

# READING 1

## UNIT /04: TRAVEL AND TRANSPORT

# READING

### IN THIS UNIT YOU WILL LEARN HOW TO

- understand the main ideas in paragraphs in order to match headings to sections of text
- use the past simple, past perfect simple and past perfect continuous correctly
- recognise synonyms in texts and headings.

### LEAD-IN

**01** A common topic in IELTS is travel and transport. With a partner, match the words and phrases 1–10 with definitions a–j. Then write FOUR sentences, each sentence using ONE word or phrase from 1–10.

- |                 |                                                                                               |
|-----------------|-----------------------------------------------------------------------------------------------|
| 1 attraction    | a someone who lives in the area you are talking about                                         |
| 2 a local       | b the first language that you learn when you are a child                                      |
| 3 cancellation  | c a habit or tradition                                                                        |
| 4 mother tongue | d to become part of a group or society, or to help someone do this                            |
| 5 custom        | e to make someone upset or angry                                                              |
| 6 body language | f to give all your attention to something that you are doing                                  |
| 7 native        | g relating to the people who lived in a country first, before other people took control of it |
| 8 integrate     | h a place that people visit for pleasure and interest, usually while they are on holiday      |
| 9 offend        | i the act of stopping something that was going to happen or stopping an order for something   |
| 10 focus on     | j the way you move your body, showing people what you are feeling                             |



## MATCHING HEADINGS

02

Skim read the article to understand the main ideas.

### TRAVEL TIPS

A

In order to see all the best attractions and avoid the queues, try to get up early. Early morning is also a good time to take photographs and meet the locals.

B

It is also a good idea to memorise a few useful phrases, such as 'please' and 'thank you'. You should not be worried about making mistakes, but try practising the language as much as possible. Even if your pronunciation is not perfect, locals respond better to people who make an effort.

C

Travellers often face delays and cancellations, so it is important that you do not allow them to ruin your trip. Also, try not to get frustrated when you are unable to communicate with a native. Although you may be tempted to shout in your mother tongue in order to be understood, it is more polite and often more effective to simply use body language. You will have a much better trip if you are prepared for plans to change and you are able to see the funny side if things go wrong.

D

Before starting your trip, find out about the people and customs of the place you are visiting. This will help you to integrate more easily and will ensure you do not do anything to offend locals. The more you know about your chosen destination, the more chance you have of gaining the most from your experience.



In the IELTS Reading test you may be asked to match a list of headings with the correct paragraph or section of the text. The headings summarise the main idea of the paragraph/section.

TIP 02

You are reading only for the main ideas at this stage, so remember to ignore unknown words.

E

Do not just socialise with other travellers, but try to start conversations with locals too. Locals are often the key to knowing the best and cheapest places to visit and eat. Furthermore, talking regularly with natives gives you a much better chance of learning the language. People enhance your travels just as much as sights do.

F

In order to get a real feel for a place, spend a few hours sitting in a park or in the main square by yourself, just watching daily life happen around you. Try to absorb all the colours, smells and sounds which surround you.



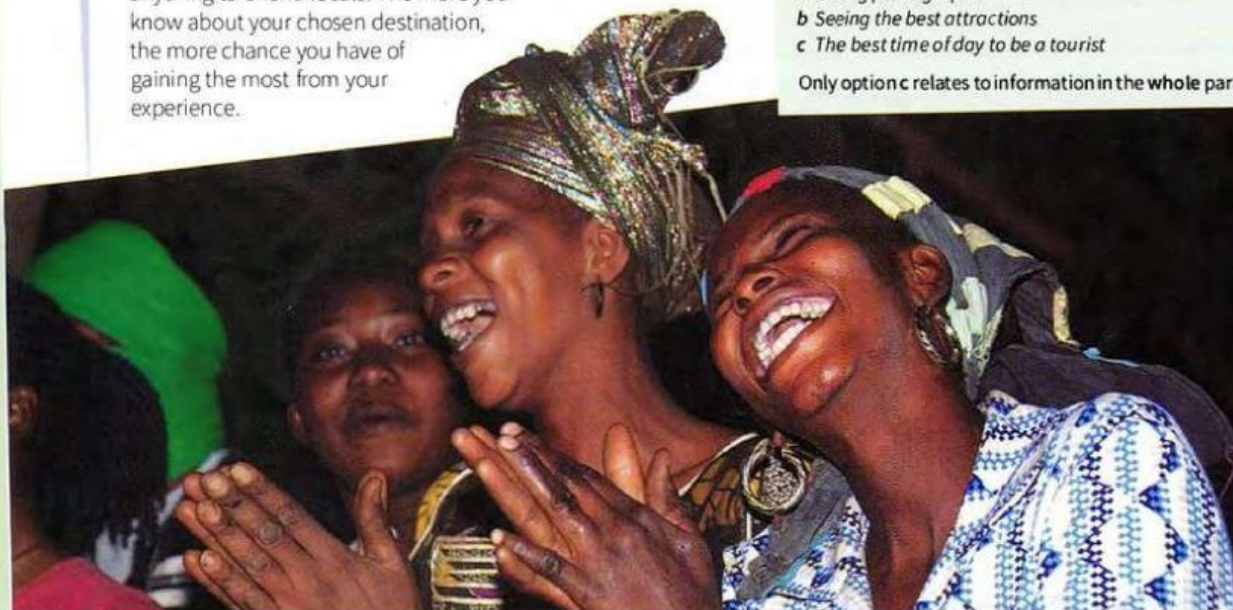
In order to match the headings correctly, you need to understand the main idea of the paragraph/section.

