

BARRON'S
The Leader in Test Preparation



ESSENTIAL WORDS FOR THE IELTS

Dr. Lin Lougheed

- Extensive practice in vocabulary building and correct English usage, with emphasis on 600 words that appear frequently on the IELTS
- Exercises grouped into thematic categories that include nature and the environment, leisure activities and hobbies, the arts and culture, transportation, health, tourism, business, technology, and more



**ENCLOSED
AUDIO CD CONTAINS
ALL LISTENING
COMPREHENSION
EXERCISES**

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BARRON'S



ESSENTIAL WORDS FOR THE

IELTS

with Audio CD

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ACKNOWLEDGMENT

The author would like to thank all the teachers and students around the world who have helped form the content of this book. The author is especially grateful to Daniel Norman for his contribution on the history of the circus and to Kristen Girardi, the editor, for her generous and careful attention to every single detail in the book.

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ISBN: 978-1-4380-7071-1

Library of Congress Catalog Card No.: 2010043858

Library of Congress Cataloging-in-Publication Data

Lougheed, Lin, 1946-

Essential words for the IELTS with audio cd / Lin Lougheed.

p. cm.

ISBN 978-1-4380-7071-1

1. English language—Textbooks for foreign speakers. 2. International English Language Testing System—Study guides. 3. Vocabulary. 4. English language—Spoken English. I. Barron's Educational Series, Inc. II. Title.

PE1128.L6437 2011

428.3'4—dc22

2010043858

PRINTED IN THE UNITED STATES OF AMERICA

9 8 7 6 5 4 3 2 1

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Introduction

Barron's Essential Words for the IELTS will help familiarize you with the vocabulary you will find on the reading and listening sections of the IELTS exam (International English Language Testing System). As the number of words you understand when you are reading and listening increases, your speaking and writing vocabulary will improve as well.

VOCABULARY AND THE IELTS

Vocabulary is not tested directly on the IELTS. There are no questions on the IELTS that ask specifically for the meaning of a word. However, comprehension is tested. Can you understand what you read? Can you understand what you hear? The more words you know, the more you will understand. The more words you know, the more fluently you will be able to speak and write.

Essential Words for the IELTS will teach you 600 words that you might find on the exam in reading and listening and that you might use in writing and speaking. You will also learn skills that will help you learn new words easily.

- *Essential Words for the IELTS* will teach you how to use context clues. The context provides clues to the meaning of a word. These clues may be in the same sentence or in the same paragraph. You will learn to look for definitions, synonyms, or paraphrases within the text.
- Punctuation is another context clue. A definition or a synonym is often set apart by parentheses, commas, dashes, or a colon. You will learn to recognize these clues.
- Analyzing a word also helps you determine the meaning of a word. Compound words, prefixes, and suffixes are other context clues. You will learn to recognize common prefixes and suffixes and how words are joined together.
- If context clues cannot help you determine the meaning of a word, you can use a dictionary designed for learners of English. You will learn dictionary skills to help you choose the correct definition of a word.
- You will also learn about word families. These are the different parts of speech—noun, verb, adjective, and adverb—that share a similar meaning. The book presents charts with example sentences for each part of speech. The word-family charts include the most common forms as well as multiple forms.

ESSENTIAL WORDS FOR THE IELTS

In *Essential Words for the IELTS* you will practice one very effective vocabulary strategy that will improve your comprehension. This effective strategy is to use a word four ways: **Read** the word, **write** the word, **listen** to the word, and **speak** the word. Every activity in each chapter will help you develop this skill.

When you learn a new word, you should practice the same strategy. If you hear a new word, write the new word in a sentence. Read the sentence to yourself. Say the sentence aloud. Every chance you get, review the words you are learning. Say them, write them, read them, and listen to them.

IELTS STUDY CONTRACT

You must make a commitment to study English. Sign a contract with yourself. You should never break a contract—especially a contract with yourself.

- Print your name below on line 1.
- Write the time you will spend each week studying English on lines 4–8. Think about how much time you have to study every day and every week, and make your schedule realistic.
- Sign your name and date the contract on the last line.
- At the end of each week, add up your hours. Did you meet the requirements of your contract?

MY IELTS STUDY CONTRACT

I, _____, promise to study for the IELTS. I will begin my study with *Barron's Essential Words for the IELTS*, and I will also study English on my own.

I understand that to improve my English I need to spend time on English.

I promise to study English _____ a week. I promise to learn _____ new words every day.

I will spend _____ hours a week listening to English.

I will spend _____ hours a week writing English.

I will spend _____ hours a week speaking English.

I will spend _____ hours a week reading English.

This is a contract with myself. I promise to fulfill the terms of this contract.

Signed _____

Date _____

SELF-STUDY ACTIVITIES

Here are some ways you can improve your English vocabulary on your own. Check the ones you plan to try. Add some of your own ideas.

Internet-Based Self-Study Activities:

LISTENING

- Podcasts on the Internet
- News websites: CNN, BBC, NBC, ABC, CBS
- Movies in English
- YouTube

SPEAKING

- Use Skype to talk to English speakers (<http://www.skype.com>)

WRITING

- Write e-mails to website contacts
- Write a blog
- Leave comments on blogs
- Post messages in a chat room
- Use Facebook and MySpace

READING

- Read news and magazine articles online
- Do web research on topics that interest you
- Follow blogs that interest you

Other Self-Study Activities

LISTENING

- Listen to CNN and BBC on the radio
- Watch movies and TV in English
- Listen to music in English

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SPEAKING

- ___ Describe what you see and do out loud
- ___ Practice speaking with a conversation buddy

WRITING

- ___ Write a daily journal
- ___ Write a letter to an English speaker
- ___ Make lists of the things you see every day
- ___ Write descriptions of your family and friends

READING

- ___ Read newspapers and magazines in English
- ___ Read books in English

Suggestions for Self-Study Activities

Whether you read an article in a newspaper or on a website, you can use that article in a variety of ways to improve your vocabulary while you practice reading, writing, speaking, and listening in English.

- Read about it.
- Paraphrase and write about it.
- Give a talk or presentation about it.
- Record or make a video of your presentation.
- Listen to or watch what you recorded. Write down your presentation.
- Correct your mistakes.
- Do it all again.

PLAN A TRIP

- Go to www.concierge.com.
- Choose a city, choose a hotel, go to that hotel's website and choose a room, and then choose some sites to visit (*reading*).
- Write a report about the city. Tell why you want to go there. Describe the hotel and the room you will reserve. Tell what sites you plan to visit and when. Where will you eat? How will you get around? Now write a letter to someone recommending this place (*writing*).

- Pretend you have to give a lecture on your planned trip (*speaking*). Make a video of yourself talking about this place. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another city and do this again.

SHOP FOR AN ELECTRONIC PRODUCT

- Go to *www.cnet.com*.
- Choose an electronic product and read about it (*reading*).
- Write a report about the product. Tell why you want to buy one. Describe its features. Now write a letter to someone recommending this product (*writing*).
- Pretend you have to give a talk about this product (*speaking*). Make a video of yourself talking about this product. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another product and do this again.

DISCUSS A BOOK OR A CD

- Go to *www.amazon.com*.
- Choose a book or CD or any product. Read the product description and reviews (*reading*).
- Write a report about the product. Tell why you want to buy one or why it is interesting to you. Describe its features. Now write a letter to someone and recommend this product (*writing*).
- Pretend you have to give a talk about this product (*speaking*). Make a video of yourself talking about this product. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another product and do this again.

DISCUSS ANY SUBJECT

- Go to *http://simple.wikipedia.org/wiki/Main_Page*. This website is written in simple English.
- Pick any subject and read the entry (*reading*).
- Write a short essay about the topic (*writing*).
- Give a presentation about it (*speaking*). Record the presentation. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Choose another topic and do this again.

FOLLOW THE NEWS

- Go to <http://news.google.com>. Google News has a variety of links.
- Pick one event and read the articles about it (*reading*).
- Listen to an English-language news report on the radio or watch a news program on TV about the same event (*listening*). Take notes as you listen.
- Write a summary of what you read and heard. Then write a short essay about the event (*writing*).
- Pretend you are a news reporter. Use the information from your notes to report the news (*speaking*). Record the presentation. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another event and do this again.

EXPRESS AN OPINION

- Read a letter to the editor in the newspaper (*reading*). You can read sample letters to the editor at www.publishaletter.com.
- Write a letter in response in which you say whether or not you agree with the opinion expressed in the first letter. Explain why (*writing*).
- Pretend you have to give a talk explaining your opinion (*speaking*). Record yourself giving the talk. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then read another letter to the editor and do this again.

REVIEW A BOOK OR MOVIE

- Read a book (*reading*). Think about your opinion of the book. What did you like about it? What didn't you like about it? Who would you recommend it to and why?
- Pretend you are a book reviewer for a newspaper. Write a review of the book with your opinion and recommendations (*writing*). You can find examples of book reviews at www.powells.com/review.
- Give an oral presentation about the book. Explain what the book is about and what your opinion is (*speaking*). Record yourself giving the presentation. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then read another book and do this again.
- You can do this same activity after watching a movie (*listening*). You can find links to movie reviews to use as models at www.mrqe.com.

SUMMARIZE A TV SHOW

- Watch a TV show in English (*listening*). Take notes as you listen.
- After watching, write a summary of the show (*writing*).
- Use your notes to give an oral summary of the show. Explain the characters, setting, and plot (*speaking*). Record yourself speaking. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then watch another TV show and do this again.

HOW TO USE THIS BOOK

The book is divided into ten units, each one focusing on a different theme. There are three topics per unit, and each introduces twenty new vocabulary words in the context of the unit theme. You will practice these vocabulary words by doing exercises that look just like the questions on the IELTS. You can use this book in conjunction with *Barron's IELTS* and *Barron's IELTS Practice Exams* to reinforce the skills practiced in those books and improve your performance on the practice tests.

You can study the units in any order you like. Many of the words introduced in earlier units are repeated in later units. For this reason, you may find it helpful to study the units in order, but it isn't necessary.

NOTE

The book includes many footnotes to show you the British English equivalents of American English words. You will also hear a variety of accents on the audio so that you can become more comfortable with the variations in English. Both British English and American English spelling are acceptable on the exam.

Each unit follows the same format:

Words and Definitions

Each lesson begins with a list of twenty vocabulary words and a separate list of twenty definitions, followed by a reading passage. You will look for the vocabulary words as you read the passage and use the context to help you match each word with its correct definition.

Reading Comprehension

The reading passage is followed by IELTS-style reading comprehension questions that focus on the vocabulary words of the unit. There are a variety of question types throughout the book so you will have an opportunity to practice most of the types of reading comprehension questions that appear on the IELTS.

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Word Families

Next you will find word family charts—noun, verb, adjective, and adverb forms of five or six words selected from the unit vocabulary list. You will practice these words in an exercise that asks you to select the correct form of a word to complete each sentence.

Dictionary Skill/Word Skill

This section uses one or two words from the vocabulary list to help you practice using a dictionary or analyzing a word to determine its meaning.

Listening

You will listen to a talk or conversation and answer IELTS-style listening comprehension questions that focus on words from the unit vocabulary list. The different types of talks and conversations and the different question types found in the four listening sections of the IELTS are distributed throughout the book, so you will get practice with listening comprehension from all four sections of the IELTS listening test.

Writing

You will write in response to an IELTS-style writing task that uses words from the unit vocabulary list. This is also an opportunity for you to use some of the vocabulary words in your response. IELTS Task 1- and Task 2-type writing tasks are evenly distributed throughout the book.

Speaking

You will practice speaking in response to two or three IELTS-style speaking questions that use words from the unit vocabulary list. This is also an opportunity for you to use some of the vocabulary words in your response.

Unit 1: The Natural World

ENVIRONMENTAL IMPACTS OF LOGGING

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. aquatic
2. array
3. defense¹
4. deforestation
5. environment
6. erosion
7. extend
8. fell
9. habitat
10. impact
11. inhibit
12. intercept
13. logging
14. myriad
15. nutrient
16. pollution
17. stabilize²
18. terrestrial
19. vanish
20. vegetation

Definitions

- A. n., the natural world
- B. v., to reach past, get bigger
- C. n., a large number, a collection
- D. n., loss of soil from action of water or wind
- E. adj., living in the water
- F. adj., living on the land
- G. v., to cut down
- H. n., the natural area where a plant or animal lives
- I. n., a strong effect
- J. n., protection
- K. v., to prevent, slow down
- L. n., plants
- M. n., the removal of all trees from a large area
- N. n., the cutting down of trees for commercial purposes
- O. v., to disappear
- P. adj., many, numerous
- Q. n., damage to air, water, etc.
- R. v., to keep from changing, maintain
- S. v., to catch
- T. n., food

¹BrE: defence

²BrE: stabilise

Reading

Environmental Impacts of Logging

A

From shipping crates to paper bags, the **logging** industry supplies the raw materials for an **array** of products. However, this is not without untold harm to the **environment**. The damage includes **habitat** loss, pollution, and climate change, with the effects spanning the globe from the rain forests of Central Africa, Southeast Asia, and South America to the northern forests of Canada and Scandinavia. The effects of **logging** **extend** beyond just the **felling** of a swath of trees. **Nutrients**, water, and shelter for plants, animals, and microorganisms throughout the ecosystem are also lost; many life forms—both **terrestrial** and **aquatic**—are becoming endangered as forests **vanish**.

B

Trees protect the soil beneath them; thus, tree loss can affect soil integrity. For example, the rain forest floor, home to **myriad** plant life as well as insects, worms, reptiles and amphibians, and small mammals, relies on a dense canopy of branches and leaves to keep it healthy and intact. The canopy prevents surface runoff by **intercepting** heavy rainfall so that water can drip down slowly onto the porous earth. Tree roots also **stabilize** the soil and help prevent **erosion**. In return, a healthy soil encourages root development and microbial activity, which contribute to tree growth and well-being. A major factor in **logging**-related soil damage comes from road building, with trucks and other heavy equipment compressing the spongy soil, creating furrows where water collects, and disrupting the underground water flow. Eventually, the topsoil wears away, leaving behind an infertile layer of rocks and hard clay.

C

Logging can also damage **aquatic habitats**. **Vegetation** along rivers and stream banks helps maintain a steady water flow by blocking the entry of soil and other residue, and tree shade **inhibits** the growth of algae. Removing trees obliterates these benefits. When eroding soil flows into waterways, the organic matter within it consumes more oxygen, which can lead to oxygen depletion in the water, killing fish and other **aquatic** wildlife.

D

Trees provide a natural **defense** against air **pollution**. They remove carbon dioxide from the atmosphere while they emit oxygen, and their leaves filter **pollutants** from the air. Cutting down trees keeps **pollutants**

airborne, where they can mix with water vapor¹ and form acid rain. Water quality in nearby streams and rivers also deteriorates as tree loss contributes to increased sedimentation.

E

In a healthy forest ecosystem, trees draw moisture from the soil and release it into the atmosphere while they provide shade to lessen evaporation. Thus, **deforestation impacts rainfall patterns**, leading to flooding as well as drought and forest fires. **Deforestation** is responsible for about one-fifth of carbon dioxide emissions worldwide, making it a major contributor to climate change—in particular, global warming. In the Amazon basin alone, **deforestation** is responsible for millions of tons of carbon dioxide being released into the atmosphere annually. Some **logging** companies burn large tracts of forest just to facilitate access to one area—a practice² that discharges even more carbon dioxide.

F

Forests, especially the tropical rain forests, are a vital natural resource with extensive biodiversity and irreplaceable wildlife **habitats**. More responsible **logging** practices would help ensure that they are protected for future generations.

Answer the questions about **Environmental Impacts of Logging**.

Questions 1–4

*The reading passage contains six paragraphs, A–F.
Which paragraphs discuss the following information?
Write the correct letter, A–F.*

- _____ 1. The impact of logging on the weather
- _____ 2. How trees inhibit soil erosion
- _____ 3. How deforestation contributes to air pollution
- _____ 4. The impact of erosion on fish

¹BrE: vapour

²BrE: practice n., practise v.

Questions 5–8

Complete the summary using words from the list below.

The logging industry **5**..... trees to get the wood that is used to make many products. This practice has **6**..... effects on the environment. The natural **7**..... of many terrestrial and aquatic animals are damaged. Trees protect the environment in many ways. They are an effective **8**..... against both air pollution and soil erosion.

aquatic
arrays

defense
fells

habitats
intercepts

myriad
vegetation

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

noun	defense	The shade from trees provides a defense against the drying effects of the sun.
noun	defender	Defenders of the environment work to protect plants and animals from damage caused by logging.
verb	defend	Fish cannot defend themselves from the effects of water pollution.

noun	environment	The environment needs to be protected from the effects of logging.
adjective	environmental	Logging causes a great deal of environmental damage.
adverb	environmentally	It is important to develop more environmentally friendly logging practices

noun	erosion	Soil erosion leads to the pollution of streams and rivers.
verb	erode	When soil erodes, there are no nutrients left to help plants grow.

noun	extent	The extent of environmental damage caused by logging is frightening.
verb	extend	The Amazon rain forest extends from Brazil into neighboring countries.
adjective	extensive	The Amazon rain forest is the most extensive rain forest in the world.
adverb	extensively	Rain forests around the world have been extensively logged.

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noun	pollution	Deforestation contributes to the effects of both air and water pollution.
noun	pollutant	Factories add pollutants to the air and water.
verb	pollute	Eroding soil pollutes water.

noun	stability	The stability of the natural environment depends on the interaction of many factors.
verb	stabilize	We need to stabilize the damage caused by logging before it gets worse.
adjective	stable	If the banks of the river continue to erode, they will no longer be stable.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Modern industry has caused damage to our natural **1**..... in many ways. The air and water are filled with **2**..... . One result of this is acid rain, which has caused **3**..... damage to vegetation in many areas. When large amounts of vegetation die off, the environment loses **4**..... . If there are no plants to hold the soil, it starts to **5**..... . This leads to myriad problems, including water pollution and habitat loss. **6**..... of wildlife work hard to prevent further damage to natural areas.

- | | | |
|----------------|---------------|-----------------|
| 1. environment | environmental | environmentally |
| 2. pollution | pollutants | pollutes |
| 3. extent | extend | extensive |
| 4. stability | stabilizes | stable |
| 5. erosion | erode | eroded |
| 6. Defenses | Defenders | Defends |

Word Skill

Prefix *de-*

The prefix *de-* can mean "remove."

Read the sentences. Write a definition for each underlined word.

1. When we deforest an area, many animals lose their habitat.

deforest: _____

2. Some people prefer to deseed fruit before eating it.

deseed: _____

3. I had to deice the windshield before I could drive.

deice: _____

Listening

CD 1
Track
2

Listen to the lecture. Choose the correct letter, A, B, or C.

1. Trees provide a habitat for
 - A birds only.
 - B a myriad of animals.
 - C aquatic animals.
2. _____ are a source of nutrients for birds.
 - A Insects
 - B Roots
 - C Leaves
3. Trees provide aquatic animals with a defense from
 - A coolness.
 - B rain.
 - C heat.
4. _____ inhibit soil erosion.
 - A Branches
 - B Roots
 - C Trunks

Writing

Deforestation caused by human activity is happening in many parts of the world, with serious results for the environment. What do you think can be done to solve this problem?

Support your opinion with reasons and examples from your own knowledge and experience.

Write at least 250 words.

Speaking

Talk about the following topics.

What kinds of natural environments do you enjoy spending time in?

What do you think can be done to help solve the problems of environmental pollution?

BIRD MIGRATION

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. aspect
2. breed
3. diurnal
4. endure
5. evolve
6. fascinate
7. feat
8. fuel
9. hemisphere
10. imperative
11. inhabit
12. migration
13. navigation
14. nocturnal
15. observer
16. obscure
17. optimal
18. species
19. stray
20. windswept

Definitions

- A. n., type; a basic group in biological classification
- B. v., to live under difficult conditions
- C. n., a priority; an urgent need
- D. n., a part or feature
- E. v., to interest greatly
- F. n., a person who watches something
- G. v., to provide energy
- H. v., to live in
- I. adj., active during the day
- J. n., a difficult act or achievement
- K. n., movement from one place to another
- L. v., to reproduce
- M. adj., active at night
- N. adj., unprotected from the wind
- O. v., to make difficult to see
- P. v., to leave the correct route; become separated from the group
- Q. adj., best, most favorable¹
- R. n., finding the way from one place to another
- S. n., one half of the Earth; also, one half of a sphere
- T. v., to develop gradually

¹BrE: favourable

Reading

Bird Migration

Migration is the regular movement of animals between their **breeding** grounds and the areas that they **inhabit** during the rest of the year. Many types of animals **migrate**, but **bird migration** in particular has fascinated **observers** for centuries. Migration is an excellent example of how nature has responded to the biological **imperative** for **species** to **evolve** and spread out into all possible ecological niches that can provide the conditions necessary for species to **breed** and raise young.

The most common form of **bird migration** involves traveling¹ to higher latitudes to **breed** during the warm season and then returning to lower latitudes during the nonbreeding period. This form of migration allows birds to breed in areas that provide **optimal** conditions for nesting and feeding their young. Because of the way in which the continents are situated upon Earth, migration of this type takes place primarily into the higher latitudes of the Northern **Hemisphere**. No land birds are known to migrate into the higher latitudes of the Southern Hemisphere; only **species** of seabirds migrate to the Southern Hemisphere to **breed**.

Although most **bird migration** takes place between the lower and higher latitudes of the Northern **Hemisphere**, many species are transequatorial, living in the Northern **Hemisphere** during the **breeding** season and in the Southern **Hemisphere** during the remainder of the year. A well-known example of transequatorial migration is the arctic tern. This tern, which **breeds** in the arctic regions and winters in antarctic waters, travels 24,000 miles a year during migration.

Not all migration is long distance. Some **species** exhibit altitudinal migration. Their **breeding** areas are in higher elevations, near or at the peaks of mountains, and they spend the nonbreeding season in neighboring² valleys or other nearby low country. This variety of migration is typical of many **grouse species**, including the ptarmigan, a type of arctic grouse. Many rock ptarmigan never leave the high arctic tundra, spending their **breeding** season atop **windswept** arctic peaks and the winter season in nearby valleys, **enduring** some of the coldest conditions on Earth.

During migration, most birds fly for a limited period each day, probably about six to eight hours, typically flying distances of several hundred miles. Some birds, however, undertake much longer flights when their routes include crossing large bodies of water or other geographic features such as deserts and mountains. For example, many species regularly cross the Gulf of Mexico, a trip that requires a continuous flight of more than 1,000 miles and takes from twenty-four to thirty-six hours or longer. An extreme example of nonstop bird migration is done by the

¹BrE: travelling

²BrE: neighbouring

miles from Alaska to New Zealand each year. At the start of its trip, about 55 percent³ of its body weight is made up of the fat necessary to **fuel** this amazing journey.

How birds manage to unerringly travel between distant locations is one **aspect** that has **fascinated** observers for centuries. Modern-day researchers have attempted to understand this **feat**. Most studies have found that migratory birds all have some ability to navigate and an innate drive to travel in a particular direction. **Nocturnal** migrants, those **species** that travel at night, seem to take their navigational cues from the stars. When the stars are **obscured** by clouds, nocturnal migrants may become confused and return to land or **stray** off course. Diurnal migrants, those migrating during the day, take their cues from the location of the sun. In addition, **diurnal** migrants have also been shown to use geographic features such as mountain ranges or seacoasts as other cues for navigation. Because the stars and the sun move constantly over the course of twenty-four hours, this suggests that migrating birds also have some sense of time.

Answer the questions about **Bird Migration**.

Questions 1–4

Do the following statements agree with the information in the reading passage?

Write

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

- _____ 1. Transequatorial birds cross from one hemisphere to the other when they migrate.
- _____ 2. Many migratory birds breed in the Southern Hemisphere.
- _____ 3. Migrating birds spend the warm months where conditions for breeding are optimal.
- _____ 4. Many birds fail in their migration because they do not have enough body fat to fuel the journey.

³BrE: per cent

Questions 5–8

*Look at the following descriptions of migratory habits. Match each type of bird with the correct description. Write the correct letter, **A** or **B**.*

A Diurnal species of birds
B Nocturnal species of birds

- _____ 5. They navigate by looking at the sun.
- _____ 6. They navigate by looking at the stars.
- _____ 7. They may stop flying when clouds obscure the sky.
- _____ 8. They navigate by looking at landforms.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words	Definitions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	evolution	Our research plans have gone through many evolutions and are now quite different from our original plans.
verb	evolve	Scientists believe that birds evolved from dinosaurs.
adjective	evolutionary	Through the evolutionary process, birds have developed adaptations that allow them to survive in different environments.

noun	fascination	His fascination with birds is not hard to understand, because there are several bird-watchers in his family.
verb	fascinate	The study of the lives of birds fascinates many people.
adjective	fascinating	The study of birdsong is a fascinating subject.

noun	migration	Bird migration generally takes place twice a year, in the spring and autumn.
noun	migrant	Migrants stop to rest several times during their journey.
verb	migrate	Some birds migrate thousands of miles to reach their summer breeding grounds.
adjective	migratory	Scientists study the habits of migratory birds.

noun	navigation	Birds use the sun, stars, and landforms for navigation.
noun	navigator	Migratory birds are amazing navigators.
verb	navigate	Birds navigate by looking at the sun and stars.
adjective	navigational	Migratory birds are born with navigational skills; they don't have to learn them.

noun	observation	We can learn a great deal about the lives of birds through simple observation.
noun	observer	If birds become aware of the presence of an observer, they quickly fly away.
verb	observe	Many people observe birds as a hobby.
adjective	observant	You have to be really observant to spot most types of birds.

Word Family Practice

Choose the correct word family member from the list below to complete each blank

Birds are **1**..... to many people, and bird watching is a popular hobby. The best time to watch birds is in the early morning, because birds are usually very active at that time of day. The **2**..... must keep still and quiet in order not to frighten the birds away. If you live in a part of the world where **3**..... birds spend their breeding season, then you will have the opportunity to see nest-building activity. Over the ages, different species of birds have **4**..... with different types of nest-building skills. It makes an interesting study to look at the different types of nests built by birds and to watch them as they build their nests. After the breeding season is over and the babies have left the nest, it is time for the birds to head for warmer parts of the world to spend the winter months. Birds **5**..... to their winter feeding grounds, using the stars or the sun as their guide.

- | | | |
|----------------|-----------|--------------|
| 1. fascination | fascinate | fascinating |
| 2. observation | observer | observe |
| 3. migration | migrate | migratory |
| 4. evolution | evolved | evolutionary |
| 5. navigation | navigate | navigational |

Dictionary Skill

Parts of Speech

The word *imperative* can be a noun or an adjective.

Read the dictionary definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

im-per-a-tive [im-PER-uh-tiv]

A adjective. very important; essential

B noun. a priority; an urgent need

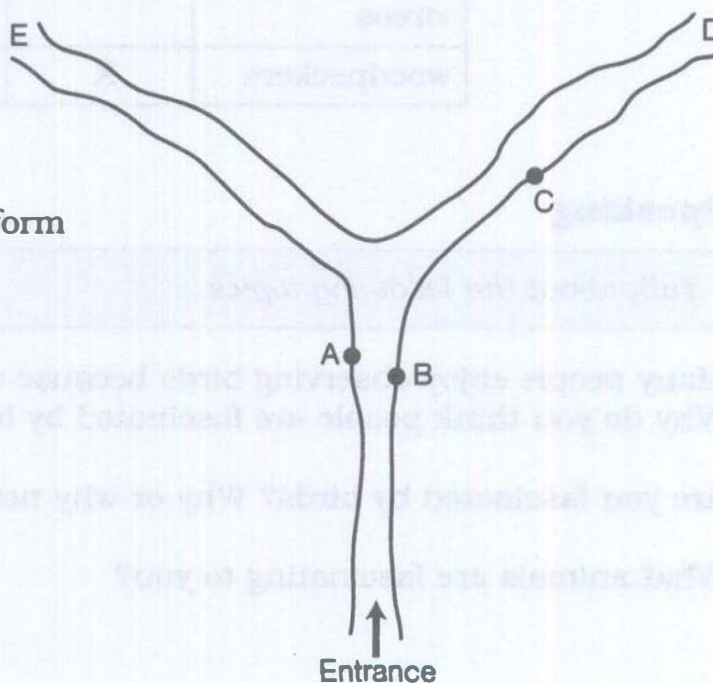
- _____ 1. It is our *imperative* to protect the natural environment.
- _____ 2. It is *imperative* to keep dogs and cats away from the bird breeding area.

Listening

CD 1
Track
3

Listen to the talk. Look at the map below labeled A–E. Look at the list of places and write the correct letter, A–E, next to numbers 1–5.

- _____ 1. species list
- _____ 2. restricted area
- _____ 3. observation platform
- _____ 4. gift shop
- _____ 5. donation box



Writing

The chart¹ below shows information about different species of birds observed in Woodchuck County at different times of the year.

Summarize² the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

**Species of Birds Observed
in Woodchuck County by Season**
(partial list)

Species	Winter	Summer
bluebirds		X
cardinals	X	X
crows	X	X
juncos	X	
mockingbirds		X
orioles		X
vireos		X
woodpeckers	X	X

Speaking

Talk about the following topics.

Many people enjoy observing birds because they find them fascinating. Why do you think people are fascinated by birds?

Are you fascinated by birds? Why or why not?

What animals are fascinating to you?

¹BrE: table

²BrE: summarise

PLANT LIFE IN THE TAKLIMAKAN DESERT

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. accumulate
2. adapt
3. determine
4. dilute
5. diverse
6. evaporation
7. extreme
8. fringe
9. mechanism
10. minimize¹
11. moisture
12. occupy
13. prolific
14. resilient
15. sparse
16. stressor
17. swing
18. thrive
19. transitional
20. violent

Definitions

- A. **adj.**, relating to change from one type to another
- B. **n.**, behavior² to deal with difficult situations
- C. **v.**, to gradually increase over time
- D. **v.**, to be in a place; exist in
- E. **v.**, to reduce to the least possible amount
- F. **v.**, to grow well
- G. **n.**, the edge of something
- H. **adj.**, varied, of many kinds
- I. **v.**, to change to fit a situation or environment
- J. **adj.**, strong; sudden and destructive
- K. **n.**, wetness or water
- L. **adj.**, tough, able to endure difficult conditions
- M. **adj.**, small in numbers or amount
- N. **adj.**, very severe or difficult
- O. **v.**, to make weaker by mixing with water
- P. **n.**, the change from liquid to gas; loss of water to the air
- Q. **n.**, a sudden or big change
- R. **v.**, to decide
- S. **n.**, something that causes great difficulties
- T. **adj.**, producing a lot of something

¹BrE: minimise

²BrE: behaviour

Reading

Plant Life in the Taklimakan Desert

The Taklimakan Desert, second in size only to Africa's Sahara Desert, **occupies** some 337,600 square kilometers¹ (130,300 square miles) of northwestern China—an area about the size of Finland. **Sparse** rainfall, daily temperature **swings** of up to 20°C (68°F), and **violent** sandstorms make it one of the most **extreme** environments on Earth.

Eighty-five percent² of the Taklimakan Desert consists of shifting sand dunes, some up to 250 meters³ tall, that are largely free of vegetation. Yet, **transitional** areas between the open desert and oases on the desert **fringe** support **diverse** plant forms that not only have **adapted** to the harsh conditions but actually **thrive** there.

Successful desert plants are **resilient** to scorching summers and frigid winters, drought, and high-salt conditions. The plants' principal defense⁴ against these environmental **stressors** consists of drawing in as much water as possible while **minimizing moisture** loss. Three Taklimakan plants—*Populus euphratica*, *Tamarix ramosissima*, and *Alhagi sparsifolia*—represent some of the most **diverse**, **prolific** vegetation in the area; although they share many survival strategies, each has developed unique coping **mechanisms** of its own.

The Euphrates poplar, *Populus euphratica*, the only tall tree in the Taklimakan ecosystem, has an extensive root system that allows it to absorb water far from the standing tree. *P. euphratica* controls **evaporation** by opening and closing the stomata, or tiny pores, on the leaf surface in response to the amount of moisture being lost through the leaves to the surrounding air. These stomata generally remain open during the day while the plant conducts photosynthesis.

P. euphratica can endure high-salt concentrations in the soil. It takes in unlimited amounts of salt through the roots, up the stem, and into leaves, where it **dilutes** the normally toxic salt by increasing the number and volume of its cells.

Tamarix ramosissima, a small tree with needlelike leaves commonly known as tamarisk or salt cedar, takes in enormous amounts of water via a far-reaching root system many times the size of the plant above ground. Like *P. euphratica*, tamarisk can naturally **determine** when to close stomata to inhibit evaporation and regulate photosynthesis.

¹BrE: kilometres

²BrE: per cent

³BrE: metres

⁴BrE: defence

Tamarisk has a high tolerance for salty conditions and even produces its own salt, which it **accumulates** in special glands between the leaves and then releases onto leaf surfaces. Leaves dropping to the ground make the soil more saline, or salty, giving tamarisk a competitive advantage over less salt-tolerant plants.

Alhagi sparsifolia, a spiny shrub, thrives in the Taklimakan Desert even though it uses large amounts of water, especially during the summer months. With only a few wispy roots in the upper soil, it is unaffected by occasional flooding. Most of its roots reach down deep, where they take up water from as far as sixteen meters below ground. Unlike *P. euphratica* and *T. ramosissima*, which open and close stomata according to conditions on the leaf surface, *A. sparsifolia* does so according to hydraulic conductance—that is, the ease with which it takes up groundwater.

Although desert plants have adapted for their own survival, they also help protect their ecosystem by stabilizing sand dunes, preventing erosion, presenting a barrier to sandstorms, and conserving biodiversity.

Answer the questions about **Plant Life in the Taklimakan Desert**.

Questions 1–3

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

- Most of the Taklimakan Desert is covered with
 - tamarisk.
 - spiny plants.
 - sand dunes.
 - diverse plant life.
- Plants in the Taklimakan Desert
 - grow only in areas above 250 meters high.
 - thrive in extreme conditions.
 - are not very hardy.
 - are mostly tall trees.
- Environmental stressors in the Taklimakan Desert include
 - sparse sunlight.
 - lack of salt in the soil.
 - extreme temperatures.
 - periods of heavy rainfall.

Questions 4-7

*Which of the following mechanisms used by plants to survive in the desert environment are mentioned in the passage? Choose **four** answers from the list below.*

- A** Having strong roots that can hold on during violent sandstorms
- B** Closing pores to minimize loss of moisture
- C** Occupying a place in the shade of a larger plant to avoid the scorching desert sun
- D** Diluting the salt that the plant takes in
- E** Having large root systems that can reach water far from the plant
- F** Adding salt to the soil to minimize competition from other plants
- G** Accumulating water in the leaves of the plant

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words	Definitions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	adaptation	Plants in the Taklimakan Desert have adaptations that allow them to live in the dry, salty conditions.
verb	adapt	One way that plants adapt to the dry desert is by developing deep root systems.
adjective	adaptable	Most plant species are not adaptable to a desert environment.

noun	diversity	There is a great diversity of plant life on the fringe of the Taklimakan Desert.
noun	diversification	Change in climate can result in species diversification.
verb	diversify	As climate changes, plant species in an area may diversify if conditions improve.
adjective	diverse	The diverse ways that plants adapt to desert conditions makes a fascinating study.

noun	extreme	Temperatures in the Taklimakan Desert reach an extreme during hot summer days.
adjective	extreme	Many plants cannot endure the extreme heat of the desert.
adverb	extremely	The weather in a desert is usually extremely dry.

ESSENTIAL WORDS FOR THE IELTS

noun	resilience	The resilience of certain plants allows them to thrive in the desert.
adjective	resilient	Desert plants are resilient to heat and dryness.
adverb	resiliently	Desert plants grow resiliently in the heat.

noun	stress	A long period of dryness causes a lot of stress to plants.
noun	stressor	The main stressor in a desert is lack of rain.
verb	stress	Heat and drought both stress plants.
adverb	stressful	Certain plants thrive in the desert despite the stressful conditions.

noun	violence	The violence of sandstorms keeps many plants from thriving in the desert.
adjective	violent	Violent winds tear up many plants or cover them with sand.
adverb	violently	The winds blow violently during a sandstorm.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Desert plants have a variety of **1**..... that allow them to endure the desert environment. Because a desert is **2**..... dry, plants need to be able to take in as much water as possible when it rains and to store the water for a long time. Special root systems and types of leaves enable them to do this. Another source of **3**..... in a desert is the high temperature, so desert plants need to have **4**..... **5**..... storms can occur in a desert, and plants with strong roots will be able to endure the storms. Considering the difficult conditions in a desert, the **6**..... of plants that can be found there is truly amazing.

- | | | |
|----------------|-----------|-------------|
| 1. adaptations | adapts | adapted |
| 2. extreme | extremes | extremely |
| 3. stressor | stress | stressful |
| 4. resilience | resilient | resiliently |
| 5. Violence | Violent | Violently |
| 6. diversity | diversify | diverse |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

swing [SWING]

A noun. a sudden or big change

B noun. back-and-forth movement

C noun. a hanging seat that moves back and forth

- _____ 1. The children played on the *swing* all afternoon.
- _____ 2. After a rainstorm in the desert, there is a noticeable *swing* back to life.
- _____ 3. The *swing* of the branches in the breeze made a creaking noise.

Listening

CD 1
Track
4

Listen to the discussion. Complete the notes below.
Write **NO MORE THAN ONE WORD** for each answer.

Taklimakan Desert Plants

Many plants live in the **1** areas.

Stressors:

little rain

2 temperatures

rapid **3**

Adaptations:

ability to close pores

large root systems to **4** water

Writing

The charts below show information about three different deserts around the world.

Summarize¹ the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

Sahara Desert (Africa)

Size	9,000,000 sq km
Average annual rainfall	7.6 cm (north) 12.7 cm (south)
Average temperatures	30°C (summer) 13°C (winter)
Temperature extremes	58°C = highest recorded

Taklimakan Desert (Asia)

Size	270,000 sq km
Average annual rainfall	3.8 cm (west) 1.0 cm (east)
Average temperatures	25°C (summer) -9°C (winter)
Temperature extremes	-26.1°C = lowest recorded

Great Basin Desert (North America)

Size	305,775 sq km
Average annual rainfall	5.1-51 cm
Average temperatures	30°C (summer) -8°C (winter)
Temperature extremes	57°C = highest recorded

¹BrE: summarise

Speaking

Talk about the following topics.

Are you interested in visiting extreme environments, such as deserts or high mountains? Why or why not?

Why do you think people like to visit extreme environments?

When you travel, do you adapt easily to new climates?

Temperature extremes	Temperature range
Temperature extremes	Temperature range
Temperature extremes	Temperature range
Temperature extremes	Temperature range

Temperature extremes	Temperature range
Temperature extremes	Temperature range
Temperature extremes	Temperature range
Temperature extremes	Temperature range

Temperature extremes	Temperature range
Temperature extremes	Temperature range
Temperature extremes	Temperature range
Temperature extremes	Temperature range

Unit 2: Leisure Time

PERIPHERAL VISION IN SPORTS

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. anticipate
2. athlete
3. blur
4. boundary
5. complicate
6. coordinate
7. demonstrate
8. detect
9. distracting
10. focus
11. indiscernibly
12. indistinct
13. maneuver¹
14. performance
15. peripheral
16. range
17. scan
18. tolerate
19. unconsciously
20. vision

¹BrE: manoeuver

²BrE: sport

³BrE: organise

Definitions

- A. n., area
- B. n., a movement
- C. n., how well a person or machine does something
- D. v., to expect, be ready for something to happen
- E. v., to notice, become aware of
- F. adv., in a way that is impossible to see or notice
- G. adj., unclear
- H. adv., without thinking, automatically
- I. n., a person who plays sports²
- J. n., an edge, border
- K. adj., at the edge
- L. v., to look over
- M. v., to accept, allow
- N. v., to organize³; make work together
- O. n., something not seen clearly
- P. n., the ability to see; sight
- Q. v., to cause to be more difficult
- R. v., to center attention on one object; concentrate
- S. adj., taking attention away from something
- T. v., to show; model

Reading

Peripheral Vision in Sports

Focus in on something as small as a pin. Notice that everything else that fills your whole area of possible sight is **indistinct**, lacking in detail. We **tolerate** this large outlying field of **blur**, this **peripheral** view, without taking note. We **unconsciously** accept it. Sometimes we take charge of how we process all that **blur** surrounding the tiny center¹ that our **vision** is focused on. Athletes best **demonstrate** just how much we can use the entire range of our vision, fanning out to the periphery.

An **athlete's performance**, necessitating high levels of coordination and reaction time, depends on training visual abilities, not just tuning muscles. **Detecting** and keeping track of as much motion as possible while performing physical **maneuvers** is quite a feat. **Peripheral** visual information is processed quickly. The office worker might notice the tiny **distracting** insect moving beside the computer, but the fast-moving athlete must **detect** all kinds of motion from every angle and never lose concentration. Each peripherally viewed movement must be immediately processed as more and varied movements from different sources and directions keep coming rapidly. Good footwork and body positioning will help the athlete gain viewing time in this intense environment, improving the opportunity to **anticipate** what will happen next.

The athlete's view, full of movement, requires rapid **scanning** with visual focus changing rapidly among various distances. Tracking fast objects is often **complicated** by the need for the athlete's body to move in response to other aspects of the activity, and head motion must **coordinate** with eye movement to assist in balance. A volleyball player, for example, must pay attention to body positioning in relation to the speed and angle of the moving ball as well as to the court **boundaries**, all the while **scanning** the movement of the other players. Athletes need as much peripheral **range** as possible.

The environment contributes to athletes' visual sharpness. Contrasting court backgrounds, adequate **lighting**, nonconfusing uniform color combinations, and less off-court motion all help the athlete's peripheral concentration. It seems odd that visiting baseball teams are allowed to dress in gray uniforms when bright colors would help the home team keep a better eye on them.

Everything that catches the athlete's attention causes the eyes to pause almost **indiscernibly** as they gather a quick view of focused detail. As the eyes move in and out of focus, there is a momentary blur between each pause. This is when visual tracking errors can occur. Even the act of **blinking**, usually at a rate of twenty-five blinks per minute, or one-tenth

¹BrE: centre

of a second per blink, interferes with the athlete's **vision**. Normal, natural blinking means the eyes are closed for two and half seconds out of every minute, and more than that if the athlete is anxious. This is added to the rapid **blurs** that occur as the athlete's eyes move in and out of focus on specific objects. These nonvisual moments can be somewhat compensated for if the athlete thoroughly tunes in to the game. Anticipation, a learned and practiced² art, can serve the athlete well in many ways.

Answer the questions about **Peripheral Vision in Sports**.

Questions 1-7

Do the following statements agree with the information in the reading passage?

Write

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

- _____ 1. Peripheral vision refers to what we see near the boundaries of our visual range.
- _____ 2. Focusing our eyes on one object only will cause that object to look indistinct.
- _____ 3. In addition to physical abilities, athletes need to be skilled at detecting movements all around them.
- _____ 4. Office workers tend to find that certain kinds of movements are more distracting than others.
- _____ 5. A volleyball player does not need to focus on the movements of the other players on the court.
- _____ 6. Poor lighting and confusing color combinations on uniforms can have a negative effect on an athlete's performance.
- _____ 7. Athletes blink more often when they are feeling anxious.

²BrE: practised

ESSENTIAL WORDS FOR THE IELTS

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	complication	Playing a ball game is not as simple as it may look; there are many complications.
verb	complicate	The need to pay attention to many things at once complicates the game for an athlete.
adjective	complicated	A game can become very complicated when there are many players on the field.

noun	coordination	It is important for an athlete to have good physical coordination.
verb	coordinate	An athlete must coordinate physical skill with sharp vision to play a game well.
adjective	coordinated	The coordinated movements of all the team members will help them win the game.

noun	demonstration	The athlete gave a demonstration of the correct way to throw the ball.
verb	demonstrate	Professional athletes demonstrate a high level of skills.
adjective	demonstrative	The way that goal was scored was demonstrative of good teamwork in action.

noun	performance	The team gave an excellent performance at last night's game.
noun	performer	All the performers did a good job.
verb	perform	The entire team performed well during the game.

noun	tolerance	An athlete should have tolerance for hard physical activity.
verb	tolerate	Athletes need to be able to tolerate a high level of action around them.
adjective	tolerant	Good athletes always try to do their best but must still be tolerant of occasional failure.

noun	vision	Good vision is important for playing sports well.
adjective	visual	In sports, visual abilities can be as important as physical abilities.
adverb	visually	The coach used drawings to explain the game visually.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

In order to **1**..... well, an athlete must have a number of different abilities. Naturally, she should **2**..... excellent physical skills. In addition to strength, **3**..... of all parts of the body while moving around the court or field is very important. The athlete also needs to have good **4**..... abilities. She needs to be able to see what is happening around her so that she can respond to the other players' maneuvers. She has to be **5**..... of activity around her without losing her ability to focus on her own part in the game. Finally, she needs to be a fast thinker. **6**..... can occur in any game, and the athlete needs to be able to respond to them quickly.

1. performance	performer	perform
2. demonstrations	demonstrate	demonstrative
3. coordination	coordinate	coordinated
4. vision	visual	visually
5. tolerance	tolerate	tolerant
6. Complications	Complicate	Complicated

Dictionary Skill

Parts of Speech

Focus can be either a noun or a verb. *Blur* can also be either a noun or a verb.

Read the dictionary definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

QUESTIONS 1–2

fo-cus [FO-kus]

A noun. the center of attention

B verb. to center attention on one object; concentrate

_____ 1. When playing a game, always *focus* on the ball.

_____ 2. Keep your *focus* on the goal.

QUESTIONS 3–4

blur [BLUR]

A noun. something not seen clearly

B verb. make unclear

_____ 3. I couldn't follow the game; it was all a big *blur* to me.

_____ 4. Poor lighting can *blur* the players' vision.

Listening

CD 1
Track
5

Listen to the discussion. Complete the notes below.

Write **NO MORE THAN ONE WORD** for each answer.

Vision and Basketball

Basketball players have to **1**..... on the ball. They have to **2**..... the other players' maneuvers. They **3**..... the whole court to see the actions of the rest of the players. They don't think about this; they do it **4**..... .

Writing

Do you believe that professional athletes make good role models for young people?

Support your opinion with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics.

Do you focus better on your studies or work when you are in a quiet environment, or do you prefer to have activity going on around you?

What kinds of things are distracting to you when you study or work?

Do you anticipate any major changes in your work or study situation in the next year?

HISTORY OF THE CIRCUS

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. ancient
2. band
3. century
4. develop
5. entertainment
6. exhibit
7. exotic
8. found
9. grandeur
10. massive
11. permanently
12. popular
13. reduce
14. remnant
15. renovation
16. spectator
17. survive
18. talent
19. trainer
20. venue

Definitions

- A. v., to make something smaller
- B. v., to continue, stay alive
- C. n., something shown to the public; a display
- D. n., a special ability
- E. n., a small group
- F. n., a person who watches an event
- G. n., a period of 100 years
- H. n., a small leftover piece
- I. v., to grow and change
- J. adj., very old, of the distant past
- K. n., place where an event is held
- L. n., a performance or show
- M. n., a person who teaches skills to people or animals
- N. n., greatness
- O. adj., very big
- P. adv., for always
- Q. n., repair or rebuilding
- R. v., to start or establish an institution
- S. adj., liked by many people
- T. adj., unusual, from a foreign place

Reading

History of the Circus

The circus is one of the oldest forms of entertainment in history. Although the modern circus has been around for a few **centuries**, related forms of public **entertainment** have been in existence for millennia. The animal **trainers**, clowns, and other circus performers who are familiar to us today can trace their roots to the coliseums, stadiums, and race-tracks of the **ancient** world.

The **ancient** Romans were the first to enjoy the circus. Around the sixth **century** B.C., the Circus Maximus was **founded** in Rome as a **venue** for public **entertainment**, mostly chariot races, which were a **popular** **spectator** sport. Other events held at the Circus Maximus included gladiator fights and **exhibits** of **exotic** animals such as elephants and tigers. These **entertainments** were less common than chariot races but still very popular. The original Circus Maximus **venue** was built entirely of wood. By the height of the Roman Empire, it had gone through several **renovations** and had become a **massive** marble stadium that could seat more than 200,000 **spectators**.

