

UNIT / 04: FINANCE AND BUSINESS

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- successfully answer 'matching features' questions
- develop whole-text understanding to enable you to answer global multiple-choice questions
- consider the meaning and use of modals of obligation, past and present.

LEAD-IN

01 In pairs, discuss the similarities and differences between the pairs of words and phrases.

1 financial crash / recession
A financial crash is when a financial system stops working. A recession is a period of economic decline.
2 loan / mortgage
3 regulations / laws
4 go bankrupt / go bust
5 borrower / lender
6 savings / investments

02 What do you know about the global financial crash in 2008? In pairs, talk about the causes and effects.

MATCHING FEATURES

In this type of task you are given a list of options, or 'features' – for example, the names of people, publications, years – and you need to match them with the questions. To do this, you need to search the text to establish which part of the text correctly corresponds with the statements given in the questions. In this task type the questions will *not* appear in the same order as the answers are given in the text.

03 Look at the reading passage on page 75. How can you identify which is:

1 the name of a writer the first time they are mentioned?
2 the name of the writer when they are next mentioned?
3 the title of a book / article / academic paper?
4 the exact words written in a book / article / academic paper?

04 **Look at the exam task and focus on the options below. Scan the passage and put a box around the names where they are mentioned in the text. Do not try to match the statements yet.**

Look at the following statements and the list of people below. Match each statement with the correct person, A–C.

1 The plan to make a greater number of people wealthy from mortgage repayments was foolish.
2 The credit ratings agencies did not fulfil their essential reason for existing.
3 The investment banks are not solely responsible for the problems that caused the crash.
4 The bankers' careless way of working was essentially a form of exploitation from which they got more wealthy.
5 Accepting the false assurance of AAA credit ratings without question badly damaged the global economy.
6 Government failure to bring the problem to an end led to another profit-driven industry becoming involved.

List of people
A Alicia Pillory
B Dr Alfred Moran
C Charles Vane

TIP 04

Scan the text before you read the questions, putting boxes around the options (names, etc.) given in the list. Do not simply underline them – they might later get lost as you continue to underline more and more key phrases in the passage in your search for correct answers.

05 **Read paragraphs 1–3. The opinions below come from either Alice Pillory or Charles Vane. Discuss with a partner who is responsible for each argument, and explain where in the text you found the answer.**

1 The plan to make a greater number of people wealthy from mortgage repayments was foolish.
2 The credit ratings agencies did not fulfil their essential reason for existing.
3 Investment banks are not solely responsible for the problems that caused the crash.

TIP 05

By skim reading the text first, you can also form an idea of the tone of what each person says. Normally they will take one side of an argument (e.g. in favour of or against something), so thinking about which side they take can often help you decide where to look first for the answers.

06 **Referring to paragraphs 4 and 5, decide whose opinion is being paraphrased here.**

4 The bankers' careless way of working was essentially a form of exploitation from which they got more wealthy.
5 Accepting the false assurance of AAA credit ratings without question badly damaged the global economy.
6 Government failure to bring the problem to an end led to a new profit-driven industry becoming involved.

07 **Look again at this sentence from paragraph 6. Whose view is being given: the writer of the passage, Alicia Pillory, Charles Vane or Dr Alfred Moran?**

'… those people who borrowed money to buy a house, knowing that they could never afford to pay that money back in their entire lifetimes, must take the major share of the blame.'

TIP 07

Be careful. The writer of a passage does not always use 'quotation marks' to report the opinions or arguments of another person. Sometimes, reporting these views will be introduced with a phrase such as 'as writer x explains,' but it can also be less explicit than this.

THE FINANCIAL CRASH – WHO WAS TO BLAME?

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1 There was once a widely held belief that people who were in debt, but who could not afford to pay back that debt, should be punished severely. At the end of the 19th century, those unable to repay what they owed were arrested, taken to court, and ultimately sent to 'debtors' prisons', locked away until they had worked off what they owed. To be in debt, in the eyes of society, was unacceptable. And yet, by the time we reached the first years of the 21st century, the idea that owning debt was something positive, even productive, had become commonplace in many parts of the world. So much so, that the global financial crash of 2008, in the eyes of many observers, was entirely inevitable.

2 At the end of the 20th century, the general financial climate was stable and healthy. Commercial banks and investment banks for a number of years had mostly functioned separately from one another. When people put their income or savings into an investment, it was often done without a great deal of risk, and they tended not to make an astonishing amount of money. But this was soon to change in a disastrous way, writes Alicia Pillory in *The Great Deception*. In the early 2000s, 'investment bankers devised an opportunity to make huge profits by buying mortgage loans from commercial banks and mortgage lenders'. She explains how the investment banks then created 'packages' of these loans and sold them to individual investors. 'The grand, misguided theory was that any repayments would have to be made to the companies or people who now owned the mortgages, and everyone would get rich.'

3 Huge numbers of investors brought their money to the table. They were given confidence by the fact that the packages being offered to them had apparently been assessed and passed by the credit rating agencies. The main purpose of these organisations is to evaluate in a neutral way the amount of risk an individual or company might face in a potential investment. The fundamental problem, as Charles Vane sets out in *The End of Innocence*, was that these credit rating agencies were actually paid by the investment banks themselves, and the agencies were happy to provide the first-class 'AAA' ratings which did so much to convince potential investors to part with their money: 'which is actually very far from being neutral'. It seems unthinkable now that this was the case, but it was not uncommon at the time. 'We have to take that into consideration before isolating and criticising the investment banks too harshly.'

4 The investment banks, now free to offer home loans to anyone, regardless of how much that person earned or was even likely to earn, began offering mortgages to new borrowers: people who were in low-paid employment, and who had no savings at all. Huge levels of debt were provided to those who, within two or three years, would have no way of meeting the monthly repayments. 'So many people were taken advantage of,' writes Pillory, and 'this irresponsible lending behaviour was never made to stop, with no ultimate consequences for the bankers, who simply became very, very rich'. She maintains that the authorities could, and should, have put a stop to it earlier. Instead, 'at this point, another industry saw the potential for profit and greedily stepped in'.

5 Insurance companies commonly offer protection against personal debt (for example, when somebody takes out a mortgage but wants to make sure that, if they suffer an unexpected accident and cannot work, the debt will be paid not by themselves, but by that company). However, in the early part of the 21st century, people suddenly became able to buy insurance for properties they did not even own. In other words, when a family could no longer afford the repayments on their home and had to leave, another person – who they had never met, maybe even living on the other side of the country – could claim a huge amount of money from the insurance company, simply because they had bought a policy for that particular property. In *The Crash: Reasons and Repercussions*, Dr Alfred Moran writes, 'The AAA ratings gave everyone a dishonest guarantee that the system could not collapse. Unfortunately for the world's economy, the insurance companies followed those ratings blindly.' Eventually, in 2008, the system did indeed collapse, on a devastating scale.

6 Despite this, he emphasises, it should not be overlooked that it was actually the investment banks who paid the ratings agencies in the first place, and so the AAA rating was essentially funded by those who would exploit it – it is they who are most to blame. Pillory contends, however, that we should vent our strongest anger towards the dangerously 'hands-off' approach of western governments at the time, while Vane avoids placing the entire blame at the feet of either the banks, or their governments and regulators. He maintains that, in the western world, the attitude towards debt is careless. 'Chinese people, for example, often put 30% of their income into saving; this sensible attitude to money is commonly seen in Asian countries. In comparison, in Europe and the US, you rarely see anyone putting aside more than 5% of their earnings. This is extremely unwise.' By extension, those people who borrowed money to buy a house, knowing that they could never afford to pay that money back in their entire lifetimes, must take the major share of the blame.

7 As Alicia Pillory laments, 'We are living through the worst recession for 80 years, all because a comparatively small number of people working in the financial sector could not control their greed.' Whatever the root causes of this highly devastating period in our history, the one thing that experts seem to agree on is that our shared financial wellbeing is unlikely to return to full health at any point soon. Perhaps it is even time to reconsider some 19th-century notions of how we are supposed to feel about debt.

*mortage – *a loan given by a bank that enables someone to buy somewhere to live (e.g. house, flat)*



GLOBAL MULTIPLE-CHOICE QUESTIONS

This task asks you to reflect on or summarise the text as a whole. Typically, this task will ask you to identify the **main idea** of the passage (a sentence which summarises the writer's position), its **purpose** (why the author wrote it) or the **most suitable title** (a simple statement that summarises the content of the text for the reader).

08 **Use the hints given below the options to help you answer this question.**

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

What is the writer's main idea in the Reading passage?

A The global financial crisis would not have happened if people were still imprisoned for being in debt.

B Certain nationalities should follow the lead of others in order to become financially stable.

C The global financial crisis was created by a number of groups and has had only negative effects.

D Worldwide attitudes to financial responsibility are to blame for the global crisis.

Hints

A Which parts of the text mention debtors' prisons? Why are they mentioned?

B Who exactly is suggesting that certain nationalities are failing to take care of their finances adequately?

C How many different groups of people are said to have been involved in the financial crisis? Does the writer put forward any positive effects of the crisis?

D Which 'attitudes to financial responsibility' are described in a negative way? Are there any people in today's societies whose approach to financial responsibility is mentioned in a positive light?

09 **Look at options A–D and answer the global multiple-choice question. Check that the information in both parts of the sentence (green and orange) is correct to help you decide.**

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

What is the writer's purpose in the Reading passage?

A To compare approaches to savings and investment in the 19th and the 21st centuries

B To summarise different interpretations of the main causes of the global financial crisis

C To criticise investment banks' unhealthy concept of debt

D To detail which processes caused the global financial crisis to happen

TIP 09

For 'purpose' questions, make sure that both parts of the option are correct.

10 **Answer the question using the underlined key words to help you.**

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

What is the best title for this Reading passage?

A The History of Debt in the Modern Era

B How the Banks created a Global Recession

C Disasters in Finance and Investment

D The Crash: is there anyone to blame?

TIP 10

For 'Choose a title' questions, ask yourself:

- If I saw this title, what would I expect to read in the passage? What arguments or evidence might be given? How much does the passage differ from these predictions?
- Does the option give the main idea of the whole passage, or just a section/ paragraph from it?
- Is the option too general or abstract to be correct?

GRAMMAR FOCUS: MODALS OF OBLIGATION – PRESENT AND PAST

11 **Do the words *in italics* refer to a present or past situation? Scan the text to locate the sentences in context and check.**

1 We *have to take* that into consideration.
2 the authorities *could and should have* put a stop to it
3 when a family could no longer afford the repayments on their home and *had to leave*
4 it *should not be overlooked*
5 those people who borrowed money to buy a house [...] *must take* the major share of the blame
6 Perhaps it is even time to reconsider some 19th-century notions of how we *are supposed to feel* about debt.

12 **Correct the modal verb mistakes in bold in these sentences.**

1 I realise that the meeting is due to finish now, but I **had to** say something before we leave.
2 It is sad that his company has just gone bust, but he really **should have** taken out such a big loan.
3 A vital element of a successful business is communication: there absolutely **must to be** honesty and openness between the management and the rest of the staff.
4 I had to give a presentation at work first thing this morning, but I was too tired to do a good job. I really **ought to get** more sleep last night.
5 When you arrive at work, you **are supposed to have signed** in at reception. I forgot to do that this morning.

EXAM SKILLS

13 **Read the passage and answer questions 1–7.**

Questions 1–7

Look at the following statements and the list of studies below. Match each statement with the correct study, A–C.

1 Unlike in previous years, a willingness to experiment with a wide range of possible roles is visible in all groups of job-seekers.
2 Younger people are being denied the chance to develop the social skills necessary for the *modern office* environment.
3 Many modern positions can be more easily terminated than ever before.
4 Claims of economic expansion are demonstrably incorrect.
5 An unforeseen problem has led to an increase in the number of people available to work.
6 Much of today's workforce do not feel constrained by a lack of familiarity with a new position.
7 Refusal to conform to traditional behaviour models at work is a positive step.

List of studies

A *Employment as a Myth*
B *Unfair Returns*
C *How the Market Adjusts to Opportunity*

Question 8

What is the best title for this passage?

A The Conflict between Young and Old in the Workplace
B Modern Employment: the Need for Adaptability
C The Changing Face of Working Life
D What Today's Workforce Really Wants

The accepted concept of a career path followed a similar pattern for decades. After completing their education, people would enter the adult world of work, settling down to a job in which they would likely remain from that point onward. Not only would this occupation provide their income for their entire working life, it would also allow them a healthy pension when they retired and moved into old age. Over the past twenty years, however, the relationship between a wage earner and their chosen profession has changed enormously. Today, the idea of a 'job-for-life' has all but disappeared, to be replaced by an unforgiving world of unstable employment. Some observers even argue that current society appears to pit old against young in a constant battle to find work of some description, all against a backdrop of increasing debt and economic difficulties.

At the same time, the government regularly releases figures that suggest that the economy is prospering, evidencing this claim with the fact that the unemployment rate continues to fall annually. Given this claim, logic would seem to dictate that, since there are fewer people out of work, an increasing number of people are enjoying a regular income. To dispute this, Frank Thomas's 2016 study on the nature of work, ***Employment as a Myth***, revealed an interesting and contradictory interpretation. There are indeed more jobs available. However, a huge number of these are casual, temporary or short-term positions, all of which are low-paid and create little in the way of tax income for the government. This has a number of debilitating long-term effects, not least because this assurance of a growing economy is based more in myth than fact. Thomas explains, 'Without tax income, the economy cannot grow; if the economy stays weak, new jobs will not be created.'

He also illustrates how, around the world, increases in life expectancy have created a problem for a huge number of retired workers, who are starting to find that the sum of money they have saved for their retirement does not stretch far enough to provide the financial security that they had expected. As a result, there has been a widespread return of these workers to the job market, very often in search of the type of casual employment that was once the preserve of people in their late teens and early 20s. Lois Lawrence expands on this view in ***Unfair Returns***: 'Older people are taking opportunities away from their grandchildren. Post-education, those new to the world of work are not able to earn any sort of living wage, nor are they getting the opportunity to develop the 'soft skills', e.g. social intelligence, that will enable them to flourish in the job market.'

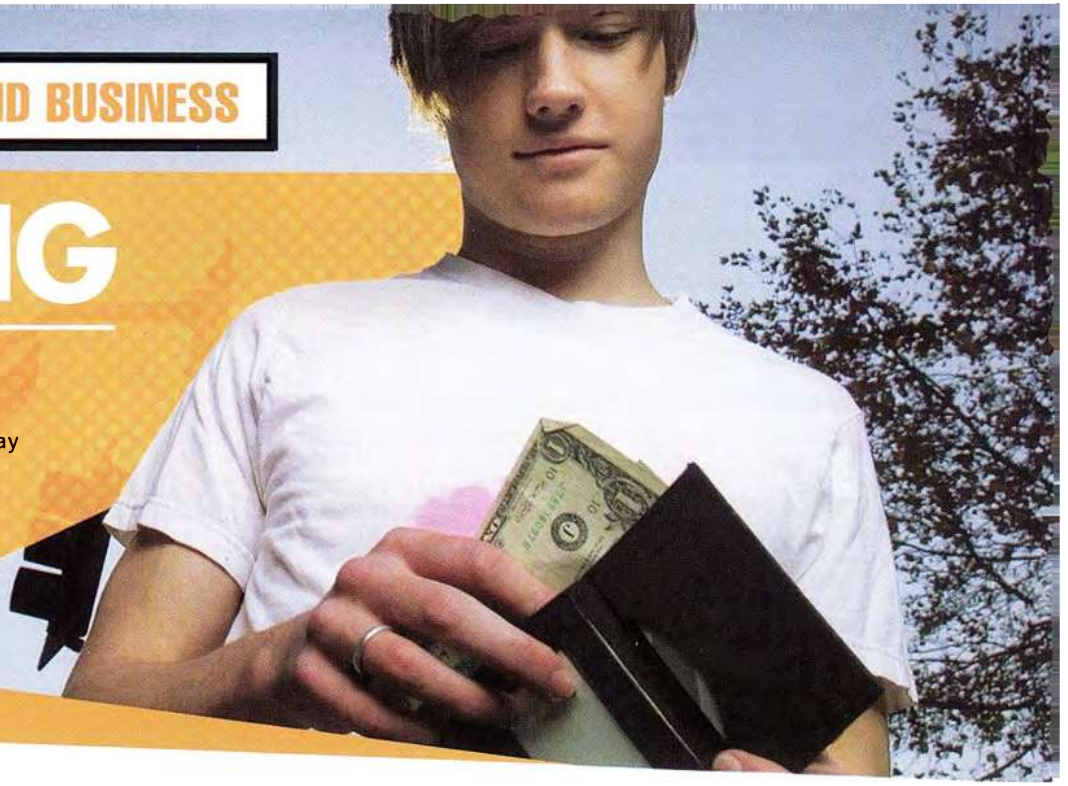
For Lawrence, the days of the salaried worker – comfortable, assured, financially secure – are coming to an end, and are being replaced by a new model: the exploited worker. Instead, these are the days of the 'zero-hours' contract, where an employee is told by an employer to be *available* for work, but is not necessarily given any, and so earns nothing for their time simply spent waiting. She argues that this is causing even more inequality in the employment market, as business leaders realise that they have no obligation to provide their staff with a full- or part-time contract, and can therefore avoid additional expenditure. The 'zero-hours' worker receives no holiday or sick pay, and is considered to be self-employed, so has to pay their own taxes. They also have no hope of stability, and can be instantly dismissed without any hope of recourse. Employment laws, written decades ago at a time when the vast majority of the country's workforce benefitted from permanent positions, do not protect the new breed of worker from being unfairly dismissed at a moment's notice by their manager.

Less pessimistic interpretations of today's employment market do exist elsewhere. A 2015 study by William Haroldson, ***How the Market Adjusts to Opportunity***, advocated a definition of a new type of multi-skilled worker: the model employee who not only refuses to age, but also does not want to work in the same office every day, or even to be an employee in the first place. In such a progressive, forward-looking environment, young and old are supposed to collaborate extensively, sharing the benefits of each other's talents and prior knowledge. Furthermore, although younger people are traditionally thought to be more willing to try any number of routes into work before deciding on an industry in which they want to develop, such an approach to employment no longer excludes workers of a more advanced age. Thomas agrees: 'Most of today's self-starters believe that the job market offers a vast array of potential opportunities from which they can learn and gain experience. Whether they have a wide range of existing experience, or none at all, is irrelevant to them.'

Moving from job to job is no longer seen in a negative way, he goes on to argue. In the past, anyone with a series of short-term positions on their CV was seen as unreliable or disloyal. Most of today's self-starters, however, approach the job market as a vast source of possibilities, while employers themselves are more likely to be entrepreneurs who are willing to accept job mobility without question, and less likely to punish potential staff for doing so. One positive result of this development is that 'soft skills' such as social intelligence can therefore be learnt in a new way, and through a greater number of person-to-person encounters than used to be available. This has been made possible through the fact that so much of human contact today now takes place in one enormous meeting room – the internet. Even if it means that the people in contact are not actually present together in the same room, the encounter still happens.



WRITING



IN THIS UNIT YOU WILL LEARN HOW TO

- produce a balanced 'agree/disagree' essay
- write an introduction and conclusion for this type of essay
- use a range of discourse markers to help sequence your ideas logically
- understand exactly what the essay question is asking you to write.

LEAD-IN

01 **With a partner, discuss what you understand by the term 'financial responsibility'.**

02 **Discuss the following statements with a partner. Make a list of points that support or oppose the ideas given. Think about the following: examples, reasons/explanations, causes/effects.**

1 People today are more concerned with owning material possessions than with developing friendships and family relationships.

2 Levels of consumer debt are increasing across the world. To address this, a new subject should be introduced in secondary schools: how to manage personal finances.

AGREE/DISAGREE ESSAYS

03 **With a partner, discuss how the *italicised* words in each B statement might change your approach to the question when compared to the A statement.**

1 A People today are more concerned with owning material possessions than with developing friendships and family relationships.

B People today are *only* concerned with material possessions, *even if it has negative effects on* friendships and family relationships.

2 A Levels of consumer debt are increasing across the world. To address this, a new subject should be introduced in secondary schools: how to manage personal finances.

B Levels of consumer debt are increasing *dramatically* across the world. To address this, a new *compulsory* subject *must* be introduced in *all* secondary schools: how to manage personal finances.

TIP 03

Make sure you consider every word in the rubric; try to analyse closely what the question is asking you to do – it may be different to the idea you initially think is being presented.

This task asks you to say to what extent you agree or disagree with a statement on a certain topic. You can do this in different ways. For example:

- present objectively both sides of the argument to give a balanced view, before explaining in your conclusion which side of the argument you favour
- agree/disagree entirely with the statement given, and produce an essay that clearly argues in favour of one side.

It is recommended that even if you entirely favour one side of the argument, you mention any opposing arguments to show the examiner you have considered your position.

WRITING AN INTRODUCTION

04 **Read the exam task and the introductions (1–4). Match each one with the teacher's comments about them (a–d).**

People today are more concerned with owning material possessions than with developing friendships and family relationships.

To what extent do you agree with this statement?

1 It has been argued that in today's world, everybody spends more of their time preoccupied with what they buy and less concerned with maintaining close ties with the people around them.

2 It is said that people today are more concerned with owning material possessions than with developing friendships and family relationships. In this essay I will explain the extent to which I agree with this idea.

3 I agree with the statement and in this essay I will explain why.

4 It has been suggested that these days we tend to prioritise the accumulation of possessions over the development of relationships with those closest to us. Whilst there is some truth in the assertion that the world has become more materialistic, it is not necessarily true that this is at the cost of our loved ones.

A *You have explained your position on the statement but have failed to include any information relating to the statement in your introduction.*

B *Your introduction is clear, but you should paraphrase the question statement in your own words.*

C *This is a good introduction that paraphrases the question and clearly explains the line of argument you will take in the body of your essay.*

D *You have paraphrased the question statement well, but have failed to explain how you will answer it.*

There are a number of ways to write an introduction for an essay like this. However, all introductions should clarify what the question is asking you to discuss, and should explain how you plan to answer it. As with all IELTS Writing introductions, you will score higher if you paraphrase the question in your own words.

