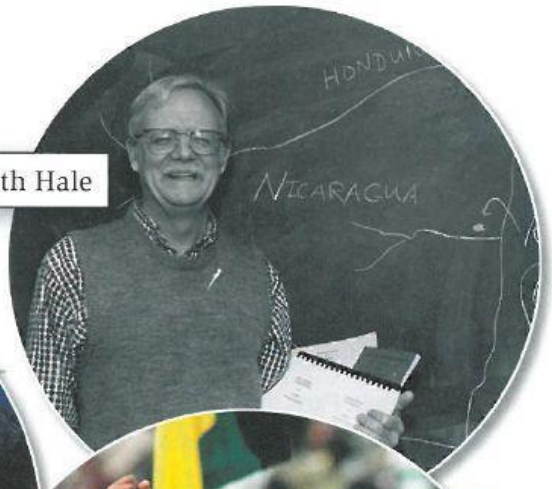
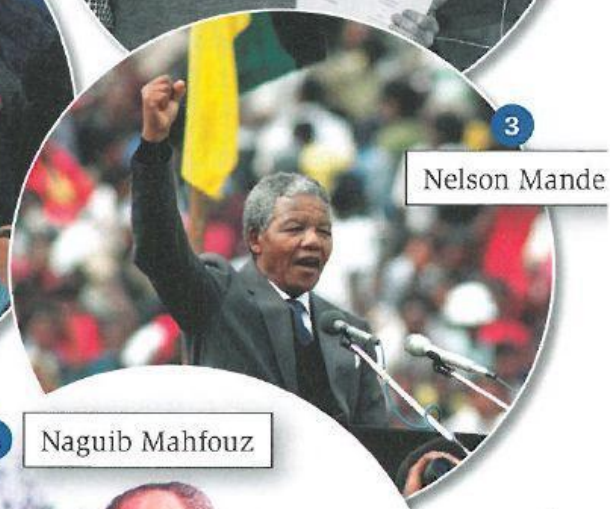
Unit 2 People's lives



1 Kenneth Hale



2 Junko Tabei



3 Nelson Mande



4 Naguib Mahfouz

Starting off

1 **Work in pairs. Each of these people did something really difficult or unusual. What do you think it was?**

2 **Work in pairs.**

Student A: Look at the left-hand column on page 175.
Student B: Look at the right-hand column on page 175.

Take turns to tell each other about the people in the photos, then decide which of these people you most admire, and why.



5 Kiran Mazumdar-Shaw

Reading 1

Flow-chart completion, Short-answer questions

1 **Work in pairs. You are going to read a passage about Freya Stark, a woman who travelled a lot. Before you read, answer these questions.**

1 Do you like travelling? Why? / Why not?
2 Do you think it's better to travel alone or with friends? Why?

2 **Read the passage on page 18 quickly. Is it about Freya Stark's life or her opinions?**

3 **Read the passage quickly again and underline all the languages Freya could speak.**



6 Yang Liwei

LIVEWORKSHEETS

Freya Stark, explorer and writer

Freya Stark travelled to many areas of the Middle East, often alone.

Freya Stark was an explorer who lived during a time when explorers were regarded as heroes. She travelled to distant areas of the Middle East, where few Europeans – especially women – had travelled before. She also travelled extensively in Turkey, Greece, Italy, Nepal and Afghanistan.

Stark was born in Paris in 1893. Although she had no formal education as a child, she moved about with her artist parents and learned French, German and Italian. She entered London University in 1912, but at the start of World War I, she joined the nurse corps and was sent to Italy. After the war, she returned to London and attended the School of Oriental Studies. Her studies there led to extensive travel in the Middle East, enabling her to eventually become fluent in Persian, Russian and Turkish.

Stark became well known as a traveller and explorer in the Middle East. She travelled to the Lebanon in 1927 at the age of 33 when she had saved enough money, and while there, she studied Arabic. In 1928, she travelled by donkey to the Jebel Druze, a mountainous area in Syria. During another trip, she went to a distant region of the Elburz, a mountain range in Iran, where she made a map. She was searching for information about an ancient Muslim sect known as the Assassins, which she wrote about in *Valley of the Assassins* (1934), a classic for which she was awarded a Gold Medal by the Royal Geographic Society. For the next 12 years, she continued her career as a traveller and writer, establishing a style which combined an account of her journeys with personal commentary on the people, places, customs, history and politics of the Middle East.



adapted from *Science and its times*, 2000

4 Work in pairs. Look at this flow chart. What type of information do you need for each gap?

Freya Stark

Born in Paris in 1893

↓

First formal education at **1** .....

