horse | a wolf in sheep's clothing | a big fish in a small pond |

I Complete each highlighted idiom in the sentences below with an animal from the box.

| bull | horse | rat | goose | fish | chickens | hawk | cat |

1. It was supposed to be a secret. Who let the _____ out the bag?
2. You can't put off the decision any longer. You have to take the _____ by the horns.
3. I don't really trust their intentions. I smell a _____.
4. It was blind panic. People were running around like headless _____.
5. What's the point of trying the same approach again? We're flogging a dead _____.
6. I wouldn't worry too much about Dave. There are plenty more _____ in the sea.
7. Don't use the Internet for personal business. The boss watches us like a _____.
8. I have no idea where I can buy the perfume my wife's asked for. I think I've been sent on a wild _____ chase.

J In pairs, discuss idiomatic expressions in your language that compare people with animals. Find out if you can say the same thing in English.

4

Writing 1: understanding the task and deciding what to say

A Look at these instructions for a typical IELTS Writing task. In pairs, answer the questions below.

Write about the following topic:

Animals are our equals and should have the same rights. It is immoral to experiment on animals, whether it is to test commercial products, new drugs or medical procedures.

Do you agree with this opinion?

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

Write at least 250 words.

1. Is it a topic you can write about confidently?
2. What approach do you think you would take?
3. What are some points that you would include in the composition?

B In pairs, brainstorm points you could make that agree and disagree with the claim.

The vast majority of animal testing proves very little.

Finding a cure to fatal diseases is more important than the rights of animals.

C Work in groups of four.

1. Each of you reads one of the texts A–D.
2. Check that you understand your text and look up any key words or phrases you don't know.
3. Exchange information with the other students in your group.

A

Besides the issue of cruelty, conducting experiments on sick, terrified animals actually poses a threat to human life. A series of research studies have concluded that testing drugs on animals to predict the affect they may have on humans is totally inaccurate and of no benefit whatsoever.

In the United States, research shows that almost half of all new drugs marketed have severe toxic or fatal effects not foreseen at the time of animal experimentation. This explains why drugs passed safe during animal tests have, on so many occasions, seriously harmed or killed humans. A whole list of prescription drugs has had to be withdrawn from the market as a result.

The fact that approximately nine out of every ten drugs that pass animal tests fail in clinical trials on humans should not come as a surprise though. Over and over, studies tell us that primates suffer increased stress when caged or restrained for long periods, handled by humans and subjected to pain. Understandably, this causes extreme changeability in respiration and heartbeat, as well as the release of hormones, all of which makes any evidence obtained highly dubious. In spite of this, animal testing is still considered a viable method of testing the safety of drugs in many areas of medical research.

B

Animal research helps us beat cancer. Thanks to decades of research, survival from cancer has doubled in the last 40 years, giving thousands of people more time with their loved ones. This progress simply would not have been possible without animal research. At Cancer Research UK, research using animals is an unavoidable part of our efforts to beat the disease. To start with, it is a legal requirement in the UK that all new drugs are tested on animals before they are given to patients. The organization Animal Aid has called for Cancer Research UK and other medical research charities to stop funding animal research. In a perfect world, animal research would be unnecessary, but cancer kills over 400 people every day in the UK alone, and our aim is to reduce this death toll.

Much of our work does not involve animals, and, wherever possible, our researchers rely on other methods. Some use cells taken from human tumours, while others study cell processes in yeast or bacteria. For many of our scientists, however, animal research is an essential part of their job. In some areas there is simply no other way of obtaining the information essential to making progress.

Source: Cancer Research UK science blog

C

An eminent professor once observed that when you ask an animal experimenter why he experiments on animals, he answers, 'Because animals are like us.' When you ask the experimenter why it is morally acceptable to test on animals he answers, 'Because animals are not like us.' Animal experimentation is simply a logical contradiction.

Around the world, more than 200 animals die each minute in tests. Surely, that is wrong. The animals used in scientific and medical research undergo cruel treatment and suffer greatly. There are procedures that involve cutting off mice's heads with dull scissors, pumping deadly chemicals into dogs' throats and sewing monkeys' eyes closed. Numerous cases highlight the absurdity of assuming that humans and animals have biology sufficiently similar for experimentation to yield useful results. Morphine calms humans, but excites cats, cortisone causes birth defects in mice, but not in humans, penicillin kills guinea pigs and hamsters, and aspirin poisons cats. If the results of tests on animals had been relied upon, we would not have penicillin. Nor would we have chloroform, which was not used as an anaesthetic initially because it was toxic to dogs.

D

In 1933, more than a dozen women were blinded, and one woman died from using a permanent mascara called *Lash Lure*. *Lash Lure* contained p-phenylenediamine, an untested chemical. At the time, there were no regulations to ensure the safety of products. The p-phenylenediamine caused horrific blisters, abscesses and ulcers on the face, eyelids and eyes of users, and led to blindness for some. In one case, the ulcers were so severe that a woman developed a bacterial infection and died.

The FDA now requires that all manufacturers of cosmetic products prove the safety of their products. This requirement applies to make-up, perfume, shampoo, soap, hairspray, hair dye and shaving cream. Although a number of alternative testing methods have been utilized in the last 20 years, the most efficient procedure to ensure the safety of products is still to test on animals.

D In your group, discuss which information from the texts you could use in your composition.

Writing 2: organizing and expressing ideas

A Read the composition below. Discuss your thoughts with a partner.

The debate about the morality of animal testing is surely one of the harshest. At one end of the spectrum are people who claim that testing is wholly justified and that humans must go first. At the other end are them who believe that experimenting is largely unnecessary and that it would still be morally undefendable even if it were efficient and productive. *ww. sp / ww. g ww.*

A huge number of tests on animals many of which involve cruel procedures and unnecessary suffering occur every minute of the day. We have all heard stories about dogs forced to string-smoke and monkeys having their eyes sewn shut. While most people appreciate these are extreme cases most would also acknowledge that there is a degree of unnecessary distress. *punc. punc. / ww. punc.*

Animal rights campaigners argue that only a small percentage of tests really prove whether or not a drug is likely to be harmful for human beings anyway. They claim that humans and animals have the biology totally different and that drugs which have appeared safe when tested on animals later proved to be very harmful to humans. At the same time, well-documented tests showed that penicillin and aspirin were harmful to some animals and easily could have been barred. *prep. wo. / x wo. / ww.*

However, scientists and those who pay research are adamant that animal testing is essential w.w.
in the fight against diseases, like cancer and HIV. They claim that alternative methods, perhaps
on stem cells or with computer simulations though beneficial cannot possibly reveal the same punc. / punc.
as tests on living creatures. Many would argue that did animal testing not been allowed, far ¶
less medical progress would had been made over the last 25-30 years. ¶

I cannot say I fully understand all the arguments, but I do sense that not all animal testing
is totally necessary. When I feel that tests that could help us find a cure for serious disease w.w.
should be allowed I am certainly not convinced that animals should be used to test cosmetics punc.
and beauty products. I believe we must absolutely make sure that any animals used for w.o.
testing are treated with compassion and from suffer the minimum pain and distress. ✗

B Correct the errors in the composition using the teacher's marks at the end of each line. Then check the corrected model composition on page 69.

C Write your own answer to the Writing task. Use the notes you made in Writing 1A.

D Go to page 60 for an additional Exam Practice Writing task.

Writing 3: language development

A Divide the verbs below into two categories. Explain your categories to a partner and discuss how the verbs are used in discursive compositions.

appreciate / acknowledge / reject / accept / recognize / refute / contest / admit / concede / deny

B In pairs, discuss the meaning of the highlighted adjective in the sentence below. How many synonyms and antonyms can you think of?

However, scientists and those who fund research are adamant that animal testing is essential ...

C Look at the sentence below from the composition. Can you remember the adjective used?

The debate about the morality of animal testing is surely one of the _____.

Delete the one superlative adjective below that cannot be used in place of the adjective above.

liveliest / most intense / most heated / most fired / most passionate / most animated

D Rewrite the two sentences below as one sentence, as in the model composition.

A huge number of tests on animals occur every minute of the day. Many of them involve cruel procedures and unnecessary suffering.

Grammar check
To improve overall cohesion and add impact, writers often place a subordinate clause in the middle of a sentence. This is more common in written language than in spoken language, since it involves planning. Commas must be used to separate the clauses.
A huge number of tests on animals, many of which involve cruel procedures and unnecessary suffering, occur every minute of the day.
They claim that alternative testing, perhaps on stem cells or with computer simulations, though beneficial, cannot possibly reveal the same as tests on living creatures.

E Rewrite each extract below as a single sentence with a clause in the middle of the sentence.

1. Some vivisectionists have been the target of violent attacks by extreme animal rights groups. They are often working on projects that may save human lives.

2. In the 1930s, there were a number of incidents that resulted in people being badly injured by cosmetic products. At this time testing on animals was not common practice.

Speaking 1: features of interaction

A 🎧 Read the exchanges below and try to complete each of the highlighted expressions. Then listen and check your answers.

1. 'So, tell me about your dog. I bet you miss her, don't you?'
   'Mm, yes _____. Of course, she's very cute and, most of the time, I love her company. On the _____, if I'm _____ with you, taking her out for a walk when it's pouring with rain is the last thing I want to do.'

2. 'So, you have your own horse. You're very lucky.'
   'Mm, actually, there are pros _____. I love going for a ride on a warm, sunny morning, but I don't really enjoy all the caring and grooming. Keeping her at the stables is very expensive too, and now I have a part-time job, my dad expects me to pay something towards it.'

3. 'So, what was it like growing up on a farm?'
   'Well, I guess it sounds like fun, but to tell you _____, I went _____ it a bit over the years. It was lovely when I was little and all my friends were envious, but, as a teenager, I got fed up with having to help out with all the daily work and my clothes constantly smelling of sheep and pigs!'

⏳ **Exam tip:** Remember, you shouldn't make negative comments sound too harsh or aggressive. Try to balance a negative comment with something more positive, whenever possible. If you want to express a negative comment, introduce it with a phrase that prepares the examiner.

B In pairs, practise the exchanges in Exercise A.

Speaking 2: directed interaction

A Here are two typical task cards for Part 2 of the Speaking test. Work with a partner – one of you is A, the other is B. Think about the topic for a minute and make notes.

A

Talk about an animal you are or were particularly close to.
Say ...
• what type of animal it is / was.
• why you are / were close.
• what you did together.

B

Talk about a funny or frightening incident you remember involving an animal or animals.
Say ...
• where you were.
• what happened and how you felt.
• what other people were doing and did.

B Take turns to speak about what's on your task card for about two minutes.

Speaking 3: open interaction

A In groups, discuss the common proverbs in the yellow box.

Don't look a gift horse in the mouth.
You can lead a horse to water, but you can't make it drink.
A bird in the hand is worth two in the bush.

B In pairs, answer the questions below.

1. Do you have strong feelings about the morality of testing drugs and cosmetics on animals?
2. Do you think zoos are necessary or should animals be left to live in the wild?
3. Do you sympathize with people who choose not to eat meat? Would you ever consider vegetarianism?
4. What do you think humans should try to learn from animals?

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4

Reading

A Read the heading and the topic sentences at the beginning of each paragraph. Make predictions about the content of the passage.

B Read the passage and answer the questions that follow.

Man's Best Friend – the Origin of the Relationship

A The oldest known human archaeological site containing the bones of dogs in close association with humans is about 14,000 years old. However, the fact that domesticated dogs accompanied early humans into the Americas indicates that dogs and humans had formed a close bond much longer ago than that. Linguists have discovered that the ancient Nostratic language, which arose in Southwest Asia about 14,000 years ago, had the same word for *dog* and *wolf*. Dogs were, initially at least, simply wolves that had been domesticated. The means by which these wolves and humans came together is not known precisely, but archaeologists have hypothesized that it was thanks to the fact that both species were carnivores.