TIP 04

It is good practice to make your position (to what extent you agree) clear in the introduction in case you run out of time in the exam and don't finish your essay. This will prevent you losing too many marks on Task Response.

05 **Look at the following plans for three essays for the task in exercise 4 (main body only, introduction and conclusion missing). Discuss with a partner how each essay differs in its overall approach to answering the question.**

Essay Type 1	Essay Type 2	Essay Type 3
Paragraph 1: ' Agree' – Sales of gadgets / luxury items at highest point ever – Gadgets allow you to create social media profiles = encourage people to create false image of material success	Paragraph 1: 'Agree' – Today's world = more materialistic than ever; economy relies on debt and consumer spending – Popularity of luxury goods is increasing, friends competitive about owning the most exclusive brands	Paragraph 1: 'Disagree' – Most people understand that material possessions are less important than human relationships – Owning material possessions does not = greed; today's world is run on expensive technology – people need this to function in society
Paragraph 2: 'Disagree' – People have always needed human contact and always will – Material possessions actually allow more contact with friends and family around the world (e.g. smartphones = social media)	Paragraph 2: 'Agree' – Methods of communication less personal as a result of expensive technology (e.g. people speak less on the phone, use instant messaging apps instead)	Paragraph 2: 'Agree/Disagree' – Some people point to popularity of TV shows about being rich = materialistic society – Other people argue that greed/ selfishness is rewarded with money/ status – BUT there have always been materialistic people obsessed with status – Not necessarily 'people today' – it is just more visible with modern media
	Paragraph 3: 'Disagree' – Not everyone is materialistic, depends on personality, upbringing, friendship groups – Some cultures still maintain family unit as strongly as ever	

06 **For this next Agree/Disagree question, read the arguments that a candidate has written for their essay. For each argument, put a tick (✓) if the argument is in favour of the statement, and a cross (✗) if the argument is against it. Ignore the numbered gaps for now.**

Levels of consumer debt are increasing across the world. To address this, a new compulsory subject should be introduced in secondary schools: how to manage personal finances. To what extent do you agree or disagree?

1 _____, given the growing amount of individual debt around the world, there is no better time to learn about the negative effects of personal debt than at school. Students would be less likely to borrow what they could not afford, and more likely to stay in credit when they reach adulthood. ☐

2 _____, I believe that teaching teenagers how to manage their money within the school curriculum would be vital in allowing them to become financially independent, even before the age of 18. They would feel more confident in being able to control their daily or monthly expenditure, and less reliant entirely on their parents for support or 'top-up' money. ☐

3 _____, some would argue that teenagers are often too immature to become truly financially responsible, and so the classes would be a waste of teaching time. ☐

4 Others point out that teaching the concept of financial responsibility as a new subject would unfairly favour those students who are good at maths, and even that it would be just another way for them to get the best grades. ☐

5 _____, in my experience, neither of these last two points are particularly valid. Most teenagers are keen to become financially independent as soon as they possibly can, while even the best mathematicians can experience difficulties with money at some point. ☐

07 **Read the arguments in exercise 6 again and discuss the questions. Note that there is no introduction or conclusion for this essay yet.**

1 How many arguments agree with the essay question and how many disagree?
2 Are the arguments in a logical order or would you reorder them?
3 How would you group the arguments in paragraphs?
4 Look again at the three essay plans in exercise 5. Which essay type is this: 1, 2 or 3?
5 How do you think the candidate will summarise their position in their conclusion?
   a They will strongly agree with the statement in the question.
   b They will strongly disagree with the statement.
   c There are arguments on both sides but overall they will agree.
   d There are arguments on both sides but overall they will disagree.

TIP 06

One strategy for this kind of essay is to write the body of the essay first (the main arguments for and against) and then write the introduction when you can clearly see what your arguments are. That way your introduction will relate better to what follows it.

SEQUENCING IDEAS

For this kind of essay, think carefully about the discourse markers you will use to form a logical essay structure and to present arguments within your paragraphs:

- sequence markers (*Firstly*, *Secondly*, etc.) to present different arguments in order
- addition markers (*In addition*, *Furthermore*, *Moreover*, etc.) to extend or develop the ideas in your arguments
- contrast markers (*However*, *Despite this*, *On the other hand*, etc.) to introduce points on the other side of an argument.

08 **Look at the arguments in exercise 6 and the numbered gaps. Which of the discourse markers in each group of three does NOT work in the corresponding gaps? Why?**

1 First / Primarily / To begin with
2 Secondly / Following / Next
3 That said / On the other hand / Alternatively
5 Despite of this / In spite of this / Despite this

TIP 09

Make sure that you are clear and explicit in your ideas and arguments as you develop them. The examiner will not try to 'read between the lines' to establish what you are trying to say if it is not apparent.

09 **Both paragraphs A and B would lose credit in the way they answer the Task 2 question here. Why?**

It is unacceptable that people who work in certain professions, e.g. finance, media, entertainment and sport, are paid such high salaries while others, who do more important jobs in society, are underpaid.

To what extent do you agree or disagree?

A While the financial rewards in some professions are considerable, this does not always cancel out the difficulties that people working in these areas encounter, such as a loss of privacy. Furthermore, they often need to be away from home and their families for long periods. That said, there are so many people around the world who would love to be famous or rich, and it requires a huge amount of hard work and dedication.

B Undoubtedly, those working in high-profile professions can earn astonishing amounts of money. However, this often comes at a price, whether that involves the loss of privacy for celebrities, or long working days in the case of financiers. Other people may believe the opposite, but in my eyes they are mistaken.



10 **Rewrite the end of paragraph A from the previous exercise starting at the point shown, so that it finishes with a logical counter-argument.**

While the financial rewards in some professions are considerable, this does not always cancel out the difficulties that people working in these areas encounter, such as a loss of privacy. Furthermore, they often need to be away from home and their families for long periods.

That said, there is an argument …

WRITING A CONCLUSION

11 **Look at these notes from a candidate's answer (this is an example of an Essay Type 1 approach). Then decide which of the sentences (1–4) below correspond to the gaps (a–c) to create a logical conclusion. There is one sentence that you do not need.**

DISAGREE
- Worth the money – create entertainment, role models
- High-profile people lose privacy / family suffers

AGREE
- Often excessive earnings, even though talented
- More people want to be celebrities, not interested in becoming teachers, doctors, etc.

In conclusion, (a) _____.
Granted, (b) _____.
(c) _____.

1 these high-earners create happiness and act as role models for younger people, often while their own privacy and well-being suffers
2 I can see no reason why people in high profile positions should not be paid as well as they usually are
3 it is important to consider that a lot of doctors and surgeons also get paid a huge amount of money
4 others in society often earn too little for the important work they do, but it shouldn't mean that these talented individuals are paid less

A strong conclusion for a Task 2 essay should aim to:
- briefly restate the main ideas/arguments covered in the essay
- avoid adding any extra ideas
- make completely clear your position on the topic given in the question.

12 **Which of the discourse markers in the box are appropriate for beginning the conclusion to a Task 2 Agree/Disagree essay?**

To conclude	To sum up	On the whole	Basically
Summarising	The point is	In summary	CONCLUSION:

13 **Following on from the main body of the essay you worked with in exercise 6, and using the conclusion template from exercise 11, write a suitable conclusion for the full essay.**

EXAM SKILLS

14 **Answer the Writing Task 2 below.**

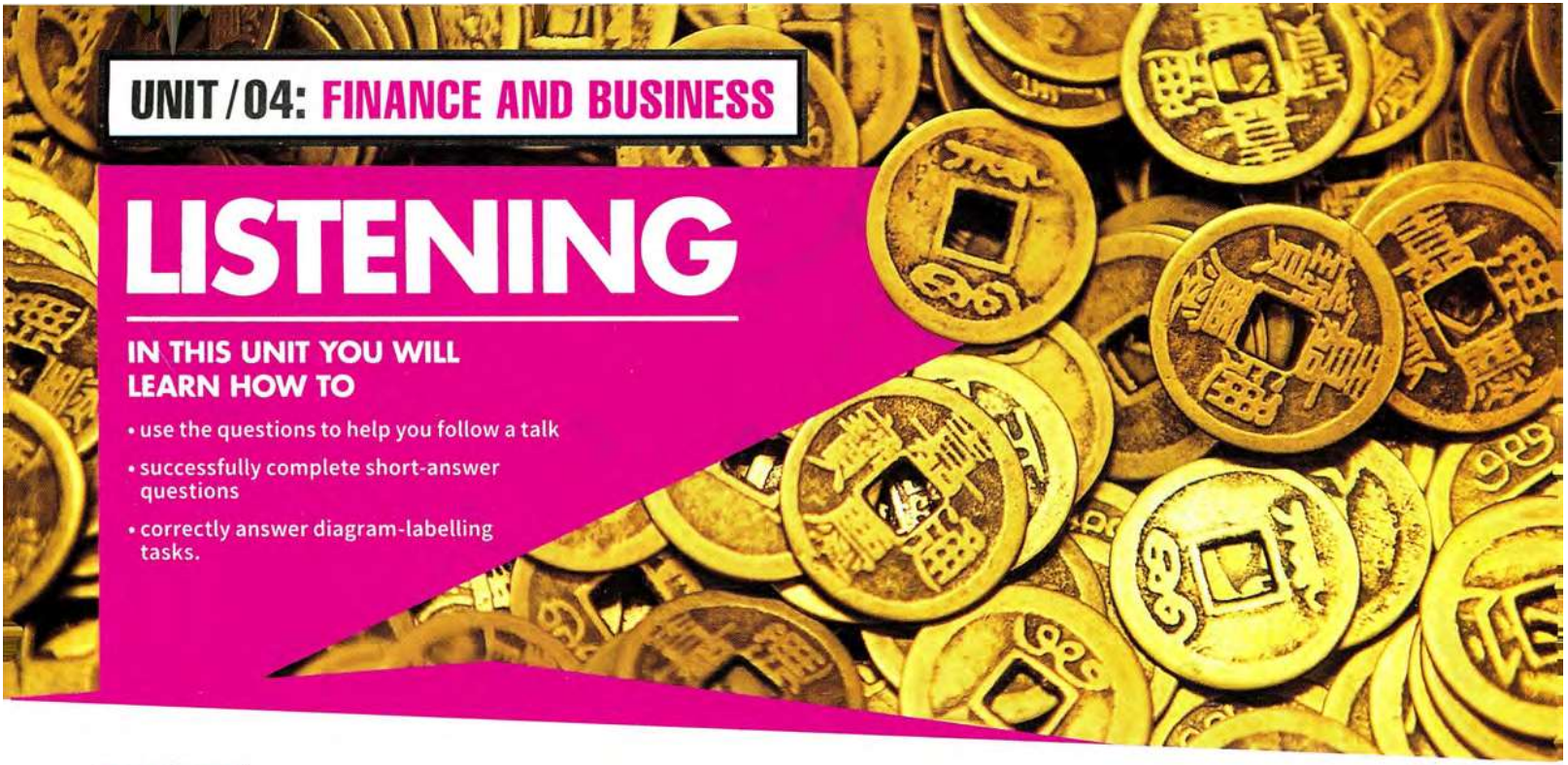
You should spend about 40 minutes on this task.

The most important consideration when choosing any career or job is having a high income.

To what extent do you agree or disagree?

Write at least 250 words.





UNIT / 04: FINANCE AND BUSINESS

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- use the questions to help you follow a talk
- successfully complete short-answer questions
- correctly answer diagram-labelling tasks.

LEAD-IN

01 **Discuss these questions with a partner.**

1 What was the last thing you bought that you could describe as good value for money?
2 Describe something expensive that you had to save up to buy.
3 Why do some people prefer physical money to debit or credit cards?
4 Do you think that in the future we will live without physical money?
5 What is the safest way to protect your money?

SHORT-ANSWER QUESTIONS

This task asks you to answer *Wh-* questions using a given word limit. The questions will be in the order in which they are referred to in the recording and must be answered using the exact words from the recording.

USING THE QUESTIONS TO HELP YOU FOLLOW A TALK

02 **Look at the 'short-answer questions'. What do the questions tell you about the content and organisation of the lecturer's talk?**

1 What were used as an ancient type of currency for trade?
2 What were the first coins made in Greece a natural mixture of?
3 Which material did the Chinese use in the seventh century BC to make coins?
4 What did most early Chinese coins resemble?
5 What distinguished the coins of the first emperor of China, Shi Huangdi, apart from being circular?
6 According to historians, what was the purpose of the round jade discs that Shi Huangdi's coins were based on?
7 Which aspect of previous Chinese coins was not kept for Shi Huangdi's coins?
8 Which industrial process can Shi Huangdi's coin-making be seen as a primitive example of?

TIP 02

As the questions follow the order of the information in the recording, read them through before you begin, as this will help you understand the structure of the recording.

03 **Look at the first four questions from the exam task. What do the underlined words tell you about the answer you will need to listen for?**

1 What <u>were</u> used as an ancient type of currency for trade?
2 What were the first coins made in Greece a <u>natural</u> mixture of?
3 Which <u>material</u> did the Chinese use in the seventh century BC to make coins?
4 What did <u>most</u> early Chinese coins resemble?

04 **With a partner, think of possible answers you might hear in the recording for these questions.**

1 What were used as an ancient type of currency for trade?
feathers, cows or sheep, crops, beads, etc.
2 What were the first coins made in Greece a natural mixture of?
3 Which material did the Chinese use in the seventh century BC to make coins?
4 What did most early Chinese coins resemble?

05 **Using your ideas for 1–4 above, for each question write a possible sentence that you might hear in the recording that gives the answer and paraphrases the words in the question. The first one has been done for you.**

1 What were used as an ancient type of currency for trade?
Thousands of years ago, feathers were used as a means of payment.
2 What were the first coins made in Greece a natural mixture of?
3 Which material did the Chinese use in the seventh century BC to make coins?
4 What did most early Chinese coins resemble?

TIP 04

It can be helpful to try to predict what the answers will be, but remember that your answer must use the same words that you hear on the recording.

TIP 05

The questions use words that paraphrase what is said in the recording, so it can help if you think of other ways the questions could be worded.

06 **Listen to the first part of the lecture and answer questions 1–4 above. Use NO MORE THAN THREE WORDS for each answer.**

27

07 **Look at the rest of the short-answer questions for this section. With a partner, discuss ways of expressing the underlined words.**

5 What <u>distinguished</u> the coins of first Chinese emperor, Shi Huangdi, apart from being <u>round</u> in form?
6 According to historians, what was the purpose of the round jade discs that Shi Huangdi's coins were <u>based on?</u>
7 Which <u>aspect</u> of previous Chinese coins was not <u>kept</u> for Shi Huangdi's coins?
8 Which industrial process can Shi Huangdi's coin-making be seen as a <u>primitive example</u> of?

08 **Listen to the second part of the lecture and answer questions 5–8 above. Use NO MORE THAN TWO WORDS for each answer.**

28

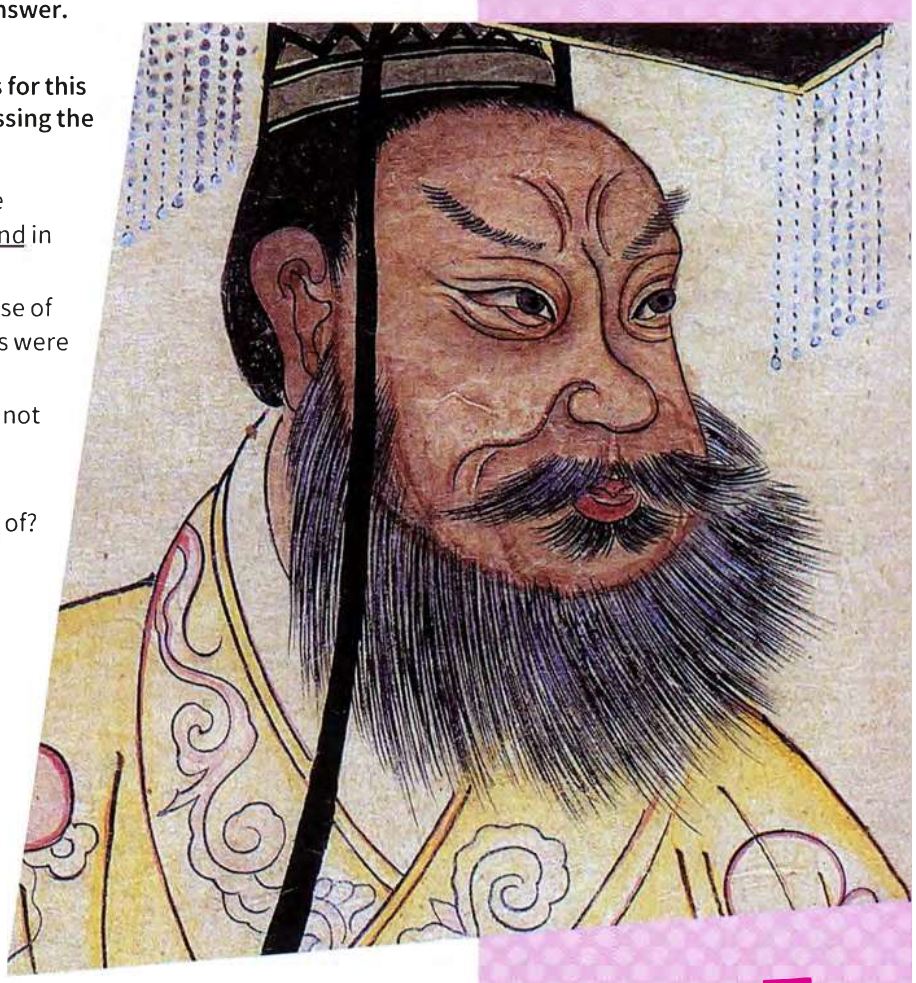


DIAGRAM LABELLING

This task requires you to listen and complete the labels on a diagram, either by choosing from a list or, as in sentence completion tasks, by keeping to a word limit, normally a maximum of two words. In this section we will practise the latter. Use similar strategies to those for short-answer questions.

TIP 09

You will only be expected to complete and correctly spell a label with a technical term if the word(s) is/are similar to a recognisable homograph, i.e. a word with the same spelling but a different meaning.

09 **Look at the diagram and try to predict what kind of word is missing from each gap.**

*Label the diagram below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*



10 **Listen to this new part of the lecture on the same topic and answer questions 1–5.**

29

11 **Look at a candidate's answers to questions 1–5. Why would each one be marked incorrect?**

1 15
2 see through window
3 sliver patch
4 effect
5 UV ultra-violet light

TIP 10

Make sure you are clear on how to express numbers in all forms as they can come up in this task. Also remember that words connected by a hyphen (-) count as one word and that you will lose the mark if you make a spelling mistake.

EXAM SKILLS

12 **Listen and answer questions 1–10.**

30

Questions 1–5

Answer the questions below.

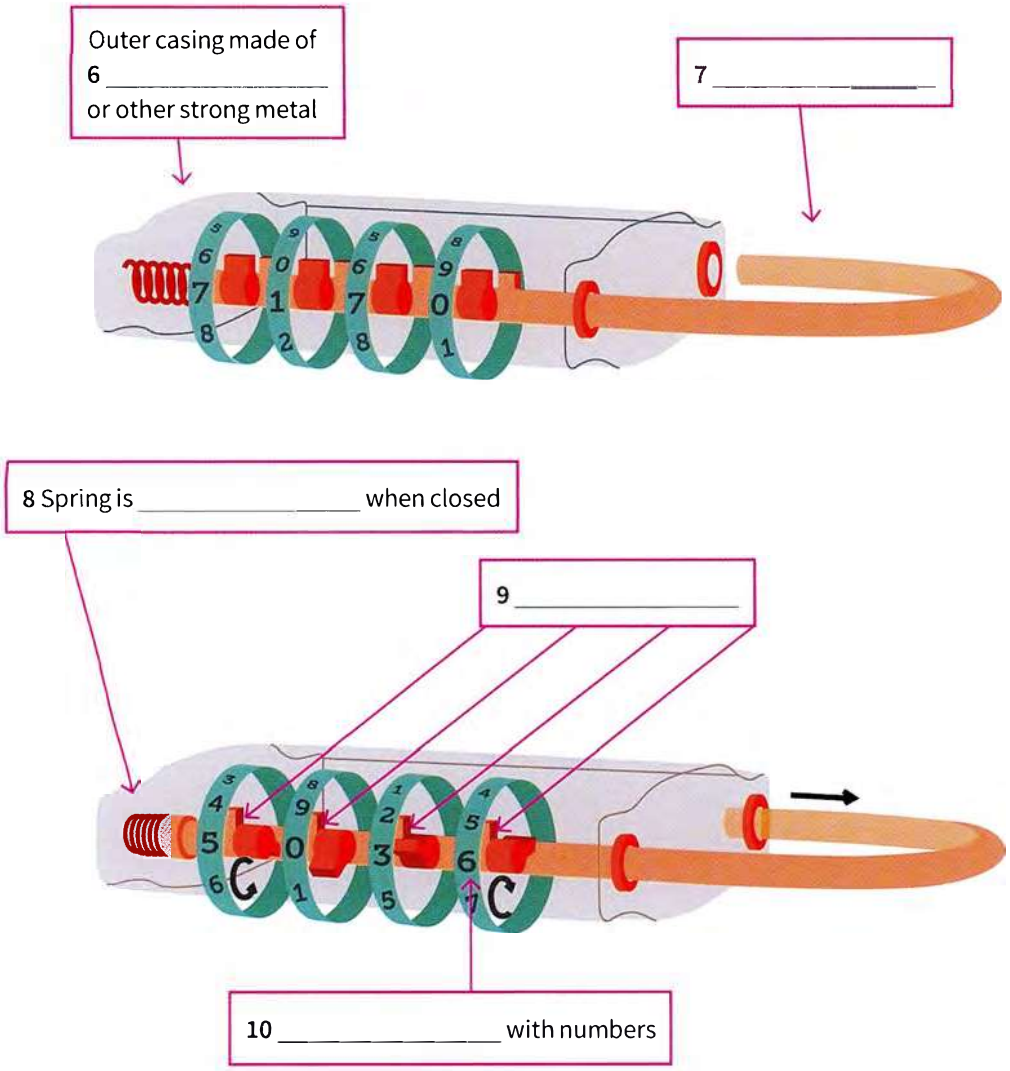
*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

1 Which type of people are particularly attracted to wealth that can be easily transported?
2 What did the ancient Egyptians invent in order to protect their wealth?
3 After which year was the dead bolt lock created?
4 What did the Romans add to Egyptian lock designs?
5 What made Roman locks more difficult to break open than Egyptian locks?