Chariot races continued to be held at the Circus Maximus for almost a **century** after the last **remnants** of the Roman Empire had vanished. Eventually, the site was **permanently** retired, and public entertainment was **reduced** to small **bands** of traveling¹ performers and animal **trainers**. It was during the Dark Ages that the circus began to **develop** into what we know today. The monarchs of Europe had court jesters, whose duty it was to provide amusement for the court. They combined the **talents** of jugglers, mimes, and clowns. The more common people enjoyed the performances of traveling **entertainers**, who went from village to village, putting on shows during festivals. These performers made up the medieval circus, which had little in common with the Circus Maximus other than adopting the word *circus* as its name. Leisure time was extremely rare during the Dark Ages, and people had few opportunities to enjoy circus performances. However, the circus **survived** to make a return to its former **grandeur** in the eighteenth **century**.

England was one of the first nations to embrace the modern circus. During the late 1700s, an Englishman named Philip Astley **founded** the first modern circus. He was a skilled rider who invented stunt riding on horseback. He performed his stunts in a circus ring, another of his ideas, within an indoor stadium. After his act became popular in London, he was asked by Louis XV to perform in France. He later expanded his act to include clowns, acrobats, and parades of trained animals. The last addition to his act was slapstick humor. He had horseback riders

¹BrE: travelling

pretend to fall off their horses and then go stumbling after them. Shortly after Astley's death, the circus spread to America.

During the early 1800s, the United States took to the circus quickly after learning of its popularity in Europe. Joshua Brown, an American businessman, introduced the circus tent in 1825. The use of portable tents allowed him to take his act all over the country. His traveling circus was a massive success as a business enterprise and loved by audiences everywhere. Most circuses today are variations of Brown's circus.

Answer the questions about **History of the Circus**.

Questions 1–4

Do the following describe the ancient circus, the modern circus, or both? Write the correct letter, **A**, **B**, or **C**.

- A** Ancient circus
- B** Modern circus
- C** Both the ancient circus and the modern circus

- _____ 1. had animal exhibits
- _____ 2. entertained spectators with races
- _____ 3. entertainments included falling off horses
- _____ 4. took place in a massive venue

Questions 5–7

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

5. The Circus Maximus
- A** was not a popular place to visit.
 - B** developed during the Dark Ages.
 - C** went through a number of renovations.
 - D** took place in a portable tent.

ESSENTIAL WORDS FOR THE IELTS

6. The court jesters of the Dark Ages usually
- A were skilled animal trainers.
 - B had several different talents.
 - C performed at village festivals.
 - D entertained the common people.
7. In the eighteenth century, the modern circus was founded by
- A a horse rider from England.
 - B a Roman businessman.
 - C some performers in France.
 - D a band of American entertainers.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	development	Joshua Brown's introduction of the circus tent was an important contribution to the development of the circus.
noun	developer	Philip Astley is known as the developer of stunt riding.
verb	develop	The circus has developed in different ways over the years.

noun	entertainment	The circus is still a favorite form of entertainment today.
noun	entertainer	The job of a circus entertainer looks like fun, but it is really very difficult.
verb	entertain	People often hire clowns to entertain children at parties.
adjective	entertaining	We spent a very entertaining afternoon at the circus.

noun	permanence	The permanence of the circus as a form of entertainment shows how much people enjoy it.
adjective	permanent	Unlike the traveling bands of performers, court jesters had permanent jobs.
adverb	permanently	Circuses don't stay in one place permanently but travel around from city to city.

ESSENTIAL WORDS FOR THE IELTS

noun	popularity	The circus still enjoys great popularity.
verb	popularize ¹	Joshua Brown helped to popularize the circus in America.
adjective	popular	The circus is popular all over the world.
adverb	popularly	The modern circus is popularly known as the Big Top.

noun	survival	The survival of the circus is due to its ability to change with the times.
noun	survivor	The circus as a form of entertainment is a survivor of the hard times of the Dark Ages.
verb	survive	The circus has survived in many forms throughout the centuries.

noun	trainer	A circus animal trainer has to be able to work with exotic animals.
verb	train	Some animals are easier to train than others.
adjective	trained	Many circuses use trained elephants in their show.

¹BrE: popularise

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

The **1**..... of the modern circus began in England in the eighteenth century. A skilled horseback rider¹ **2**..... audiences with stunt riding. He later added other kinds of performances to the show, such as clowns and **3**..... animals. The show became very **4**..... and the idea spread to other countries. The circus has **5**..... the test of time and is still enjoyed by people today. It holds a **6**..... place in our hearts.

- | | | |
|------------------|-------------|-------------|
| 1. development | developer | developed |
| 2. entertainment | entertainer | entertained |
| 3. trainers | trains | trained |
| 4. popularity | popularize | popular |
| 5. survival | survivors | survived |
| 6. permanence | permanent | permanently |

¹BrE: horse rider

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

QUESTIONS 1-2

found [FOWND]

A *verb.* to start or establish an institution

B *verb.* past tense and past participle of the verb *find*

- _____ 1. After we *found* our seats, we sat down and enjoyed the circus performance.
- _____ 2. It takes a lot of money, effort, and daring to *found* an entertainment business.

QUESTIONS 3-4

band [BAND]

A *noun.* a small group

B *noun.* a strip of cloth

- _____ 3. People walked around the tent in bands while they waited for the circus performance to begin.
- _____ 4. The performers wore brightly colored bands around their waists.

ListeningCD 1
Track
6*Listen to the talk. Choose the correct answer, A, B, or C.*

1. When was the Springfield Circus founded?
 - A 25 years ago
 - B 75 years ago
 - C 100 years ago
2. What has not changed since the circus was founded?
 - A The venue
 - B The ticket price
 - C The number of performers
3. What kinds of animals begin the show?
 - A Exotic
 - B Trained
 - C Massive
4. What is the most popular part of the show?
 - A Animals
 - B Clowns
 - C Dancers

Writing

In your opinion, why is the circus still a popular form of entertainment in the modern electronic age?

Support your opinion with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics.

What forms of entertainment are popular in your city?

Do you prefer to watch TV and movies or to see live entertainment?

Are you talented in any performing arts? What talents do you have that you would like to develop more?

USES OF LEISURE TIME

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. acknowledge
2. authority
3. chunk
4. crucial
5. deliberately
6. depression
7. emotion
8. engage
9. industrious
10. intellectual
11. merely
12. obesity
13. obvious
14. overwhelming
15. passive
16. pastime
17. physical
18. rejuvenate
19. reluctant
20. suffer

Definitions

- A. adj., not active
- B. adv., only
- C. n., a strong feeling such as anger or love
- D. n., a large piece
- E. v., to admit, accept as true
- F. adj., very important
- G. adj., overpowering; very large
- H. v., to refresh, restore
- I. adv., intentionally, on purpose
- J. n., person with power or special knowledge
- K. v., to participate in something
- L. n., a free-time activity
- M. adj., not wanting to do something; unwilling
- N. adj., related to thinking
- O. adj., easy to see, clear
- P. v., to experience something difficult or painful
- Q. adj., related to the body
- R. adj., hardworking
- S. n., constant sadness
- T. n., the condition of being very overweight

Reading

Uses of Leisure Time

A

Although it may seem that people are working more, studies show that we have more leisure time than ever before. Yet researchers are reporting higher levels of both stress and **obesity**. These reports appear to be a sign that we are not using our leisure time to our best advantage.

B

Health experts agree that the best way to restore body and mind is to spend time in nature pursuing a comfortable level of **physical** exercise. Spending time in natural surroundings is especially **crucial** now because, for the first time, a majority of the world's population live in cities. Recent studies show that **intellectual** function weakens as a result of the energy expended simply sorting out the **overwhelming** stimuli of city life. Tests demonstrate that people **suffer** decreases in attention span, memory, and problem-solving ability after taking a short walk on a busy city street or **merely** seeing pictures of city life. Tests also show that time spent in the city results in a decreased ability to concentrate and to control **emotions** and impulses. On the other hand, spending time in the country produces the opposite effects.

C

Unfortunately, as society becomes more centered¹ on city life, we have to **rejuvenate** ourselves in nature **deliberately** rather than as a matter of course. Yet research shows that we are not spending our leisure time **rejuvenating** ourselves. Around the world, the most popular way to spend free time is watching television. This, the most **passive** of **pastimes**, is how Americans spend more than half their leisure time. Globally, the next most popular is using the Internet, also **passive**, and it ranks as the most favored² among the billions in China. The third is shopping, which may be slightly more active but is still as far from nature as possible. Modern shopping malls remove shoppers from everything natural, leaving them to experience the outdoors only between the paved parking lot³ and the mall doors.

¹BrE: centred

²BrE: favoured

³BrE: car park

D

Children are most negatively affected by city life. Parents are **reluctant** to let children play freely in the city, fearing for their health and safety, and nature is something many children in the city may never have a chance to experience. Childhood **obesity** and **depression** are reaching **epidemic** levels. **Authorities** have begun to **acknowledge** the problem, and innovative programs⁴ that give children an opportunity to spend time in nature are being introduced in countries around the world.

E

Vacations⁵ are the most **obvious chunk** of leisure time. The countries with the most vacation time are Italy, with an average of forty-two days a year, and France, with thirty-seven. The **industrious** Americans have the least: thirteen days. Yet the country most satisfied with their vacations are not the Italians but the British. The British usually divide up their vacation time, taking it in pieces throughout the year rather than all at once. Of all nationalities, the British spend the most time vacationing outdoors in their national-trust parks, where they **engage** in a comfortable level of physical activity. The British report the greatest satisfaction with their leisure time. Perhaps the rest of the world would do well to follow their lead.

Answer the questions about **Uses of Leisure Time**.

Questions 1–3

The reading passage contains five paragraphs, **A–E**.
Which paragraphs discuss the following information?
Write the correct letter, **A–E**.

- _____ 1. The most popular pastimes in different countries around the world
- _____ 2. Why it is crucial to spend time in nature
- _____ 3. In which country people spend the largest chunk of vacation time engaged in outdoor activities

⁴BrE: programmes

⁵BrE: Holidays

Questions 4–6

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

4. We can best rejuvenate ourselves by spending time engaged in

- A** physical activities.
- B** passive activities.
- C** activities with children.
- D** activities in the city.

5. When children do not spend time in nature, they

- A** fear for their health and safety.
- B** suffer from obesity and depression.
- C** are reluctant to spend time with their parents.
- D** have more time to develop their intellectual functioning.

6. The overwhelming character of city life affects our

- A** interest in nature.
- B** choice of pastimes.
- C** relationships with children.
- D** emotions and intellectual function.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	authority	The authorities decided to keep the park open in the evenings so families could spend more time in nature.
verb	authorize ¹	The school director authorized the teachers to spend a larger chunk of the school day outdoors with their students.
adjective	authoritative	According to an authoritative source, spending time in nature improves our health.
adverb	authoritatively	The expert wrote authoritatively about the topic of exercise and its effects on mental health.

noun	deliberation	After deliberation, he decided to spend some time every day engaged in outdoor activities.
verb	deliberate	The group deliberated for an hour before reaching a decision.
adjective	deliberate	It is obvious that people need to make a deliberate decision to spend more time in nature.
adverb	deliberately	We need to spend time in nature deliberately.

noun	emotion	The stress of city life can make emotions difficult to control.
adjective	emotional	Children who don't spend a lot of time playing outdoors can end up with emotional problems.
adverb	emotionally	People respond emotionally to the overwhelming stimuli of the city.

¹BrE: authorise

ESSENTIAL WORDS FOR THE IELTS

noun	industry	His favorite pastime is building model ships, and he always goes about this activity with great industry.
adjective	industrious	He is always industrious even when engaged in leisure-time activities.
adverb	industriously	He worked on his project industriously.

noun	intellect	The stress of city life has effects on the intellect.
noun	intellectual	I enjoy reading the works of the great intellectuals of the nineteenth century.
adjective	intellectual	Some people enjoy spending their leisure time engaged in intellectual activities.
adverb	intellectually	Some people look for experiences that engage them intellectually.

noun	reluctance	Reluctance to spend time in nature is a problem for modern children.
adjective	reluctant	People can be reluctant to leave their familiar city surroundings to explore unknown places.
adverb	reluctantly	They reluctantly agreed to spend their vacation at a national park.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

It is crucial to acknowledge the importance of leisure-time activities. They are not merely a way to use up free time. They are important for our physical and **1**..... health. We need to choose activities that rest our minds and bodies so that we can feel rejuvenated when we return to work and can do our jobs more **2**..... . Some people enjoy **3**..... pastimes; other people choose different sorts of leisure-time activities. The key is to be **4**..... about choosing a pastime that is active rather than passive. Many people feel **5**..... to be physically active after a tiring week at work. However, **6**..... tell us that this is actually the best way to decrease stress and relax.

- | | | |
|-----------------|--------------|----------------|
| 1. emotions | emotional | emotionally |
| 2. industry | industrious | industriously |
| 3. intellect | intellectual | intellectually |
| 4. deliberation | deliberate | deliberately |
| 5. reluctance | reluctant | reluctantly |
| 6. authorities | authorizes | authoritative |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

QUESTIONS 1-2

en-gage [en-GAYJ]

A verb. to participate

B verb. to hire

_____ 1. The school *engaged* a special teacher to teach classes about nature.

_____ 2. Every afternoon, the children *engage* in outdoor activities.

QUESTIONS 3-4

in-dus-try [IN-dus-tree]

A noun. hard work

B noun. production and sale of goods

_____ 3. Many people in this city work in the clothing *industry*.

_____ 4. *Industry* will help you move up in your profession, but don't forget to spend some time in leisure activities as well.

Listening

CD 1
Track
7

Listen to the talk. Complete the notes below.
Write **NO MORE THAN ONE WORD** for each answer.

Research on Leisure

People engaged in **1**..... pastimes don't feel rejuvenated.

Popular Pastimes:

2..... Activities

- Sports
- Playing with children
- Gardening

3..... Activities

- Reading
- Playing computer games
- Doing puzzles
- Using the Internet

Activities that exercise both our minds and bodies help us avoid **4**..... and **5**.....

Writing

The numbers below show basic information about uses of leisure time among different age groups.

Summarize¹ the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

Pastimes by Age
(minutes per weekend day)

	Reading	Computer (leisure use)	Sports and exercise
13–19 years old	5	75	60
20–65 years old	30	30	120
66+ years old	60	30	20

Speaking

Talk about the following topics.

What are some of your favorite pastimes? Why do you enjoy them?

Do you prefer physical or intellectual activities for relaxation?

¹BrE: summarise

Unit 3: Transportation

FIRST HEADLAMPS

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. cast
2. disaster
3. display
4. drawback
5. efficient
6. equip
7. freight
8. generate
9. illuminator
10. innovation
11. intense
12. knot
13. locomotive
14. mode
15. portable
16. reflector
17. rugged
18. stringent
19. tricky
20. vulnerable

Definitions

- A. n., the engine of a train
- B. n., a method or type
- C. v., to show or exhibit
- D. v., to throw light on something
- E. adj., easy to carry
- F. adj., very strong
- G. n., a problem; disadvantage
- H. n., cargo carried by a train, truck, or ship
- I. adj., weak; without defense¹
- J. n., a terrible event
- K. n., a hard bump in wood
- L. v., to make or produce
- M. adj., difficult
- N. n., an object that produces light
- O. adj., able to work without waste
- P. n., an object that sends light back or makes it stronger
- Q. adj., strict, firm
- R. v., to provide with something
- S. adj., strong; able to stand rough treatment
- T. n., a new idea or product

¹BrE: defence

Reading

First Headlamps

A

Before electricity, light was **tricky** business. Flames cast limited light, are **vulnerable** to winds and weather, and can lead to **disaster**. Making fire **portable** and dependable was so difficult that lights on moving vehicles were hardly ever considered.

B

The early trains traveled¹ only during the day. The tracks were too dangerous during the dark of night, and passengers wanted to see where they were traveling anyway. In the late 1830s, railroad traffic became heavy enough for **freight** trains to delay passenger trains. To avoid these delays, railroads started running **freight** trains at night. Horatio Allen's 1831 **innovation**, the "Track **illuminator**," was suddenly in demand. It was a pile of pine **knots** burning in an iron grate that sat in a box of sand on a platform car. The car was pushed ahead of the **locomotive**. The **illuminator** did not **cast** much light, but it warned of the approaching train and was the best technology available.

C

In 1841, some trains used an oil² lamp backed by a curved **reflector**, an improvement, but oil lamps blew out easily in the wind, including the wind **generated** by the movement of the train. At about the same time, Schenectady and Troy Railroad trains **displayed** a whale oil lamp positioned between a reflector and a lens about twelve inches high; it threw light up to 100 feet ahead of the train. Although this was an improvement, the braking distance the trains required was more than the 100 feet of track that were illuminated. In 1849, a calcium lamp was developed that threw light 1,000 feet and lasted four hours; however, the only railroad company to use it was Camden and Amboy. Limelights, which were used to light theater³ stages on both sides of the Atlantic, were considered too **intense** for trains. Eventually, acetylene, which did not extinguish in the wind, replaced oil in headlamps.

D

In 1851, the first electric headlamp was developed. This headlamp had two major **drawbacks**: It required its own generator, which did not become **portable** until the 1890s when steam generators became common, and the delicate parts broke easily as a result of the rough rails over which the trains traveled. Russia ran the first train **equipped** with

¹BrE: travelled

²BrE: kerosene

³BrE: theatre

a battery-powered electric headlamp. The French first used steam generators to power electric headlamps on trains. In the United States in 1897, George C. Pyle developed an **efficient** electric headlamp. By 1916, federal law required trains to have electric headlamps.

E

Automobiles, the exciting new **mode** of transportation⁴ at that time, needed headlamps, too. The requirements for car headlamps were more **stringent** than those for trains: Because roads were even rougher than rails, cars required more **rugged** parts, and the steam generators had to be smaller than those in trains. Despite these tougher requirements, the Columbia Electric Car was **equipped** with electric headlamps in 1898.

F

Electric headlamps made travel at all hours and in almost all weather possible, something we take for granted today.

Answer the questions about **First Headlamps**.

Questions 1-8

*The reading passage contains six paragraphs, A-F.
Which paragraphs discuss the following information?
Write the correct letter, A-F.*

- _____ 1. a lamp that used burning wood
- _____ 2. lamps rugged enough to use with cars
- _____ 3. a lamp that generated its own electricity
- _____ 4. the drawbacks of using flames for light
- _____ 5. lamps that used reflectors to cast more intense light
- _____ 6. the year the first train was equipped with electric headlamps
- _____ 7. a reason why acetylene lamps are more efficient than oil lamps
- _____ 8. a reason why freight trains traveled at night

⁴BrE: transport

ESSENTIAL WORDS FOR THE IELTS

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	efficiency	Efficiency is an important quality for any new product.
adjective	efficient	Efficient headlamps made safe travel at night possible.
adverb	efficiently	Candles do not light a room very efficiently.

noun	generator	If the power lines are down, you can use a gasoline generator to have electricity in your house.
noun	generation	The generation of electricity can cause air pollution.
verb	generate	There are a variety of ways to generate electricity.

noun	illuminator	An illuminator can provide an area with light.
noun	illumination	The illumination of an electric lamp is stronger than that of a candle.
verb	illuminate	In the past, people used candles to illuminate their houses.

noun	innovation	The innovation of electric headlamps made travel much easier.
noun	innovator	Several innovators worked on the development of electric headlamps.
adjective	innovative	The development of electric headlamps was the work of a number of innovative people.

noun	intensity	A locomotive needs a headlamp with high intensity.
verb	intensify	Using a stronger battery will intensify light.
adjective	intense	The light from candles is not very intense.
adverb	intensely	Some materials burn more intensely than others.

noun	reflector	A reflector on a lamp makes the light more intense.
noun	reflection	You can see your reflection in a mirror.
verb	reflect	A piece of metal can be used to reflect light.
adjective	reflective	If a lamp is coated with reflective material, it will cast a stronger light.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Traveling at night was tricky before people had developed headlamps that worked **1**..... . Early **2**..... for use on locomotives included lamps that **3**..... by burning pine knots or whale oil. Some of these lamps used metal as a **4**..... material to **5**..... the light. Later, electric headlamps were developed. The problem with these lamps involved finding a portable way to **6**..... the electricity that they used.

- | | | |
|-----------------|-------------|-------------|
| 1. efficiency | efficient | efficiently |
| 2. innovators | innovations | innovative |
| 3. illumination | illuminator | illuminated |
| 4. reflector | reflect | reflective |
| 5. intensity | intensify | intensely |
| 6. generation | generators | generate |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

QUESTIONS 1–2

dis-play [dis-PLAY]

- A noun. a showing, an exhibit
- B verb. to show or exhibit

- _____ 1. The new, more efficient headlamps for use on trains were on *display*.
- _____ 2. Everyone was excited to see cars that *displayed* the new electric headlamps.

QUESTIONS 3–4

knot [NOT]

- A noun. a hard bump in wood
- B verb. tie something in a certain way

- _____ 3. Burning pine *knots* is a way to create light.
- _____ 4. If you *knot* your shoelaces well, they won't untie.

Listening



Listen to the lecture. Choose **FOUR** letters, **A–G**.

Which **FOUR** drawbacks of early train travel does the lecturer mention?

- | | |
|---------------------------------|--------------------------|
| A difficulty traveling at night | E cost of tickets |
| B frequent delays | F uncomfortable rides |
| C safety problems | G crowded passenger cars |
| D dirt | |

Writing

In your opinion, what has been the most significant transportation innovation of the past 200 years?

Support your opinion with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics.

**What modes of transportation are commonly used in your city?
Which do you think are the most efficient?**

What do you think are some of the advantages of train travel?

What do you think are some drawbacks of train travel?

MAJOR SUBWAYS OF EUROPE

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. architecture
2. centerpiece¹
3. clog
4. decorate
5. destruction
6. disruptive
7. expand
8. headquarters
9. intrinsic
10. operation
11. pedestrian
12. release
13. rival
14. shield
15. showcase
16. spring up
17. surface
18. underground
19. utilize²
20. vent

Definitions

- A. v., to compete with
- B. n., central office for a military commander
- C. n., the act of ruining something
- D. n., something that serves as protection
- E. n., an opening to let air, steam, or smoke out
- F. v., to make bigger
- G. n., a setting in which to present something
- H. v., to make an object or place beautiful
- I. n., the style of a building
- J. v., to use
- K. adj., basic
- L. n., the working of something, being used
- M. adv., below the ground
- N. v., to let something out
- O. n., the outer part or top of something
- P. adj., stopping the usual course of activity
- Q. n., the main or most important feature
- R. v., to fill so much as to make movement difficult
- S. v., to appear
- T. n., a person traveling³ on foot

¹BrE: centrepiece

²BrE: utilise

³BrE: travelling

Reading

Major Subways of Europe

Public transportation¹ is an **intrinsic** part of every modern city. Many big cities have an **underground** rail system as their **centerpiece**. Three of the biggest and busiest **underground** rail systems in Europe are in London, Paris, and Moscow. The character of each city imprints its railways.

The first of these subways was London's **Underground**, which opened in 1863. By that time, horses and **pedestrians** had so **clogged** the streets of London that city government ruled that no railroads could enter the city except **underground**. The method used for laying the first underground tracks is called "cut and cover," meaning the streets were dug up, the track was laid, a tunnel was built, and then everything was buried. Although the method was **disruptive**, it worked. Steam engines chugged under London, **releasing** steam through **vents** along the city streets. In its initial day of **operation**, the London **Underground** carried 30,000 passengers.

This cut-and-cover method caused massive disruptions in the city and required the **destruction** of the structures above the tunnel. A better means of **expanding** the original **Underground** was needed, and builders did not have to look far to find it. London was also home to the first underwater tunnel, a **pedestrian** tunnel that had been built under the Thames River in 1825, made possible by the engineer Marc Brunel. He had devised a way of supporting the tunnel while the workers dug, called the Brunel **Shield**. Two young engineers improved the Brunel **Shield** for use in **expanding** the London Underground. The new Harlow-Greathead **Shield** carved a circular tube more than seven feet in diameter, which is why the London Underground is called the Tube. By then, the tunnels could be deeper than the original ones because electric train engines had become available. These trains did not have to be close to the **surface** to **release** steam. The **shield** could be used to dig deeper tunnels without destroying the **surface** structures above them.

Paris started designing an underground rail service to **rival** London's. The first part of its system was not opened until the World's Fair and Olympics were held in that city in 1900. The Paris Metro is shorter than London's, but it carries more passengers every day, second in Europe only to Moscow. Whereas London's Underground is known for its engineering, Paris's Metro is known for its beauty. The stations and entrances are examples of art nouveau **architecture**, and they are **decorated** with mosaics, sculptures, paintings, and innovative doors and walls.

The Moscow Metro opened in 1935. It was based on the design of the London Tube, except much of the track is above ground. When Stalin

¹BrE: transport

came to power, he used the stations as **showcases** of Russian art, culture, and engineering. The underground Moscow stations are filled with statuary, painting, and mosaics.

Underground railways are not only for transportation. During World War II, all three underground systems were used as bomb shelters for the populace. The Moscow subway was even used as a military **headquarters**. Stores and malls have **sprung** up by stations, something that is especially convenient in cold climates.

All three systems are continuing to expand, providing service to more riders in more distant locales. This is all part of an effort to decrease greenhouse gases emitted from personal vehicles.

Answer the questions about **Major Subways of Europe**.

Questions 1–4

Do the following describe the subway system in London, Paris, or Moscow?

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

- A** London
- B** Paris
- C** Moscow

- _____ 1. It was used as a military headquarters during World War II.
- _____ 2. It has a large percentage of its track above the ground.
- _____ 3. It was originally built for the operation of steam trains.
- _____ 4. It is famous for its beautiful architecture.

Questions 5–7

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

- 5. The Paris Metro stations are decorated with
 - A** pictures of the Olympics.
 - B** different kinds of artwork.
 - C** photographs of the World's Fair.
 - D** examples of engineering.

ESSENTIAL WORDS FOR THE IELTS

6. The London Underground was first built because
- A the underwater pedestrian tunnel had been damaged.
 - B a new method for digging tunnels had been developed.
 - C the city streets were too clogged for trains on the surface.
 - D the city wanted to rival the transportation system in Paris.
7. The introduction of electric train engines allowed for
- A deeper tunnels.
 - B more pedestrians.
 - C innovative doors and walls.
 - D more art showcases in the stations.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	architect	The architect is working on a plan for a new train station.
noun	architecture	The architecture of the stations is an important part of subway system design.
adjective	architectural	From an architectural point of view, it's a very interesting building.
adverb	architecturally	Its art nouveau decorative features make the Paris Metro architecturally significant.

noun	decoration	People enjoy looking at the decorations in the station while they wait for the train to arrive.
noun	decorator	The decorator planned the art for the station very carefully.
verb	decorate	Sometimes they decorate the trains for the holidays.
adjective	decorative	That column is there for decorative purposes only; it has no real use.

noun	destruction	The destruction of buildings was part of the process of creating the subway system.
verb	destroy	It was necessary to destroy some buildings to dig the subway tunnels.
adjective	destructive	Digging deeper tunnels makes subway construction less destructive to buildings and roads on the surface.

ESSENTIAL WORDS FOR THE IELTS

noun	disruption	Building a subway system can cause a lot of disruptions to traffic on the streets.
verb	disrupt	They try to disrupt traffic as little as possible during subway construction.
adjective	disruptive	The process of building a subway can be disruptive, but the result is well worth it.

noun	expansion	The expansion of the subway system cost a great deal of money.
verb	expand	By the time they were ready to expand the subway system, a new method for digging tunnels had been developed.
adjective	expandable	The subway system was designed to be expandable.

noun	operation	The Paris Metro began operation in 1900.
noun	operator	A subway train operator needs special training for the job.
verb	operate	Modern subway systems use computers to operate the trains.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

The planning and construction of a subway system requires a great deal of time and effort. In addition to planning the routes, digging the tunnels, and laying the tracks, the stations have to be built. **1**..... are hired to plan the stations. Often, the station plan includes **2**..... features such as murals showing local scenes, or a station may be used as a showcase for the work of important local artists. Building a new subway system may require the **3**..... of buildings on the surface, but attempts are made to cause as little **4**..... as possible. The **5**..... of an already-existing subway system can also be quite disruptive. Everyone looks forward to the day when the construction is over and the subway begins to **6**..... . Often businesses spring up in and around a new subway station, contributing to the life of the neighborhood.

- | | | |
|-----------------|-------------|---------------|
| 1. Architecture | Architects | Architectural |
| 2. decorates | decorations | decorative |
| 3. destruction | destroy | destructive |
| 4. disruption | disrupts | disruptive |
| 5. expansion | expand | expandable |
| 6. operation | operator | operate |

Word Skill

Compound Words

When two or more words join to form a new word, that word is called a compound word. Often, the meaning of the compound word is related to the meanings of the two separate words.

underground = under + ground

Meaning: below the surface of the ground

Read the sentences. Write a definition for each underlined word.

1. They built an underwater tunnel for pedestrians below the Thames River.

underwater: _____

2. Before they could paint the mural in the station, they had to cover the wall with an undercoat of special paint.

undercoat: _____

3. Instead of a bridge, they built an underpass so that cars could cross the tracks from below.

underpass: _____

Listening

CD 1
Track
9

Listen to the conversation. Complete the outline below.
Write **NO MORE THAN ONE WORD** for each answer.

The London Underground: (1863)

Steam engines were used, so

- it had to be close to the **1**.....
- it had **2**..... so engines could release steam.

Electric engines were introduced, so

- tunnels could be deeper.
- a **3**..... was used to support the tunnel.
- digging the deeper tunnels did not **4**..... streets and buildings.

Writing

The chart¹ below shows information about subway systems in three major European cities.

Summarize² the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

Size of Subway Systems

	Total track length (both underground and on the surface)	Number of stations in operation	Number of daily passengers
London Underground	408 km	275	3 million
Paris Metro	214 km	300	4.5 million
Moscow Metro	300 km	182	6.5 million

¹BrE: table

²BrE: summarise

Speaking

Talk about the following topics.

Are there any subway or train stations or other buildings in your city that have especially beautiful architecture? Describe them.

Are there any public spaces in your city that are used to showcase the work of local or national artists? Do you think it is a good idea to use public spaces in this way? Why or why not?

ELECTRIC CARS AROUND THE GLOBE

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words	Definitions
1. accelerate	A. v., to accept something enthusiastically
2. appeal	B. n., a person who travels regularly between home and work
3. charge	C. adj., related to the area just outside a city
4. classify	D. n., elegant style
5. commuter	E. n., the amount of power a battery can store
6. consume	F. v., to make things difficult, get in the way
7. embrace	G. adj., related to the city
8. flair	H. n., reason to do something, reward
9. fume	I. n., the normal or common thing
10. hamper	J. v., to cross
11. incentive	K. v., to divide into groups by type
12. markedly	L. adv., noticeably
13. monetary	M. adj., related to money
14. plodding	N. v., to gain speed
15. rural	O. adj., related to the countryside
16. span	P. n., harmful gas or smoke in the air
17. sprawl	Q. v., to be of interest
18. standard	R. v., to use
19. suburban	S. n., an area of spreading growth
20. urban	T. adj., slow

Reading

Electric Cars Around the Globe

Cars have reshaped our world since they first rolled off mass-production lines in the early twentieth century. One- and two-thousand-year-old Roman roads have been replaced by highways. Longer and wider bridges **span** rivers. The sharp division between **urban** and **rural** landscapes has been replaced by **suburban sprawl**, town and country linked by eight-lane expressways with stop-and-go traffic. Gas¹ stations are everywhere. Countries with oil reserves are enormously rich and powerful. After a century, the romance with internal combustion engines is on the wane. As the price of oil rises, the reserves of irreplaceable oil are **consumed**, and exhaust **fumes hamper** life in **urban** areas, alternatives to gas-powered vehicles are becoming more attractive.

In the early twentieth century in North America, electric cars shared the roads with gas-fueled cars, but after a short time, gas-fueled cars became the **standard**. Although electric cars were quieter, cleaner, and easier to start, they were not able to travel the required distances, and their **plodding** speed failed to capture the imagination.

Lately, in Europe and in Asia, where commuting distances are shorter and gas is more expensive than in the United States, electric cars have grown in popularity. Electric recharging stations are appearing in cities. The government of China has offered **monetary incentives** to car manufacturers for each electric car they manufacture as well as to the people who purchase the electric cars. Taxi drivers in Tokyo have **embraced** electric vehicles. Major car manufacturers, including Mitsubishi, Nissan, Toyota, and Mercedes Benz, all offer electric cars everywhere but in North America.

In North America, slow, short-ranged electric vehicles with a high initial cost have thus far appealed to a limited audience. An American electric car that **appeared** briefly in the 1990s had a cruising speed of twenty-five miles per hour and could travel eighty-five miles on a single **charge**. Since then, battery technology has improved **markedly**. More recently, a North American company introduced an electric sports car that can travel 300 miles on a single **charge** and **accelerate** from 0 to 60 mph in 3.7 seconds, similar to the best sports car. The hope is that North Americans will **embrace** the new technology when they see an electric car as **appealing** as a conventional sports car.

Other American auto manufacturers are marketing electric cars as they do in Europe, as **commuter** cars. The design of many of these cars is innovative: Some are made of light composites and seat only two

¹BrE: Petrol

people. One is a three-wheeler that is **classified** as a motorcycle. Another electric car, the Tango, is five inches narrower than a large motorcycle and seats two, one behind the other. Four of these vehicles fit in a single parking space. The vehicle is marketed as a great way to drive between lanes of stopped traffic.

All electric cars will help to reduce exhaust and greenhouse gases; some will do it with greater **flair** than others.

Answer the questions about **Electric Cars Around the Globe**.

Questions 1-7

Complete the summary using words from the list below.

Cars have had enormous effects on the way our world looks. The landscape is now covered with highways and big bridges. New **1**..... neighborhoods have developed between the cities and the rural areas. Cars are also causing serious problems. Oil is expensive, and we have already **2**..... a lot of oil that cannot be replaced. Gas-powered cars also pollute the air with their **3**..... . In the early days, both electric and gas-powered cars were common, but people felt that electric cars did not have the flair that gas-powered cars had. For example, electric cars traveled at a more **4**..... speed. Gas-powered cars became more popular, and now they are the **5**..... . However, there is a renewed interest in electric cars, and they have been **6**..... by people in many countries around the world. Manufacturers are developing electric cars to sell to **7**..... in both Europe and North America, because these cars are a good way to get to work.

accelerated
commuters
consumed

embraced
fumes
hampered

incentives
plodding
standard

suburban
urban

ESSENTIAL WORDS FOR THE IELTS

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

Word Families

noun	appeal	The appeal of an electric car is that it doesn't cause pollution.
verb	appeal	A car that uses less gasoline would appeal to commuters.
adjective	appealing	Electric cars are appealing to many people.

noun	class	The new class of electric cars is very different from the electric cars of the early twentieth century.
noun	classification	The classification of a car as a sports car can make it more appealing to certain people.
verb	classify	If you classify your car as a commercial vehicle, you will need to get a special license ¹ .

noun	commuter	Commuters are worried about the increase of traffic on the highways.
noun	commute	I have an hour-long commute to work every day.
verb	commute	Many people commute from the suburbs to their jobs in the city.

noun	consumer	Consumers of gasoline are paying higher and higher prices.
noun	consumption	As the price of oil increases, consumption may go down.
verb	consume	Electric cars are attractive because they don't consume gasoline.

¹BrE: licence

ESSENTIAL WORDS FOR THE IELTS

noun	mark	The new hybrid vehicles have made their mark with consumers.
verb	mark	The twenty-first century marked a renewed interest in electric cars.
adjective	marked	In the past, before cars became common, the difference between urban and rural areas was more marked.
adverb	markedly	The popularity of electric cars has grown markedly over the past few years.

noun	money	Although cars cost a great deal of money, many people own them.
adjective	monetary	As gasoline becomes more expensive, monetary reasons will cause more people to be interested in buying electric cars.
adverb	monetarily	Electric cars may be out of reach for some people monetarily.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Car manufacturers are developing a **1**..... of electric car especially for **2**..... . These cars are quite small and may have room for only one or two people. They are not intended for carrying large loads or many passengers. Their main purpose is to get the driver to and from work. Because of their small size, they **3**..... little energy. They are **4**..... because they cost much less **5**..... than larger cars to run. In fact, there is a **6**..... difference in fuel costs between these new small cars and the larger cars that we are used to seeing.

- | | | |
|---------------|----------------|-------------|
| 1. class | classification | classify |
| 2. commuters | commutes | commute |
| 3. consumer | consume | consumption |
| 4. appeal | appeals | appealing |
| 5. monetarily | monetary | money |
| 6. marked | markedly | mark |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

QUESTIONS 1-2

ap-peal [a-PEEL]

A *verb.* to be of interest

B *verb.* to ask a court of law to hear a case again

- _____ 1. The driver didn't agree that he was guilty of speeding and planned to *appeal* to the court to change the decision.
- _____ 2. A car that is inexpensive to buy and easy to maintain would *appeal* to many people.

QUESTIONS 3-4

charge [CHARJ]

A *noun.* the amount of power a battery can store

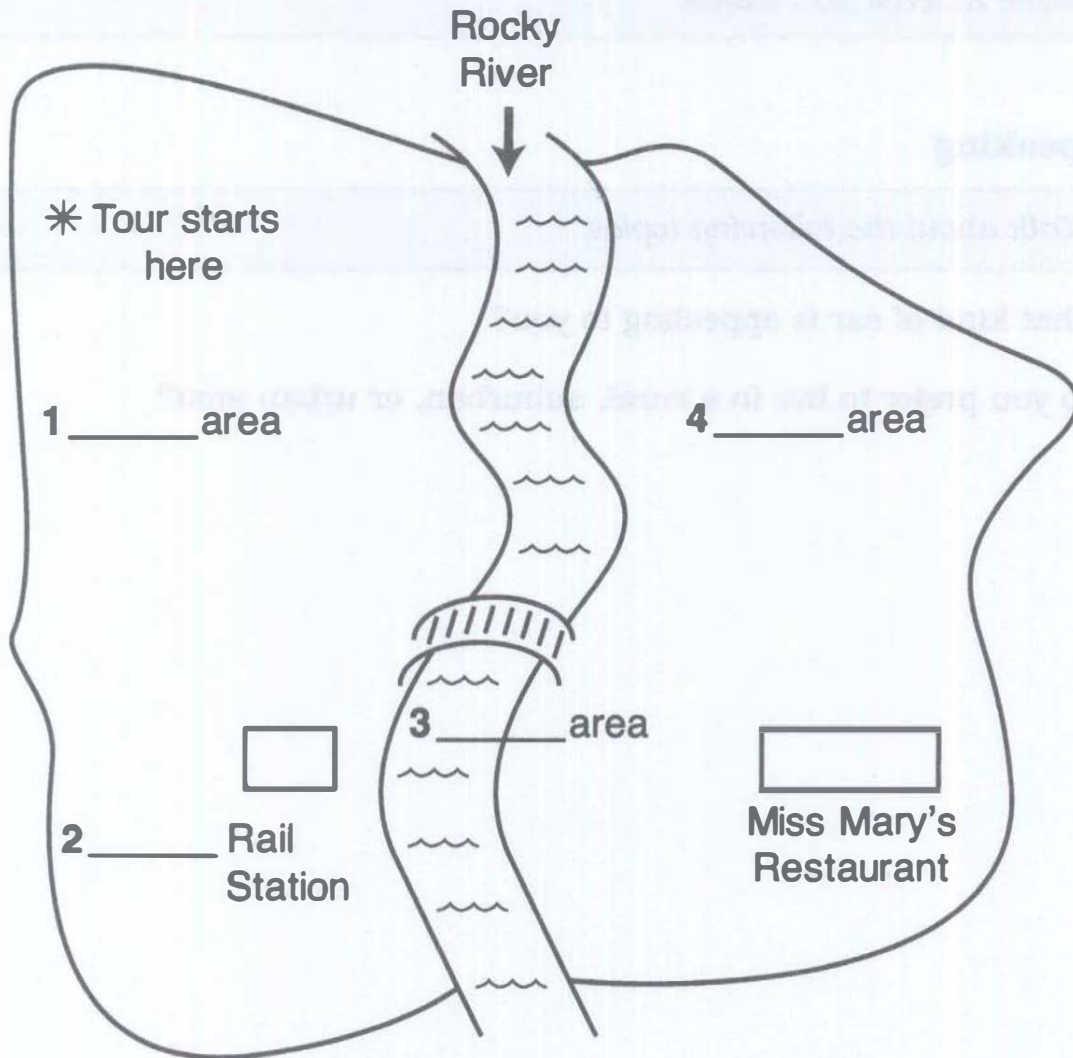
B *noun.* the price of a service or purchase

- _____ 3. The *charge* for car repairs is often quite high.
- _____ 4. This car can travel about 100 miles on one battery *charge*.

Listening

CD 1
Track
10

Listen to the talk. Look at the map labeled 1-4.
Complete the labels.



Unit 3

Writing

In your opinion, what incentives could be offered that would persuade more people to embrace electric cars?

Support your answer with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics.

What kind of car is appealing to you?

Do you prefer to live in a rural, suburban, or urban area?

Unit 4: Culture

ORIGINS OF WRITING

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. adopt
2. agricultural
3. attribute
4. carve
5. civilization¹
6. creator
7. deed
8. encompass
9. excavation
10. function
11. inscribe
12. literacy
13. mythology
14. property
15. scholar
16. settle
17. specialized²
18. structure
19. tablet
20. token

¹BrE: civilisation

²BrE: specialised

³BrE: organisation

Definitions

- A. v., to include
- B. n., the ability to read and write
- C. v., to cut and shape hard material
- D. n., a thin, flat piece of material to write on
- E. n., something that is built, such as a building or bridge
- F. n., an area of digging, especially to find objects from past cultures
- G. adj., related to farming
- H. n., the first maker of something
- I. v., to perform well
- J. n., human society, its organization³ and culture
- K. v., to mark a surface with words or letters
- L. n., an act, especially a good or bad one
- M. v., to give credit for or see as the origin of something
- N. n., set of traditional stories used to explain the origins of things
- O. v., to accept or start to use something new
- P. adj., relating to a particular area or type of work
- Q. v., to establish a permanent place to live
- R. n., an object used to represent something else
- S. n., person who has a lot of knowledge about a particular subject
- T. n., something that is owned

Reading

Origins of Writing

Ancient **civilizations** **attributed** the origins of writing to the gods. For the ancient Egyptians, their god Thoth was the **creator** of writing and, in some stories, also the creator of speech. The ancient Sumerians and Assyrians also believed that writing originated with certain gods, as did the ancient Maya. In Chinese **mythology**, the creation of writing is **attributed** to an ancient sage and was used for communication with the gods. Clearly, writing was highly valued even by ancient peoples.

Humans began painting pictures on cave walls 25,000 years ago or more, but writing systems did not develop until groups of people began **settling** in farming communities. Scholars say that writing systems developed independently in at least three different parts of the world: Mesopotamia, China, and Mesoamerica.

The oldest known writing system developed among the ancient Sumerians in Mesopotamia around 3000 B.C. Along with the rise of agricultural societies came the development of **property** ownership and the need to keep records of it. In early **agricultural** societies, **property** consisted largely of land, livestock such as cattle, and grain. Originally, clay tokens of various shapes were used to count these possessions. From this developed a system of impressing the shapes onto clay **tablets**. One of the earliest clay **tablets** of this type was found in **excavations** in Mesopotamia and dates from the time of the Sumerian culture. Scribes then began using reeds instead of **tokens** to mark the clay, developing a system of wedge-like shapes to represent the tokens. This system of writing using wedge shapes is known as cuneiform. It was later **adopted** by other cultures and became the basis for other writing systems. Originating in a system that used pictures to represent objects, cuneiform writing eventually developed into systems that used symbols to represent the sounds of language.

The oldest form of Chinese writing dates from around 1500 B.C. It is called oracle bone script because it was **carved** on animal bones and shells that were used for predicting the future. At a later period, Chinese writing appeared on bronze vases and later still developed into a system that was used to record government affairs. The Chinese writing system was also the original basis for both the Japanese and Korean writing systems.

In Mesoamerica, a region that **encompasses** parts of Mexico and Central America, it is the ancient Mayans who are famous for the writing they **inscribed** on temple walls and other religious **structures**. However, **scholars** believe that writing in that part of the world may have begun

before the rise of the Mayan **civilization**. The Zapotec culture, centered¹ on Oaxaca, Mexico, was already using writing around 400 B.C., or possibly earlier. The Olmec culture may have developed a writing system even earlier than that. Recent discoveries show that the Mayans may have begun writing around 2,300 years ago. They used a system of symbols that represented words and syllables to record information about the **deeds** of their rulers as well as information connected to their calendar and astronomy. Their system of writing survived until the time of the Spanish Conquest in the 1500s.

In ancient times, only **specialized**² people such as **scholars**, priests, or government officials used writing. Today, close to three-quarters of the world's adult population can read and write, and **literacy** is considered a basic skill necessary to **function** in the modern world.

Answer the questions about **Origins of Writing**.

Questions 1-7

Do the following describe the ancient Sumerians, the ancient Chinese, or the ancient Maya?

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

- A** Ancient Sumerians
- B** Ancient Chinese
- C** Ancient Maya

- _____ 1. inscribed symbols on bones
- _____ 2. inscribed symbols on religious structures
- _____ 3. inscribed symbols on clay tablets
- _____ 4. used tokens to keep records of their property
- _____ 5. used writing to record the deeds of their rulers
- _____ 6. developed a writing system that was adopted by the Japanese
- _____ 7. settled in Mesopotamia

¹BrE: centred

²BrE: specialised

Questions 8–10

Do the following statements agree with the information in the reading passage?

Write

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

- _____ 8. The ancient Maya attributed the origin of writing to the gods.
- _____ 9. Scholars have discovered similarities between Zapotec and Mayan writing.
- _____ 10. Literacy was common in most ancient civilizations.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	agriculture	People settled in Mesopotamia because it was a good area for agriculture.
adjective	agricultural	Wheat was one of the first agricultural products.
adverb	agriculturally	Mesopotamia was an agriculturally important part of the world.

noun	creator	The ancient Maya were the creators of temples and other beautiful structures.
noun	creation	The ancient Sumerians used clay and reeds for the creation of property records.
verb	create	The ancient Sumerians created tokens out of clay.
adjective	creative	Ancient peoples developed creative ways to record information.
adverb	creatively	Ancient peoples recorded information creatively, using materials such as clay.

noun	excavation	Early clay tablets and clay tokens have been found in excavations in Mesopotamia.
noun	excavator	Excavators found a clay tablet that dates from the time of the ancient Sumerians.
verb	excavate	When archeologists ¹ excavated the area, they found some ancient oracle bones.

¹BrE: archaeologists

ESSENTIAL WORDS FOR THE IELTS

noun	literacy	Literacy was not considered necessary before modern times.
noun	illiteracy	Illiteracy is a problem throughout the modern world.
adjective	literate	Few people were literate in the ancient world.
adjective	illiterate	An illiterate person cannot read or write.

noun	mythology	Mythology was very important in ancient civilizations.
noun	myth	Today we read the myths that were told in ancient times.
adjective	mythological	The Maya included mythological creatures in their writing system.

noun	specialty	That scholar's specialty is ancient Mayan culture.
noun	specialization	With the growth of agriculture, people developed specializations.
verb	specialize	Some scholars specialize in ancient studies.
adjective	specialized	Specialized skills are needed to identify ancient objects found in excavations.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

1..... working at ancient sites uncover objects that give us clues about life in the past. Household objects and tools that were used for 2..... can tell us a lot about how people lived long ago. Ancient people used a variety of materials to make the objects they used in daily life. Tools that were carved from wood, stone, and bone, and jars that were 3..... from clay are some examples of objects that have been found. Some of these objects are quite beautiful, and it is clear that they were made by people with 4..... skills. In ancient times, most people were not 5..... . However, traditional stories were an important part of ancient civilizations, and people told the 6..... of their culture to their children and grandchildren.