B Besides being efficient hunters, wolves are also flexible scavengers who will take whatever meat they can find. With their sharp sense of smell, a pack of wolves might have gathered around kill sites where human hunters were butchering game. What happened next depended on the circumstances. If the hunters wounded an animal, but it escaped and the wolves joined in to kill the prey, the humans might have responded by retaking the carcass, but then throwing some of the meat to the wolves. Alternatively, the wolves might simply have waited until the humans had finished butchering the animal, and then come to the kill site to scavenge on what remained of the carcass.

In this possible scenario, wolves and humans might gradually have learnt that each species could help the other to hunt more efficiently. The wolf's superior sense of smell to locate game and the human's use of spears to kill bigger prey would have combined to increase the likelihood of success. Wolves and humans developed, in essence, a symbiotic relationship that benefited both species.

C In another possible scenario, humans might have hunted wolves and killed the adults in their lair. But instead of killing the infant pups, the hunters might have taken them back to their settlements. They did not eat all of these pups, but allowed some to remain alive in the camp. Like Homo sapiens, wolves live in groups of related individuals, with an instinct to fit themselves into a hierarchy. If wolf pups are nursed and fed by humans, they gradually imprint the food-providing human as their mother-substitute and react as subordinate group members when dealing with the larger human members.

As such a pup matured, as evidenced by contemporary wolf pups raised by humans, it would have begun to interact comfortably with the humans as a loyal member of the group. Some early humans may have eventually recognized that the tamed wolf had a superior sense of smell and that taking a wolf along on the hunt would result in more kills. Once hunters realized this, they might have captured more infant wolves to domesticate. Pups could later be used in the hunt, or used as an object of trade with neighbouring peoples.

D While both of these scenarios likely occurred in various areas of the world, neither addresses a major issue that early humans would have encountered when raising wolves. As they mature, male wolves seek to earn status in the hierarchy of the wolf pack. They typically do this by establishing dominance over smaller wolves, often by fighting. If a large, growing wolf tried to establish dominance over a smaller human child, by attacking or biting the individual, the horrified response of ancient humans would have been to kill the wolf for food.

This process would have meant that those wolves not killed tended to be smaller and have more submissive personalities. Wolves, like humans, exhibit varied personality traits. The less aggressive female wolves and subordinate, smaller male wolves allowed to grow to maturity would have been the only ones to reproduce, thus passing on their small size and less aggressive tendencies. Over generations, these domesticated wolves evolved into tame dogs, both by genetic predisposition and by learning from the other dogs that resided in the human camp. Dogs became the first example of human selective breeding of another animal species.

E Another difference that emerged in this human selective breeding was the role of barking. Adolescent wolves bark, but adult wolves seldom do. However, the selective breeding for tameness led to the evolution of dogs that were, in effect, perpetual adolescents. Thus, adult dogs display many traits that are typical of youthful wolves. A bark is halfway between an infantile attention-seeking whine and an adult wolf's hostile growl.

Dogs that barked frequently were a major advantage for early humans. With their superior senses of smell and hearing, dogs could bark to alert humans to potential danger and then frighten off predators or enemies that approached a human campsite at night. Dogs became loyal protectors of Homo sapiens, and, as we know, many human lives have been saved over the years by dedicated dogs.

A barking dog would also have been invaluable in the hunt. A dog could run faster and further than a human in keeping up with fleeing game, and by barking it could direct the hunter. The human hunter could make the kill once the prey had become exhausted from the chase. Those dogs that performed best in the hunt, including their ability to bark effectively, were the ones less likely to be eaten by early humans. Thus, they would live longer and pass on their genes by breeding with other good hunting dogs that barked.

F By this process, genes favouring both barking and subordinate personalities were selectively bred into dogs. Over the last few thousand years, so many species of dogs have been bred by humans, it is hard to believe they all descended from wolves. Dogs are a case study in the rapid evolution of species. Even today, when we are no longer hunters, many humans talk about dogs as *man's best friend*. People feel a strong emotional connection to dogs even when there is no tangible subsistence advantage in owning one. This suggests that humans have evolved a natural predisposition for a close symbiotic relationship with dogs, just one example of the many strands of human heritage that we owe to our hunting–gathering past.

The passage has six sections labelled, A–F. For questions 1–6, choose the correct heading for each section from the list of headings in the box. You do not need to use all the headings.

i. Carnivores and herbivores
ii. Welcomed into the community
iii. Suppressing a natural instinct to bark
iv. A long-lasting attachment
v. Survival of the least threatening
vi. An almost unrecognizable ancestry
vii. Too dangerous to live with humans
viii. Joining forces to enhance proficiency
ix. A noisy dog had numerous benefits

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

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For questions 7–11, complete the sentences with words from the passage. Use NO MORE THAN TWO WORDS for each answer.

7. A 14,000-year-old _____ tells us roughly how long dogs and humans have been in close association.
8. It is possible that humans took dogs with them to _____ before that.
9. One ancient people appear to have had only one _____ for two similar creatures.
10. It seems that early humans _____ wolves.
11. Since both wolves and humans were _____, they shared certain basic needs.

For questions 12–14, label the diagrams below with words from the passage. Use NO MORE THAN TWO WORDS for each answer.

Kill site

(12) _____

(13) Wolf's _____

(14) _____

For question 15, choose the correct letter a, b, c or d.

15. According to the text, why might a male wolf have attacked a human child?
   a. It was hungry.
   b. It could not resist its natural aggressive tendencies.
   c. It wanted to assert supremacy.
   d. It wanted to protect its young.

For questions 16–17, choose TWO letters A–E. The order of your answers is not important.

Which of the following are reasons for wolves gradually becoming tame?

A The more aggressive males had been killed.
B They quickly became smaller in size.
C The more submissive females outnumbered males.
D Young wolves watched how older wolves behaved around humans.
E Humans only allowed certain wolves in the camp to breed.

16. ___   17. ___

For questions 18–22, complete the summary. Use NO MORE THAN TWO WORDS for each answer.

Humans may have bred dogs to bark, which meant domesticating wolves so that in some respects they never developed into (18) _____ animals. A dog's bark is as close to a young wolf's cry for help as it to the (19) _____ of a mature wolf when provoked. Humans wanted dogs to bark for two reasons. Firstly, they could warn the camp of (20) _____ and then drive it away. Secondly, when hunting, if an animal was (21) _____ too fast for the human hunter, the dog could bark directions as it kept up the chase. The best hunting dogs survived longer and (22) _____ were inherited by the next generation.

For questions 23–26, decide if the information given below agrees with information given in the text. Write (T) true, (F) false or (NG) not given, if there is no information on this.

23. Dogs would probably have barked less had humans not influenced their development. ___
24. Many people believe that dogs have evolved from more than one species of animal. ___
25. Most humans do not own a dog unless there is a practical purpose for doing so. ___
26. Being hunter–gatherers has resulted in humans having close relationships with a number of animals. ___

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Writing tasks

Unit 1 Writing task

Write about the following topic:

Nowadays, many young people are only staying on at school or going on to further education to put off being unemployed.

To what extent do you agree with this opinion?

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

Write at least 250 words.

Unit 2 Writing task

Write about the following topic:

Time spent online communicating with total strangers on social networking sites is time wasted. Young people should be out making real friends.

To what extent do you agree with this opinion?

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

Write at least 250 words.

Unit 3 Writing task

Write about the following topic:

Equality of opportunity is supposed to exist, but, in most parts of the world, the gap between the rich and poor continues to grow.

What are some of the reasons for this and can anything be done to resolve it?

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

Write at least 250 words.

Unit 4 Writing task

Write about the following topic:

Nowadays, with alternative sources of nutrition widely available, people in many parts of the world no longer need to kill and eat animals. For numerous reasons, people should consider switching to a meat-free diet.

To what extent do you agree with this opinion?

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

Write at least 250 words.

Key exam vocabulary

The key vocabulary is a list of words and phrases that occur in *IELTS Target 7.0* that you should learn to improve your performance in the IELTS Academic exam and your all-round level of English. The most useful related words are also given, though these may not necessarily have occurred in the course.

At this level, you will already have learnt most words and phrases that typically occur in the type of texts and recordings that you read and hear in the IELTS Academic exam, and which you need to write effectively. The list here consists of less frequently occurring lexis and much of it is more colloquial and idiomatic than was the case at Level 6.5.

Common words and phrases are not included because you will already know what they mean and how to use them. Some very colloquial expressions and certain proverbs are not included as it is unlikely that you will need them for the exam. It is not very helpful to list certain lexis without a supporting context.

Words and expressions that are specific to the topic of a passage or tapescript are not necessarily included as they will not be flexible or particularly useful in relation to the exam.

The part of speech is given for each item, except when it is a longer phrase or expression. When a verb or adjective is always or frequently used with a preposition, the preposition is given in brackets. When other combinations of words are listed, only the basic part of speech is given so, for example, verb + noun combinations are generally labelled as (v) and compound nouns as (n). Passive forms are occasionally included when a verb is frequently used passively.

Occasionally, the meaning of a word is given. This is when a word that you will already know has appeared with a very different meaning which needs to be made clear.

Spend some time checking all the words and phrases in the list and check anything you are not sure about in a good dictionary.

A
accelerate (v) / acceleration (n)
accompany (v)
accord (n)
achievable (adj)
acknowledge (v) / acknowledgement (n)
adamant (adj)
adhere (to) (v)
admonish (v)
adorable (adj)
advocate (n/v)
affluence (n) / affluent (adj)
affordability (n) / affordable (adj)
agitate (v) / agitation (n)
alarm (n/v) / alarming (adj) / alarmingly (adv)
ample (adj)
animate (v) / animated (adj) / animation (n)
announcement (n)
applaud (v) / applause (n)
appreciate (v) / appreciation (n) / appreciative (adj)
approachable (adj)

apt (adj) / aptness (n)
as far as I'm concerned, …
aspect (n)
assert (v) / assertion (n)
assiduously (adv)
astound (v)
asylum (n)
at first glance, …
augment (v)
authentic (adj) / authentication (n) / authenticity (n)

B
back down (v)
back off (v)
back out of (v)
back (s/th) up (v) / backup (n)
back to front (adv)
backfire (v)
backlash (n)
backtrack (v)
backwash (n)

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bargain (n/v)
bazaar (n)
beam (v)
bedevil (v)
bias (n) / biased (adj)
bid = attempt (n) / in a bid to
a big fish in a small pond
bigotry (n)
bird of prey (n)
bite-sized chunks (n)
bitterly disappointed (adj)
the black sheep (of the family)
blindly follow (v)
blitz (n/v)
blunt = too honest (adj)
boom (n)
boost (n/v)
bound (to) (adv)
(on the) breadline (n)
brittle (adj)
broke (adj)
burrow (n/v)
buzz = excitement (n)

C
cagey (adj)
call it a day (v)
candid (adj)
caution (n) / cautious (adj)
changeability (n)
charm (n) / charming (adj) / charmless (adj)
chauvinism (n) / chauvinist (n)
choke (v)
comfortable = having enough money (adj) /
    comfortably off
commend (v)
compatriot (n)
component (n)
concede (v)
conflict /ˈkɒnflɪkt/ (n) / conflict /kənˈflɪkt/ (v) /
    conflicting (adj)
consensus (n)
considerable (adj)
contest (v)
continuum (n)
convention (n) / conventional (adj)
cram (v)
culprit (n)
cynic (n) / cynical (adj) / cynicism (n)

D
a dark horse (n)
(the) dawn (of) (n)
deaden (adj)
death toll (n)
declaration (n)
defunct (adj)
deliberate (adj) / deliberate (over) (v) / deliberation (n)
delicate (adj)
delight (n) / delightful (adj)
demise (n)
denial (n) / deny (v)
deprived (of) (adj) / deprivation (n)
destitute (adj)
dilemma (n)
dip (n/v) / dip (into) (v)
discard (v)
disclaimer (n)
discriminate (against) (v) / discrimination (n)
disobedience (n) / disobedient (adj) / disobey (v)
dispense (with) (v)
dispose (of) (v)
diverse (adj) / diversity (n)
dribble (v)
drip (v)