Questions 6–10

Label the diagram below.

*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*





UNIT 04: FINANCE AND BUSINESS

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- improve your score for Lexical Resource
- use a range of expressions for introducing opinions
- correctly use discourse markers to help justify your arguments
- review correct grammar and pronunciation of modals of obligation.

LEAD-IN

01 **With a partner, decide which word in each pair is the correct collocation on the topic of business.**

1 market **research** / **investigation**
2 product **development** / **progression**
3 **launch** / **trigger** a new product
4 business **chance** / **opportunity**
5 **have** / **make** a profit
6 **objective** / **target** market
7 customer **happiness** / **satisfaction**
8 time **management** / **organisation**
9 sales **amounts** / **figures**
10 **shut** / **close** the deal
11 **apply** / **claim** for a loan
12 **ask for** / **file for** bankruptcy

TIP 01

Using collocations correctly will help you to achieve a higher score in the Speaking test, particularly if they are less common. For example, for the underlined phrase in the sentence '*before you go into business with a new product, you always need to do a plan*', the correct collocation is *make a plan*. Less common collocations like *come up with a plan* or *devise a plan* would gain you even more credit.

02 **Listen to a candidate answering a Part 3 question. As you listen, check your answers to exercise 1.**

31

03 **Write a definition for each collocation in exercise 1. Use the listening script on page 213 to help you if necessary.**

Example

market research *when you speak to your customers and/or look at similar products to help you design a new product*

LEXICAL RESOURCE

To get a high score in the Speaking test, look for ways to show that you have a wide and varied vocabulary, so try to avoid using the same phrases again and again. For example, instead of saying 'I think shopping is boring,' you could use a less common, more complex phrase, such as 'I find shopping can get quite tedious', or an idiom such as 'Shopping bores me stupid / to tears / to death'.

04 **Read this transcript of a candidate's answer to a Part 3 question. Match the underlined phrases (1–8) to their more complex alternatives (a–h). Then listen and check.**

32

Examiner Why has online shopping become so popular with so many people?

Candidate To be honest, I understand why people like it, but I'm not sure why (1) people like it so much. I suppose the main reason must be that it's so easy and convenient. You can just relax at home, at work, (2) anywhere, and do your shopping. Plus, (3) there is so much you can buy on the internet and, (4) most importantly, once you've paid, it quickly gets delivered to your door (5) without having the problem of going to a busy high street. So there are plenty of (6) advantages to online shopping. But, for me, (7) the best way to shop is always by going to the store itself and having a look at whatever it is you're thinking of buying. Also, you have the sales assistants to talk to, and they can (8) help and give you good advice.



a point you in the right direction
b there's very little you can't buy
c real plus points
d above all else
e it holds so much appeal
f there's no substitute for heading to
g wherever you are
h without having to deal with the hassle of

05 **Look at an examiner's question and its answer. With a partner, discuss how you could change the phrases in italics to improve the candidate's score for Lexical Resource. Use the expressions in exercise 4 to help you.**

Examiner Why do some people have problems managing their personal finances?

Candidate I suspect it might be because it has become so easy to get credit from banks: credit cards, overdrafts, *anything you think you need*. Of course, there are a number of *advantages* to this – you can buy whatever you want more quickly, and you don't have to pay the loan off until later, so I do see why *people like it so much.* And online banking has actually made it easier to do this *without having the problem of going into the branch* and standing in a queue for ever. *There's so much you can do* through your online account. For example, you can apply for a loan *anywhere you are*, and most of the time you'll be given the money. But, for me, there's no substitute for speaking face-to-face, where a bank advisor can *help and give you good advice*, as far as savings or debt is concerned. *Most of all*, they won't allow you to get into debt that you can't pay back.

TIP 05

You don't need the same level of formality in the Speaking test as you would in the Writing test. For example, *real plus points* may feel a little informal, but would be likely to gain more credit from the examiner than *advantages*, which is a much more common word.

06 **Listen and compare the recording with your suggestions. Use the listening script if necessary.**

33

EXPRESSING AND JUSTIFYING OPINIONS

07 **Look at the following phrases and decide if they mean *I think it's (very) important* (write I) or *I don't think it's (very) important* (write N).**

1 It's not a matter of life or death.
2 It's pretty inconsequential.
3 It's an absolute necessity.
4 It's neither here nor there.
5 It's a must.
6 It's far from being essential.
7 It is absolutely crucial/vital.

TIP 07

Some questions in Part 3 ask you to evaluate how important something is, so make sure you can express your opinions in a variety of ways. Questions that do this often contain phrases like:

- How important is it ...?
- Which is more important to people ...?
- Why is ... seen as important?

08 **Complete the answers to the Part 3 style questions using your own ideas, reasons and/or examples to expand your answer.**

1 How important is it to stay out of debt?
For me, it's a must. ...
For an increasing number of people these days, it's not a matter of life or death. ...
2 Why are so many people today concerned with owning the newest versions or updates of technology?
I'm not sure. It's pretty inconsequential to my life, but ...
Perhaps they just think that it's an absolute necessity, and ...
3 Why do you think that many people place so much value on money and wealth?
It's hard to say. Personally, I don't really think it matters, but ...
For some people, it's absolutely essential because ...

09 **Match sentences 1–5 with the discourse markers in the box. Use all the discourse markers.**

clearly	apparently	by and large	arguably
conceivably	for the most part	undoubtedly	feasibly
supposedly	from where I stand	as far as I'm concerned	

1 This may be true, I read/heard it somewhere.
2 I am sure this is true (objectively).
3 I can't say for definite, but in some way it may be true.
4 As a general rule it is true.
5 This is my personal opinion.

TIP 09

Particularly in some Part 3 questions, you might need to explain why you believe something to be true, or to express to what extent you feel your words to be true.

10 **Read the statements and make notes on how you would respond to them, using words and phrases from exercise 9. Then, with a partner, take turns to respond.**

1 Some people believe that it is far better to be self-employed, as anyone who works for a company is doing nothing more than earning money for somebody else.

A *Arguably that is true, but at the same time, not everybody wants to be self-employed. I think that, by and large, people are happy to work for companies.*

B *Undoubtedly the part of the statement about earning money for somebody else is true, but an employee is also earning a salary and often has job security from working with a company, so I'm not sure I agree with the statement.*

2 Banks should not be allowed to issue credit cards to anyone under the age of 21.

3 Technology has made it easier to pay for everything. However, without paper money, people don't realise how much they are spending and this is creating more debt.

4 If you want to become a successful businessperson, you absolutely have to take Business Studies at university.

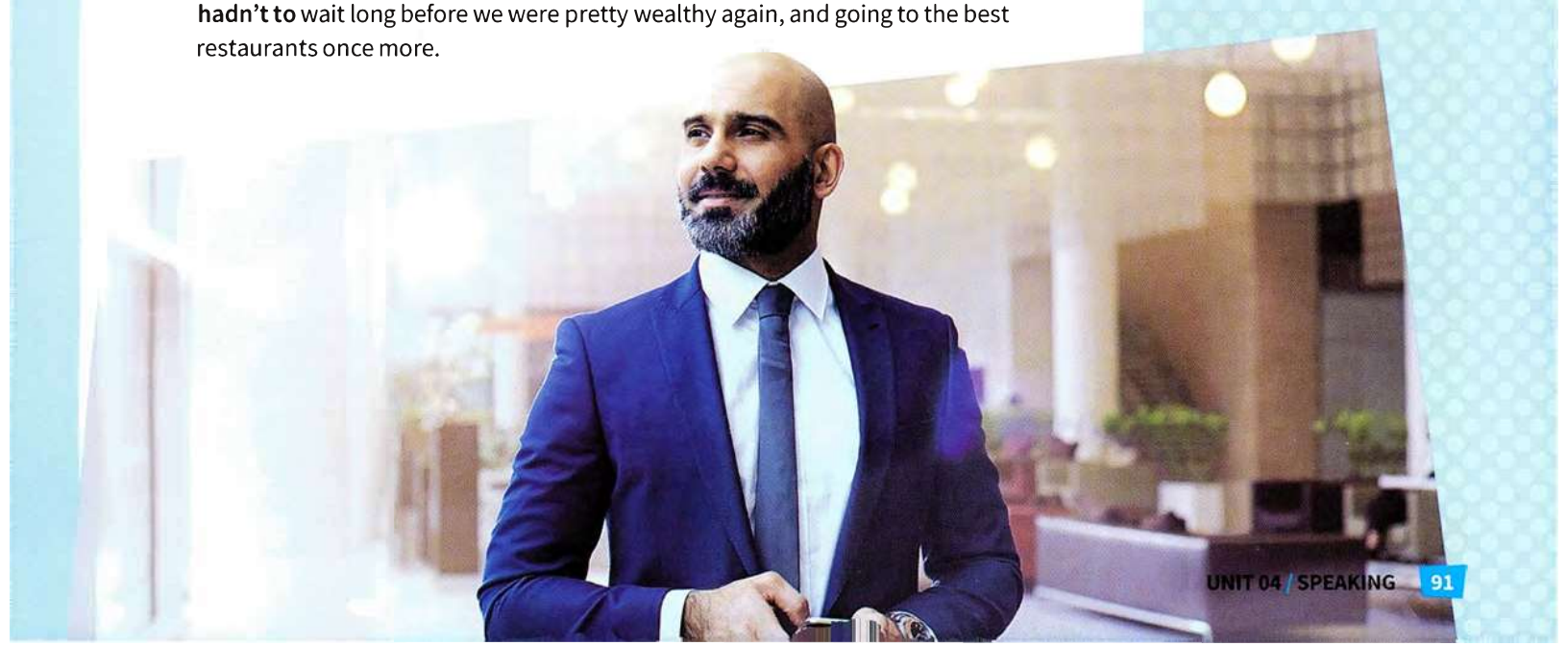
5 The world would be a better place if it was run by business people rather than politicians.

6 In life, it is more important to save than to spend.

GRAMMAR FOCUS: MODALS OF OBLIGATION

11 **Which of the options here are correct? Why? / Why not? Sometimes more than one is correct.**

According to some people, in order to become a success in business you (1) **had to / have to / have got to** concentrate on your studies in school. Well, my father would certainly disagree. When he left school, he knew that you (2) **mustn't / don't have to / didn't have to** be ultra-qualified to succeed. He certainly didn't get the best grades in his class when he was there. When he left school, he felt that he could eventually become more of a success than his classmates, but knew that he (3) **had to / would have to / needed to** use his natural business acumen to get ahead. He (4) **must work / should have worked / had to work** long hours during the whole time he was setting up his business. Although, not everything he did was perfect. He had failures as well as successes. Once, he lost everything! I remember my mother being upset and saying to him, 'If you didn't want to lose all of our family savings, you (5) **didn't have to / shouldn't have / needn't have** made such a risky investment!' But my father is such a good businessman that she (6) **didn't have to / mustn't have to / hadn't to** wait long before we were pretty wealthy again, and going to the best restaurants once more.



PRONUNCIATION OF *HAVE*

The word *have* can be spoken either as a 'strong' *have* (/hæv/), or a 'weak' *have* (/əv/), depending on how it is used in a sentence. The strong form tends to be used when *have* is a main verb, and the weaker pronunciation comes when *have* has a more grammatical function.

12 **Read this Part 3 question and answer. For each underlined *have*, decide if it is a strong /hæv/ or a weak /əv/. Then listen and check.**

34

Examiner Should school children (1) have lessons on financial responsibility?

Candidate Yes, for me, it is absolutely essential. I didn't (2) have lessons like these at school, but I think they would (3) have benefitted me a great deal. For example, when I got my first credit card, I now know I should (4) have paid more attention to the implications of using it. I found I was spending too much, and often forgot to make the repayments, so I got into debt very quickly. Perhaps if I'd understood them better, I might (5) have avoided this.

EXAM SKILLS

13 **Do this Part 2 task with a partner. Try to talk for two minutes.**

Describe something expensive you have bought for yourself.

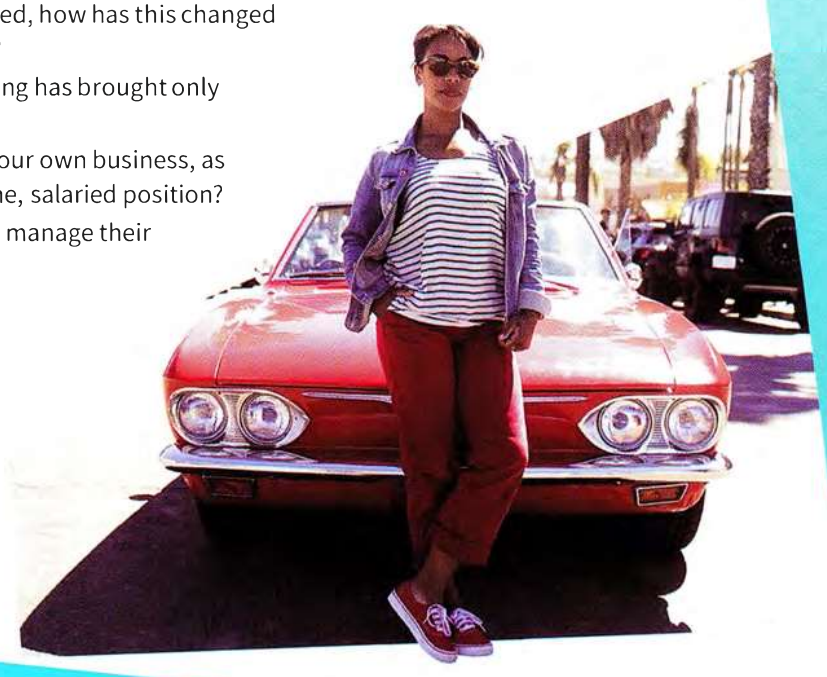
You should say:

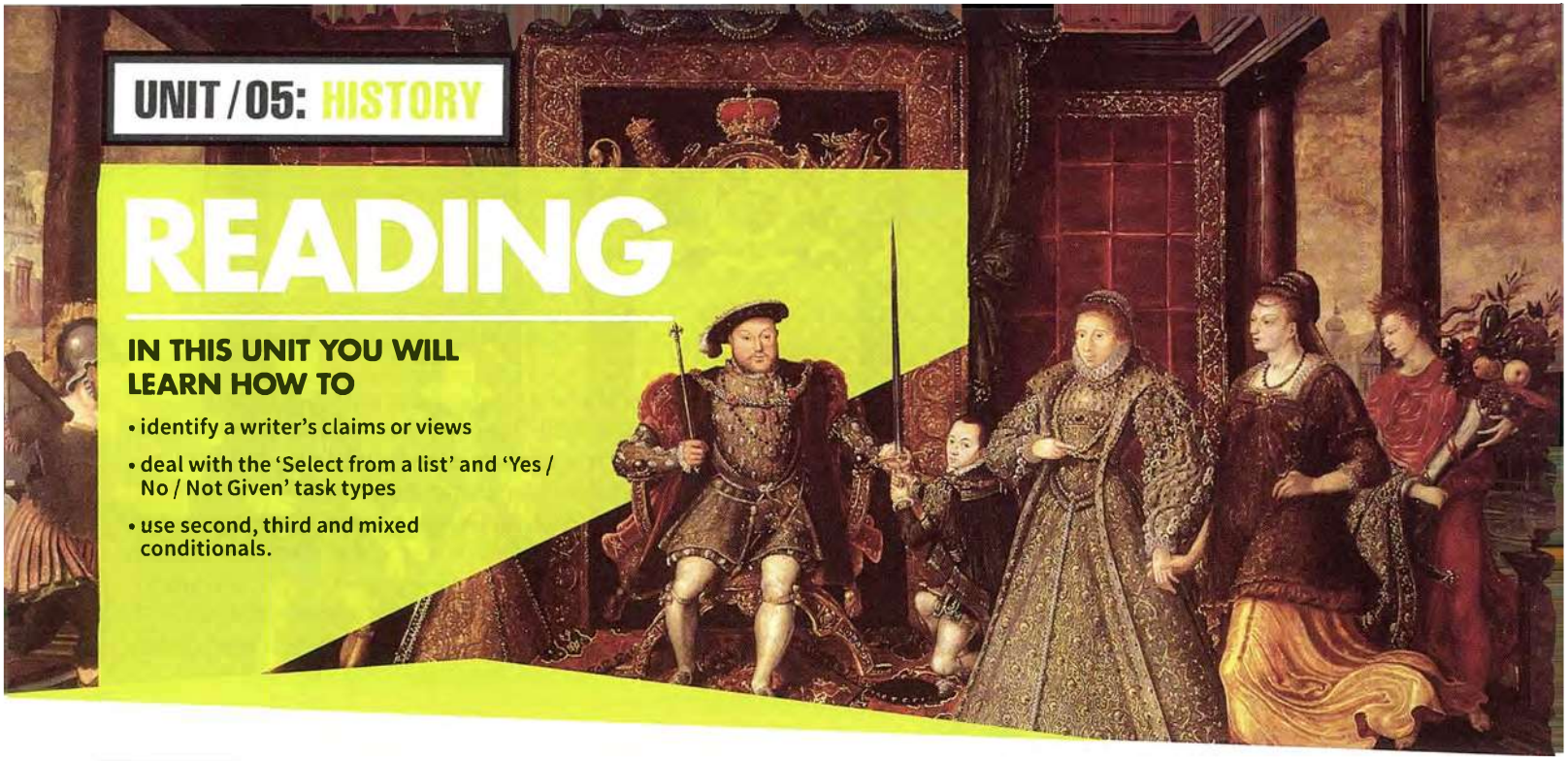
- where you bought it
- why you bought it
- how often you use it

and explain how you felt when you bought it.

14 **With a partner, ask and answer these Part 3 questions.**

1 In what way are people's attitudes to money different to previous generations'?
2 Now that paper money is hardly ever used, how has this changed our relationship with money in general?
3 Some people believe that online shopping has brought only benefits to our lives. Would you agree?
4 What are the risks involved in starting your own business, as opposed to being employed in a full-time, salaried position?
5 How important is it that people learn to manage their finances better?





UNIT / 05: HISTORY

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- identify a writer's claims or views
- deal with the 'Select from a list' and 'Yes / No / Not Given' task types
- use second, third and mixed conditionals.

LEAD-IN

01 Which countries still have a monarchy today? Can you name any current or past kings or queens?

02 Which five of the following words are not specifically associated with royalty?

monarchy	sovereign	rule	abdicate	era	regent
dynasty	emperor	reign	leader	heir	coronation

03 Look at the groups of words. For each group, choose one odd-word-out. Why is it different? There may be more than one correct answer.

Example: queen empress monarch princess

Monarch is the odd-one-out because the others are all female royalty and a monarch can be either male or female. / Princess is the odd-one-out because the others are rulers.

1 kingdom empire realm dynasty
2 sovereign regent emperor king
3 abdicate reign rule govern
4 coronation crown investiture ceremony

IDENTIFYING A WRITER'S CLAIMS OR VIEWS

04 Skim the text on page 94 quickly and answer the questions. Give reasons for your answers.

1 What is the purpose of the text?
- A to inform and entertain
- B to argue and persuade
- C to criticise monarchies and rulers

2 Which of the following do you think summarises the author's view on royalty?
- A pro-royalty
- B anti-royalty
- C neither pro- nor anti-royalty

Some exam tasks require you to be able to identify a writer's claims (what they are presenting as a fact) or the writer's views (personal opinions expressed by the writer). Skim reading a text first can give you a feeling for the overall tone of it and help you understand what the writer is trying to communicate.

ECCENTRIC LEADERS

A When we think of kings, queens, emperors or any kind of royal leader, what usually comes to everyone's mind is dignity, power, ornate dress or majestic figures sitting elegantly on their thrones dispensing favours or wisdom to their subjects. Although many monarchs have done justice to this vision, throughout the world and throughout history there have also been a number of bizarre, frankly eccentric, rulers.

B The French have had their fair share of idiosyncratic kings. Charles VI, who reigned from 1368 to 1422, was not always aware that he was king and often forgot that he had a wife and children. There were times when he believed that he was made of glass and had his manservants put rods into his clothing so that he would not shatter! Charles the Mad, as he was known, would run around the palace grounds howling like a wolf until, eventually, his son-in-law had to take over as regent.



C Turning now to Russia, one of their more eccentric tsars, or leaders, was Fyodor 1 (1557–1598). He is said to have been simple-minded, and earned the nickname Fyodor the Bellringer for the almost childlike pleasure he took in ringing church bells. Not only did he allegedly lack the intelligence to rule, he also had no interest in doing so, leaving the running of the state to his wife's brother, Boris Godunov. Happily for him, rather than it being seen as a disadvantage, his subjects saw his childlike simplicity as being divinely inspired. However, as he died childless, his death marked the end of the Rurik dynasty and the beginning of a tumultuous period in Russian history known as the 'Time of Troubles'. Had he left an heir, Russian history might well have gone in a different direction.



D England too can boast of at least one peculiar monarch, George III, who reigned from 1760 to 1820. One of his most evident quirks was his speech and famously he once produced a sentence containing 400 words with only 8 of them being verbs! He once purportedly shook hands with a tree, believing it to be the King of Prussia! However, history often ignores the successes of his reign. He was the first English king to study the sciences, of which he became a patron, with the construction of the King's Observatory in Richmond amongst his achievements. But his supposed episodes of madness, particularly towards the end of his life, remained a concern, and according to the standards of the day, George was subjected to some bizarre and inhumane treatments in an attempt to cure them. Interestingly, there is some speculation from historians that had it not been for these treatments, he would not have been quite so unstable.