1. Excavations	Excavators	Excavates
2. agriculture	agricultural	agriculturally
3. creation	creators	created
4. specialty	specializes	specialized
5. literacy	illiterate	literate
6. mythology	myths	mythological

Dictionary Skill

Parts of Speech

The word *function* can be a verb or a noun.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

func-tion [FUNGK-shun]

A verb. to perform well

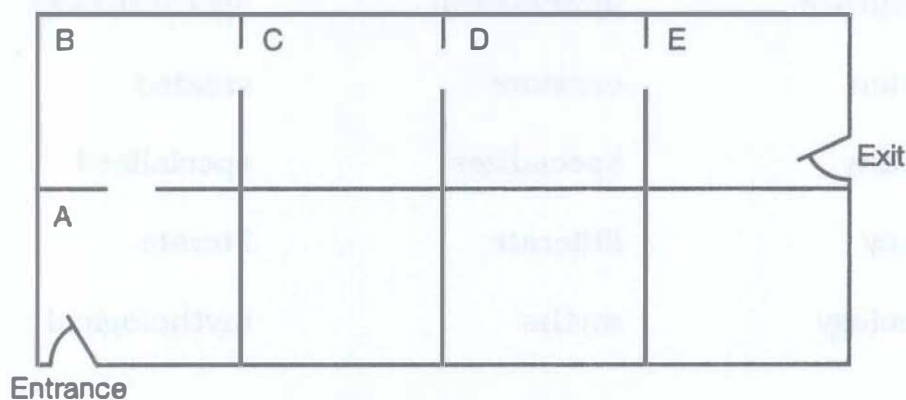
B noun. purpose, role

- _____ 1. The skills needed to *function* in modern society are very different from those needed in the ancient world.
- _____ 2. Mythology had an important *function* in ancient cultures.

Listening

CD 1
Track
11

Listen to the talk. Look at the map below labeled A-E. Look at the list of places and write the correct letter, **A-E**, next to numbers 1-5.



- _____ 1. Visiting Scholars' Room
- _____ 2. Agricultural Tools Exhibit
- _____ 3. Recent Excavations Exhibit
- _____ 4. Mythology Exhibit
- _____ 5. Gift Shop

Writing

The chart¹ below shows literacy rates in several different countries around the world.

Summarize² the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

**Adult Literacy Rates
(age 15 and over)**

Country	Total Population	Male	Female
Country A	47.8%	63.5%	32.7%
Country B	50%	70.5%	30%
Country C	90.3%	93.9%	86.9%
Country D	99%	99%	99%
World	82%	87%	77%

Speaking

Talk about the following topics.

Do you believe that it is better to have a teacher who specializes in the subject he or she teaches or a teacher who is highly skilled at teaching? Why?

What skills do you think are necessary to teach today's children to help them function in a society where technology is changing so rapidly?

¹BrE: table

²BrE: summarise

HULA DANCING IN HAWAIIAN CULTURE

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. accompany
2. altar
3. benefit
4. celebration
5. discourage
6. elaborate
7. energetic
8. evidence
9. evoke
10. floral
11. garland
12. graceful
13. image
14. influence
15. reign
16. revive
17. ritual
18. stereotype
19. sway
20. tradition

Definitions

- A. n., a decorative rope of flowers or leaves
- B. n., a set of actions used as part of a ceremony
- C. adj., having a lot of energy
- D. v., to move back and forth
- E. n., a fixed idea people have, especially one that is wrong
- F. v., to bring to mind
- G. adj., related to flowers
- H. v., to try to stop or prevent something
- I. adj., having beauty of movement
- J. n., a table or similar structure for religious ceremonies
- K. n., a mental picture
- L. n., a social event to mark a special day or occasion
- M. n., the period of time that a king or queen is in power
- N. n., a custom or belief of a group of people
- O. n., the use, advantage of
- P. adj., having a lot of detail and decoration
- Q. v., to bring back to life
- R. v., to go with, happen at the same time
- S. n., signs, proof something is or is not true
- T. n., an effect, power

Reading

Hula Dancing in Hawaiian Culture

Many people dream of visiting the beautiful Hawaiian Islands. Mention of this Pacific paradise **evokes images** of women in grass skirts **swaying** their hips as they perform **graceful** island dances for the **benefit** of tourists. Although this **image** is a common **stereotype** of Hawaii, it has its roots in a real **tradition** that continues to play an important role in Hawaiian culture.

Hula dancing has always been part of Hawaiian life. Hawaiian mythology includes various stories that explain the origins of hula, each story attributing its creation to a different god or goddess and its first appearance to a different location. In reality, hula dancing is such an ancient **tradition** that it is impossible to say when or where it first appeared. It was most likely originally performed in front of an **altar** in honor of gods and **accompanied** by great **ritual**. It is a common belief that the ancient hula was danced only by men, but some scholars point to **evidence** suggesting that hula was traditionally danced by both men and women.

The English explorer Captain James Cook's visit to the islands in the eighteenth century caused many changes to Hawaiian society as a result of the contact with European culture. Although hula did not completely disappear after contact, it was **discouraged**. King David Kalakaua is credited with **reviving** hula dancing during his **reign** in the late nineteenth century. He was interested in reestablishing lost traditions, and hula was performed at **celebrations** held in his honor¹.

In the 1960s, a Hawaiian cultural festival was established as part of an effort to attract more tourists to the islands. A major part of this festival consisted of hula competitions, which were organized into categories of *hula kahiko*, or hula danced in the ancient style, and *hula auana*, or modern hula. This festival, called the Merrie Monarch Festival in honor of King David Kalakaua, has become a major annual cultural event. The hula competition is a central part of the festival and has had a **significant influence** on modern hula dancing.

Hula continues to be danced in both the ancient and modern styles. Traditional hula is an **energetic** dance performed to the accompaniment of chants and the beating of drums. The dancers wear traditional costumes consisting of **garlands** of leaves, skirts of tapa (a type of bark), and anklets made of animal bone. Many of the movements of modern hula are based on the ancient hula, but the modern style is slower and more **graceful**. It is danced to flowing guitar and ukulele music, and the dancers wear **elaborate** costumes, including the famous Hawaiian **floral** garlands known as leis.

¹BrE: honour

Hula has attracted the interest of people outside the islands, and hula schools can be found in many parts of the world. Although people of other nationalities learn to dance some form of hula, it is also danced by Hawaiians who live away from the islands, on the mainland United States, in Europe, and elsewhere. It has become a way for native Hawaiians to maintain their cultural identity even while living away from their island homeland. What was once a religious ritual has become a form of entertainment, not only for tourists, but also for native Hawaiians who seek to maintain connections with their cultural heritage.

Answer the questions about **Hula Dancing in Hawaiian Culture**.

Questions 1–4

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

- Originally, hula was danced
 - by dancers wearing floral garlands.
 - for the benefit of kings.
 - in competitions.
 - near an altar.
- Hula dancing was discouraged
 - in certain ancient rituals.
 - after contact with Europeans.
 - in the 1960s.
 - during traditional celebrations.
- Hula was revived in the nineteenth century by
 - a Hawaiian king.
 - an English explorer.
 - Hawaiians in Europe.
 - the tourist industry.
- Modern hula dances are accompanied by
 - drums.
 - guitars.
 - chants.
 - violins.

Questions 5-7

Complete the summary using words from the list below.

Hula dancing has been part of Hawaiian culture since ancient times, although the styles of dancing have changed over time. The traditional style of hula dancing, which is still performed, is fast, whereas modern hula is more **5**..... and flowing. Dancers of modern hula wear costumes that are **6**....., and dancers of ancient hula wear simpler traditional costumes. People everywhere are interested in hula, including Hawaiians living in other parts of the world. The fact that hula is danced by Hawaiians living away from their homeland is **7**..... of its importance to Hawaiian culture.

elaborate
energetic

evidence
graceful

influence
reign

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

Word Families

noun	accompaniment	The accompaniment of drums and chants helps the hula dancers maintain their energy.
verb	accompany	Guitars often accompany modern hula dances.

noun	benefit	A benefit of hula dancing is that it attracts people to Hawaii.
verb	benefit	Hawaii benefits from the large numbers of tourists who visit the islands.
adjective	beneficial	Tourism is beneficial to the economy of Hawaii.

noun	celebration	Hula dances are often performed at cultural celebrations.
verb	celebrate	People like to celebrate important events by dancing.
adjective	celebratory	Celebratory dances were performed in honor of the king.

noun	energy	It takes a great deal of energy to dance hula.
verb	energize ¹	The beating of the drums energized the crowd.
adjective	energetic	Energetic chants and drumming accompany the hula dancers.
adverb	energetically	The dancers performed energetically all evening.

noun	influence	The influence of other cultures has changed the way hula is danced.
verb	influence	Ancient hula influenced the modern style of hula dancing.
adjective	influential	King David Kalakaua was influential in the return to old traditions.

noun	tradition	Hula dancing is an ancient tradition.
adjective	traditional	Hula is the traditional dance of Hawaii.
adverb	traditionally	Hula was traditionally performed in honor of the gods.

¹BrE: energise

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Hula is a **1**..... dance from Hawaii. Originally, it was performed as part of religious rituals. It was danced **2**..... to the **3**..... of drums and chants. Over time it has been **4**..... in different ways, and styles have changed. Modern hula is a more graceful dance performed to guitar and ukulele music. It is performed for tourists and also as part of **5**..... . The wide interest in hula dancing is **6**..... for Hawaii, because it helps attract tourists to the islands.

- | | | |
|------------------|-------------|---------------|
| 1. tradition | traditional | traditionally |
| 2. energy | energetic | energetically |
| 3. accompaniment | accompany | accompanies |
| 4. influences | influenced | influential |
| 5. celebrations | celebrates | celebratory |
| 6. benefits | benefited | beneficial |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

im-age [IM-mij]

A noun. a mental picture

B noun. impression, appearance

- _____ 1. The word *Hawaii* carries *images* of sunny beaches, volcanoes, and hula dancing.
- _____ 2. King David Kalakaua was known as the Merrie Monarch because of his *image* as a happy party host.

Listening



Listen to the conversation. Choose **FOUR** letters, **A–G**.

Which **FOUR** of the following will be included in the hula demonstration?

- A** floral decorations
- B** elaborate costumes
- C** garlands of leaves
- D** an altar
- E** energetic dances
- F** graceful movements
- G** traditional music

Writing

Most countries have traditional celebrations that occur annually. In your opinion, what benefits do these celebrations have for society?

Support your opinion with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics.

What are some important traditional celebrations in your country?

What are some rituals connected with traditional celebrations in your country?

THE ART OF MIME

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. abstract
2. atmosphere
3. conflict
4. considerably
5. culminate
6. effectively
7. emerge
8. exaggerated
9. frailty
10. gesture
11. humorous¹
12. illusion
13. literal
14. merge
15. portray
16. prominent
17. prop
18. reminiscent
19. renowned
20. sharpen

Definitions

- A. adj., funny, entertaining
- B. v., to represent, act out
- C. adj., not concrete, related to ideas or feelings
- D. adj., similar to, reminding of something
- E. n., appearance of being real, false impression
- F. adv., well, successfully
- G. v., to appear, develop
- H. n., weakness and lack of strength
- I. adv., a great deal, noticeably
- J. n., a movement to express a feeling or idea
- K. n., the feeling of a place
- L. adj., important, major
- M. n., difficulty, opposition
- N. v., to result in, end with
- O. v., to improve, perfect
- P. adj., following the exact meaning
- Q. adj., famous
- R. v., to combine
- S. adj., made to seem more or bigger
- T. n., an object used by actors

¹BrE: humourous

Reading

The Art of Mime

Miming dates back to the theaters¹ of ancient Greece and Rome. Mimes use movements, **gestures**, and facial expressions to **portray** a character or an emotion or to tell a story—all without words. Over the centuries, the art of miming grew to include acrobatics, **props**, and costumes, **culminating** in the fine-tuned art form that people **recognize**² today.

Miming can be **abstract**, **literal**, or a combination of the two. **Abstract** miming usually has no plot or central character but simply expresses a feeling such as sorrow or desire. **Literal** miming, on the other hand, tells a story and is often comedic, using body **gestures** and facial expressions to present a main character facing some type of **conflict** in a **humorous** way, for example, acting out a tug-of-war without the aid of rope or other props.

The twentieth-century style of miming reflects outside influences of the period, most notably silent films, in which actors relied on their ability to communicate thoughts and stories through facial expressions and **exaggerated gestures**. Two superstars of the silent movie era, Buster Keaton and Charlie Chaplin, **sharpened** their miming skills in the theater before using them in movies. Both were so successful that they have continued to influence mimes and other live performers long after their deaths. People still consider Chaplin a master of the miming technique, in particular, his tragicomic “little tramp” character, who so **effectively portrays** human **frailty** through physical comedy, also known as slapstick.

Another twentieth-century influence on modern miming involves a **renowned** French mime and acting teacher named Etienne Decroux, who developed what was known as corporeal mime. This art form focused on the body, showing thought through movement, and became the **prominent** form of the modern mime era. In the 1930s, Decroux founded a mime school in Paris based on corporeal mime. One of his students, a young Frenchman named Marcel Marceau, **emerged** as what many consider the master of modern mime.

Marceau added his personal touch to the art of miming and presented it to the world for half a century on television and in theaters. Among his well-known **illusions** are portrayals of a man walking against the wind and a man trapped inside a shrinking box. Marceau also created his own special character, Bip the clown. White-faced and dressed in a striped shirt and floppy top hat with a red flower, Bip is **reminiscent** of both Chaplin's little tramp and Pierrot, the traditional downtrodden mime character from centuries earlier.

¹BrE: theatres

²BrE: recognise

Miming is still taught in dance, drama, and acting schools worldwide, although it has changed **considerably** since the ancient Greek plays and even since the solo performances of Marceau. Group miming is now in fashion, and sounds, lighting, and other special effects are included to help create the desired **atmosphere**. Current examples include the U.S. dance troupe Pilobolus, which **merges** modern dance, acrobatics, gymnastics, and mime to create elaborate geometric shapes with their bodies, and the Canadian Cirque du Soleil, which uses lighting, spectacular costumes, and special effects to produce **striking illusions**.

Answer the questions about **The Art of Mime**.

Questions 1-8

Complete the summary using words from the list below.

Mime is a type of theater performance that uses **1**..... and expressions to tell a story or show a character. There are two types of mime. The first is **2**..... mime, which tells a story and is often **3**..... . It makes people laugh. The second is **4**..... mime, which portrays feelings. Two influential actors **5**..... during the silent film era. They were Charlie Chaplin and Buster Keaton, whose years of experience in the theater **6**..... in **miming skills** that they were able to use effectively in silent films. Their techniques influenced mimes for many years. The French mime Etienne Decroux developed the form known as corporeal mime. One of his students, Marcel Marceau, became a prominent modern mime. Marceau's **7**..... illusions include a man walking against the wind and a man trapped in a box. Now mimes often perform in groups. They have **8**..... a variety of skills, such as dance, acrobatics, and gymnastics, as well as mime, in their performances.

abstract
conflicts
culminated
emerged

gestures
humorous
illusion
literal

merged
props
reminiscent
renowned

sharpened

ESSENTIAL WORDS FOR THE IELTS

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

Word Families

adjective	considerable	It takes considerable skill to perform mime.
adverb	considerably	The mime's audiences grew considerably as word of his skill spread.

noun	effect	His skilled performance was the effect of years of experience.
verb	effect	He worked hard to effect change.
adjective	effective	A really effective mime performance makes the audience believe in the illusion.
adverb	effectively	A skilled mime can effectively perform a variety of illusions.

noun	exaggeration	A mime uses exaggeration to create illusions.
verb	exaggerate	A mime may exaggerate certain gestures.
adjective	exaggerated	The exaggerated gestures of a mime are used for humorous effect.

ESSENTIAL WORDS FOR THE IELTS

noun	frailty	Mimes can make us laugh at our own frailty.
noun	frailness	The mime portrayed the frailness of old age.
adjective	frail	Humans are frail, and mimes can make us laugh at this.
adverb	frailly	The mime moved frailly around the stage as if he were 100 years old.

noun	portrayal	Charlie Chaplin is renowned for his portrayal of the little tramp character.
noun	portrayer	Mimes are often portrayers of human frailty.
verb	portray	Mimes portray common situations in humorous ways.
adjective	portrayable	Almost any everyday situation is portrayable through mime.

noun	reminiscence	Reminiscences of the early days of film would include stories of stars such as Charlie Chaplin and Buster Keaton.
verb	reminisce	People like to reminisce about the great performers of the past.
adjective	reminiscent	Marcel Marceau's clown character was reminiscent of characters performed by earlier mimes.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Everyone enjoys watching mimes perform. A really good mime makes the job look easy, but in reality it is impossible to **1**..... the skill required to perform mime **2**..... . It takes a **3**..... amount of time to develop techniques and learn to perform them well. Mimes need to be able to **4**..... characters who will interest their audience, as well as perform a variety of illusions. The best mimes can show us our **5**..... while making us laugh at ourselves at the same time. Although mime has changed over the years, people still **6**..... about some of the popular mimes of the past, who have inspired today's performers.

- | | | |
|-----------------|--------------|-------------|
| 1. exaggeration | exaggerate | exaggerated |
| 2. effect | effective | effectively |
| 3. considerable | considerably | |
| 4. portrayal | portrayer | portray |
| 5. frailties | frail | |
| 6. reminiscence | reminisce | reminiscent |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

QUESTIONS 1-2

at-mos-phere [AT-mu-sfeer]

A *noun.* the feeling of a place

B *noun.* the air, or mixture of gases, surrounding Earth and other planets

- _____ 1. The *atmosphere* helps hold warmth from the sun.
- _____ 2. The bright lighting in the theater created a happy *atmosphere*.

QUESTIONS 3-4

ef-fect [1-FEKT]

A *noun.* result

B *noun.* special sound or lighting in a theater or movie

- _____ 3. The *effect* of watching Charlie Chaplin's little tramp character is a mixture of sadness and laughter.
- _____ 4. Modern mime performances often include special *effects* as part of the illusions they create.

Listening

CD 1
Track
13

Listen to the talk. Complete the notes below.
Write **NO MORE THAN ONE WORD** for each answer.

Mime

Performed without **1**

2 of everyday activities

- climbing stairs
- opening a window

Use **3** to show presence of objects

Act out stories

- **4** different characters
- Show the characters in **5**

Writing

The chart¹ below shows information about ticket sales for performances at the National Theater over a six-month period.

Summarize² the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

**National Theater
Ticket Sales: January–June**

Performers	Performance title	Number of tickets sold
National Mime Troupe	"Humorous Situations"	5,000
City Opera	<i>Carmen</i>	2,500
National Symphony Orchestra	"Works of Beethoven"	3,000
City Ballet	<i>Swan Lake</i>	4,750
Rock Stars Rock Band	"Rock Stars Live!"	4,750

Speaking

Talk about the following topics:

When you see a live performance, do you prefer humorous types of performances or more serious types? Why?

Who are some of the more renowned performers in your country?

Do you enjoy movies that portray real people and events, or do you prefer movies with made-up stories?

¹BrE: table

²BrE: summarise

Unit 5: Health

NURSE MIGRATION

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. abroad
2. administer
3. bulk
4. complex
5. cripple
6. decade
7. decline
8. epidemic
9. estimate
10. lure
11. primary
12. qualified
13. rampant
14. retain
15. rudimentary
16. shortage
17. standpoint
18. stem
19. supply
20. vacancy

Definitions

- A. v., to keep
- B. adj., not simple
- C. v., to gradually go lower, become smaller
- D. adj., main, most important
- E. v., to attract
- F. n., a position or job that needs to be filled
- G. n., point of view
- H. n., the total amount available
- I. n., period of ten years
- J. v., to guess based on information
- K. v., to give medicine or medical treatment
- L. v., to cause serious damage; weaken
- M. adj., skilled, able to do a job
- N. adv., in a foreign country
- O. v., to come from, originate
- P. n., the largest part
- Q. adj., spreading out of control
- R. adj., basic, not well developed
- S. n., rapid spread of a disease
- T. n., a lack of something

Reading

Nurse Migration

There are more nurses today than at any time in history, yet a global nursing **shortage** threatens to **cripple** health care systems worldwide. Because the underlying causes are **complex** and vary in different regions, a simple, short-term fix will not remedy the situation.

In developing nations—particularly in sub-Saharan Africa, South Asia, and Latin America—a major reason for the **shortage** is nurse migration to developed countries in Europe and North America as well as Australia to help fill **vacancies** there.

Nurse migration is hardly a recent phenomenon. The Philippines have for years trained many more nurses than the country needs, with thousands working **abroad** and sending money to relatives back home (nearing \$1 billion annually). From that **standpoint**, migration of nurses from poorer to wealthier countries would appear to benefit all involved. But there is another side to the story. Today, even the Philippines feels the effects of the nursing **shortage**, with nurses continuing to migrate **abroad** while positions at home go unfilled.

Lured by the higher salaries and better quality of life available in wealthier countries, nurses from developing countries frequently leave behind already overburdened health care systems, where nurses are often the **primary** caregivers because doctors, too, are in short **supply**. Conditions then deteriorate further as the nurse-to-population ratio **declines**, a number that is **estimated** to be ten times higher in European than in African countries. Some Latin American countries are experiencing such a **shortage** of nurses that doctors actually outnumber them, leaving the **bulk** of health care up to assistant nurses, who have only **rudimentary** training.

Routine immunizations and prenatal care fall victim to the nursing **shortage** in developing countries, and in many cases the results can be life threatening. In African countries where the HIV/AIDS **epidemic** is **ram-pant**, some patients go untreated not because lifesaving drugs are unavailable but because there are not enough nurses to **administer** them.

In developed countries in Europe and North America, the nursing **shortage** largely **stems** from an aging population, who require more health care services, coupled with a dwindling **supply** of nurses, many of whom are likewise nearing retirement age, with fewer young people preparing to replace them.

A common thread among nurse-importing countries—underinvest-ment in nursing education dating back two or more **decades**—has pre-vented them from creating a stable workforce to meet current and future

needs. The United Kingdom, for **example**, still feels the effects of a cut-back in nurse training some twenty years ago. In the United States, nursing schools turn down thousands of qualified applicants every year because of their own **shortages** of nursing faculty. Developed countries need to invest in nursing education and focus on **retaining** and rewarding nurses appropriately, both financially and through high-quality working conditions.

Widespread nurse migration helps neither the host country nor the country of origin in the long run, does nothing to remedy the underlying cause of the **shortage**, and results in millions of people being deprived of the health care they need.

Answer the questions about **Nurse Migration**.

Questions 1–6

Complete the summary using the list of words below.

The **1**..... of nurses in developing nations is largely caused by nurses leaving their countries to work **2**..... . It is difficult for poorer nations to retain their nurses because better salaries and living conditions **3**..... many nurses to work in wealthier countries. When nurses migrate to other countries, there are fewer **4**..... health care givers left in their own countries. The lack of trained doctors as well as nurses means that health care is often **5**..... by workers who have only **6**..... skills.

abroad
administered
bulk

complex
cripple
lure

qualified
rudimentary
shortage

Questions 7-9

Do the following statements agree with the information in the reading passage?

Write

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

- _____ 7. A primary reason for the nursing shortage in developed countries is the health care needs of the aging population.
- _____ 8. There is not a large enough supply of qualified applicants for nursing schools in the United States.
- _____ 9. In the United Kingdom, a high percentage of nurses have retired during the past two decades.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	complexity	The complexity of the nursing shortage problem makes it difficult to solve.
adjective	complex	The reasons for the worldwide nursing shortage are complex.
adverb	complexly	Some modern health care delivery systems have been complexly developed.

noun	qualification	A nurse who has the right qualifications will have no trouble finding a job.
verb	qualify	At nursing school, a student learns the skills to qualify for a career in nursing.
adjective	qualified	Qualified nurses are needed everywhere.

noun	rampancy	The epidemic spread with a rampancy that was frightening.
adjective	rampant	The rampant spread of the epidemic made it difficult to control.
adverb	rampantly	The disease spread rampantly throughout the region.

ESSENTIAL WORDS FOR THE IELTS

noun	shortage	The nursing shortage is affecting countries around the world.
verb	shorten	Lack of proper medical care can shorten a patient's life.
adjective	short	Both nurses and doctors are in short supply in many places.
adverb	shortly	The nurse said, "The doctor will be with you shortly."

noun	vacancy	When a nurse leaves a job, it is not always easy to fill the vacancy.
verb	vacate	Many nurses vacate their jobs in their native countries in favor of better positions elsewhere.
adjective	vacant	A vacant position at a hospital will be filled quickly if the salary and benefits are attractive.
adverb	vacantly	The patient stared vacantly as the nurse tended to him.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Nurses are in **1**..... supply in many parts of the world. There are many reasons for this lack of nurses; the issue is filled with **2**..... . A solution needs to be found soon, because the problem has become **3**..... . When nurses **4**..... their positions at hospitals and health care centers, it is not easy to find other nurses to replace them. The ability to administer health care where it is needed is crippled when there are not enough **5**..... nurses.

- | | | |
|-------------------|-----------|-----------|
| 1. shortage | shorten | short |
| 2. complexities | complex | complexly |
| 3. rampancy | rampant | rampantly |
| 4. vacancies | vacate | vacant |
| 5. qualifications | qualifies | qualified |

Word Skill

Compound Words

When two or more words join to form a new word, that word is called a compound word. Sometimes, the meaning of the compound word is related to the meanings of the two separate words.

standpoint = stand + point

Meaning: the place where you stand, the position from which you see and understand things.

Read the sentences. Write a definition for each underlined word.

1. Work at the health care center came to a standstill because there was not enough money to pay the staff.

standstill: _____

2. The new nurse has been a real standout with excellent reviews from doctors and patients alike.

standout: _____

Listening



*Listen to the talk. Complete the sentences below.
Write **ONE NUMBER ONLY** for each answer.*

1. In the United States, the bulk of nursing school programs take years.
2. In the United Kingdom, percent of nurses have degrees.
3. There has been a decline of percent or more of people applying to nursing schools in the United States.
4. By 2015, there may be as many as vacancies for nurses in the United States.

Writing

The chart¹ below shows information about wages for health care professionals in four different countries.

Summarize² the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

**Average Monthly Salaries
for Qualified Health Care Professionals**

	Nurses	Doctors
Country A *	\$35	\$64
Country B *	\$350	\$700
Country C **	\$2,900	\$5,500
Country D **	\$3,420	\$10,200

*Source countries: supply health care professionals to other countries

**Destination countries: receive health care professionals from abroad

Speaking

Talk about the following topics:

What profession do you work in or plan to work in? What were your primary reasons for choosing this profession?

What are your professional goals for the next decade?

What kinds of opportunities does your profession offer for working abroad?

¹BrE: table

²BrE: summarise

AEROBIC EXERCISE AND BRAIN HEALTH

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. aerobic
2. capacity
3. cognition
4. concentration
5. counteract
6. dementia
7. deterioration
8. diagnose
9. disorder
10. gravity
11. impaired
12. indicate
13. link
14. mood
15. previously
16. regulate
17. rodent
18. spatial
19. stave off
20. stimulate

Definitions

- A. n., the use of mental processes
- B. n., the situation of becoming worse
- C. adj., of or relating to space
- D. v., to cause a response
- E. n., a feeling, a state of mind
- F. v., to identify an illness
- G. n., a large amount of something in the same place
- H. v., to show
- I. adj., relating to energetic exercise
- J. n., seriousness
- K. adj., damaged or weakened
- L. n., a disease or illness
- M. v., to work against
- N. n., the group of small animals that includes mice and rats
- O. v., to prevent
- P. n., total amount available
- Q. adv., before
- R. n., connection
- S. v., to control
- T. n., the loss of intellectual functioning of the brain

Reading

Aerobic Exercise and Brain Health

The disease-fighting, weight-controlling benefits of physical exercise, especially **aerobic** exercise, have long been known. Now, researchers have discovered another advantage: Physical exercise has a powerful effect on brain health, and the benefits go beyond the release of endorphins, the chemical in the brain that improves **mood**. Exercise affects the brain's plasticity—that is, its ability to reorganize¹ itself—and can reduce the age-associated loss of brain tissue that decreases **cognition** in the elderly and in those who have **disorders** such as Alzheimer's disease.

Recent studies have found that exercise activates a number of factors in the brain, including a protein known as *brain-derived neurotrophic factor* (BDNF), that **stimulate** the growth and development of brain cells. BDNF **regulates** the production of synapses, the connections between neurons that are essential for transmitting signals from one nerve cell to the next, and may also be involved in producing new nerve cells. Using **rodent** models, researchers found increased **concentrations** of BDNF in the hippocampus, an area of the brain involved in learning and memory and associated with **dementia**, after only one week of regular exercise. A study in older humans found a correlation between **aerobic** fitness, the size of the hippocampus, and performance on **spatial** memory tests. Other human studies noted that **aerobic** exercise increased the volume of gray² matter in some parts of the brain.

Regular exercise can help **stave off** some effects of normal aging and delay or diminish the **gravity** of conditions such as Alzheimer's disease, depression, and multiple sclerosis. Even over a relatively short time, exercise can repair some of the loss in brain **capacity** associated with aging. The **greatest** effects have been found in processes such as decision-making. **Aerobic** exercise can also improve short-term memory in the elderly. Exercise has been found to lower the risk of Alzheimer's disease in mice by decreasing the buildup of a protein known as beta-amyloid, which forms the brain plaques that precede Alzheimer's. The mice also outperformed nonexercising mice in a memory test. In a study of multiple sclerosis patients, those who exercised regularly fared better than those who exercised less. The exercise group scored better on tests of cognitive function, and their brain scans showed less **deterioration** and more gray matter.

In addition to increasing brainpower, exercise can help relieve depression. Although it is well known that endorphins help relieve stress and

¹BrE: reorganise

²BrE: grey

reduce anxiety and depression, BDNF plays a role as well. Human studies have shown that people who have received a **diagnosis** of major depression typically have lower concentrations of BDNF in their blood. Animal studies **indicate** that corticosteroids, which the body produces in response to stress, decrease the availability of BDNF in the hippocampus. Exercise can **counteract** this effect. Exercise also lessens depression by increasing blood flow to the brain.

The **link** between aerobic exercise and improved brain function in the elderly and in people with **impaired cognition** could lead to new ways to prevent and treat brain disorders. Meanwhile, people may have more control over their own brain health than was **previously** believed.

Answer the questions about **Aerobic Exercise and Brain Health**.

Questions 1–8

Complete the sentences below.

Choose **NO MORE THAN ONE WORD** from the text for each answer.

1. Exercise helps people feel good mentally because it releases endorphins, which put people in a better
2. BDNF improves the connections between nerve cells in the brain because it how those connections, or synapses, are made.
3. Studies on rodents showed that there were larger of BDNF in the brain after just one week of exercise.
4. Exercise may lessen the of Alzheimer's disease and other disorders that affect the brain.
5. As people age, they may not function as well because they lose some brain, but exercise can repair some of this lost ability.
6. A study with multiple sclerosis patients showed that those who exercised more had less of the brain.
7. Usually, smaller amounts of BDNF are found in the blood of people with depression.
8. Exercise may lessen the effects of stress because it can the effects of corticosteroids, which are produced by stress.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	diagnosis	The doctor asks the patient a series of questions to make a diagnosis.
noun	diagnostician	The doctor is an outstanding diagnostician.
verb	diagnose	It is not always easy to diagnose a disease.
adjective	diagnostic	Doctors use different diagnostic tests to identify diseases.

ESSENTIAL WORDS FOR THE IELTS

noun	gravity	Because of the gravity of her condition, the patient was kept in the hospital.
adjective	grave	The patient arrived at the hospital in grave condition.
adverb	gravely	The patient was gravely ill.

noun	indication	Forgetfulness may be an indication of Alzheimer's disease, or it may just be a normal part of aging.
noun	indicator	There are several key indicators that doctors look for in their diagnoses.
verb	indicate	Studies indicate that exercise helps increase brainpower.
adjective	indicative	Memory loss may be indicative of a more serious condition.

noun	impairment	Multiple sclerosis patients suffer many physical impairments.
verb	impair	Aging can impair short-term memory.
adjective	impaired	Impaired memory can be improved by regular exercise.

noun	mood	People are often in a good mood after exercising.
noun	moodiness	A person who suffers from moodiness may be helped by regular exercise.
adjective	moody	If you are feeling moody, get some exercise.
adverb	moodily	The patient replied moodily when asked if he was feeling much pain.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

If you are suffering from a bad **1**..... that won't go away, it is important to see a doctor. Mild depression may be a temporary response to the normal stresses of life, but ongoing depression could **2**..... a more serious condition. The doctor will ask you a series of questions and may recommend some tests to come up with a **3**..... . If your condition is **4**....., the doctor may give you medication. If, on the other hand, you are not suffering any serious disorder or **5**....., the doctor may recommend something as simple as regular exercise.

- | | | |
|---------------|-----------|------------|
| 1. mood | moodiness | moody |
| 2. indication | indicate | indicative |
| 3. diagnosis | diagnose | diagnostic |
| 4. gravity | grave | gravely |
| 5. impairment | impair | impaired |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

QUESTIONS 1-2

gra-vi-ty [GRA-vuh-tee]

A *noun*. seriousness

B *noun*. the force that holds objects on the Earth

- _____ 1. *Gravity* makes it easier to walk downhill than uphill.
- _____ 2. Because of the *gravity* of his injury, the doctor told him not to exercise for several months.

QUESTIONS 3-4

dis-or-der [dis-OR-der]

A *noun*. a disease or illness

B *noun*. confusion; lack of order

- _____ 3. The doctor's office was in such *disorder* that she couldn't find the test results.
- _____ 4. Depression is a serious *disorder*, but there are ways to treat it.

Listening

CD 1
Track
15

Listen to the conversation. Complete the form below.
Write **NO MORE THAN ONE WORD** for each answer.

Hospital Fitness Center¹

New Patient Information

Patient Name: *Amanda* 1.....Interests: 2 *exercise classes*Level: *beginner, but previously took* 3..... *classes*Referral? *Yes, recommended by doctor in order to*
improve 4..... *and stave off* 5 *gain.*¹BrE: Centre

Writing

The charts¹ below show changes in mental capacity in patients who have been given a diagnosis of mild cognitive impairment, a condition that can develop into Alzheimer's disease or other types of dementia.

Summarize² the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

Group A (followed a program of 1 hour of aerobic exercise daily for 6 months)

Memory	Thinking Speed	Word Fluency
=	+	+

Group B (followed a program of 1 hour of nonaerobic [stretching and balancing] exercise daily for 6 months)

Memory	Thinking Speed	Word Fluency
-	-	-

Key:

- deteriorated
- = no change
- + improved

¹BrE: tables

²BrE: Summarise

Speaking

Talk about the following topics.

Do you find that exercise improves your mood? What other things do you do to feel better when you are in a bad mood?

Now that researchers have found links between exercise and improved brain capacity, do you think exercising will become more popular? Why or why not?

Because exercising has so many health benefits, do you think more should be done to stimulate people to exercise more?

HOW DRUGS ARE STUDIED

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. absorb
2. alleviate
3. ascertain
4. chronic
5. combat
6. culture
7. deem
8. desirable
9. enhance
10. fraction
11. interval
12. investigation
13. manufacture
14. monitor
15. outcome
16. recur
17. substance
18. target
19. theoretical
20. toxic

Definitions

- A. v., to improve
- B. n., a small part
- C. v., to produce
- D. v., to lessen, ease
- E. v., to take in
- F. n., result
- G. adj., poisonous
- H. v., to believe; judge
- I. v., to watch; observe
- J. v., to focus on
- K. v., to happen or occur again
- L. adj., long-lasting
- M. n., a study
- N. adj., abstract; based on theory
- O. v., to determine; find out
- P. n., the growing of organic materials in a laboratory setting
- Q. n., the period between two times or events
- R. n., material
- S. v., to fight against
- T. adj., wanted; worth having

Reading

How Drugs Are Studied

A

It takes years, and sometimes decades, for a drug to move from the **theoretical** stage to the pharmacy shelf. Of the thousands of drugs under **investigation** at any one time, only a small **fraction** will produce the desired result without unacceptable side effects.

B

First, scientists **target** a step in the disease process where they believe a drug can have an effect. Then they **manufacture** compounds or take them from organisms such as viruses and fungi and test them in laboratory **cultures**. Once scientists isolate a chemical that produces a **desirable** effect, they analyze¹ its structure and alter it as necessary to **enhance** the outcome.

C

The next step involves testing the drug in animals. Scientists look at how much drug is **absorbed** into the bloodstream, how it distributes to different organs, how quickly it is excreted or leaves the body, and whether it has any **toxic** effects or by-products. Researchers usually test at least two animal species because the same drug may affect species differently.

D

If a chemical passes laboratory and animal testing and is **deemed** appropriate to analyze in human volunteers, it is ready for clinical trials. Researchers follow a protocol that describes who may participate in the study, tests and procedures to follow, the length of the study, and **outcomes** to be measured. Drug trials may focus on treating a disease, preventing a disease from occurring or **recurring**, or **enhancing** the quality of life for people living with incurable, **chronic** conditions.

E

There are four phases of clinical trials; the first three phases study whether the drug is effective and can be safely administered to patients, and the fourth phase evaluates long-term safety and use once a drug is on the market.

F

Phase I clinical trials test a drug in small groups of healthy volunteers (fewer than 100) to **ascertain** its safety and the appropriate dose range. These studies last for six months to one year.

¹BrE: analyse

G

Phase II clinical trials test several hundred volunteers to determine how effectively the drug **combats** the disease being studied. These trials continue to evaluate safety, side effects, and optimal dose. Phase II studies also last for six months to one year.

H

Phase III trials test thousands of volunteers for several years, with researchers closely **monitoring** study participants at regular **intervals**. These studies typically compare the drug under **investigation** with a control: either a drug known to cure or **alleviate** a specific disease or, if one does not exist, a **substance** that has no medicinal effects, known as a placebo. Phase III trials are typically blind studies (participants do not know which drug they are receiving) or double-blind studies (neither participants nor researchers know which drug an individual is receiving until the trial is completed).

I

Once a drug passes the first three phases and is found to be safe and effective, drug companies may apply for the right to market the product. After a drug is approved and on the market, Phase IV trials may investigate longer-term effects, effects in different groups of patients such as the elderly, or use of the medication for a different condition such as using a cancer drug to treat AIDS.

Answer the questions about **How Drugs Are Studied**.

Questions 1-4

*The reading passage contains nine paragraphs, A-I.
Which paragraph discusses the following information?
Write the correct letter, A-I.*

- _____ 1. Drug tests that involve growing biological material in a laboratory
- _____ 2. Investigations of the effects of drugs on animals
- _____ 3. Studies to determine how safe a drug is and how much a patient should take
- _____ 4. Studies to monitor how well a drug fights a disease

Questions 5–7

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

5. Drug tests on animals look at
 - A** how the drug is absorbed by the body.
 - B** how effective the drug is for chronic conditions.
 - C** how well the drug prevents a disease from recurring.
 - D** how quickly the drug alleviates the disease.

6. During Phase II clinical trials, study participants are monitored for
 - A** chronic conditions.
 - B** toxic doses.
 - C** speed of cure.
 - D** possible side effects.

7. After a drug is deemed safe and effective, a drug company may do further tests to ascertain
 - A** the best way to market it.
 - B** possible effects over time.
 - C** how it compares with other drugs.
 - D** the best group of people to use it.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

Word Families

noun	absorption	As part of their research, scientists look at the absorption of a drug into the bloodstream.
verb	absorb	The body absorbs some drugs very quickly.
adjective	absorbent	Cotton makes a good cleaning material because it is so absorbent.

noun	desire	The desire to help others attracts many people to medical professions.
verb	desire	Patients desire drugs that will treat their conditions effectively.
adjective	desirable	The most desirable type of drug is one that is effective and has no side effects.
adverb	desirably	The drug in the investigation had desirably few side effects.

noun	investigation	The investigation of a potential new drug costs a great deal of money and takes a long time.
noun	investigator	The investigator submitted a report about the crime.
verb	investigate	Researchers may investigate several possible uses of a new drug.
adjective	investigative	An investigative report showed the drug to be ineffective in fighting the disease.

noun	theory	The scientists set up the study to test the theory.
verb	theorize	Scientists theorize that a substance will have a certain medical effect, and then they set up a research study.
adjective	theoretical	Ideas are theoretical before they are tested.
adverb	theoretically	It was a good idea theoretically, so they decided to test it.

noun	toxin	Some substances can release toxins into the blood.
noun	toxicity	Potential drug toxicity is a part of every study.
adjective	toxic	Part of drug research involves testing for toxic effects.
adverb	toxically	If one drug reacts toxically with another, you cannot take them together.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

A good deal of time, effort, and money is required to thoroughly **1**..... a new drug before it can be put on the market. Scientists develop a **2**..... about the ability of a certain substance to combat a specific disease or medical condition. Then they have to test their idea. After manufacturing the drug in the laboratory, they test it first on animals and then on people. They monitor the **3**..... of the drug by the body, and they look for any **4**..... that may be produced as the drug moves through the body. Then they test the drug's ability to combat the disease. If they get the outcome that they **5**..... and the drug cures the disease or alleviates the condition, then it's time to work on marketing the product.

- | | | |
|------------------|--------------|-------------|
| 1. investigation | investigator | investigate |
| 2. theory | theorize | theoretical |
| 3. absorption | absorb | absorbent |
| 4. toxins | toxic | toxically |
| 5. desires | desire | desirably |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

cul-ture [KUL-cher]

- A** noun. the growing of organic materials in a laboratory setting
- B** noun. a shared system of beliefs, customs, and language
- C** noun. the arts

- _____ 1. It is always interesting to learn about the *culture* of another country.
- _____ 2. A clinic might use a *culture* from the patient to diagnose a disease.
- _____ 3. Because of their museums, theaters, and libraries, cities have a lot more to offer in terms of *culture* than small towns do.

Listening



Listen to the conversation. Complete the notes below.
Write **NO MORE THAN ONE WORD** for each answer.

Laboratory Research Project

Steps to follow:

- Grow **1** in the laboratory.
- Introduce different substances.
- **2**..... at regular intervals.
- **3**..... if there are changes.
- Describe the **4**..... in the final report.

Writing

Modern medical science has made it possible to combat many diseases. This is one reason that people are living longer lives now than they did in the past. Discuss the effects this might have on society.

Support your answer with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics.

A lot of money is spent on investigating drugs. Do you think it is desirable to spend so much money on developing new drugs, or should more money be spent on other areas of health care?

What do you think are some of the most important health issues to target?

What do you think is the best way to combat common but potentially dangerous diseases such as influenza?

Unit 6: Tourism

HIKING THE INCA TRAIL

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. accessible
2. adventurous
3. archeologist¹
4. ceremonial
5. construct
6. draw
7. imagination
8. institute
9. luxury
10. marvel
11. mystery
12. native
13. network
14. pertain
15. precisely
16. preserve
17. restriction
18. site
19. spectacular
20. upside

Definitions

- A. n., a wonderful thing
- B. n., something expensive and desirable but unnecessary
- C. v., to attract, pull
- D. adj., reachable, easy to get
- E. adj. related to traditional or formal practices
- F. n., advantage, good part
- G. n., official limit on something
- H. v., to build
- I. v., to start, put in place
- J. n., place
- K. adj. original to a place
- L. adj., daring, willing to try new or dangerous activities
- M. adv., exactly
- N. v., to protect, save
- O. n., the ability to think creatively, form pictures in the mind
- P. v., to be related to something
- Q. n., a system of various parts that work together
- R. adj., wonderful to see
- S. n., a person who studies ancient cultures
- T. n., something strange, unknown, or difficult to understand

¹BrE: archaeologist

Reading

Hiking the Inca Trail

Sitting high in the Andes Mountains in Peru, the ancient ruins of Machu Picchu have captured the **imagination**s of travelers¹ ever since they were rediscovered by **archeologist** Hiram Bingham in 1911. The name Machu Picchu means “old peak” in the **native** Incan language, and the **site** had probably been considered a sacred place since long before the ancient Incas arrived there. The Incas built a **ceremonial** city on the site that included palaces, temples, storage rooms, baths, and houses, all **constructed** from heavy blocks of granite fitted **precisely** together. Although little is known about the activities that took place in the ancient city, it appears that one of its functions was as an astronomical observatory. The so-called Intihuatana stone, located at the **site**, was used to mark the autumn and spring equinoxes as well as other astronomical events.

The **spectacular** natural setting, the wonders of architectural and engineering skills embodied in the well-preserved buildings, and the **mysteries** of the ancient culture **draw** thousands of tourists from around the world every year. The nearest city is Cuzco, about thirty miles away. From there, tourists can take trains and buses to the ruins. A popular route for the more **adventurous** is to hike along the Inca Trail. The ancient Inca created a **network** of trails throughout the mountains, some of which are still in existence. The Inca Trail to Machu Picchu, used by hikers today, was likely considered a sacred route in its time, used by travelers making pilgrimages to that **ceremonial** site.

Although the Inca Trail leads to the wonders of Machu Picchu, it offers many **marvels** of its own. Hikers are treated to magnificent views of glacier-covered peaks above and tropical valleys below in their journey over high mountain passes. Many species of orchids can be seen, as well as all kinds of birds, from tiny hummingbirds to the splendid Andean condor. The Inca Trail also passes by ruins of other **ceremonial sites** on the way to the grand destination of Machu Picchu.

Tourists have been hiking the Inca Trail since the early part of the twentieth century, and for much of that time there were no regulations. Hikers could travel when they pleased and camp wherever they chose. However, the trip has become so popular that in 2005, the Peruvian government **instituted** a set of **restrictions** on the use of the trail. To protect the natural environment and **preserve** the ruins, no more than 500 people a day are allowed to enter the trail. Because each group that sets out includes guides and porters, the number of tourists entering the trail

¹BrE: travellers

each day is probably closer to 200. In addition, both tour companies and individual guides must be licensed. There are also legal requirements that **pertain** to the minimum wage that porters must be paid as well as the maximum weight load they can be required to carry. Fees for trail use help pay for upkeep of the trail and the ruins. All these regulations and fees combine for a more expensive trip, and this has made it a **luxury accessible** to fewer people. The **upside** is that the environment and the workers are protected.

Answer the questions about **Hiking the Inca Trail**.

Questions 1–9

Complete the summary below.
Choose **NO MORE THAN ONE WORD** from the text for each answer.

Machu Picchu is an ancient **1**..... city in the Andes Mountains of Peru. It was rediscovered by an **2**..... in 1911. It is not precisely clear how the ancient Inca used the site, but experts believe that at least some of its **3**..... pertained to astronomy. The wonders of Machu Picchu **4**..... visitors from all around the world. Many visitors like to reach the site by hiking the Inca Trail, part of a **5**..... of trails originally made by the ancient Inca. This is a trip for **6**..... people. Along the way, hikers can enjoy many **7**..... such as spectacular views and interesting flowers and birds. Because such large numbers of people use the Inca Trail, the Peruvian government has had to take steps to **8**..... the ruins and the environment. It has instituted a number of restrictions as well as fees. Because of this, hiking the trail has become an expensive **9**..... that many people cannot afford.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

Word Families

noun	access	The Inca Trail provides one way to gain access to Machu Picchu.
noun	accessibility	The train from Cuzco increases accessibility to Machu Picchu.
verb	access	Fewer people can access the site because the trip has become so expensive.
adjective	accessible	Machu Picchu is accessible by plane, train, or hiking.
adjective	inaccessible	Machu Picchu is inaccessible except by plane, train, or hiking.

noun	adventure	Our trip to Machu Picchu was a great adventure.
noun	adventurer	We felt like modern-day adventurers.
verb	adventure	We adventured into places where few people visit.
adjective	adventurous	Adventurous people enjoy hiking in the Andes Mountains.
adverb	adventurously	We hiked adventurously over tall peaks and steep cliffs.

noun	archeologist	An archeologist is interested in ancient cultures.
noun	archeology	The field of archeology has taught us a great deal about the ancient world.
adjective	archeological	Machu Picchu is one of the most visited archeological sites in the world.

