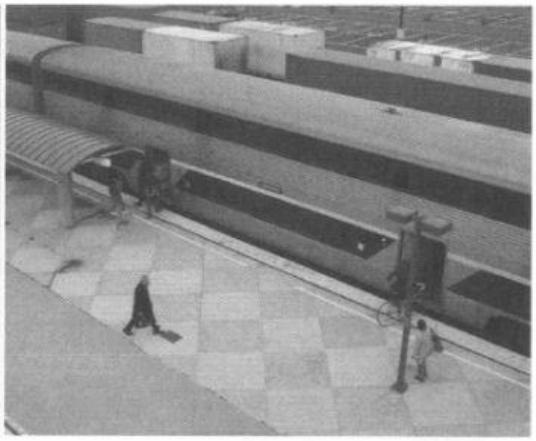
8 Migration

Aims: Identifying how something has changed | Stressing words and syllables
Classifying: Labelling a diagram | Completing a table

Part 1: Vocabulary

1 **Match the words 1–12 with their definitions a–l.**

1 census (*n*) ___	a all the qualities, traditions, or features of life of a country that have continued over many years and have been passed on from one generation to another
2 civilian (*n*) ___	b (of events) described or shown in the order in which they happened
3 demography (*n*) ___	c (of people or things) belonging to the country in which they are found, rather than coming there or being brought there from another country
4 indigenous (*adj*) ___	d a country which is controlled by a more powerful country
5 migration (*n*) ___	e the practice by which a powerful country directly controls less powerful countries and uses their resources to increase its own power and wealth
6 overpopulation (*n*) ___	f the study of the changes in numbers of births, deaths, marriages, and cases of disease in a community over a period of time
7 heritage (*n*) ___	g the problem that an area has when there are more people living there than can be supported properly
8 monarch (*n*) ___	h the movement (of people) from one place to another, especially in order to find work or to live somewhere for a short time

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9	ancestors (*n*) ___	i	an official survey of the population of a country that is carried out in order to find out how many people live there and to obtain details of such things as people's ages and jobs
10	chronologically (*adv*) ___	j	anyone who is not a member of the armed forces
11	colony (*n*) ___	k	the people from whom you are descended
12	colonialism (*n*) ___	l	the king, queen, emperor, or empress of a country

2 **Underline the correct word in italics in the sentences 1–6.**

1 Human beings have been *migrating / migration* for many centuries for a variety of reasons.

2 The current *monarch / monarchy* of the UK is Queen Elizabeth II.

3 Mozambique is a former *colonialism / colony* of Portugal.

4 The traditions and culture of a country are part of its *inheritance / heritage*.

5 *Overpopulation / Overpopulated* is a major problem in many parts of the world.

6 *Demography / Demographic* information is useful when it comes to planning for the future.

3 **Section 4 of the IELTS Listening exam is an academic-style lecture, in which the speaker often talks about how something has changed. This could be a change in appearance (making something look different), in quality (making something better or worse), or in quantity (making something more or less, bigger or smaller, etc.).**

Read the sentences 1–10 and put the words in italics into the right groups, according to what kind of change they usually express. Some words fit in more than one group.

1 They were going to *restore* the building to its original state.

2 After recommendations from my boss, I *amended* the report.

3 The view of the government was *distorted* by the stories in the media.

4 The government *manipulated* the employment statistics.

5 The number of single parent families *boomed* in the 1990s.

6 The state of the economy *deteriorated* in the recession.

7 The number of healthcare professionals has *diminished* due to poor wages.

8 Poverty was almost *eradicated* with the introduction of welfare.

9 The number of immigrants *shrank* when the new act was introduced.

10 The value of the pound *tailed off* after the tax rise.

Change in appearance	Change in quality	Change in quantity

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Part 2: Practice exercises

1 Knowing how words are pronounced in English is important in the IELTS Listening exam. One aspect of pronunciation is syllable stress. A word is made up of syllables (parts): for example, 'co-ffee' has two syllables, and 'im-por-tant' has three syllables. In English words, one syllable is stressed more than the others. For example, in 'co-ffee' the first syllable is stressed, and in 'im-por-tant' the second syllable is stressed.