E Roman emperors are also said to have had some bizarre characters among their number, and Caligula, who ruled from 37–41 AD, probably has the worst reputation. Amongst other things, he was reported to have been an insomniac, roaming his palace all night and engaging in lengthy conversations with the Moon and Jupiter. He allegedly even appointed his horse as a senator, building it a stable out of marble and inviting it to dinner with his guests. However, it should be pointed out that many of these 'reports' about Caligula were written more than 80 years after his death, so their accuracy is open to question. What's more, if we compared his supposed behaviour to that of many of the other Roman emperors, quite a few of them would almost certainly be regarded as even more eccentric.



F One queen who was actually 'accused' of madness was Joanna (Juana) of Castile, who reigned from 1504 to 1516. However, again, whether this was the case or not is subject to debate. Certainly some of her behaviour could be regarded as unconventional, especially for the time. She was said to have been very jealous and on one occasion attacked and cut off the hair of a rival for her husband's affections. On the other hand, by many accounts she was a gifted and intelligent woman with a talent for diplomacy. The fact that both her father and her own son declared her mad and unfit to rule so that they could reign in her stead raises the question of whether the accusations were actually motivated by political ambition. Whatever the case, historians have dubbed her Joanna the Mad and, sadly for her reputation, this is unlikely to change.



G As we know from modern-day news reporting, just because something appears in print, it doesn't necessarily mean it is true, and it is all too easy to ruin someone's reputation with gossip and hearsay. Perhaps we should keep this in mind when we read about these colourful historical characters and remember that some of them may have been unfairly judged. After all, we all have our own strange habits and quirks. I for one think we should celebrate *royal eccentricity*. It certainly makes reading history much more interesting.

05 **Find these sentences in the text. For each, decide if the author is making a claim or expressing a view.**

1 Although many monarchs have done justice to this vision, throughout the world and throughout history there have also been a number of bizarre, frankly eccentric rulers.
2 Happily for him, [...] his subjects saw his childlike simplicity as being divinely inspired.
3 He was the first English king to study the sciences ...
4 I for one think we should celebrate royal eccentricity. It certainly makes reading history much more interesting.

TIP 05

'Claims' are the author's interpretation of the facts of a situation; in this case, this is what happened in the lives of these rulers. Views are subjective, expressions of the author's personal opinion on the situation.

SELECT FROM A LIST

This task tests your ability to match statements with something from the text, often a person. You don't need to focus on the whole text to do this task – just find the sections that mention the options in the list. Some of the options may be mentioned in various places in the text. The instructions will tell you if each option may be used more than once.

06 **Look at the exam task. Focus on the four options A–D. Scan the text and say in which paragraphs they are mentioned in the text. Do not try to answer the questions yet.**

Look at the following statements and the list of people below.
*Match each statement with the correct person, **A–D**.*
*Write the correct letter **A**, **B**, **C** or **D** next to each statement.*

1 He believed himself to be very fragile.
2 He didn't really want to be the ruler.
3 It is claimed he talked to celestial bodies.
4 He supported the advancement of scientific research.

List of people
A Caligula
B George III
C Charles VI
D Fyodor I

07 **Read the section of the text on Caligula again and then read the statements a–d about him. Which one of them is a paraphrase of one of the statements (1–4) in exercise 6?**

a He ruled from 37 to 41 AD.
b He was a poor sleeper.
c He had conversations with the Moon and Jupiter.
d He made his horse a senator.

08 **Complete the missing information about Charles VI. Then decide which statement in exercise 6 relates to Charles VI.**

He reigned from 1368 to 1422.
He forgot _____
He believed _____
His son-in-law _____
He ran around the palace grounds, howling _____
Statement __ ___ _____

TIP 07

The questions in this task type may relate to the views/claims of people mentioned in the text. Remember that the statements will be paraphrases of the words in the text.

09 **Now read the sections about Fyodor I and George III. Then decide which of the remaining statements in exercise 6 corresponds to each of them.**

Fyodor I: statement _____
George III: statement _____

YES, NO, NOT GIVEN

This task is similar to True / False / Not Given. However, the focus is not based on factual information but rather on interpreting the writer's views or claims. This task type is often used with more complex argumentative texts in the exam.

10 **These views and claims (1–4) are made in the text (*Yes* statements). Match them with the words from the text (a–d) which state the view.**

1 Most people probably have a favourable view of royalty.
2 George III's condition was made worse by the therapies he was given.
3 Caligula was probably not the most bizarre ruler that his empire had.
4 Joanna of Castile may have been the victim of political intrigue.

a … if we compared his supposed behaviour to that of many of the other Roman emperors, quite a few of them would almost certainly be regarded as even more eccentric.
b … what usually comes to everyone's mind is dignity, power, ornate dress or majestic figures sitting elegantly on their thrones dispensing favours or wisdom to their subjects.
c The fact that both her father and her own son declared her mad and unfit to rule so that they could reign in her stead raises the question of whether the accusations were actually motivated by political ambition.
d … had it not been for these treatments, he would not have been quite so unstable.

11 **These statements contradict the views and claims of the writer. Locate the part of the text where they are found. Which words or phrases help you to realise the statements contradict the views of the writer?**

1 Fyodor I was disliked by his people.
2 Joanna of Castile showed no capacity as a ruler.
3 The stories about Caligula's behaviour are completely trustworthy.

12 **Read the statement and then re-read paragraphs A and G. Why is this answer *Not Given*?**

History shows that the majority of rulers are eccentric.

13 **Are the following claims made by the writer? Write *Yes*, *No* or *Not Given*.**

1 Countries should be ashamed of their eccentric monarchs.
2 All of the rulers were replaced by close relatives.
3 Russian history might have been different if Fyodor had had children.

TIP 12

'Not Given' answers often partially relate to ideas mentioned in the text, but which are neither confirmed nor contradicted, or they relate to information you would expect to see in the text but which isn't actually there.

GRAMMAR FOCUS: SECOND, THIRD AND MIXED CONDITIONALS

Second and third conditionals are sentences that describe present or past hypothetical situations (the *if* clause) and their hypothetical results (the result clause).

Second conditionals deal with a hypothetical present situation and its hypothetical present or future result. For example, *If I were king, I would reduce taxes.*

Third conditionals present a hypothetical past situation and its hypothetical past result. For example, *If I had been king, I would have reduced taxes.*

It is also possible to mix these two conditionals to give, for example, a hypothetical past situation and its hypothetical present result.

14 **Complete the table with the correct structures, A–D.**

A *would* + verb
B *would have* + past participle
C *If* + past simple / past continuous
D *If* + past perfect / past perfect continuous

Conditional type	*If* clause (situation)	Result clause
Second (hypothetical present situation with hypothetical present or future result)	If + past simple / past continuous	*would* + verb
Third (hypothetical past situation with hypothetical past result)	*If* + past perfect / past perfect continuous	*would have* + past participle
Mixed 1 (hypothetical past situation with present result)	1 _____	2 _____
Mixed 2 (hypothetical present situation with past result)	3 _____	4 _____

15 **Look at these conditionals from the text. Which type is each one?**

1 … if we compared his supposed behaviour to that of many of the other Roman emperors, quite a few of them would almost certainly be regarded as even more eccentric.
2 … had it not been for these treatments, he would not have been quite so unstable.
3 Had he left an heir, Russian history might well have gone in a different direction.
4 Without them, history would be a lot less interesting.

TIP 15

Note that there are variations in these structures. We can use other modals like *could* and *might* instead of *would* and sometimes the '*if* clause' does not use the word *if*. For example, we might use an inversion (*If he had known* → *Had he known*) or express the *if* clause with a paraphrase (*Without his rule = If he had not ruled*).

EXAM SKILLS

16 **Read the passage and answer questions 1–10.**

THE PHARAOHS OF ANCIENT EGYPT

HOME | ABOUT | PHOTOS | CONTACT

A pharaoh was a political and religious leader of Ancient Egypt. He – or, less often, she – enjoyed two titles: 'Lord of the Two Lands' and 'High Priest of Every Temple'. 'Two Lands' referred to the unification of Upper and Lower Egypt, which occurred during the First Dynasty in about 3150 BCE. King Menes (now believed to be King Narmer) was the first to be depicted wearing the two crowns of Egypt. The word pharaoh is the Greek form of 'pero' or 'per-a-a', which literally means 'great house', a reference to the royal residence. The honorific title first appeared in what is now known as the New Kingdom period of 1570–1069 BCE. Prior to that, the pharaohs were known as kings and addressed as 'Your Majesty' by both members of the court and foreign dignitaries. A tradition which started during this period and was maintained into the Pharaonic period was that foreign rulers addressed the king or pharaoh as 'Brother'.

As time passed, the pharaoh came to be considered a god on earth, a kind of intermediary between gods and humans. It was believed that after death, a pharaoh became Osiris, god of the dead. As such, probably their key role in Ancient Egyptian society was a religious one. In particular, each pharaoh oversaw the building of great monuments and temples to pay homage to the gods, as well as statues commemorating their own achievements. It was the pharaoh who chose the site of temples and officiated at religious ceremonies.

In addition to the religious duties, the pharaoh had civil duties such as making laws, collecting taxes and deciding on the work to be done, and he owned all the land in the country. According to Joshua J. Mark (www.ancient.eu), the pharaoh's chief responsibility was to maintain Ma'at or Universal Harmony, and warfare was an essential part of this. As well as defending the borders, it may have been considered necessary for the sake of harmony to attack neighbouring lands to gain natural resources.

Most of the pharaohs were male. In *Exploring Ancient Egypt*, Ian Shaw notes that there were only two or three women who were pharaohs, though many women held considerable power as the 'great wife', the first wife of the reigning pharaoh. Hatshepsut, the first female pharaoh, who ruled from 1473 to 1458 BCE made her mark on history. Owen Jarus points out that statues depicted Hatshepsut, whose name means 'foremost of noblewomen', as a male king complete with beard. She is remembered for her building projects, which were more ambitious than those of her ancestors. These included several obelisks and a Palace of Ma'at. She is buried in the Valley of the Kings in a huge funerary complex. However, her memory was not honoured. Egyptologist Joyce Tyldesley claims her tomb was defaced by her nephew and successor, Thutmose III, who wanted to take credit for her achievements. Hatshepsut's mummy was discovered in 2007. She had died aged 50, balding and suffering from diabetes. In spite of the desecration of her tomb, history remembers her as a great leader.

In Ancient Egypt kingship usually passed from father to son. However, changes of leadership were not always peaceful, nor did they always happen according to tradition. Some, like Hatshepsut, seized power illegally, and when they did so they typically claimed divine right. Sometimes crown princes were prepared for their future role in advance by being appointed co-regent, which would help them become accustomed to the importance of their role. Enthronements were major events, which celebrated a new beginning. The new reign, it was hoped, would signify an end to evil and injustice. The pharaoh had great, but not absolute, power. To achieve his aims, it was usual for the pharaoh to lavish gifts of power and possessions on those who could help him, such as military leaders, members of the priesthood and the scribal elite.

New information about the pharaohs is still coming to light. A new burial site, potentially as important as the Valley of the Kings, was discovered in 2014 by archaeologists from the University of Pennsylvania in the United States. Danish archaeologist Kim Ryholt first speculated about the existence of a lost dynasty of Ancient Egypt, while legendary Egyptologist Flinders Petrie discovered the site in 1902 but never excavated it, believing the tomb to be of too modest a size to be of significance. The discovery of the mummy of King Senebkay at this site in Abydos, about 100 km north-west of the Valley of the Kings, is the first definitive proof of another pharaonic dynasty.

According to the archaeologist on the project, Forster Mueller, there were more kings and therefore certainly more tombs nearby. Although the tomb had been vandalised by ancient looters, the team from Pennsylvania managed to piece together most of King Senebkay's skeleton. Another project member, Josef Wegner, admits that what they are hoping for is an intact tomb that somehow escaped the looters, though realistically it is fragments they are looking for. They deciphered Senebkay's name from hieroglyphics found inside the tomb. The 3,600-year-old King had been tall for his time at 1.75m and had died in his late 40s. This evidence of a third dynasty of pharaohs is an exciting discovery for all those interested in the history of Ancient Egypt. Even in the twenty-first century, the great pharaohs may still have more secrets to reveal.



Questions 1–6

Do the following statements agree with the claims of the writer? Write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

1 Conflict with other countries was seen as compatible with maintaining peace in Egypt.
2 Pharaohs' wives often exerted great influence.
3 The first female pharaoh was particularly influential.
4 Hatshepsut came to power in the traditional way.
5 Military leaders, priests and scribes would attend enthronement ceremonies.
6 King Senebkay's skeleton was stolen by grave robbers.

Questions 7–10

Look at the following statements and the list of people below.
*Match each statement with the correct person, **A–E**.*

7 He believed a specific burial site was unimportant.
8 He acknowledges the prospect of finding an undamaged grave is unlikely.
9 He believed that there were probably more pharaohs buried close to Abydos.
10 He claimed there had been a pharaonic dynasty that no one knew about.

List of people
A Kim Ryholt
B Flinders Petrie
C Forster Mueller
D Josef Wegner
E Ian Shaw



UNIT / 05: HISTORY

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- describe information in a table or bar chart
- use linkers and cohesive language to improve your Coherence and Cohesion score for Task 1
- avoid repetition of language to improve your Coherence and Cohesion score for Task 1.

LEAD-IN

01 **Discuss these questions in groups.**

1 What goods are manufactured in your country?
2 Do you think manufacturing is increasing or decreasing?
3 What goods are imported and exported?
4 How does this compare with imports and exports in the past?

02 **Match the terms (1–4) with their definitions (a–d).**

1 heavy industry	a small business carried out at home
2 cottage industry	b extracting raw materials, such as forestry, fishing or mining
3 service industry	c manufacturing large articles or materials, such as ships or steel
4 primary industry	d tourism, catering, plumbing, etc; also known as the tertiary sector



DESCRIBING INFORMATION IN TABLES AND BAR CHARTS

Most table and bar chart-based Task 1 questions will ask you either to describe changes over time OR compare two or more sets of information. Sometimes you might have to do both. The language you need will vary depending on the type of task.

03 **Look at the Task 1 practice question and the table. With a partner, discuss the questions below.**

The table gives information about the number of deep mines producing coal in the UK between 1913 and 2015.

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

Year	Number of mines
1913	3024
1923	2607
1943	1690
1963	943
1983	170
2003	20
2015	5



1 What is the general trend in these figures?
2 Which years or time periods would you focus on as the most salient?

04 **Look at the marking criteria for IELTS Writing and read a candidate's answer to Task 1. What do you think are its strengths and weaknesses?**

Marking criteria

Task Achievement: How well the question is answered, including identifying the key features

Coherence and Cohesion: How the text is organised, and how ideas are sequenced and connected together logically to make it easy to follow

Lexical Resource: The range and precision of vocabulary used

Grammatical Range and Accuracy: The range and precision of the grammatical structures used

SAMPLE ANSWER

The table shows the number of deep coal mines in the UK between 1913 and 2015. Obviously, there is a decline over the period. We can say that coal mines almost disappeared and there were only 5 left in 2015.

In 1913, there were 3024 deep coal mines but this number began to decrease. The number of mines fell sharply and consistently over the subsequent years. Nevertheless, in 1943 there were 1690 mines left. This means that in a period of thirty years, the number of mines had almost halved. By 1963, this figure had virtually halved again.

Surprisingly, in the 1980s we see another huge reduction, with the number falling to around 20% of 1963 levels. By the time the current century began, there had been another decrease. In 2003, the number of deep mines producing coal dropped to 20. At last, we see that there are only 5 mines left.

In conclusion, there was a decreasing trend in mining in Britain for the duration of the period shown in the chart.

COHERENCE AND COHESION

This marking criterion covers how the answer is organised, how well the information is linked together and whether it makes sense to the reader. Key aspects of this include:

- paragraphing
- the correct and varied use of linkers (words or phrases) to introduce points in a clear way and to connect ideas logically, allowing the reader to follow it easily
- use of referencing words and phrases, such as pronouns, to avoid repetition.

05 **Read this feedback from a teacher on coherence and cohesion in the candidate's answer in exercise 4. Choose linkers from the box to replace the inappropriate highlighted linkers (1–4). Can you think of any other alternatives for these linkers?**

The order of information is appropriate and you have divided it into paragraphs. However there is some inappropriate use of linkers. For example, in the first paragraph, is 'obviously' the best choice here? It could imply that everyone should know this information.

In the second paragraph, what do you mean with the word 'nevertheless'? Do you want to show a contrast?

In the third paragraph, why is it 'surprising' that the 1980s saw a 'huge reduction'? This implies knowledge from outside the data set, which shouldn't be included in Task 1 answers. Are you saying that you are surprised? What do you mean by 'At last' here in the same paragraph? This implies that you are relieved by this figure.

1 Obviously
2 Nevertheless
3 Surprisingly
4 At last

For example
By the end of the period shown, in 2015,
The clear trend in the figures is that
It is striking that

TIP 06

You can improve your Coherence and Cohesion score if you can use a variety of discourse markers correctly. For Task 1 questions like these, try making your own lists of discourse markers that you can use, and classify them by their function. Practise using them when you do exam practice questions so that you learn to choose appropriate ones depending on the question.

06 **Look at this answer by another candidate about the same table. The coherence and cohesion is much better in this one. Find discourse markers that perform the functions listed on the next page. There may be more than one answer for each function.**

SAMPLE ANSWER

The data shows how many deep coal mines were in operation in the UK at various points in the 100-year period between 1913 and 2015. The overall trend is clearly one of decline. In fact, by the end of the given time frame, deep mines had almost ceased to operate in the UK.

In the early decades of the twentieth century, there were still thousands of coal mines in Britain: to give a specific example, there were 3024 of them still operational in 1913. However, the process of closing down the UK's deep mines had clearly begun: by 1923, the number had fallen to 2607. By the middle of the century, it was apparent that the days of British coal mining were numbered. In 1963, the figure fell below 1,000 for the first time.

One of the most striking features of this table is that the deterioration of Britain's coal mining industry accelerated even further in the 1980s and was almost complete by the turn of the twenty-first century.

1 To emphasise or exemplify an idea or point that you are making
In fact; to give a specific example; One of the most striking features of this table is

2 To provide an overview of the evident tendencies in the data

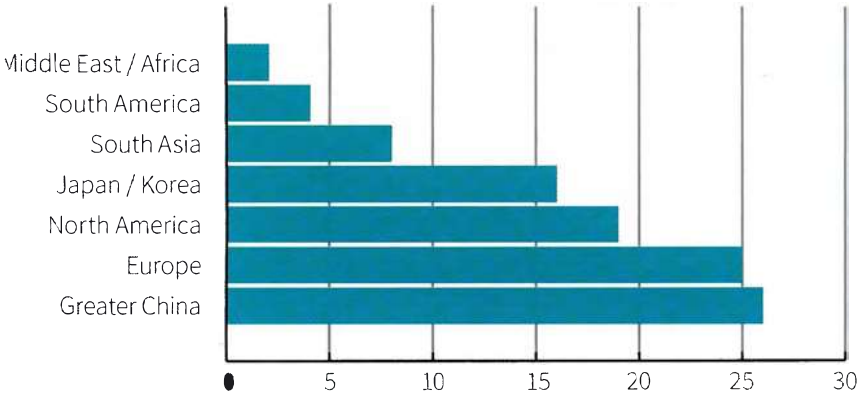
3 To show a contrast with previous information

4 To introduce key time periods in the data

07 **Look at this bar chart which shows data on the manufacture of passenger cars in 2015. With a partner, discuss the following questions.**

1 What is the most important information in this chart?
2 Which regions of the data would you focus on to make comparisons?
3 How would you organise your answer based on this data?

World passenger car production by area (%)



08 **Now look at a sample answer which summarises and reports the data in exercise 7. Some of the discourse markers have been removed. Fill the gaps with words or phrases from the box.**

although	in terms of	Turning next to	respectively	By contrast
Whereas	moving on to	What stands out is	For the purposes of this data set	

The bar chart gives the percentage of passenger cars manufactured by different regions of the world. **1** _____, the world is divided into seven regions, with the total adding up to 100%.

2 _____ that the regions of Greater China and Europe lead the way **3** _____ the manufacture of passenger cars, with 26% and 25% **4** _____. **5** _____, very few cars are produced in the Middle East and Africa: just 2% originate from that area.

6 _____ the Americas, a sharp contrast can be seen between the Northern and Southern parts of the continent. **7** _____ North America can boast 19% of the world's passenger car production, South America manufactures just 4% of this type of vehicle.

Finally, **8** _____ Japan and Korea, **9** _____ they are just two countries rather than a whole region, they account for a sizeable proportion of the total, at 16%.

09 **Find words and phrases from the box in exercise 8 which match these functions.**

1 Showing contrast: _____ , _____ , _____

2 Introducing a new point/idea/section: _____ , _____ , _____

3 To emphasise or exemplify an idea or point that you are making: _____

4 To introduce a statement which clarifies the data: _____

5 To indicate that some information is in the same order as connected information mentioned in a previous statement: _____

10 **These are extracts from the sample answers in exercises 6 and 8. What information does each underlined word or phrase allow the writer to avoid repeating?**

1 The overall trend is clearly one of decline. *a trend*

2 the 100-year period between 1913 and 2015 … by the end of the given time frame

3 … there were 3024 of them.

4 the process of closing down the UK's deep mines had clearly begun: by 1923, the number had fallen to 2607.

5 North America can boast 19% of the world's passenger car production, South America manufactures just 4% of this type of vehicle.