E
efficacy (n)
element (n) / elementary (adj)
elite (adj/n)
emanate (v) / emanation (n)
endearing (adj)
enhance (v) / enhancement (n)
entangled (adj)
entrepreneur (n) / entrepreneurialism (n)
entwined (with) (adj)
envisage (v)
escalate (v) / escalation (n)
exhort (v)
exponential (adj)

F
facet (n)
factor (n)
feasible (adj)
feature (n)
feeble (adj)
fiasco (n)
fiercely opposed to (adj)
a fish out of water

flaw (n)
flimsy (adj)
foe (n)
fondly remembered (adj)
foresight (n)
forthright (adj)
fossil fuels (n)
fragile (adj) / fragility (n)
frail (adj)
frank (n)
frown (v/n)

G
gauge (v)
gel (v)
get away with s/th (v)
get by (on) (v)
get rid of (v)
get the hang of s/th (v)
glare (n/v)
globalize (v) / globalization (n)
glory days (n)
(a bit) green (adj)
grin (n/v)
groundbreaking (adj)
guarded (adj)
gush (v)

H
hard up (adj)
harness (n/v)
haste (n) / hastiness (n) / hasty (adj)
haven (n)
hazard (n)
headless chickens (n) / running around like headless
    chickens
hearty (adj)
heated debate (adj)
herd (n)
hesitancy (n) / hesitant (adj) / hesitate (v)
hierarchy (n)
(at the) hub (of) (n)
humble (adj) / a humble background

I
imbalance (n)
impoverished (adj)
impractical (adj)
in all probability
in my book

in my opinion, …
in-store (adj)
in tandem (adv)
in the pipeline
incompetence (n)/ incompetent (adj)
inconvenience (n) / inconvenient (adj)
infiltrate (v) / infiltration (n)
injustice (n)
innovation (n) / innovative (adj)
innumerable (adj)
instability (n)
instil (v)
interface (n)
intuition (n) / intuitive (adj)
irritant (n)

K
kowtow (v)

L
learn the ropes (v)
learning curve (n)
leisurely (adj)
liberate (v) / liberation (n)
likelihood (n)
livelihood (n)
lively debate (n)
lovable (adj)
luxurious (adj) / luxury (n)

M
macho (adj)
mainstay (n)
mainstream (adj)
maintain (v) / maintenance (n)
make eye contact (v)
make up for something (v)
malevolent (adj)
manipulate (v) / manipulation (n) / manipulative (adj)
marsupial (n)
a matter of time
meagre (adj)
measure up to (v)
measured (adj)
menace (n/v) / menacing (adj)
mitigate (v)
mourn (v) / (be in) mourning
myriad (n)

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N

nauseate (v) / nauseating (adj)
negligible (adj)
nip s/th in the bud (v)
nuisance (n)

O

obliterate (v) / obliteration (n)
obsolete (adj)
obstruct (v) / obstruction (n)
old hand (n)
omnivore (n)
on the cards
on the face of it
on the horizon
opponent (n)
ostensibly (adv)
outdated (adj)
outperform (v)
outstrip (v)

P

parasite (n) / parasitical (adj)
party line (n)
pay dividends (v)
pay off debt (v)
penniless (adj)
perfectly acceptable (adj)
peril (n) / in peril / put in peril / perilous (adj)
pest (n)
pesticides (n)
pick up (a bargain) (v)
pioneer (n/v) / pioneering (adj)
pittance (n)
plethora (n)
pose a threat (to) (v)
pour (money) into s/th (v)
pout (n/v)
poverty-stricken (adj)
predator (n) / predatory (adj)
predictability (n) /predictable (adj)
prejudice (n) / prejudicial (adj)
prey (on) (v)
privilege (n) / privileged (adj)
proclamation (n)
prompt (adj)
proponent (n)
prosper (v) / prosperity (n) / prosperous (adj)
protest /ˈprəʊtest/ (n) / protest /prəˈtest/ (v) /
    protestor (n)

pry (v)
put aside (v)
put down (a deposit) (on) (v)

R

rack up (debt) (v)
radical (adj)
rational (adj) / rationalization (n) / rationalize (v)
rebuke (v)
redundant (adj) / redundancy (n)
refute (v)
reinforce (v) / reinforcement (n)
render (v)
repellent (adj)
reprimand (v)
repugnant (adj)
repulse (v) / repulsion (n) / repulsive (adj)
resourceful (adj)
revolt (n) / revolting (adj)
revolutionary (adj) / revolutionize (v)
rip-off (n)
robust (adj) / robustness (n)
rodent (n)
routine (adj/n) / routinely (adv)
run out of steam (v)
rung (n) / start off on the same rung
rush (n/v) / rushed (adj)

S

safeguard (n)
sanctuary (n)
scavenge (v) / scavenger (n)
scold (v)
scowl (n/v)
second nature (n)
seemingly (adv)
seep (v)
settle in (v)
shape of things to come
sheer (adj)
shelter (n) / sheltered (adj)
shoal (n)
shortcomings (n)
short-lived (adj)
sigh (v)
silver spoon (n) / born with a silver spoon in one's
    mouth
sincerity (n)
a sitting duck (n)
sizeable (adj)

slippery = *dishonest* (adj)
sloth (n) / slothful (adj)
smirk (n/v)
snob (n) / snobbish (adj)
solvency (n) / solvent (n)
sooner or later
sorely missed (adj)
speedy (adj)
spendthrift (n)
squalor (n)
staggering (adj)
stare (n/v)
steep learning curve (n)
stem (from) (v)
stifle (v)
stigmatize (v)
stimulate (v) / stimulation (n)
strangle (v) / strangulation (n)
sturdy (adj)
substantial (adj)
succumb (to) (v)
suitable (adj) / suitability (n)
supplement (n/v) / supplementary (adj)
surpass (v)
susceptible (adj) / susceptibility (n)
sustainable (adj) / sustainable (economic) growth (n)
swarm (n/v)
swift (adj) / swiftness (n)
symbolic (adj) / symbolize (v)
symmetry (n) / symmetrical (adj)

T

tactful (adj)
take s/th for granted (v)
take the bull by the horns (v)
take the lead (v)
tease (v)
tighten one's belt (v)
to my mind, …
trickle (n/v)
trumpet = *boast* (v)
tsar (n)
tsunami (n)
two-way process (n)

U

undermine (v)
unflagging (adj)
unhurried (adj)
unrest (n)

unsightly (adj)
unstable (adj)
up (v)
upfront (adj)

V

vacillate (v) / vacillation (n)
verification (n) / verify (v)
viable (adj)
vicious circle (n)
vigour (n) / vigorous (adj)
vivisection (n)
volatile (adj) / volatility (n)

W

weedy (adj)
well off (adj)
widely acknowledged (adj)
(a) wild goose chase (n)
wink (n/v) / give s/b a wink
without doubt (adv)
workable (adj)
(be) worth (a fortune / nothing, etc.) (adj)

Y

yawn (n/v)

Z

zenith (n)

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Answer key

Answers for selected listening and reading tasks and model compositions for writing tasks.

Unit 1, Listening 1C

1. c   2. b   3. A   4. C   5. F   6. a
7. accept   8. called on   9. peers
10. achieved   11. confidence

Unit 1, Reading 1D

1. C   2. B   3. G   4. F   5. A   6. G
7. E   8. D
9. T   10. NG   11. T   12. F
13. NG   14. T   15. F   16. T   17. NG
18. personality type   19. disclaimers
20. a preference

Unit 1, Writing 2D

Nowadays, more people have a university degree. My father says that when he went to university, only 15% of the population did so. People of my generation are far more likely to go into further education. I think three-quarters of young people in my country study at university.

On the face of it, this seems a good thing. More people get the opportunity to better themselves, so society is more equal. However, we must think about why this is happening. Does it reflect real change in education, or is it a cynical attempt by the government to hide the loss of traditional jobs in industry and keep unemployment figures down?

Many people feel that having a degree does not have the significance it did – if everyone has one, how can you stand out? People also claim there are too many new courses, like Sports Psychology, which are less challenging and not academic. These courses demean the value of the qualification.

To my mind, there are two sides to the issue. I agree that everyone having a degree is a problem, but this is being rectified. The best universities demand the highest exam grades and employers recognize the best candidates. A degree with a lower grade from a less prestigious university counts for little. However, even if the qualification does not mean getting the best job, the experience of studying, gaining knowledge and meeting other students is one that everyone has a right to.

Young people opting to go into the jobs market is not always a move that works out. It's true that Bill Gates dropped out of college to become an entrepreneur, and there are plenty of similar stories. However, these people were especially talented and resourceful. For most people, not having a university education is a distinct disadvantage. Not only do the vast majority of the world's movers and shakers have a degree, they have a degree from a top university. Unemployment may be high among graduates now, but it is even higher among those without qualifications.

Unit 1, Exam Practice, Writing task

It is certainly true that more young people go into further education now than they did in the past. At 16, it is the norm to stay on at school, or go to college to take A levels, and, at 18, it is far more common for people to get a university place. I think there are a number of reasons why this trend has developed and it is too cynical to say it is simply a matter of postponing the inevitability of unemployment.

First of all, there has been a huge shift in industry and people's expectation of a career. Traditional jobs in mining and shipbuilding, for example, have disappeared and jobs in IT have replaced them. Over the last 20 or 30 years, the number of office jobs has increased, while the number of manual jobs has fallen. These new jobs demand qualifications and so, naturally, more people have opted to continue education.

At the same time, and perhaps as a consequence, people's expectations of what is possible have risen. Teenagers are no longer satisfied with an unrewarding career doing menial and physically demanding work. If there really is equality in society, surely everyone has the right to dream of bettering themselves. Young people also now appreciate that the 'student experience' is itself beneficial. They want to enjoy living together with other young people, rather than stay at home or marry early.

I do appreciate that, now, with the economic downturn, qualifications are less likely to guarantee success in finding the right job. Of course, there is a problem if too many graduates are chasing too few positions. However, it is not fair to say that young people choose education simply as an alternative to unemployment, and even if they do, why is that such a bad thing? Surely, it is better to be unemployed with qualifications and some hope for the future, than unemployed at 16 with none.

Unit 2, Listening 1B and D

1. space-age   2. motor driven   3. revolutionary
4. energy   5. battery   6. wireless
7. thermal   8. PV cells   9. electrical current
10. petrol   11. fossil fuels   12. noise pollution
13. fragile   14. electric battery
15. B   16. A   17. B   18. C   19. A   20. C
21. two people   22. fibreglass
23. private companies   24. support vehicles

Unit 2, Reading 1D

1. vii   2. iii   3. i   4. ix   5. v   6. ii   7. vi
8. H   9. D   10. J   11. B   12. F   13. N
14. G   15. A   16. E   17. L   18. I

Unit 2, Exam Practice, Writing task

The advent of the Internet has had a huge impact on most people's lives. Most of this impact has been beneficial, but there are concerns too, particularly about the amount of time that some people spend online. Some people also worry about the nature of online interaction, especially social networking sites and chat rooms, and whether it is replacing more meaningful communication between real people and if it stops them making friends.

My feeling is that people who criticize social networking sites probably have little experience of them and have a very inflexible definition of what a friend is. Just because one generation defines friendship as sitting round together in a coffee bar listening to a jukebox, does not mean that the next generation will. In any case, young people had penfriends years ago and nobody said that writing to them and sending them photos was a waste of time.

In my experience, young people who enjoy social networking sites have plenty of friends in the real world too. It is not a case of one or the other. Of course, there are people who spend more time online than they do mixing with real people, but this may be for a good reason. People who are very shy or feel inadequate socially may be more comfortable exchanging information with somebody they will probably never meet. The Internet has actually opened up avenues of communication to some people.

To conclude, I would say I can understand why some people, especially parents, have concerns about social networking sites and overuse of the Internet in general. However, to say that they are a waste of time is simply unfair. They need to learn a little more about them and appreciate that the friendships people make do not have the same purpose as friendships in the real world.