Some headings may be true of one line or phrase in the paragraph, but if the heading does not summarise the whole section, it is not the correct choice. For example:

**Choose the most suitable heading for Paragraph A.**

- a Taking photographs
- b Seeing the best attractions
- c The best time of day to be a tourist

Only option c relates to information in the whole paragraph.



**0 3** Choose the most suitable heading for Paragraph B.

- a Do not worry about making mistakes.
- b Make an effort with the language.
- c Your pronunciation is not important.

**0 4** Choose the most suitable heading for Paragraph C.

- a Delays and cancellations
- b Be relaxed if things do not go to plan
- c Use body language

**0 5** One way to identify the main idea is to write short summaries of your own, before matching each heading. Follow steps 1–3.

- 1 Underline the key words in the text and write a summary in just a few words for each paragraph.
- 2 Compare your summaries with a partner's. Are they similar?
- 3 Match your summary/each paragraph with the headings in the box.

**List of headings**

- i Research the culture
- ii Use body language
- iii Be flexible and relax
- iv The best time of day to be a tourist
- v Observe daily life
- vi Take photographs
- vii Try to speak the language
- viii Spend time with the locals

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

**0 6** Read this article, describing one of the most interesting train journeys in the world, to get a general idea of what it is about.

## The TRANS-SIBERIAN RAILWAY

**A**

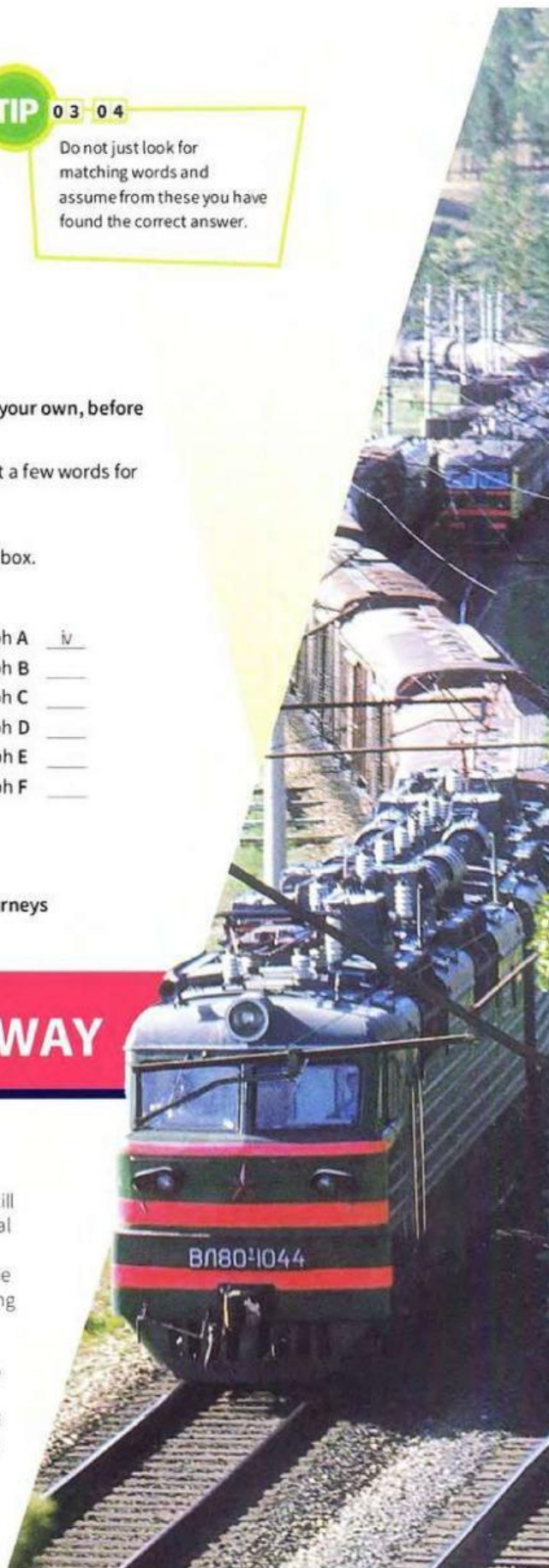
The Trans-Siberian Railway has been described by some as the most memorable journey on Earth. Measuring nearly 9,300 km, it is the longest railway line in the world and takes approximately a week to complete. It is one incredible train journey from Red Square to the Great Wall, taking in Siberia, Mongolia, the Gobi Desert and arriving in the great city of Beijing. The journey has captured the imagination of travellers from far and wide since construction began in 1891.