EXAM SKILLS

11 **Answer the Writing Task 1 below.**

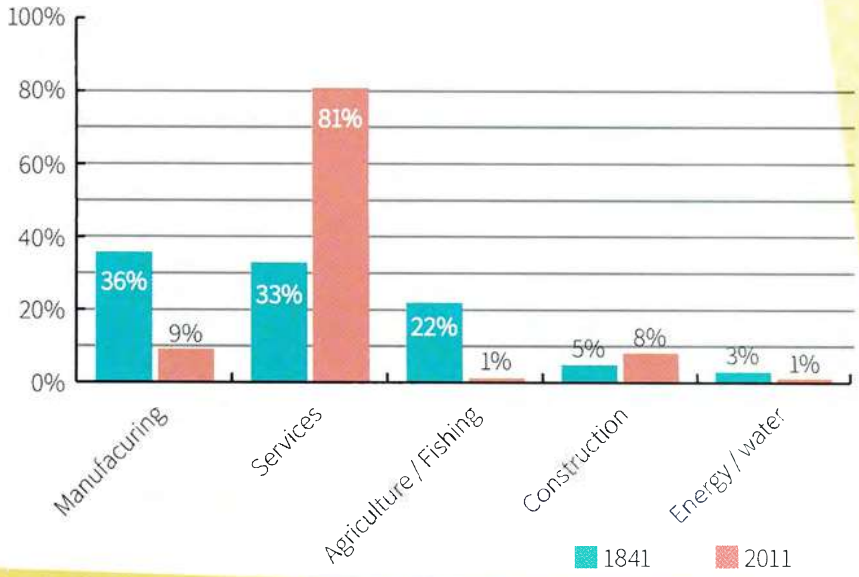
You should spend about 20 minutes on this task.

The bar chart shows the percentages of the UK workforce in five major industries in 1841 and 2011.

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

Write at least 150 words.

Percentage of UK workforce in each industry





UNIT / 05: HISTORY

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- describe trends and periods in history
- answer 'Select from a list' and matching tasks
- identify attitude and opinion
- use prepositions of time correctly.

LEAD-IN

01 **Look at the following time phrases. For each, decide which option(s) are NOT correct.**

a **in** / **during** / **on** the 1070s
b in the **end** / **early** / **mid** twentieth century
c during the Victorian **period** / **season** / **era**
d **from** / **between** / **in** 1642 and 1649
e **in** / **after** / **before** the restoration of the monarchy
f **between** / **from** / **in** 1914 to 1918
g **since** / **during** / **on** the 9th century AD
h in the first **half** / **era** / **decade** of the twenty-first century
i in the **past** / **recent** / **last** 200 years

02 **Try to match the events (1–9) with the time periods (a–i) in exercise 1. Then listen and check your ideas.**

35

1 The monarchy has existed in England …
2 Elizabeth II became Queen of England …
3 There was a Civil War in England …
4 The Tower of London has had many functions …
5 The Tower of London was built by William the Conqueror …
6 The First World War lasted …
7 King Charles II gained control of the Tower of London …
8 The Tower of London became a tourist destination …
9 The number of visitors to the Tower of London rose to 2 million per year …

SELECT FROM A LIST

In this task type you have to choose two correct answers from a list of five options. Make sure you read the question and options carefully before you listen. Try to identify the key words and phrases in the options – the ones which carry the main meaning. Think of different ways to express these ideas as the recording will most likely use different words.

03 **Read the 'Select from a list' question. The key words are in bold. Choose a synonym for each bold word from the box below. Do not answer the question yet.**

*Which **ONE** of these is **NOT** mentioned as a previous use of the Tower of London?*

A a **home** for a **king or queen**
B a place where **arms** are kept
C a **place of worship**
D a **destination** for **sightseers**
E a place where **currency** is **manufactured**

church	money	attraction	residence	royalty	weapons	made	tourists

04 **Listen to the first part of a talk about the Tower of London and answer the question in exercise 3.**

36

05 **Read the question and the list of statements. For each of the key words and phrases in bold, think of different ways of expressing them, including using different parts of speech.**

*Which **TWO** of these statements about the history of the Tower are true according to the speaker?*

A Henry the Eighth **ordered the construction of** the Tower of London.
It was built by, commissioned the building of, had the Tower of London built
B King Charles the First **controlled** the Tower throughout the English Civil War.
C **Enemies** of Henry the Eighth **lost their lives** in the Tower.
D There was a **zoo** in the Tower for **six centuries**.
E Charles the Second **got back** the Crown Jewels from his enemies.

TIP 05

Be careful. The words you hear on the recording may be synonyms for the whole statement or you may hear the ideas expressed using different parts of speech or grammatical structures. For example, in the statement the key word might be a noun but in the recording the speaker might express the same idea using a verb phrase.

06 **Listen and answer the question in exercise 5 by choosing TWO statements from the list A–E.**

37

07 **Look at the exam task. Before you listen, use the strategies from exercises 3 and 5 to pick out the key words and think of different ways of expressing them. Then listen and answer the question.**

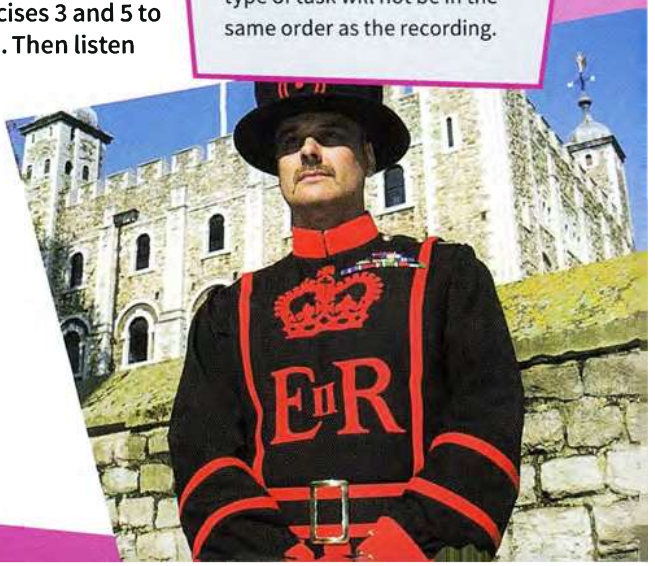
38

*Which **TWO** statements are **NOT** true about the Tower of London today?*

A The birds called ravens have left the Tower.
B There is a special person to look after the ravens.
C The ravens can be dangerous.
D The guards called Beefeaters also act as tourist guides.
E Anyone can become a Beefeater.

TIP 06

Be careful. The options in this type of task will not be in the same order as the recording.



ATTITUDE AND OPINION

Some exam tasks require you to identify the attitudes or opinions of a speaker on a certain subject. Listen for opinion verbs, adjectives, adverbs and expressions. Also focus on the speaker's reactions and responses to a situation, as how someone reacts can reveal a lot about how they feel.

08 **Match a word or expression from the box with each group of words which express a similar attitude or opinion.**

challenging	sub-standard	famous	My favourite part was
phenomenal	frightening	dazzling	apprehensive

1 It didn't live up to my expectations disappointing inadequate _____
2 gorgeous stunning exquisite _____
3 out of this world impressive It took my breath away _____
4 I really like how I love the way that What pleased me the most was _____
5 horrifying terrifying gruesome _____
6 anxious on edge I had butterflies in my stomach _____
7 iconic legendary renowned _____
8 heavy going I really struggled with it tough _____

09 **Now read these comments from speakers. For each, what do you think the speaker's opinion or attitude to the situation is?**

1 To be honest, I was glad when the tour ended. I was beginning to think it never would.
A interested **B** bored **C** angry

2 I usually hate museums, but in this one the hours just flew by and sadly, before I knew it, it was time to leave.
A frustrated **B** angry **C** fascinated

3 Pete said that the Science Museum was out of this world. Well, there's no accounting for taste. I certainly won't be recommending it to anyone.
A disappointed **B** delighted **C** impressed

4 To be frank, that exhibit had an incredible effect on me. I cried my eyes out afterwards.
A surprised **B** moved **C** frightened

5 When I heard that there was an exhibition on space travel, I was over the moon. And it more than lived up to my expectations.
A pleased **B** indifferent **C** surprised

10 **Listen to two students discussing their ideas for a presentation on The Tower of London and do the task.**

39

*Which **TWO** opinions are **NOT** agreed on by both of the speakers?*

A It is not realistic to talk about the entire history of the Tower.
B There is not enough to say about the Beefeaters and ravens.
C The Fusilier Museum topic would appeal to most students.
D Including a competition would be a good idea.
E The Crown Jewels would be the best topic to present.

MULTIPLE MATCHING

In this task type you match one set of information (numbered) with another (lettered). For example, you match people or places in the recording with comments they make or comments made about them. There are two versions of this task – one with more lettered options than questions, so some of the letters are distractors, and one with more questions than options, so the letters can be used more than once.

11 **You are going to listen to two students discussing other tourist attractions in London. First, look at the exam task. Think of different ways of paraphrasing the comments.**

What comments do the speakers make about the tourist attractions?
*Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to questions 1–5.*

Tourist attractions

1 Madame Tussauds _____
2 Buckingham Palace _____
3 Westminster Abbey _____
4 The Tower of London _____
5 The London Bridge Experience _____

Comments

A It had previously had a display of real royal clothes.
B Many famous artists are buried there.
C It updates its exhibits from time to time.
D It lived up to its reputation.
E The queues were too long to get in.
F It always has beautiful flower displays.
G It has hosted many royal weddings.

12 **Listen and answer questions 1–5 in exercise 11. Were any of your suggested paraphrases used in the recording?**

40



EXAM SKILLS

13 41

Listen and answer questions 1–7.

Questions 1–5

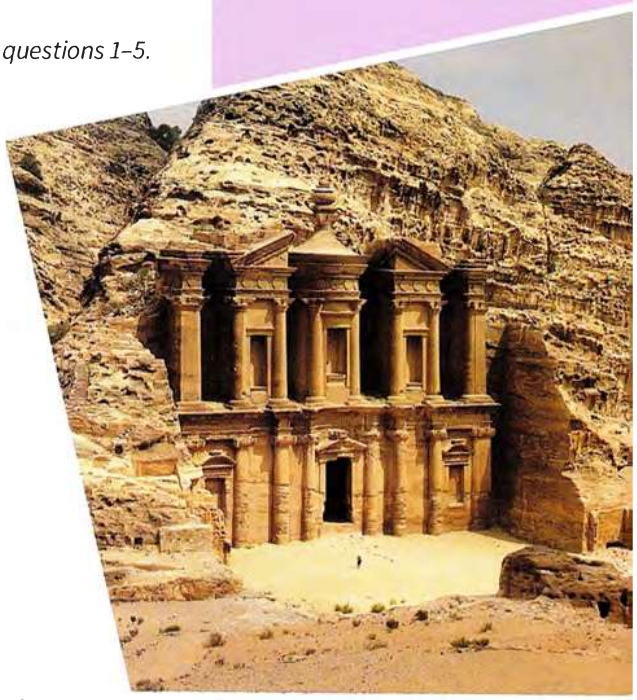
What problem is associated with each of the topics Adrian is considering?

*Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to questions 1–5.*

1 History _____
2 Trade routes _____
3 Conflicts _____
4 Architecture _____
5 Modern life _____

Problems

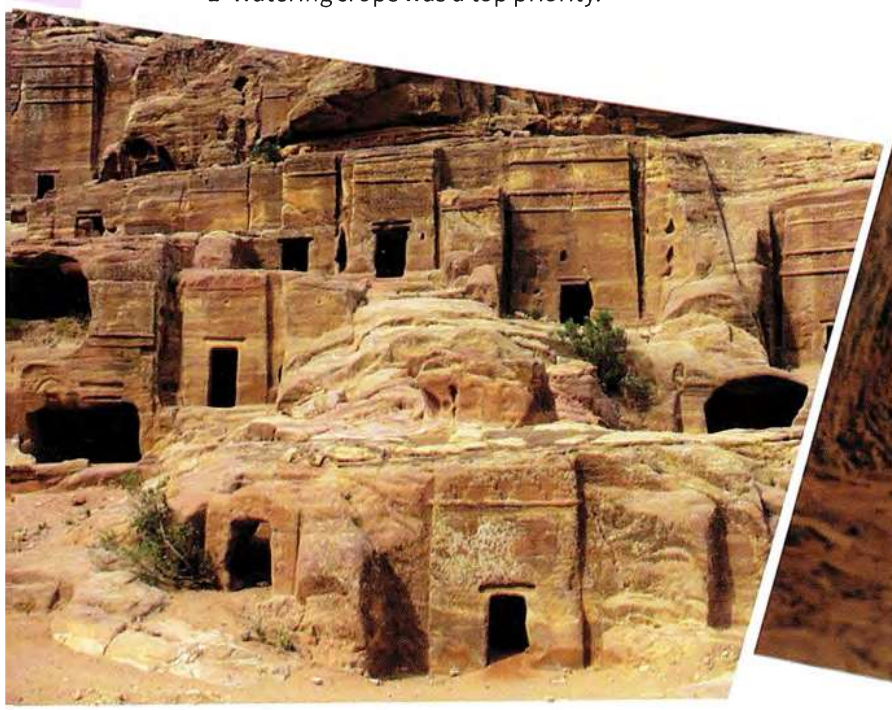
A Most people are not aware of this aspect.
B It would involve too much investigative work.
C It is too large a topic.
D It could be too technical.
E It might take the focus off Petra.
F Most people would not be interested in this aspect.
G Academically, it is an inappropriate topic.



Questions 6 and 7

*Which **TWO** points about water management are NOT made by the speakers?*

A Petra's water management was more advanced than that in other comparable areas.
B The topic of water management systems is very complex to understand.
C In Petra the people knew how to get the most out of all the sources of water available to them.
D The advantages of water management were enjoyed by all levels of society equally.
E Watering crops was a top priority.





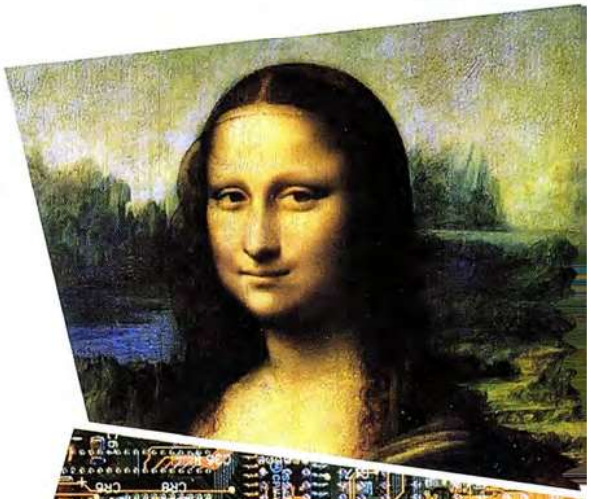
UNIT / 05: HISTORY

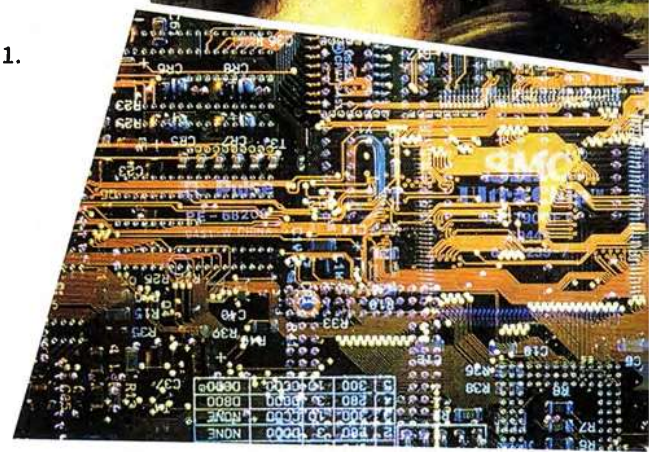
SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- use a range of past time phrases
- improve your score for Grammatical Range and Accuracy
- use expressions for agreeing and disagreeing
- develop your answers in Part 3.

LEAD-IN





01 **Explain these historical periods to your partner using different words.**

1 in the second half of the twentieth century *about 1950 to 1999*
2 during the Middle Ages
3 during the Renaissance
4 at the turn of this century
5 in the early decades of the twentieth century
6 at the start of this millennium
7 in prehistoric times
8 in 3100 BC

02 **Match these historical events/trends with the time periods in exercise 1.**

a cave paintings
b the First World War
c the medieval period
d rapid growth of technology
e the start of the Egyptian Pharaoh dynasties
f Y2K (2 answers)
g developments in art, literature, science and intellectual inquiry

03 **Think about major historical events that have occurred in your country. Tell your partner about them using expressions in exercise 1 or in the box.**

about _____ years ago	when my parents/grandparents were young
in the _____th century	in the recent/distant past
in around 1923	during the _____ war

GRAMMATICAL RANGE AND ACCURACY

In the Speaking test, a quarter of the marks are awarded for Grammatical Range and Accuracy. This means it is not enough to avoid mistakes: you have to use a range of complex grammatical structures accurately to achieve the higher score bands.



04 **Read the Part 2 task card. Then listen to Daniel and answer the questions.**

42

Describe an important historical event in your country.

You should say:

- when it happened
- who was involved
- what caused the event

and explain what people think about the event nowadays.

1 Which of the points on the card does Daniel mention?
2 In which order does he mention them?
3 Do you think Daniel would get a good score for his answer? Why?

05 **Look at the script of Daniel's Part 2 task. Match the underlined phrases (1–10) with the grammatical structures (a–j).**

Actually, I can talk about a historical event that I witnessed in person in my country. It happened in November 1989, when I was just a young boy, about 10 years old. All my life (**1**) there had been a wall (**2**) dividing our city – and our country – into East and West. I often saw the wall when I went around town with my family or friends. It was a fact of life. I never (**3**) expected it to come down in my lifetime, but I often wondered what (**4**) it would have been like to live on the other side. As I lived on the Western side, I had been on the other side several times, but I knew that my aunt and my cousins, (**5**) who lived in the East, (**6**) were not allowed to come over to our side. But that winter's night it all changed. We could hear people running through the streets shouting 'Tor auf' – 'Open the gate!' Even though it was past midnight, my parents took my sisters and I to the wall. It was like a huge street party. People (**7**) were dancing and shouting, everyone was excited. At midnight they opened the checkpoints and people from the East flooded through. We bought a huge bunch of flowers from a stand. My sisters and I handed them out to people coming across from the East to welcome them. At the time I didn't know what caused the event, but later I found out it was the end of the Cold War. People still think of this event as a symbol of peace. I was very (**8**) fortunate to be present to see history being made. Those of us (**9**) who live in Berlin often think what life (**10**) would be like today if the wall hadn't come down on that fateful night in 1989.

a verb + object + infinitive
b adjective + infinitive
c mixed conditional (past action, present result)
d defining relative clause
e non-defining relative clause
f past continuous tense
g passive voice
h participle clause
i modal perfect
j past perfect tense



06 **Now read the script of another candidate doing the task. Find 10 grammatical errors and match them with the error types (1–10) below.**

One event I remember well is my parents taking me to the Beijing to see Opening Ceremony of Olympics. It was held in 2008, when I was 12 years old. My father explained me that it was a very important event in our country. I never went to the Beijing before. It was the exciting day of my life. I remember 2008 drummers were all doing the same thing. If one made a mistake, the whole show will be ruined. But no one made a mistake. It was perfect! There were people dressed in colourful costumes fly across the stage. Small children was dressed in national clothes. A small girl was singing beautifully. When our national anthem played, we all stood up and sang. I felt so proud. I never forget that day!

1 past perfect tense needed
2 present participle needed
3 third conditional error
4 unnecessary article
5 article missing x2
6 subject/verb agreement in passive
7 future simple needed
8 superlative error
9 verb pattern error
10 past continuous used instead of past simple

07 **At the end of his task, Daniel from exercise 5 was asked the additional question 'Do children learn about this event at school?' Listen to three possible answers to this question. Which is the best? Give reasons.**

43

TIP 07

At the end of your talk, the examiner may ask one or two follow-up questions. The aim of the follow-up question(s) is to round off Part 2, so don't introduce new ideas. Answer the question in a full sentence or two, taking about 15 seconds at most.

AGREEING OR DISAGREEING

08 **Look at these Part 3 questions on the subject of history. Listen to a candidate called Minji answering the questions. Match the questions (1–4) with the words Minji uses to begin each answer (a–d).**

44

1 Do you think it's important for children to learn history at school?
2 You said children should learn the history of their own country. What about world history?
3 Do you think most children are interested in learning history these days?
4 Can technology help us learn about history?

a I'm not so sure about that.
b Absolutely!
c Yes, definitely.
d To be honest, I'd say probably not.

In Part 3 the examiner may ask you questions which require you to agree or disagree. Try to use a variety of responses to show your agreement or disagreement to impress the examiner with your range of language. Remember that Part 3 questions require more extended answers, so make sure you provide reasons, explanations, examples, etc. to support what you say.

09 **Listen again. Make notes to summarise what Minji says to expand her answer.**

44

10 **Look at the expressions for agreeing and disagreeing and put them into three columns: Agree / Neither agree nor disagree / Disagree.**

Well, there are two ways to look at this.	Certainly.	It's hard to say.	Not really.
Definitely not!	Possibly.	To some extent	Sure.
To be frank, it's not very …	Of course.	Without a doubt	No, not at all.

11 **Read the script of Minji's Part 3 answers on page 216. Identify the following grammatical structures from the underlined phrases.**

1 verb *-ing* as the subject or object of a sentence x2
2 *without* + verb *-ing*
3 passive x3
4 superlative
5 modal verbs x2
6 defining relative clause with *where*

12 **Match the Part 3 questions (1–4) with their functions (a–d).**

1 Why has attendance at museums declined so much in recent years?
2 Can you think of any jobs or careers for which the study of history is very important?
3 Is the way history is taught in schools different from how other subjects are taught?
4 What important events do you think might take place in the future?

a Compare two things
b Speculate about something
c Make predictions about the future
d Explain the causes of something

TIP 12

In Part 3 you will not be asked questions about your own experience or about very familiar topics. You will be asked to give reasons for something or to explain the results of events, or to imagine what might happen in the future. These questions require more advanced structures and vocabulary.

13 **In pairs, look at all the Part 3 questions in exercises 8 and 12. Write answers for each question. Focus on the following:**

- Think about the function of the question, and answer appropriately.
- Use a word or expression of agreement or disagreement if appropriate.
- Give an extended answer.
- Use more advanced grammar structures and vocabulary.