↓

Worked as a **2** ..... in Italy

↓

Studied at School of Oriental Studies

↓

Travelled to the Lebanon, where she learned **3** .....

↓

Made a journey to the Syrian mountains on a **4** .....

↓

In 1934, won a **5** ..... for a book

↓

Spent a further **6** ..... in the Middle East

5 Read the passage again and complete the flow chart. Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

Exam advice *Flow-chart completion*

- Decide what information you need in each gap.
- Spell your answers correctly.

6 Work in pairs. Read these questions and underline the key ideas.

1 What word did people use to describe explorers when Stark was alive?
2 What historical event interrupted Stark's university education?
3 What did Stark produce while travelling in Iran, in addition to a book?
4 What group of people did Stark research in Iran?

7 Now answer the questions in Exercise 6. Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

LIVEWORKSHEETS

Exam advice *Short-answer questions*

- Underline the key ideas in each question.
- Read the passage quickly to find where each key idea is dealt with, then read carefully.
- Copy the words and/or numbers you need from the passage exactly.

8 Work in small groups.

1 Which places would you like to travel to? Why?
2 Do you think it's important to speak the language of places you travel to? Why?

Listening

Note completion

1 Work in pairs. Match the questions (1–8) with the gapped answers (a–h).

1 Could you read the long number to me, please?	**a** 12th
2 Could you give me a contact number, please?	**b** Visa card no: .....
3 How much is the flight to Madrid?	**c** occupation: .....
4 What date's your birthday?	**d** ..... Street
5 What time shall we meet?	**e** about ..... km
6 Can you tell me what you do?	**f** at ..... p.m.
7 How far is it to your office?	**g** price: $ .....
8 I wonder if you could tell me the address?	**h** mobile: .....

2 Which answers in Exercise 1 need:

1 words only?
2 numbers only?
3 words and numbers?

3 7-10 Listen to four conversations and complete four of the answers to the questions in Exercise 1 (a–h).

4 Work in small groups. You are going to hear a conversation between a man and a woman who are looking for someone to travel with them to some distant mountains. Before you listen, write down five things you think someone who is going on a difficult journey should know how to do.

Example: He/She should know how to cook.

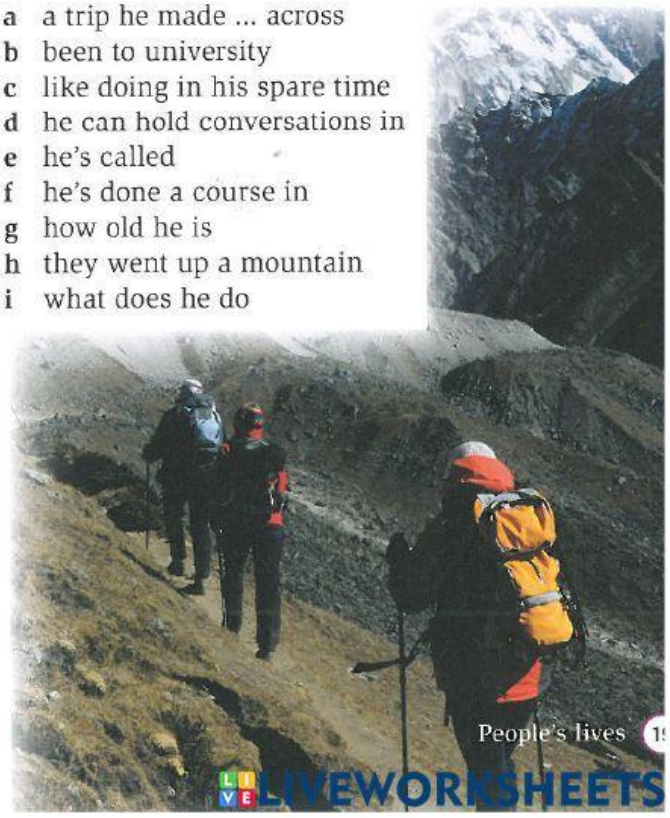
5 Look at the notes below. For which question(s) will you have to:

a write a number?
b spell a word?
c write the name of a place?
d write a subject of study or a language?
e write an activity which people do in their spare time?
f write the name of a job?

Name: *Sanjay* **1** .....
Age: **2** .....
Occupation: **3** .....
Other expeditions:
• has crossed **4** .....
• has climbed Mount **5** .....
Special skills:
• has done a **6** ..... course
• can speak **7** .....
Qualifications:
• degree in **8** .....
Free-time activities:
• **9** .....
• keeping **10** .....