**B**

Although officials have been building this line since 1891, it is still being expanded today. The original Trans-Siberian Railway was built from Moscow to Vladivostok on the orders of Tsar Alexander III. Building the line was not an easy task as there were only a few qualified engineers and the difficult climate often slowed progress. A lack of workmen meant that soldiers and convicts had to be conscripted to help. Up to 90,000 men were employed in its construction.

**TIP** 0 3 0 4

Do not just look for matching words and assume from these you have found the correct answer.





**C**

From the moment building began, the project faced many difficulties. Even though it was considered a technological marvel at the time, there were arguments about the quality of work. Rails were considered too light and bridges not strong enough. Many claimed convicts had sabotaged the line. Furthermore, the project also caused serious problems for the Russian economy.

**E**

Today, this service is used by both tourists and workers. Running at an average speed of 60 km/h, it is not designed for anyone in a hurry. Nor are the trains particularly glamorous. The trip could never be described as dull, however, with breathtaking views from the carriage window and the opportunity to talk to fellow passengers.

**D**

Despite criticisms, however, the railway more than paid for itself in the twentieth century. The Siberian economy exploded when 2.5 million poor people moved there from European Russia between 1895 and 1916. The region quickly became famous for producing bread and butter. Without the Trans-Siberian Railway, Siberia's industrial revolution would not have happened.

**F**

Although the trip certainly attracts many foreign tourists, today it gets most of its use from domestic passengers. It is responsible for 30% of Russian exports and carries more than 250,000 containers a year.



**GRAMMAR FOCUS: PRESENT CONTINUOUS, PRESENT PERFECT SIMPLE, PRESENT PERFECT CONTINUOUS AND PAST SIMPLE**

**07** Study sentences a–c, taken from the text, and answer the questions which follow.

- a The journey has captured the imagination of travellers from far and wide since construction began in 1891.
- b From the moment building began, the project faced many difficulties.
- c Although officials have been building this line since 1891, it is still being expanded today.

- 1 What tenses are used in the sentences?
- 2 How are these tenses formed?

**08** Match sentences a–c from exercise 7 with definitions 1–3.

- 1 An action which took place in the past, and is now finished. \_\_\_\_\_
- 2 An action which took place in the past, and still has a connection to the present. \_\_\_\_\_
- 3 A continuous action which took place in the past, and still has a connection to the present. \_\_\_\_\_

**09** Complete the sentences with the verb in brackets in the correct form of either the present perfect simple, past simple or present perfect continuous.

- 1 I'm so tired. I \_\_\_\_\_ (travel) all day.
- 2 I \_\_\_\_\_ (get up) early this morning to avoid the crowds.
- 3 I'm so annoyed that my flight \_\_\_\_\_ (cancel).
- 4 My back is red, I \_\_\_\_\_ (sunbathe) too much.
- 5 I am very well travelled, I \_\_\_\_\_ (visit) many countries.
- 6 Last year, I \_\_\_\_\_ (go) on my first-ever cruise.