EXAM SKILLS

14 **Do these sample exam tasks with a partner. Take turns to ask and answer.**

Part 2

Describe an interesting person from history.

You should say

- who the person was
- what historical event(s) they were involved in
- where or how you learned about this person

and say why you found this person so interesting.

Part 3

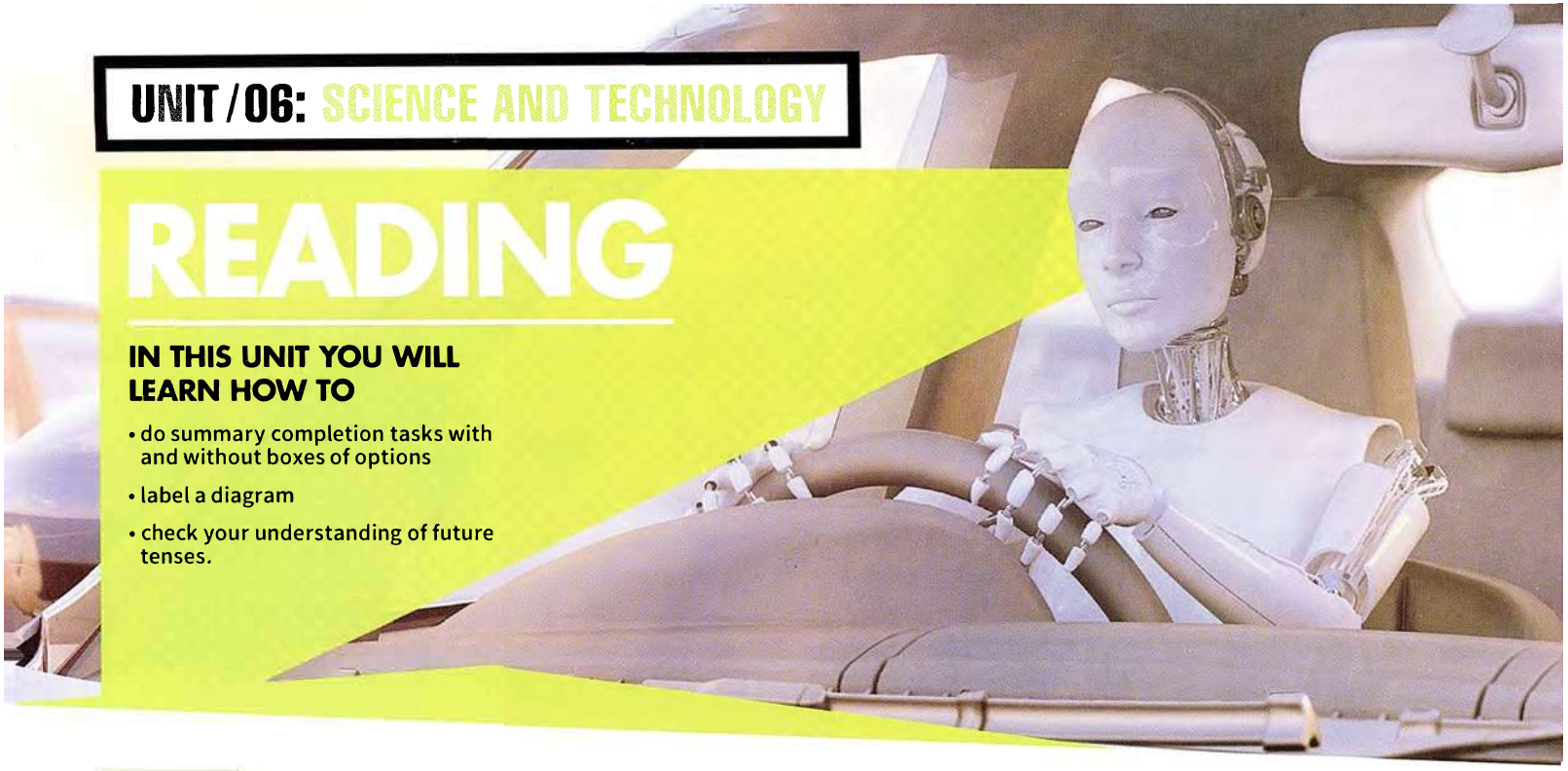
What lessons can we learn from studying the past?

What events have happened recently that you think will be remembered as important in history?

Do you think museums are the best way to get children and young people interested in history?

Do you think it is important for literature and films about past events to be historically accurate?





READING

IN THIS UNIT YOU WILL LEARN HOW TO

- do summary completion tasks with and without boxes of options
- label a diagram
- check your understanding of future tenses.

LEAD-IN

01 **Find the ten words in this paragraph where the writer has made a mistake with the part of speech.**

Technology has greatly improved the life of many people around the world, according to a considerable amount of researches that has been conducted over the past century. The use of the internet in particularly has become so widespread in so many countries that our daily existence would now be imaginable without it. This is not necessarily a positive developed. As the work of Guillerme Vínculos concludes, when social media first started to become popularly, it was an innocence extension of the standard types of interaction between friends and new acquaintances. These days, however, there are two noticeably extremes, both negative. One is where the platform is used as a substituted for human-to-human contact. The second is where it is employment as a way to bully or aggressively intimidate other people.

02 **Compare your answers with a partner. Then make a list of the incorrect and correct forms of the words you have identified, noting the part of speech in each case. The first one has been done for you.**

	Incorr ect	Correct
1	*life (noun, singular)*	*liives (noun, plural)*
2		
3		
4		
5		
6		
7		
8		
9		
10		

SUMMARY COMPLETION WITH OPTIONS

There are two types of summary completion tasks in the Reading test: *with* options to choose from and *without*. Both test your reading skills, especially skimming and scanning to locate specific information. The information you need to complete the summary can come from a single section or various sections of the text, so read the task through first to help you find which part(s) you need to focus on.

03 **Read the summary completion task, which is based on the text *The Future of Virtual Reality* on pages 116–117, and answer the questions below. Do not try to complete the summary yet.**

Complete the summary using the list of words, A–J, below.
Write the correct letter, A–J.

VR: How popular can it become?

There is some debate as to whether VR will ever become something used in a **1** _____ way, rather than predominantly in niche areas of technology. On the one hand, experts say it is **2** _____ that by 2030, HMDs will have become part of our everyday lives. On the other, it is also possible that they will go the same way as other **3** _____ technologies, such as CDs or PDAs. This is because most home consoles and computers are **4** _____ of coping with the VR software. Thus, even enthusiastic users are likely to be **5** _____ to endure the resultant physical side-effects.

A mainstream	**B** interactive	**C** unable	**D** reluctant	**E** outmoded
F operational	**G** incapable	**H** essential	**I** conceivable	**J** functioning

1 What do you notice about the options in the box you have to choose from?
2 Use these questions to help you locate which parts of the reading text you need to focus on to complete the gaps.
   a What does the title of the summary tell you?
   b Which parts of the summary can you use to scan the passage and locate the information quickly?
   c In which paragraph of the reading text does it talk about HMDs as part of our lives?
   d In which paragraph of the reading text are CDs and PDAs mentioned in connection with HMDs?

04 **Complete the task in exercise 3.**

TIP 04

This type of summary question requires you to write the *letter* that corresponds to each option, so DO NOT write the words you are given as options onto your answer sheet or you will not gain the marks, even if you are correct.

05 Check the answers to exercise 3. Mark them S (same word as appears in the text) or P (paraphrase or synonym of the word / idea in the text).

TIP 05

Some of the options you choose from come directly from the text but others will be synonyms that paraphrase the ideas in the text, so be careful not to choose words just because they appear in the passage.

THE FUTURE OF VIRTUAL REALITY

A For the next ten years, various aspects of society could be going through enormous change as Virtual Reality (VR) technology moves towards fully operational and interactive implementation of its potential. To what extent VR establishes itself as an integral part of our lives, and how quickly it is likely to move from niche technology to common usage throughout society, is currently under discussion. However, many experts are of the opinion that VR may well have become sufficiently developed for it to form an essential part of life by 2030 (if not sooner). Over 40 million people currently own VR headsets, and this figure is expected to double over the next three years. By 2025, we may well have reached the point at which almost 200 million users own a VR viewing device, the Head Mounted Display (HMD), more commonly known as a VR headset.

B The ultimate aim of these headsets is to generate a 360-degree, 3D virtual world, enabling the viewer to enjoy what they are watching without the physical limits of a TV, computer or cinema screen. There are two LCD displays, one for each eye, which display images being sent by the computer or some such device (via an HDMI cable) or on the screen of a smartphone inserted into the front of the headset. Lenses, set inside the HMD between the user's eyes and the LCD displays, are necessary to counteract the natural differences between what one human eye and the other simultaneously see.

C These lenses enable two 2D images of the display to be viewed, thus creating a tailored picture for each eye. These combine to create the illusion of 'real life' in 3D. The HMD also uses 'head tracking', a system that follows the principle of aircraft flight, tracking three measurements known as pitch, yaw and roll (or movement along the x, y and z axes). It means that when the user tilts their head up, down, or to the side, VR follows these motions and allows them to 'see' all around them.

D With such technology in place, one of the most notable sectors in which VR is likely to have far-reaching effects will be the games industry. In this field, traditional games are in development even now with far greater scope for creativity than ever before. Role Playing Games (RPGs), in which a gamer plays the part of a character from a first-person viewpoint, moving through an entirely imagined, graphically rendered world, are nothing new. However, VR games designers will be able to add to this existing appeal by enabling the user to look all around themselves at a fully immersive world, one in which the flow of the narrative can more easily be controlled by the gamer, rather than the creator.

E Despite this, games designers currently appear to be more attracted to the untapped potential of new approaches to their end product. For example, games may become less about employing motor skills, such as swift reflexes or hand–eye coordination. Instead, the aim may be to enjoy the experience of a VR world in a more unhurried way, with traditional game mechanics (e.g. accumulating points, moving through a series of levels) running alongside as a secondary concern.



F Other fields are similarly going to find their landscapes greatly altered. Educators, for one, will be presented with a vast array of new opportunities through which to pass on knowledge. Within the next five to ten years, teachers may become able to move completely away from the course book or flat screen – even the classroom itself – and into an immersive world of instruction and learning. By way of example, history students could be taken into the epicentre of the world's greatest battles and conflicts, experiencing and understanding the machinations of victory first-hand. Medical students may be provided with the opportunity to travel through the human body as if they were themselves the size of a blood cell, building their comprehension of how veins and arteries, or nerve systems, are interconnected. Music students will be able to watch a VR orchestra perform their new composition in a venue of their choice, whether that be the local concert hall or even the Sydney Opera House.

G Current HMDs do not allow for any dialogue to take place between the user and the simulated people they encounter in the VR world. However, this is unlikely to be the case forever; a student of Mandarin should one day be able to 'walk' the streets of Beijing, conversing with the local native-speakers, and practising the regional pronunciation. Similarly, by the year 2021, the concept of travel may have undergone a profound transformation. Parts of the world currently inaccessible to most people, whether because the expense of flying is too great or because those places are too remote to be easily reached, will become open to visitors in the form of exact VR replicas of the original cities, rainforests, beaches and so on. Not only is this bound to please avid travellers, it could also appease the concerned environmentalist; the number of commercial flights operating each day might well decrease as people opt for VR vacations.

H Despite its potential to change life as we know it today, it is also possible that VR will ultimately fail to catch on, and HMDs will be consigned to history in the same way as were CDs, MiniDisc players and Personal Digital Assistants (PDAs). After all, even the technology that today seems improbable will at some point become outdated. If this does indeed occur, the most likely cause of its failure will be that the vast majority of computers and consoles available for the home market lack the required processing power. One potentially disastrous side effect of underpowered hardware is that latency issues – when what the viewer sees on the display fails to catch up with the movement of their head – can cause motion sickness in the HMD wearer. Even the most devoted VR enthusiast may be unwilling to accept this as the consequence of their interest in new technologies.



SUMMARY COMPLETION WITHOUT OPTIONS

For this version of the task, you need to use exact words from the text to fill the gaps. The gaps can require more than one word and must fit grammatically, and, as with the other summary task, they can come from anywhere in the passage and will not necessarily be found in the same order as they appear in the text.

06 **Read the summary completion task, which is based on the text on pages 116–117, and answer the questions below. Do not try to complete the task yet.**

Complete the summary below.
*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

APPLICATIONS OF VR

The influence and effects of VR technology will be 1 _____ . This will be most noticeable in one particular 2 _____ – Video Games. Since games designers and developers are increasingly able to use their 3 _____ in new ways, the conventional mechanics and concerns of game playing may become 4 _____ . Further changes are likely to happen away from this field as well: teachers will be able to enter an 5 _____ that enables learning to take place away from the typical classroom setting; Music students could theoretically listen to their latest 6 _____ being played in the Sydney Opera House, while students of Medicine will be able to understand how so many parts of the human body are 7 _____ . Furthermore, differing approaches to travel may mean that fewer flights are taken, as people 'virtually' visit the destinations of their choice. This development is likely to please environmentalists as well as 8 _____ .

1 Which parts of the text contain the information you need?
2 Are the answers you need all individual words?

07 **Look at a candidate's answers for questions 1 and 2 of this summary. Why are they grammatically incorrect?**

1 extensively
2 sectors

08 **With a partner, discuss what part of speech you will probably need to look for to complete each of the remaining gaps.**

09 **Complete the summary in exercise 6.**

DIAGRAM LABELLING

10 **Scan the passage quickly and decide in which paragraph(s) you are most likely to read about the diagram below.**

Label the diagram below.

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

How a VR headset works

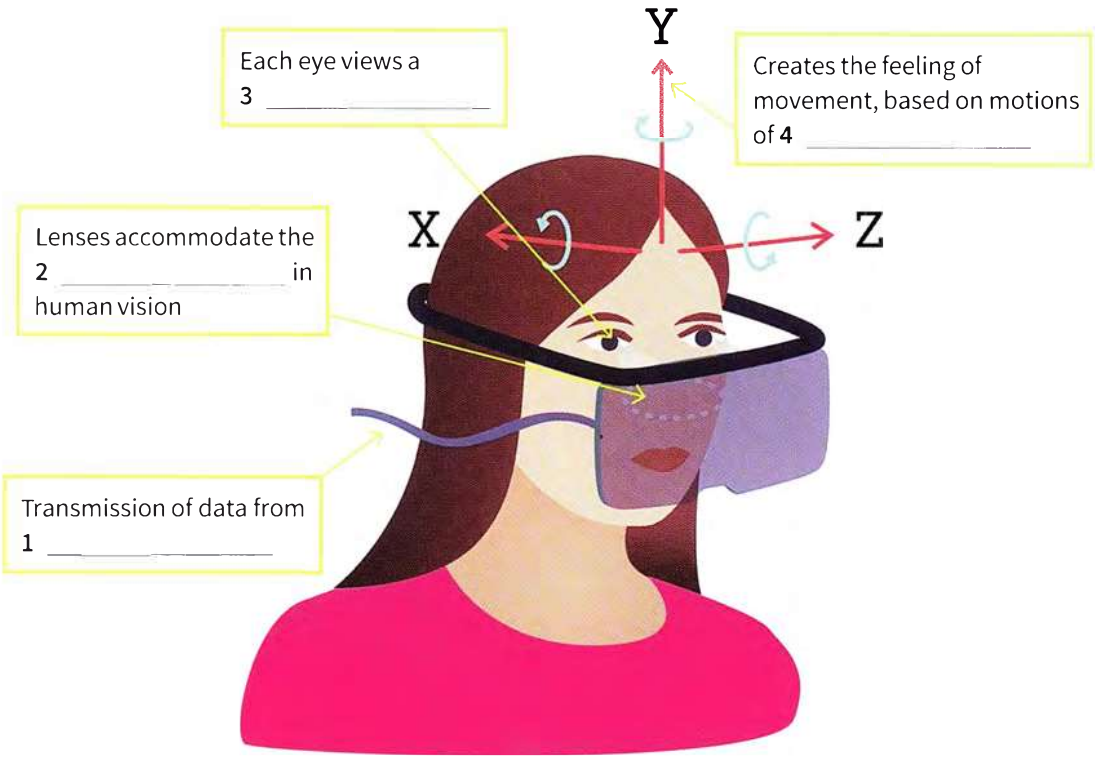


Diagram-labelling tasks normally require single- or multiple-word answers from the text. They usually relate only to a specific part of the text.

11 **Label the diagram in exercise 10.**

GRAMMAR FOCUS: FUTURE TENSES

12 **With a partner, discuss how the meaning of the sentences changes when options A, B and C are used in the gaps.**

1 Expert opinion suggests that, in 2030, an entirely new form of non-physical communication _____ that will make today's social media appear positively prehistoric.

A will be developed B will have been developed C will develop

2 Many inventors look at what they have created and think to themselves, 'I'm going to be rich soon because I know this _____.'

A works B will work C could work

3 Educators seem to be in broad agreement that Coding _____ the most important and popular subject in schools, colleges and universities around the world.

A might become B may well become C is about to become

EXAM SKILLS

13 Read the passage and answer questions 1–9.

HOLOGRAPHICS AND ANIMATION IN MUSIC AND PERFORMANCE

A For hundreds of years, the more forward-thinking elements of science and technology have stoked imaginations in the world of entertainment. For example, a huge number of science fiction movies were produced over the 20th century, a period during which space exploration became first a possibility, then a reality. Many such films depict situations in which one character (in full bodily form) interacts with a 3D, holographic image of another. Despite the optimism in some quarters, genuine interaction with holograms in the real world is still as far from becoming a reality as ever. Additionally, there is some doubt as to whether the existing, limited holographic technology is even worth exploring any further. However, what is currently available has begun to be used for entertainment purposes in a wide range of industries.

B The music industry is one. It has sought to take advantage of this technology since its infancy. There have been numerous examples – concerts and events – during which audiences have been able to watch modern vocalists sharing the stage with holographic images of performers who departed this world some time ago. In fact, the technology has been developed to such an advanced stage that it is almost possible to stage an entire concert 'performed' by dead rock stars. Critics have argued that this is exploitative of both audience and musician, pointing out the questionable morality of putting on stage an artist who has no way of refusing to be there.

C On the other hand, it might be argued that, to modern audiences so accustomed to a daily intake of entertainment viewed almost entirely on 2D screens, on-stage animation allows people once again to embrace the excitement of the 3D, live arena. Such shows, its advocates argue, are likely to become commonplace as the world of entertainment expands its horizons. (Great actors could also be resurrected to take their place on the theatre stage, for example.) This is due in no small part to the fact that the on-stage technology making this possible is actually less complex than one might expect, certainly if, rather than a true holographic performance, reflective technology is used instead.

D To achieve this, a laser projector shoots down an image beam that is set up to be exactly perpendicular to the floor. If the angle of projection is greater or less than 90 degrees, even by the tiniest amount, the projection will fail. As the song is being played, the animated image is projected onto a mirrored surface which has been set into the stage floor. This set up means that a 'suspension of disbelief' can be created within the onlooking audience, as it collectively sees the moving image while, at the same time, the transparent foil used to make the screen is invisible, stretched back as it is at an angle of 45 degrees. There is no maximum or minimum height at which projection fails to work, and, after a series of relatively simple calculations, the laser projector can be simply fixed to a lighting rig set up high above the stage.

E The future of holographic performance does appear rather limited, however, particularly in the context of bringing musicians back to life in this way. For one thing, it is impossible to create a new performance from old videotape, and there is a limited amount of original footage of these icons that was shot while they were alive. It is unlikely that a great deal more will be found. Following on from this, the only way to generate an entirely new show would be through Computer-Generated Imagery (CGI) and this, for most fans, would defeat the object of the exercise entirely. Finally, most of this past footage was shot on acetate film, which cannot come close to the modern ultra HD technology that is the bare minimum required for a truly lifelike reanimation. Consumers would soon grow tired of these limitations, however much of a novelty the experience might once have been.

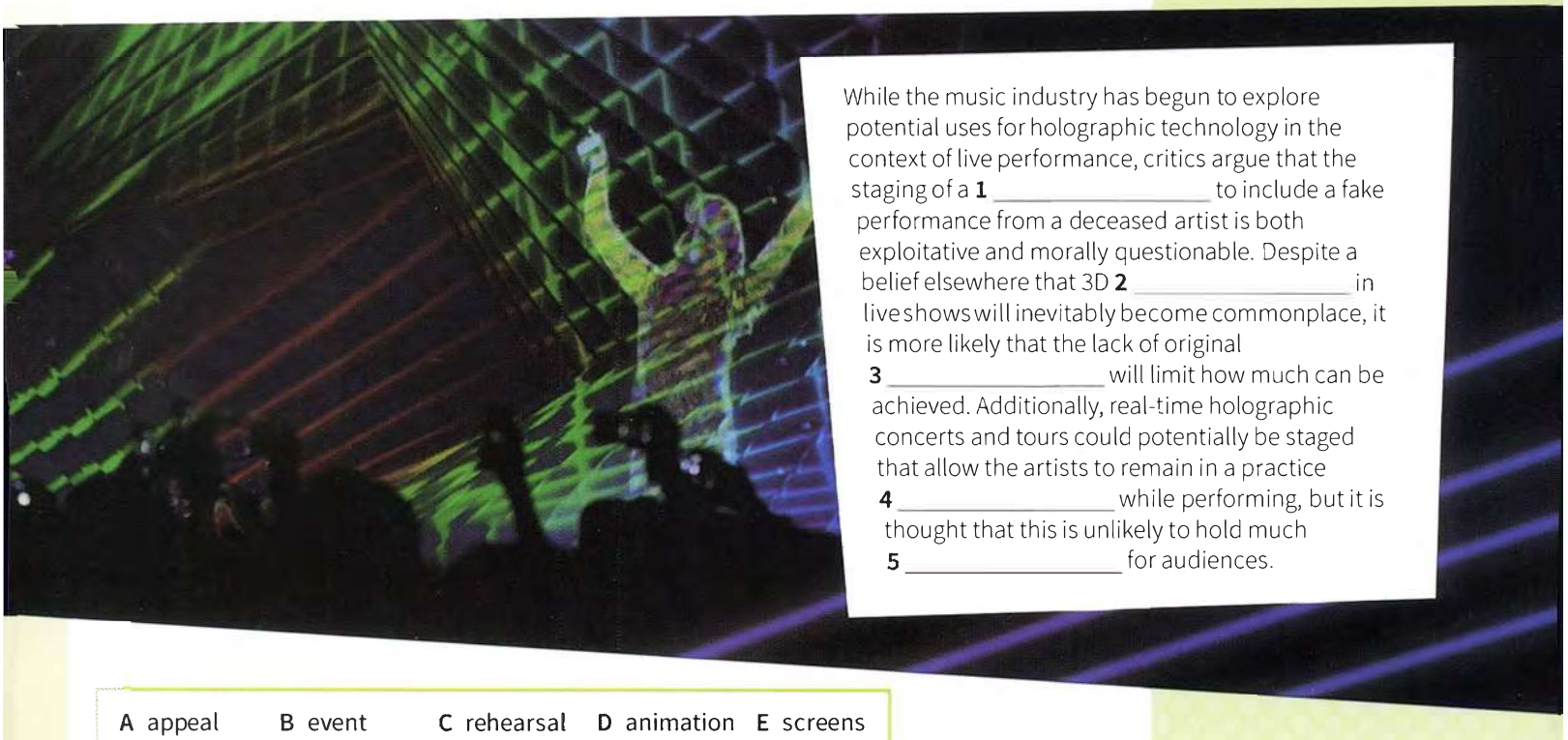
F Away from the revival of past performers, it is now possible to film and project ultra HD holographic visuals in real time, in just the same way as they might appear on a 2D screen. In this way, the individual musicians in a group could 'perform' together on the same stage, even though they may be in completely different locations at that moment in time. This has led some people inside the music industry to predict a future of bands touring without needing to leave the rehearsal studio, but any investment of either time or money into this area does seem risky. It would be highly unlikely for any fan to buy a ticket to watch their favourite artists, knowing that the performance they have paid to see is not technically a live show, and the musicians they admire do not wish to be present in the same room as they are.