ESSENTIAL WORDS FOR THE IELTS

noun	luxury	Hiring porters to carry your equipment on a hiking trip is quite a luxury.
verb	luxuriate	After returning from a week of hiking in the mountains, we luxuriated in the comfort of our beds.
adjective	luxurious	A simple bed felt luxurious after a weeklong hiking trip.
adverb	luxuriously	We dined luxuriously on champagne and chocolate.

noun	restriction	Restrictions are necessary to preserve the environment.
verb	restrict	The government restricts large numbers of people from entering the area.
adjective	restrictive	The rules may seem restrictive, but they are meant to protect the area.

noun	precision	The blocks were fitted together with great precision.
adjective	precise	Archeologists have many theories but few precise ideas about the ceremonial functions of Machu Picchu.
adverb	precisely	We arrived at the site at precisely five o'clock.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Hiking the Inca trail is a popular way to **1**..... Machu Picchu. However, the Peruvian government has **2**..... use of the trail, so not everyone is able to make the trip. The upside is that hiking is not the only way to get there, and because it is not a particularly **3**..... way to travel, other methods might be preferable. You can get to the **4**..... site by train and bus, and they will get you there much faster than hiking. When you arrive in Cuzco, you can check the schedules. You may not be able to leave at **5**..... the time you wish, but you should be able to work out a schedule that is convenient. Whatever method you choose to get there, a trip to Machu Picchu is always a great **6**..... .

- | | | |
|-----------------|--------------|---------------|
| 1. access | accesses | accessible |
| 2. restrictions | restricted | restrictive |
| 3. luxury | luxurious | luxuriously |
| 4. archeology | archeologist | archeological |
| 5. precision | precise | precisely |
| 6. adventure | adventured | adventurous |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

QUESTIONS 1-2

in-sti-tute [IN-sti-toot]

A *verb.* to start, put in place

B *noun.* a type of organization

- _____ 1. The government founded an *institute* of archeology to promote the study of ancient cultures.
- _____ 2. The school plans to *institute* a summer program for students who are interested in archeology.

QUESTIONS 3-4

draw [DRAW]

A *verb.* to attract, pull

B *verb.* to make a picture using pencils or crayons

- _____ 3. People like to *draw* the beautiful mountain scenery around Machu Picchu.
- _____ 4. The interesting birds and flowers *draw* many people to the mountains around Machu Picchu.

Listening

CD 1
Track
17

Listen to the talk.
Complete the information about the archeological site.
Write **NO MORE THAN ONE WORD** for each answer.

Information for Visitors

Restrictions:

Stay on the **1**..... of paths.

2..... the buildings between 10:00 A.M. and 4:00 P.M. only.

Enter the **3**..... area only with a guide.

Entry Fees:

Adults: \$15

Children: \$10

4..... crafts are available for sale in the gift shop.

Writing

Large numbers of visitors endanger sensitive archeological sites such as Machu Picchu. In your opinion, is it more important to try to preserve such sites or to allow public access to them?

Support your opinion with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics.

What kinds of adventures are attractive to you?

What kinds of luxuries do you enjoy?

Is it important to you to have luxuries?

WHAT IS ECOTOURISM?

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. accommodations¹
2. avoid
3. barrier
4. category
5. concept
6. culprit
7. delicate
8. destination
9. dump
10. injure
11. pleasure
12. practice²
13. principle
14. publicity
15. recycling
16. remote
17. strive
18. volunteer
19. wary
20. wilderness

Definitions

- A. v., to work for no pay; freely offer to do something
- B. v., to get rid of garbage and trash³
- C. adj., not completely trusting
- D. n., guilty party, origin of a problem
- E. adj., easily hurt or broken
- F. n., natural region away from towns and cities
- G. n., the place somebody or something is going to
- H. v., to hurt
- I. n., enjoyment
- J. v., to work very hard to do something
- K. n., rule, basic idea behind a system
- L. n., a place to stay such as a hotel
- M. n., something that blocks or separates
- N. n., activity that makes something known to the public
- O. n., idea
- P. n., collection and treatment of trash for reuse
- Q. v., to prevent from happening; stay away from
- R. adj., far away
- S. n., a custom, method
- T. n., a group of things that have something in common

¹BrE: accomodation

²BrE: practice n., practise v.

³BrE: rubbish

Reading

What Is Ecotourism?

The **concept** of ecotourism has been gaining **publicity** over the past couple of decades. It arose out of the “green movement”—a growing interest in developing practices in all aspects of daily life that preserve rather than **injure** the natural environment. Ecotourists **strive** to have minimal impact on the places they visit, in terms of both the local ecology and the local culture. Some followers take the **concept** even further and define ecotourism as travel that aims not only to **avoid** harming the environment, but also to make a positive contribution to the local ecology and culture.

The types of vacations¹ that fit into the **category** of ecotourism vary widely. Ecotourism might involve travel to a natural **destination** such as a national park or a nature preserve to learn about the natural environment and, in some cases, to **volunteer** on environmental protection projects. It could be a few weeks spent with local artisans learning how to do a traditional craft. Trips that involve hiking or rafting through **wilderness** areas with no regard for the natural habitats one passes through would not be included in the definition of ecotourism. Neither, of course, would be trips with a focus on hunting.

Ecotourists seek out **accommodations** that follow environmentally friendly practices such as using renewable resources and **recycling**. Ecotourists look for hotels and tour companies that hire mainly local staff, keeping tourist dollars within the local economy. Ecotourists might choose to join a bicycling or walking tour rather than a bus tour that adds to air pollution and allows tourists to see the local area only through a **barrier** of glass windows.

Ecotourists often shun cruise ships, because these are among the biggest **culprits** in the tourism industry in terms of environmental pollution. Massive cruise ships release large quantities of harmful emissions into the air as well as pollute the waters they sail through with fuel from their engines. The huge numbers of passengers on these ships generate many tons of garbage and wastewater, which is often **dumped** into the sea. Cruise ships also cause damage to coral reefs and other **delicate** ecosystems that they travel near. Perhaps in part because of the growing interest in ecotourism, some cruise companies are now making an effort to be more environmentally friendly. These efforts include **recycling** wastes and using fuel more efficiently. Vacationers who are interested in ecotourism and still get **pleasure** from cruises can travel with cruise companies that follow these **practices**.

¹BrE: holidays

Because of the growing interest in ecotourism, many companies advertise themselves as ecotourism companies, especially those that offer trips to **remote**, natural areas, the type of destination that ecotourists favor². Travelers need to be **wary** and do their research carefully. Not all of these companies follow the principles of ecotourism. Some are simply trying to take advantage of the current interest in this type of travel. The positive side of this, however, is that it may actually be an indication that the movement is gaining in popularity.

Answer the questions about **What Is Ecotourism?**

Questions 1-7

Do the following statements agree with the information in the reading passage?

Write

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

- _____ 1. Ecotourism refers only to trips made to remote wilderness destinations.
- _____ 2. Ecotourists are interested in preserving delicate natural areas.
- _____ 3. Ecotourists prefer less expensive accommodations.
- _____ 4. Ecotourists strive to support the local economy where they travel.
- _____ 5. Many large cruise ships injure the environment by dumping garbage into the sea.
- _____ 6. Hunting trips can be included in the category of ecotourism.
- _____ 7. An ecotourism trip might include volunteering to work on local projects.
- _____ 8. Some cruise companies are changing their practices to become more environmentally friendly.
- _____ 9. Cruise ships do not recycle paper and plastic because it is too expensive.

²BrE: favour

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words	Definitions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Unit 6

Word Families

noun	accommodations	The accommodations on our trip were very comfortable.
verb	accommodate	It's a small hotel that can accommodate only about fifty guests.
adjective	accommodating	We found our hosts very accommodating.

noun	avoidance	Avoidance of environmental damage is an important part of ecotourism.
verb	avoid	We can avoid damaging the environment if we are careful to follow certain practices.
adjective	avoidable	Following certain practices makes damage to the environment avoidable.

noun	concept	Ecotourism is a concept that is growing in popularity.
verb	conceive	It is not hard to conceive of ways to protect the environment.
adjective	conceptual	Ecotourism has gone beyond the conceptual stage to become something that many people have put into practice.
adverb	conceptually	Ecotourism differs conceptually from regular tourism.

noun	injury	Large cruise ships cause several types of injury to the environment.
verb	injure	Ecotourists try not to injure the environment.
adjective	injurious	Some practices, such as anchoring large cruise ships close to coral reefs, are injurious to the environment.

noun	publicity	The more publicity ecotourism gets, the more people will become interested in this type of travel.
verb	publicize¹	Many companies publicize themselves as ecotourism companies, but not all of them follow ecotourism principles.
adjective	public	Tour companies make their services public through advertisements on the Internet and in magazines.
adverb	publicly	The need to protect the environment is being discussed publicly.

noun	wild	Many tourists enjoy photographing animals in the wild.
noun	wilderness	Many people enjoy spending time in the wilderness.
adjective	wild	Some tours are organized to destinations where wild animals can be observed.
adverb	wildly	Places such as Machu Picchu and the Galapagos Islands have become wildly popular ecotourism destinations.

¹BrE: publicise

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Ecotourism companies operate on the principle that **1**..... of harm to the environment is not only possible but an important part of pleasure trips. The basic **2**..... of ecotourism is to respect the places you visit, in terms of both the culture and the natural environment. Ecotourism companies offer a wide range of tours. Some include stays in luxury hotels, whereas others take travelers to remote destinations where only the simplest **3**..... are available. On some trips, travelers learn about the **4**..... plants and animals that live in the area. On others, they learn about the local traditions. On all trips, travelers are careful not to cause any type of **5**..... to the environment. Where environmental harm is concerned, they don't want to be among the culprits. If you are interested in ecotourism, it's easy to find out about trips being offered. Ecotourism companies **6**..... their trips in travel magazines and on travel websites.

- | | | |
|-------------------|-------------|--------------|
| 1. avoidance | avoid | avoidable |
| 2. concept | conceive | conceptual |
| 3. accommodations | accommodate | accommodates |
| 4. wilderness | wildly | wild |
| 5. injury | injure | injurious |
| 6. publicity | publicize | public |

Dictionary Skill

Parts of Speech

Volunteer can be a noun, a verb, or an adjective.

Read the dictionary definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

vol-un-teeer [vol-un-TEER]

- A** noun. a person who offers to do work for no pay; a person who freely offers a service
- B** verb. to work for no pay; freely offer to do something
- C** adjective. done by volunteers

- _____ 1. Many environmental protection projects depend on *volunteer* work.
- _____ 2. A *volunteer* not only provides a service but also has the opportunity to gain valuable experience.
- _____ 3. Many people *volunteer* to spend their vacation time helping out on environmental protection projects.

Listening

CD 1
Track
18

Listen to the conversation. Complete the form below.
Write **NO MORE THAN ONE WORD** for each answer.

Excellent Eco Tours

Customer Name: *Bob Henderson*

Trip: **1**..... *Adventure*

Dates **2**..... *12-25*

Type of **3**..... : *campground*

How did customer hear about us?

Saw **4**..... *in a travel magazine*

Writing

The charts¹ below show information about environmentally friendly practices followed by three different cruise ship companies in two different years.

Summarize² the information by selecting and reporting the main information and making comparisons.

Write at least 250 words.

Year: 2000

	Recycles at least 75% of waste	Has system to reduce air pollution	Avoids dumping waste water into the sea	Avoids destinations with delicate underwater ecosystems
Sun Cruises	yes	no	yes	no
Sea Adventure	no	no	no	no
Water World Tours	yes	yes	yes	no

Year: 2010

	Recycles at least 75% of waste	Has system to reduce air pollution	Avoids dumping waste water into the sea	Avoids destinations with delicate underwater ecosystems
Sun Cruises	yes	yes	yes	yes
Sea Adventure	yes	no	yes	no
Water World Tours	yes	yes	yes	yes

¹BrE: tables

²BrE: Summarise

Speaking

Talk about the following topics.

When you travel, do you enjoy going to wilderness destinations, or do you prefer visiting cities or some other kind of place?

What kinds of places do you avoid visiting when you travel?

What kinds of accommodations do you like? Is luxury important to you when choosing accommodations?

LEARNING VACATIONS

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. acquire
2. breeze
3. broad
4. budget
5. colorful¹
6. content
7. costly
8. cuisine
9. economical
10. endeavor²
11. enroll
12. hone
13. ingredient
14. ongoing
15. residential
16. resort
17. sponsor
18. supervision
19. survey
20. taste

Definitions

- A. n., a vacation place
- B. n., style of cooking
- C. n., direction, assistance
- D. adj., interesting and unusual
- E. n., preference
- F. v., to learn something or get something
- G. n., subject matter
- H. adj., with living accommodations, related to housing
- I. n., light wind
- J. adj., inexpensive
- K. adj., wide or large
- L. n., activity with a specific purpose, effort
- M. v., to sign up for a class
- N. n., a study of opinions in a sample of the population
- O. n., a plan for spending money
- P. n., an item in a recipe
- Q. adj., continuing
- R. adj., expensive
- S. v., to organize and be responsible for
- T. v., to sharpen, improve

¹BrE: colourful

²BrE: endeavour

Reading

Learning Vacations

A couple spends a week in Thailand learning to cook in the local style. A group flies to Turkey to join an **ongoing** archeological¹ dig for the summer. A history professor leads a tour of historical sites of Europe.

The participants in these trips are all enjoying a different kind of travel: **learning vacations**². Rather than spending their vacations relaxing on a beach or taking a bus³ tour of ten cities in eight days, they have opted to enjoy their time off by **learning** something new. From attending summer camps for adults to studying botany in the rain forest, people everywhere are experiencing the value of a vacation with a purpose. According to **surveys**, close to one-third of travelers⁴ each year choose learning programs over other types of vacations, and their numbers are growing.

In the past, these types of vacations were generally considered to be for young people still in school. A student of French might spend the summer studying that language in Paris. A marine biology major could learn to scuba dive and spend a few months at sea assisting researchers. Now, it has become common for adults, too, to spend their vacation time in educational **endeavors**, and various types of travel programs⁵ have grown up around this interest.

Art schools and writing programs **sponsor** trips to interesting parts of the world. Trip participants **hone** their creative skills under the **supervision** of professional artists and writers while at the same time enjoying, for example, the warm **breezes** of the Caribbean islands or the **colorful** villages of Spain. Cooking is a popular hobby, and tour companies have developed trips that focus on the **cuisine** of different regions of the world. Travelers may learn all about how traditional meals are prepared and what **ingredients** are used. Or, for those who want to improve their abilities in the kitchen, they may actually receive hands-on lessons, **acquiring** new skills that they can take home with them. Travelers to Britain can **enroll** in courses at any of the twenty-plus adult **residential** colleges around the country. The courses at these schools generally last just a few days and range in **content** from activities such as photography and dancing to more serious subjects such as history, philosophy, and literature.

¹BrE: archaeological

²BrE: holidays

³BrE: coach

⁴BrE: travellers

⁵BrE: programmes

These are just a few examples of the many types of learning vacations that people enjoy every year. In addition to gaining knowledge and skills, another advantage of these types of vacations is that they can be more **economical** than traditional vacations. Camping out near an archeological site or sleeping in a college dormitory or youth hostel certainly costs less than staying at a luxury hotel or vacation **resort**. And the fact that many of these trips can be organized⁶ by the travelers themselves without the services of a tour company or travel agency makes them even more **economical**. Of course, it all depends on the type of trip one chooses, and some companies offer learning vacations to exotic locales with expert professionals that are quite **costly**. With the **broad** range of possibilities available, there are options to suit all **tastes** and **budgets**.

Answer the questions about **Learning Vacations**.

Questions 1–3

Which of the following types of learning vacations are mentioned in the passage? Choose **three** answers from the list below.

- A** Honing cooking skills
- B** Working on artistic endeavors
- C** Enrolling in an archeology course
- D** Studying the Spanish language
- E** Taking classes at a residential college
- F** Acquiring knowledge about Thailand's history

⁶BrE: organised

Questions 4-7

Do the following statements agree with the information in the reading passage?

Write

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

- _____ 4. Most participants in learning vacations are young people.
- _____ 5. Surveys show that around 30 percent of travelers take learning vacations.
- _____ 6. It is common for colleges to sponsor learning vacations.
- _____ 7. Learning vacations are generally less costly than resort vacations.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	acquisition	The acquisition of new skills is just one of the goals of learning vacations.
verb	acquire	It is fun to acquire new skills while on vacation.

noun	cost	The cost of a learning vacation can be lower than other types of vacations.
verb	cost	A learning vacation could cost less than another type of vacation.
adjective	costly	Learning vacations can be costly, but usually they are not.

noun	economy	A family that doesn't have a lot of money to spend must pay attention to economy when planning a vacation.
verb	economize ¹	People can economize by avoiding resort vacations.
adjective	economical	Taking a learning vacation can be an economical way to travel.
adverb	economically	By planning economically, you can save money and still have a great vacation.

¹BrE: economise

noun	enrollment	If enrollment is low, they will cancel the class.
noun	enrollee	Enrollees had to pay a deposit for the class.
verb	enroll	One way to take a learning vacation is to enroll in a class.

noun	resident	The local residents are always helpful to visitors.
noun	residence	The student residence is simple but comfortable.
verb	reside	This place is convenient for a learning vacation because you can reside right at the college.
noun	residential	Residential colleges are popular places for learning vacations.

noun	supervision	You will always have the supervision of an experienced art teacher during the painting trip.
noun	supervisor	A professional artist will act as supervisor of the trip.
verb	supervise	Experienced art teachers will supervise your work.
adjective	supervisory	The professor will be in a supervisory role on the trip.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Many people are interested in the concept of a learning vacation because it is a fun way to **1**..... skills while traveling. Learning vacations don't necessarily **2**..... a great deal, so they are a good option for people on a budget. If you would like to travel to colorful parts of the world, taste exotic cuisine, and learn something new at the same time, then a learning vacation might be a good choice for you. If you want to **3**..... , you can plan your vacation on your own. **4**..... in a short course on a topic of special interest is a common way to spend a learning vacation and an easy one to arrange. If the school that offers the course also has a **5**..... for students, that will make your plans even easier. You don't need the **6**..... of a professional to organize your vacation. A little research online might provide you with all the information you need.

- | | | |
|----------------|-------------|-------------|
| 1. acquisition | acquire | acquires |
| 2. cost | costs | costly |
| 3. economy | economize | economical |
| 4. Enrollment | Enroll | Enrolled |
| 5. residence | reside | residential |
| 6. supervisor | supervision | supervise |

Dictionary Skill

Changing Stress

The meanings of some words change when different syllables are stressed. These words are spelled the same but are pronounced with different stress. Most are also different parts of speech.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

con-tent [KON-tent]

A noun. subject matter

con-tent [kon-TENT]

B adjective. happy

- _____ 1. The *content* of the article was quite interesting—it was all about learning vacations.
- _____ 2. We were *content* to spend our vacation painting and enjoying the scenery.

Listening

CD 1
Track
19

Listen to the conversation. Complete the chart¹ below. Write **NO MORE THAN ONE WORD** for each answer.

	Accommodations	3	4 ends
Painting trip	Beach 1	Springfield University	June 15
Cooking trip	2 college	National Cooking Institute	July 1

¹BrE: table

Writing

The chart¹ below shows information about enrollment in courses at an adult residential college.

Summarize² the information by selecting and reporting the main information and making comparisons.

Write at least 250 words.

Barkford Adult Residential College

Enrollment by subject area
(percentage of total students enrolled)
Summer 2010

Cuisine	35%
Photography	20%
Painting and Drawing	25%
History	10%
Philosophy	5%
Science	5%

Speaking

Talk about the following topics.

What are some dishes that are typical of the cuisine of your country or region?

What are some common ingredients in your country or region's cuisine?

How has the cuisine of your country changed over the past century?
How do you think it will be different in the future?

¹BrE: table

²BrE: summarise

Unit 7: Business

WHAT MAKES A SMALL BUSINESS SUCCESSFUL?

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. afloat
2. characteristic
3. compete
4. edge
5. financial
6. inevitably
7. initial
8. motivation
9. niche
10. particular
11. personalized¹
12. potential
13. product
14. profit
15. project
16. reputation
17. sound
18. tip
19. unique
20. vital

Definitions

- A. adj., first, beginning
- B. n., money earned after paying costs
- C. n., a piece of advice
- D. v., to do as well as or better than others
- E. n., an advantage
- F. n., reason for doing something
- G. adj., related to money
- H. adj., special, different from all others
- I. adj., having enough money to pay what you owe
- J. adj., very important, necessary for success
- K. adj., specific
- L. adj., possible
- M. n., a position or place that is very suitable
- N. n., the general opinion about something or somebody
- O. adj., made or done especially for a certain person
- P. adj., healthy, without financial risk
- Q. n., something that is made
- R. adv., certainly, to be expected
- S. n., a feature, quality
- T. v., to estimate, calculate a future amount

¹BrE: personalised

Reading

What Makes a Small Business Successful?

The U.S. Small Business Administration (SBA) defines small businesses as those employing fewer than 500 employees, and many are much smaller than that. In the United States, about a third of small businesses employ fewer than twenty employees. Many thousands of new small businesses are started every year, but few survive. In fact, according to the SBA, one in three fails during the first two years, and only one in two survives beyond five years.

People start small businesses for a variety of reasons, but whatever the particular motivation, certain characteristics make a small business more likely to succeed. Business advisers point to the importance of finding a niche. It is difficult for a small business to compete with the array of products or services a large business can offer. Instead, the small business that has defined what is unique about the product or service it provides has a greater chance of success. A small business can offer customers personalized service and specialized products or knowledge that can be more difficult to find in a large chain store, for example.

Related to the concept of finding a niche is the importance of maintaining a competitive edge. To be successful, a business has to look at what its competitors, whether large or small, are doing and find a way to stay ahead of the game. In addition to offering a specialized product or service, a business that has more efficient production or distribution systems, a better location, or a reputation for excellence in customer service can do well in a competitive market.

Research and planning are vital steps in setting up a small business. It is essential to determine who the potential customers are and the best way to reach them. It is also necessary to develop a sound business plan that, among other things, shows how the business will make a profit and projects the cash flow that will help the business stay afloat.

Naturally, a successful small business starts out with proper financial support. In addition to the costs of starting the business, there are also the costs of running it until it starts turning a profit. Typically, a small business takes one to two years to become profitable. During that time, there are still expenses that have to be met. Rent has to be paid, employees have to be paid their wages, and supplies have to be bought. If plans have not been made for supporting the costs of the business until it brings in a profit, inevitably it will fail.

One important tip is to start small. This allows owners the opportunity to learn little by little without making huge costly mistakes. Working alone in one's basement during the initial phases of the business, for

example, costs a great deal less than renting a space and hiring staff. If the business generates less income than expected or if the market needs to be redefined, the **financial** losses will be much less if expenses have been kept to a minimum.

About half of private-sector employees in the United States work for small businesses. This number is even greater in other parts of the world. Successful small businesses make important contributions to the economy everywhere.

Answer the questions about **What Makes a Small Business Successful?**

Questions 1–3

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

1. How many small businesses fail during their initial two years in business?
 - A** One-half
 - B** One-third
 - C** One-fourth
 - D** One-fifth

2. What kind of edge can a small business have over a large business?
 - A** Better business advisers
 - B** A wider array of products
 - C** Greater motivation to succeed
 - D** More personalized service

3. How long does it usually take a small business to start earning a profit?
 - A** Less than one year
 - B** Between one and two years
 - C** More than two years
 - D** At least five years

Questions 4–7

Complete the summary below.
Choose **NO MORE THAN ONE WORD** from the text for each answer.

Vital Steps to Starting a Small Business

- Define what makes your product or service **4** or different from others in your sector.
- Identify your **5** customers.
- Write up a **6** business plan.
- Make sure you have the **7** support to keep the business running until you earn a profit.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	competition	There is a lot of competition for the attention of customers.
noun	competitor	Business owners need to pay attention to what competitors are doing.
verb	compete	A small business can compete with large businesses by providing a specialized service.
adjective	competitive	A small business must stay competitive to succeed.
adverb	competitively	Some small businesses are competitively positioned to grab a market.

noun	inevitability	The owner worried whether failure was an inevitability.
adjective	inevitable	The failure of a small business is not inevitable if all the important pieces are in place.
adverb	inevitably	If a businessman sells an inferior product, it will inevitably affect his reputation.

noun	initiation	There is a lot of hard work and planning behind the initiation of a new business.
noun	initiator	No one knew who the initiator was, but it changed the way companies did business.
verb	initiate	In addition to good planning, financial support is necessary to initiate a business.
adjective	initial	Many small businesses fail during the initial stages.
adverb	initially	It is a good idea to keep your business small initially.

noun	motivation	A strong motivation to succeed keeps many small businesses afloat.
noun	motivator	The possibility of earning a lot of money was the key motivator.
verb	motivate	Many different situations motivate people to start businesses.
adjective	motivated	The motivated business owner will find a way to make his business succeed.
adjective	motivating	We looked for different motivating factors.

noun	production	The production of handmade items is very time consuming.
noun	product	The success of a small business depends in part on how much customers want the product it sells.
noun	producer	That company is a major producer of electronic equipment.
verb	produce	Some small businesses also produce the items that they sell.
adjective	productive	The business owner wants the employees to be productive.
adverb	productively	He hoped to be productively employed in his field.

noun	profit	It usually takes several years for a small business to earn a profit.
verb	profit	It is a good idea to look at what other similar businesses have done so that you can profit from their experience.
adjective	profitable	If your business is not profitable, you will have to figure out what changes can be made.
adverb	profitably	Some businesses never manage to function profitably.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Many small businesses fail. You don't want yours to be one of them. How can you make sure your business succeeds? The answer lies in careful thought and planning. Before you **1**..... your business, think about your reasons for doing so. What is your **2**.....? Being clear about this will help you keep going even when things get difficult. Then, do your research. What similar businesses are in your area? Will you be able to **3**..... with them? How? Take the time to develop a sound plan. What will your business be about? Will you **4**..... a unique item or provide a personalized service? Whatever you do, make sure it is different in some way from what other businesses are offering. As you make your plan, remember that it normally takes several years before a business becomes **5**..... . Make sure you have enough money to keep going until then. If you follow all these tips, it is not **6**..... that your business will fail.

- | | | |
|---------------|------------|---------------|
| 1. initiation | initiate | initial |
| 2. motivation | motivate | motivated |
| 3. competitor | compete | competitive |
| 4. product | produce | productive |
| 5. profit | profitably | profitable |
| 6. inevitable | inevitably | inevitability |

Dictionary Skill

Changing Stress

The meanings of some words change when different syllables are stressed. These words are spelled the same but are pronounced with different stress. Most are also different parts of speech.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

pro-ject [pro-JEKT]

A verb. to estimate, calculate a future amount

pro-ject [PRO-jekt]

B noun. a task, a defined program of work

- _____ 1. Our first *project* is to study the market and identify our potential customers.
- _____ 2. We *project* that we will start earning a profit by the end of next year.

Listening



Listen to the conversation. Choose **FOUR** letters, **A–G**.

Which **FOUR** of the following characteristics of a successful small business describe the Sunshine Bakery?

- A** It does not have nearby competitors.
- B** It offers a unique product.
- C** It has a good reputation.
- D** The idea for it was based on research of potential customers.
- E** It was started with a sound business plan.
- F** It became profitable in the first year.
- G** It was started with the necessary financial support.

Writing

In many places, large chain stores are taking over the marketplace, making it impossible for small businesses to compete with them. What are the advantages and disadvantages of this situation?

Support your opinion with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics:

Think of a store where you enjoy shopping. What characteristics draw you to it?

People spend money on different kinds of things. What kinds of products do you feel are worth spending a lot of money on?

What tips do you have for someone who is planning to buy an expensive product?

BRAND LOYALTY

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. bond
2. brand
3. burgeoning
4. conglomerate
5. consistently
6. convince
7. endorsement
8. fleeting
9. ignore
10. loyalty
11. outperform
12. passion
13. phenomenon
14. prevail
15. promote
16. reverse
17. selective
18. staple
19. status
20. thirst

Definitions

- A. **adj.**, intentionally choosing some things and not others
- B. **v.**, to get somebody to do or believe something
- C. **n.**, public support for something
- D. **v.**, to be common among certain groups
- E. **n.**, large company that owns smaller companies
- F. **v.**, to not pay attention to
- G. **n.**, faithfulness, belief in something
- H. **n.**, connection
- I. **v.**, to perform better than
- J. **n.**, very strong feeling or interest in
- K. **n.**, company name for a product
- L. **n.**, a strong enthusiasm for something
- M. **n.**, social position
- N. **adj.**, brief, ending quickly
- O. **v.**, to advertise
- P. **adv.**, regularly, always
- Q. **v.**, to turn around, change to its opposite
- R. **adj.**, growing
- S. **n.**, something unusual that happens, a fact
- T. **n.**, a basic household item

Reading

Brand Loyalty

From the neighborhood¹ barber to the international conglomerate, most businesses have a common goal: repeat customers. Developing a committed clientele can be more valuable than attracting new customers, whose loyalty to a company's products may be fleeting.

Brand loyalty is a psychological bond that, once established, is difficult to reverse—and it is more complicated than simply buying the same product time and again. True brand loyalty differs from what some marketing researchers refer to as spurious loyalty—a passive type of buying motivated by habit, convenience, price, and availability but not the result of any true loyalty or passion for the actual merchandise. Convincing consumers with spurious loyalty to try another brand can be quite easy.

Products that create true consumer loyalty tend to be nonessential day-to-day items such as tobacco, beverages, candy, and beauty products, as well as luxury purchases such as designer clothes and cars. Household staples such as milk, eggs, sugar, and paper products create little brand loyalty, with most consumers just as likely to purchase private labels or store brands or whatever is on sale.

A product must have acceptable quality to establish true brand loyalty, but even top quality is not enough on its own to forge a strong connection with a consumer. Customers relate to products for emotional and symbolic reasons. People identify with the image associated with a brand, for example, as a result of a celebrity endorsement or because of the social values of the company. In addition, people consistently purchase pricey items because of the perceived status those items confer.

Brand-loyal consumers are unlikely to defect to the competition because loyal consumers develop a preference for a product, ignore negative associations, and believe it outperforms others, even when there is little difference among brands. For example, beverage drinkers in blind taste tests regularly fail to select their favored brand—even though they mention taste as the primary reason for their loyalty.

Brand loyalty is a worldwide phenomenon, but it is a luxury that prevails where people have more money to spend. In China's burgeoning economy, sales are soaring for certain top-of-the-line luxury cars after concerted efforts were made to promote them. At the same time, European fashion companies are taking advantage of Chinese consumers' thirst for designer labels, selling goods worth billions of U.S. dollars a year.

Consumers become less selective about brands in economic downturns. During the recession of the early-twenty-first century, more con-

¹BrE: neighbourhood

sumers in Europe and North America turned to **brands** that cost less instead of the ones they preferred, and more retailers packaged goods under their own private labels. Although private labels are also influencing shoppers in South Africa and Japan, they have had little effect in Hong Kong, where people have more disposable income and therefore remain loyal to the higher-priced brands.

Brand loyalty is less prevalent in poorer countries where consumers have fewer choices and price is usually the priority.

Answer the questions about **Brand Loyalty**.

Questions 1-8

Do the following statements agree with the information in the reading passage?

Write

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

- _____ 1. International conglomerates are more successful at creating brand loyalty than small businesses are.
- _____ 2. New customers may have only a fleeting interest in a particular brand.
- _____ 3. Brand loyalty occurs more often with household staples than with luxury items.
- _____ 4. Brand loyalty includes the belief that one brand outperforms other brands.
- _____ 5. Endorsement of a product by a famous person can help create brand loyalty.
- _____ 6. Companies can convince consumers to change their brand loyalty by lowering prices.
- _____ 7. The phenomenon of brand loyalty is seen in countries around the world.
- _____ 8. Consumers are drawn to certain brands because they believe these brands give them status.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words	Definitions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Unit 7

Word Families

noun	consistency	Brand loyalty is about the consistency with which consumers buy a certain brand.
adjective	consistent	Not all consumers are consistent when it comes to buying certain brands.
adverb	consistently	A company wants consumers to consistently buy its brands.

noun	loyalty	A company wants the loyalty of its customers.
adjective	loyal	A customer who feels loyal to a certain brand will always buy that brand even when the price rises.
adverb	loyally	Customers may loyally buy all the brands of a particular company.

noun	passion	Customers may have a passion for a particular brand.
adjective	passionate	A person who feels passionate about a brand tends to ignore any problems the product may have.
adverb	passionately	Loyal customers passionately defend their favorite brands.

noun	prevalence	The prevalence of certain brands is a result of the effort companies put into promoting them.
verb	prevail	Brand loyalty usually prevails over price.
adjective	prevalent	Brand loyalty is more prevalent in places where people have more money to spend.

noun	selection	Larger stores can offer a wide selection of brands.
verb	select	People may select a brand that they believe gives them status.
adjective	selective	Some people are very selective about the brands they buy.
adverb	selectively	Some people shop selectively, whereas others just buy whatever they see on the shelf.

noun	thirst	As long as there is a thirst for luxury items, companies will keep producing them.
verb	thirst	Some consumers thirst for the newest of everything.
adjective	thirsty	In a burgeoning economy, consumers are thirsty for products that were not available to them in the past.
adverb	thirstily	People shop thirstily for new products that appear on the market.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

In promoting their brands, companies try to create a **1**..... for their products so that large numbers of people will want to buy them. Consumers who make purchases **2**..... will choose the brands that they feel are the best ones. Therefore, companies try to create an image for their brands that is attractive to consumers. They want their brands to appear exciting. If consumers feel **3**..... about certain brands, then they are likely to be **4**..... in buying them. When a company introduces new products to the market, **5**..... customers will buy them because they already feel good about the company's brands and trust them. Companies that are successful in creating brand loyalty **6**..... in the market.

- | | | |
|----------------|------------|--------------|
| 1. thirst | thirsty | thirstily |
| 2. select | selective | selectively |
| 3. passion | passionate | passionately |
| 4. consistency | consistent | consistently |
| 5. loyalty | loyal | loyally |
| 6. prevalence | prevail | prevalent |

Word SkillPrefix *out-*The prefix *out-* can mean *better* or *greater*.

Read the sentences. Write a definition for each underlined word.

1. The company introduced a new car that outperforms other similar cars.

outperform: _____

2. This company is very good at promoting its brands, and its products always outsell the competitors.

outsell: _____

3. This company's products are very popular, and its loyal customers outnumber those of other companies.

outnumber: _____

Listening

CD 1
Track
21

Listen to the talk. Complete the notes below.

Write **NO MORE THAN ONE WORD** for each answer.

Creating Brand Loyalty

Make your brand seem special.

Customers want to feel that your brand gives them **1**.....

Get **2**..... from famous people.

Give the idea that the brand is bought by **3**..... people.

Make customers feel **4**..... about your brand.

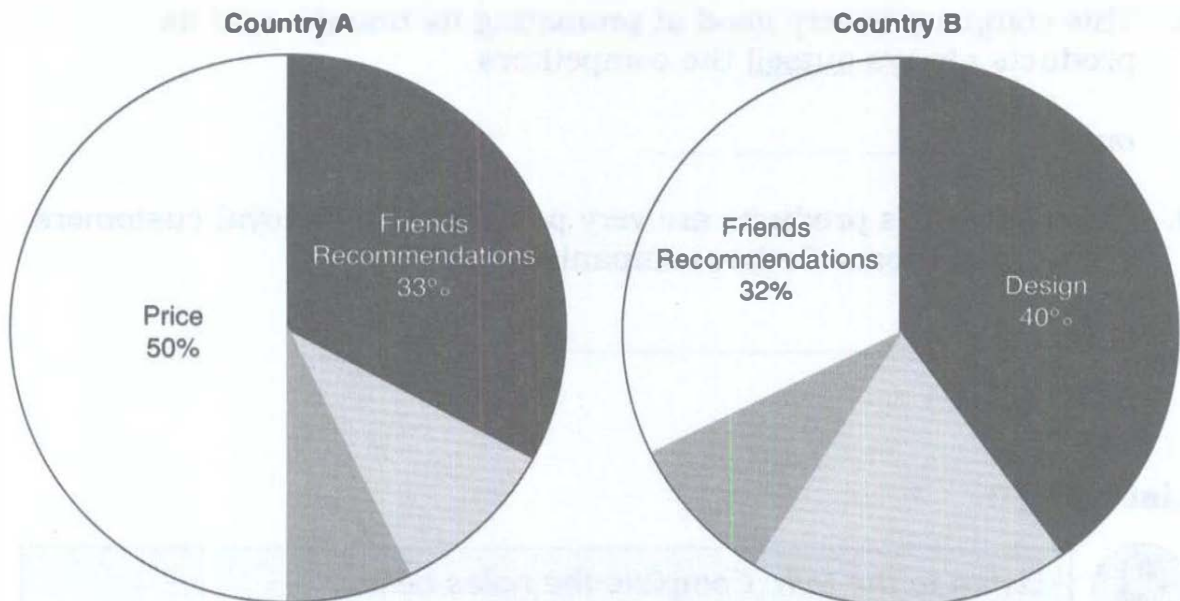
Writing

The charts below show information about consumer decisions regarding mobile phone purchases in two different countries.

Summarize¹ the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

Most Important Factors in Choosing a Mobile Phone



Speaking

Talk about the following topics.

Are you loyal to any particular brands? Why or why not?

Why do you think celebrity endorsements convince people to buy certain brands?

¹BrE: summarise

GLOBAL OUTSOURCING

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. boon
2. branch
3. catch up
4. coincide
5. confront
6. controversy
7. decisive
8. enticing
9. epicenter¹
10. firm
11. looming
12. opponent
13. point
14. preponderance
15. proponent
16. remainder
17. routinely
18. shift
19. turnover
20. wealthy

Definitions

- A. v., to call attention to
- B. n., central or most important place
- C. v., to reach someone or something that is ahead
- D. adj., rich
- E. adj., attractive
- F. n., supporter
- G. v., to happen at the same time
- H. n., period of work time
- I. adv., on a regular basis
- J. n., someone who disagrees and speaks out
- K. n., local office of a larger company
- L. n., the rate at which employees leave and are replaced
- M. n., a lot of disagreement affecting many people
- N. v., to face a difficulty
- O. adj., important, affecting a decision
- P. adj., nearing, usually said of a threat or difficulty
- Q. n., a company, business organization²
- R. n., a benefit; advantage
- S. n., the largest amount
- T. n., the rest, what is left

¹BrE: epicentre

²BrE: organisation

Reading

Global Outsourcing

Outsourcing, subcontracting work to another company, has always been a part of doing business. **Firms** hire other **firms** to do work they cannot do themselves or can have done more cheaply elsewhere. With today's global economy, the practice is now so prevalent that even companies in the business of outsourcing are outsourcing work to others.

Wealthy nations **routinely** send all types of work to countries where labor costs are cheaper, but currently the most frequently outsourced jobs are in information technology (IT), software, and customer service. Japan, Western European countries, and the United States outsource the most work, and India and China take in the most.

Language skills are a **decisive** factor in where work is sent, with India and the Philippines serving English-speaking clients, Argentina working with Spain, Mexico serving Spanish speakers in the United States, and China handling Asian languages such as Mandarin, Cantonese, and Korean. As a **preponderance** of corporations conduct business in English, the bulk of outsourcing jobs in recent decades have gone to India, where its status as a former British colony resulted in millions of people speaking English as their first language. About half of India's outsourcing work comes from the United States, with about a quarter from European countries and the **remainder** from countries such as Japan and Australia.

Some of the largest outsourcing firms in the world have headquarters in India. However, **confronted** with increasing demand, a **looming** shortage of skilled workers, and rising wages at home as the Indian economy grows, some of those outsourcing companies are now turning to other countries to help meet their own staffing needs. They outsource largely to China but also to dozens of other countries, including the Philippines, Mexico, Brazil, Saudi Arabia, and, in some cases, the country where the work originated. For example, a U.S.-based software company might outsource IT support to a company based in India, which then subcontracts part of the work to a company in the United States.

Much of the IT support market is now moving to China, where a vast supply of highly trained people are willing to work for lower wages than people in India. With newer Chinese companies not yet well established in the outsourcing business, Indian firms are opening **branches** there, where their knowledge of English and well-developed managerial skills give them an advantage, at least for now, in dealing with international clients.

Outsourcing has long been a source of **controversy**, with **opponents pointing** to the loss of jobs and damage to the economy in the home country and **proponents** viewing the savings in labor costs as a **boon** to business. The receiving countries generally consider the well-paying jobs a benefit to their economy, but employees are not always happy with the

work. Staff **turnover** can be high when employees have to work long night **shifts** to **coincide** with the business day in the outsourcing country.

India remains the outsourcing **epicenter** for now, with China slowly **catching up**, but the situation will continue to change. Once wages rise high enough in India and China, foreign workers somewhere else will be as **enticing** to outsourcing countries as India and China now are to Europe, Japan, and the United States.

Answer the questions about **Global Outsourcing**.

Questions 1-7

Complete the summary using words from the list below.

Outsourcing is very common in today's global economy. A preponderance of companies in **1**..... nations send work to countries where wages are lower. These countries are **2**..... to large companies because labor costs are cheap. Because English is the language used by a large number of international corporations, a large percentage of outsourcing work has gone to India, and the **3**..... has been sent to other countries. Now wages are rising in India, and more outsourcing work is being sent to other countries. Proponents of outsourcing point out that, as well as being beneficial to the outsourcing companies, it is also a major **4**..... to the economies of receiving countries. Outsourcing companies **5**..... some disadvantages, however. For example, there is sometimes a high **6**..... of employees, who aren't always happy with nighttime work schedules. Labor costs are rising in India and China. When costs in these countries start to **7**..... with costs in wealthier countries, companies will start sending their work to other places.

boon
branch
catch up

confront
enticing
epicenter

firm
looming
remainder

turnover
wealthy

ESSENTIAL WORDS FOR THE IELTS

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	controversy	There has been a good deal of controversy around the issue of outsourcing labor.
adjective	controversial	Outsourcing labor is a controversial issue.
adverb	controversially	Many major firms are controversially sending more and more work to countries where labor is cheap.

noun	decision	Many large firms have made the decision to outsource labor to other countries.
verb	decide	Some firms decide not to outsource labor to other countries and hire local workers instead.
adjective	decisive	The cost of labor is a decisive factor for outsourcing work.
adverb	decisively	The company responded decisively by sending the work overseas.

noun	enticement	Low wages are often an enticement for companies looking to cut costs.
verb	entice	Low labor costs entice outsourcing companies to open branches in certain parts of the world.
adjective	enticing	Outsourcing companies find low labor costs enticing.

ESSENTIAL WORDS FOR THE IELTS

noun	opponent	Opponents of the practice of outsourcing labor say that it is bad for the economy of the home country.
noun	opposition	There has been a certain amount of opposition to the practice of outsourcing labor.
verb	oppose	Many people who have lost their jobs oppose outsourcing labor to other countries.
adjective	opposing	People hold opposing views on the issue of outsourcing.

noun	preponderance	A preponderance of outsourcing work comes from the United States, Europe, and Japan.
adjective	preponderant	Jobs from international companies play a preponderant role in the economies of a number of countries.
adverb	preponderantly	The work shifts at these companies are preponderantly long.

noun	routine	The job is not difficult as all employees follow the same routine.
adjective	routine	The work is routine and not very interesting.
adverb	routinely	Employees routinely work night shifts.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Many customer service companies outsource their work to other countries. The **1**..... to do this is generally based on labor costs, because wages are lower in certain parts of the world. There are many people who **2**..... this practice because it leads to loss of employment for workers in the company's home country. This is one reason why the outsourcing of labor has become **3**..... . For the receiving countries, on the other hand, global outsourcing offers economic opportunities. Inconvenient night shifts are **4**..... in customer service jobs and the work can be boring and **5**..... , but the **6**..... is regular employment at a relatively decent wage.

- | | | |
|------------------|---------------|-----------------|
| 1. decision | decide | decisive |
| 2. opponent | opposition | oppose |
| 3. controversy | controversial | controversially |
| 4. preponderance | preponderant | preponderantly |
| 5. routines | routine | routinely |
| 6. enticement | entice | enticing |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

QUESTIONS 1-2

firm [FURM]

A noun. a company, business organization

B adjective. hard; steady; unchanging

- _____ 1. The prices on our products are *firm*, and we are not willing to change them.
- _____ 2. The directors of the *firm* are thinking about outsourcing some of the work to another company.

QUESTIONS 3-4

shift [SHIFT]

A noun. period of work time

B verb. move; change

- _____ 3. They decided to *shift* some of the work to another branch of the company.
- _____ 4. The *shifts* at this company are generally eight hours long.

Listening

CD 1
Track
22

Listen to the talk. Complete the timeline below.
Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- | | |
|----------|---|
| 1..... | The firm built the first factory. |
| 1910 | Owners decided to have a 2..... |
| 3..... | First branch factory built |
| 1940 | Original factory replaced |
| 1998 | The most 4..... year for the company: no outsourcing of labor |
| Present: | Apex is a major employer in the region, with low 5..... |

Unit 7

Writing

There has been some controversy about the practice of companies in wealthy countries outsourcing labor to countries where wages are lower. What do you feel are the advantages and disadvantages of this practice?

Support your opinion with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics.

Tell about a decisive moment in your life.

What are some difficulties you confront in your daily life as a professional (or student)?

Unit 8: Society

SOCIAL NETWORKING

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. acquaintance
2. adolescent
3. apparently
4. carry out
5. community
6. consequence
7. contact
8. eradicate
9. exchange
10. explode
11. immense
12. impose
13. interact
14. post
15. pursue
16. statistics
17. susceptible
18. trend
19. undergo
20. unfold

Definitions

- A. v., to remove completely
- B. adv., seemingly
- C. n., information in the form of numbers; data
- D. n., a friend you do not know well
- E. adj., easily affected
- F. n., result
- G. n., communication, connection
- H. n., person between the ages of thirteen and nineteen
- I. n., movement in a certain direction, popular fashion
- J. adj., very big; huge
- K. v., to trade something
- L. v., to experience, suffer
- M. n., a social group
- N. v., to display information in a public place
- O. v., to grow suddenly and rapidly
- P. v., to do, perform
- Q. v., to develop; open up
- R. v., to force
- S. v., to communicate with
- T. v., to hunt for; seek

Reading

Social Networking

A

During the first decade of the twenty-first century, the phenomenon of social networking on the Internet **exploded** across the globe. Online social networking sites are websites that allow people to **post** personal information about themselves and to **connect** with people who have similar interests. It is a way of forming **community**, but a **community** that exists online rather than in physical space. Facebook, MySpace, LinkedIn, and Twitter are examples of some of the most commonly used social networking sites.

B

Recent **statistics** show that 75 percent¹ of Internet users around the world use social networking sites to some extent and that 22 percent of all time spent online is spent on these sites. Of all the countries in the world, Italy is **apparently** the place where social networking is most popular. Italians spend an average of six and a half hours per month per person on social networking sites, followed by Australians, with an average time of just over six hours a month. In comparison, the Japanese are much less interested in social networking, spending an average of just two and a half hours per person per month on these sites. The global average is close to five and a half hours per month. The social networking **trend** has increased among people of all ages.

C

The phenomenon of social networking sites may present unanticipated **consequences** for people's lives in the future. The **immense** popularity of these sites is evidence that they contribute to users' lives in positive ways, but there are drawbacks as well. Social networking sites allow people to broaden their social reach both personally and professionally. These sites allow users to stay in **contact** with friends and relatives and reconnect with old friends from the past. The sites also provide opportunities for people to connect with strangers in far-distant places who share similar interests or to seek support when **undergoing** difficulties such as a grave illness. In the business world, people use social networking sites to **carry out** business, **pursue** employment opportunities, or seek new business clients. Students of all ages discuss homework assignments and future educational and career plans. Social networking sites **eradicate** the limits **imposed** by the physical world and make it possible to communicate and **exchange** information with people everywhere.