**RECOGNISING SYNONYMS**

**10** Match words and phrases 1–7 with the correct synonym a–g.

- |                      |                     |
|----------------------|---------------------|
| 1 construction       | a effect            |
| 2 convicts           | b migrate           |
| 3 arguments          | c controversy       |
| 4 move to a new area | d transformation    |
| 5 revolution         | e items sold abroad |
| 6 exports            | f building          |
| 7 impact             | g prisoners         |



Recognising synonyms is an important skill for this type of question (and many of the other tasks in the Reading test). The words used in the headings are very often synonyms of words used in the text.

## MATCHING HEADINGS: USEFUL STRATEGIES AND TIPS

**11** Put the words in 1–4 in the correct order.

- 1 do / twice / not / the / same / heading / use
- 2 of / track / keep / time
- 3 paragraph / read / first / shortest / the
- 4 understand / ignore / words / do / not / you

Use this advice to complete exercise 12.

## EXAM SKILLS

**12** The reading passage 'Trans-Siberian Railway' has six paragraphs, A–F. Choose the correct heading for paragraphs A–F from the list of headings. Write the correct number, i–ix, in the boxes provided.

### List of headings

- i The impact the railway line had on Siberia
- ii The reasons why peasants migrated to Siberia
- iii The construction of the line
- iv The speed and style of the train
- v The controversy which surrounded the building of the line
- vi The attraction of the Trans-Siberian Railway
- vii The role of prisoners and soldiers in the building of the project
- viii The length of time it took to build the line
- ix The role the line has in the local economy

- |               |                          |
|---------------|--------------------------|
| 1 Paragraph A | <input type="checkbox"/> |
| 2 Paragraph B | <input type="checkbox"/> |
| 3 Paragraph C | <input type="checkbox"/> |
| 4 Paragraph D | <input type="checkbox"/> |
| 5 Paragraph E | <input type="checkbox"/> |
| 6 Paragraph F | <input type="checkbox"/> |

### TIP 12

Be careful! There are more headings than paragraphs.

### TIP 12

Matching-heading questions always come before the text in the exam.

# READING 2

## Reading Section 2

### Exam information

- Reading Passage 2 is divided into paragraphs or sections: A, B, C, etc.
- The paragraph headings task comes before the passage.

- 1 Work in pairs. You are going to read a magazine article about organic food. First, read the title and the subheading, then discuss what you expect to read about in the rest of the article.
- 2 Quickly read the article. Are the writers for or against organic food?
- 3 Read headings i–ix below and underline the key ideas. An example (viii) has been done for you.

### Questions 1–7

The reading passage has seven paragraphs, A–G. Choose the correct heading for paragraphs B–G from the list of headings below.

#### List of Headings

- i Research into whether organic food is better for us
- ii Adding up the cost of organic food
- iii The factors that can affect food quality
- iv The rich and poor see things differently
- v A description of organic farming
- vi Testing the taste of organic food
- vii Fear of science has created the organic trend
- viii The main reason for the popularity of organic food
- ix The need to remove hidden dangers from food

- |                              |                     |
|------------------------------|---------------------|
| 1 Paragraph A .....viii..... | 5 Paragraph E ..... |
| 2 Paragraph B .....          | 6 Paragraph F ..... |
| 3 Paragraph C .....          | 7 Paragraph G ..... |
| 4 Paragraph D .....          |                     |

- 4 Now read the article and choose the correct heading for each paragraph.

### Exam advice Matching headings

- Read the headings, underlining the key ideas.
- Read each paragraph carefully, one by one, to choose the best heading.

## Organic food: why?

by Rob Lyons and Jan Bowman



Today, many governments are promoting organic or natural farming methods that avoid the use of pesticides and other artificial products. The aim is to show that they care about the environment and about people's health. But is this the right approach?

A Europe is now the biggest market for organic food in the world, expanding by 25 percent a year over the past 10 years. So what is the attraction of organic food for some people? The really important thing is that organic sounds more 'natural'. Eating organic is a way of defining oneself as natural, good, caring, different from the junk-food-scoffing masses. As one journalist puts it: 'It feels closer to the source, the beginning, the start of things.' The real desire is to be somehow close to the soil, to Mother Nature.