Unit 2, Writing 2E

Task A

In many parts of the world, people have already started to work from home one or two days a week. This trend looks likely to continue and perhaps in the near future most people will be working from home at least some of the time. An increasing number will probably work mainly from home, making only occasional visits to an office.

The reasons for this change are fairly clear. Firstly, advances in technology, particularly the widespread ownership of home computers, have made it possible. People are connected to the Internet and can e-mail colleagues or clients effortlessly. The advent of Skype means that people can even have meetings to discuss a project from their own living room. Anyone who does not actually need to deal with clients face-to-face regularly has little need to travel to a place of work every day. The rising cost of commuting has also played a part. Of course, people would prefer to work at home, rather than make a long, tiring journey that increases in cost every year.

The obvious advantage of working from home is independence. If somebody has to collect children from school, or run an important errand, they can do so. They do not need to ask permission and they can make the time up in the evening. People are far less slaves to a nine-to-five day and can plan their own schedule. Employers may need to be more trusting, placing an emphasis on what has been achieved and not on the hours worked.

There are disadvantages of working from home too. Friends I know in this position say that because you appear to be working flexibly, employers do not respect working hours and assume that you are always available. They may expect you to take a call in the evening or deal with an issue at the weekend. People can easily start to feel isolated. Communication with colleagues is an important factor in work satisfaction, whether discussing a solution to a problem or simply chatting during a coffee break.

Ultimately, it will be the norm for many people to work in this way soon. They need to make sure that the system works to their advantage and they are not exploited.

Task B

The Internet has probably brought more drastic change to people's lives in a very short period of time than any other development in history. Only a decade ago, the Internet was a novelty. Now, people of every age spend hours surfing online. Some people are concerned that the damage the Internet is doing to social interaction outweighs the obvious benefits it brings.

Clearly, if people are spending hours online instead of either seeing existing friends or making new friends, it is not healthy. The Internet can be addictive and it is easy to see why this might be happening. People who are already attracted to addictive pursuits, like shopping or gambling, can satisfy their needs with a simple click 24 hours a day. In my country, there is a problem with teenagers who stay up all night playing online games.

However, I am not convinced that it is all doom and gloom, and I think the majority of people use the Internet sensibly.

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Younger people might argue that much of the time they spend online is spent communicating with real people, anyway. Just because people in chat rooms or on Facebook are strangers, it does not mean they are not real people. Perhaps it is just the nature of communication that is changing. Some of the people that are apparently spending less time with real people may be the kind of people who find it difficult to make friends conventionally. The Internet gives them the opportunity to communicate with people who do not make judgements about the way you look.

I heard a story recently about how the Internet promotes social interaction and how people are going online to find out about real events in their area. In one town, there is a mini-marathon in a local park every Sunday. Runners have to log in online. The number of participants grew from about 20 to nearly 1,000 in six months.

So, to sum up, I would say that we must celebrate the advantages of the Internet rather than be overly concerned with its drawbacks. After all, we could say that food is dangerous because some people cannot control how much of it they eat.

Unit 3, Listening 1B

1. b   2. a   3. c   4. b
5. vocational   6. sensible choices   7. debt
8. traditional role   9. moulded   10. financial constraints
11. overdraft   12. the media   13. 30,000
14. 400,000   15. property   16. lenders
17. prospects
18. starting salary   19. compromise   20. natural

Unit 3, Reading 1C

1. vi   2. ix   3. ii   4. v   5. i   6. vii   7. iii
8. removing barriers   9. protesters
10. proponents / advocates*   11. public services
12. Corporations
13. Y   14. N   15. Y   16. N   17. NG
18. NG   19. NG
20. model   21. seed varieties   22. publicity
23. Monocultures   24. luxury items

*Proponents is used in the more relevant section of the text, but advocates, used earlier in the text, is equally acceptable.

Unit 3, Writing 2C

Many people feel that a system in which it is possible for a few individuals to make vast fortunes, while the majority have to survive on far less is unfair. Many wealthy people themselves would freely admit that free enterprise creates a certain amount of inequality.

What most critics of the system are especially indignant about is the fact that successful people can buy a privileged

education for their children, thus giving them opportunities not available to the majority. They would say that some children are born with a silver spoon in their mouth and that for equality to exist, there must be more of an even playing field.

Although, to an extent, I can see the logic of this argument; I would say that I personally do not fully agree with the view that the existence of private education negates the notion of social equality. There are various reasons why some people achieve their potential while others do not. There are infinite examples of people who are hugely successful despite a humble background and of people with a privileged upbringing who have made very little of their opportunities.

I think we also have to look at the question on an international level. Clearly, children in certain countries have a much better education and enjoy a far greater range of experiences than children in poorer parts of the world. Are we saying that that is also unfair, and that children in all corners of the globe should start off on the same rung of the ladder?

Social equality is not only about education, anyway. People who create wealth create jobs and also make social welfare possible. Free health care, for example, is a form of equality, which, in some countries, only the very rich have access to. It could even be argued that some poorer people only have an education at all because other people who have enjoyed a better education pay large amounts of tax.

Unit 3, Exam Practice, Writing task

One of the basic principles of a free market system is equality for all. In theory, anyone can make it – the American Dream, if you like. Those who sincerely believe the world is fair point to examples of pop stars and boxers who, despite the harshest upbringings, have been hugely successful and made vast amounts of money.

This utopian notion, however, appears to be far removed from reality. For every lucky individual who climbs from the bottom rung to the top rung of the ladder, there are hundreds of thousands of hard-working souls who do not. Clearly, the idea that each and every individual can make it is preposterous – for one to succeed, many others must fail. I have heard that the gap between the rich and the poor has grown even bigger. Not just within countries where huge wealth divisions exist, but between countries too. The poorest people in the poorest parts of the world are poorer than ever – in many cases, destitute.

I am not a politician or an economist, so I cannot explain this fully. However, some features of the way we live are evident. Globalization has largely resulted in a small number of huge multinational conglomerates running chains of businesses. In my country, tourism is the biggest industry, but it has brought wealth to very few. Some people have found jobs in hotels and restaurants, but, for the majority, development

has simply meant an end to traditional sources of income, like farming and fishing.

On an international level, the claim that everyone has equal opportunity is almost insulting. How can a starving child in Ethiopia, who will probably never go to school, be as likely to achieve great things as a student at Harvard University?

I cannot say that I see this situation changing dramatically – certainly not in the near future. However, I would like to see the rich pay more tax to provide better education for the poor, and the richest countries give more in aid, so that children in the very bleakest environments have at least some hope.

Unit 4, Listening 1B

1. true friends   2. fox   3. children's stories
4. pesticides   5. lawns
6. network   7. rubbish   8. potting plants
9. b   10. B   11. D   12. E   13. G   14. J

Unit 4, Reading 1C

1. D   2. B   3. G   4. F   5. A   6. E   7. C
8. success   9. social animals
10. individual juror   11. evaluate information
12. B   13. C   14. A   15. A   16. C
17. T   18. NG   19. F   20. F   21. T

Unit 4, Writing 2B

The debate about the morality of animal testing is surely one of the fiercest. At one end of the spectrum are people who claim that testing is wholly justified and that humans must come first. At the other end are those who believe that experimenting is largely unnecessary and that it would still be morally indefensible even if it were efficient and productive.

A huge number of tests on animals, many of which involve cruel procedures and unnecessary suffering, occur every minute of the day. We have all heard stories about dogs forced to chain-smoke and monkeys having their eyes sewn shut. While most people appreciate these are extreme cases, most would also acknowledge that there is a degree of unnecessary distress.

Animal rights campaigners argue that only a small percentage of tests really prove whether or not a drug is likely to be harmful to human beings anyway. They claim that humans and animals have totally different biology and that drugs which appeared safe when tested on animals later proved to be very harmful to humans. At the same time, well-documented tests showed that penicillin and aspirin were harmful to some animals and could easily have been banned.

However, scientists and those who fund research are adamant that animal testing is essential in the fight against diseases like cancer and HIV. They claim that alternative testing, perhaps on stem cells or with computer simulations,

though beneficial, cannot possibly reveal the same as tests on living creatures. Many would argue that had animal testing not been allowed, far less medical progress would have been made over the last 25–30 years.

I cannot say that I fully understand all the arguments, but I do sense that not all animal testing is totally necessary. While I feel that tests that could help us find a cure for serious disease should be allowed, I am certainly not convinced that animals should be used to test cosmetics and beauty products. I believe that we must make absolutely sure that any animals used for testing are treated with compassion and suffer the minimum of pain and distress.

Unit 4, Exam Practice, Writing task

Most people who argue that humans should eat less meat do so because they are vegetarians and simply believe that it is wrong to kill the creatures we share the planet with. They would also point to the conditions that some animals are farmed in – we are all aware of the cruelty that battery-farmed chickens endure. Other people claim that land used to rear cattle for meat could be better used growing crops that could feed many more people, and that meat production uses vast amounts of water. Finally, many people would agree that a diet containing a lot of meat, especially red meat, is not as healthy as a diet made up of vegetables and fruit, and that heart disease and other medical conditions are on the increase.

Though I have to admit the arguments against eating meat are very convincing, I do not agree that people should feel guilty about eating meat or should be pressured into giving it up. To me, it seems that humans are natural omnivores – we descended from apes and we know that chimpanzees eat meat as a source of protein. Our ancestors learnt to hunt for a reason and eating meat comes instinctively. Vegetarians need to spend time choosing alternatives that contain proteins and essential vitamins, like nuts and avocados – not everyone has the time or energy.

It is also important that we clearly enjoy eating meat. Most people can happily go for a few days without meat, but if they cook for friends or go out for a meal, they will invariably choose a meat, or perhaps fish, dish. Why should people give up what they enjoy?

Of course, it would be good if people chose to eat responsibly sourced meat rather than mass-produced products. However, free-range and organic meat is significantly more expensive and many people cannot afford that luxury. I agree that, for health reasons, people should try not to consume too much red meat or fast-food meat, like burgers and kebabs. All in all, though, I think people will continue to farm animals and eat meat and I see no reason why they should not.

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Tapescript

Note that in some listening extracts the speakers are foreign students. In these extracts there are occasional grammatical errors or words used wrongly. These errors are reproduced in the tapescripts.

Track 1
Unit 1 Listening 1

C   Listen and answer the questions.

Speaker 1: So, Beth, having done this job for a while now, do you think you know what adds up to a good learning experience? I mean, do you know what kind of learning environment kids will get the most out of?

Speaker 2: I'd like to think so. In my book, a teacher who says they no longer know how to create a good learning experience has probably run out of steam. It's probably time they called it a day.

Speaker 3: So, what's the secret then?

Speaker 2: Well, first of all, I think a classroom should be full of activity. People should be doing things – *productive energy* I call it.

Speaker 1: So, does that mean the kids are running around the room?

Speaker 2: Sometimes, yes. But, no …, of course, not all the time. *Doing things* might mean sitting and individually completing a task, or talking quietly with a partner. I mean that the atmosphere in the classroom is defined by activity, whatever type of activity that is. If kids aren't engaged, or they feel that nothing worthwhile is happening, they can't possibly have a positive experience.

Speaker 3: Yes, I agree. I think, generally speaking, it's the teacher's responsibility to create that atmosphere too. If students are older, they can be as important as the teacher in creating a group dynamic, but when you're teaching young learners, you have to take the lead.

Speaker 2: Yes. I know a few teachers that teach adults. They say it's sometimes impossible to make a group gel. Whatever they do, those particular individuals are just not going to get along. For us, though, that just isn't an issue. Kids get on as long as someone shows them how to.

Speaker 1: So, tell me some of the things a teacher can do.

Speaker 3: Well, as far as I'm concerned, the most effective techniques are the simplest ones – just common sense, in many respects. I mean, calling the kids by their name whenever you address them, and saying *please* and *thank you* in the same way that you expect them to. We take it for granted, but we need to keep in mind how important it is to show respect in order to earn it. I make a point of saying *thank you* every time a student answers one of my questions – even if the answer's completely wrong!