6 When you listen to the recording, you will often hear a phrase which signals the answer to a question. Match each of these phrases (a–i) with one of the gaps (1–10) in Exercise 5. You will need the same phrase for both gap 9 and gap 10.

a a trip he made ... across
b been to university
c like doing in his spare time
d he can hold conversations in
e he's called
f he's done a course in
g how old he is
h they went up a mountain
i what does he do



LIVEWORKSHEETS

7 (11) **Listen and complete the notes in Exercise 5. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.**

Exam advice *Note completion*

- Before you listen, decide what information you need and what type of word or number you can write in each gap.
- Write words you hear and spell them correctly.

8 **Match these phrases to make sentences.**

1 I can operate	a the guitar.
2 I'd like to be able to play	b a car.
3 I want to learn how to cook	c a computer.
4 I know how to drive	d simple meals.

9 **Work in pairs. Look at these two questions. Which sentences from Exercise 8 answer question 1, and which answer question 2?**

1 What skills do you have?
2 What skills would you like to have? Why?

10 **Work in pairs. Take turns to ask and answer the questions in Exercise 9.**

Speaking

Part 1



1 **Work in pairs. Which of these suggestions are good advice for Speaking Part 1? Why? Tick (✓) the good advice in first column.**

		Hussein
1 Give short answers of just two or three words.	☐	☐
2 Give some extra details when you answer.	☑	☐
3 Correct your mistakes when you can.	☐	☐
4 Give an answer, even when you don't understand the question.	☐	☐
5 Use easy words so that you don't make mistakes.	☐	☐
6 Give reasons for your answers.	☐	☐

2 (12) **Now listen to Hussein answering some Part 1 questions and tick the things he does in Exercise 1.**

3 (13) **Listen again to Hussein answering the first question.**

1 What does he say when he doesn't understand the question?
2 What two mistakes does he make?
3 What word does he use when he corrects a mistake?

4 (14) **Listen again to Hussein answering the other questions and complete these sentences with the words he uses.**

1 I started to play more with friends I made at school because ..... things.
2 We went swimming and we played tennis and football because ..... .
3 We didn't do sports at school, so ..... time.
4 I think, perhaps, my chemistry teacher ..... very clearly.
5 She made us do tests, I mean experiments, in the laboratories, ...

5 **Which sentences in Exercise 4:**

1 give reasons?
2 explain results or consequences?

Key grammar: *Past simple*

Pronunciation: *Verbs + -ed*

6 **Work alone. Look at these questions and think about how to answer them. Use the good advice from Exercise 1 to help you prepare your answers.**

1 Do you come from a large family or a small family?
2 As a child, who did you spend more time with: your family or your friends? Why?
3 When you were a child, how did you spend your weekends?
4 What did you enjoy most about school?
5 When you were at school, who did you think was your best teacher? Why?

7 **Now work in pairs and take turns to ask and answer the questions in Exercise 6.**

Exam advice *Speaking Part 1*

- Whenever possible, give a reason for your answer or explain a result or consequence.
- Try to express yourself clearly; if you make a mistake, try to correct it.

LIVEWORKSHEETS

Key grammar

Past simple

1 The past simple is used to talk about things which happened at a time before now or things which are finished. Complete these tables.

infinitive	past
be	was/were
spend	
look	
play	
start	
make	
enjoy	

infinitive	past
go	
watch	
do	
like	
explain	
learn	
miss	

2 (12) Check your answers by listening to Hussein again.

page 121 *Past simple*

3 Complete these sentences with the past tense of the verbs in brackets.

1 Shuwe ...lost... (*lose*) her dictionary because she ..... (*leave*) it on the train.
2 My teacher ..... (*get*) angry with me when I ..... (*forget*) to do my homework.
3 When I was seven, my parents ..... (*give*) me a bicycle, which I ..... (*ride*) everywhere.
4 I ..... (*drive*) the car my father ..... (*buy*).
5 Ivan just ..... (*catch*) the train in time.
6 Ali ..... (*write*) the number on a piece of paper and ..... (*put*) it in his pocket.

4 IELTS candidates often make mistakes when writing about the past. Correct the mistake in each of these sentences.

1 The number of females aged 100 or more is 76 in 1911 and then nearly doubled in 1941 to 141. was
2 In the past, when we want to go somewhere, we had to walk or ride a horse.
3 This chart informs us about how many people were reached the age of 100 or more in the UK between 1911 and 2011.
4 The amount of leisure time that people spent watching television has dropped to 3% in 2010.
5 The cinema attendance of 25–34-year-olds was risen from 60 percent to 80 percent in 2001.