- B Unlike conventional farming, the organic approach means farming with natural, rather than man-made, fertilisers and pesticides. Techniques such as crop rotation improve soil quality and help organic farmers compensate for the absence of man-made chemicals. As a method of food production, organic is, however, inefficient in its use of labour and land; there are severe limits to how much food can be produced. Also, the environmental benefits of not using artificial fertiliser are tiny compared with the amount of carbon dioxide emitted by transporting food (a great deal of Britain's organic produce is shipped in from other countries and transported from shop to home by car).
- C Organic farming is often claimed to be safer than conventional farming – for the environment and for consumers. Yet studies into organic farming worldwide continue to reject this claim. An extensive review by the UK Food Standards Agency found that there was no statistically significant difference between organic and conventional crops. Even where results indicated there was evidence of a difference, the reviewers found no sign that these differences would have any noticeable effect on health.
- D The simplistic claim that organic food is more nutritious than conventional food was always likely to be misleading. Food is a natural product, and the health value of different foods will vary for a number of reasons, including freshness, the way the food is cooked, the type of soil it



is grown in, the amount of sunlight and rain crops have received, and so on. Likewise, the flavour of a carrot has less to do with whether it was fertilised with manure or something out of a plastic sack than with the variety of carrot and how long ago it was dug up. The differences created by these things are likely to be greater than any differences brought about by using an organic or non-organic system of production. Indeed, even some 'organic' farms are quite different from one another.

- E The notion that organic food is safer than 'normal' food is also contradicted by the fact that many of our most common foods are full of natural toxins. Parsnips cause blisters on the skin of agricultural workers. Toasting bread creates carcinogens. As one research expert says: 'People think that the more natural something is, the better it is for them. That is simply not the case. In fact, it is the opposite that is true: the closer a plant is to its natural state, the more likely it is that it will poison you. Naturally, many plants do not want to be eaten, so we have spent 10,000 years developing agriculture and breeding out harmful traits from crops.'
- F Yet educated Europeans are more scared of eating traces of a few, strictly regulated, man-made chemicals than they are of eating the ones that nature created directly. Surrounded by plentiful food, it's not nature they worry about, but technology. Our obsessions with the ethics and safety of what we eat – concerns about antibiotics in animals, additives in food, GM crops and so on – are symptomatic of a highly technological society that has little faith in its ability to use this technology wisely. In this context, the less something is touched by the human hand, the healthier people assume it must be.
- G Ultimately, the organic farming movement is an expensive luxury for shoppers in well-manicured Europe. For developing parts of the world, it is irrelevant. To European environmentalists, the fact that organic methods require more labour and land than conventional ones to get the same yields is a good thing; to a farmer in rural Africa, it is a disaster. Here, land tends to be so starved and crop yields so low that there simply is not enough organic matter to put back into the soil. Perhaps the focus should be on helping these countries to gain access to the most advanced farming techniques, rather than going back to basics.

adapted from articles in *Spiked*

- 5 Look at Questions 8–13 below and underline the key ideas in the questions and the options (A–E).
- 6 Now scan the passage to find where the key ideas are mentioned. Read those parts carefully and choose the correct options.

#### Questions 8–13

Choose **TWO** letters, A–E

#### Questions 8–9

Which **TWO** of the following points does the writer mention in connection with organic farming?

- A the occasional use of pesticides
- B using the same field for different crops
- C testing soil quality
- D reducing the number of farm workers
- E the production of greenhouse gases

#### Questions 10–11

According to the writer, which **TWO** factors affect the nutritional content of food?

- A who prepares the food
- B the weather conditions during growth
- C where the food has been stored
- D when the plants were removed from the earth
- E the type of farm the food was grown on

#### Questions 12–13

Which **TWO** negative aspects of organic farming does the writer mention?

- A Consumers complain about the extra cost.
- B Organic food may make people ill.
- C Farm workers have to be specially trained.
- D It requires too much technological expertise.
- E It is not possible in some countries.

#### Exam advice Pick from a list

- Use the key ideas in the questions to help you find the right place in the passage.
- Underline the answers in the passage and match them to the options.
- The answers may come from one section of the passage or from several paragraphs.

#### 7 Work in pairs.

- How popular is organic food in your country?
- Do you think people should be encouraged to eat organic food? Why? / Why not?

## Reading Section 2

- ① Read through the article briefly. What does it mainly contain?  
Circle A, B or C.
- A advice on healthy eating
  - B facts about food and drink
  - C criticism of the food industry

- ② Now read the text carefully and answer Questions 1–13.