¹BrE: per cent

D

On the other hand, concerns are growing about online social networking. As people spend more time **interacting** with each other online, they spend less time in face-to-face communication. Social networking can actually lead to separation as families and neighbors² spend less time together while they are busy using the Internet. There are also potential risks. Social networking involves making personal information available online, which means that, unless the user is careful, anyone can have access to that information. **Adolescents** may be particularly **susceptible** to this danger. It is also impossible to know anyone's true identity online. **Acquaintances** found on the Internet may not be who people think they are. The effects that social networking will have on our social relationships and sense of safety remain to be seen as the future **unfolds**.

Answer the questions about **Social Networking**.

Questions 1–4

The reading passage contains six paragraphs, **A–D**.
Which paragraphs discuss the following information?
Write the correct letter, **A–D**.

- _____ 1. The different reasons people pursue contacts on social networking sites
- _____ 2. Possible negative consequences of social networking
- _____ 3. The amount of time people spend interacting on social networking sites
- _____ 4. When the social networking trend became big

²BrE: neighbours

Questions 5–9

Complete the summary using words from the list below.

Recently, the popularity of social networking sites has **5**..... . There are **6**..... advantages to these sites. People use these sites to post information about themselves, seek new **7**..... and **8**..... professional opportunities. There are also drawbacks. Social networking online may mean that people **9**..... less with the people around them. It also gives strangers access to personal information.

acquaintances
exchanged
exploded

immense
interact
pursue

statistics
susceptible
undergo

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	adolescence	As children enter adolescence, they start spending more time on the Internet, pursuing both educational and social activities.
noun	adolescent	These days, adolescents are used to making new acquaintances on the Internet.
adjective	adolescent	Parents need to be aware of how their adolescent children spend time on the Internet.

noun	eradication	Internet communication could lead to the eradication of face-to-face communication in many aspects of our lives.
verb	eradicate	The Internet eradicates the need for face-to-face communication.
adjective	eradicable	Internet communication has made the limits of the physical world eradicable.

noun	explosion	Countries around the world are experiencing the explosion of online social networking.
verb	explode	Interest in online social networking has exploded everywhere.
adjective	explosive	The explosive growth of online social networking has rapidly changed the way we communicate.

ESSENTIAL WORDS FOR THE IELTS

noun	immensity	The immensity of the effects that online social networking will have on our lives remains to be seen.
adjective	immense	Online social networking will have immense effects on the way we communicate.
adverb	immensely	Adolescents are immensely interested in online social networking.

noun	interaction	Online interaction is very different from face-to-face interaction.
verb	interact	The Internet makes it possible to interact with people in faraway places.
adjective	interactive	Some computer games are highly interactive.
adverb	interactively	Some sites allow users to communicate interactively.

noun	statistics	We can learn a lot from statistics, but we need to be careful about how we interpret them.
noun	statistician	Statisticians tell us that online social networking communities have grown explosively.
adjective	statistical	Statistical information is important, but it doesn't give us a complete picture.
adverb	statistically	The differences in the data were not statistically significant.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

These days, many people are spending more time in online **1**..... than they do in face-to-face communication with the people around them. The **2**..... of interest in online social networking is especially prevalent among the **3**..... age group. **4**..... who study this trend report that a significant number of teenagers spend a large percentage of their free time online and that much of this time is spent on social networking sites. The Internet has apparently **5**..... limits to communication. It is too soon to tell how **6**..... this will affect teenagers' lives as they grow up. For now, experts recommend that parents impose restrictions on the amount of time their children spend on the Internet.

- | | | |
|-----------------|---------------|-------------|
| 1. interactions | interacts | interactive |
| 2. explosion | exploded | explosive |
| 3. adolescence | adolescent | adolescents |
| 4. Statistics | Statisticians | Statistical |
| 5. eradication | eradicated | eradicable |
| 6. immensity | immense | immensely |

Word Skill

Phrasal Verbs with carry

Phrasal verbs are made up of two parts: a verb and one or two particles. The meaning of the phrasal verb is usually not related to the meanings of the individual parts.

Phrasal Verb	Meaning
carry out verb particle	do or perform
carry through verb particle	complete successfully
carry on verb particle	continue

Choose the correct phrasal verb from the list above to complete each sentence.

1. We thought our friendship would end after we graduated from school, but we have been able to _____ being friends through the Internet.
2. Some people _____ all their business completely online.
3. They will _____ with their plans to start a community center¹ for adolescents.

Listening



Listen to the conversation. Complete the notes below.
Write **NO MORE THAN ONE WORD** for each answer.

Online Social Networking

Advantages

- 1..... with people all over the world
- 2..... personal and professional opportunities

Disadvantages

- loss of local **3**.....
don't know true identity of online **4**.....

¹BrE: centre

Writing

The statistics below show basic information about users of three different online social networking sites.

Summarize¹ the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

Use of different social network sites by age group. Percentages are of total membership.

	Adolescents (13–17)	Younger adults (18–25)	Older adults (25+)
Site A	20%	47%	33%
Site B	7%	27%	66%
Site C	55%	35%	10%

Speaking

Talk about the following topics.

What kinds of information do you generally exchange with your friends online?

Do you feel that parents should impose any kinds of limits on their adolescent children's use of the Internet? Why or why not?

Do you believe that the online social networking trend will continue in the future?

¹BrE: summarise

WHY ARE WOMEN LEAVING SCIENCE CAREERS?

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. absence
2. academic
3. approximately
4. bear
5. commensurate
6. devote
7. dire
8. discrepancy
9. equality
10. frustration
11. funding
12. guidance
13. inordinate
14. invaluable
15. mentor
16. persist
17. pressure
18. progress
19. struggle
20. validate

Definitions

- A. n., a person who gives help and advice
- B. n., demands; responsibilities
- C. adj., similar in size or amount
- D. v., to give, commit
- E. adj., very serious or extreme; very bad
- F. n., not being present, time away
- G. v., to move forward
- H. n., difference between two things that should be the same
- I. adv., close but not exactly
- J. v., to continue
- K. n., being the same, having the same rights and opportunities
- L. v., to confirm, make a person feel valued
- M. n., lack of satisfaction, inability to reach goals
- N. adj., related to school, especially university
- O. n., financial support
- P. v., to fight
- Q. adj., more than is reasonable
- R. adj., very valuable; extremely useful
- S. v., to carry, have responsibility for
- T. n., advice, assistance

Reading

Why Are Women Leaving Science Careers?

Generations of women **struggled** for the right to pursue careers in science and technology, yet today nearly half the women scientists in Europe and the Americas leave their careers. The difference in numbers between men and women who advance and **persist** in their fields cannot be attributed to race, ethnic, or social group. The **dire** consequences of this loss may become more acute as the number of women entering science careers increases. Since the 1990s, more women than men have enrolled in college, earned higher grades, and majored in science or technology fields. If the trend continues and more than half these women leave their careers by their mid-forties, **approximately** one-third of all scientists will leave their careers in the next twenty years. So why are women leaving the science careers they worked so hard to attain? Studies by **academic** and professional associations show the causes for the loss of this valuable resource are threefold: time, family responsibilities, and lack of role models.

High-level jobs in science, in both the corporate and the academic world, require **inordinate** amounts of time. With increased use of the Internet, cell phones, and other electronic forms of communication, scientists are not only required to be in the lab or office ten to twelve hours a day, but expected to be available the rest of the time, too. Professional time demands are the same for both men and women, but many more women opt out than men because of significant issues that men do not face.

Although women are nearing **equality** in the professional world, the **pressures** of caring for family still rests largely with women. According to studies, professional women with children still **bear** the majority of the responsibilities at home. They spend more time with the children and on taking care of the home than men. Biology dictates that women require extended leaves of **absence** when they are pregnant and give birth, yet to advance in their careers, women cannot afford to take time off until their late thirties, when the optimal time for having healthy babies is ending. Women can **devote** the necessary attention to neither career nor home life, often creating intense **frustration**.

Discrepancies in opportunities and salaries still exist between the sexes. Because there are fewer female role models in the upper levels of science and technology fields, women have fewer **mentors**, who provide **invaluable** support. Without **mentors**, women in the sciences go without the support, **guidance**, and networking needed to lead them through the complications of corporate culture, to **validate** their ideas and secure **funding** for research, and to access those who can help them **progress** in their careers. **Mentors** also help scientists develop business expertise:

Mentored scientists hold more patents, an important source of wealth. Women hold only 14 percent¹ of new patents awarded. Without mentors, women have to work harder to reach the same goals as men, and all the while, many women are still paid less than men for **commensurate** work.

To keep women scientists in the workforce, some companies are instituting mentoring programs, on-site child care, flex-time, and other innovative accommodations. Unfortunately, many companies are content to outsource or to bring in men from other countries to fill positions that valuable but frustrated women scientists leave behind.

Answer the questions about **Why Are Women Leaving Science Careers?**

Questions 1-3

Choose an ending from the list to complete each sentence. There are more endings than sentences, so you will not use them all.

- A funding offered by the government.
- B discrepancies in opportunities for men and women.
- C pregnancy and childbirth.
- D the type of guidance they receive in school.
- E the need to divide their time between career and home life.

- _____ 1. Women may request permission for long periods of absence from work because of
- _____ 2. Women in science careers experience frustration because of
- _____ 3. Women often don't progress as far as men in science careers because of

¹BrE: per cent

Questions 4–7

Do the following statements agree with the information in the reading passage?

Write

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

- _____ 4. Women scientists are hired for academic jobs more often than for research jobs.
- _____ 5. Both men and women in science careers are expected to devote inordinate amounts of time to their jobs.
- _____ 6. Women in science careers tend to get less support from mentors than men do.
- _____ 7. Salaries for women in science careers are commensurate with men's salaries.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	approximation	Researchers don't know the exact numbers of women leaving science careers; these statistics are only an approximation.
verb	approximate	Studies often approximate numbers.
adjective	approximate	The studies tell us the approximate numbers of women leaving science careers.
adverb	approximately	Scientists are required to spend approximately sixty hours a week at their jobs.

noun	equal	Women have struggled for decades to be treated as equals.
noun	equality	Women have struggled for decades for equality in the workplace.
verb	equal	Fifty percent equals one-half.
verb	equalize ¹	Numbers of men and women in the sciences have equalized over time.
adjective	equal	Men and women do not always receive equal pay for equal work.
adverb	equally	Men and women are not always treated equally in the workplace.

¹BrE: equalise

noun	frustration	The difficulties of balancing career and family responsibilities is a cause of frustration for many women.
verb	frustrate	The lack of equality in the workplace frustrates many women.
adjective	frustrated	Many women are frustrated by the combined pressures of family and career.
adjective	frustrating	The lack of mentors for women in science careers is frustrating.

noun	guidance	Mentors provide guidance to their less experienced colleagues.
noun	guide	It is helpful to have someone who can act as a guide when starting out in your career.
verb	guide	People new to the field need a more experienced person to guide them through the complications of corporate culture.

noun	persistence	Persistence is an important part of success in any profession.
verb	persist	Some women persist in their careers despite the responsibilities they bear at home.
adjective	persistent	A persistent person will progress in her career.
adverb	persistently	Women have struggled persistently to achieve equality in the workplace.

noun	validity	People doubted the validity of the research.
noun	validation	Validation is important for any professional.
verb	validate	It is important to have someone to validate your ideas.
adjective	valid	Scientists need to be certain that their research is valid.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

The lack of **1**..... for women in the workplace is a dire problem that has **2**..... over the years. Many well-educated women feel **3**..... by the lack of opportunities to progress in their fields as far as men do. Women in male-dominated fields such as science and technology do not have role models to **4**..... them. They cannot feel sure that they will get **5**..... for their ideas. Although it is uncertain exactly what percentage of women scientists leave their careers every year, an **6**..... figure is 50 percent.

- | | | |
|------------------|-------------|---------------|
| 1. equality | equal | equally |
| 2. persistence | persisted | persistently |
| 3. frustration | frustrate | frustrated |
| 4. guidance | guides | guide |
| 5. validation | validated | valid |
| 6. approximation | approximate | approximately |

Dictionary Skill

Parts of Speech

Progress can be a noun or a verb. The stress changes with the part of speech.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

pro-gress [pro-GRESS]

A verb. to move forward

pro-gress [PRO-gress]

B noun. movement forward; advancement

- _____ 1. Scientists need to spend long hours at work to *progress* in their field.
- _____ 2. After many months of research, the scientists finally felt that they had made some *progress* in their work.

Listening

CD 1
Track
24

Listen to the talk. Choose the correct letter, **A**, **B**, or **C**.

1. The Robertson Research Lab is devoted to _____ research.
A governmental
B academic
C scientific
2. It took _____ to get the funding to build the lab
A exactly ten years
B more or less than ten years
C much more than ten years
3. _____ bears the responsibility for running the lab.
A The university
B The government
C The Robertson family
4. Lab researchers provide science students with
A funding.
B guidance.
C validation.

Writing

Modern professional women confront a difficulty that men don't generally face: the struggle to balance the pressures of work and home. In your opinion, how can this difficulty best be solved?

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

Write at least 250 words.

Speaking

Talk about the following topics.

What career advice have you received that you feel is invaluable?

What are some of the common pressures of your profession?

WHEELCHAIR-ACCESSIBILITY ISSUES

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. abound
2. account for
3. capable
4. compact
5. corridor
6. curb¹
7. disability
8. exterior
9. incapacitated
10. interior
11. necessitate
12. poverty
13. ramp
14. recreation
15. slippery
16. slope
17. switch
18. terrain
19. unwieldy
20. update

Definitions

- A. n., the condition of being poor
- B. n., a smooth surface that allows access between levels
- C. n., leisure activities
- D. v., to make necessary
- E. n., the outside of something
- F. adj., small
- G. v., to exist in large numbers
- H. adj., causing things to slide or slip, difficult to hold or stand on
- I. n., the raised edge of the street
- J. n., a surface at an angle, with the top higher than the bottom
- K. n., a button used to turn on lights or machines
- L. adj., able to do something
- M. n., the surface of land
- N. n., the inside of something
- O. adj., difficult to manage
- P. n., a condition that makes it difficult to do things other people do
- Q. v., to modernize², improve
- R. adj., unable to do things normally
- S. n., hallway
- T. v., to be responsible for, be the cause of

¹BrE: kerb

²BrE: modernise

Reading

Wheelchair Accessibility Issues

As many as 650 million people worldwide live with some form of physical **disability**, and about 100 million of the disabled need a wheelchair at least part of the time. Industrialized¹, higher-income nations in Asia, Europe, and North America are seeing an older population grow more **incapacitated** as they age, whereas in lower-income countries of Africa, Asia, and Latin America, **poverty**, conflict, injuries, and accidents **account** for most disabilities, many of them in children.

Wheelchairs provide a more independent lifestyle, but they come with their own set of problems: They are wide, **unwieldy**, and difficult to maneuver² in tight spaces, on slippery surfaces, and on steep **slopes**—not to mention impassable stair steps. Accessibility issues **abound** at home, work, and school; in **recreation** activities; and in transportation³.

One of the most difficult places to use a wheelchair is the home. The average doorway width of about 76 centimeters⁴ (30 inches) falls some 5 to 15 centimeters (2 to 6 inches) short of the space necessary to accommodate a wheelchair. To be accessible to a person in a wheelchair, bathrooms require grab bars in showers and tubs⁵, built-in shower seats, lower sinks and mirrors, and higher toilet seats. Kitchens need lower counters and shelves as well as accessible **switches** for lights, garbage disposals, and exhaust fans. Also, because most homes have at least a few steps, a wheelchair **ramp** is a must.

Many countries have laws requiring public buildings—workplaces, stores, restaurants, and entertainment and sports⁶ facilities—to be wheelchair accessible. To accommodate wheelchairs, building **exteriors** need wide sidewalks⁷ with **curb** cuts and **ramps**. Automatic doors, including those on elevators⁸, must be broad and remain open long enough for a person in a wheelchair to come and go with ease. In a building **interior**, **corridors** must be wide enough for a person in a wheelchair and another person on foot to pass side by side, and carpeting should be firm enough for wheelchairs to roll over easily. Restrooms⁹ must be wheelchair accessible, too. Although many countries have made these improvements, many more have yet to follow their example.

¹BrE: Industrialised

²BrE: manouever

³BrE: transport

⁴BrE: centimetres

⁵BrE: baths

⁶BrE: sport

⁷BrE: pavements

⁸BrE: lifts

⁹BrE: Toilets

With appropriate technology, some wheelchair users can drive cars, although getting in and out of a vehicle while in a wheelchair usually **necessitates** a portable ramp. Many cities have subway and bus systems that accommodate wheelchairs, and the list is growing. For example, Beijing **updated** its subway system for the 2008 Olympics, providing disabled riders there access to it for the first time.

In most developing countries, a major concern is not so much wheelchair accessibility as access to a wheelchair. Growing public awareness is contributing to less expensive types of wheelchairs being designed for specific environments—for example, chairs **capable** of maneuvering across dirt roads and rugged **terrain** but lightweight and **compact** so they can fold up to fit in crowded spaces, such as the aisle of a bus. These wheelchairs also must be affordable and constructed of locally available materials for easy repair.

The number of people needing a wheelchair is expected to increase by 22 percent¹⁰ over the next decade, with most of the increase coming in developing countries, where fewer than 1 percent of those in need now have access to one.

Answer the questions about **Wheelchair-Accessibility Issues**.

Questions 1–3

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

- In industrialized nations, disabilities are found more often among
 - older people.
 - children.
 - students.
 - injured people.
- To be accessible to wheelchairs, buildings need
 - more compact curbs.
 - wider doors and corridors.
 - elevators on the exterior.
 - carpets in the interior.
- Compact wheelchairs are
 - more unwieldy.
 - easier to use on a bus.
 - less affordable.
 - much wider.

¹⁰BrE: per cent

Complete the summary using words from the list below.

For people in wheelchairs, accessibility is an issue in most areas of their lives, whether they are at home or at school, working, or enjoying **4**..... during their free time. In homes, things need to be arranged so that they can be reached by a person in a wheelchair. Counters, shelves, and **5**..... need to be placed lower than usual, and **6**..... must be built in place of the usual front steps. Public buildings also need to be arranged to allow access to people in wheelchairs. Transportation is also an issue. Many cities have **7**..... their buses and subways so that it is easier now than it was in the past for people in wheelchairs to get around.

necessitated
poverty

ramps
recreation

slopes
switches

terrain
updated

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

Word Families

noun	capability	If a wheelchair has certain capabilities, it is easier to take on a crowded bus or subway.
adjective	capable	Some wheelchairs are capable of being folded.
adverb	capably	People can get around quite capably with a wheelchair.

noun	disability	A disability does not have to prevent a person from living a complete life.
noun	disabled	The disabled require many adjustments to a house.
verb	disable	An accident can disable a person for life.
adjective	disabled	Wheelchairs have helped many disabled people get around.

noun	incapacity	His growing incapacity did not stop him from enjoying life.
noun	incapacitation	Incapacitation caused by aging is one reason that people use wheelchairs.
verb	incapacitate	Age, injury, and illness are all things that can incapacitate people.
adjective	incapacitated	People can become incapacitated with age.

ESSENTIAL WORDS FOR THE IELTS

noun	necessity	He uses a wheelchair out of necessity.
verb	necessitate	Wheelchairs necessitate ramps and wide corridors.
adjective	necessary	Ramps are necessary to accommodate wheelchairs.
adverb	necessarily	Corridors in hospitals are necessarily wide to accommodate wheelchairs.

noun	slip	Slips and falls are a major cause of injury in the elderly.
noun	slipperiness	The slipperiness of the roads after an ice storm accounts for many accidents.
verb	slip	A wheelchair can slip on a wet or icy surface.
adjective	slippery	Ice can make a sidewalk too slippery for a wheelchair.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Physical **1**..... does not **2**..... mean that one has to live a limited life. Wheelchairs, for example, help millions of **3**..... people get around and live independent lives. Wheelchairs are **4**..... of going just about everywhere. As with any form of transportation, the user has to be careful to avoid accidents. For example, after a snowstorm or rainstorm, the **5**..... of sidewalks may make it difficult to maneuver a wheelchair safely.

- | | | |
|-------------------|--------------|---------------|
| 1. incapacitation | incapacitate | incapacitated |
| 2. necessitate | necessary | necessarily |
| 3. disability | disable | disabled |
| 4. capability | capable | capably |
| 5. slipperiness | slip | slippery |

Dictionary Skill

Parts of Speech

Exterior can be a noun or an adjective. *Interior* can also be a noun or an adjective.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

QUESTIONS 1-2

ex-te-ri-or [ex-TEE-ree-or]

A noun. the outside of something

B adjective. on or of the outside

- _____ 1. The *exterior* doors need to be wide enough to allow wheelchairs to enter the building.
- _____ 2. We need to make sure that the building's *exterior* can accommodate wheelchairs.

QUESTIONS 3-4

in-te-ri-or [in-TEE-ree-or]

A noun. the inside of something

B adjective. on or of the inside

- _____ 3. The *interior* has been altered to accommodate wheelchairs.
- _____ 4. The *interior* rooms need wider doors.

Listening

CD 1
Track
25Listen to the conversation. Choose **FOUR** letters, **A-F**.

Which **FOUR** accommodations for wheelchairs are already in place in the building?

- A wide corridors
- B wide doors
- C ramp
- D curb cuts
- E elevator
- F low switches

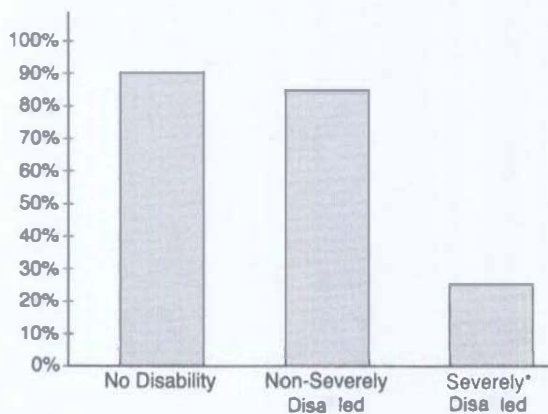
Writing

The graphs below show basic information about employment among people with and without disabilities in a certain country.

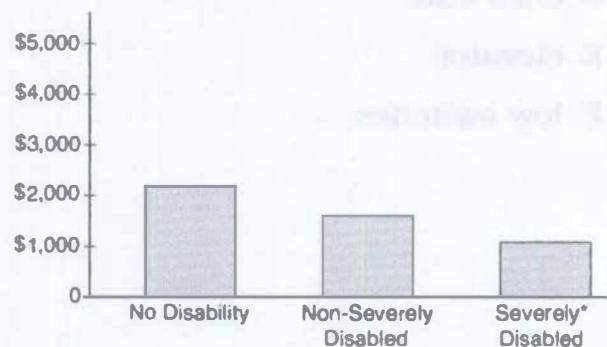
Summarize¹ the information by selecting and reporting the main information and making comparisons.

Write at least 250 words.

Employment



Average Monthly Salary



*Severely Disabled is defined as needing a wheelchair, crutches, or a cane and requiring assistance with personal activities.

Speaking

Talk about the following topics.

Are there laws in your country that require public buildings to be accessible to disabled people? Do you think such laws are a good idea?

Think about the building where you work or study. Is it accessible to people in wheelchairs? In what ways could accessibility be improved?

¹BrE: summarise

Unit 9: Education

LEARNING STYLES

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. approach
2. auditory
3. blend
4. circumstance
5. confidence
6. conventional
7. diagram
8. dominant
9. encouragement
10. expose
11. facial
12. fidget
13. hinder
14. incorporate
15. kinesthetic¹
16. manipulate
17. obstruction
18. recite
19. solitary
20. verbal

Definitions

- A. v., to move constantly in a nervous manner
- B. n., method
- C. adj., related to words
- D. adj., related to the face
- E. v., to say or repeat out loud
- F. n., a simple drawing to explain how something works
- G. adj., normal, traditional
- H. n., praise, support to keep going
- I. adj., more important, stronger
- J. n., situation
- K. adj., related to hearing
- L. adj., related to body motion
- M. n., something that blocks or stands in the way
- N. v., to add in, bring together
- O. v., to give an opportunity to experience or learn new things
- P. n., a mixture, combination
- Q. adj., done alone; independent
- R. v., to prevent, get in the way
- S. v., to move things around with the hands
- T. n., belief in one's abilities

¹BrE: kinaesthetic

Reading

Learning Styles

There are three basic types of classroom learning styles: visual, auditory, and kinesthetic. These learning styles describe the most common ways that people learn. Individuals tend to instinctively prefer one style over the others; thus each person has a learning style that is **dominant** even though he or she may also rely somewhat on the other **approaches** at different times and in different **circumstances**.

Visual learners prefer to sit somewhere in the classroom where no **obstructions hinder** their view of the lesson. They rely on the teacher's **facial** expressions and body language to aid their learning. They learn best from a **blend** of visual displays and presentations such as colorful¹ videos, **diagrams**, and flip-charts. Often, these learners think in pictures and may even close their eyes to visualize² or remember something. When they are bored, they look around for something to watch. Many visual learners lack **confidence** in their **auditory** memory skills and so may take detailed notes during classroom discussions and lectures.

Auditory learners sit where they can hear well. They enjoy listening and talking, so discussions and **verbal** lectures stimulate them. Listening to what others have to say and then talking the subject through helps them process new information. These learners may be heard reading to themselves out loud because they can absorb written information better in this way. Sounding out spelling words, **reciting** mathematical theories, or talking their way across a map are examples of the types of activities that improve their understanding.

Kinesthetic learners may find it difficult to sit still in a **conventional** classroom. They need to be physically active and take frequent breaks. When they are bored, they **fidget** in their seats. They prefer to sit someplace where there is room to move about. They benefit from **manipulating** materials and learn best when classroom subjects such as math, science, and reading are processed through hands-on experiences. **Incorporating** arts-and-crafts activities, building projects, and sports into lessons helps **kinesthetic** learners process new information. Physical expressions of **encouragement**, such as a pat on the back, are often appreciated.

In addition to these traditional ways of describing learning styles, educators have identified other ways some students prefer to learn. Verbal learners, for example, enjoy using words, both written and spoken. Logical learners are strong in the areas of logic and reasoning. Social

¹BrE: colourful

²BrE: visualise

fer to work alone. Research shows that each of these learning styles, as well as the visual, **auditory**, and kinesthetic styles, uses different parts of the brain. Students may prefer to focus on just one style, but practicing³ other styles involves more of the brain's potential and therefore helps students remember more of what they learn.

Teachers who present their lessons using varied techniques that stimulate all learning styles **expose** students to both their **dominant** and less preferred methods of learning, aiding them to more fully reach their potential as learners.

Answer the questions about **Learning Styles**.

Questions 1–6

Look at the following descriptions of different styles of learners. Match each type of learner with the correct description. Write the correct letter, **A**, **B**, or **C**, next to numbers 1–6.

- A** Visual learners
- B** Auditory learners
- C** Kinesthetic learners

- _____ 1. They are stimulated by lessons that incorporate discussions and verbal lectures.
- _____ 2. Facial expressions are important to them.
- _____ 3. They learn best in circumstances where they can manipulate objects.
- _____ 4. Taking notes is one approach they use for processing information.
- _____ 5. They often fidget in a conventional classroom setting.
- _____ 6. Reciting information helps them absorb it better.

³BrE: practising

Questions 7-9

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

7. Verbal learners are
A better at writing than speaking.
B good with words.
C solitary people.
D skilled at reasoning.
8. Social learners need
A other people around them.
B very little encouragement.
C both spoken and written instructions.
D information presented through diagrams.
9. When teachers expose students to all learning styles, the students
A change their dominant style.
B lose their confidence.
C get confused.
D learn more.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	confidence	Developing confidence in one's abilities is an important part of learning.
adjective	confident	Students who feel confident do better in school.
adverb	confidently	Students learn confidently when they are allowed to use learning styles that they feel comfortable with.

noun	convention	Classroom conventions sometimes need to be adapted to fit the learning styles of all the students.
adjective	conventional	Conventional teaching methods are changing as educators understand the need to address all styles of learning.
adverb	conventionally	A conventionally taught lesson may not incorporate approaches suited to all the students' learning styles.

noun	dominance	The dominance of one learning style over others does not mean that the learner relies on that one style alone.
verb	dominate	In each individual, one learning style tends to dominate over the others.
adjective	dominant	Students can learn to use other styles in addition to the one that is dominant.

ESSENTIAL WORDS FOR THE IELTS

noun	exposure	Students benefit a great deal from exposure to different styles of learning.
verb	expose	It is a good idea for teachers to expose students to a variety of learning experiences.

noun	face	Visual learners like to be able to see the teacher's face during a lesson.
verb	face	Visual learners like to face the teacher during a lesson.
adjective	facial	Facial expressions are an important part of communication.
adverb	facially	People may express their feelings facially even if they don't say a word.

noun	solitude	Some students prefer to work in solitude.
adjective	solitary	Solitary learners would rather work alone than in a group.
adverb	solitarily	Some students do better when they can work solitarily.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

1..... approaches to learning have students sitting at their desks listening to the teacher or working in their textbooks. These days, however, teachers have changed their methods, and modern classrooms no longer look like this, at least not all the time. Teachers now incorporate activities into their lessons that address the learning needs of all the students. Although students each have a particular learning style that **2**..... it is important to give them the opportunity to practice other learning styles as well. **3**..... to a variety of activities encourages students to use different parts of their brains, thus increasing their learning potential. Students who have a tendency to work in **4**....., for example, will benefit from working in small groups some of the time. Students who get used to different ways of working in the classroom will become more **5**..... learners. The results will be seen in the quality of the work they do, and on their proud and happy **6**..... as well.

- | | | |
|----------------|--------------|----------------|
| 1. Conventions | Conventional | Conventionally |
| 2. dominance | dominates | dominant |
| 3. Exposure | Exposes | Exposed |
| 4. solitude | solitary | solitarily |
| 5. confidence | confident | confidently |
| 6. faces | facial | facially |

Dictionary Skill

Parts of Speech

Blend can be a noun or a verb.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

blend [BLEND]

A noun. a mixture, combination

B verb. to mix, combine

- _____ 1. There is a *blend* of leaning styles in every classroom.
- _____ 2. When forming learning groups in the classroom, it is a good idea to *blend* students with different learning styles.

Listening



Listen to the lecture. Complete the notes below.

Write **NO MORE THAN ONE WORD** for each answer.

Needs of Different Students

Visual Learners:

They need to see the teacher's face.

They need lessons with **1**..... and pictures.

Auditory Learners:

They need to hear words.

They need to read aloud and **2**..... rules.

Kinesthetic Learners

They need to do things.

They need to move around and **3**..... items.

All students need **4**.....

Writing

Confidence in oneself is an important part of learning. What factors in a classroom can contribute to a student's feeling of confidence?

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

Write at least 250 words.

Speaking

Talk about the following topics.

Think about the three learning styles—visual, auditory, and kinesthetic. Which do you think is your dominant style? Why?

Would you describe yourself as a solitary learner or a social learner?

What things hinder your learning?

THE HOMESCHOOL OPTION

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. address
2. adequately
3. alternative
4. compulsory
5. concerned
6. dissatisfied
7. exceptional
8. instruction
9. latter
10. majority
11. mandate
12. novel
13. obligatory
14. periodic
15. philosophy
16. prior
17. relatively
18. tutor
19. vast
20. widespread

Definitions

- A. n., teaching
- B. adj., special, above average
- C. adj., near the end
- D. n., a private teacher
- E. n., a choice
- F. adj., required
- G. n., the larger part, most
- H. adj., before, previous
- I. adj., required
- J. adj., worried
- K. n., set of beliefs and values
- L. adj., not pleased
- M. adj., common
- N. adv., well enough
- O. adj., very big
- P. adv., in comparison to something else
- Q. adj., new and unusual
- R. v., to deal with a problem or issue
- S. adj., repeated regularly
- T. v., to order officially; require

Reading

The Homeschool Option

Educating children at home as an **alternative** to formal education is an option chosen by families in many parts of the world. The home-schooling movement is popular in the United States, where close to one million children are educated at home. In Canada, 1 percent¹ of school-age children are homeschooled, and the idea also enjoys **growing** popularity in Australia, where 20,000 families homeschool their children. The movement is not limited to these countries. Homeschooling families can be found all over the world, from Japan to Taiwan to Argentina to South Africa.

Homeschooling is not a **novel** idea. In fact, the idea of sending children to spend most of their day away from home at a formal school is a **relatively** new custom. In the United States, for example, it was not until the **latter** part of the nineteenth century that state governments began making school attendance **compulsory**. Before that, the concept of a formal education was not so **widespread**. Children learned the skills they would need for adult life at home from **tutors** or their parents, through formal **instruction** or by working side by side with the adults of the family.

In the modern developed world, where the **vast majority** of children attend school, families choose homeschooling for a variety of reasons. For people who live in remote areas, such as the Australian outback or the Alaskan wilderness, homeschooling may be their only option. Children who have **exceptional** talents in the arts or other areas may be homeschooled so that they have more time to devote to their special interests. Much of the homeschooling movement is made up of families who, for various reasons, are **dissatisfied** with the schools available to them. They may have a differing educational **philosophy**, they may be **concerned** about the safety of the school environment, or they may feel that the local schools cannot **adequately address** their children's educational needs.

The legal environment surrounding homeschooling varies. In some places, a government-approved course of study is **mandated**, whereas in others, homeschoolers may be required only to follow general guidelines, or even none at all. Sometimes **periodic** progress reports, tests, or professional evaluations are **obligatory**. There are different approaches to homeschooling that individual families can take. Some follow a particular educational philosophy, such as the Montessori method or Waldorf education. Others use a mixed approach, borrowing from a variety of methods and materials. A large selection of prepared educational prod-

¹BrE: per cent

ucts is available to specifically **address** the needs of homeschooling families, and correspondence courses can also be purchased. In addition, homeschooling magazines and websites give families the opportunity to read about others' experiences and get ideas for different kinds of educational activities to try. As the homeschooling movement grows around the world, so, too, do the opportunities for homeschooling families to share experiences and ideas at conferences and on the Internet. Although most families continue to choose a traditional classroom education for their children, homeschooling as an alternative educational option is becoming more popular.

Answer the questions about **The Homeschool Option**.

Questions 1–3

Which of the following reasons that families choose homeschooling are mentioned in the passage?
Choose **three** answers from the list below.

- A** The large size of local schools
- B** The exceptional talents of their children
- C** The lack of variety of instruction in the majority of schools
- D** Disagreement with the educational philosophy of local schools
- E** Belief that local schools cannot adequately meet their children's needs
- F** Opposition to the periodic testing of their children

Questions 4–8

Do the following statements agree with the information in the reading passage?

Write

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

- _____ 4. School attendance was mandated in the United States near the beginning of the nineteenth century.

- _____ 5. Before modern times, the majority of children did not attend school.
- _____ 6. Many nineteenth-century tutors were not adequately trained for the job.
- _____ 7. The majority of homeschooling families follow a similar educational philosophy.
- _____ 8. Although there is growing interest in homeschooling, relatively few families practice¹ it.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

¹BrE: practise

Word Families

noun	alternative	Some families choose private school as an alternative to public school.
noun	alternate	Because our first choice for the class trip was too expensive, we went with our alternate instead.
adjective	alternative	Some homeschooling families follow an educational program similar to that found in formal schools, whereas others choose alternative methods.
adjective	alternate	We made alternate arrangements for the class trip.
adverb	alternatively	Parents can choose to teach their children themselves; alternatively, they can join homeschooling groups and share teaching responsibilities with other families.

noun	concern	The safety of the school environment is a concern for many modern parents.
verb	concern	The quality of public schools concerns a growing number of families.
adjective	concerned	Parents feel concerned when their children don't do well in school.

noun	instruction	Parents want their children to get the best instruction.
noun	instructor	Some people feel that parents are the best instructors for their children.
verb	instruct	Some homeschooling parents instruct their children for a set number of hours every day, whereas others follow a less structured schedule.
adjective	instructive	Homeschooling parents try to provide their children with a variety of instructive experiences.
adjective	instructional	Homeschooling parents try to provide their children with good instructional materials.
adverb	instructionally	Materials used for homeschooling must be instructionally sound.

noun	obligation	Parents have the obligation to protect their children and provide for their needs.
verb	obligate	A teacher might obligate his students to spend several hours a day doing homework.
adjective	obligatory	School is obligatory for young children in most parts of the world.

noun	period	Children should be given several rest periods during the school day.
adjective	periodic	In some places, homeschooling families are required to receive periodic visits from professional educators.
adverb	periodically	Teachers give their students tests periodically.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Many families are interested in **1**..... forms of education. Some send their children to private schools that follow certain educational methods, and others choose to **2**..... their children themselves at home. Providing children with a thorough education in all subject areas can be a **3**..... for homeschooling families. However, there are many places they can turn to for support. There are several homeschooling organizations¹ that can give them guidance with this. Communicating with other homeschooling families **4**..... to exchange ideas and discuss problems is an important source of support for many homeschoolers. Whether they choose formal schooling or homeschooling, parents have the **5**..... to make sure that their children get a good education.

- | | | |
|----------------|--------------|---------------|
| 1. alternative | alternatives | alternatively |
| 2. instructor | instruct | instruction |
| 3. concern | concerns | concerned |
| 4. period | periodic | periodically |
| 5. obligation | obligate | obligatory |

¹BrE: organisations

Word Skill

Prefix *dis-*

The prefix *dis-* makes the meaning of the word negative.

Read the sentences. Write a definition for each underlined word.

1. Many families are satisfied with the results they get from homeschooling and would never send their children back to a traditional school.

satisfied: _____

2. Parents who are dissatisfied with traditional education look for alternative schools for their children.

dissatisfied: _____

Listening

CD 1
Track
27

Listen to the talk. Choose **FOUR** letters, **A–G**.

Which **FOUR** of the following are compulsory for parents who homeschool their children in the speaker's city?

- A** Informing the city of their plans to homeschool
- B** Hiring professional tutors
- C** Having prior experience teaching
- D** Addressing all subjects taught in the local school
- E** Using books provided by the city
- F** Giving periodic tests
- G** Submitting a yearly report

Writing

Interest in homeschooling is becoming more widespread around the world. In your opinion, should school be compulsory for all children, or should families be allowed the right to choose to educate their children at home?

Support your opinion with reasons and examples from your own knowledge and experience.

Write at least 250 words.

Speaking

Talk about the following topics.

For what ages should education be compulsory, in your opinion?

Which subjects do you think should be obligatory in high schools?

What concerns do you have about education in your country?

EDUCATING THE GIFTED

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. assess
2. constructive
3. curriculum
4. dedicate
5. discipline
6. enriched
7. extraordinary
8. gifted
9. inquisitiveness
10. interpretation
11. moderately
12. peer
13. profoundly
14. recognize¹
15. remedial
16. simultaneous
17. sophisticated
18. transfer
19. turn into
20. withdrawal

Definitions

- A. adj., improved, describing something of higher quality
- B. v., to identify
- C. n., understanding
- D. n., the set of subjects taught at a school
- E. v., to measure
- F. adj., having special talents or abilities
- G. adj., advanced, complex
- H. n., maintaining correct behavior²
- I. v., to become
- J. adj., describing education programs to address some area of difficulty
- K. adv., greatly, extremely
- L. n., a person at an equal level with another
- M. v., to give, devote
- N. n., desire for knowledge
- O. n., not wanting to participate
- P. adj., happening at the same time
- Q. v., to move from one place to another
- R. adv., slightly
- S. adj., positive, beneficial
- T. adj., special, exceptional

¹BrE: recognise

²BrE: behaviour

Reading

Educating the Gifted

What is a **gifted** child? There are different ways to define this term. It may refer to special talents in the arts or to a high level of academic abilities. A child may be **gifted** in one specific area, such as music, or have talents in many areas. According to the U.S. National Association for Gifted Children, a **gifted** child shows an “exceptional level of performance” in one or more areas. In general usage, giftedness includes high levels of cognitive ability, motivation, **inquisitiveness**, creativity, and leadership. Gifted children represent approximately 3 to 5 percent¹ of the school-aged population.

Although giftedness cannot be **assessed** by an intelligence test alone, these tests are often used to indicate giftedness. By and large, giftedness begins at an IQ of 115, or about one in six children. Highly **gifted** children have IQs over 145, or about one in a thousand children. Profoundly gifted children have IQs over 180, or about one in a million children. Because very few education programs include any courses on teaching the gifted, teachers are often not able to **recognize** the **profoundly** gifted. Teachers are more likely to **recognize** moderately gifted children because they are ahead of the other children but not so far ahead as to be unrecognizable. For instance, children who can read older children’s books in first and second grade are often **transferred** into gifted classes, but children who are reading adult books are told to stop reading them. Those **profoundly** gifted students who are not **recognized** often **turn into** discipline problems when they are not offered **constructive** ways to focus their **extraordinary** creativity.

The practice of creating a separate, **enriched curriculum** for gifted students began in the early twentieth century. At that time, social scientists noted that gifted children often speak, read, and move at an earlier age than their **peers**. At a younger age they are able to work at a higher conceptual level, develop more **sophisticated** methods to solve problems, and show more creativity in their methods and **interpretation** of assignments. After the first schools for the **gifted** were established, these students were followed for many years to see if **enriched** education made a difference. It did. Gifted students who were grouped together and taught a special **curriculum** earned fifty times more doctoral degrees than gifted students who were not given an **enriched curriculum**. When gifted programs² have been cut, the parents of the participants have reported decreased **inquisitiveness**, motivation, and energy levels in their children, and a **simultaneous withdrawal** from the class-

¹BrE: per cent

²BrE: programmes

room experience. Identified **gifted** students who attend schools without any program for the **gifted** show a steady decrease in motivation and test scores between first and sixth grade.

There are still very few opportunities for educating the **gifted** in the lowest socioeconomic levels. The schools that service the poorest areas often **dedicate** their efforts toward **remedial** teaching rather than accelerated curriculum, and students with **extraordinary** talents are often not **recognized**. About 25 percent of the world's **gifted** population are too poor to be noticed.

Answer the questions about **Educating the Gifted**.

Questions 1-9

Complete the summary using words from the list below.

Gifted children are children with **1**..... talents. Their talents may be artistic or academic. There are different levels of giftedness. The most gifted children are called **2**..... gifted, but very few children are so gifted. It is more common to see **3**..... gifted children, and it is easier for teachers to **4**..... them. These are the children who are ahead of their **5**..... but not too far ahead. These children are more likely to be **6**..... from regular classes to classes where a special **7**..... for the gifted is taught. When schools **8**..... programs to gifted education, the participants do well in school. When these programs are cut, the children appear to lose interest in school learning and their levels of **9**..... decline.

assessed
constructive
curriculum
dedicate

discipline
extraordinary
inquisitiveness
interpretation

moderately
peers
profoundly
recognize

remedial
transferred

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

Word Families

noun	assessment	It is not always easy to find the proper assessment for gifted children.
noun	assessor	The school used one of the teachers as an assessor for the program.
verb	assess	Different methods are used to assess gifted children.

noun	enrichment	A school system's approach to educating gifted children usually includes enrichment of the regular curriculum.
verb	enrich	Providing special programs for gifted children enriches their school experience.
adjective	enriched	Parents hope that programs for the gifted will provide their children with an enriched school experience.
adjective	enriching	Participants found the whole experience quite enriching.

noun	recognition	Gifted children don't always get recognition for their extraordinary talents.
verb	recognize	Teachers need to be trained to recognize gifted children in their classrooms.
adjective	recognizable	Children with recognizable talents may be transferred to a gifted education program.
adjective	unrecognizable	Profoundly gifted children are so different from their peers that their talents may be unrecognizable.

ESSENTIAL WORDS FOR THE IELTS

adjective	simultaneous	We usually see a simultaneous improvement in test scores when a gifted child enters a program with an enriched curriculum.
adverb	simultaneously	When gifted children are transferred to special programs, their scores rise simultaneously.

noun	sophistication	Gifted children can solve problems with great sophistication.
adjective	sophisticated	Gifted children take sophisticated approaches to problem solving.

noun	withdrawal	Withdrawal from classroom activities is a sign that a child needs special attention.
verb	withdraw	The gifted child who was bored in his regular classroom soon withdrew from all classroom activities.
adjective	withdrawn	A gifted child who is kept in a regular classroom may either become withdrawn or turn into a discipline problem.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Education of the gifted starts with **1**..... . Gifted children may show certain characteristics. For example, they may solve problems more quickly and with greater **2**..... than their peers do. Once a teacher identifies a potentially gifted student, then **3**..... are used to determine the giftedness of the child. Identified gifted children are placed in special classes for educational **4**..... . It has been observed that gifted students' level of interest in school usually increases **5**..... Gifted children who are not identified and not placed in special programs may lose interest in school and **6**..... from classroom participation.

- | | | |
|-------------------|----------------|--------------|
| 1. recognition | recognizes | recognizable |
| 2. sophistication | sophisticated | |
| 3. assessments | assesses | assessing |
| 4. enrichment | enrich | enriched |
| 5. simultaneous | simultaneously | |
| 6. withdrawal | withdraw | withdrawn |

Word Skill

Phrasal Verbs with turn.

Phrasal verbs are made up of two parts: a verb and one or two particles. The meaning of the phrasal verb is usually not related to the meanings of the individual parts.

Phrasal Verb	Meaning
turn <i>into</i> verb particle	become
turn <i>up</i> verb particle	appear, arrive
turn <i>out</i> verb particle	result

Choose the correct phrasal verb from the list above to complete each sentence.

1. We expect at least 100 people to _____ at the school meeting about gifted education.
2. Our school's gifted education program serves only a few children now, but we hope it will _____ a large program some day.
3. The children enjoyed the trip to the museum with their teachers, so the day _____ well.

Listening

CD 1
Track
28

Listen to the discussion. Complete the notes below.
Write **NO MORE THAN ONE WORD** for each answer.

How to **1**..... gifted children

- They read books for older children or adults.
- They have **2**..... approaches to problem solving.
- They may need help with **3**.....

How to support:

- Give them **4**..... activities.
- Provide a special **5**.....

Writing

The charts¹ below show information about the percentage of first-year students enrolled in remedial education courses at two different universities.

Summarize² the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

Percent of First-Year Class Enrolled in Remedial Education Courses

University A

Reading, Writing, or Math	Reading	Writing	Math
45%	22%	26%	35%

University B

Reading, Writing, or Math	Reading	Writing	Math
15%	12%	10%	5%

¹BrE: tables

²BrE: summarise

Speaking

Talk about the following topics.

If you could choose to have any extraordinary talent, what would you choose?

What programs for gifted children are there in your country?

How do you think education for gifted children will be different in the future?

Unit 10: Technology/Inventions

THE DEVELOPMENT OF THE LIGHTBULB

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. back
2. clamp
3. critical
4. current
5. derive
6. device
7. entrepreneur
8. file
9. infringement
10. inspiration
11. invalid
12. inventor
13. investor
14. patent
15. ransack
16. refinement
17. ruling
18. specifically
19. suitable
20. unveil

Definitions

- A. n., an action that breaks a rule or law
- B. n., a flow of electricity, water, or air
- C. v., to hold tightly
- D. adj., appropriate, acceptable for something
- E. v., to search thoroughly, often violently or carelessly
- F. n., a legal decision
- G. v., to support, esp. financially
- H. n., somebody who starts a business
- I. v., to officially record something
- J. n., a person who creates new things
- K. n., a person who puts money into a business
- L. adv., exactly; for a particular reason
- M. n., a right to an invention granted by the government
- N. n., a machine or tool
- O. adj., very important
- P. v., to make public; uncover
- Q. n., improvement
- R. v., to get something from something else, originate
- S. n., a sudden good idea; a role model for creativity
- T. adj., not legal or correct

Reading

The Development of the Lightbulb

Thomas Edison is generally credited with the **invention** of the lightbulb. In fact, he was just one **inventor** among many involved in the process of moving the concept of incandescent light from **inspiration** to marketable reality. What he actually **invented** in 1879 was a carbon filament that lasted for forty hours. In 1880, he improved his idea, producing a filament **derived** from bamboo that burned for 1,200 hours.