Underline the stressed syllable in the words 1–10. Then check in a good dictionary.

1 ci-vi-lian
2 de-mo-gra-phic
3 in-di-ge-nous
4 mi-gra-tion
5 po-pu-la-tion
6 he-ri-tage
7 an-ces-tor
8 chro-no-lo-gi-cally
9 co-lo-ny
10 co-lo-ni-al-is-m

Exam tip: If there are some words on the answer paper that you do not know, practise saying the words in your head stressing different syllables before listening. This will help you to hear them on the recording.

2 **As well as syllable stress on individual words, English also has sentence stress. Look at the following example:**

Listening is an important skill for studying at university because you have to listen to lectures and take notes.

What types of words are stressed in the sentence above? For example, nouns, verbs, adjectives, articles, prepositions, connecting words.

Underline the stressed words in the sentences 1–5.

1 Due to the increasing number of people moving abroad for work purposes, home is something that is difficult to define.
2 One of the most important factors which causes people to move to a different city or country is employment.
3 Migration has been occurring since the beginning of humankind's habitation of the planet and is likely to continue for many generations to come.
4 The indigenous people of South America have not changed their way of life for centuries and continue to resist the effects of globalisation.
5 Our ancestors were nomadic people who moved from place to place in search of food and shelter.

Exam information: Classification (2)

In a classification question, the options will be talked about in the order they appear in the question.

LIVEWORKSHEETS

Exam tip: In classification questions, it is important to identify which set of options will be paraphrased: the A, B, C list, or the question list. You will hear the actual words of the list which is not paraphrased and this will help you match the lists. Lists containing names of people, places, countries, etc. are very likely to remain the same.

3 **Look at the exam question below in which you are asked to match each family type 1–5 with the part of the city they live in a–c. Which list is more likely to be paraphrased, and why?**

a Eastgate	**1** Middle-class families _____
b The Latin Quarter	**2** High-income couples with no children _____
c Park Royal Gardens	**3** Retired couples _____
	4 Working-class families _____
	5 Rich families _____

Now paraphrase each of the phrases 1–5.

1 _____ **4** _____

2 _____ **5** _____

3 _____

Exam tip: If the instructions are to write A, B, or C on the answer sheet, you must do just that. If you write the words, your answers will be marked incorrect.

4 07 CD2 **Look at the exam question below and decide which information is likely to be paraphrased, a–c or 1–5. Think about ways to paraphrase the information before you listen.**

You are going to hear a lecturer talking about resources for researching migration and family history. Listen and match the list of resources 1–5 with the types of access a–c in the box. Write a, b or c next to questions 1–5.

a free to access	**1** Family Records Centre and website _____
b academic use only	**2** Genes Reunited _____
c requires payment	**3** The National Census Association's statistical data _____
	4 Journal of Historical Migration _____
	5 Journal of Social Demography _____

Exam information: Labelling a diagram (2)

Sometimes labelling a diagram will require you to relate information to a visual representation of the information you hear. The extent of the visual clues will vary.

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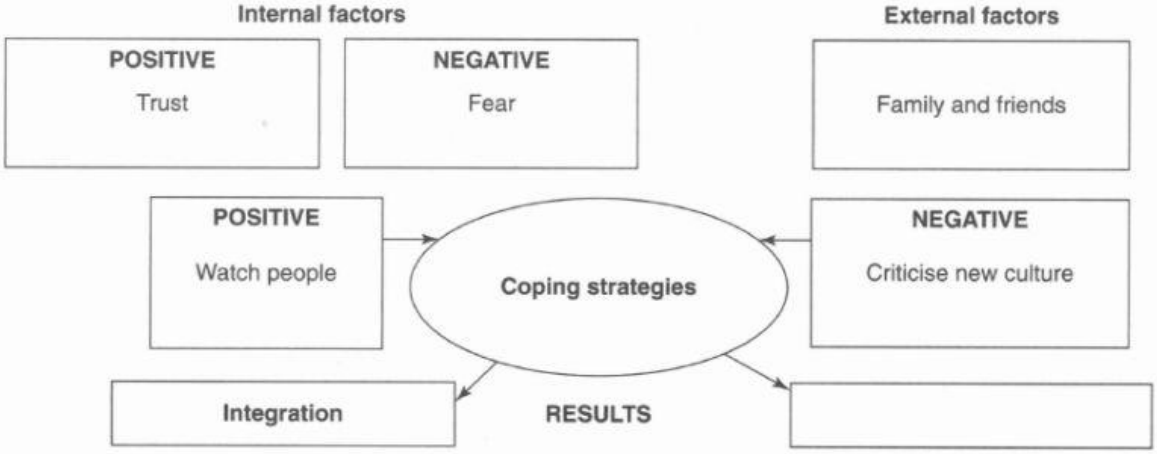
Exam tip: When you are labelling a diagram, use the information given in order to prepare yourself for the recording. Firstly, notice how the numbers are arranged so you know in which order the information will be presented. Then look at the parts of the diagram that have already been labelled. You can use these as reference points while you are listening. Finally, try to understand the diagram by thinking about how the different parts relate to each other.