## WHAT DO YOU KNOW ABOUT THE FOOD YOU EAT?

- A** Most of us tend not to think about what we eat. Sure, we might have our favourite recipes, or worry about whether our food has been sprayed with pesticides, but the processes and discoveries that have gone into its production remain a closed book. Some, however, think differently. Why, they wonder, is frozen milk yellow? Why does your mouth burn for longer when you eat chillies than when you eat mustard? And what would happen if you threw yourself into a swimming pool full of jelly?
- B** It was for such people that *New Scientist* developed its 'Last Word' column, in which readers pose – and answer – questions on all manner of abstruse scientific issues, as they relate to everyday life. Many of the issues raised have simple answers. For the questions above, they would be: the riboflavin in milk begins to crystallise; it depends on your taste – the relevant chemical in mustard is more easily washed away by your saliva; and, you'd float, but don't dive in headfirst!
- C** Other questions allow us to explore issues that are relevant to everyone. For example, what's the difference between sell-by dates and use-by dates? You might expect the answer to involve overcautious health and safety regulation. But it's more complex than that. The shelf life of food is actually determined by its manufacturers, although lab tests and government guidelines also come into play. Food is tested periodically, at various temperatures, to check the level of bacterial spoilage over a few hours or days – the warmer it is, the more likely your prawn sandwich is to make you ill. After the lab tests, producers set a use-by date or a best-before date. Fresh shellfish need to be consumed by their use-by date (the date by which you must eat them). But tinned beans will probably last long beyond their best-before date (the date by which it's best to eat them), although they might not taste as good as they once did.
- D** The same research explains why even bottled mineral water, which had previously lain underground for decades, needs a best-before date. The problem isn't the water, but the bottling process: either bacteria can be introduced that multiply and, over time, contaminate the water, or unpleasant chemicals, such as antimony, leach into the water from the plastic bottles.



- E** Sometimes, this kind of scientific study takes us to some strange places. For example, we now know that the amount of oxygen in the air inside green peppers is higher than in red (by a whopping 1.23 percent), probably due to the different rate at which green peppers photosynthesise. The relevance of this research is that green peppers will decay faster than red if kept in sunlight: higher oxygen levels provide more resources to feed any bacteria that are present. Generally, cooler environments preserve food best – apart from tropical fruit. Banana skins, for example, have evolved to survive in warm conditions, because that is where they grow best. Anything below 13.3°C damages the membranes, releasing enzymes which lead to skin blackening. To avoid a mushy banana, keep it away from the chiller.
- F** It is not just fears for our health that keep food scientists busy. They are also involved in other areas. Their precision has, for example, also been applied to bottles – in particular, to the discovery that the optimum number of sharp pointy bits on a bottle cap is 21. Go on, count them. Years of trial and error led to the internationally accepted German standard DIN 6099, which ensures that almost every bottle cap is the same. This is because 21 is the ideal number when you take into account the circumference of the cap, the likelihood of its metal splitting, and the chances of it sticking in the capping machine. So, next time you open a bottle with a cap on it, pay homage to those who bothered to find out, starting with William Painter, in 1892.
- G** Of course, some researchers do care about the more serious stuff, driven by fear of the future and an ever-increasing population on a warming, land-impoverished planet. Sadly, *New Scientist's* correspondents concluded that there was no one foodstuff that could feed the world on its own. However, they did come up with a menu that could feed a family of four for 365 days a year, using only eight square metres of land. Rotating crops (so that the soil didn't lose one nutrient more than any other) would be vital, as would ploughing back dead plant matter and maintaining a vegetarian diet. After that, you would need to grow crops that take up very little space and grow vertically rather than horizontally, if possible.

### Questions 1–7

The reading passage has seven paragraphs, A–G. Choose the correct heading for paragraphs A–G from the list of headings below.

- i Why a particular piece of information is given
- ii An unsolved problem and a solution to a problem
- iii Reasons that remain a mystery
- iv A source of information for some people
- v Development work leading to a conclusion
- vi Contrasting levels of interest in food
- vii The need to change a system
- viii Information connected with keeping certain kinds of food
- ix How certain advice is decided on
- x Ideas not put into practice

- 1 Paragraph A .....vi.....
- 2 Paragraph B .....
- 3 Paragraph C .....
- 4 Paragraph D .....
- 5 Paragraph E .....
- 6 Paragraph F .....
- 7 Paragraph G .....

### Questions 8–13

Choose **TWO** letters, A–E.