The first person to successfully produce light with electricity was Humphry Davy, who connected a carbon filament to a battery in 1809. Other **inventors** worked on **refinements** of this idea. In 1835, James Lindsay **unveiled** an electric lamp, which cast enough light to read a book one and a half feet away. In 1854, Henrich Globel created the first actual lightbulb—a glass bulb containing a filament that glowed when electrical **current** passed through it. However, it burned out too quickly to have any commercial value. Then, Hermann Sprengel developed the Sprengel Pump, a **device** that used mercury to create a vacuum. Reducing the oxygen in the bulb allowed the filament to glow longer before burning out.

In 1874, Henry Woodward and Matthew Evans **filed** a **patent** for a light **specifically** described as “a shaped piece of carbon held between two electrodes enclosed in a glass vessel.” Woodward and Evans attempted to raise the necessary money to improve and market their **invention**; however, as **entrepreneurs**, they had little success finding anyone to **back** them financially. Eventually they sold the rights to their **patents** to Thomas Edison.

Edison had already been working on the same idea, but for him money was not a **critical** issue. He was no longer a solitary **inventor** working in his basement, but the head of a laboratory with the support of **investors**. He worked to refine the Woodward and Evans light because its filament burned out too quickly. Edison set about testing every material possible for use as a filament. “Before I got through,” Edison recalled, “I tested no fewer than 6,000 vegetable growths, and **ransacked** the world for the most **suitable** filament material.” He even considered using tungsten, which is the material **currently** used. Eventually, Edison tried a carbonized cotton thread filament **clamped** to platinum wires. When tested, it lasted forty hours. In 1880, he received a **patent** for this **invention**. By the end of the year, Edison had perfected a sixteen-watt bulb that lasted for 1,500 hours.

At the same time, Sir Joseph Swan was working on similar ideas in England. In 1860, he obtained a **patent** for a carbon filament incandescent lamp, and in 1878, another for an improved version of his lightbulb.

He presented it in a public lecture in 1879. In 1882, Swan sued Edison for patent **infringement**. As part of the settlement, Edison had to take Swan as a partner in his British electric works. Also, in 1877 and 1878, William Edward Sawyer and Albon Man were granted **patents** for electric lamps. Based on these **patents**, the U.S. Patent Office ruled in 1883 that Edison's patents were **nvalid**. Edison fought to appeal that **ruling**, and in 1889, the court determined that his patents were indeed valid.

Edison is famous for having said, "Genius is one percent inspiration and ninety-nine percent perspiration." It is an understandable statement coming from someone whose laboratory tested more than 6,000 filament possibilities. Nevertheless, one might also consider the adage "History is written by the winners." Edison may not have been the actual **inventor** of the lightbulb, but he was the man who had the genius, the business sense, and the financial **backing** to invent the first one that was commercially viable.

Answer the questions about **The Development of the Lightbulb**.

Questions 1-5

Complete the summary using the list of words below.

In the 1800s, many **1**..... experimented with using electrical **2**..... to produce light. James Lindsay **3**..... his version of an electric light in 1835. It was bright enough for reading a book. Henrich Globel developed the first lightbulb in 1854. His **4**....., unfortunately, did not have commercial value. It needed **5**..... because it burned out very quickly.

backers
clamped

current
device

filed
inventors

refinement
unveiled

Questions 6–9

Choose an ending from the list to complete each sentence. There are more endings than sentences, so you will not use them all.

- A** a cotton thread filament that he clamped to wires.
- B** a filament derived from bamboo.
- C** a tungsten filament like those used today.
- D** a long-lasting lightbulb filament.
- E** a filament that burned out very quickly.
- F** the most suitable material for a lightbulb filament.

- _____ 6. Edison did not invent the lightbulb in 1879; he invented
- _____ 7. Edison ransacked the world searching for
- _____ 8. Edison's first lightbulb consisted of
- _____ 9. Edison later refined his idea with the development of

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words	Definitions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	inventor	Thomas Edison is probably the most well-known American inventor.
noun	invention	The computer is an invention that has completely changed our way of life.
verb	invent	People invent new things every day.

noun	investor	Every investor hopes to get a good return on his or her money.
noun	investment	Keeping all your money in the bank is not a good investment.
verb	invest	If you invest wisely, you can make a good deal of money.

noun	inspiration	Edison's achievements have been an inspiration to many people.
verb	inspire	The president's speech inspired people to action.
adjective	inspiring	It is inspiring to look at the work of great artists.
adverb	inspired	I felt inspired after my visit to the museum.

noun	refinement	Any piece of work can always use refinement.
verb	refine	Edison worked very hard to refine his inventions.
adjective	refined	In 1880, Edison developed a lightbulb that was a refined version of his earlier lightbulb.

noun	specification	The customer changed the specifications for the new lightbulbs.
verb	specify	The customer ordered some lightbulbs, but he didn't specify which kind he wanted.
adjective	specific	The professor gave specific directions about how she wanted the assignment to be done.
adverb	specifically	Edison made an important contribution to the development of the lightbulb, specifically, a long-lasting filament.

noun	suitability	There were doubts about the suitability of the new location.
verb	suit	She is a solitary person, so it suits her to work alone.
adjective	suitable	It's important to wear suitable clothes to a job interview so that you give the right impression.
adverb	suitably	They decided to rent the office because it was suitably located.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

It takes a creative person to come up with ideas for new products. However, **1**..... is not enough. It takes more than good ideas to develop an **2**..... into a product that is practical and useful and can be successfully marketed. It takes hard work and determination. Teams must test new products and then **3**..... the design, again and again, until there are no improvements to be made. Once the design is perfected, the new product is ready for mass production. This takes money. It takes finding people who believe in the product enough to **4**..... money in it. **5**..... people should be found, that is, people who not only can provide the financing, but are interested in the product and in the business. In addition, market research needs to be done to target the **6**..... groups of people who might be interested in buying the product. Marketing to certain types of people rather than to a general audience can be a very successful approach.

- | | | |
|----------------|------------|--------------|
| 1. inspiration | inspire | inspiring |
| 2. inventor | invention | invent |
| 3. refinement | refine | refined |
| 4. investor | investment | invest |
| 5. Suit | Suitable | Suitably |
| 6. specify | specific | specifically |

Dictionary Skill

Different Meanings

Many words have more than one meaning.

Read the definitions below. Then read the sentences and write the letter of the correct definition for each sentence.

cur-rent [KUR-uhnt]

A *noun*. a flow of electricity, water, or air

B *adjective*. of the present time

- _____ 1. Don't touch a wire that has an electric *current* running through it.
- _____ 2. We are able to do many things now that were difficult just a few years ago because of the *current* state of technology.

Listening

CD 1
Track
29

Listen to the talk. Complete the notes below.

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

Getting Ready to Market Your Invention

First, do a **1**.....

Next, file **2**.....

At the same time, you will have to **3**.....

Look for financial **4**.....

Writing

In your opinion, what has been the most important invention of the past 100 years?

Support your opinion with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics.

Who was an inspiration to you when you were growing up?

Who is an inspiration to you now?

Do you find any type of music or art inspiring? How does it inspire you?

THE INVENTION OF VARIABLE-PITCH PROPELLERS

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. aviation
2. blade
3. coarse
4. confer
5. cruise
6. curiosity
7. design
8. enthusiast
9. handle
10. inflexibility
11. isolation
12. pitch
13. prolonged
14. propeller
15. reliably
16. revolutionize¹
17. rotation
18. sustained
19. turbulence
20. variable

Definitions

- A. n., a person who is very interested in something
- B. n., a device that causes an airplane or boat to move
- C. v., to travel at a steady speed
- D. n., the development, design, and use of aircraft
- E. n., interest; need to know
- F. adj., rough; not smooth
- G. n., a plan for making something
- H. v., to manage; work well with
- I. n., strong, sudden movements in air
- J. adj., able to change
- K. n., inability to change
- L. v., to discuss, consult with somebody
- M. n., the condition of being alone or separated from others
- N. adj., continuing for a long time, often in a negative sense
- O. n., a thin, flat part of a machine
- P. n., turning motion
- Q. v., to change completely
- R. adv., dependably
- S. adj., having the ability to continue for a long time
- T. n., the angle or slope of something

¹BrE: revolutionise

Reading

The Invention of Variable Pitch Propellers

Until the late 1920s, airplane **propellers** were made of a single piece of wood attached at the center¹ to the driveshaft of the engine. The tilt of the **propeller**, that is, how flatly it faced the wind, was fixed, which meant planes flew as if they had only one gear. If the plane had a fine **propeller**, it traveled the entire time as if in first gear, working well on takeoff and landing but working inefficiently during **sustained** flight. If the plane had a thick, **coarse** propeller, it traveled the entire time as if in high gear, working efficiently during sustained flight, but making takeoffs and landings dangerous and **prolonged**. This **inflexibility** meant that commercial uses of such aircraft were limited because the planes could not carry heavy loads either safely or efficiently.

In 1922, Wallace Rupert Turnbull patented his latest invention, the **Variable-Pitch propeller**. His **propeller** in effect gave airplanes gears. The propeller's **blades** were separate from each other, attached at the drive-shaft in the center, and could be moved independently or together to chop the air at different angles. The **propellers** could be tilted at takeoff and landing to act as if in first gear, chopping less air with each **rotation**, and could be tilted when **cruising** to act as if in high gear, chopping more air with each rotation. With this **Variable-Pitch** propeller, planes could now take off and land more safely and **reliably**, carry varying weights, and **handle** greater variations in wind speed and **turbulence**.

Turnbull was born in New Brunswick in eastern Canada in 1876. He studied mechanical engineering at Cornell, then continued his post-graduate studies in Europe, and returned to work at the Edison labs in New Jersey. In 1902, just one year before the Wright brothers made their historic flight, Turnbull went back home, set up his own lab in a barn, and started running his own **aviation** experiments.

To begin, Turnbull needed a wind tunnel. He built a wind tunnel, the first in the world, out of packing materials. In it, he tested different designs for **propellers** and wings; his research is the basis for many of the successful designs still in use today. Alone in his barn, Turnbull **designed** and tested his **Variable-Pitch** propeller. It was tested successfully in flight in Borden, Ontario, on June 6, 1927.

Turnbull spent his life experimenting and **designing** for the new science of **aviation** in his barn in Rothesay. He sometimes **conferred** with fellow aviation **enthusiast** Alexander Graham Bell in Nova Scotia, but for the most part, he worked in **isolation**. Unlike most engineers, he chose not to work in a university laboratory or in a lab such as Edison's, where

¹BrE: centre

he would have been supported by like-minded engineers and physicists. Instead, he spent his adult life in a barn he equipped himself. Depending only on his intelligence, **curiosity**, and work ethic, he **revolutionized** flight. He is honored² in Canada as a pioneer in **aviation** and a genius in the study of aerodynamics.

Answer the questions about **The Invention of Variable-Pitch Propellers**.

Questions 1-5

Do the following statements agree with the information in the reading passage?

Write

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

- _____ 1. A coarse propeller worked better during sustained flight than during landing.
- _____ 2. Variable-Pitch propellers caused problems because of their inflexibility.
- _____ 3. The blades of a Variable-Pitch propeller could be moved to different angles.
- _____ 4. A plane with a Variable-Pitch propeller was easier to handle in turbulence.
- _____ 5. Variable-Pitch propellers were expensive to manufacture.

²BrE: honoured

Questions 6–7

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

6. Wallace Rupert Turnbull designed his Variable-Pitch propeller
- A** at Cornell University.
 - B** in Canada.
 - C** at the home of Alexander Graham Bell.
 - D** in Edison's lab.
7. Turnbull preferred to work
- A** with other inventors.
 - B** in a university lab.
 - C** with like-minded engineers.
 - D** in isolation.

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Families

noun	enthusiast	Aviation enthusiasts are very interested in flying.
noun	enthusiasm	Turnbull's enthusiasm for aviation kept him searching for a better propeller design.
adjective	enthusiastic	Turnbull was enthusiastic about aviation.
adverb	enthusiastically	The inventor worked enthusiastically to turn his idea into reality.

noun	inflexibility	The inflexibility of early propellers made planes difficult to fly.
adjective	inflexible	The successful inventor cannot be inflexible.
adverb	inflexibly	An inventor should not work inflexibly.

noun	isolation	Inventors often prefer to work in isolation.
verb	isolate	An inventor may need to isolate herself to do her best work.
adjective	isolated	Turnbull set up his lab in an isolated location.

ESSENTIAL WORDS FOR THE IELTS

noun	reliance	His reliance on others' work caused some to question his research.
verb	rely	Early pilots could not rely on their planes to carry heavy loads.
adjective	reliable	The Variable-Pitch propeller made planes more reliable.
adverb	reliably	A plane with a Variable-Pitch propeller flew more reliably than earlier planes.

noun	revolution	The invention of the Variable-Pitch propeller led to a revolution in flight.
verb	revolutionize	New inventions revolutionize the way we do things.
adjective	revolutionary	Turnbull's propeller was a revolutionary invention.

noun	variable	Researchers look at different variables in their studies.
verb	vary	Planes carry different kinds of loads, and the size of the load will vary.
adjective	variable	It might be more difficult to fly if the winds are variable.
adverb	variably	Planes carry variably heavy loads.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Like most inventors, Wallace Rupert Turnbull was filled with curiosity about many things. He became **1**..... about designing a propeller that would fly more efficiently, during takeoff and landing as well as while cruising. Propellers on early planes were **2**....., that is, the angle could not be changed, so they did not fly efficiently under certain conditions. Because of this, pilots could not always **3**..... on their planes to perform well. Turnbull worked in an **4**..... barn in New Brunswick to develop a new kind of propeller. He could **5**..... the angle, or pitch, of this propeller, which made it efficient under different conditions. Turnbull's invention led to a **6**..... in flight.

- | | | |
|------------------|---------------|------------------|
| 1. enthusiast | enthusiastic | enthusiastically |
| 2. inflexibility | inflexible | inflexibly |
| 3. rely | reliable | reliably |
| 4. isolation | isolate | isolated |
| 5. vary | variable | variably |
| 6. revolution | revolutionize | revolutionary |

Word Skill

Prefix *in-*

The prefix *in-* can make the meaning of a word negative.

Read the sentences. Write a definition for each underlined word.

1. Inventing involves trying out different ways of doing things, so it is important for an inventor to be flexible.

flexible: _____

2. Because the position of the propeller on early airplanes was inflexible, it was always set at the same angle.

inflexible: _____

Listening

CD 1
Track
30

Listen to the conversation. Choose **FOUR** letters, **A-G**.

Which **FOUR** facts about the flight demonstration will the students include in their report?

- A the name of the plane's designer
- B the names of the passengers
- C the number of passengers
- D the size of the propeller
- E the speed of rotation
- F the length of the flight
- G the weather conditions

Writing

The charts¹ below show basic information about different models of light sport aircraft and very light jets for aviation enthusiasts.

Summarize² the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

Light Sport Aircraft

Manufacturer	Cruise Speed	Passenger Capacity	Price
Airways	75 mph	0	\$39,000
Tiger, Inc.	115 mph	1	\$134,000
McGregor	130 mph	1	\$194,000

Very Light Jets

Manufacturer	Cruise Speed	Passenger Capacity	Price
Airways	300 mph	2	\$900,000
Tiger, Inc.	350 mph	4	\$2,250,000
McGregor	425 mph	6	\$3,650,000

Speaking

Talk about the following topics.

Do you prefer to work with a group or in isolation? Why?

When you run into a problem with work, do you confer with others or do you prefer to find your own solution?

What makes you feel enthusiastic about your work?

¹BrE: tables

²BrE: summarise

THE TRANSATLANTIC CABLE

Words

Look for the following words as you read the passage. Match each word with its correct definition.

Words

1. cable
2. catastrophic
3. compensate
4. disparate
5. flaw
6. indispensable
7. inexplicably
8. inquiry
9. insulation
10. perseverance
11. rally
12. requisite
13. set out
14. snap
15. tow
16. transmit
17. triumph
18. utterly
19. vilified
20. voltage

Definitions

- A. n., material used to prevent passage of electricity, heat, or sound
- B. n., a mistake or weakness, especially in design
- C. n., continuation with a task despite difficulties
- D. v., to make up for; balance out
- E. adj., extremely bad
- F. n., an official investigation
- G. v., to succeed; win
- H. v., to gather support
- I. adj., different
- J. n., a need; requirement
- K. v., to send
- L. v., to start an activity
- M. adv., totally
- N. n., measure of electric power
- O. v., to pull behind
- P. adj., completely necessary
- Q. adv., without explanation
- R. adj., having one's reputation ruined; being spoken about in a bad way
- S. n., wire used for sending electric signals
- T. v., to break suddenly

Reading

The Transatlantic Cable

Laying the transatlantic **cable** was the culmination of the unflagging perseverance of one man leading like-minded men, of **disparate** technical and scientific advances, and of the need for faster communication. The first attempts at laying the **cable** in the 1850s, each of which cost an enormous amount of money, failed **utterly**. Yet as technology and science improved, and the need for faster communication increased, perseverance finally paid off.

The man who **rallied** support and raised money for the transatlantic **cable** venture was Cyrus Field, a New York businessman, who started the New York, Newfoundland, and London Telegraph Company in 1854. For the next twelve years, Field raised money and expectations in North America and England for repeated attempts at laying a **cable**, despite **catastrophic cable** breaks and a formal **inquiry** when the first **cable** stopped working within days.

The scientific and technological advances began with electricity, the study of which was attracting the greatest minds of the age. Samuel Morse invented a code that made it possible to send information over electric wires, and he made the first successful transmission in 1842. The next year, d'Alameida, a Portuguese engineer, announced the use of gutta-percha, a rubberlike sap from the gutta tree, as an **insulation** for wires. Thus, **two** of the **requisites** for an underwater **cable** were met. In the next several years, telegraph **cables** were laid in Atlantic Canada, across the English Channel and around Europe, and across the United States.

In 1857, the company Field founded **set out** to lay the **cable** that had taken months and almost a million dollars to make. The cable was made of 340,000 miles of copper and iron wire and three tons of gutta-percha **insulation**, too much for one ship to carry. The **cable** was divided between two ships, each towed by another, all four provided by the British and American navies. After only 255 miles of cable had been laid, the **cable** stopped transmitting and then **snapped**, sinking to the depths of the ocean. The second attempt was made in 1858, beginning at the midpoint of the Atlantic, from which each ship lay **cable** as she sailed to her home shores. Again, the **cable inexplicably** stopped working. They tried again a month later, beginning again from the middle and sailing in opposite directions. This time, success! Queen Victoria sent a message to President Buchanan, and both countries celebrated. Within hours, however, the signal began failing. To **compensate** for the fading

transmissions, Whitehouse, the American engineer, **transmitted** messages at higher voltages, eventually burning out the **cable**. Once a hero, Field was now **vilified**.

Work on the transatlantic **cable** was halted because of the American Civil War. During the war, the telegraph became **indispensable**, and enthusiasm for a transatlantic **cable** mounted. In Scotland, William Thomson, who would later be knighted Lord Kelvin for his work, corrected the design **flaws** in Whitehouse's **cable**. Kelvin also designed a mirror-galvanometer that could detect weak currents, thus allowing lower **voltages** and weaker currents to **transmit** information. In 1866, the world's largest steamship laid Kelvin's new **cable**, an unqualified success. Field's **perseverance** had **triumphed** in the end.

Answer the questions about **The Transatlantic Cable**.

Questions 1–4

Look at the following inventors and the list of descriptions below. Match each inventor with the correct description, **A–F**.

- A** burned out the first transatlantic cable by using high voltages
- B** was the first to be utterly successful in getting the transatlantic cable laid
- C** invented a type of insulation from the sap of a tree
- D** sent a telegraph message to President Buchanan
- E** was the first to attempt to have a transatlantic cable laid
- F** developed a code for transmitting messages by electric cable

_____ 1. Morse

_____ 2. d'Almeida

_____ 3. Field

_____ 4. Kelvin

Questions 5–9

Complete the summary using words from the list below.

In the 1850s, several unsuccessful attempts were made to lay a telegraph cable across the Atlantic Ocean. For the first attempt, a cable was manufactured of copper and iron wire with gutta-percha **5**..... . It was so heavy that the ships that carried it had to be **6**..... by other ships. This cable failed because it **7**..... and sank beneath the sea. The second attempt also failed. The third attempt appeared to be successful, and a message was **8**..... from England to the United States. However, the telegraph company did not **9**..... this time either. This attempt also turned out to be a failure when the cable stopped working, and the reputations of the project leaders were vilified.

compensated
insulation

rallied
snapped

towed
transmitted

triumph
voltage

My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words

Definitions

Word Families

noun	catastrophe	The initial attempts to lay a transatlantic cable ended in catastrophe for Field.
adjective	catastrophic	The failure of the initial attempts to lay the transatlantic cable resulted in a catastrophic loss of money.
adverb	catastrophically	Field failed catastrophically in his attempts to lay a transatlantic cable.

noun	compensation	There is no compensation for hard work and perseverance.
verb	compensate	Hard work can sometimes compensate for bad luck.
adjective	compensative	When the signals began to fade, they took compensative measures to keep the cable working.

noun	insulation	Rubber makes good insulation for an electric wire.
noun	insulator	Rubber is a good insulator.
verb	insulate	It was important to find a practical way to insulate the cable.
adjective	insulated	The transatlantic cable was insulated with gutta-percha.

noun	perseverance	Because of Field's perseverance, a telegraph cable was eventually laid under the Atlantic Ocean.
verb	persevere	An inventor must persevere to turn his ideas into reality.
adjective	perseverant	A perseverant person can find a way to achieve her dreams.

noun	triumph	The laying of the cable in 1866 was a triumph for Kelvin.
verb	triumph	Many people worked hard to make the idea of a transatlantic cable into a reality, and they finally triumphed.
adjective	triumphant	It was a triumphant day when the English queen sent a telegraph message to the American president.
adverb	triumphantly	They triumphantly announced the completion of the project.

Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Invention is all about hard work. An inventor may have a brilliant idea, but he has to test it many times. The process may be filled with **1**..... . It is the **2**..... inventor who will eventually be **3**..... . For example, there were many failed attempts before the transatlantic telegraph cable was successfully manufactured and laid. After a material was found that could suitably **4**..... the cable, they thought the major difficulties had been solved. However, they met with many more difficulties when they actually tried to put the cable in place. They tried to **5**..... for the flaws in their method but were unsuccessful. It wasn't until almost ten years later that another group of people succeeded in laying the cable.

- | | | |
|-----------------|--------------|------------------|
| 1. catastrophes | catastrophic | catastrophically |
| 2. perseverance | persevere | perseverant |
| 3. triumph | triumphs | triumphant |
| 4. insulation | insulate | insulated |
| 5. compensation | compensate | compensative |

Word Skill**Phrasal Verbs with set.**

Phrasal verbs are made up of two parts: a verb and one or two particles. The meaning of the phrasal verb is usually not related to the meanings of the individual parts.

Phrasal Verb

set out
verb particle

Meaning

begin a project

set back
verb particle

delay

set up
verb particle

arrange

Choose the correct phrasal verb from the list above to complete each sentence.

1. The two inventors _____ to design a new kind of cable.
2. They _____ a meeting to talk about their project.
3. The meeting was _____ several days because of bad weather.

Listening



Listen to the talk. Complete the timeline below.
Write **NO MORE THAN TWO WORDS AND/OR A NUMBER**
for each answer.

- 1..... The mayor got the idea for a museum.
- 1976 The mayor **2**..... to get the requisite money.
- 1977 A large gift of money was lost.
- 3**..... Construction of the museum began.
- 4**..... museum opened
- 1998 opening of exhibit on **5**.....

Writing

In your opinion, which is more important for success, perseverance or good luck?

Support your opinion with reasons and examples from your own knowledge or experience.

Write at least 250 words.

Speaking

Talk about the following topics.

What profession do you work in or do you plan to work in? What are the usual requisites for entering this profession?

In your opinion, what personal qualities are indispensable for success in your profession?

APPENDIX

Answer Key

UNIT 1: NATURAL WORLD

Environmental Impacts of Logging

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. E | 6. D | 11. K | 16. Q |
| 2. C | 7. B | 12. S | 17. R |
| 3. J | 8. G | 13. N | 18. F |
| 4. M | 9. H | 14. P | 19. O |
| 5. A | 10. I | 15. T | 20. L |

READING

- | | | | |
|------|------|-----------|-------------|
| 1. E | 3. D | 5. fells | 7. habitats |
| 2. B | 4. C | 6. myriad | 8. defense |

WORD FAMILIES

- | | | |
|----------------|--------------|--------------|
| 1. environment | 3. extensive | 5. erode |
| 2. pollutants | 4. stability | 6. Defenders |

WORD SKILL

1. remove the forest
2. remove the seeds
3. remove the ice

LISTENING

- | | | | |
|------|------|------|------|
| 1. B | 2. A | 3. C | 4. B |
|------|------|------|------|

WRITING

(sample response)

Deforestation is a serious problem, and finding a solution to it will not be simple. It involves a lot of different countries and many political and economic factors. However, as individuals we can each make our contribution to the solution. It involves being more responsible about our use of products that come from logging.

Logging companies fell trees so that we can have wood to make a lot of useful products: houses, bags and boxes, writing paper, furniture. We all use these things in our daily lives and would not want to give them up. We can, however, be less wasteful in the way we use these things. Paper products, in particular, offer many opportunities for reusing, recycling, and reducing our use of them.

Many paper products can be reused. We tend to go shopping, carry our purchases home in a paper bag, and then throw the bag away. That means the bag is used only once, when it really has enough life in it to be used several times. We can take the bag with us on our next shopping trip or find other uses for it around the house. This is just one example of a paper product that can be reused.

Recycling is another important part of being less wasteful. Most kinds of household and office paper can be recycled, and these days most cities have recycling centers. Recycling paper is so easy that there is really no excuse not to do it.

Reducing our use of paper might be the most effective action of all. Electronic technology makes a lot of uses of paper unnecessary. We can create documents and read news articles on a computer without using paper. There are many other things we can do in our daily lives, such as using cloth napkins and towels instead of paper ones, to reduce our use of paper.

These actions may seem small compared with the terrible impacts of deforestation. However, they are things that we can each do and that, when added up, really can make a difference.

SPEAKING

(sample response)

I don't get a lot of time to spend in nature, but when I do, I like being in the mountains. When you're in the mountains, you're really far away from everything, from cities, I mean, and civilization. You can really feel like you're in nature. Also, mountains are different from other environments. They're higher up, so you see different kinds of vegetation, and if you go up high enough, there aren't even any trees, just plants low down to the ground. I really enjoy hiking. That's the main reason I like mountains. I like to hike to the top of a mountain, breathe the fresh, cool air, and enjoy the view.

There are a lot of different causes of environmental pollution, so there are a lot of different solutions. One of my favorites is transportation. Cars really pollute the air a lot. They really have an impact on the environment. Think about how it would be if no one drove cars. The air would be really clean! Of course, that won't happen. However, people would drive less if better public transportation was available. If we had good bus and train and subway systems, we would need fewer cars. I think that would be a really important part of any solution.

Bird Migration

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. E | 11. H | 16. O |
| 2. L | 7. J | 12. K | 17. Q |
| 3. I | 8. G | 13. R | 18. A |
| 4. B | 9. S | 14. M | 19. P |
| 5. T | 10. C | 15. F | 20. N |

READING

- | | | |
|----------|--------------|------|
| 1. True | 4. Not Given | 7. B |
| 2. False | 5. A | 8. A |
| 3. True | 6. B | |

WORD FAMILIES

- | | | |
|----------------|--------------|-------------|
| 1. fascinating | 3. migratory | 5. navigate |
| 2. observer | 4. evolved | |

DICTIONARY SKILL

- | | |
|------|------|
| 1. B | 2. A |
|------|------|

LISTENING

- | | | |
|------|------|------|
| 1. B | 3. E | 5. C |
| 2. A | 4. D | |

WRITING

(sample response)

The chart shows a list of some of the species of birds that can be seen in Woodchuck County in two different seasons: winter and summer. Information is given about eight different species of birds. Three of the species listed—cardinals, crows, and woodpeckers—are observed in both summer and winter. That means that they are probably not migratory birds but live in the region all year. They can tolerate the winter weather in that area. Four of the species listed—bluebirds, mockingbirds, orioles, and vireos—are observed only in the summer. They must be migratory birds that travel to Woodchuck County for their breeding season and spend the winter in another place where the weather is warmer. One species of bird—juncos—is seen in Woodchuck County in the winter but not in the summer. Perhaps it migrates farther north in the summer for its breeding season.

SPEAKING

(sample response)

I think people are fascinated by birds because they seem so free. They can fly, so it seems like they can go anywhere. People can't fly and are stuck on the ground. So birds are very different from us in that way. Some birds are also very beautiful. Some are very colorful. Swans are very graceful. So I think people are also fascinated by birds because of their beauty.

I'm not particularly fascinated by birds. I live in the city, so I don't see any interesting birds around me in my everyday life. I just see those brown and gray city birds. They aren't pretty, and they're a bit dirty, so I don't like them. If I lived somewhere where there were more interesting birds, probably I would be interested in them.

I'm not fascinated by animals in general, but I am a little bit interested in pet cats. I think they have very nice lives. They nap all day on a soft chair or in the sun, and then in the evening they get fed. They just nap and eat. They can chase mice if they feel like it. They can do whatever they like. What a life!

Plant Life in the Taklimakan Desert

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. C | 6. P | 11. K | 16. S |
| 2. I | 7. N | 12. D | 17. Q |
| 3. R | 8. G | 13. T | 18. F |
| 4. O | 9. B | 14. L | 19. A |
| 5. H | 10. E | 15. M | 20. J |

READING

- | | | | |
|------|------|------|------|
| 1. C | 3. C | 5. D | 7. F |
| 2. B | 4. B | 6. E | |

WORD FAMILIES

- | | | |
|----------------|---------------|--------------|
| 1. adaptations | 3. stress | 5. Violent |
| 2. extremely | 4. resilience | 6. diversity |

DICTIONARY SKILL

- | | | |
|------|------|------|
| 1. C | 2. A | 3. B |
|------|------|------|

LISTENING

- | | |
|-----------------|----------------|
| 1. transitional | 3. evaporation |
| 2. extreme | 4. accumulate |

WRITING

(sample response)

The charts show information about the size, rainfall, and temperatures of three deserts on three different continents. At 9,000,000 square kilometers in area, the Sahara Desert in Africa is much larger than the other two deserts shown. The Taklimakan, at 270,000 square kilometers, and the Great Basin, at 305,775 square kilometers, are similar to each other in size. The Taklimakan has the sparsest rainfall, with an average of 1 to 3.8 centimeters per year. The three deserts have similar summer temperatures: 30°C in the Sahara and Great Basin deserts and 25°C in the Taklimakan Desert. However, winters in the Sahara, with an average temperature of 13°C, are much warmer than in the other two deserts, where the average winter temperatures are -8°C and -9°C. The highest temperatures recorded in the Sahara and Great Basin are almost the same: 57°C and 58°C. The other extreme, the lowest recorded temperature, is not shown for those two deserts, but it is shown for the Taklimakan: -26.1°C.

SPEAKING

(sample response)

I don't think I would like to go to the top of a high mountain because I don't like to be cold. And I think climbing high mountains like Mount Everest is dangerous. It might be interesting to visit a desert because I would like to see the different kinds of plants that grow there. I think they would be very unusual and interesting to look at. But I don't like to be too hot, either, so I wouldn't want to stay in the desert for a long time. I don't really like extreme environments. I prefer to be comfortable.

I think people like extreme environments for two reasons. One is adventure. Some people like doing unusual or dangerous things. They want to see if they can climb to the top of high mountains or endure extreme hot or cold. They want to prove how strong they are and how much they can endure. The other reason is interest. Some people are interested in studying unusual plants or animals or rocks, different kinds of things, so they have to go to unusual places to find these things.

I can adapt easily to new climates as long as they aren't extreme! In the wintertime it's very cold in my city. If I have the opportunity, I like to take a vacation at that time and go to a warm place with a nice beach. I certainly can adapt easily to a warm beach climate, especially when I think about the cold weather I have left behind at home! However, I don't like to go anywhere that's too hot, or too cold either. I can't adapt to that.

UNIT 2: LEISURE TIME

Peripheral Vision in Sports

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. N | 11. F | 16. A |
| 2. I | 7. T | 12. G | 17. L |
| 3. O | 8. E | 13. B | 18. M |
| 4. J | 9. S | 14. C | 19. H |
| 5. Q | 10. R | 15. K | 20. P |

READING

- | | | |
|----------|--------------|---------|
| 1. True | 4. Not Given | 7. True |
| 2. False | 5. False | |
| 3. True | 6. True | |

WORD FAMILIES

- | | | |
|----------------|-----------------|------------------|
| 1. perform | 3. coordination | 5. tolerant |
| 2. demonstrate | 4. visual | 6. Complications |

WORD SKILL

- | | |
|------|------|
| 1. B | 3. A |
| 2. A | 4. B |

LISTENING

- | | |
|---------------|------------------|
| 1. focus | 3. scan |
| 2. anticipate | 4. unconsciously |

WRITING

(sample response)

People everywhere like watching sports. Many top athletes are admired throughout their countries, and some even have fans all around the world. These athletes are good role models for young people in many ways, although in some ways they can also be a bad example.

Top athletes get the attention of young people. Most children and teenagers like to follow professional sports. Professional athletes become heroes to them, and children want to be like their heroes. This means they will want to play sports, which is good for their health. Playing sports also teaches important lessons such as teamwork and learning how to lose (and win) gracefully. Professional athletes also demonstrate

the importance of working hard for your goals, of practicing regularly to become good at something. This is a good example for children to follow.

However, professional athletes are not always good role models. For one thing, the most famous athletes get paid very high salaries, much higher than most normal people can expect to earn. They also get a lot of attention, not only when they play their sports, but in other parts of their lives as well. This can lead children to believe that money and fame are an important part of sports. Children might focus more on these aspects than on the fun of the game or on the challenge of learning how to play well. Then there are those athletes who behave badly. For example, some take drugs to improve their performance in their game. This kind of behavior sends the wrong message to children.

Professional athletes can be very good role models for children, as long as they focus on the positive aspects of playing sports.

SPEAKING

(sample response)

I know that some people find noise distracting, but I actually prefer to study in a noisy environment. I don't know why. When things are quiet, somehow I seem to notice that. It distracts me in a way. But when there is some noise around me—I don't mean loud noise like a rock concert or anything like that, but when I hear people talking in the next room, or people walking down the hall, just people going about their normal activities around me—I feel comfortable. I guess then I know I'm not alone. That feeling of having people around me actually helps me focus on my studies.

Like I said, being in a noisy environment isn't distracting to me, but sudden loud noises, such as the telephone ringing or a car horn honking, really bother me. Then it takes me a few minutes to get my focus back and go on studying. Also, as I mentioned before, quiet can be distracting to me. If there are no noises around me, no people talking or no cars rushing by, I notice the lack of noise. I just don't like it. That's why I don't really like to study at the library. It's too quiet!

I anticipate a big, big change in my study situation. For one thing, I will graduate in a few months. That's a major change. Then, I'm hoping to be able to go to graduate school. I'm working on the applications now, so it will be a while before I find out whether I'm accepted at any of the schools. All the schools I'm applying to are in other countries, so maybe a year from now I'll be living in a foreign country. That would be a huge change. If I don't get accepted at any of the schools, then I'll have to find a job and work for a while and apply to graduate school again. Whatever happens, by next year my life will be very different from what it is now.

History of the Circus

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. J | 6. C | 11. P | 16. F |
| 2. E | 7. T | 12. S | 17. B |
| 3. G | 8. R | 13. A | 18. D |
| 4. I | 9. N | 14. H | 19. M |
| 5. L | 10. O | 15. Q | 20. K |

READING

- | | | | |
|------|------|------|------|
| 1. C | 3. B | 5. C | 7. A |
| 2. A | 4. A | 6. B | |

WORD FAMILIES

- | | | |
|----------------|------------|--------------|
| 1. development | 3. trained | 5. survived |
| 2. entertained | 4. popular | 6. permanent |

DICTIONARY SKILL

- | | | | |
|------|------|------|------|
| 1. B | 2. A | 3. A | 4. B |
|------|------|------|------|

LISTENING

- | | | | |
|------|------|------|------|
| 1. C | 2. A | 3. A | 4. B |
|------|------|------|------|

WRITING

(sample response)

These days, technology has made it possible for us to be entertained without even leaving our homes. TV, DVDs, and computers can provide us with endless hours of entertainment. It may seem strange that people still like to go out to see live performances such as a circus. The circus, however, can provide things that electronic entertainment cannot.

I think the most attractive aspect of the circus is that, compared with the electronics we are used to, it seems exotic. Seeing a circus is very different from the things we are used to seeing and experiencing in our daily lives. We do not normally get to see live animals, especially trained ones that perform, or real people who dress in funny clothes and do difficult tricks. In ancient times, circus audiences may have been awed to see things they had never even heard of. In modern times, we have heard of these things and have probably even seen them on TV, but we rarely get to see these interesting things in real life.

Going to the circus is a special experience because it is different from the things we normally do. We get to leave the house and go to a special stadium or circus tent. We get to hear all the sounds and smell all the smells and eat all the special circus junk food that is sold before the performance. It takes us out of our daily experience and transports us for a short while to a different world in a way that electronic games or TV shows cannot. It is something that is not available to us every day, and that makes it even more special.

Even though we live in a world filled with modern technology, the circus can still offer us a special and exciting experience.

SPEAKING

(sample response)

In my city, there are a lot of different forms of entertainment. There are movies, theaters, concerts, and nightclubs. It's a big city, so you can find almost anything to do that you want. I suppose a special form of entertainment we have is the summer theater festival. During the summer, there are live theater performances in the park. Some of the shows are free, and others you have to buy tickets for. When festival time comes around, almost everybody goes to at least one of the performances. That's one kind of entertainment we have that's very popular; and everyone talks about it. During the winter holidays, we also have a series of concerts that a lot of people enjoy. Other than those special events, people in my city mostly just enjoy the usual kinds of entertainment that people everywhere like.

I definitely prefer to see live entertainment. I really enjoy going to concerts, and nothing beats seeing a live concert performance. It really makes a difference to be in the same room with the musicians and to be able to watch them as they perform. It's a totally different experience from listening to recorded music. For music, seeing a live performance is really important. For other kinds of entertainment, it doesn't matter to me as much. Going to a play in a theater or watching a movie on TV is all the same to me.

I like to play the guitar, but I don't think I can say that I'm very talented at it. I wish I were, but I enjoy it anyway because I love music. I don't have any other performing arts talents. I have some artistic talents, though. I like to paint and draw, and I'm trying to develop those talents more. I take art classes occasionally. That's about all the talents I have.

Uses of Leisure Time

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. E | 6. S | 11. B | 16. L |
| 2. J | 7. C | 12. T | 17. Q |
| 3. D | 8. K | 13. O | 18. H |
| 4. F | 9. R | 14. G | 19. M |
| 5. I | 10. N | 15. A | 20. P |

READING

- | | | |
|------|------|------|
| 1. C | 3. E | 5. B |
| 2. B | 4. A | 6. D |

WORD FAMILIES

- | | | |
|------------------|-----------------|----------------|
| 1. emotional | 3. intellectual | 5. reluctant |
| 2. industriously | 4. deliberate | 6. authorities |

DICTIONARY SKILL

- | | |
|------|------|
| 1. B | 3. B |
| 2. A | 4. A |

LISTEN

- | | | |
|-----------------|----------------------------|----------------------------|
| 1. passive | 4. obesity (or depression) | 5. depression (or obesity) |
| 2. physical | | |
| 3. intellectual | | |

WRITING

(sample response)

The chart shows how much time people of different ages spend engaged in various pastimes. It shows two intellectual activities—reading and computer use. There is also a column for physical activities—sports and exercise. The information is about how people spend their leisure time on weekends. According to the chart, teenagers spend the least amount of time reading, much less than adults do. They spend just five minutes a day reading, whereas adults aged twenty to sixty-five years old spend thirty minutes a day and adults aged sixty-six and older spend an hour a day in this pastime. Teenagers spend more time on the computer than people in the other two age groups—seventy-five minutes a day. The age group that spends the most time engaged in physical activities is adults aged twenty to sixty-five, and the age group that spends the most time reading is adults sixty-six and older. Adults aged

sixty-six and older are the ones who spend the least amount of time engaged in physical activities—just twenty minutes a day.

SPEAKING

(sample response)

One of my favorite pastimes is going to the movies. I really enjoy movies of all kinds. I like drama and comedy and action movies. I like going to the movies with my friends and then talking about the movie afterward. We often go to a restaurant or a café and talk about the movie: whether or not we liked it and why, what we thought about the actors, how it compares with other movies, things like that. It's really interesting. So I think I could say that's my favorite pastime. I also like to read, I enjoy watching sports, and sometimes I play a little tennis.

I enjoy both physical and intellectual activities, but I guess I prefer intellectual activities a little more. As I said, I love discussing movies. I also like talking about books I read or articles I read in the newspaper. It's great to spend an evening at a café with my friends talking about these kinds of things. But physical activities are important, too. Maybe I don't do them every day, but I like to get some exercise a few times a week. I like to play tennis or sometimes just take a walk.

UNIT 3: TRANSPORTATION

First Headlamps

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. R | 11. F | 16. P |
| 2. J | 7. H | 12. K | 17. S |
| 3. C | 8. L | 13. A | 18. Q |
| 4. G | 9. N | 14. B | 19. M |
| 5. O | 10. T | 15. E | 20. I |

READING

- | | | | |
|------|------|------|------|
| 1. B | 3. D | 5. C | 7. C |
| 2. E | 4. A | 6. D | 8. B |

WORD FAMILIES

- | | | |
|----------------|----------------|--------------|
| 1. efficiently | 3. illuminated | 5. intensify |
| 2. innovations | 4. reflective | 6. generate |

DICTIONARY SKILL

- | | | | |
|------|------|------|------|
| 1. A | 2. B | 3. A | 4. B |
|------|------|------|------|

LISTENING

1. A 2. B 3. D 4. F

WRITING

(sample response)

Trains, planes, and automobiles have all become common modes of travel within the past 200 years, and they have all had significant effects on the way we live. If I had to choose which one of these three was the most significant, I would choose automobiles. Automobiles affect the way we live and work, and they affect the way the world around us looks.

Automobiles have given us easy access to many things in our daily lives, so we have more choices about a lot of different things. We can shop at a variety of stores, for example, because we can get to them by car. We do not have to shop only at the stores that are nearby. We have more choices about which doctors we want to have treat us or which lawyer we want to hire or which hairstylist we want to use because automobiles have increased the distances that we can easily travel. We have more choices about places to study or work because we can get to more places by car.

Automobiles have also affected the way the world around us looks. Because so many people depend on automobiles, there are paved roads and parking lots everywhere. This was not true in the days before automobiles. Houses, shopping malls, and apartment buildings are all built with garages attached to accommodate cars. Gas stations are everywhere. The world today looks very different than it did 100 years ago, and much of this is because of the automobile.

Automobiles have made a lot of changes in the way people go about their daily lives. This is why I think the automobile is the most significant transportation innovation of recent times.

SPEAKING

(sample response)

In my city, people generally use buses, bicycles, and cars to get around. In my opinion, bicycles are the most efficient mode of transportation. I say this because there's a lot of traffic on our streets, especially during rush hour: Sometimes the cars and buses don't seem to move at all because there are so many of them. We have terrible traffic jams. For me, however, this isn't a problem because I almost always use my bike to get around. When all the cars and buses are sitting there waiting to move, I speed right by them on my bike. I never get stuck in traffic jams. I get everywhere quickly and efficiently on my bike. I really love it. The only time I don't like riding my bike is when it rains.

I think trains are great for long-distance travel. They're a lot more comfortable than buses because they have more space. You can get up and walk around on a train, but you can't do that on a bus. Trains are more relaxing than cars because you don't have to do the driving yourself and you don't have to deal with traffic jams or worry about getting lost. Trains usually have comfortable seats. They have large windows so you can enjoy the scenery. I love traveling by train.

In my opinion there are very few drawbacks to train travel. Sometimes the tickets are expensive, but that depends on where you're going. Sometimes the schedule isn't completely convenient, but I don't mind changing my plans a little to fit a train schedule. A lot of people don't like trains because they don't give you the same independence that traveling by car does, but I don't mind that.

Major Subways of Europe

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. I | 6. P | 11. T | 16. S |
| 2. Q | 7. F | 12. N | 17. O |
| 3. R | 8. B | 13. A | 18. M |
| 4. H | 9. K | 14. D | 19. J |
| 5. C | 10. L | 15. G | 20. E |

READING

- | | | | |
|------|------|------|------|
| 1. C | 3. A | 5. B | 7. A |
| 2. C | 4. B | 6. C | |

WORD FAMILIES

- | | | |
|---------------|----------------|--------------|
| 1. Architects | 3. destruction | 5. expansion |
| 2. decorative | 4. disruption | 6. operate |

WORD SKILL

- below the surface of the water
- a coat of paint below the surface coat of paint
- a road that passes below another road or structure

LISTENING

- | | |
|------------|------------|
| 1. surface | 3. shield |
| 2. vents | 4. destroy |

WRITING

(sample response)

The chart shows the size of three different subway systems using different measures: track length, number of stations, and number of passengers. Each one of the subway systems shown could be said to be the largest one, depending on which measure you use. The London Underground has the most track, the Paris Metro has the most stations, and the Moscow Metro carries the most passengers. The London Underground has almost twice as much track as the Paris Metro but twenty-five fewer stations, so the stations on the Paris Metro must be much closer together. In fact, of the three systems shown, Paris has the most stations but the least total track length. The Moscow Metro carries twice as many passengers as the London Underground, although it is only about three-quarters the size of the London system. Its trains might be very crowded. Although the Moscow Metro carries the most passengers of the three systems, it has the fewest stations.

SPEAKING

(sample response)

The subway stations in my city do not have interesting architecture, in my opinion. They are very modern, and I don't like that style. It just isn't warm and inviting. It isn't comfortable. It's all straight lines and no pretty decorations. Our train station, on the other hand, has very beautiful architecture. It's an old building and was built in the classical Greek style, which I like very much. It has columns and statues of mythological figures. It's a very interesting building to look at.

Our city library usually has exhibits of paintings and other kinds of art by local artists. It's interesting because they change the exhibits several times a year, so there's often something new to see. I think this is a great way to use space in the library, because a lot of people go there. They get to see what artists in our community are doing. I think there's also work by local artists in our city hall, but the problem with that is that most people don't go there very often. They don't have a reason to go there, so that art doesn't get seen by as many people. The library is a better place. Subway stations would be a good place, too, because most people use the subway. However, in my city, there isn't any artwork in the subway stations, unfortunately.

Electric Cars Around the Globe

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. N | 6. R | 11. H | 16. J |
| 2. Q | 7. A | 12. L | 17. S |
| 3. E | 8. D | 13. M | 18. I |
| 4. K | 9. P | 14. T | 19. C |
| 5. B | 10. F | 15. O | 20. G |

READING

- | | | | |
|-------------|-------------|-------------|--------------|
| 1. suburban | 3. fumes | 5. standard | 7. commuters |
| 2. consumed | 4. plodding | 6. embraced | |

WORD FAMILIES

- | | | |
|--------------|--------------|-----------|
| 1. class | 3. consume | 5. money |
| 2. commuters | 4. appealing | 6. marked |

DICTIONARY SKILL

- | | | | |
|------|------|------|------|
| 1. B | 2. A | 3. B | 4. A |
|------|------|------|------|

LISTENING

- | | | | |
|----------|-------------|-----------|-------------|
| 1. Urban | 2. Commuter | 3. Bridge | 4. Suburban |
|----------|-------------|-----------|-------------|

WRITING

(sample response)

If more people drove electric cars, that would help solve some of the problems created by gasoline-powered cars. I believe that money, convenience, and education are the three major factors that would persuade more people to drive electric cars.

Money is a powerful incentive. If electric cars are cheaper to buy than gasoline-powered cars, then people will become interested in them. If electricity is cheaper to use than gasoline, then people will want to own electric cars. Clearly, gasoline is becoming more expensive every day. If car manufacturers can produce electric cars cheaply, then the monetary incentives will be in place and more and more people will start buying electric cars.