G Essentially, then, stage projection of deceased stars of entertainment is a straightforward endeavour, but one limited both in visual appeal and available source material. Real-time, 3D representations of artists are becoming ever more accurate, but have less appeal for audiences than authentic performances do. As is often the case, the will to create something new and exciting for consumers of entertainment is hindered by the technology currently available to it.

Questions 1–5

*Complete the summary using the list of words, **A–J**, below.*

*Write the correct letter, **A–J**.*



While the music industry has begun to explore potential uses for holographic technology in the context of live performance, critics argue that the staging of a **1** _____ to include a fake performance from a deceased artist is both exploitative and morally questionable. Despite a belief elsewhere that 3D **2** _____ in live shows will inevitably become commonplace, it is more likely that the lack of original **3** _____ will limit how much can be achieved. Additionally, real-time holographic concerts and tours could potentially be staged that allow the artists to remain in a practice **4** _____ while performing, but it is thought that this is unlikely to hold much **5** _____ for audiences.

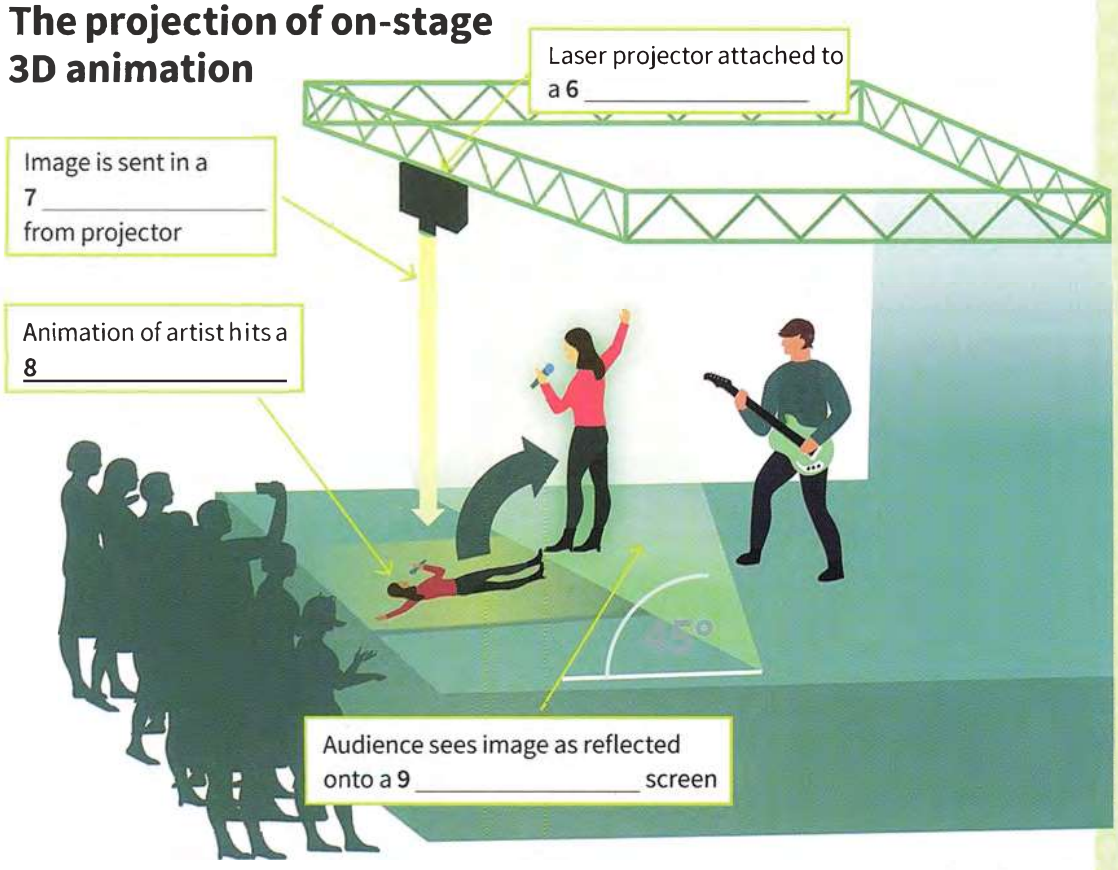
A appeal	**B** event	**C** rehearsal	**D** animation	**E** screens
F footage	**G** concert	**H** artists	**I** innovation	**J** studio

Questions 6–9

Label the diagram below.

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

The projection of on-stage 3D animation





UNIT / 06: SCIENCE AND TECHNOLOGY

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- write a 'two questions in one' essay
- increase your chances of a high score in Grammatical Range and Accuracy (GRA)
- write complex sentences with *despite/although* concession clauses and participle clauses.

LEAD-IN

01 **Discuss the questions with a partner.**

1 How many different social media accounts do you have?
2 What effect does social media have on your relationships with your friends and family?
3 Do you think people use social media too often?

02 **Decide which options are grammatically correct. Sometimes more than one option is correct.**

1 The IT security team has **advised** / **recommended** / **suggested** that we don't give out personal information to strangers on social media.
2 I don't **advise** / **recommend** / **suggest** spending more than two hours on social media every day – it is better to speak to people face-to-face.
3 I **advise** / **recommend** / **suggest** against using the same password for all your social media platforms.
4 He was looking for a new gaming laptop so I **advised** / **recommended** / **suggested** to him that he look at comparison reviews on YouTube.
5 As I love photos, my sister **advised** / **recommended** / **suggested** Instagram to me.

TIP 02

Make sure you are clear how common verbs in writing are used grammatically in a sentence. Many require specific grammar or structures and it is easy to confuse them.

03 **Make a note of the verb patterns that can be correctly used for the verbs *advise* and *suggest*, and write an example sentence to help you remember how to use them. Here is an example with *recommend*.**

(i) *recommend* + (*that*)* + clause
I recommend (that) you limit the time you spend playing online games.
(ii) *recommend* + *-ing*
I recommend limiting the time you spend playing online games.
(iii) *recommend* + something + *to* + someone
I recommended a new study app to my brother.
* optional

TWO QUESTIONS IN ONE ESSAY

Generally with this type of Task 2 essay, you will need to consider your response to a statement in two ways: one objective, one subjective. The first question might ask you to set out causes, problems or reasons behind a particular situation, and the second might ask you to give your opinion, or to say how much you agree with the statement. A good structure would be:

- Introduction
- Answer the first question
- Answer the second question
- Conclusion

04 **Look at the essay question and a candidate's essay. Then discuss questions 1–4 below with a partner.**

Social media has completely changed the way family and friends communicate with each other.

What are the reasons for this?

Is this a positive or negative development?

Social media was introduced to the internet around twenty years ago. It has since gone from strength to strength. Many people initially dismissed social media as a passing fashion. They believed that it would never replace face-to-face communication. There are many downsides to this development, but I believe that overall it has had a positive effect on our lives.

One of the main reasons why social media websites are so popular is that they are a very convenient way of contacting friends and family. At the touch of a button, it is possible to communicate with somebody you are close to on the other side of the world. In the past, people were able to speak to each other on telephones but they had to make sure that they were both at home to make or answer the call at an agreed time. Furthermore, if someone is a fan of a certain actor or singer, they can easily message that person and tell them so. In return, the fans can get updates on the films or songs the actors or singers are planning to release next, so this is a huge change from the way this communication happened in the past.

In my opinion, the increasing popularity of social media is a positive development. It allows everyone to stay in touch constantly, even though it is not in person. For example, if a young person decides to stay out late, they can just phone their parents and let them know. In the past, they would have needed to find a telephone box, and to have the correct change to be able to make a call, and this may have caused their parents to worry.

In conclusion, social media has a number of negative sides, but overall it is a positive development. I would recommend that everyone has at least one account that they use every day.

1 Does the candidate make their position on the statement clear?
2 Did the candidate answer the first question correctly?
3 Did the candidate answer the second question correctly?
4 Does the conclusion summarise the essay correctly?

TIP 04

For this essay task, it is important to be concise. Limit yourself to two, possibly three, main ideas for each paragraph and develop them properly.

GRAMMATICAL RANGE AND ACCURACY

If you only write short, simple sentences in an IELTS essay you will not achieve a high score in GRA, even if there are no mistakes at all. To score well, you will need to show that you can correctly write more complex sentences. Complex sentences are typically ones that combine two or more sentences or clauses into one, often using grammatical or discourse markers. In Unit 8 you will see how relative clauses can create more complex sentences, but here we will look at the correct use of contrast discourse markers and participle clauses.

GRAMMAR FOCUS: COMPLEX SENTENCES – EXPRESSING CONTRAST / CONCESSION WITH *DESPITE* AND *ALTHOUGH*

05 **Read the first half of another candidate's essay based on the question in exercise 4. Find the two sentences in the second paragraph that use discourse markers of contrast/concession.**

First introduced to the internet around twenty years ago, social media has since gone from strength to strength. Many critics have suggested that it is affecting the closeness of family relationships, arguing that people spend too much time staring at screens rather than actually talking to each other. I believe that it brings more advantages than disadvantages to our lives.

One of the main reasons why social media has had such an effect is that it does not require a great deal of effort or planning to connect with friends and family. In the past, people were able to talk to each other on the phone, but they had to make sure that they were both at home to make or answer the call at an agreed time. Another reason is that it fulfils our basic need for human contact, even between people who are on the other side of the world to each other. Despite the fact that people need to communicate regularly with their loved ones in order to be happy, it appears that physical contact is not as vital as once thought. Evidence suggests that contentment in relationships can actually be achieved through social media.

06 **Which of the phrases below are grammatically correct paraphrases of the underlined part of this sentence from paragraph 2?**

Despite the fact that people need to communicate regularly with their loved ones in order to be happy, it appears that physical contact is not as vital as once thought.

1 Despite people needing to communicate regularly with their loved ones …
2 Despite people need to communicate regularly with their loved ones …
3 Despite people's need to communicate regularly with their loved ones …



07 **In which of the options (1–3) in exercise 6 can the word *Despite* be replaced with *Although* to form a grammatically correct sentence?**

08 **Read the sentence, which is taken from the essay in exercise 5. Then look at sentences 1–4 below, which are paraphrases of it. Decide if they are grammatically correct and, if not, make any changes so that they are.**

In the past, people were able to talk to each other on the phone, but they had to make sure that they were both at home to make or answer the call at an agreed time.

1 In the past, although people were able to talk to each other on the phone, but they had to make sure that they were both at home to make or answer the call at an agreed time.
2 In the past, although the ability to talk to each other on the phone, people had to make sure that they were both at home to make or answer the call at an agreed time.
3 In the past, despite able to talk to each other on the phone, people had to make sure that they were both at home to make or answer the call at an agreed time.
4 In the past, although able to talk to each other on the phone, people had to make sure that they were both at home to make or answer the call at an agreed time.

09 **Write complete sentences using *despite* or *although*.**

1 wi-fi technology is cheaper than ever / certain parts of the world still have no internet access
2 Virtual Reality headsets are now available to buy / most home computers lack the processing power to make them worthwhile
3 it is extremely important to learn science at school / some students are better suited to studying arts subjects
4 space exploration receives a limited amount of government funding worldwide / it has uncovered a huge amount of information about the way the universe works

COMPLEX SENTENCES – PARTICIPLE CLAUSES

Participle clauses combine two sentences or clauses, both of which share the same subject, and make a single sentence. They use:

- the *present* participle of a main verb for active sentences
- the *past* participle / 3rd form for passive sentences.

They can perform a number of different functions, such as giving background information, reasons, results or conditions. Correct use of participle clauses will help to improve your GRA score.

10 **Look at these examples of complex sentences produced from simple sentences. In pairs, discuss how this has been done, using the underlined words to help you.**

1 *Original sentences:* Social media <u>was first introduced</u> to the internet around twenty years ago. It has since gone from strength to strength.
Participle clause sentence: <u>First introduced</u> to the internet around twenty years ago, social media has since gone from strength to strength.

2 *Original sentences:* Many critics have suggested that it is affecting the closeness of family relationships. <u>They argue</u> that people spend too much time staring at screens rather than actually talking to each other.
Participle clause sentence: Many critics have suggested that it is affecting the closeness of family relationships, <u>arguing</u> that people spend too much time staring at screens rather than actually talking to each other.

11 **Using the examples from exercise 10, transform sentences 1 and 2 to make each one a single participle clause sentence. There may be more than one possible answer.**

1 Young people are greatly excited by social media. They believe that it is a necessary way to keep in contact with their friends.

2 Some people argue that social media is the perfect tool for modern communication. They draw attention to the fact that family members and friends often find it impossible to spend time with each other.

12 **Look at ideas A and B (each expressed in two sentences) and then at a rewritten version of the third paragraph of the essay from exercise 4. For each set of ideas, underline where the writer has paraphrased them in complex sentences in the essay.**

A It is possible to argue that social media has created a society in which people spend less face-to-face time with friends and family. However, it has revolutionised the way in which we relate to one another.

B Most people would not welcome a return to an old-fashioned style of communication. They are more accustomed now to this convenient new form of interaction.

> With this in mind, it seems logical to suggest that the positive sides of social media are more significant than the negative. Although it is possible to argue that it has created a society in which people spend less face-to-face time with friends and family, social media has revolutionised the way in which we relate to one another. It is easier than ever to keep in touch with old friends, to post pictures of exciting moments in our lives, or to send a quick message to parents. Most people would not welcome a return to an old-fashioned style of communication, being more accustomed now to this convenient new form of interaction.

13 **Read through the model essay paragraphs in exercises 5 and 12. Then decide which option, A, B or C, is the best conclusion for this essay.**

A In conclusion, social media has proved to be a success because people greatly enjoy the benefits it brings, adapting their approach to friendships and family relationships in order to maintain and improve these bonds in new ways. This is clearly more of a positive than a negative development.

B In conclusion, I would argue that there are more positive than negative aspects to the effects of social media on our friendships and family relationships.

C In conclusion, there are too many reasons to outline in a short essay, both in favour and against social media, so perhaps it is better simply to stay neutral: both positives and negatives are roughly equal.

EXAM SKILLS

14 **Answer the Writing Task 2 below.**

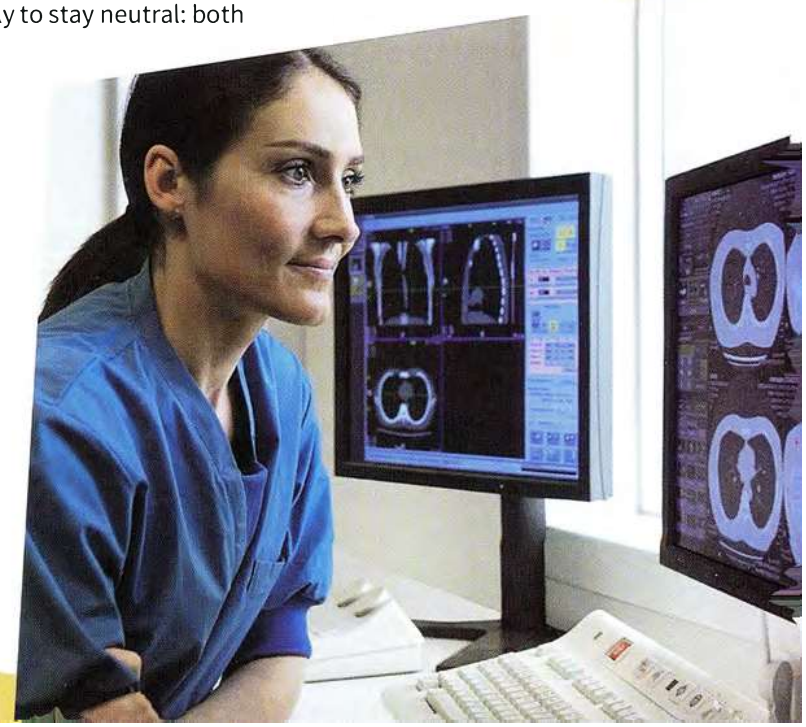
You should spend about 40 minutes on this task.

We are becoming increasingly dependent on computer-based technology.

How do you think it will change in the future?

Is it good for us to rely so much on computers?

Write at least 250 words.



UNIT / 06: SCIENCE AND TECHNOLOGY

LISTENING



IN THIS UNIT YOU WILL LEARN HOW TO

- complete multiple-choice questions with multiple answers and with single answers
- answer flow-chart completion tasks
- use less common phrases to explain *cause* and *effect*.

LEAD-IN

01 **Look at these subjects for talks at a Science and Technology Festival. Which ones would you be interested in?**

Technology for Medicine
Computer Game Design
Houses and Apartments of the Future
Driverless Cars – Benefits and Drawbacks
How to Get the Best Grades In Science

02 **Now look at the schedule. With a partner, have a conversation about what lectures you would be able to see. Try to use a range of future tenses.**

6.00 pm	6.30 pm	7.00 pm	7.30 pm	8.00 pm
	Houses and Apartments of the Future			
Technology for Medicine				Computer Game Design
			Driverless Cars – Benefits and Drawbacks	
		How to Get the Best Grades in Science		

Example:

A 'Technology for Medicine' will have finished by 6.45, so we should be able to see 'How to Get the Best Grades in Science'.

B I won't be able to see 'Driverless Cars', as I'll be watching the lecture on 'Houses and Apartments of the Future'.

MULTIPLE-CHOICE QUESTIONS

There are two types of this task: questions with one correct answer from three possible answers, or questions with more than one possible answer. In Section 3 of the Listening test, these tasks become more difficult because they often test your ability to understand the *opinions* or *arguments* that the speakers put forward, rather than facts or pieces of information (as in Sections 1 and 2).

03 **Read the exam question and options (A–E). Decide which phrase(s) (1–10) mostly closely relate to each option.**

Which TWO concerns do Dylan and Tanya agree are the most important about the Science and Technology Festival?

A cost of entry
B distance between venues
C choosing between talks
D scheduled times of the talks
E relevance to their course

1 pick which ones to go to
2 a waste of time for our courses
3 ticket prices
4 run from one talk to another
5 the schedule must be really tricky to plan
6 pay a lot on the door
7 it's almost impossible to decide who to see
8 the lecture rooms around campus are pretty spread out
9 not going to be related to my studies
10 timings in the programme

TIP 03

Remember that the words in the recording will usually paraphrase the options. Listen carefully in the test because you usually hear all options referred to in some way. Remember that here you must listen for what both speakers agree on.

04 **Listen and do the exam task in exercise 3.**

45

05 **Listen to part of the recording again and complete the conversation. Then answer the questions below.**

46

Tanya If we do have to pay a lot on the door, I'll only be able to see one or two.
1 _____ that there won't be anything related to my studies.

Dylan **2** _____, but it's not so much that I'm worried about it being a waste of time for our course, and with a student discount we definitely shouldn't have any concerns about ticket prices. **3** _____ is how to pick which ones to go to.

Tanya **4** _____ – there are so many interesting speakers, it's almost impossible to decide who to see. Plus, the lecture rooms around campus are pretty spread out, so **5** _____ we'll be able to make it to each venue in time.

Dylan **6** _____, neither am I.

a Which of the gaps contain phrases that relate to the most important concerns, and which to agreement?

b Read the agreement phrases carefully in context. Which one seems to suggest agreement but actually introduces disagreement?

c Circle the phrases which help you identify the concerns that Tanya and Dylan agree on.

TIP 04

Always read the question carefully – in this example, you don't just need to find *agreement* between Tanya and Dylan about their concerns, but which are *the two most important* concerns that they share.

06 47 **Work in pairs. Student A should look at the questions in the first box, Student B should look at the questions in the second box. Then listen and answer.**

Student A

Listen and answer the questions.

1 What surprised Dylan about the keynote speaker?
Write an answer to this question in your own words.

2 What does Tanya say she plans to do before the first class of her Game Design module?

A research the subject in detail

B practise her note-taking skills

C buy the correct study materials

Student B

Listen and answer the questions.

1 What surprised Dylan about the keynote speaker?

A She gives most of her talks online.

B She didn't make her main points clear enough.

C She appeared more reserved than he had expected.