### Questions 8–9

Which **TWO** of the following are explained by the writer in the text?

- A why the 'Last Word' column was created
- B why use-by dates are more important than sell-by dates
- C how to prevent bacteria getting into bottled water
- D a way in which peppers are similar to bananas
- E why most bottle caps have a common feature

### Questions 10–11

Which **TWO** problems connected with food does the writer mention?

- A confusing information about the use of pesticides
- B feeling pain when eating something
- C sell-by dates sometimes being inaccurate
- D feeling ill because of eating food after its best-before date
- E the effect of sunlight on green peppers

### Questions 12–13

Which **TWO** of the following would a family of four need to do to feed itself every day of the year, according to New Scientist?

- A use more than one piece of land
- B grow the same crop all the time
- C put dead plants into the soil
- D plant only crops that grow very quickly
- E concentrate on crops that grow vertically

# GRAMMAR

**Present simple:** The present simple is used to talk about:

**1** *Permanent situations*

|                                                                  |                                      |
|------------------------------------------------------------------|--------------------------------------|
| I <u>work</u> in the city, but I <u>live</u> in the countryside. | Rome <u>is</u> the capital of Italy. |
|------------------------------------------------------------------|--------------------------------------|

**2** *Things which happen often or repeatedly*

|                                                             |                                                          |
|-------------------------------------------------------------|----------------------------------------------------------|
| People often <u>send</u> postcards from interesting places. | I <u>visit</u> my grandparents in Scotland every summer. |
|-------------------------------------------------------------|----------------------------------------------------------|

**3** *Facts of nature or science*

|                                 |                                                  |
|---------------------------------|--------------------------------------------------|
| Birds <u>migrate</u> in winter. | Travelling by plane <u>uses</u> a lot of energy. |
|---------------------------------|--------------------------------------------------|

**4** *Timetables*

|                                 |                                                     |
|---------------------------------|-----------------------------------------------------|
| The bus <u>departs</u> at 9:10. | The train to London <u>leaves</u> every 30 minutes. |
|---------------------------------|-----------------------------------------------------|

**Past simple:** The past simple is used to talk about:

**1** *Completed actions or events in the past*

|                                           |                                         |
|-------------------------------------------|-----------------------------------------|
| I <u>visited</u> the museums in New York. | I <u>saw</u> some monuments on holiday. |
|-------------------------------------------|-----------------------------------------|

**2** *Actions or events that happened at a specific time in the past (when)*

|                                                   |                                        |
|---------------------------------------------------|----------------------------------------|
| Last month, I <u>went</u> on holiday for 2 weeks. | I <u>travelled</u> to Tokyo last year. |
|---------------------------------------------------|----------------------------------------|

**3** *Things which happened often or regularly in the past*

|                                                                |                                                                   |
|----------------------------------------------------------------|-------------------------------------------------------------------|
| We always <u>went</u> on holiday to France when I was a child. | Every summer, I <u>spent</u> the school holidays with my cousins. |
|----------------------------------------------------------------|-------------------------------------------------------------------|

**Present perfect:** The present perfect is used to talk about:

**1** *Actions which started in the past and continue now*

|                                          |                                            |
|------------------------------------------|--------------------------------------------|
| I've <u>worked</u> abroad for ten years. | He <u>has lived</u> in Germany since 2002. |
|------------------------------------------|--------------------------------------------|

**2** *Actions in the past when the time is not finished*

|                                                                                |                                                                                           |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| I've <u>visited</u> many art galleries this year. (This year is not finished.) | He <u>has lived</u> in a lot of different places in his life. (His life is not finished.) |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|

### 3 Recent events which are related to the present

Where's my camera? Oh no, someone has stolen it.

Is Sarah having dinner with us? No, she has gone back to the campsite to rest.

## Practice exercises

1 Decide on a correct tense (present simple, past simple or present perfect) and finish the sentences. Decide which rule matches the meaning of each sentence.