Convenience is almost as important as money. Electric cars need to be easy to use for them to be appealing. If putting a charge in a car battery is as easy or easier than filling up the tank with gasoline, then people will find electric cars attractive. If electric cars are small and easier to park than larger gasoline-powered cars, that would be another

attraction. If people see electric cars as easy to own and easy to use, they will be more interested in buying them.

The third factor is education. People will become more interested in driving electric cars when they understand the problems with gasoline-powered cars. Educating the public about issues of pollution and decreasing oil reserves may persuade more people to consider electric cars.

If people believe that electric cars are cheap and easy to use and if they understand the reasons why we need to move away from gasoline, they will be more likely to embrace them.

SPEAKING

(sample response)

I'm not very interested in cars. I just want something that will take me places. I don't care if a car has flair. I don't care if it can go really fast or what color it is or anything. I just want a car that is easy to take care of and that doesn't need repairs all the time. I know some people are very interested in cars and know all about the different models and the different things that different cars can do, but that's not me. I just need transportation.

I prefer to live in an urban area. I grew up in the city, and I still live there. I can't imagine living anywhere else. A city has everything. It has all kinds of stores so you can buy anything you need. It has movies and theaters and museums and restaurants. All my friends live in the city, and most of my relatives do, too, so I feel like I have everybody nearby. I don't like rural areas. They are so quiet, it makes me feel afraid. And there's nothing to do. There are no stores or museums or anything. And the suburbs just seem so boring. I don't know why anybody would live anywhere that wasn't a city.

UNIT 4: CULTURE

Origins of Writing

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. O | 6. H | 11. K | 16. Q |
| 2. G | 7. L | 12. B | 17. P |
| 3. M | 8. A | 13. N | 18. E |
| 4. C | 9. F | 14. T | 19. D |
| 5. J | 10. I | 15. S | 20. R |

READING

- | | | | |
|------|------|--------------|-----------|
| 1. B | 4. A | 7. A | 10. False |
| 2. C | 5. C | 8. True | |
| 3. A | 6. B | 9. Not Given | |

WORD FAMILIES

- | | | |
|----------------|----------------|-------------|
| 1. Excavators | 3. created | 5. literate |
| 2. agriculture | 4. specialized | 6. myths |

DICTIONARY SKILL

- | | |
|------|------|
| 1. A | 2. B |
|------|------|

LISTENING

- | | | |
|------|------|------|
| 1. D | 3. C | 5. E |
| 2. A | 4. B | |

WRITING

(sample response)

The chart shows literacy rates for the adult population in four different countries, as well as literacy rates for the entire world. It also shows the differences in male and female literacy rates. Two countries have literacy rates higher than the world rate of 82 percent. Country D has almost 100 percent literacy, and the rate is the same for both the male and female populations. Country C has a literacy rate just over 90 percent, but there is a significant difference between the male and female rates. In fact, in all the countries except for Country D, there is a difference between the male and female literacy rates. This reflects the world literacy rates, which show a 10 percent difference between male and female rates. In Countries A and B, the difference between male and female literacy is very large. In Country A there is a 30 percent difference, and in Country B there is a 40 percent difference. Around the world, there are more literate men than literate women.

SPEAKING

(sample response)

Of course it would be best to have a teacher who specializes in the subject being taught and is also very skilled at teaching, but if I had to make a choice, I think I would choose the one who is skilled at teaching. Of course, I assume this teacher would have a certain amount of knowledge about the subject. I think the best teachers are the ones who make their students want to learn and can show them how to learn. If you know how

to learn, you can find any information you need. And if you want to learn, you will look for that information. So a teacher might not know every last piece of information about something, but a good teacher can help the students figure out how to find that information. I have had teachers who knew a lot about their subjects but who were so boring that I learned very little from them. To me it didn't matter what they knew. They still didn't help me learn about it.

Clearly, the most basic skills children need to learn to function in modern society are computer skills. Computers in today's world are like books have been, or were. Nowadays, computer literacy is as important as reading and writing. Children have to learn how to use different kinds of software and how to find information on the Internet and things like that. But I also think there is a skill even more basic than that that we need to function in modern society. That skill is the ability to change rapidly. Technology changes rapidly, and we have to keep up with it. Today, we use computers in a certain way, but a few years from now everything might be different and we'll have to adopt new methods of work and communication. What we teach children in school today might not be completely useful by the time they graduate. Learning the skill of changing is as important as anything else.

Hula Dancing in Hawaiian Culture

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. R | 6. P | 11. A | 16. Q |
| 2. J | 7. C | 12. I | 17. B |
| 3. O | 8. S | 13. K | 18. E |
| 4. L | 9. F | 14. T | 19. D |
| 5. H | 10. G | 15. M | 20. N |

READING

- | | | | |
|------|------|--------------|-------------|
| 1. D | 3. A | 5. graceful | 7. evidence |
| 2. B | 4. B | 6. elaborate | |

WORD FAMILIES

- | | | |
|------------------|------------------|-----------------|
| 1. traditional | 3. accompaniment | 5. celebrations |
| 2. energetically | 4. influenced | 6. beneficial |

DICTIONARY SKILL

- | | |
|------|------|
| 1. A | 2. B |
|------|------|

LISTENING

1. A 2. D 3. E 4. G

WRITING

(sample response)

Celebrations are very important for any society. They bring families together, give people a sense of identity, and provide a break from the usual routines of life.

An important benefit of traditional celebrations is that they give family members opportunities to spend time together. This is especially important in the modern world, where families are becoming more separated. Family members often do not live in the same city, or even the same country, like they did in the past. When there is an important celebration, family members usually want to spend it together. Often they have special family traditions such as preparing special food together or gathering at a certain place. Families look forward to the special days in the year when they can do these things together.

Traditional celebrations give people a sense of identity. Celebrations that are traditional in a certain place or for a certain culture help people feel more connected to their place or their culture. They help people feel like they are part of something that is meaningful.

Celebrations give people a break from their normal routines. Whether it is something that takes place every year or a one-time special event, a celebration is a chance to relax and have fun with friends and relatives. It is something that adds a little bit of excitement to life. Annual celebrations are especially important because they give people something to look forward to throughout the year.

Humans have been enjoying celebrations since ancient times. Celebrations are important to individuals, families, and society as a whole.

SPEAKING

(sample response)

At the beginning of the year, New Year's Day celebrations are important. Everybody enjoys this celebration because we stay up and have a party until very late. We want to be awake at midnight when the new year begins, and the party usually continues past that hour. Another very important day in my country is Independence Day. Everybody in the whole country is excited when that day is approaching. It's a day with a lot of meaning for us. We have many other traditional celebrations throughout the year. We really like to celebrate in my country!

In my country, Mexico, we celebrate the Day of the Dead at the beginning of November. It's the day when we remember our loved ones who have died. The traditional ritual is to make an altar in the house. We put

special food on the altar and things that remind us of our dead loved ones. We decorate it with yellow flowers and other traditional decorations. Some people make very beautiful altars. It's a very old tradition.

The Art of Mime

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. C | 6. F | 11. A | 16. L |
| 2. K | 7. G | 12. E | 17. T |
| 3. M | 8. S | 13. P | 18. D |
| 4. I | 9. H | 14. R | 19. Q |
| 5. N | 10. J | 15. B | 20. O |

READING

- | | | |
|-------------|---------------|-------------|
| 1. gestures | 4. abstract | 7. renowned |
| 2. literal | 5. emerged | 8. merged |
| 3. humorous | 6. culminated | |

WORD FAMILIES

- | | | |
|----------------|-----------------|--------------|
| 1. exaggerate | 3. considerable | 5. frailties |
| 2. effectively | 4. portray | 6. reminisce |

DICTIONARY SKILL

- | | |
|------|------|
| 1. B | 3. A |
| 2. A | 4. B |

LISTENING

- | | | |
|--------------|-------------|-------------|
| 1. props | 3. gestures | 5. conflict |
| 2. illusions | 4. portray | |

WRITING

(sample response)

The chart shows ticket sales at the National Theater for the six-month period from January through June. The most popular group of performers during that time was the National Mime Troupe. Five thousand tickets were sold for their performance titled "Humorous Situations." Only half as many tickets were sold for the performance of *Carmen*, put on by the City Opera. That was the least popular of all the performances listed on the chart. The second least popular performance was "Works of Beethoven" by the National Symphony Orchestra, with 3,000 tickets sold. The "Rock Stars Live!" concert and the *Swan Lake* ballet were both

almost as popular as the “Humorous Situations” mime performance. There were 4,750 tickets sold for each of those performances. Opera and classical music do not appear to be very popular forms of entertainment at the National Theater. People appear to prefer less serious forms of entertainment such as humorous mime and rock music.

SPEAKING

(sample response)

I usually prefer to see humorous performances. I like to see funny things and hear jokes. If I spend the money and time to go to the theater to see a live performance, then I want to have a good time. I want to laugh. I want to relax and forget about my worries. I actually enjoy serious performances, too. The most important thing, really, is to have the chance to watch skilled performers. But I choose to see humorous performances more often than serious ones.

My country is small. We have some renowned actors and musicians whom we really love, but they're known only to people in our country. They aren't famous in other places. We also enjoy performers from other countries. We like the famous Hollywood actors and musicians from different places. We like all the international stars, just like people everywhere.

I like both kinds of movies. I like real stories and made-up ones, but I particularly enjoy movies that portray real events and people from history. I enjoy seeing what life was like during a different period in history. I like to see what the houses looked like, the clothes, the towns and cities, all the details of daily life. I especially enjoy movies that show those details and show them correctly, that make the effort to really show what life was like. Historical events are interesting to learn about, but to me learning about the details of daily life in the past is even more interesting.

UNIT 5: HEALTH

Nurse Migration

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. N | 6. I | 11. D | 16. T |
| 2. K | 7. C | 12. M | 17. G |
| 3. P | 8. S | 13. Q | 18. O |
| 4. B | 9. J | 14. A | 19. H |
| 5. L | 10. E | 15. R | 20. F |

READING

- | | | |
|-------------|-----------------|--------------|
| 1. shortage | 4. qualified | 7. True |
| 2. abroad | 5. administered | 8. False |
| 3. lure | 6. rudimentary | 9. Not Given |

WORD FAMILIES

- | | | |
|-----------------|------------|--------------|
| 1. short | 3. rampant | 5. qualified |
| 2. complexities | 4. vacate | |

WORD SKILL

1. a situation where something stops or stands still
2. a person or thing that is much better than all others

LISTENING

- | | |
|-------|------------|
| 1. 4 | 3. 5 |
| 2. 25 | 4. 114,000 |

WRITING

(sample response)

The salaries paid to nurses and doctors vary widely, according to the information in the chart. The two countries with the lowest salaries, Country A and Country B, are source countries. They provide a supply of health care workers to the destination countries. The salaries paid to doctors and nurses in these source countries are much lower than the salaries paid in Country C and Country D, which are destination countries. The salaries in Country A are much lower even than the salaries in Country B. In Country B, nurses earn ten times as much as in Country A. The difference in doctors' salaries is even greater.

The difference in salaries between the source countries and the destination countries is greater still. Nurses in Country D, for example, earn almost ten times as much as nurses in Country B. Doctors in Country D earn almost fifteen times as much as doctors in Country B. It is easy to see why source countries have a hard time retaining health care professionals. From the standpoint of the doctors and nurses, working abroad is a much better deal.

SPEAKING

(sample response)

I am a journalist. I chose this profession for several reasons. First, I like to write and always have, ever since I was a small child. I'm also interested in politics and current events. I like to keep up with what's happen-

ing and analyze different political situations, and I love telling people my opinion about things. As a journalist, I get to do all these things that I really love: write, follow the news, and tell people my opinion. It's great!

Because I am just starting out in my profession, I hope things will change a lot for me over the next decade. Right now I have a job as a reporter for a small newspaper in my city. I hope that in ten years I will be working for a much larger newspaper. I also hope by then to be working as a foreign correspondent, reporting the news from abroad. That's really my biggest goal. I think I can make it in ten years.

My profession offers a lot of opportunities for working abroad. A lot of people are lured to journalism because they are interested in traveling to other countries. As I mentioned, that's a primary goal for me, too. Some journalists live abroad and report the news regularly back to the newspaper in their own country. Other journalists don't live abroad but travel regularly, depending on where the news is happening. There is always important news happening all over the world, so journalists get to travel a lot if that's what they want to do.

Aerobic Exercise and Brain Health

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. I | 6. T | 11. K | 16. S |
| 2. P | 7. B | 12. H | 17. N |
| 3. A | 8. F | 13. R | 18. C |
| 4. G | 9. L | 14. E | 19. O |
| 5. M | 10. J | 15. Q | 20. D |

READING

- | | | |
|-------------------|------------------|---------------|
| 1. mood | 4. gravity | 7. diagnosed |
| 2. regulates | 5. capacity | 8. counteract |
| 3. concentrations | 6. deterioration | |

WORD FAMILIES

- | | | |
|-------------|--------------|---------------|
| 1. mood | 3. diagnosis | 5. impairment |
| 2. indicate | 4. grave | |

DICTIONARY SKILL

- | | |
|------|------|
| 1. B | 3. B |
| 2. A | 4. A |

LISTENING

- | | | |
|------------|---------|-----------|
| 1. Clark | 3. yoga | 5. weight |
| 2. aerobic | 4. mood | |

WRITING

(sample response)

The chart shows information about two groups of patients who were suffering from mild cognitive impairment. Each group followed a program of one hour of daily exercise for six months, but they did different kinds of exercise. Group A did aerobic exercise, and Group B did non-aerobic exercise. The charts show changes in mental capacity in each group after six months of exercise. Group A showed improvement in two areas: thinking speed and word fluency. Capacity in memory did not change. Group B had a much worse experience, because there was deterioration in all three areas. This information shows that aerobic exercise can have positive effects on mental capacity for patients suffering from cognitive impairment. Although it did not help patients improve their memory, it appeared to at least stave off deterioration in this area. Non-aerobic exercise had no positive effects, and the patients' mental capacity continued to deteriorate during the study.

SPEAKING

(sample response)

I think that exercise improves my mood. I play soccer often with my friends, and I always feel really good afterward. Of course, there are other factors. It's great to spend the time with my friends, and if we win a game, that makes me feel really good. But I think the exercise affects my mood, too. Even if I go for a run by myself, it puts me in a better mood. Other things that help improve my mood are listening to music, if it's happy music, of course, or energetic music. Sad music would only make me feel worse. Watching funny movies usually helps me feel better, too.

I'm not sure if improving brain capacity will make exercising more popular. Exercise won't make you smarter; at least I don't think it will; it just slows the deterioration of the brain as you get older. That's probably important for older people, but younger people are more interested in other things. Some people like to exercise, but a lot of people don't, or they don't have time for it. I don't think this research will change that. I think people will just keep doing whatever they did previously. Some will exercise and others won't, depending on whether or not they enjoy it.

Personally, I think exercising is important and I try to get regular exercise. However, I also think it's up to each individual to choose whether or not to exercise. All the information is there, Everybody knows the benefits of exercise or can easily find them out. If some people choose not to

exercise, they're the ones who have to live with the results of that. They might have poor health or be more depressed or something like that, but it's their choice. I think information should always be made available, but after that, each person has to decide what he or she will do with that information.

How Drugs Are Studied

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. E | 6. P | 11. Q | 16. K |
| 2. D | 7. H | 12. M | 17. R |
| 3. O | 8. T | 13. C | 18. J |
| 4. L | 9. A | 14. I | 19. N |
| 5. S | 10. B | 15. F | 20. G |

READING

- | | | | |
|------|------|------|------|
| 1. B | 3. F | 5. A | 7. B |
| 2. C | 4. G | 6. D | |

WORD FAMILIES

- | | | |
|----------------|---------------|-----------|
| 1. investigate | 3. absorption | 5. desire |
| 2. theory | 4. toxins | |

DICTIONARY SKILL

- | | | |
|------|------|------|
| 1. B | 2. A | 3. C |
|------|------|------|

LISTENING

- | | | | |
|------------|------------|--------------|------------|
| 1. culture | 2. Monitor | 3. Ascertain | 4. outcome |
|------------|------------|--------------|------------|

WRITING

(sample response)

Modern medicine has made it possible for people to live longer lives. Drugs have been developed to cure many common diseases and allieviate many chronic conditions. This has obvious benefits for individuals, but the benefits for society are a bit less certain.

Because of modern medicine, people nowadays not only live longer but live healthier lives, too. Fewer people die young of communicable diseases because there are drugs to cure or prevent such diseases. The lives of many older people are enhanced by medicine that prevents or controls many of the conditions that can cause illness in the elderly.

Often people are interested in visiting these sites because it is a popular thing to do. They are not drawn to a place out of respect or appreciation for what it represents. They go because everyone else goes or because they want an interesting adventure. Therefore, education is very important. People need to understand the meaning and value of these ancient sites and the impact that tourism has on them. This is an important part of preserving these sites. Then, if access to the sites is restricted, perhaps people will understand the reasons why and will not protest it so much. Whether or not the general public agrees, however, everything possible must be done to preserve archeological sites.

SPEAKING

(sample response)

I'm not really interested in outdoor adventures like hiking or rafting. I don't like physical danger. For me a really interesting adventure is to visit a new city where I've never been before. I like trying to find my way around a new place. I enjoy trying to figure out the people and what life is like in that city and where the interesting places are to go. It's not a dangerous kind of adventure at all, but it's interesting, and it's even more interesting and exciting when you're visiting a city in a foreign country.

When I travel, I like to stay in really comfortable hotels. I like the hotels that have really comfortable rooms with high-quality sheets and blankets on the bed. I like hotels that have really good personal service, and most of all I like hotels with good food. It's a special luxury to order breakfast from room service. I don't mind paying more for a luxury hotel. Staying in a hotel like that is half the fun of traveling.

It's not really important to me to have luxuries in my daily life. Most of the time I'm very practical. I just live a normal life with normal things, and that's okay with me. But I do like to have luxuries on special occasions, like staying in a luxury hotel when I'm traveling, or going to an expensive restaurant on my birthday. When you save luxuries for special occasions, then they're more appreciated. When you have them every day, like driving around in an expensive car, for example, then they don't seem so special any more. You don't even notice them, and they stop feeling luxurious.

What Is Ecotourism?

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. L | 6. D | 11. I | 16. R |
| 2. Q | 7. E | 12. S | 17. J |
| 3. M | 8. G | 13. K | 18. A |
| 4. T | 9. B | 14. N | 19. C |
| 5. O | 10. H | 15. P | 20. F |

UNIT 6: TOURISM**Hiking the Inca Trail****WORDS**

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. C | 11. T | 16. N |
| 2. L | 7. O | 12. K | 17. G |
| 3. S | 8. I | 13. Q | 18. J |
| 4. E | 9. B | 14. P | 19. R |
| 5. H | 10. A | 15. M | 20. F |

READING

- | | | |
|-----------------|----------------|-------------|
| 1. ceremonial | 4. draw | 7. marvels |
| 2. archeologist | 5. network | 8. preserve |
| 3. functions | 6. adventurous | 9. luxury |

WORD FAMILIES

- | | | |
|---------------|------------------|--------------|
| 1. access | 3. luxurious | 5. precisely |
| 2. restricted | 4. archeological | 6. adventure |

DICTIONARY SKILL

- | | | | |
|------|------|------|------|
| 1. B | 2. A | 3. B | 4. A |
|------|------|------|------|

LISTENING

- | | | | |
|------------|-----------|---------------|-----------|
| 1. network | 2. Access | 3. ceremonial | 4. Native |
|------------|-----------|---------------|-----------|

WRITING

(sample response)

The preservation of archeological sites is extremely important. The reason is quite simple: Once they are gone, they are gone forever. Those who hope to preserve such sites need to provide education so that the public understands their importance.

Archeological sites contain buildings and objects that have been around for a long time, for thousands of years in some cases. They provide us with a connection to past civilizations, to the people who came before us. They contain valuable information about our ancestors and where we came from. If we lose this information, we lose the possibility of learning many things about our history. It is terrible to think that something that has lasted for thousands of years can be destroyed in a relatively short period of time by the idle curiosity of modern tourists.

Modern medicine has enabled many people to have many more years to enjoy their lives. Most individuals would agree that this is a desirable outcome.

On the other hand, more people living longer means that a larger fraction of society is made up of older people. If many of these people are past retirement age, that means they are no longer making an economic contribution to society. However, they still require support for themselves. Many people living longer also means that the population is larger. The longer people live, the more resources they use, and society must find a way to provide for their needs.

Modern medical science aims to help people live longer lives and healthier lives, too. This is a good thing in many ways, but it is a situation that also has many complications.

SPEAKING

(sample response)

I think it is important to spend money on investigating new drugs, of course. After all, drugs can cure many diseases and allieviate many conditions. But we also need to think about prevention. It would be a good idea to spend more money on educating the public about things that can be harmful to the health, such as smoking, or drinking too much, or eating junk food. There is education about those things, but people still smoke and drink and do other things that are unhealthy. People need to really understand the effects of bad habits. Too many people have chronic diseases because they drink too much or eat the wrong kind of food. I really think education is an important part of health care.

I think when people live healthy lifestyles, they get sick less frequently. I think targeting dietary and exercise habits is really important. Lack of exercise and a poor diet can have different kinds of negative outcomes. For example, they can lead to obesity, being overweight, which can cause heart disease. Poor diet can also lead to diabetes, which is a serious health problem. I think encouraging people to eat well and exercise frequently are important areas to focus on.

Doctors can give injections that prevent influenza, so everyone should get these injections. That's the easiest way to combat this disease, and many other diseases, too. There are injections to prevent many of the most common diseases. People also need to be educated about good habits to prevent spreading disease, such as washing their hands, or staying home if they are sick. There are some common diseases, such as the common cold, that can't be cured or prevented with an injection. Scientists need to keep investigating these diseases until they discover a way to cure them.

READING

- | | | |
|--------------|----------|--------------|
| 1. False | 4. True | 7. True |
| 2. True | 5. True | 8. True |
| 3. Not Given | 6. False | 9. Not Given |

WORD FAMILIES

- | | |
|-------------------|--------------|
| 1. avoidance | 4. wild |
| 2. concept | 5. injury |
| 3. accommodations | 6. publicize |

DICTIONARY SKILL

- | | | |
|------|------|------|
| 1. C | 2. A | 3. B |
|------|------|------|

LISTENING

- | | |
|---------------|-------------------|
| 1. Wilderness | 3. accommodations |
| 2. January | 4. publicity |

WRITING

(sample response)

The charts show whether or not three different cruise companies follow certain environmentally friendly practices, and they compare this information in two different years: 2000 and 2010. In 2000, two of the companies were already recycling most of their waste and avoiding dumping wastewater into the sea. These companies were Sun Cruises and Water World Tours. The Sea Adventure company did not follow these practices. None of the three companies had systems to reduce air pollution in 2000, and none of them avoided traveling to places with delicate underwater ecosystems. By 2010, all three companies had made changes to become more environmentally friendly. In fact, in that year, two of the companies, Sun Cruises and Water World Tours, were following all the practices shown on the chart. Sea Adventure was recycling waste and avoiding dumping wastewater into the sea, but they still did not have a system to reduce air pollution and still traveled to destinations with delicate underwater ecosystems. Sun Cruises and Water World Tours are probably more attractive to people who are interested in ecotourism than Sea Adventure is.

SPEAKING

(sample response)

I always choose to spend my vacations somewhere in the wilderness. I live in a big city, and I'm surrounded by crowds and noise all the time,

ESSENTIAL WORDS FOR THE IELTS

so when I'm on vacation, I want to be in a really quiet place. I try to find as remote a place as possible. I like hiking and camping in the mountains. Once I went on a rafting trip on a river. Really, I'm happy spending my vacation anywhere out in the woods.

When I travel, I avoid any place with crowds. That doesn't mean just cities. Some national parks can get very crowded, too, and then you don't feel like you're in the wilderness. I try to avoid taking my vacation in the summer because that's when everyone else travels and every place is crowded. I like to travel in the fall. It's a beautiful time of year, and it's much easier to avoid crowds then.

Luxury accommodations aren't important to me. In fact, they make me feel a little uncomfortable because I'm not used to them. I like everything plain and simple and especially inexpensive. My favorite place to stay when I'm traveling is in my tent. For one thing, it's inexpensive. For another, it allows me to be in the middle of nature. I go to sleep at night to the sound of the wind blowing through the trees above me. I wake up in the morning surrounded by birdsong. What could be better than that?

Learning Vacations

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. F | 6. G | 11. M | 16. A |
| 2. I | 7. R | 12. T | 17. S |
| 3. K | 8. B | 13. P | 18. C |
| 4. O | 9. J | 14. Q | 19. N |
| 5. D | 10. L | 15. H | 20. E |

READING

- | | | |
|------|--------------|---------|
| 1. A | 4. False | 7. True |
| 2. B | 5. True | |
| 3. E | 6. Not Given | |

WORD FAMILIES

- | | | |
|------------|---------------|----------------|
| 1. acquire | 3. economize | 5. residence |
| 2. cost | 4. Enrollment | 6. supervision |

DICTIONARY SKILL

- | | |
|------|------|
| 1. A | 2. B |
|------|------|

LISTENING

- | | |
|----------------|---------------|
| 1. resort | 3. Sponsor |
| 2. Residential | 4. Enrollment |

WRITING

(sample response)

The chart shows the percentage of the total number of students who enrolled in different types of courses during the summer of 2010. The most popular type of course was cuisine. Thirty-five percent of students enrolled in cuisine courses. Science and philosophy had the lowest enrollment, at 5 percent each. In general, the creative types of courses had higher enrollments. Cuisine, photography, and painting and drawing are all courses where students learn how to do creative things. Taken all together, these courses made up 80 percent of the total enrollment. The courses with more serious content, on the other hand, were much less popular. History, philosophy, and science are all academic types of courses, the kinds of things one might study in a college degree program. Only 20 percent of students signed up for these courses. Perhaps during the summer people prefer to spend their time taking a more relaxing type of course.

SPEAKING

(sample response)

I'm from the coast, so the cuisine of my city is all about seafood. We have a lot of different fish dishes. We are famous for a special kind of seafood stew that we make. We enjoy this dish on all our national holidays. There are also some different kinds of baked fish dishes that are famous in my city. We have a variety of seafood dishes, and tourists always eat them when they come to our city.

Different kinds of fish, of course, are the most common ingredients in our cuisine. Almost all our traditional fish dishes contain garlic, so that's another common ingredient. Also, we eat almost everything with rice. Besides that, because it's a tropical area, we have a lot of tropical fruits that we use in our cooking—mangoes, coconuts, things like that. They're common ingredients in stews and soups as well as in desserts.

We still enjoy the traditional fish dishes that our city has always been famous for, but we use more modern cooking methods now. Instead of cooking over a fire, people usually cook on a gas stove or in a microwave oven. People now have more access to ingredients from other places, for example, different kinds of spices that are common in other countries—people in my country are used to them now, too. They aren't traditional flavors for us, but they're becoming more common in our cooking. I think in the past, people ate the traditional dishes more often, maybe even every day. Now we're so busy, we don't have time to cook as often, so we eat those traditional dishes less often, maybe once a week or even once a month. In the future, I think this will be even more true. People will eat more fast food and more frozen food from the grocery store. They'll have less and less time to cook the traditional dishes, and maybe they'll even forget how to cook them. I hope not, but it could happen.

UNIT 7: BUSINESS

What Makes a Small Business Successful?

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. I | 6. R | 11. O | 16. N |
| 2. S | 7. A | 12. L | 17. P |
| 3. D | 8. F | 13. Q | 18. C |
| 4. E | 9. M | 14. B | 19. H |
| 5. G | 10. K | 15. T | 20. J |

READING

- | | | | |
|------|-----------|--------------|--------------|
| 1. B | 3. B | 5. potential | 7. financial |
| 2. D | 4. unique | 6. sound | |

WORD FAMILIES

- | | | |
|---------------|------------|---------------|
| 1. initiate | 3. compete | 5. profitable |
| 2. motivation | 4. produce | 6. inevitable |

DICTIONARY SKILL

- | | |
|------|------|
| 1. B | 2. A |
|------|------|

LISTENING

- | | | | |
|------|------|------|------|
| 1. A | 2. C | 3. E | 4. G |
|------|------|------|------|

WRITING

(sample response)

Many people enjoy shopping in large chain stores, whereas many others have a great dislike for them. Large chain stores offer a number of advantages to shoppers. However, they also have several drawbacks.

One of the advantages of large chain stores is that they generally offer a wider selection of products than smaller, locally owned businesses do. Because a chain store is owned by a large company, it has access to many more sources of products than its smaller competitors do. This allows it to offer a greater variety of products on the store shelves. Chain stores can also sell products in their stores at lower prices. One reason is that, being part of a large company, it is easier for them to seek out the manufacturers that charge less. Another reason is that they get discounts for buying in very large quantities.

Chain stores also have disadvantages. They cannot offer the personalized services that small stores can. People who run small stores are very familiar with the products they sell. They can make knowledgeable recommendations to their customers, they can answer questions about the products, and they can special-order items. Employees in chain stores, on the other hand, usually know very little about the items they sell. They often cannot help customers beyond telling them in which part of the store something is located.

Chain stores make things more convenient for shoppers, but they also have the effect of making things less personal. A place that has a balanced mix of large and small stores, if it exists, would offer shoppers the best of both worlds.

SPEAKING

(sample response)

A store where I enjoy shopping is a large bookstore near my house. One characteristic that draws me to it is that it is a welcoming place. Anyone can go there and spend as long as he or she wants. No one bothers you if you sit down with a book and spend a long time reading it. You might buy it or you might not. No one bothers you about it. It's a place where you can feel comfortable just relaxing. Another thing I like is that it has all kinds of books as well as magazines and CDs. Whatever mood I'm in, I'm sure to find something I feel like looking at or buying. The best thing of all is the coffee shop. They sell great coffee and pastries. It's a nice place to spend a Sunday afternoon, reading and sipping coffee, no pressure, just relaxation.

I think it's important to spend money on clothes. I mean professional clothes. The clothes you wear are an important part of your professional image. Your clothes aren't, of course, as important as your professional skills and experience, but they really add to it. I mean, if you look like a professional, people will believe you are one. They will pay more attention to what you can do than if you dress like a slob. I always spend a lot of money on business suits. I buy suits with a good cut and high-quality material. It's really worth the money.

If you're going to spend a lot of money on something, you have to be sure you know what you're buying. It doesn't matter if it's clothes or a car or a house. You want to make sure you're getting what you want. So, you have to do research. Find out what the clothes are made of or which car goes the fastest or if the house is in good condition. Think about why it's worth it to you to spend money on this product, and then make sure that the one you buy has these characteristics. One thing I do before I spend a lot of money on something is find a friend or relative who knows about the thing I want to buy. Before I bought a car, for example, I talked to my

uncle because he owns a car similar to the one I wanted. I asked him about his experience with it and how he bought it. That helped me a lot when I finally bought my car. Doing research and asking advice from experienced people are, I think, the most important tips.

Brand Loyalty

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. H | 6. B | 11. I | 16. Q |
| 2. K | 7. C | 12. J | 17. A |
| 3. R | 8. N | 13. S | 18. T |
| 4. E | 9. F | 14. D | 19. M |
| 5. P | 10. G | 15. O | 20. L |

READING

- | | | |
|--------------|--------------|---------|
| 1. Not Given | 4. True | 7. True |
| 2. True | 5. True | 8. True |
| 3. False | 6. Not Given | |

WORD FAMILIES

- | | | |
|----------------|---------------|------------|
| 1. thirst | 3. passionate | 5. loyal |
| 2. selectively | 4. consistent | 6. prevail |

WORD SKILL

1. perform better
2. sell better
3. are greater in number

LISTENING

- | | |
|-----------------|---------------|
| 1. status | 3. selective |
| 2. endorsements | 4. passionate |

WRITING

(sample response)

The charts show reasons for consumers' decisions when choosing a mobile phone. The information is given for two different countries. In Country A, price is the top reason, with 50 percent of consumers mentioning it as the most important factor in buying a phone. Brand is the least popular reason, with only 7 percent of consumers mentioning it as the most important factor. Brand loyalty is also low in Country B, although a bit higher than in Country A. In Country B, 19 percent of

consumers mention brand as the most important factor in choosing a mobile phone. The top reason in Country B is design, which is the most important factor for 40 percent of consumers. Price, the top reason in Country A, is the least important reason in Country B. Only 9 percent of consumers in that country mentioned price as the most important factor in choosing a mobile phone.

SPEAKING

(sample response)

I like to run. I run almost every day for exercise, so the shoes I wear for running are really important. If my running shoes don't fit me right, I could have a lot of problems. It's not just about comfort, but I could have a lot of physical problems if I don't wear the right shoes, because I run every day. That's why I'm loyal to a certain brand of running shoes. I've found a company that makes shoes that fit me just right. I really like them. I always buy that brand of shoes because I know they're exactly what I want. I think that's the only case where I have brand loyalty. Other things aren't as important to me. I might choose something because the price is right or I like the way it looks or something like that, but not usually because of the brand. I'm really selective only about running shoes.

Celebrity endorsements are used a lot in promoting products, so they must persuade a lot of people to buy certain brands. Some people pay a lot of attention to celebrities; they really admire them and want everything their favorite celebrities have. Some people think that a celebrity endorsement means that the product is better or more popular. But it doesn't convince me. It makes no difference to me what a movie star or athlete buys. Anyhow, I don't think celebrities really buy those things. They make an endorsement, but that doesn't mean they really use the product.

Global Outsourcing

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. R | 6. M | 11. P | 16. T |
| 2. K | 7. O | 12. J | 17. I |
| 3. C | 8. E | 13. A | 18. H |
| 4. G | 9. B | 14. S | 19. L |
| 5. N | 10. Q | 15. F | 20. D |

READING

- | | | |
|--------------|-------------|-------------|
| 1. wealthy | 4. boon | 7. catch up |
| 2. enticing | 5. confront | |
| 3. remainder | 6. turnover | |

WORD FAMILIES

- | | |
|------------------|-------------------|
| 1. decision | 4. preponderantly |
| 2. oppose | 5. routine |
| 3. controversial | 6. enticement |

DICTIONARY SKILL

- | | |
|------|------|
| 1. B | 3. B |
| 2. A | 4. A |

LISTENING

- | | |
|----------------|----------------------|
| 1. 1900 | 4. decisive |
| 2. night shift | 5. employee turnover |
| 3. 1915 | |

WRITING

(sample response)

Outsourcing of labor to other countries has become a common practice. The advantages and disadvantages of this practice depend on your point of view. The effects on a customer or worker in the company's home country are different from the effects on the people in other countries that do the outsourced labor.

There are both advantages and disadvantages for people in the company's home country. For the company's customers, there may be the advantage of lower prices. If the company saves money on labor, then it can offer lower prices to its customers. On the other hand, there are some disadvantages when a company outsources customer services to a foreign country. There can be difficulties with communication when the customer service provider does not understand the customer's language or culture very well. In addition to disadvantages for customers, there is the serious disadvantage for workers, who become unemployed when their jobs are sent to workers abroad.

For workers doing the outsourced labor, the significant advantage, of course, is that outsourced labor provides them with opportunities for employment. But there are some disadvantages to this sort of work. Especially for customer service work, employees might have to work night shifts to provide service to customers in a different time zone. In addition, difficulties with understanding a foreign language and culture affect the workers as well as the customers.

The reason that companies outsource labor is that they gain a big advantage—lower costs. The needs of customers and employees are probably not considered. However, customers and employees both feel the effects of this practice.

SPEAKING

(sample response)

A decisive moment in my life is when I chose my career. This really was the most difficult decision of my life. My father always wanted me to be a doctor. Ever since I was a child, I knew that this was his plan for me. I always accepted it because it was what my father wanted. However; in high school I realized that I didn't want to be a doctor. There was nothing about it that interested me. I decided that I wanted to study architecture and learn how to design buildings. I was afraid to tell my father this because I knew he really wanted me to be a doctor. But I really wanted to study architecture, and I actually applied to be an architecture student. When I was accepted into the program, I knew I had to tell my father. So, I finally dared to tell him. He wasn't very happy about it, but he accepted my decision because he saw how much I wanted to do it. It was a difficult thing for me to do, to ruin my father's dream, but I knew I had to follow my own dream. Now I'm glad I did, and I think my father is, too.

There are a number of little difficulties I confront every day in my life as a university student. The first one is getting to my morning classes on time, because I like to sleep late. Some days I have class at 8:00 in the morning. I really don't like that. Another difficulty is trying to get all my assignments done. I always have so much studying to do—reading articles and writing research papers and preparing presentations. They give us a lot of work to do, and it isn't always easy to find time to do it all. That's the biggest difficulty, I think. I don't have much difficulty with the content of my classes. I think they're really interesting. And I get along with most of my classmates and my professors. Mostly I enjoy university life—just the workload is sometimes too much.

UNIT 8: SOCIETY**Social Networking****WORDS**

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. F | 11. J | 16. C |
| 2. H | 7. G | 12. R | 17. E |
| 3. B | 8. A | 13. S | 18. I |
| 4. P | 9. K | 14. N | 19. L |
| 5. M | 10. O | 15. T | 20. Q |

READING

- | | | |
|------|-------------|------------------|
| 1. C | 4. A | 7. acquaintances |
| 2. D | 5. exploded | 8. pursue |
| 3. B | 6. immense | 9. interact |

WORD FAMILIES

- | | | |
|-----------------|------------------|---------------|
| 1. interactions | 3. adolescent | 5. eradicated |
| 2. explosion | 4. Statisticians | 6. immensely |

WORD SKILL

- | | | |
|-------------|--------------|------------------|
| 1. carry on | 2. carry out | 3. carry through |
|-------------|--------------|------------------|

LISTENING

- | | |
|------------|------------------|
| 1. contact | 3. community |
| 2. pursue | 4. acquaintances |

WRITING

(sample response)

The chart shows the percentage of each site's total membership in three different age groups: adolescent, younger adult, and older adult. The statistics show that each site attracts more members of a particular age group. Site A is apparently more popular with younger adults than with adolescents or older adults. Close to half of the members of that site fall into the younger adult age group. Site B is much more popular with older adults than with people of other ages, since two-thirds of its members belong to that age group. At the same time, the site has very few adolescent members—only 7 percent of its total membership. Site C seems to be the site that draws the most adolescent members. More than half of its members are adolescents. A little more than one-third are younger adults. However, very few are older adults—only 10 percent of its total membership.

SPEAKING

(sample response)

The kind of information I exchange with my friends online is usually just everyday information. I tell them what I did today or what my plans for the weekend are. If I go someplace interesting or do something fun, then I take photos and post them online. My friends and I post a lot of photos online. It's fun to see what everyone has been doing. Sometimes if I need some special kind of information, like I want to buy something expensive or if I'm looking for a job, then I post that online and ask my friends for help or advice.

I think it's really important for parents to pay attention to what their kids do online. Adolescents, especially, like to use the Internet a lot. It's the main way they communicate with their friends, but there are a lot of dangers for them online and they're too young to understand that. Parents should know what their kids do online, what sites they like to visit, what acquaintances they make. Maybe they should impose limits about

how much time their kids spend online. Knowing how to use the Internet is important, but it's also important to spend time doing other things.

I'm sure the trend will continue, but I can't say exactly how it will unfold. Things change so rapidly. But I believe that online social networking has already become a really important form of communication. Perhaps in the near future it will become the way that most of us find jobs. Maybe it will be the way that we find our husbands and wives. There are a lot of possibilities.

Why Are Women Leaving Science Careers?

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. F | 6. D | 11. O | 16. J |
| 2. N | 7. E | 12. T | 17. B |
| 3. I | 8. H | 13. Q | 18. G |
| 4. S | 9. K | 14. R | 19. P |
| 5. C | 10. M | 15. A | 20. L |

READING

- | | | |
|------|--------------|----------|
| 1. C | 4. Not Given | 7. False |
| 2. E | 5. True | |
| 3. B | 6. True | |

WORD FAMILIES

- | | | |
|--------------|---------------|----------------|
| 1. equality | 3. frustrated | 5. validation |
| 2. persisted | 4. guide | 6. approximate |

DICTIONARY SKILL

- | | |
|------|------|
| 1. A | 2. B |
|------|------|

LISTENING

- | | |
|------|------|
| 1. C | 3. A |
| 2. B | 4. B |

WRITING

(sample response)

Women are an invaluable part of the workforce. We need the contributions that they make. Women should be allowed to devote some of their time and attention to their families without losing opportunities or status at work. The best way to do this, in my opinion, is for governments to pass laws requiring companies to support the needs of women.

Although attitudes have changed a little in some places, modern women continue to bear more responsibilities at home than men do. That is a fact of life in most parts of the world. I think the best thing we can do is acknowledge this situation and provide women with the support they need to meet these responsibilities. That is the only fair way because women's home responsibilities are as important to society as their professional jobs are.

Companies could be required by law to support women's needs. For example, they could be required to allow women time off when they have babies. They could be required to provide child care at the company so women could be close to their babies but still do their work. They could be required to allow mothers (and fathers, too) flexible schedules so that they can meet their children's needs: visit their schools, take them to doctor's appointments, and things like that.

Passing laws that require companies to support women's needs would show that society values women's contributions, both at home and at work. Because everybody benefits from women's work, it seems the fairest thing to do.

SPEAKING

(sample response)

The most important career advice I have received was given to me when I was quite young. I was still in high school. I will always remember it. I was thinking about the university and trying to decide what I would want to study. My uncle told me to choose a career that was interesting to me and not to worry about what other people might say. He said a lot of people might try to influence me to choose certain careers for a lot of different reasons but to always remember that it would be my career. I would have to devote the years to studying for it, and then I would devote the rest of my life to working in it. I should choose something that I wanted to do, that I thought I would like, and I shouldn't choose something based on other people's reasons. That advice seems simple, but it's very important, and I can say it's helped me because I really enjoy my job now.

I'm a lawyer and there are a lot of pressures in this profession. Time is a big pressure. We have a lot of deadlines, and we always have to get a lot of work done in a short time. Another pressure is staying current. Laws and regulations change all the time, and we have to know about the changes, so we have to pay attention. I think those are the two biggest pressures, time and paying attention to changing laws. Then there are the daily pressures of any job, finding new clients, getting along with everyone at the office, things like that.

Wheelchair-Accessibility Issues

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. G | 6. I | 11. D | 16. J |
| 2. T | 7. P | 12. A | 17. K |
| 3. L | 8. E | 13. B | 18. M |
| 4. F | 9. R | 14. C | 19. O |
| 5. S | 10. N | 15. H | 20. Q |

READING

- | | | |
|------|---------------|------------|
| 1. A | 4. recreation | 7. updated |
| 2. B | 5. switches | |
| 3. B | 6. ramps | |

WORD FAMILIES

- | | | |
|-------------------|-------------|-----------------|
| 1. incapacitation | 3. disabled | 5. slipperiness |
| 2. necessarily | 4. capable | |

DICTIONARY SKILL

- | | | | |
|------|------|------|------|
| 1. B | 2. A | 3. A | 4. B |
|------|------|------|------|

LISTENING

- | | | | |
|------|------|------|------|
| 1. A | 2. C | 3. E | 4. F |
|------|------|------|------|

WRITING

(sample response)

Ninety percent of the people without disabilities in this country are employed. At 85 percent, the employment rate among non-severely disabled people is not a great deal lower. However, severely disabled people have a very low employment rate. Only 25 percent of severely disabled people are employed. But even when disabled people are employed, they are still not as comfortable as people who don't have disabilities. The average monthly salary of people without disabilities is \$2,200, and for the non-severely disabled it is \$600 lower. Severely disabled people are in an even less comfortable situation, with an average monthly wage of just \$1,100. That means that they earn half the amount that people without disabilities earn. These statistics show that employment for people with disabilities is not a simple issue. It is not only about getting a job, but also about how high a salary a disabled person can earn.

SPEAKING

(sample response)

There are laws in my country that require public buildings to be accessible to disabled people—not only people in wheelchairs, but also people with other kinds of disabilities. For example, the floor numbers in elevators have to be in Braille so blind people can read them. I think these laws are a good idea because they give disabled people independence. That's really important. Think about if you were in a wheelchair: It would really change your life if you couldn't enter buildings or take the bus because you were in a wheelchair. But if buildings and buses and subways are accessible, you could go on living almost the same life you do now without a wheelchair. There is a drawback though. Changing buildings to make them accessible costs a lot of money. That's really a problem in places where there's a lot of poverty. Accessibility is really important, but it might not always be possible because of the costs.

I work in an office building, and it is accessible to people in wheelchairs. There are elevators, and they are all wide enough for wheelchairs. The buttons on the elevator are low so people in wheelchairs can reach them. On each floor there is a handicapped restroom that can accommodate wheelchairs. There is no need for ramps because the entrance is at the same level as the sidewalk, so there aren't stairs or steps to enter the building. I think the building is really easy for a person in a wheelchair to use, so I can't think of any improvements that are needed.

UNIT 9: EDUCATION

Learning Styles

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. B | 6. G | 11. D | 16. S |
| 2. K | 7. F | 12. A | 17. M |
| 3. P | 8. I | 13. R | 18. E |
| 4. J | 9. H | 14. N | 19. Q |
| 5. T | 10. O | 15. L | 20. C |

READING

- | | | |
|------|------|------|
| 1. B | 4. A | 7. B |
| 2. A | 5. C | 8. A |
| 3. C | 6. B | 9. D |

WORD FAMILIES

- | | | |
|-----------------|-------------|--------------|
| 1. Conventional | 3. Exposure | 5. confident |
| 2. dominates | 4. solitude | 6. faces |

DICTIONARY SKILL

- | | |
|------|------|
| 1. A | 2. B |
|------|------|

LISTENING

- | | |
|-------------|------------------|
| 1. diagrams | 3. manipulate |
| 2. recite | 4. encouragement |

WRITING

(sample response)

Confidence is an important element in the learning process. In order to learn, students need to believe that they can learn. When students are given opportunities for success, encouragement from their teachers, and exposure to a variety of experiences, they can develop a strong feeling of confidence.

When students have opportunities to complete tasks successfully, this shows them that they really can learn. If you give a small child a book with lots of pages crowded with words, naturally she will feel it impossible to ever learn to read. However, if you give that child one page with a few simple words on it, she can learn to read the page quite easily. The child understands that learning to read is not only possible, but probably not all that difficult, either. The child gains confidence in her abilities.

Encouragement is also important. The teacher can show the child how to break a difficult task into small parts and praise the child's small successes. The teacher can give the child support to keep going until a difficult task is completed. If the teacher believes in the child's abilities to complete learning tasks and lets the child know this, the child will believe in herself, too.

Having a variety of types of learning experiences also contributes to a child's feeling of confidence. If a child has opportunities to work alone as well as in groups, then she knows she can work in different situations. If she learns to write about what she learns as well as talk about it, then she knows there are different ways that she can communicate information. Knowing that she can learn in different ways and in different circumstances helps her feel confident about her abilities to learn.

Confidence is an important part of learning. Building students' confidence should be part of all classroom activities.

SPEAKING

(sample response)

I think I would have to say that I'm an auditory learner because I like to talk so much. I was always getting into trouble in school because I couldn't keep my mouth closed, especially when the teacher was talking! But now that I think about it, I think that must have been because I am an auditory learner. I need to talk about what I learn. In school, I always liked it best when we had small-group discussions. I enjoyed listening to what others had to say and talking about my ideas with them. I always preferred classroom discussions to reading. It was hard for me to understand something I had read until we talked about it in class.

I'm definitely a social learner because I need to talk about the things I'm learning. I see some students spend a lot of time in the library, reading and taking notes. That's always been difficult for me. When I was in high school, if I had to go to the library to study, I always asked some friends to go with me. I didn't like studying alone. Even if my friends weren't working on the same assignments, I liked being around them when I studied. That must mean I'm a social learner:

Being alone hinders my learning, definitely. I'd rather have company when I study. When I was in high school, sometimes in class we would have to sit quietly and read the assignment. That was usually a waste of time for me. I just couldn't learn that way, in silence. On the other hand, when I'm with people who talk too much, that also hinders me. If I don't get a chance to talk, too, and have people listen to my ideas, that's not helpful to me.