Speaker 2: Our body language is ever so important too. We have to show that we're listening to what they say, for example, even if we're exhausted, or really half-thinking about something else. Teachers should always make eye contact and they must never yawn or sigh. Negative body language can destroy a kid's confidence.

Speaker 3: You have to think about everything you say. I've heard about teachers saying the most inappropriate things. I remember when I was about 14 and a teacher was getting fed up with one of the kids in the class messing around. She said, 'Carry on like this and you'll end up working on a supermarket checkout'. Even at that age, I remember thinking it was so blunt.

Speaker 1: And snobbish too! What's wrong with working in a supermarket?

Speaker 3: We've said the teacher's responsible for the atmosphere in the classroom, but there are other factors that add up to a positive learning experience. Kids have to feel safe and bullying can be a problem.

Speaker 2: Yes, true, but I'd say that when kids are younger, it's the teacher's job to make sure that bullying isn't tolerated. Certainly, that it's nipped in the bud before it can become an issue.

Speaker 1: Aren't there a few bullies in every class?

Speaker 3: Maybe, but they can be discouraged. The teacher mustn't allow teasing or put-downs. Everyone needs to take risks in their learning, and if kids feel that whenever they make a mistake someone's going to jump on their back, they won't make progress.

Speaker 2: I have a system whereby any time a kid says something hurtful or criticizes, they have to make up for it by paying a compliment. You know, I say, 'So you've told Toby that you don't think he's very good at football. Now tell him something you do think he's good at.'

Speaker 1: That's a good idea.

Speaker 3: Another good technique when kids are young is to make sure there's always more than one possible answer to a question. I mean, you can't do that when they're older and they're learning history, but in any kind of discussion or open-ended activity, always get three or four suggestions and accept them all. That instils confidence.

Speaker 2: Yes, and make sure that students always have time to process a question before an answer is demanded. Let them think about what they already know, or have experienced, and then have time to formulate an answer. Sometimes they need time to compare what they think with others – you know, the stronger ones helping. What you really want is everyone to feel prepared if they're called on. Sitting there anxiously hoping that the teacher doesn't pick on you is bound to make for a negative experience.

Speaker 1: I've heard about one teacher who likes to have class line-ups. She tells the kids to put themselves in a line with the one who's contributed most that week at one end and the one who's contributed least at the other. They have to organize themselves … I mean, they have to tell their peers that they've had a really good week, or not a very good week. The teacher then asks one or two students if they think anyone should move forward in the line.

Speaker 2: Mm, I think that sounds OK as long as different students are seen to have a good week each week. I mean, if it's the same kids that are always at the wrong end of the line, it would be very demotivating, wouldn't it?

Speaker 3: I guess the idea is that everyone reflects on their role in the group and about behaviour. I think it would work well if the students really did base their line on who's made an effort and who hasn't, and not on who's achieved in terms of marks or whatever. I think it must be hard to ensure that youngsters think in that way, to tell you the truth. It might make kids that lack confidence even more anxious – worrying about where they'll be put in the line.

Speaker 1: I'm not sure how it works exactly. Anyway, I guess we'd better be getting back to our classes now. I've got to start creating the right kind of inspiring dynamic!

Track 2
Unit 1 Speaking 1

B   Listen and check your answers.

1   I found it really difficult at first, but I soon got the hang of it.
2   It was a really stupid thing to do, but I learnt a valuable lesson from it.
3   I still think about her every day, but I guess life must go on.
4   A lot of people would get fed up with the routine, but it's second nature to me now.
5   I guess I don't always show the gratitude I should, but I don't think I take him for granted.

Track 3
Unit 1 Speaking 2

B   Before you start talking, listen to two students talking to the examiner. In pairs, assess their performance.

Speaker 1

Examiner: OK, are you ready, then?

Student: Yes, I want to talk about learning to play the piano. This was when I was 14 years old – so five years ago. I still play now. In fact, I'm quite a good pianist now. The experience was positive because the teacher, or should I say *instructor* for music?

Examiner: No, *teacher* is right for music.

Student: Oh good. Anyway, the teacher was so kind and patient. At first, I found it hard even though I was quite musical. I already played a guitar. Piano is very different and I didn't realize that reading music is so mathematical – I mean, you have to understand the relationship between all the notes and chords. I became impatient with myself, but the teacher would always stay calm and tell me that it would happen naturally if I practised every day a little. She challenged me by making me try to play short pieces of music. I thought it would be impossible, but she was right. I soon got the hang of it. I soon started feeling confident and proud of what I had achieved, rather than anxious about making mistakes. Like I say, now I play quite well and I really enjoy it.

Speaker 2

Student: OK, I'm going to talk about when I learnt to play golf – or maybe I should say, when I didn't learn to play to golf!

I was about 17 and my father was a very keen golfer. I am his only son – I have two sisters – and he so much wanted that I play with him. I think other people he played with played with their sons and so on, and he thought it can be a way for us to bond. I was quite happy to watch golf on TV with him, but I wasn't really interested in playing. I was more interested in music and going out with my friends. Anyway, I agreed to have some lessons to please him, but the whole experience was a fiasco. I thought I can at least practise hitting the ball, but the instructor just kept making me practise hold the club in the right way and getting my swing right. It was so boring. When he did let me hit the ball, it just went along the ground a few metres. Most of the time, I missed the ball altogether. I can't say it was the instructor's fault – I'm sure he was successful with more willing pupils! I found the whole thing embarrassing really and I gave up after three lessons.

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Track 4
Unit 1 Exam Practice – Listening

B Listen and answer the questions.

Interviewer: So, I'm here with Mike and Kim, both of whom are mature students on courses at Sheffield University. Mike's studying History and Kim, Sociology.

Mike: Good morning.

Kim: Good morning.

Interviewer: Now, before you tell me about the experience so far, can you just clarify what exactly a mature student is – I mean, I think a lot of people equate being mature with being old, but that's a misconception, isn't it?

Mike: Well, yes, of course it is. Anyone over 21 when they start a university or college course is officially a mature student. In my book, 21 is hardly geriatric!

Interviewer: Yes – perhaps we should tell listeners how old you both are.

Kim: Well, I'm 37 – so not old, by any means, but quite old in the eyes of the average 18-year-old.

Mike: And I'm 42. I think I'll leave it to your listeners to decide whether or not that's old.

Kim: I think it's important to point out that an age difference when you're much younger is far more noticeable than when you're older. I mean, when you're in your 40s, a four-year age difference between you and one of your friends is hardly registered. If you're 21 and everyone else on a course is just 18, you probably do feel a bit different. On my course, one of the students – Julie – is 25. She tends to mix with us matures, as we call ourselves, rather than with the younger majority. I think she feels more at ease with us.

Interviewer: So, how did you feel about becoming mature students? I mean, do you think you were more anxious about the interview and about the first few days than your younger peers?

Mike: I felt very nervous about the interview. I was sure I'd be asked lots of difficult questions about why I wanted to study later in life, and how I thought I'd fit in. When I went online to find out more, I discovered that they're actually not allowed to ask questions like that anymore.

Kim: No, rules about equality are strict and they apply to age, as well as race and gender. Like Mike, I thought I'd have to convince the tutors that I'd be able to juggle family commitments – I have a ten-year-old daughter – but that wasn't the case.

Interviewer: It would be considered discrimination.

Kim: Yes, exactly.

Mike: Having said that, you know that that's what the interview panel are thinking, so you need to broach the subject yourself. You need to tell them what benefits your age may bring – work it to your advantage. I brought up the fact that I felt, at my age, I would be adaptable and tolerant.

Interviewer: So, tell me about the first week – about meeting your tutors and the other students.

Kim: When I arrived on the first day I felt a real sense of trepidation. I suddenly wondered what on earth I was doing. When I met my personal tutor, he very quickly made me feel so much happier. He was very reassuring. He made a point of introducing me to the other three matures on the course straightaway. He realized we'd help each other to feel more at ease.

Mike: Yes, one thing I realized right away was that it was easier for the mature students to relate to the tutors. All the 18-year-olds were actually feeling anxious about meeting these authority figures the same age as their parents, while I was meeting people of my own age – my equals, in many respects.

Interviewer: And what about your younger peers? Did they view you differently?

Mike: Yes, I think they did. I realized that in the first few days, the younger students wanted to get to know each other, so I didn't go trying to start conversations. I thought I'd wait for them to come to me, or until there was a natural reason to start talking.

Kim: On my course, there was quite a bit of group work right from the start and that helped us get to know each other. As I said, though, the matures did form a little group. We weren't isolated, but we were a definable group.

Mike: I remember on the third or fourth day, one of the younger students that I'd been doing a task with came up and said that he and a few of the others were going for a drink and would I like to come. I thought that was really friendly. I got on very well with the younger ones generally. A few of them could be very immature at times, but I guess that's to be expected.

Interviewer: So, what are the advantages and disadvantages of being a mature student?

Kim: Mm, for me, the obvious advantage is experience. I mean, you know how to deal with difficulties – you've seen a lot. You're not going to suddenly crack up because you don't understand something.

Mike: Well, I already mentioned the fact that the tutors are – or probably seem – more approachable, but I think there's also the advantage that you don't have the kind of outside issues going on that the younger guys have. I mean, OK, you might be worrying about money, or there might be a family crisis, but you don't have that day-to-day worrying about what other people think of you, and all the other teenage stuff. The younger students are always weighing up whether or not they should go out for the evening or get on and do some studying. I don't have all that. I don't want to go out every night, so I can go home and do some studying while my wife cooks the dinner. I think I'm more relaxed about it all.

Kim: Mm, I think you're lucky. I must say that, at times, I do feel that I'm juggling. I feel guilty that I'm not being such a caring mum when I have assignments to get done over the weekend. I'm under pressure that the younger students aren't.

Interviewer: So, do you have any final tips for anyone who's soon to become a mature student?

Kim: Don't spend all your time worrying about being different. If you do, you won't enjoy your course. Focus on the advantages of being wiser and not on the difficulties. Remember that you have more in common with the younger students than you do differences – you're all studying the same subject, after all.

Mike: Mm, I'd say get the balance right. You may be wiser and more experienced than the majority of the others, but don't make it clear that you think that – you'll soon be very unpopular. At the same time, don't try to be 18 again. Be friendly with the younger guys, but don't try to be their best friend. Don't try to be into the same stuff that they are.

Track 5
Unit 1 Exam Practice – Listening

C Listen and answer the questions.

Voice: Now, for this part of the lecture, I want to focus on something some of you have been asking about. I know you're all familiar with the phrase *learning curve*, but I'm not sure you all know exactly what it means. It's a rather overused term – often it's used quite erroneously, or certainly not with its proper technical meaning. We're always hearing people say things like, *it was quite a learning curve*, when what they mean is that something was difficult, or that an experience taught them a painful lesson. It's actually a bit more complex than that.

A learning curve is a concept of measuring how quickly a skill can be mastered. It's usually a graphical representation that depicts the combination of the time it takes to learn a new idea, process or skill set, combined with the rate at which mastery is achieved. Learning curves are frequently used to measure an individual's progress against an average.

The German psychologist Hermann Ebbinghaus coined the term during his research on memory and memorization in the late 19th century. In his 1885 work, *Memory: A Contribution to Experimental Psychology*, he described his findings regarding both the learning curve, or rate at which knowledge is gained, and the *forgetting curve*, a related graph that measures how quickly memorized information is lost. His book is considered a groundbreaking work in the field. It quickly led to the widespread use of learning curves as a means of measuring progress.