5 **The diagram below illustrates the process of adapting to new cultures. Study the diagram and think about the order in which the information might be presented in a recording.**

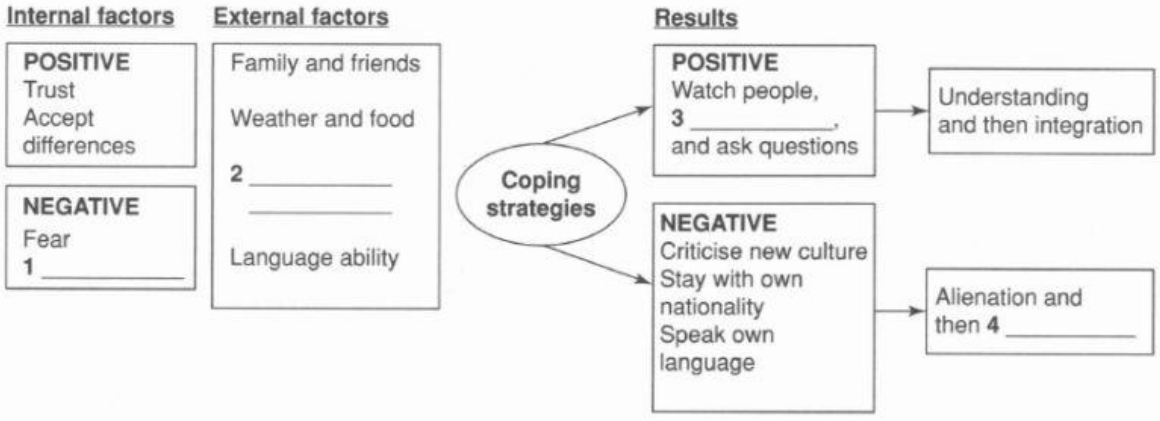
Put the list a–f in the order you think you would hear it on the recording. Use the information in the diagram to help you.

a External factors
b Negative internal factors
c Results
d Positive coping strategies
e Positive internal factors
f Negative coping strategies

___ ___ ___ ___ ___ ___



6 08 CD2 **The diagram below illustrates the same process as the one in Exercise 5, but in a different way. Study the diagram and then listen and complete the spaces. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.**



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Exam information: Table completion (2)

A table is a way of summarising information which can be categorised, e.g. date, price, time.

Exam tip: In table-completion questions, listening for the key words in the table will help you follow the recording. Remember that the answers will be in order on the recording but the information in the table may not. Having a good knowledge of English sentence structure will help you.

7 **Look at the sentence below and underline the key words according to the table.**

The 1844 Naturalisation Act was designed to know more about immigrants as they had to give their personal information when they arrived in Britain.

Act and date	Reason for the act	Conditions to live in Britain
1844 Naturalisation Act	know more about immigrants	give personal information

Reorder the sentence fragments 1–3 below so that they form two new sentences that mean the same as the sentence above.