2 What does Tanya say she plans to do before the first class of her Game Design module?
Write an answer to this question in your own words.

TIP 06

Some candidates prefer to read the questions and all the options before the recording starts. Others prefer to only read the questions and then listen to form their own idea as to the answer before checking the options and seeing which one most closely matches their idea.

07 **Compare your answers with your partner. For the questions where you wrote an answer, decide which of your partner's three options best matches your idea.**

08 **Discuss with a partner. Which do you prefer as a technique: reading the question and the options or reading only the question?**

09 48 **Listen to the next part of the recording and answer questions 3 and 4.**

3 What does Dylan say about the other students in his tutorials?

A They tend to dominate conversations.

B They are nervous when they do experiments.

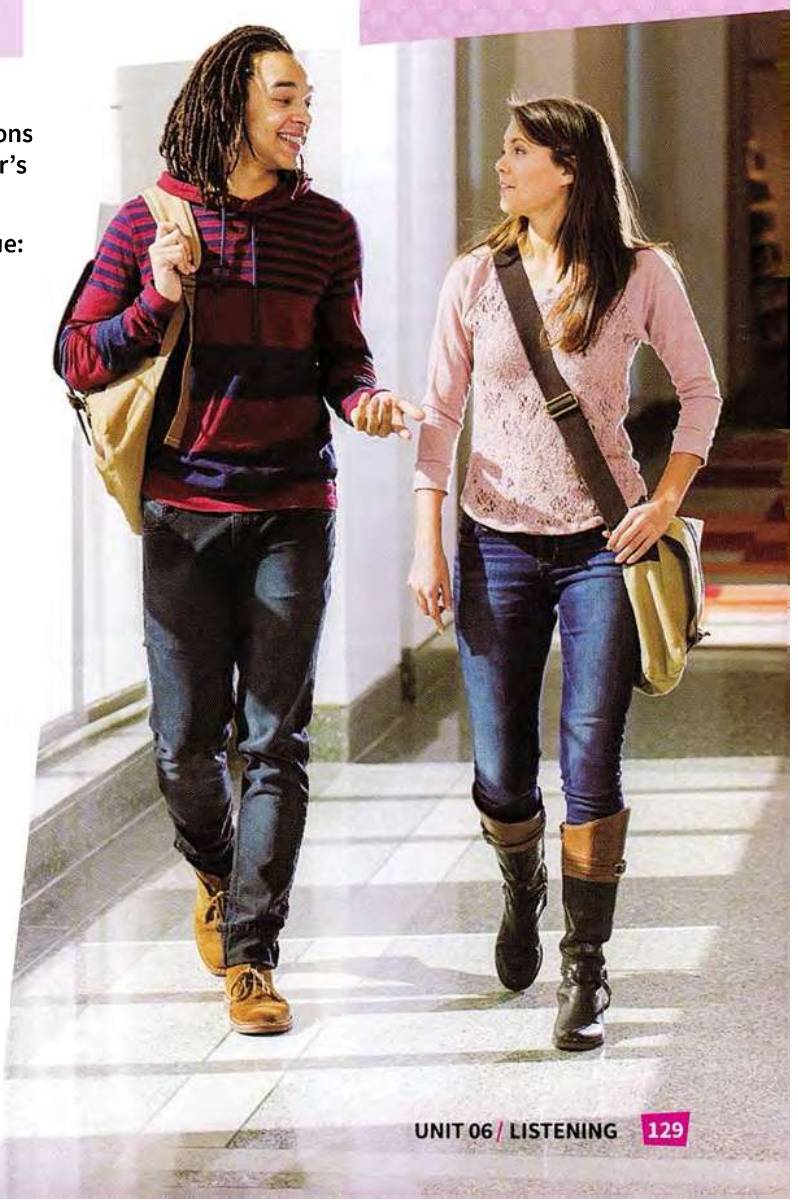
C They usually wait for him to start the discussion.

4 What do Tanya and Dylan agree to do immediately after the keynote speech?

A go out for dinner

B go to the more interesting of the two talks that come next

C take a break and choose lectures to see the following day



FLOW-CHART COMPLETION

Flow-chart completion tasks require you to identify the missing words in a series of steps that describe a chronological process. As with other completion tasks, you will either need to complete the gaps from the words you hear in the recording, or choose your answers from a list given. For the former, pay attention to the word limit stated, and avoid making any changes to the words you hear.

10 **With a partner, decide on the part of speech for the missing words in the flow-chart and predict what answers you may hear for each question.**

Complete the flow-chart below.
*Write **NO MORE THAN TWO WORDS** for each answer.*

Lecture summary plan

Take lecture notes using **1** _____.

↓

Come together to discuss **2** _____.

↓

Agree what information to **3** _____ of summary.

↓

Produce **4** _____ of main themes, ideas, points.

↓

Email summary to tutor for further **5** _____.

11 **Listen to five extracts from Dylan and Tanya's conversation and for each one, decide at which point in the flow-chart you are most likely to be. The extracts are not in order.**

49

Extract 1 Question _____
Extract 2 Question _____
Extract 3 Question _____
Extract 4 Question _____
Extract 5 Question _____

TIP 11

If you miss an answer or lose your place in the recording, look at the next two questions after your last answer, and then quickly decide which one most closely paraphrases what you are hearing.

12 **Listen to the conversation in full and answer questions 1–5 in exercise 10. Use NO MORE THAN TWO WORDS for each answer.**

50

TIP 12

One way higher-ability candidates are identified is through their ability to recognise and differentiate between singular and plural forms of words as they are spoken, especially if the next word after a plural begins with 's'.

EXPLAINING CAUSE AND EFFECT

13 51 **Listen and complete these extracts from the conversation in exercise 12. Then discuss with a partner what was the *cause* and *effect* referred to in each.**

1 **Dylan** I think it's better if we both opt for bullet points so that it's clear and consistent.

Tanya OK, let's use those. _____, when we meet up again after the lecture, we'll be more able to compare notes …

2 **Dylan** Good plan. We agree what the most significant points are from each lecture, maybe even try to establish some of the common themes. _____, we can then put together an edited version of these on a separate sheet of paper …

3 **Tanya** _____ get some feedback about this, we should probably contact our tutor …

Aside from the more common conjunctions and discourse markers of cause and effect (*so*, *because*, *as a result*, etc.), candidates aiming for a higher IELTS score should be able to recognise and use a range of less common, more complex examples, particularly where it helps to avoid repetition.

14 **Decide which option in each group is *not* grammatically correct for the sentence. Then, for the correct options, decide if they are suitable for both speaking and writing, or speaking only.**

1 **In order that she could / So as to / In order so to** practise her listening and note-taking skills, Florence went to as many lectures as she could during the Science and Technology festival.

2 Shall I talk you through what we've been studying in science this week? **This way / The way / That way** you can catch up on the work you missed when you were off sick.

3 The pharmaceutical company successfully applied for a grant from the government. **For doing so / By doing so / After doing so**, they were able to continue their research into cancer prevention.

EXAM SKILLS

15 52 **Listen and answer questions 1–10.**

Questions 1 and 2

*Choose **TWO** correct answers.*

Which TWO elements of the Science and Technology Festival do Dylan and Tanya agree were most beneficial?

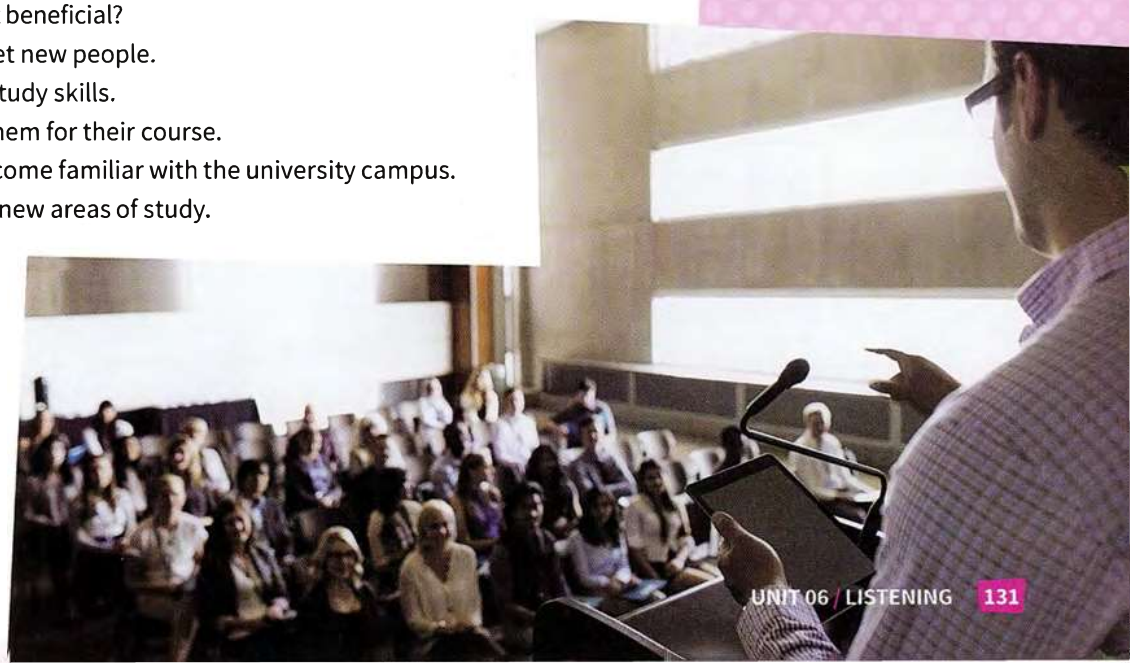
A They were able to meet new people.

B They improved their study skills.

C It helped to prepare them for their course.

D It allowed them to become familiar with the university campus.

E It introduced them to new areas of study.



Questions 3–6

Choose the correct answer.

3 The professor believes that the main role of the festival is to

A make the general public more aware of science and technology.

B have a different focus each year.

C show how both fields of study are equally important.

4 The university information stands were there to

A help people who were lost.

B generate more interest in current research.

C allow the people who attended the festival to meet the lecturers.

5 What does Tanya say about the festival guidebook?

A The map was confusing.

B There were too many advertisements.

C The schedules for some lectures were wrong.

6 Dylan says that nowadays festivals

A have to increase the entry charge every year.

B make a lot of money from the admission fee.

C are mostly paid for through advertising.

Questions 7–10

Complete the flow-chart below.

*Choose **FOUR** answers from the list below and write the correct letter, **A–H**, next to questions 7–10.*

Advice for posting summary on department website
Choose four main **7** _____ to summarise.

↓

Refer to previous **8** _____ for guidance on how to write them.

↓

Agree on how **9** _____ is to be shared.

↓

Set a **10** _____ and keep to it.

↓

Upload summary and documents onto website.

A deadline	**B** timetable	**C** styles	**D** workload
E information	**F** theories	**G** posts	**H** ideas

UNIT / 06: SCIENCE AND TECHNOLOGY

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- improve your score for Grammatical Range and Accuracy (GRA)
- correctly use verb patterns in your answers
- develop strategies for buying time *to answer more difficult* questions.

LEAD-IN

01 Under each picture write the year in which it was invented. Work with a partner to see who can get the most answers correct.

1280	2400 BC	1783	1963	1866	1710	1843	1798

1



parachute

2



typewriter

3



dynamite

4



vaccination

5



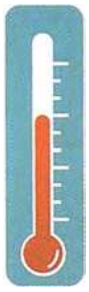
computer mouse

6



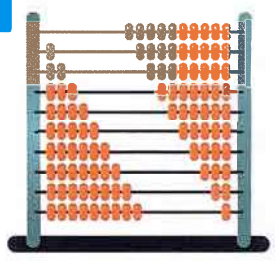
eyeglasses

7



thermometer

8



abacus

02 Discuss with a partner which invention you think is the most important and why.

PART 1

GRAMMATICAL RANGE AND ACCURACY (GRA)

Don't think of Part 1 as just a warm-up for the more difficult parts of the exam – this is a real opportunity to show the examiner that you have a wide understanding of Grammatical Range and Accuracy (GRA). Consider in particular how to display your knowledge of:

- a range of structures / tenses / aspects
- subordinate clauses
- hypothetical structures, e.g. 2nd and 3rd conditional
- modal verbs.

03 **Look at a candidate's answer to the examiner's question. Ignoring the numbers for now, how many different verb tenses does the candidate use in their answer?**

Examiner How often do you use your mobile phone?

Candidate Not as much as I (**1**) *did in the past*. After I first bought it, I (**2**) *used* it almost constantly, but I (**3**) *think* that maybe I use it too often and I should try to limit how long I spend on it. I don't know if that (**4**) *is* possible, though, as they (**5**) *are* such a big part of everyone's lives these days, but I (**6**) *have to* try. Not completely, though – (**7**) *I need it for my* social life.

TIP 03

One good way to exhibit a wide range of grammar is to consider how you might be able to relate the question you have been asked to:

- present, past, or future situations so that you can show a variety of verb tenses and aspects (simple, continuous, perfect, etc.)
- hypothetical alternatives or results.

04 53 **Listen to a recording of the candidate's improved answer and read the script on page 218. Write what the candidate actually says in place of the words and phrases indicated by the numbers 1–7 in exercise 3. How would this help to improve their score for GRA?**

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

05 **Considering how you might be able to demonstrate a wide range of GRA, write an answer to each of the Part 1 questions. Then, ask and answer the questions with a partner. (Don't read out your answers – try to remember them as best you can.)**

1 When did you first own a mobile phone?
2 Do you think it is better to send a message or talk to someone on the phone?
3 How often do you watch television?
4 Do you prefer to listen to music through headphones or through speakers?
5 What are you most likely to use a computer for?

PART 2

06 **Look at the pictures and discuss the questions with a partner.**

A



B



C



D



1 Which scientific discovery or invention do the pictures represent?
2 For this Part 2 question, which of the above inventions do you think you would be best able to talk about for two minutes?
Describe an important scientific discovery or invention.
3 Can you think of any other scientific discoveries or inventions that you would feel more confident in talking about for two minutes?

07 **Here is the full Part 2 question. Choose one of the discoveries or inventions you discussed in exercise 6 and, in one minute, write brief notes for a two-minute long turn. You will come back to these shortly.**

Describe an important scientific discovery or invention that you think is very important.

You should say:

- how you learnt about it
- what it does
- what it is most used for today

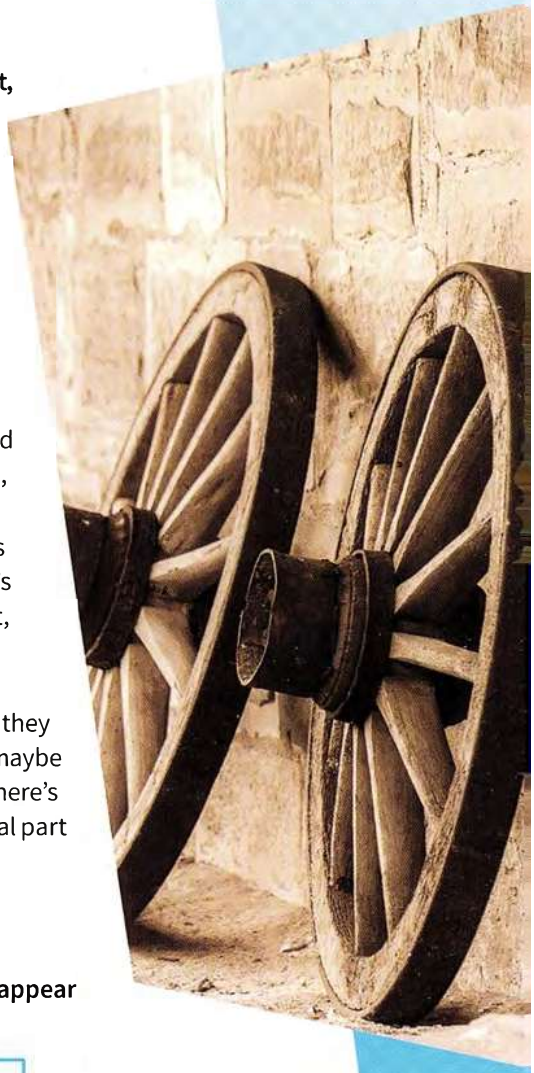
and explain why you think it is such an important discovery or invention.

VERB PATTERNS

When you learn common verbs, especially those which introduce other verbs, it is important to understand and practise how they can be used in sentences or you may lose GRA marks. Questions you can ask yourself include:

- What form does the verb following this verb take?
- Can it be used to introduce a 'that' clause?
- Does it need an object?

08 **Read the transcript of a candidate's answer to the Part 2 question in exercise 7. With a partner, decide if the verb patterns in 1–14 are correct. If they are incorrect, what should they be?**



(**1**) *I'd like telling* you what I know about one of the most significant inventions in human history: the wheel. Why is it so significant? Well, (**2**) *let me to begin* by saying first of all, it basically (**3**) *enabled us to develop* whole civilisations, as we could for the first time start transporting goods from place to place, and this mobility really (**4**) *made trade grow* at an incredible speed. I (**5**) *remember to be taught* about this at school. Our teacher (**6**) *told us not to see* the wheel itself as the crucial invention, because it was actually the moment someone (**7**) *managed attaching* a non-moving platform to two wheels that was critical. But I (**8**) *can't help think* that you don't have to agree with everything you are told at school, and I would politely (**9**) *refuse to agree* with him, if I was told this today. You see, without a wheel, a platform is just a bit of wood, essentially.

Anyway, wheels in everyday use. Well, can you (**10**) *imagine to live* without them? It's practically impossible. You wouldn't be able to drive anywhere, for one thing. What's more, wheels (**11**) *allow us have* a public transport system, and if wheels didn't exist, aeroplanes wouldn't be able to take off and land, and no one would be able to go on holiday.

How exactly a wheel works, I won't even (**12**) *attempt to explain*, other than the fact they go round. It's something to do with force. I've never been any good at Physics, but maybe I should (**13**) *remember looking it up* on the internet when I get home. But, overall, there's no question about how important the wheel is, and it will (**14**) *continue be* an integral part of our lives forever.

54 **Listen to the recording and check your answers.**

09 **Classify the verbs / verb phrases according to the structures they use. Some can appear in more than one column.**

would like	let	enable	help	remember	refuse	manage
can't help	tell	imagine	allow	attempt	continue	

Verb + *to* infinitive	Verb + gerund	Verb + object + *to* infinitive	Verb + object + bare infinitive
would like		*would like*	

10 Look at the verbs that appear twice. Does the form of the verb phrase affect the meaning?

11 Use the notes you made in exercise 7 to write a full answer to the Part 2 question, paying particular attention to verb patterns. Then, in pairs, take turns to deliver your Part 2 answers to each other (*without* reading aloud from what you have written). When it is your turn to listen, check that your partner is using verb patterns correctly.

PART 3

In the Speaking test, you will not lose credit if the examiner asks you a question and you don't immediately know *what* to say for an answer (this is more likely to happen in Part 3 than in Part 1). However, you will lose credit if it appears that you are having trouble thinking of *how* to say something, i.e. if you cannot find the right words. It is quite possible to pause for a moment to consider your response, but it is far better to use one of the following strategies/phrases to buy yourself some thinking time.

12 For this Part 3 question, which of the strategies (A–C) in the box below does each candidate (1–8) use to buy themselves some thinking time?

Examiner How important is it for students to study science at school?

1 Hm. Are science subjects an integral part of study at school? I'm not sure that they are. For one thing …
2 Um, I'm not sure. Are you asking if science should be compulsory for all students, whatever year they are in at school? Or if science is just something we all need some degree of basic knowledge in?
3 Well, I don't think there's one, clear-cut answer to that. It really depends on the individual. By that I mean …
4 I couldn't say for certain one way or another.
5 Do students need to study science at school? Perhaps, yes …
6 As in, science should be studied at the expense of all other subjects?
7 That's a good question. Well, I suppose …
8 By that do you mean, is science one of the main subjects that should be taught at school?

A Asking the examiner to clarify the question
B Paraphrasing the question
C Explaining that the question is not a simple one to answer

13 Discuss with a partner which word is incorrect in each of the sentences. Then listen and make the relevant corrections.

55

Examiner With technology in the home, what sort of dangers do people need to look out for?

1 That's quite a trick question to answer. Let me think …
2 *I* don't really know how to answer that. It's never crossed over my mind before.
3 I'm not entirely sure what you're running at. Can you rephrase the question, please?
4 Sorry, I don't quite chase your question. Do you mean with appliances, like kettles, or something like internet security?
5 You know, I'd usually be able to answer that question immediately, but my mind has gone clear.

14 Which of the three strategies do the sentences in exercise 13 belong to?

A Asking the examiner to clarify the question
B Paraphrasing the question
C Explaining that the question is not a simple one to answer

15 **With a partner, follow these instructions and practise buying yourself some thinking time in Part 3 of the Speaking test.**

- Take it in turns to ask and answer the questions below.
- At the same time as you ask a question, you should point to one of the three strategies in exercise 14. Your partner should use this strategy to begin their answer.
- When it is your turn to answer, your partner will point to one of the strategies; you should use this strategy to begin your answer.

1 Are people getting lazier as a result of technology?
2 What will computers be able to do in the future?
3 Why are some scientists world famous while so many others are unknown?
4 Why do some people refuse to own a smartphone?
5 Is it possible that people rely too much on science for their knowledge and understanding of the world?

EXAM SKILLS

16 **Do this sample test with a partner. Take turns to ask and answer.**

Part 1

1 How often do you use the internet?
2 Do you think it is better to send an email or a text message?
3 What do you use a computer for?
4 What is your favourite item of technology that you own?
5 In your country, do most people study science at school?

Part 2

Describe an invention that has been very important in your life.

You should say:

- where you first used it
- how you use it today
- what you plan to use it for in the future

and explain why it has been so important in your life.

Part 3

1 In the near future, we may see the first driverless cars on the roads. Are there any potential dangers if this happens?
2 As more and more people are becoming victims of online crime, is it time for everyone to stop conducting all their business over the internet?
3 How important is it for governments to invest in space travel?
4 Do you think that people fully appreciate and value the technology that is available to them today?