Now, the confusion about learning curves – certainly in my opinion, anyway – has come about due to the misunderstanding of what a steep learning curve is. Very often, when something new is learnt, the increase in retention of information is sharpest at the outset. Retention then gradually evens out, so that less new information is taken in after each incidence of input, or period of practice. This is referred to as a steep learning curve. This large gain of knowledge in the early stages is displayed on the graph as a steep incline at the beginning that gradually tapers out. Chess, for instance, might be considered a game with a steep learning curve, for while the rules are simple and quickly learnt, mastery over the game may take years. The phrase clearly has a fairly positive connotation – the learner becomes relatively proficient with a minimum amount of time and effort. For some reason, it has come to be used with the opposite meaning, and with rather a negative slant. People use it to describe something which is simply difficult to learn, which is, in fact, more likely to be shown as a flat, shallow or gradual curve. Learning to play the piano, for example, would probably be a shallow or flat curve for most people. You make progress quite slowly at first and then, as you become more proficient, you absorb more and feel that progress is being made. Initially, a lot of hard work doesn't appear to pay dividends.

Now, it's important to appreciate that the concept is not about the learner – it's about how much there is to be learnt and how difficult the subject or skill is. However, remember that learning curve graphs are representational of an average rate of knowledge gained over time. Of course, different people have different backgrounds and aptitude, so some will learn considerably faster or more slowly than others.

OK, I'm going to show you two graphs and I'm hoping that you'll quickly be able to tell me which shows the steep curve and which shows the shallow curve. Then, I'm going to put you into groups to brainstorm some examples of subjects, skills and activities that you think are good examples of each.

Track 6
Unit 2 Listening 1

B Listen and answer the questions.

Voice: Over the next week or so, we'll be looking at transport – the future of transport more precisely. Now, I don't mean wild space-age fantasy, but the kind of transport we might realistically be using to get around in within the next ten years or so. We're going to start by concentrating on road transport, and specifically on solar energy – how solar-powered

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vehicles are being developed and whether they really will replace the motor-driven vehicles we currently use. While the mainstream motor industry has, over recent years, focused on minor improvements to performance and interior gadgetry, solar-vehicle technology has been far more revolutionary. The production of solar vehicles combines the technology that we typically see in aerospace and alternative energy development with the technology we associate with the bicycle and automobile industries.

Now, I wonder how many of you have solar panels at home – I mean, on the roofs of the homes you live in. Just as with solar-powered heating at home, solar vehicles are powered by harnessing the sun's energy and converting it into electricity. The electricity then powers either the battery that runs the motor, or directly powers the motor. Now, at this point, I will say that the engine power and speed of a solar vehicle is very much dictated – perhaps I should say restricted – by the amount of energy the vehicle can absorb. Currently, solar cars are being constructed with the purpose of competing with one another, rather than with any real aim of mainstream production. Later, I'll show you a clip of a solar car race in the States, incidentally. Just like conventional vehicles, solar vehicles are fitted with gauges that keep the driver informed. Instead of how low the petrol is, it's a case of how low the energy level is. Instead of conventional gauges, solar vehicles are frequently being fitted with wireless telemetry. Drivers access data sent wirelessly to a single computer screen inside the vehicle.

So, briefly back to the specific technology. With a solar car, PV cells – that's photovoltaic cells – convert sunlight into electricity. Now, this is slightly different from the way in which solar thermal energy converts solar rays to heat homes or to generate electricity. PV cells directly convert sunlight into electricity. When sunlight strikes PV cells, they stimulate electrons and allow them to flow, creating an immediate electrical current. But – you might say – what's the point of this technology if a solar car simply isn't powerful enough to meet our everyday needs? Well, there are lots of interesting benefits. The most obvious, of course, is the cost. Solar power is pretty much free – once you've bought the vehicle, of course. A solar car can charge up while it's parked. You drive to wherever you're going, park and plug in – just like you might with a mobile phone now. Apart from the money the individual saves on increasingly expensive petrol, there is an environmental benefit too. Solar energy reduces our reliance on fossil fuels and it doesn't produce greenhouse gases. On the subject of pollution, another less obvious plus is that solar panels are silent. In the future, the noise

pollution in our congested cities may also be reduced.

I've already mentioned the obvious drawback of limited power, but there are other points to be made. Currently, vehicles are very expensive. Solar panels are very costly and fragile. Vehicles are often left in exposed places and panels are easily damaged. So far, solar cars have been fitted with less efficient, less sensitive panels that cost a little less. This adds to the issue of power loss – something of a vicious circle. One way that solar energy is being used in vehicles is partial powering. Perhaps only the energy that powers the air conditioning is solar, for example. This is something I'll say more about in the next part of my talk. Another stumbling block is that the sun doesn't always shine! Not here, anyway! Solar vehicles need a backup electric battery and those are also very expensive. That's the primary reason electric cars haven't been as popular as was once hoped.

Now, perhaps the answer is some sort of combination …

D Listen to the next part of the lecture and answer the questions.

Voice: So, what have we said so far about solar vehicles? I mean solar cars really – we're going to talk about other road vehicles specifically in a moment. I think we concluded by saying that, currently, it's unlikely that solar cars will be commercially mass-produced in the very near future – they're just not yet powerful enough. However, hybrid cars – that's cars that are partly powered by solar energy – might be far more viable. Cars that have a conventional engine, but also a number of solar panels on the roof that can be utilized on especially sunny days are already in production. As I think I mentioned in the first part of my lecture, solar power may provide partial energy – the energy required to power air conditioning, for example. An additional feature here would be that the air conditioning could be left running when the car is parked. I think most drivers would just love to come back to a fresh, cool car instead of one that has been left standing in blazing sun for two or three hours. Now, I've said that solar cars for the masses is probably not an imminent reality due to cost-effectiveness, but that doesn't mean the technology is unworkable for every type of car. There are small cars – usually vehicles for specific purposes – that don't actually need a great deal of power – the kind of cars, or buggies, you see transferring people around airports or kids at an amusement park. Golf buggies can be fitted with panels that top up as

they stand in the sun waiting to ferry golfers to the next hole.

Now, something about buses. Much of what we've said applies, but there are a couple of major differences in terms of practicality. Firstly, buses are used for specific periods, often all day, for example. That means they can recharge at fixed times and for longer periods. Solar-powered buses are frequently recharged at stationary points. They're plugged into banks of solar panels. Buses are also bigger. You might think that's a disadvantage, as they need more power, but it's an advantage too. Just think how many more panels can be fitted to the large flat roof of the average bus. Partial solar power is more common on buses than on any other type of transport. In China, buses in several regions have the lighting, heating and cooling systems powered independently by solar energy.

Finally – as far as types of road transport go anyway – I want to talk about bicycles – or at least bicycle-type vehicles. These are often referred to as single-track vehicles for obvious reasons. The advantage of a solar bicycle is its low weight. It doesn't take much powering. In any case, most bikes have always been foot-powered anyway, so the average rider doesn't usually demand record-breaking speeds. Foot power can continue to supplement the power generated by either front and rear panels or a solar panel roof. A relatively simple and inexpensive vehicle can be driven without the use of any fossil fuels. Solar bicycles are an ideal option for a commuter who has to travel a distance that could be cycled, but is quite a challenge – around 20-25 km, let's say. The combination of solar power and foot power makes that more realistic. An important development for solar cyclists has been the fold-up panel. The cyclist can carry these and then fold them out to recharge the bike once it's parked. Solar-powered scooters – and small motorcycles – are another obvious area of development, though, as yet, there's not quite so much to report.

I promised I'd show you the race clip earlier, and I'm a man of my word. Before we see it, let me just tell you a little bit about it. Because these cars are so expensive to produce, it makes sense to keep them small and they're frequently built only to seat two people – perfect for racing. The high cost is down to the expense of the panels, which I've already talked about, but also to the material used for the bodywork. If solar cars are mass-produced, they'll probably be made of fibreglass, but these cars, already produced for racing, are constructed from the same lightweight materials that are used in aerospace construction – small jets and so on. The majority of these cars are handmade. The race

teams are usually made up of university and high school students, but private companies enter occasionally with the purpose of giving their design teams experience with alternative energy sources. Of course, all cars must rely only on solar power, but, as you'll see, there's a sizeable caravan of support vehicles. Each solar car is preceded by a lead car that identifies potential difficulties that lie ahead. Behind the solar car, there's a mission control vehicle, which controls the race pace. OK, are you ready to watch the clip?

E Listen to a conversation. Which of the three topics are the people talking about?

Male: I don't really understand the worries people have about surveillance. I mean, surely it's good that the police can monitor public behaviour and use CCTV footage to identify lawbreakers. I think people who make a fuss about their privacy being invaded have something to hide.

Female: Sorry – I don't agree. People feel uncomfortable about being snooped on. You wouldn't want your neighbours peering out from behind the curtains watching you, would you? In the same way, most people don't like the idea of every move they make being tracked by some faceless individual.

Male: But that's just paranoia. The benefits outweigh all that. Terrorist attacks have been averted due to people being watched and their online activity monitored.

Female: Well, that may be true, but a total lack of privacy is a high price to pay for the occasional crime being averted. I mean, you could say that arresting and questioning everybody would help keep the crime rate down. You wouldn't want that though, would you?

Male: Now you're being extreme. I'm sure it's a tiny number of people that the police actually monitor, anyway.

Female: Perhaps it's a tiny number that they specifically monitor, but there are CCTV cameras everywhere. I heard that the average person is filmed around 20 times a day. I wouldn't mind if the crime rate was falling drastically as a result, but it isn't. Surely the main benefit of surveillance would be to deter people from misbehaving, but it doesn't.

Male: I think the main benefit is the evidence it provides. If you're caught on camera having a fight outside a nightclub, you can hardly say you weren't there.

Female: I really don't think it works like that. The police just don't have the time to go through hours and hours of footage looking for troublemakers. Anyway, it's not just about the police. All sorts of other

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organizations can track your moves. I get enough spam from being monitored online. I can't stand the thought of someone recording every trip or every purchase I make.

Male: It doesn't worry me. It's just a development of advertising.

Female: What about when individuals get access to all this surveillance? I heard a story about a woman who thought her partner was having an affair. She hired this 'private eye' to gather information. Apparently, he accessed CCTV footage that showed this guy visiting a house.

Male: Well, he deserved it. He was doing wrong, wasn't he?

Female: Well, yes … I mean, no. He might have been morally wrong, but he wasn't breaking any laws. He has a right to his personal privacy like anyone else. Think about the newspapers too. I mean, there are stories about journalists hacking phones all the time. I'm sure people let them have video footage and records of Internet activity if they're offered enough money, too.

Male: Mm.

Female: What really worries me is that surely it's just a matter of time before anyone can get access to all this spyware. I mean, it's scary enough that some obsessive individual can follow you home. Just imagine if the same person could follow your every move from some kind of satellite link. It's not just 'Big Brother' watching you – it's all his little brothers too!

Track 9
Unit 2 Writing 1

F Listen again. Do the speakers mention any of the points that students in your class mentioned?
[Play Track 8 again]

Track 10
Unit 2 Speaking 1

B Listen and check your answers to Exercise A.
1 'Do you think everyone will have robots to do their housework for them?'
'It's bound to happen sooner or later.'
2 'Everyone's saying that Steve will get the manager's job.'
'Yes, I think it's on the cards.'
3 'So, will humans be living on other planets one day?'
'I think that's still a long way off. We won't see it in our lifetime.'
4 'Have you heard back from Alfred yet?'
'Yeah – there's not much chance of anything before Friday, apparently.'
5 'Why are you leaving your job?'
'Well, there are some big changes in the pipeline. I want to get out now.'

Track 11
Unit 3 Listening 1

B Listen and answer the questions.

Presenter: As we know, these are worrying times financially for all sectors of the community. While the focus has been on firms going out of business and people losing jobs; school, college and university leavers may feel that their plight is being neglected. It is this that we are going to look at this morning, and I have with me in the studio Peter Cook from the Department of Education and Alison Pritchard from the National Union of Students. Good morning to you both.

Peter/Alison: Good morning.

Presenter: Now, Alison, if I can come to you first. Are young people – and students in particular – being neglected? I mean, is the impact of the current climate on the nation's youth being forgotten, as the focus is placed on job losses among those in work?