Pronunciation

Verbs + *-ed*

There are three possible ways of pronouncing *-ed*.

1 (15) Listen and match how *-ed* is pronounced for these verbs (1–3) with the symbols (a–c).

1 asked — a /d/
2 mended — b /t/
3 called — c /ɪd/

2 (16) Listen and write each of these verbs in the correct column of the table below, according to how *-ed* is pronounced.

appeared asked ended enjoyed finished hoped improved invented liked looked needed occurred played remembered started wanted watched wished

/t/	/ɪd/	/d/
		appeared

page 121 *Pronunciation of verbs + -ed*

3 Work in pairs. Take turns to say the verbs in Exercise 2.

4 Work in pairs. Take turns to read these sentences aloud. Then say if they are true or false for you. If they are false, make a sentence about the topic which is true.

1 I never watched television when I was a child.
2 My parents wanted me to study medicine.
3 I started studying English when I was 11.
4 I usually enjoyed myself at school.
5 I never worked hard for exams when I was a child. I just studied a little the night before.
6 At school, when I got high marks, I was surprised.
7 When I couldn't do homework, I asked my parents to help me.
8 When the school holidays came, I felt excited.

LIVEWORKSHEETS

Reading 2

True / False / Not Given

1 Work in small groups. You are going to read a passage about a man who sailed a boat across the Pacific Ocean. Before you read, what problems do you think sailors might have when they cross oceans in small boats?

2 Read the passage quickly.

1 What question did Mau want to answer by making his voyage?
2 How did the voyage change Mau's life?

3 Read these statements and find the words in *italics* in the first three sentences of the passage.

1 The *purpose* of Mau's voyage was to find the quickest route between Hawaii and Tahiti.
2 The *purpose* of Mau's voyage was to find out if navigating between islands had been possible in the past.
3 Mau's *boat* belonged to the *Polynesian Voyaging Society*.

4 Now decide if the statements above are TRUE, FALSE or NOT GIVEN according to information in the passage. Choose:

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

5 Read statements 1–7 below and:

1 find the words or phrases in *italics* in the passage;
2 decide if the statements are *TRUE*, *FALSE* or *NOT GIVEN*.

1 *At the time* of his voyage, Mau had unique navigational skills.
2 Mau was familiar with the sea around *Tahiti*.
3 Mau thought it would be difficult to use *a compass* and *charts*.
4 Mau's *grandfather* was his only teacher.
5 Mau used *stones* to learn where each star was situated in the sky.
6 The *first inhabitants* of Hawaii could read and write.
7 Mau expected his *students* to memorise the *positions of the stars*.

Mau Piailug, ocean navigator

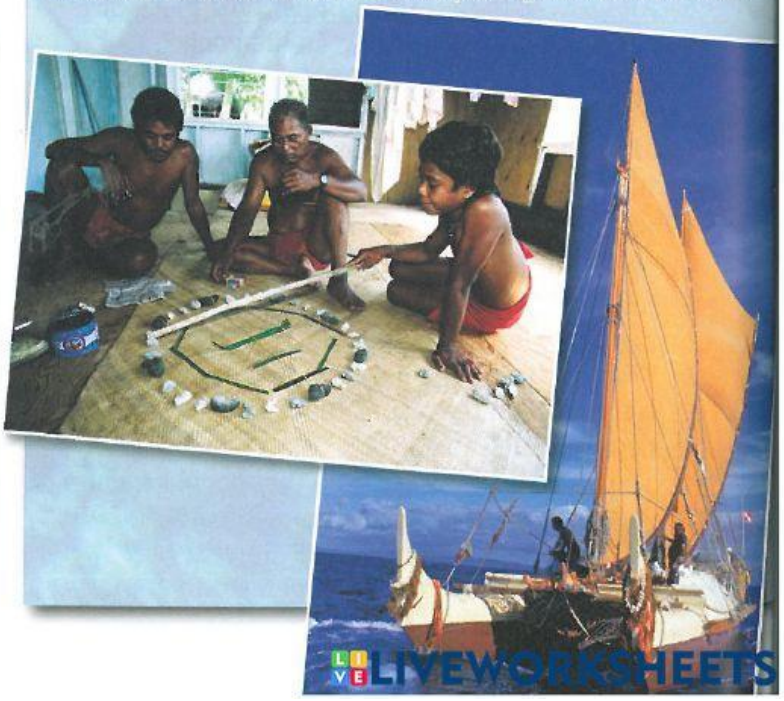
Mau sailed from Hawaii to Tahiti using traditional methods.