The Homeschool Option

WORDS

- | | | | |
|-------------|-------|--------------|-------|
| 1. R | 6. L | 11. T | 16. H |
| 2. N | 7. B | 12. Q | 17. P |
| 3. E | 8. A | 13. I (or F) | 18. D |
| 4. F (or I) | 9. C | 14. S | 19. O |
| 5. J | 10. G | 15. K | 20. M |

READING

- | | | | |
|------|----------|--------------|----------|
| 1. B | 3. E | 5. True | 7. False |
| 2. D | 4. False | 6. Not Given | 8. True |

WORD FAMILIES

- | | | |
|----------------|-----------------|---------------|
| 1. alternative | 3. concern | 5. obligation |
| 2. instruct | 4. periodically | |

WORD SKILL

1. pleased
2. not pleased

LISTENING

1. A
2. D
3. F
4. G

WRITING

(sample response)

I strongly believe that school should be compulsory for all children, with very few exceptions. Most parents do not have the professional teaching skills and range of knowledge that their children are exposed to at school. Only children who have special circumstances that prevent them from attending school should be taught at home, in my opinion.

Parents teach their children many things. They teach them skills they need in daily life, such as how to keep their rooms clean or how to tie their shoes. They teach them moral values such as honesty and kindness. These are very important lessons, but they are very different from the academic lessons children learn at school. Most parents, unless they are professional teachers themselves, do not have professional teaching skills. They have not been trained to teach academic skills such as reading, writing, and arithmetic. The best place for children to learn these things is at school under the guidance of professional educators.

Children are exposed to a much wider range of knowledge at school than they ever could be at home, no matter how well educated their parents are. At home, children have their parents and possibly also their grandparents. This is a limited number of adults. At school, on the other hand, children study with a variety of teachers. Each of these teachers has specialized knowledge about his or her subject area. This gives schoolchildren the opportunity to learn about many more things than their parents could teach them at home.

Some children cannot attend school for special reasons. Some live too far away from school. Some are professional actors and have to work during the school day. Some have physical disabilities or health problems that make it difficult for them to move around. In cases such as these, learning at home is the only choice. However, these are exceptional cases.

No matter how well educated parents are or how much they love their children, they cannot provide the same level of education that a school can. That is why I believe that school should be compulsory for all children.

SPEAKING

(sample response)

I think education should be compulsory for ages six through eighteen, that is, for first through twelfth grades. Some people think that compulsory education should start in kindergarten, but I don't think that's necessary. In kindergarten the kids just play and learn things like colors and numbers and look at storybooks. These are all things they can do at home, and five years old is too young, I think, to be away from home all day. Six is a good age to start school. In some countries you have to do only six or eight years of school, but I think it's really important to finish high school. The modern world gets more and more complicated every day, and I think everyone needs the things they learn in high school, even if they don't plan to go to the university afterward.

In most high schools, students have to learn some math, such as algebra and geometry. They have to take the basic science courses: biology, chemistry, and physics. They have to study the history and literature of their own country. I think all these things are important. Usually high school students have to learn a foreign language, and I think that's very important, too. These are all things that an educated person should know. It's basic knowledge. Maybe the only thing I would add would be international politics. The world is getting smaller every day, isn't it? We all should understand something about how other countries operate.

A problem with the schools in my country, especially in the primary schools, is the size of the classes. It isn't unusual to see a classroom with forty or even fifty children in it. Imagine if that's a first grade classroom with forty or fifty six-year-old children. It's impossible for the teacher to give so many children the attention they need. It's a really difficult situation, and the quality of education for little children really suffers from it. I guess it's a problem with money. To make smaller classes they would have to build more classrooms and hire more teachers. I guess the real concern is that the government is not spending enough money on education.

Educating the Gifted

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. E | 6. A | 11. R | 16. P |
| 2. S | 7. T | 12. L | 17. G |
| 3. D | 8. F | 13. K | 18. Q |
| 4. M | 9. N | 14. B | 19. I |
| 5. H | 10. C | 15. J | 20. O |

READING

- | | | |
|------------------|----------------|--------------------|
| 1. extraordinary | 4. recognize | 7. curriculum |
| 2. profoundly | 5. peers | 8. dedicate |
| 3. moderately | 6. transferred | 9. inquisitiveness |

WORD FAMILIES

- | | | |
|-------------------|----------------|-------------------|
| 1. recognition | 3. assessments | 5. simultaneously |
| 2. sophistication | 4. enrichment | 6. withdraw |

WORD SKILL

- | | | |
|------------|--------------|---------------|
| 1. turn up | 2. turn into | 3. turned out |
|------------|--------------|---------------|

LISTENING

- | | | |
|------------------|-----------------|---------------|
| 1. recognize | 3. discipline | 5. curriculum |
| 2. sophisticated | 4. constructive | |

WRITING

(sample response)

The charts show information about enrollment in remedial education at two different universities. The statistics are percentages of first-year students. There are significantly more students enrolled in remedial education at University A than at University B. Close to half (45 percent) of the first-year students at University A take remedial education courses. A little more than a third (35 percent) of first-year students at that school are enrolled in remedial math courses, and close to one-quarter are enrolled in other remedial courses: 22 percent in remedial reading courses and 26 percent in remedial writing courses. At University B, only 15 percent of first-year students are enrolled in remedial education courses. The smallest number, 5 percent, take remedial math courses, and 10 percent are enrolled in remedial writing and 12 percent in remedial reading. Clearly, there are many more students with math difficulties at University A than at University B. University B may have stricter requirements for math when they admit new students.

SPEAKING

(sample response)

If I could choose to have any extraordinary talent, I think I would choose to be a painter. I really enjoy looking at art. I enjoy the work of many famous painters. I love going to museums and studying the paintings. I have tried painting a little myself, but I'm not very good at it. If I

could paint even half as well as Picasso, I would be very happy. However, I don't think that's very likely to happen. I'm not gifted in the arts.

I don't know too much about gifted education in my country. I think in some schools they have special programs for gifted children where they spend an hour or two in a class with other gifted children, and then spend the rest of the day in a regular classroom. I don't know of any full-time gifted education programs. Maybe some private schools have them—I'm not sure. When children have special artistic or musical talents, usually their parents hire private teachers to teach them after school.

I think education for everyone will be very different in the future. I think all education will be through the Internet, and that way education can be individualized. That means that any child with exceptional abilities will have a specialized program that fits those abilities. At the same time, children who have difficulties in certain areas will have special instruction to help with those difficulties. The Internet will make this possible because then children won't have to study just with the children who live in their neighborhood or just with the teachers in their local school. They'll be able to find the children and the teachers who match their abilities and needs and study with them. This will be good for everybody, whether or not they have exceptional abilities.

UNIT 10: TECHNOLOGY/INVENTIONS

The Development of the Lightbulb

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. G | 6. N | 11. T | 16. Q |
| 2. C | 7. H | 12. J | 17. F |
| 3. O | 8. I | 13. K | 18. L |
| 4. B | 9. A | 14. M | 19. D |
| 5. R | 10. S | 15. E | 20. P |

READING

- | | | |
|--------------|---------------|------|
| 1. inventors | 4. device | 7. F |
| 2. current | 5. refinement | 8. A |
| 3. unveiled | 6. D | 9. B |

WORD FAMILIES

- | | | |
|----------------|-----------|-------------|
| 1. inspiration | 3. refine | 5. Suitable |
| 2. invention | 4. invest | 6. specific |

DICTIONARY SKILL

1. A

2. B

LISTENING

1. patent search

3. pay a fee

2. an application

4. backers

WRITING

(sample response)

There have been many important inventions in the past 100 years, and they have changed our lives in dramatic ways. One of the more important of these inventions, in my opinion, is the cell phone. It is a device that has made both our work and our personal lives more convenient.

Because of cell phones, people are no longer tied to their offices. If someone has a business meeting in another part of town, she does not have to miss important phone calls because she is away from the office. Also, since it is possible to send and receive e-mail with many cell phones, it is very easy to take advantage of travel time to catch up on sending and responding to business e-mails. Cell phones are also very useful for people who travel a lot on business. Specifically, they make communication with the home office extremely convenient, and they make it easy for the traveler to continue attending to normal business responsibilities even when on the road. For reasons like these, cell phones have changed the way most companies do business.

Cell phones have also had a big impact on our personal lives. For one thing, they make it easier for families to stay in touch with each other throughout the day. Parents do not have to worry about their children because they can always reach them by cell phone. Children feel secure because they know that their parents are just a phone call away. Cell phones also make it very convenient for people to make or change plans with their friends and relatives. Cell phones have changed the way we interact with each other and the way we go about our daily lives.

Cell phones are always changing and becoming capable of more and more things. As cell phones continue to evolve, their impact on our daily lives will become even greater.

SPEAKING

(sample response)

When I was growing up, my cousin was an inspiration to me. He is a good deal older than I am, maybe ten or twelve years older. When I was a child, he seemed like a grown-up to me. He was always doing interesting things, and I wanted to do what I saw him doing. He was on his school's soccer team, so I wanted to play soccer, too. His favorite subject

in high school was biology, so I was interested in biology, too. By following his example, I learned to apply myself in sports and in school. He really was a good role model for me.

The person who is an inspiration to me now is the president of the company where I work, Mr. Gomez. It's a small company, but a very successful one. Mr. Gomez started it from nothing. He had an idea, a dream, and he made it into a reality. He did it with hard work and brains. I'm learning all I can while I work for this company, because one day I want to start a company of my own just like Mr. Gomez did.

I find classical music very inspiring—certain types of it, fast-paced music. When I'm working, I always play classical music because it helps me concentrate, and if the music is fast paced or energetic, it gives me energy to keep working.

The Invention of Variable-Pitch Propellers

WORDS

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. E | 11. M | 16. Q |
| 2. O | 7. G | 12. T | 17. P |
| 3. F | 8. A | 13. N | 18. S |
| 4. L | 9. H | 14. B | 19. I |
| 5. C | 10. K | 15. R | 20. J |

READING

- | | | |
|----------|--------------|------|
| 1. True | 4. True | 7. D |
| 2. False | 5. Not Given | |
| 3. True | 6. B | |

WORD FAMILIES

- | | | |
|-----------------|-------------|---------------|
| 1. enthusiastic | 3. rely | 5. vary |
| 2. inflexible | 4. isolated | 6. revolution |

WORD SKILL

- | | |
|-------------------|-----------------------|
| 1. able to change | 2. not able to change |
|-------------------|-----------------------|

LISTENING

- | | | | |
|------|------|------|------|
| 1. A | 2. C | 3. F | 4. G |
|------|------|------|------|

WRITING

(sample response)

By looking at these charts we can see that very light jets are larger and faster than light sport aircraft. Light sport aircraft can carry at the most one passenger, and one of the models shown does not have the capacity to carry any passengers at all. The very light jets, on the other hand, can carry two to six passengers. Very light jets are much faster than light sport aircraft, with cruise speeds between 300 and 425 miles per hour. The fastest light sport aircraft, on the other hand, has a cruise speed of just 130 miles per hour. With their higher passenger capacity and greater speeds, very light jets are naturally a great deal more expensive than light sport aircraft. Prices range from just under \$1 million to well over \$3 million. Prices for light sport aircraft are much lower, ranging from \$39,000 to \$194,000 for the models shown.

SPEAKING

(sample response)

I definitely prefer to work in isolation. I think it's much more efficient. When I work alone, I don't have to wait for other people to do their part. I don't have to change my work habits or methods to fit in with other people. I can work the way I work best and at my own pace. I get a lot more done when I work on my own, and I enjoy it a lot more, too.

It depends on the problem. Sometime I have to confer with others. Sometimes I know that a certain other person will have the information I need or has had experience with a similar type of problem. In that case, I confer with that person. But most of the time I try to solve problems on my own. It's like a puzzle. If I can come up with a good solution on my own, I feel proud of myself. Mostly, I prefer working alone, and I prefer solving problems on my own, too.

I like my work because it's all about numbers. I'm an accountant, and I chose this field because I love numbers. I could spend all day working with numbers. It may sound strange, but I really am enthusiastic about numbers. I'm happiest when I'm in my office by myself working on accounts.

The Transatlantic Cable**WORDS**

- | | | | |
|------|-------|-------|-------|
| 1. S | 6. P | 11. H | 16. K |
| 2. E | 7. Q | 12. J | 17. G |
| 3. D | 8. F | 13. L | 18. M |
| 4. I | 9. A | 14. T | 19. R |
| 5. B | 10. C | 15. O | 20. N |

READING

- | | | |
|------|---------------|----------------|
| 1. F | 4. B | 7. snapped |
| 2. C | 5. insulation | 8. transmitted |
| 3. E | 6. towed | 9. triumph |

WORD FAMILIES

- | | | |
|-----------------|---------------|---------------|
| 1. catastrophes | 3. triumphant | 5. compensate |
| 2. perseverant | 4. insulate | |

WORD SKILL

- | | | |
|------------|-----------|-------------|
| 1. set out | 2. set up | 3. set back |
|------------|-----------|-------------|

LISTENING

- | | | |
|------------|---------|-------------|
| 1. 1975 | 3. 1982 | 5. cable TV |
| 2. set out | 4. 1985 | |

WRITING

(sample response)

Both perseverance and good luck are helpful ingredients for success. People may work hard to reach their goals, but finding some luck along the way is also nice. However, I believe that perseverance is much more likely to help someone reach success than plain old luck. You may sit around waiting fruitlessly for luck to come your way, but perseverance is something you can always control. In addition, you can create your own luck through perseverance.

From one point of view, luck is something we do not have any control over. Your friend may win the lottery, but you do not. That is not something that happens because your friend is somehow more deserving. It just happens. If you believe that reaching your goals similarly depends on luck, then you probably will not get anywhere at all. You might waste your time just sitting around all day waiting for opportunity to fall into your lap. It will not. It would be better to go out and do something yourself every day that will bring you closer to your goals.

From another point of view, luck is not really luck but the result of our own perseverance. Sometimes people say that getting that special opportunity you have been hoping for is just a matter of being in the right place at the right time—a lucky chance. But how did you get to be in that place at that time? It is probably because you have been working hard toward your goals. If you want to get a certain kind of job, for example, you answer job ads, talk to other people in your field, and do other things to find out where the job openings are. Pursuing these

activities makes it more likely that you will come across people who are hiring. You may have to persevere, but eventually you will meet the person who has the job for you. The day you meet this person it might look like luck, but it really comes about because of your own effort.

Luck is nice when it comes our way, but I think that perseverance is the thing that will help us reach our goals.

SPEAKING

(sample response)

I'm in training to become a nurse. I think this is a really interesting profession because it has so many possibilities. To become a nurse you have to have specialized training, but there are different levels of nursing, so your training depends on what level you're interested in. At a minimum you need a certificate that means you've been trained in basic nursing skills like giving medicines and assisting patients. Some nurses have bachelor's degrees and some have master's or doctoral degrees. To get a nursing degree, you study a variety of subjects such as science, public health, administration, and more. You have to know about all these things. You definitely need a certificate or a diploma to become a nurse, but the exact kind you need depends on your goals and interests.

Nurses have to be good at a lot of things; the skills required for this profession are disparate. To be a good nurse you have to have a range of interests and be good at learning new things. You should be good at science and technology. At the same time, you need good "people skills." This is really important because the job of nursing is to help sick people. You have to be able to work well with them, to be kind and compassionate, to transmit a certain type of message through your interactions with your patients: "I care and I'm here to help you." If you don't have that attitude when you set out to care for your patients, you won't be completely successful. Good medical skills can't compensate for a lack of compassion or kindness.

Audioscripts

CD 1
Track
2

Unit 1: Natural World—Environmental Impacts of Logging

Narrator: Listen to a lecture about trees.

Lecturer:

When you look at a tree, you may notice only the branches and leaves. A closer look shows that there's actually a great deal more going on. Trees provide homes to a large variety of terrestrial animals, from tiny insects to large birds such as owls. Insects live beneath the bark, providing a source of food for many types of birds. Squirrels and birds nest on the branches or in the trunk. Small animals defend themselves by hiding among the leaves. The benefits of trees also extend to aquatic animals. The shade from trees keeps water cool, protecting aquatic animals from the heat of the summer sun. The roots hold on to the soil, which keeps it from being eroded by the rain. This is a protection for aquatic habitats, as it prevents soil from running into the rivers and polluting them. Clearly trees are very important. If forests vanish because of logging or other activities, the impacts on the environment will be great.

CD 1
Track
3

Unit 1: Natural World—Bird Migration

Narrator: Listen to a tour guide at a bird sanctuary.

Tour Guide:

Welcome to the National Bird Sanctuary. The bird sanctuary provides us with the opportunity to study many aspects of the lives of the migratory birds that pass through here every year. This is a breeding area for many different species, and we'll likely see a number of them on our walk today. On our right, just past the entrance, you'll see a list of all the species that have been observed here. You'll notice several nocturnal species as well as diurnal. They spend the warm months here but leave in the autumn, as they can't endure our cold winters. Okay, take a look at your maps. We're beginning here at the entrance. As we walk through the sanctuary, it's imperative that you not stray off the trail and that you be particularly careful to stay out of the restricted area,

all along the trail to the left here. The restricted area protects breeding birds from disturbance. All right, then. That trail over to the right leads to the gift shop, but before we head there, let's continue to the end of this trail on the left, to the observation platform. *[pause]* Here we are. We can look out over the wetlands from here and observe the waterbirds. I'll leave you here to observe as long as you like, and I'll meet you afterward at the gift shop. It's at the end of that trail I pointed out to you earlier. Before I leave you, I'd like to remind you that this bird sanctuary was built entirely by volunteer labor and donations. You can imagine what a feat that was and what it takes to maintain it. Please consider giving a donation before you leave. You'll find a box for that purpose along the trail right before you arrive at the gift shop.



Unit 1: Natural World—Plant Life in the Taklimakan

Narrator: Listen to a class discussion about plants in the Taklimakan Desert.

Professor: We've looked at plant life in various deserts around the world. Let's talk today about plants in the Taklimakan Desert.

Student 1: What I understood from the reading is that there aren't a lot of plants throughout the Taklimakan Desert but that many plants live in the transitional area on the desert fringe.

Professor: That's exactly correct. Conditions in the desert are extremely harsh, but around the edges, plants have been able to adapt and thrive, and some species are actually quite prolific. Of course, the environment there is still extreme, and the plants have some interesting adaptations.

Student 2: There are still a lot of stressors on the desert fringe. The rain there is sparse, right?

Professor: That's true. The desert fringe is very dry and is subject to extreme temperature swings, and these conditions can cause plants a lot of stress.

Student 1: Another stressor is, because of the dry air, there's rapid evaporation, so it's difficult for the plants to hold on to the water they take in.

Student 2: I read that some plants are actually able to determine when they've lost enough moisture and have the ability to close their pores so they don't lose more.

Professor: Yes, that's one of the interesting desert plant adaptations. Another way plants thrive in the desert is by having large root systems so that they can accumulate water taken from deep in the ground.



Unit 2: Leisure Time—Peripheral Vision in Sports

Narrator: Listen to a class discussion about vision and basketball.

Professor: We've been discussing the way the eye works and the importance of vision. Let's apply some of this and talk today about how vision affects an athlete's performance. Okay, so when a basketball player, let's say, is out there on the court, what does he need to pay attention to?

Student 1: The player needs to focus on the ball. He needs to always know where the ball is.

Professor: Correct. That's important. But that's not all. The player also has to be aware of what the other players are doing. He has to anticipate their maneuvers so he can be ready to respond. This is where peripheral vision is important. The player may be looking directly at the ball, but he also has to be aware of what's going on near the boundaries of his visual range. He has to be aware of the actions around him.

Student 2: Players look at the ball, but they also scan the whole court, right?

Professor: That's right. They need to go back and forth between focusing on one point and scanning the entire game, so they can know what the rest of the players are doing. Of course, they don't stop to think about it. There isn't time. Good athletes do this unconsciously.

Student 1: They do it so fast, it's indiscernible to us when we're watching the game.

Professor: But they don't respond indiscernibly. When you see a player move in to shoot a basket, he's there because he was able to coordinate all the information he took in about the action of the game so he could make his move.

CD 1
Track
6**Unit 2: Leisure Time—History of the Circus**

Narrator: Listen to a tour guide at a circus.

Tour Guide:

Good afternoon and welcome to the tour of the Springfield Circus. Today you'll get to see the circus rings up close, visit the places where the performers work and rest, and even meet an animal trainer and some animals. Let's start our tour with a brief history of the Springfield Circus. It was founded a century ago right here in Springfield and has been going ever since. The original owner sold it after twenty-five years, and it's been under ownership of the same company for the past seventy-five years. Although the owners have changed, the place has not. The Springfield Circus has always put on its performances in this venue. Unlike other circuses, it has never traveled around with tents but has always held its performances in this permanent spot. When the Springfield Circus was first founded, it put on large entertainments filled with grandeur for massive audiences. Since then, the show has been reduced in size somewhat with fewer performers and acts. The show always begins with its famous parade of exotic animals. This is followed by dancers on horseback, and then the clowns enter the ring. We may get a chance to meet some of them today. They're always the most popular part of the show. Okay, let's go out to the rings now, so we can see where the performers work. Hold on to your tickets, as you will need them to be admitted to the show after the tour.

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Track
7**Unit 2: Leisure Time—Uses of Leisure Time**

Narrator: Listen to a talk about leisure time.

Lecturer:

There has been a good deal of research on how we use our leisure time. Study after study has shown the importance of using leisure time well. According to research, people who spend their leisure time engaged in passive pastimes such as watching TV actually end up feeling less rejuvenated than people who choose more active leisure-time activities. People who report feeling the most satisfaction with how they spend their leisure time engage in a range of activities for relaxation, both physical and intellectual. Among the most popular pastimes reported by adults, physical activities include a variety of sports, playing with their children, and gardening. Intellectual activities include reading, playing computer games, doing puzzles, and using the Internet. People who engage in a variety of active pastimes tend to be

healthier, both physically and emotionally. It is obvious that we need to engage in leisure activities that exercise both our minds and bodies to avoid suffering problems such as obesity and depression.

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Unit 3: Transportation—First Headlamps

Narrator: Listen to a talk about early train travel.

Lecturer:

Train travel became increasingly common in the mid- to late-nineteenth century, despite the difficulties involved with this mode of travel. In many ways, trains were more efficient than other available means of transportation, but there were still drawbacks. Travel at night was tricky, for example, because trains lacked effective methods of illumination. Rides on early trains were often rough because of the way the train tracks were laid, although this improved over time and riding the train became more comfortable. As train travel became more popular, the tracks became more crowded, and this was one reason why trains were frequently vulnerable to delays. Train travel could also be dirty because the smoke from the locomotive could not be kept away from the rest of the train. In the early years of train travel there were few disasters, so passengers generally felt safe. Trains were the major means of long-distance travel for a long time and had major effects on society and the economy. Clearly, the initial cost of building the railroads was well worth it, despite the drawbacks involved.

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Unit 3: Transportation—Major Subways of Europe

Narrator: Listen to two students discussing subways.

Student 1: We need to organize the information for our report on the history of subways. We agreed that our topic would be the London Underground.

Student 2: Yes, it's such an intrinsic part of London. It's famous worldwide. It really is the centerpiece of the city.

Student 1: And it's been around for a long time. We should mention that it first began operation in 1863. I think it's important to point out that at that time they used steam engines to pull the trains.

Student 2: Yes. That's really important information because steam engines were intrinsic to the way the system was built. The tracks couldn't be very deep because the engines had to release steam.

Student 1: Right. The tunnels had to be close to the surface of the ground, and there were vents to release the steam to the streets.

Student 2: So we should explain all that and then talk about how the system changed when electric trains were introduced.

Student 1: That made a big difference because the tunnels could be deeper since they didn't have to worry about releasing steam.

Student 2: And they had developed methods that made it possible to dig deeper tunnels because they used a sort of shield to support the tunnel while the workers were digging.

Student 1: Right. The Harlow-Greathead Shield.

Student 2: People were happy with the deeper tunnels because it wasn't necessary to destroy streets and buildings to dig them.

Unit 3: Transportation—Electric Cars Around the Globe

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Narrator: Listen to a tour guide introduce a city tour.

Tour Guide:

Welcome to City Bus Tours. Our tour today will take us not only through the city but also to some of the nearby suburbs as we explore the historical development of the area. Before we begin, let's take a look at this map, which shows the places we'll be visiting today. We'll start here, on the west side of the river, which is all urban area. We'll pass by the commuter rail station here, right by the river and near the bridge. This is a brand new station since the train system was completed just last year. Commuter traffic was becoming a huge problem in our area, and there's been a marked improvement in the traffic situation since the trains started running. After we look at the station, we'll cross this bridge, which spans the Rocky River. The bridge was built 100 years ago. At that time, we had the city on this side, but it was all rural area on the other side of the bridge. The building of the bridge accelerated development on the east side of the river, and now it's a growing suburban area with a lot of sprawl. On that side of the river, we'll take a look at some historic houses that still exist there, and then stop for lunch at Miss Mary's Restaurant.

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11**Unit 4: Culture—Origins of Writing**

Narrator: Listen to a tour guide at a museum.

Tour Guide:

Welcome to the university's Museum of Ancient Studies. As you may be aware, this museum was created by professors and students as a place to exhibit objects and information about ancient civilizations that they've uncovered in their research. Visiting scholars to the university have also contributed a great deal to the museum, and there's a room created especially for items they've donated. However, that's in Room D, near the end of our tour, so we'll talk more about that later. We'll begin here near the entrance, in Room A. This room is all about agricultural tools. It encompasses tools from several different cultures, and it's interesting to note the similarities and differences among them. You'll also find a few examples of agricultural-related objects in Room C, where we have an exhibit of items found in more recent excavations, but most of them are here in this room. Let's move ahead now to Room B. This is my favorite part of the museum. The exhibit you see in here explains the mythology of several ancient civilizations. Some of the old myths are lovely, fascinating. If you're interested in mythology, our gift shop has a number of books for sale on the subject. Okay, let's move now to our right, to Room C. Here's the Recent Excavations Exhibit I mentioned earlier. There are a variety of things in here that've been recently uncovered by scholars connected with the university: tools, cooking implements, clay tablets and tokens, and more. Just ahead is the Visiting Scholars' Room, and past that's the gift shop, in Room E. There, in addition to the books I mentioned, you can buy copies of many of the items on exhibit in the museum, so don't forget to spend some time there before you exit. Now, I'd be happy to answer any questions you may have.

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12**Unit 4: Culture—Hula Dancing in Hawaiian Culture**

Narrator: Listen to two students planning a hula demonstration.

Student 1: We have to get ready for our hula demonstration for our class. We need to show what we've learned about Hawaiian culture.

Student 2: Let's start with the decorations. I don't think they should be too elaborate, but we want to evoke a feeling of being in Hawaii.

Student 1: I think floral decorations would work. We can make garlands and leis out of paper flowers. They would be easy to make, and still give the right feeling.

Student 2: That's a good idea. What about our costumes? We need to be careful to avoid stereotypes like grass skirts.

Student 1: Since we're going to demonstrate the ancient style of hula, we don't need elaborate costumes. We can make simple costumes that look like tapa bark.

Student 2: Okay, I guess that wouldn't be hard to do. What about garlands of leaves? Aren't they part of the traditional costume?

Student 1: Yeah, they are, but I think the tapa skirts are enough. Otherwise we'll spend all our time making decorations and costumes.

Student 2: I suppose so. No garlands then. But we do need an altar. That's really important because that's part of what we learned about the place of hula dancing in Hawaiian culture.

Student 1: Of course. We'll have to spend some time on creating an altar. But we can't forget to actually practice the dances that we're going to demonstrate.

Student 2: Did we decide to use the graceful movements with all the swaying?

Student 1: No, we're demonstrating the ancient style. Remember? We're doing the energetic dances.

Student 2: Right, of course. With the traditional music, the drums and chants. Okay, let's start practicing.

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Unit 4: Culture—The Art of Mime

Narrator: Listen to a talk about mime.

Speaker:

Mime is a type of performance carried out without the use of props or language. The mime's skill is the ability to make the audience believe that objects are present when in reality they're not.

Mimes create illusions of everyday activities. For example, a mime may act out climbing the stairs or opening a window, and do it so skillfully that it almost appears that the stairs or window are really there. Mimes use gestures to show the presence of

objects. For example, a mime may use his hands to outline the shape of a box, then climb inside the imaginary box. In addition to interacting with imaginary objects, mimes may act out stories in which they portray different characters. The stories usually show the characters involved in some sort of conflict, but it's all done in a humorous way meant to make the audience laugh.

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Unit 5: Health—Nurse Migration

Narrator: Listen to a talk about training for nurses.

Speaker:

Qualified nurses must have several years of specialized training following high school. In the United States, for example, the bulk of nursing schools offer four-year programs. A nurse who graduates from such a program and then passes a licensing test is qualified for a variety of professional-level jobs. Many nurses choose to go on to graduate school and get higher-level degrees. In the United Kingdom, about 25 percent of nurses have graduated from degree programs. The rest generally have studied in two-year programs. This situation will change soon, however, and in the future all nurses in the U.K. will be required to have a degree in order to qualify for professional nursing jobs. Despite the need for nurses everywhere, there is still a decline in applicants for nursing programs. Many nursing schools in the United States have reported a decline of applicants of 5 percent or more over the past decade. This situation stems from a variety of causes. An important one is that more women are interested in professions, such as doctor or lawyer, which in the past were considered to be men's professions. It's been estimated that there will be 114,000 vacant nursing jobs in the United States by the year 2015.

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Unit 5: Health—Aerobic Exercise and Brain Health

Narrator: Listen to a woman talking to a trainer at a fitness center.

Patient: Hello? Is this the hospital fitness center?

Trainer: Yes. I'm Tim Smith, a trainer here. How may I help you?

Patient: I'm interested in taking classes.

Trainer: Just let me take down your information. May I have your name?

- Patient:** Yes, it's Amanda Clark. That's Clark, C-l-a-r-k.
- Trainer:** R-k. Right. And what kind of classes were you interested in?
- Patient:** I need to get some exercise. Do you have aerobics exercise classes?
- Trainer:** Yes, we do. We have several levels of exercise classes. Are you a beginner?
- Patient:** Yes, I am, for aerobics classes, but I've taken other classes previously. I took yoga classes last year.
- Trainer:** So you've taken yoga classes. Very good. And why are you interested in exercise classes with us now? Do you have a referral?
- Patient:** Yes, I do. My doctor told me to call you. I've been feeling depressed, and she said it would improve my mood.
- Trainer:** I think we'll be able to help you with that problem. Medical research shows a clear link between exercise and mood.
- Patient:** Also I've been getting a little heavy, and the doctor thought that regular exercise would help me stave off any big weight gain.
- Trainer:** It certainly will. Exercise has many benefits. We also work a lot with the elderly here, who may be suffering from dementia or decrease of cognition. But you, of course, are much too young for that! However, we can help you with the issues your doctor wants you to work on.

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Unit 5: Health—How Drugs Are Studied

Narrator: Listen to two students discussing their research assignment.

Student 1: Our lab assignment is due soon. We need to go over the steps to follow for our experiment.

Student 2: The professor gave us an outline. We're investigating the effects of certain substances on a certain type of bacteria, right? So the first thing we have to do is grow our culture in the lab.

Student 1: Right. Okay. Then we'll have to introduce the different substances to the culture.

Student 2: Yeah, and then carefully monitor it at regular intervals. I think every twelve hours would be about right. We should take turns doing that.

Student 1: Good idea. Let's leave a notebook in the lab so we can each record what we see. We'll have to ascertain whether there are any changes.

Student 2: Yes. It's fairly straightforward, isn't it? At the end we'll get together to write up the report. We'll have to describe the outcome.

Student 1: Okay. I'm ready to get started.

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Unit 6: Tourism—Hiking the Inca Trail

Narrator: Listen to a tour guide at an archeological site.

Tour Guide:

Good morning and welcome. I'm sure you'll enjoy your visit to this archeological site. One of the greatest mysteries of this site is the question of how it was built. How were the ancient people able to construct such spectacular buildings out of such heavy stones without the help of modern technology? We'll explore this and other mysteries pertaining to their culture during our tour today. Before we begin, let me go over a few restrictions. In order to preserve the site, we ask you to walk only on the network of paths, which is clearly marked. After the tour, you may walk around the site as you please, but remember that you can access the buildings only between ten o'clock and four o'clock. The grounds stay open until six. You can access any building you wish on your own except for the ceremonial area. That building is open only to groups with guides, and we'll be visiting it on our tour today. If you haven't bought your tickets yet, please do so now. They're available over here at the counter, fifteen dollars for adults and ten dollars for children. After the tour is over, you might want to visit our gift shop, where we have an array of native crafts for sale.

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Unit 6: Tourism—What Is Ecotourism?

Narrator: Listen to a customer talking to a tour company agent.

Agent: Good afternoon. Excellent Eco Tours.

Customer: Hello. Yes. I have a vacation coming up, and I haven't taken a pleasure trip in a long time. I'm interested in ecotourism. Can you tell me about any trips you have coming up soon? My vacation is in January.

Agent: I'd be happy to help you. Let me just take down your information. What's your name, please?

Customer: Bob Henderson.

Agent: What kind of tour are you interested in? Our most popular tours are the Wilderness Adventure Tour and the Local Culture Tour.

Customer: Tell me more about the first one.

Agent: That's a nature tour. We take you to a remote area of the rain forest where you learn all about the local plants and animals.

Customer: It sounds interesting, but I'm a little wary of tours that feature wild animals.

Agent: Don't worry. You'll be in the hands of experts, and everything will be perfectly safe. Also, there will always be a barrier between you and the animals.

Customer: It sounds like an interesting trip.

Agent: It is. Shall I sign you up for the Wilderness Adventure Tour then?

Customer: Yes. What are the dates?

Agent: January twelfth through the twenty-fifth.

Customer: That sounds perfect. I have a question about the accommodations. What are they like?

Agent: There are two types. You have a choice between a fairly basic hotel or camping at the campground.

Customer: Oh, I'd definitely prefer the campground.

Agent: Great. I'll put you down for that. Now do you mind if I ask you something? How did you hear about our company? Did you see our publicity somewhere?

Customer: Yes, I saw it in a travel magazine.



Unit 6: Tourism—Learning Vacations

Narrator: Listen to a customer talking to a tour company agent.

Agent: Good afternoon. Learning Vacations Limited. May I help you?

Customer: I'm interested in taking a learning vacation. I understand you organize vacations with painting classes.

Agent: We do. We offer learning trips for a broad range of tastes and interests, and painting trips are among the most popular. Do you have a particular destination in mind?

Customer: Not really. I'd just like to go someplace pretty with colorful scenery for painting and maybe some nice ocean breezes.

Agent: Then you would probably be interested in our painting trip this summer. You spend two weeks at a beach resort in Mexico and attend painting classes under the supervision of university art professors.

Customer: University professors? That's impressive.

Agent: Yes. The trip is sponsored by the art department at Springfield University. It's part of their summer school.

Customer: That sounds great. My other interest is international cuisine. Do you have any cooking trips?

Agent: We certainly do. However, I don't know whether you'd be interested because almost all our cooking trips take place in a city, not by the ocean. Our clients get to enroll in ongoing cooking classes at the National Cooking Institute, which sponsors the trips.

Customer: So I would really learn to cook, not just watch someone else cook?

Agent: Yes. You learn how to choose ingredients, how to prepare them, everything.

Customer: What are the accommodations like? Would I stay at a hotel?

Agent: No. For the cooking trip, participants stay at a residential college that's close to the National Cooking Institute.

Customer: I think either one of those trips would suit my taste.

Agent: You need to decide soon. You'll have to enroll in the class of your choice, and then we make the travel arrangements for you.

Customer: When would I have to decide?

Agent: Enrollment for the painting classes ends on June 15 and for the cooking classes on July 1.

Customer: Thanks. I'll let you know soon.



Unit 7: Business—What Makes a Small Business Successful?

Narrator: Listen to two students discussing a small business.

Student 1: Okay, so our assignment for our business class is to explain the reasons for the success of a particular small business. We agreed to use the Sunshine Bakery for our model, right?

Student 2: Yes. It's a good example of several of the characteristics that are typical of successful small businesses. For one thing, it has its own particular niche.

Student 1: Uh huh, because there are no other bakeries in the neighborhood.

Student 2: Right. So even though its product isn't unique—it just sells normal baked goods—there aren't any competitors in the area.

Student 1: Yes, I think that's a vital part of its success. And its product is really good, so it already has a great reputation. Everybody knows about the delicious bread you can get there.

Student 2: So it has lots of customers. I don't remember reading anything about market research that the owners did before opening the business, but I guess it doesn't matter because there are lots of customers now.

Student 1: But the owners did start with a sound business plan. I mean, they projected all their expenses and how long it would take to start earning a profit and all that.

Student 2: Right, and the business became profitable in about two years. I think that's pretty good. And since they had enough financial support to start off with, they were able to keep the business afloat until then.

Student 1: Okay, so let's start writing up these ideas for our report.

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Unit 7: Business—Brand Loyalty

Narrator: Listen to a lecture in a marketing class.

Lecturer:

We'll talk today about promoting new products. Your main goal in promoting your products is to create brand loyalty, a bond between you and your customers. That way, your customers will keep coming back to you. How do you do this? The main point is to make your customers feel that your brand is somehow special so that they'll feel special when they buy it. They want to feel that using products with your brand gives them status. A common method is to get endorsements from famous people. Customers will think, "If I use the same brand as that movie star or athlete or television actor, then I'll be as special as that person." This also gives the idea that your brand is bought by selective people, which makes customers feel very good about buying it themselves. If you can make customers feel passionate about your brand, then they'll always buy it, whether your products are common household staples or expensive luxury items. This is what you want, a brand loyalty that's hard to reverse.

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Unit 7: Business—Global Outsourcing

Narrator: Listen to a tour guide at a factory.

Tour Guide:

Welcome to the Apex factory tour. Let's begin with a little history of the factory. The Apex Manufacturing Firm has been in existence since 1900, when the company built the first factory right here on this site. It was quite a boon to the local economy since it was the first factory in this region. In fact, Apex was at the epicenter of manufacturing in this region for many, many years. Business was so good that in 1910, the firm's owners decided to add a night shift in order to keep the factory operating twenty-four hours a day. As you can imagine, the firm's owners became quite wealthy. The first branch factory was built in 1915. In 1940, the original old factory was completely torn down and

replaced with a new larger one on the same site. That's the building we're standing in now. Over the years, there have been a number of changes, of course. Then came 1998, which was perhaps the most decisive year for the company. The decision had to be made about outsourcing some of the labor, as many other companies were doing and are doing. The firm's owners ultimately decided not to do so. That decision means that at the present time, Apex remains a major employer in this region. There's a high level of satisfaction among our staff, as shown by the fact that our employee turnover is quite low.

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Unit 8: Society—Social Networking

Narrator: Listen to a class discussion about social networking.

Professor: Let's talk today about the online social networking trend. There's been an explosion of interest in this form of communication. What effects do you think this will have on our lives as the trend unfolds?

Student 1: It's clear that the advantages are immense. Think about it. These online social networking sites make it possible to have contact with people all over the world.

Student 2: I agree. You can pursue all kinds of opportunities, both personal and professional, through social networking. You can make friends, you can find jobs, you can exchange all kinds of information with people everywhere. It really expands your world.

Professor: These are important advantages, but do you also see any disadvantages to this phenomenon? What might be some of the negative consequences?

Student 1: I see that in one way it expands your world, but in another way it hurts it. I mean, you might spend so much time with your online friends that you don't pay attention to your local friends and family. It can mean the loss of your local community.

Student 2: There are also dangers with your online community. You can make many acquaintances online, but you don't necessarily know a lot about them. You might not know their true identity.



Unit 8: Society—Why Are Women Leaving Science Careers?

Narrator: Listen to a tour guide at a research lab.

Tour Guide:

Welcome to the Robertson Research Lab. On our tour today you'll see where researchers work, and you'll learn what scientific research is all about. Today, the Robertson Research Lab is one of the most important labs devoted to scientific research in the country, but it took a long struggle for the lab to gain the status that it enjoys today in the scientific and academic communities. It required an inordinate effort to get the support necessary to build the lab. In fact, it took approximately ten years to collect enough funding to start construction. That would not have been possible without the invaluable help of a number of individuals whose names are listed here on this wall. Although much of the funding came from government resources, and, of course, some of it also came from the Robertson family, the lab is located here at the university and it's the university that bears the responsibility for maintaining and running the lab. In fact, one purpose of the lab is to give university students experience with research. Professional research scientists at the lab provide guidance to science students as they design and carry out their own research studies.



Unit 8: Society—Wheelchair-Accessibility Issues

Narrator: Listen to two students discussing wheelchair accessibility.

Student 1: We have to plan our report on wheelchair accessibility in this building. The professor wanted us to see what accommodations are already in place and what changes need to be made.

Student 2: Right. So the first thing we need to do is walk around the building and see what's here.

Student 1: We've already done some of that. I have, anyway. I measured the corridors, and they're wide enough to accommodate wheelchairs.

Student 2: That's good to know because I measured some doors, both exterior and interior, and none of them has the necessary width.

Student 1: Then that's the first recommendation we'll have to make: wider doors.

Student 2: I think the building's exterior is fine. There's a ramp at the front entrance so wheelchairs can get inside the building easily.

Student 1: That's true, but didn't you notice that there aren't any curb cuts? The curb is too high for a wheelchair to get over. So, there's a parking place for disabled people in front of the building, but they still can't get a wheelchair over the curb and onto the sidewalk.

Student 2: Yeah, I guess that really would be a problem. So we'll have to recommend curb cuts.

Student 1: The building already has an elevator, so wheelchairs can get to all the floors.

Student 2: Right, so elevators aren't a problem. What about the light switches? Are they low enough on the walls?

Student 1: Yes, I tested some of them by sitting in a chair. They're low enough to reach.



Unit 9: Education—Learning Styles

Narrator: Listen to a lecture about learning styles.

Lecturer:

As teachers, when you plan your lessons, you'll need to keep in mind the different learning styles of your students. Remember that visual learners need to see things. Allow them to sit where they can easily see your face as you give the lesson. Remove any obstructions that might prevent this. Include visual items such as diagrams and pictures in your lesson to address the needs of these students. Auditory learners need to hear things. When they read, they may want to hear the words as well as see them, so allow them to read aloud and to recite information they're studying. Don't hinder their learning by requiring them to keep quiet during study time. Kinesthetic learners need to do things. To help these students, include activities that give them opportunities to move around and to manipulate items. While students may have different learning styles, they all have one thing in common: the need for frequent encouragement.

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Unit 9: Education—The Homeschool Option

Narrator: Listen to a parent explain homeschooling requirements in her city.

Speaker:

Welcome to the City Homeschooling Association. Most of you are interested in homeschooling your children, and I know you have many concerns and questions about how to begin. I'll start by explaining to you the legal requirements for homeschoolers in our city, then in the latter part of the program, you'll have a chance to ask questions. There are certain things that are compulsory for homeschoolers in our city. First, to start, you'll need to inform the city that you plan to homeschool your children. Many people think that they'll have to hire professional tutors for their children, but that isn't required. Nor do you need to have prior teaching experience yourself. You do, however, have to follow an educational program mandated by the city, which addresses all the same subjects that are taught in the local schools. The city can provide you with textbooks, but, even though the vast majority of families choose to use these books, they aren't required. You can use any books you want as long as you follow the city's program. Periodic tests, usually twice a year, are required by the city. You can give them to your children in your home and send them to the Board of Education for scoring. It's easy to do and doesn't cost any money. At the end of the school year, you have to submit a report to the city, which is also simple to do. It's a short report, and the city provides you with easy-to-follow guidelines. Homeschooling is no longer considered a novel idea but is becoming more widespread. There are a lot of experienced families around who can help you get started.

CD 1
Track
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Unit 9: Education—Educating the Gifted

Narrator: Listen to a class discussion about gifted children.

Professor: I asked you to read an article about recognizing gifted students in the classroom. So, tell me. How can a teacher recognize gifted children?

Student 1: One thing gifted children do is read. They usually read books for older children, or sometimes books for adults.

Professor: Yes, that's an important sign. Profoundly gifted children, especially, may be seen reading adult books at a very early age. What else?

Student 2: When it comes to problem solving, gifted children use sophisticated approaches, unlike their peers.

Student 1: Not all the signs of giftedness are positive. Gifted children might be bored in the classroom and behave badly. They often need help with discipline.

Professor: That's exactly right, and one reason why it's so important to recognize these children and place them in the proper environment and give them the support they need.

Student 2: One way to support them is to give them constructive activities that are interesting to them. If they don't have activities that satisfy their inquisitiveness and creativity, that's when discipline can become a problem.

Student 1: And, of course, we need to provide a special curriculum for these children. They need more than just some interesting activities. They need a whole course of study that matches their abilities.

CD 1
Track
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Unit 10: Inventions—The Development of the Lightbulb

Narrator: Listen to a talk about producing and marketing inventions.

Lecturer:

When you have an invention that you think you can sell, you have to protect it. You must get a patent so that there will be no infringement on your rights to produce and sell the device you've invented. The first thing you must do is find out if anyone else has a patent on a similar type of invention. This is called a patent search. Often, people hire specialized lawyers to do this for them. Once you've ascertained that there are no patents on inventions similar to yours, then you can get an application and file it with the Patent Office. Generally you'll have to pay a fee when you send in the application. Next, you can start looking for investors. This is critical. Inventors tend to be solitary people and don't give much thought to finding financial backers to help them. However, if you want to successfully market your invention, you'll need people to provide money to start production and begin marketing. You'll need to think like an entrepreneur. Inspiration is not enough. Hard work and money are important ingredients for success.



Unit 10: Inventions—The Invention of Variable-Pitch Propellers

Narrator: Listen to two students discussing a flight demonstration.

Student 1: That was a fascinating flight we saw. Now we have to write up the report for the school newspaper.

Student 2: Okay. Well, we should start with the name of the designer of the plane.

Student 1: Right. I'll just write that down. The designer was Steve Wilson, and the pilot's name was Joe Applewood. What about the names of the passengers? Did you get those?

Student 2: No, but there were two of them, we can just put that. We don't need their names.

Student 1: We should say something about the design of the plane, like the size of the propeller. How big was it?

Student 2: I'm not sure. It was big, but I couldn't say the exact size.

Student 1: Well, we should say something about it. What about the speed of rotation? How fast did that propeller move?

Student 2: I don't know. If we'd had a chance to confer with the pilot, we could've found out. But he left too quickly.

Student 1: Okay, so we can't include that information. We'll have to write more about the flight. It was a really prolonged flight.

Student 2: Yeah, he was cruising up there for at least thirty minutes, a lot longer than I expected. So write that down. And what a flexible machine. It handled the turns really well.

Student 1: Yeah, especially considering the weather conditions. It was so windy and cloudy, there must have been some turbulence.

Student 2: There probably was. We'll put that in the report, too.

CD 1
Track
31**Unit 10: Inventions—The Transatlantic Cable**

Narrator: Listen to a tour guide at a museum.

Tour Guide:

Welcome to the City Museum of Invention. We'll begin our tour with a brief overview of the history of the museum. This museum first opened its doors in 1985, the result of years of effort by the mayor and others in our city. In 1975, the city's mayor first got the idea to start a museum about inventions. After he got several experts interested, he set out to rally the necessary funds. In 1976, several events were held to raise the requisite amount of money to begin construction of a building to house the museum. They had almost raised enough money when there was an unexpected setback. A family that had promised a large percentage of the needed funds inexplicably withdrew their offer. It was toward the end of 1977 that this large gift was lost. Although there was an inquiry, it was never made clear why the funds were withdrawn. Plans for the museum were put aside for five or six years. But a group of interested people renewed the efforts, and by 1982 they had rallied enough monetary support to go ahead with the plans. That year, construction on the building began. In just under three years, the museum was completed, the result of the perseverance of a number of dedicated people. The museum continues to be a popular part of our city's culture. Although everything in the museum follows the theme of inventions, the variety of the exhibits will appeal to visitors of disparate interests. Our most popular exhibit, which is all about cable TV, was first opened in 1998.

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