Alison: I wouldn't say students are being neglected – I think people do understand that this is a very difficult time for them – but, yes, I do think there's more concern about people losing jobs than about those who may never have one, at least not one that they studied for, or envisaged themselves doing. Recent statistics show that this generation of young people will be the first for five or six generations worse off than their parents. Students are leaving university with huge debts and no longer feel confident that they'll be able to pay them off.

Presenter: Peter, is it a good time to be a student?

Peter: Erm, … well …, the situation may not be as rosy as we'd like it to be, but I wouldn't say it's not a good time to be a student. Let's not forget that today's generation are more likely to live longer than their parents, and will have been born into a richer, more technologically advanced society. General levels of consumption have been far higher. They've had the chance to go into further education in the first place, after all – an option that was far less likely to be available previously.

Alison: But, having a college or university education means very little if it doesn't improve your prospects. I'm not saying that young people go to university only to guarantee fat pay cheques, but they do expect to go into careers that are fulfilling. So many graduates now end up doing jobs totally unrelated to their area of study. They're not achieving the goals they aspire to.

Peter: I think that may be true temporarily, but all the evidence shows the vast majority of graduates eventually realize their potential.

Presenter: Is it true that there's been a shift towards courses that are more likely to guarantee a career at the end?

Peter: Yes. Over the last few years, we've seen more students opting for courses related to Science, Maths and Engineering. Courses that offer vocational qualifications, such as Health and Social Care, are gaining popularity too. Young people are making sensible choices, probably with the guidance of parents and careers advisors.

Alison: Mm, I'm afraid I have to disagree here. I worry that the traditional role of further education is being eroded. I've said that education is about improving prospects, but that doesn't necessarily mean just finding a job. Students are being driven into courses by a society that needs X number of nursery nurses, for example. If young people are pursuing areas of study because they feel they have to, they won't enjoy the experience in the way they should. They feel they're being moulded.

Presenter: Aren't you contradicting yourself? You say that the principal role of further education is to improve career prospects, but then you say it's more about having a good time!

Alison: No, that's not fair. Colleges themselves are saying they're concerned about the number of unhappy students, who quickly become disengaged. They're on the wrong course, at the wrong institution. Apart from opting for courses that don't inspire them, they're also studying close to home – and probably living at home – due to financial constraints. The whole student ethos is changing.

Peter: Yes, it is changing, and it has to change. If we are to tackle the issue of graduates racking up debt and then being unemployed, choosing the right course in the first place is an essential step.

Alison: But, they're not choosing the right …

Peter: As far as living at home goes, I don't see a problem. More students should make decisions that take into consideration the financial burden of renting on top of all the tuition fees and other expenses.

Presenter: Can we clarify this issue of debt? I've heard all sorts of different estimates as to how much the average student owes at the end of their course.

Peter: The average graduate ends their course owing between £10,000 and £12,000. Of course, there are some who owe much more, but that's generally because they haven't been careful. I do agree that starting out your working life with an overdraft of that size hanging round your neck is not ideal, but it's an amount that most graduates can and do pay back fairly quickly. I think the media have blown this issue up out of all proportion.

Presenter: Alison?

Alison: Well, firstly, I think the average debt is more like £30,000. Students who do part-time jobs right through their time at university might keep the figure down, but, generally, it's far higher than what Peter suggests. I have strong feelings about whether students have to rely on part-time jobs, but I won't go into that now. Research suggests that this generation of graduates will be around 25% poorer than their parents. By the time they retire, they'll be £400,000 poorer than their parents were at the same age. It's not just the fact that they're starting off in debt; it's also the fact that salaries in real terms will be lower and property is unaffordable. Even if they can look forward to a well-paid job, the reality is that paying off debt will make saving for a deposit to put down on a house virtually impossible. They'll be renting for years, if not decades.

Peter: Ah, yes, but they'll be left far more by their parents. In many ways, this generation will reap the benefits of the previous generation's endeavours.

Alison: So, my generation must rely on our parents until we're well into middle age?

Peter: No, I'm not really saying that. I wasn't being totally … erm … anyway, what I would like to point out is that many lenders have been hugely negligent. They've allowed, and, at times, encouraged, students to keep borrowing money. Students can be spendthrifts like anyone else, when they're given the chance.

Alison: Well, that's something we can agree on. Frankly, the banks have behaved in a totally responsible way, but that's no surprise. We now have a situation where students doing supposedly safe courses, like Medicine, are allowed to borrow, while students studying Arts-related subjects aren't. It's really unfair.

Presenter: So, are you saying banks should continue lending to students regardless of their prospects? Haven't we said they should be acting more prudently?

Alison: I've already agreed that unrestrained lending is wrong. However, I don't think we can have a situation where different rules apply to students studying different subjects. We'd end up with only the wealthiest minority studying the traditional classic subjects – it's a step backwards.

Presenter: Can I go back to what you said earlier, Alison, about salaries being lower in real terms. By that, you mean that they haven't kept up with inflation.

Alison: Certainly not. The average starting salary for a graduate is now around £15,000. In real terms, that's around 25% lower than it was ten years ago. Employers are getting away with paying less because they know young workers are willing to compromise.

Peter: I think there's some truth in that, but it's only natural. Employers are not going to pay more than they have to.

Presenter: Well, the obvious question is, will we continue to see jobless graduates, or graduates doing jobs they don't aspire to, or will we see fewer young people going onto further education?

Peter: Well, as I see it, what will probably happen is …

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Track 12

Unit 3 Listening 2

A Listen to some sentences from the conversation. Complete the sentences below with words you hear.

1 ... school, college and university leavers may feel that their plight is being neglected.

2 ... this generation of young people will be the first for five or six generations worse off than their parents.

3 The situation may not be as rosy as we'd like it to be ...

4 In many ways, this generation will reap the benefits of the previous generation's endeavours.

5 Haven't we said they should be acting more prudently?

Track 13

Unit 3 Writing 1

B Listen to two students discussing how to approach the task and answer the questions below.

Male student: So, what do you think of this task? What sort of approach would be best?

Female student: I think the wording suggests it should be a thesis-led composition. I mean, the statement's quite provocative – it's there to be agreed or disagreed with. I guess it would depend on what political views you have. However, I can personally see two sides to this and I'd rather balance the argument. I mean, yes, of course, it's unfair that some people don't have opportunities in life, but I don't see what can be done about that. If a family's affluent, of course they'll buy a good education for their children. Nobody can stop them choosing to do that.

Male student: Mm, I don't really agree. Even if you don't think things will change, you can still say you agree with the statement. I mean, I'm not especially politically motivated, but I can see that if a system's supposed to offer everyone the same opportunities in life – I mean, if the very ethos of the system is based on the fact that everyone can make it – it's surely a complete contradiction to then provide expensive private schools for a tiny minority, while the rest have to do with something far inferior.

Female student: But the average school still offers a good education. It's not an excuse that you can't better yourself because of a poor education. You might have to work a bit harder, but that's what ambition is all about. I mean, there are successful people in every field who didn't have an especially privileged background.

Male student: Yes, maybe in sport and music, but if you look at the people who run the world – the politicians, the top civil servants and the people in the top financial positions – they all went to the best schools and on to the best universities. There was never a doubt that these people would be powerful and influential from the moment they were born.

Female student: So, what do we say then? That their parents should've sent them to the local school to make it fair for everyone else?

Male student: No, that's ridiculous. We don't have to offer a solution. We can say we agree with the statement and that the system doesn't really work in the way it claims to, without having to invent some utopian plan of action.

Female student: Yes, but I don't want to agree with the statement. I mean, I don't want to aggressively disagree with it either, but I'm not just going to say: yes that's right. I'm going to balance the arguments and probably end by saying that I tend to disagree with the statement.

Male student: Mm, well, I plan to express a stronger opinion. I'm going to make it clear right away that I agree with the principle of the statement, even if I'm not sure what could be done to create a fairer system.

Track 14

Unit 3 Speaking 1

A Complete each exchange with the correct form of a phrasal verb from the box. Then listen and check your answers.

1 'I guess Jenny doesn't make much working as a nursery assistant.'
'I think she just about gets by on what she earns.'

2 'How's the business going?'
'Well, things are picking up, but it's not great.'

3 'Will you cope if you lose your job?'
'Well, I've got a bit of money put aside, but things won't be easy.'

4 'It's not cheap having teenage kids, is it?'
'No, you're always forking out for one thing or another.'

5 'Will you be able to afford a holiday this year?'
'We'll have to dip into our savings, but we'd like to get away if possible.'

Track 15

Unit 3 Exam Practice – Listening

B Listen and answer the questions.

Female interviewer: Excuse me. Are you a student at the university?

Anna: Yes. Why?

Female interviewer: We're conducting a survey about student finance – you know, tuition fees and cuts to grants and so on. Do you have a moment to answer a few questions?

Anna: Erm ... yes ... I guess so.

Female interviewer: Can I take your name first – just your first name?

Anna: Yes, I'm Anna.

Female interviewer: Well, first of all, would you say that money – or a lack of it – is an issue?

Anna: Yes, definitely.

Male interviewer: In what way? I mean, is it something you have to think about all the time? Does it affect your studies and the experience of being a student?

Anna: Erm ... well ... I wouldn't say I think about not having money all the time, but, yes, it does affect day-to-day life. I have to think about every penny I spend. I suppose you'd say my family are fairly well off, so I don't get much of a grant at all. I have to rely on my parents to top-up my account.

Female interviewer: So, if you don't mind us asking, do they do that?

Anna: Well, yes and no. They give me what they think I need, but they don't really understand what it's like to have no money for luxuries. They'd never let me starve, and they make sure I have the books I need and a laptop and so on. If I say I want to go to a rock concert or buy a pair of shoes, though, I have to answer loads of questions. I understand why they won't just fork out every time I want something, but I hate feeling that I'm begging.

Male interviewer: So, do you expect to have a sizeable debt when you graduate?

Anna: Oh yes – that's inevitable. I'd rather run up a debt that I have to pay off myself than keep asking mum and dad for money. I aim to limit it to £8,000, but that may be a bit hopeful.

Female interviewer: What are your biggest outgoings?

Anna: Rent and food. I share with four other students, but a big chunk of my money goes on rent. We cook together to save money and we eat very basically most of the time. I get fed up with vegetable stews, I can tell you. I spend quite a bit on bus fares too. I live too far from the campus to walk in.

Male interviewer: Do you have a part-time job that brings in some extra cash?

Anna: No, I don't. The time I spend in lectures and the time I spend going back and forth to the campus really adds up. I just couldn't fit in a part-time job as well. I do around 15 hours of study a week as well. If I worked, I'd have almost no time to myself. In any case, you earn peanuts doing most part-time work. I'd feel really resentful about doing telesales or washing up in some fast-food place for £4 an hour. It makes me cross that students now feel a sense of duty to work on top of all the studying we do.

Female interviewer: Well, thanks for talking to us. Have a good day, and good luck with keeping the overdraft down.

Male interviewer: This guy looks like he's going up to the campus.

Female interviewer: Hey, excuse me. Hey.

Alan: Err, yes. What's up?

Female interviewer: Are you a student at the university?

Alan: Yeah, why?

Male interviewer: We're doing a survey about student finance. Do you mind if we ask you a few questions?

Alan: Erm ... OK ... I'm in a bit of a hurry. It'll have to be quick.

Female interviewer: OK, we want to know how students feel about their financial situation – whether it's a constant worry and whether it's affecting the overall experience of being a student. Can you just tell me your name first?

Alan: Yes, I'm Alan.

Female interviewer: So, Alan, would you say that you are constantly aware of being impoverished?

Alan: Mm, that's a bit strong. I certainly don't feel rich, but I'm not destitute.

Male interviewer: How do you finance your studies? Do you have a grant, do you rely on parents, or do you just run up an overdraft?

Alan: Well, I don't rely on my parents – that's for sure. My mum's a single mum and money's always been tight. My tuition fees were paid – I've got the taxpayer to thank for that – and I get a slightly more generous grant than most students.

Female interviewer: So, you have enough to get by?