- 1 The sun often \_\_\_\_\_ (shine) in Morocco. Tense: \_\_\_\_\_ Rule number: \_\_\_\_\_
- 2 'It's late. Where \_\_\_\_\_ (you/go)?' Tense: \_\_\_\_\_ Rule number: \_\_\_\_\_
- 3 What time \_\_\_\_\_ (the bus/leave)? Tense: \_\_\_\_\_ Rule number: \_\_\_\_\_
- 4 John \_\_\_\_\_ (go) to Finland last year, but he \_\_\_\_\_ (like) it. Tense: \_\_\_\_\_ Rule number: \_\_\_\_\_
- 5 The world \_\_\_\_\_ (see) a massive shift in transport and tourism in the last decade. Tense: \_\_\_\_\_ Rule number: \_\_\_\_\_
- 6 Cruise ships \_\_\_\_\_ (cross) the Atlantic with the majority of people before air travel became so affordable. Tense: \_\_\_\_\_ Rule number: \_\_\_\_\_

2 Below is a section of a candidate answer from an IELTS essay task (Writing Task 2). Complete the spaces with the correct tenses.

*Discuss the positive and negative effects of tourism on people and the environment.*

Regarding the environment, tourism (1) \_\_\_\_\_ (improve) people's understanding of endangered species. Prior to mass tourism, many societies (2) \_\_\_\_\_ (disregard) the natural life around them. However, due to tourism many countries (3) \_\_\_\_\_ (invest) in conservation programmes. Ecotourism is now very popular, and a lot of tourists (4) \_\_\_\_\_ (visit) Africa, Asia and South America and (5) \_\_\_\_\_ (partake) in projects which care for the environment. Although there are positive points, tourism (6) \_\_\_\_\_ (also have) a large number of negative effects on the environment. These (7) \_\_\_\_\_ (include) an increase in air pollution from plane travel, rubbish from tourists in parks and on beaches, and the destruction of many of the world's rainforests.

There are advantages and disadvantages for people, too. During the 1990s in many parts of the world, such as Spain or Thailand, tourism (8) \_\_\_\_\_ (bring) economic development and (9) \_\_\_\_\_ (create) a range of new employment possibilities for local people. On the other hand, the results of this increase in tourism sometimes produce negative effects for populations. Often, a new hotel or resort (10) \_\_\_\_\_ (destroy) traditional jobs such as agriculture, fishing, and crafts.

### 3 Read the following dialogue and complete the text with the correct form of the present simple, past simple or present perfect. Use the verbs in brackets.

**Examiner:** Where (1) \_\_\_\_\_ (live)?

**Nikolas:** I (2) \_\_\_\_\_ (come) from Moscow. I (3) \_\_\_\_\_ (live) there for 6 years. My family (4) \_\_\_\_\_ (move) from the countryside when I was 12 years old.

**Examiner:** (5) \_\_\_\_\_ still (6) \_\_\_\_\_ (live) with your family?

**Nikolas:** Yes, I (7) \_\_\_\_\_ (do). I (8) \_\_\_\_\_ (live) with my parents and (9) \_\_\_\_\_ (share) a room with my brother. My brother still (10) \_\_\_\_\_ (go) to school. He is only 8 years old.

**Examiner:** (11) \_\_\_\_\_ (like) Moscow?

**Nikolas:** Yes, I (12) \_\_\_\_\_ (love) Moscow. When I first (13) \_\_\_\_\_ (arrive), I (14) \_\_\_\_\_ (not like) it much because it was so different, but I (15) \_\_\_\_\_ (grow) accustomed to it. Now, I (16) \_\_\_\_\_ (know) my way around and (17) \_\_\_\_\_ (have) lots of friends.

**Examiner:** How (18) \_\_\_\_\_ (Moscow/change) recently?

**Nikolas:** It (19) \_\_\_\_\_ (become) more international, and more exciting. In the last few years, about ten new international restaurants (20) \_\_\_\_\_ (open) in my area alone and I often (21) \_\_\_\_\_ (eat) in them now with my friends. I (22) \_\_\_\_\_ (have) lots of international friends who (23) \_\_\_\_\_ (come) to study at the University in Moscow, and we often (24) \_\_\_\_\_ (meet) in the evenings.



Now listen and check your answers to Exercise 3.

**Speaking exam tip:** Try to answer the question the examiner asks you and give more information. Nikolas has talked about a change and then the result of that change.

### 4 Answer these questions yourself and try to give as much information as possible.

- 1 Where do you live? \_\_\_\_\_
- 2 How long have you lived there? \_\_\_\_\_
- 3 What do you like about your home town? \_\_\_\_\_
- 4 What other countries have you visited? \_\_\_\_\_
- 5 Where did you go on holiday last year? \_\_\_\_\_
- 6 How often do you go to the seaside? \_\_\_\_\_