Fragment 1: they had to give their personal information under the 1844 Naturalisation Act
Fragment 2: so that the government could find out more about them
Fragment 3: when immigrants arrived in Britain

8 09 CD2 **You are going to hear a lecturer talking about immigrants to Britain. Listen and complete the table. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.**

Act and date	Reason for the act	Conditions to live in Britain
1793 Aliens Act	control refugees from French Revolution	**1** _____ on arrival
1844 Naturalisation Act 1870 Naturalisation Act	• know more about immigrants • regulate immigrants	• give personal information • resident for **2** _____
1914 Alien Registration Act	prevent **3** _____	register with police speak English
1948 **4** _____ Act	encourage immigration for post war reconstruction	desire to work
1962 Commonwealth Immigration Act	restrict Commonwealth immigrants	obtain **5** _____

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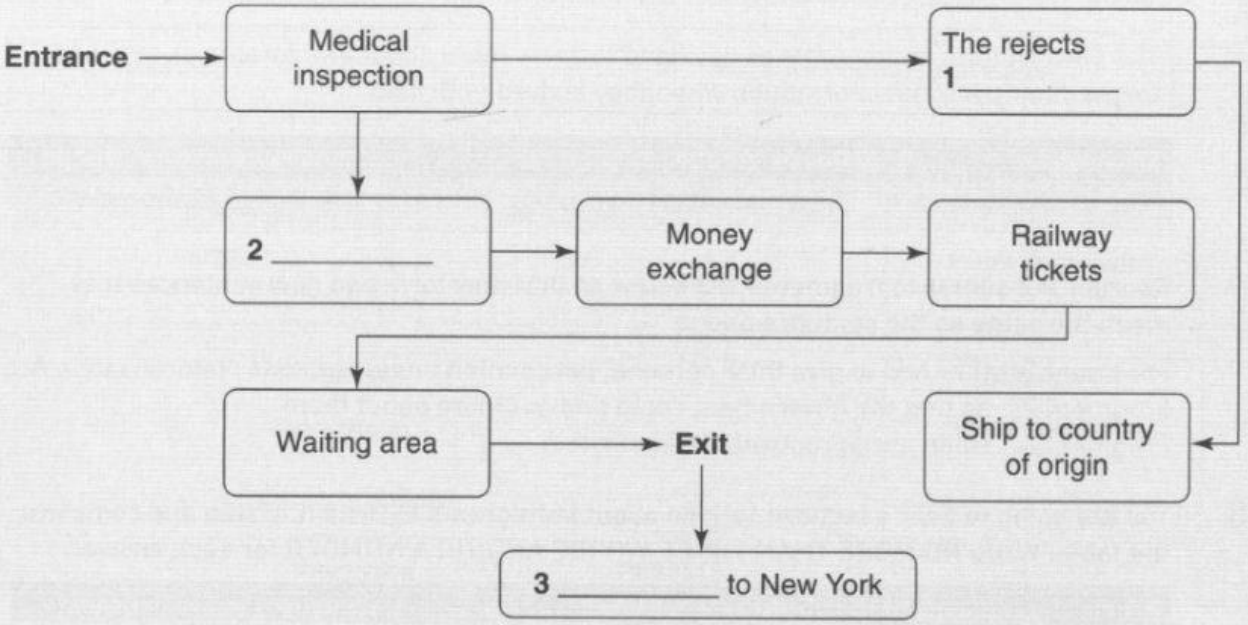
SECTION 4
QUESTIONS 1–3

10
CD2

Label the diagram below.

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

Ellis Island immigration procedure



QUESTIONS 4–6

10
CD2

Match the areas of New York to the reasons affecting population change **A–D** in the box. Choose **ONE** option for each question 4–6.

A	Political reasons
B	Economic reasons
C	Employment reasons
D	Cultural reasons

4 Manhattan _____

5 Brooklyn _____

6 Queens _____

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QUESTIONS 7–10


10
CD2

Complete the table below.

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

Brooklyn Case Study

	1900	1950	2000
Main economic activity	**7** _____	Manufacturing	Financial services and construction
Population	1.5 million	2 million	**8** _____
Transportation links	**9** _____	Subway	Subway
Cultural Attractions	Coney Island amusement park	Development of the film industry	**10** _____ of Prospect Park

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