Alan: I wouldn't really say that. The grant soon goes and then it's a case of borrowing from the bank. I want to keep my loan down as much as I can. I study drama, so I can't guarantee earning a fat salary and paying everything I owe off in the first few years.

Male interviewer: Tell us ways that you save money.

Alan: Well, I live at home to start with. My mum likes me to be around and it saves a fortune on rent. I thought about moving away to study, but it just didn't add up. I ride a bike, which means I have no travel expenses, and I got my friends to buy all my drinks.

Female interviewer: It doesn't sound like you have much to spend your grant on!

Alan: Oh, it soon evaporates, believe me. Quite a few of my friends work, and if I do stuff with them it costs money. I mean, I tell them I can't go to expensive nightclubs and so on, but I like to spend time with them.

Male interviewer: Do you have a part-time job?

Alan: I did have a part-time job for the first two terms. I worked in a sports shop all day Saturday and I did some Sundays too. I gave it up because although it brought in a bit of extra cash, it wasn't enough to really warrant the hours. It's very hard to find a part-time job that pays well. I was going into uni on Monday morning feeling like I hadn't had a break.

Male interviewer: What would you like to be able to afford that you can't?

Alan: A decent holiday and some new clothes. Oh, and I wouldn't mind a season ticket at Arsenal. I've got a few friends who go to all the matches and I just can't afford it.

Female interviewer: Oh well, maybe when you're a famous actor. Thanks for talking to us.

D Listen and answer the questions.

Voice: In the next part of my talk, I want to focus on what is clearly persistent and deepening inequality, on the gulf between the status of formal and informal economies, and on the widening gap between the skilled and unskilled. Ultimately, do opportunities really exist for everyone to make a social, economic and political contribution, or are societies within society becoming ever more polarized?

Now, contrary to what many commentators would have us believe, we know that periods of economic globalization tend to widen the gap between the haves and the have-nots, both within nations and between countries and regions on a worldwide basis. At a time when technological development should be benefiting billions and creating real economic progress, there are, in fact, alarming increases in the discrepancies between the rich and poor.

Now, let me give you a few statistics – statistics that might come as something of a shock, even to the most cynical of you. We have all heard the figure 7–84 – the idea that 7% of the world's population owns 84% of the wealth, but things may well now be even more extreme. Recent research suggests that the richest 1% of adults alone own around 40% of global assets and that, astonishingly, the three – yes, three – richest people in the world possess more financial assets than the poorest 48 nations combined. There are something like ten million dollar millionaires in the world, and their combined wealth now exceeds $41 trillion. At the same time, close to half the people in sub-Saharan Africa are living in abject poverty, and half the children in India are undernourished. In India, interestingly, a third of the richest 20% do not have enough to live on. In other words, those considered rich in one part of the world are defined as living in poverty by those in the wealthiest countries. Eighty per cent of the world's domestic product belongs to one billion people living in the industrially developed world. The remaining 20% is shared by five billion people living in developing countries.

Now, within countries – and that includes the most developed countries – inequality is on the increase. The average income of the richest 10% is nine times that of the poorest 10%. With the exceptions of only France, Spain and Japan, the income of the 10% best-paid workers has risen more rapidly than those of the 10% least-paid workers. Now, that rich–poor divide, as I say, is an average. In the United States, the wealthiest 10% of workers earn around 15 times more than the lowest-paid, and in a number of Central and South American countries, a colossal 27 times more.

This growing division between the skilled and unskilled and the increasing number of people working in the informal economy is a huge concern. In the poorest countries, unemployment is rising and many workers are forced to turn to the informal sector. Pay is pitiful and conditions often barbaric. In many cases, people employ themselves: selling food in the street, or scavenging waste to sell the meagre valuables they can lay their hands on. We should also note at this point that women, as is often the case, are at the thin end of the wedge. Around 60% of the world's informal workers – those lacking rights, recognition and any form of legal protection – are women. Since there are fewer women than men in employment, that figure is even more worrying. It may be the case that more females are being educated, but formal employment figures have stagnated, or even decreased, in many parts of the world.

Clearly, this is a situation that cannot go on and on. Focusing exclusively on economic growth and income generation as a development strategy is unsustainable. A tiny minority's accumulation of wealth deepens the poverty of the vast majority. The growing chasm between the haves and have-nots will soon pose a major threat to democracies around the world and will surely be the cause of instability and further unrest. We have already seen over the …

B Listen and answer the questions.

Voice: So, this week the theme is *friend or foe*. We're going to look at creatures that fall somewhere between the two, and think about the benefits they bring and the mischief they cause. It's fairly easy to know when animals are true friends – those we have domesticated, those that help us in our line of work and those we see as companions, for example – and probably fair to say that some creatures are pretty much always a nuisance – there's not much love lost between the farmer and the fox! However, there are other creatures that, though clearly pests in one way, bring benefits in another – creatures we think we could do without, but whose demise we'd soon notice and probably mourn.

I'm going to talk about moles. Who thinks they've seen a mole? OK, don't worry – you don't have to shout out. Just think for a minute. How many of you can say for sure that you've seen a mole? Probably not many. There are actually around 40 million moles in Britain alone – an estimated one or two to every acre of land. However, they're rarely seen and remain the stuff of children's stories to the vast majority of us. Their numbers are on the increase – the decreasing use of pesticides has helped the population to boom – but does that mean we want to know more about them? Should we welcome these little mammals into our gardens, or should we see them as pests that destabilize land and ruin beautifully kept lawns?

Now, although only a single mole may inhabit a relatively large area, that individual can excavate an extensive network of tunnels. It's this burrowing that gives the mole its reputation as a nuisance. As they dig, they create raised foraging burrows and occasionally unsightly molehills, something which most gardeners are unwilling to embrace as a natural wonder. At this point, I'd like to explain that molehills are actually greatly misunderstood. People think they occur when a mole makes its way to the surface. They expect to see the mole pop out, wiggle its nose around and survey the surroundings – much like in a cartoon or storybook. A molehill is, in fact, a sign that the mole is dispensing with all the accumulated rubbish in its tunnel system. It has no intention of surfacing, and, if it did, it would probably be in danger from predators very quickly. If a mole did pop out, by the way, you might be surprised at how small it is. Most people think a mole is about the size of a hedgehog, when in fact it's far smaller – not much bigger than a mouse. I think people think they're bigger because of all the digging they do!

So, moles dig under gardens and occasionally a molehill appears in the middle of a cared-for lawn. They can bite through thick roots when they interfere with their tunnels, and this can, admittedly, allow roots to dry out, causing plants and shrubs to die. But surely that's not much of an inconvenience when the amount of good they do is weighed against it. To start with, moles prey on pest insects and bugs that eat plant roots and bulbs. Moles themselves are not interested in garden plants, but, as I say, they prey on the culprits that are. Some gardeners may believe moles have been at the fruits of their labour when it's actually mice or voles that have used the mole's tunnels to find access to a feast – very unfair, I'm sure you'll agree. What moles do eat is their own body weight in worms, slugs, beetles and spiders each and every day – when they're not digging, they're probably eating! Moles also benefit the gardener by loosening and aerating the soil, and molehills themselves actually have an advantageous aspect. The soil in a molehill is perfect for potting plants – the mole has done all the hard work. Gardeners should perhaps think of a molehill as a little gift that the mole has left by way of compensation.

Finally, I'd like to say that if and when gardeners do try to get rid of a mole, it's not as easy as it may seem. Products marketed for mole removal are generally ineffective at best and, in the worst cases, downright dangerous. Mole traps, mole baits and mole poisons are all sold, but all have drawbacks or potential hazards. Scissor traps are actually now illegal because they can trap the legs of larger animals, including pets. Now, talking of pets, they're, in fact, probably the best solution if a homeowner truly believes he or she must act. A good hunting cat or dog can locate, chase and dispatch moles very efficiently. They don't eat them, by the way – moles are supposed to taste rather repugnant!

But, to end on a more serious note, I'd say that gardeners and homeowners really should consider the amazing abilities and adaptations of this lovable little creature and decide to live alongside it, rather than drive it away. In any case, with very few predators and very few threats to its underground environment, the mole is here to stay. You can get rid of one mole, but another will soon take its place.

A Listen to the sentences from the lecture that contain the words and phrases below. Discuss what each item means with a partner.

1 So, this week the theme is *friend or foe*. We're going to look at creatures that fall somewhere between the two, and think about the benefits they bring and the mischief they cause.
2 … some creatures are pretty much always a nuisance – there's not much love lost between the farmer and the fox!
3 … creatures we think we could do without, but whose demise we'd soon notice and probably mourn.
4 … the decreasing use of pesticides has helped the population to boom …
5 … a single mole may inhabit a relatively large area, that individual can excavate an extensive network of tunnels. It's this burrowing that gives the mole its reputation as a nuisance.
6 As they dig, they create raised foraging burrows and occasionally unsightly molehills …
7 They expect to see the mole pop out, wiggle its nose around and survey the surroundings …
8 To start with, moles prey on pest insects and bugs …
9 Moles themselves are not interested in garden plants, but, as I say, they prey on the culprits that are.
10 … it's actually mice or voles that have used the mole's tunnels to find access to a feast …

11 A good hunting cat or dog can locate, chase and dispatch moles very efficiently.

12 They don't eat them, by the way – moles are supposed to taste rather repugnant!

Track 19
Unit 4 Speaking 1

A Read the exchanges below and try to complete each of the highlighted expressions. Then listen and check your answers.

1

Examiner: 'So, tell me about your dog. I bet you miss her, don't you?'

Student: 'Mm, yes and no. Of course, she's very cute and, most of the time, I love her company. On the other hand, if I'm honest with you, taking her out for a walk when it's pouring with rain is the last thing I want to do.'

2

Examiner: 'So, you have your own horse. You're very lucky.'

Student: 'Mm, actually, there are pros and cons. I love going for a ride on a warm, sunny morning, but I don't really enjoy all the caring and grooming. Keeping her at the stables is very expensive too, and now I have a part-time job, my dad expects me to pay something towards it.'

3

Examiner: 'So, what was it like growing up on a farm?'

Student: 'Well, I guess it sounds like fun, but to tell you the truth, I went off it a bit over the years. It was lovely when I was little and all my friends were envious, but, as a teenager, I got fed up with having to help out with all the daily work and my clothes constantly smelling of sheep and pigs!'

Acknowledgements

IELTS Target 7.0

IELTS Target 7.0 is aimed at students studying IELTS at a strong upper intermediate or advanced level. The main focus of this short course is to address the increasing trend of institutions demanding higher language competence from students. *IELTS Target 7.0* provides less pre-skills guidance and scaffolding, and more post-skills practice and analysis. It aims to develop core language skills, in particular vocabulary expansion, and improve scores through more challenging topics and tasks.

The short course consists of four units that practise at an advanced level. The material in each module, which is a slightly higher level than students will encounter in the exam, aims to help extend and refine language skills.

Each unit consists of five modules:

1 **Listening:** This module is in two sections. The first section briefly engages students in a topic before they complete a task that focuses on a key skill or particular IELTS exam technique. The second section analyzes vocabulary and develops language skills.

2 **Reading:** As with the Listening Module.

3 **Writing:** The first section deals with task analysis and looks at the various approaches to discursive composition writing. Students then complete a task in the second section. The third section focuses on language development and grammar. Model compositions are provided for each task.

4 **Speaking:** This prepares students for the type of interaction they can expect with the examiner in Parts 2 and 3 of the Speaking test. Follow-up questions help students extend answers and build on key speaking skills.

5 **Exam Practice:** Listening and reading skills are alternately practised under exam-type conditions. Four additional writing tasks are provided in a separate section at the end of the course.

Chris Gough has taught in the UK and Spain, and was involved in teacher training in the UK for a number of years. He now spends most of his time writing materials, though he still regularly moderates training courses for Trinity College London. Chris has written titles for various publishers, including supplementary vocabulary and reading resources. He has been writing with Garnet Education since 2007.

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