In early 1976, Mau Piailug, a fisherman, led an expedition in which he sailed a traditional Polynesian boat across 2,500 miles of ocean from Hawaii to Tahiti. The Polynesian Voyaging Society had organised the expedition. Its purpose was to find out if seafarers in the distant past could have found their way from one island to the other without navigational instruments, or whether the islands had been populated by accident. At the time, Mau was the only man alive who knew how to navigate just by observing the stars, the wind and the sea.

He had never before sailed to Tahiti, which was a long way to the south. However, he understood how the wind and the sea behave around islands, so he was confident he could find his way. The voyage took him and his crew a month to complete and he did it without a compass or charts.

His grandfather began the task of teaching him how to navigate when he was still a baby. He showed him pools of water on the beach to teach him how the behaviour of the waves and wind changed in different places. Later, Mau used a circle of stones to memorise the positions of the stars. Each stone was laid out in the sand to represent a star.

The voyage proved that Hawaii's first inhabitants came in small boats and navigated by reading the sea and the stars. Mau himself became a keen teacher, passing on his traditional secrets to people of other cultures so that his knowledge would not be lost. He explained the positions of the stars to his students, but he allowed them to write things down because he knew they would never be able to remember everything as he had done.



LIVEWORKSHEETS

Exam advice *True / False / Not Given*

- Find words and phrases in the passage which are the same as or similar to words and phrases in the statements.
- Choose TRUE if the question says the same as the passage.
- Choose FALSE if the question says something which is the opposite of information in the passage.
- Choose NOT GIVEN if you cannot find anything in the passage about the information in the question.

6 Work in small groups.

1 What traditional skills and knowledge do people in your family have?
2 Do you think it's important to preserve traditional skills and knowledge? Why? / Why not?

Vocabulary

Working out the meanings of words

1 When you answer questions on IELTS reading passages, you often have to guess the meanings of words you don't know from the context. Find these words and phrases in the passage. Then work with a partner and say what you think each of them means.

1 seafarers
2 confident
3 charts
4 pools
5 laid out
6 represent

2 Now choose the best option (a or b) for each word and phrase in Exercise 1.

1 a people who live on islands
  b people who travel by sea
2 a certain about your ability to do things well
  b worried about your ability to do something
3 a diagrams
  b maps of the sea or the sky
4 a small areas of water
  b beds for babies
5 a arranged in a pattern
  b found
6 a look like
  b be a sign or symbol for something

3 Work in pairs. Look at this example and then say what you think the words (1–4) below mean.

seafarer connected with sea

–er or *–or* on the end means 'someone/something which does a thing'

= someone/something who 'seafares'
= someone/something who does something connected with the sea – perhaps a sailor?

1 researcher
2 bottle opener
3 bystander
4 communicator

page 121 *Some meanings of affixes*

4 Work in pairs. Discuss what the words and phrases in *italics* mean.

1 *Cyclists* tend to have more accidents than *motorists*.
2 Studies show that open, extrovert people are more *likeable* than quiet, reserved types.
3 Moreover, *liquefying* gas makes it safer and easier to transport.
4 The islands were *undoubtedly* visited by *prehistoric voyagers*.
5 In ancient times, the river was *navigable* for nearly one thousand miles.
6 The film 'Titanic' has been *remade* several times.
7 *Informants* in different countries have helped to *simplify* the process.
8 The roads are often *impassable* in winter due to snow.



LIVEWORKSHEETS

Writing
Task 2

Exam information

In Writing Task 2, you write an essay discussing a topic and giving your opinion. You have about 40 minutes for this task.

1 Work in pairs. When you do IELTS Writing tasks, you must answer all parts of the question exactly. Look at this Writing task and decide whether the statements below are true (T) or false (F).

Write about the following topic.

In many parts of the world, families were larger in the past because people had more children.

Do you think there were more advantages or disadvantages to being part of a large family in the past?

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

Write at least 250 words.

In this essay, you must:

1 write about the past. T
2 discuss whether families were larger in the past.
3 compare families today with families in the past.
4 write about the advantages and disadvantages of having a lot of people in the family.
5 give your opinion and explain why.
6 write 250 words or more.

2 Work in pairs. Read the sample answer in the next column. Ignore the words in *italics* for now.

1 What advantages and disadvantages does the writer mention?
2 Do you agree with the writer?



Family life in the modern world is not the same experience as in the past, because families are smaller. In the past, there were advantages and disadvantages to being members of a big family.

I believe there were three main benefits. Firstly, children always had other children to play with in the same house, so they learned social skills. **1** *They also / And they* quarrelled, **2** *but / however* when they quarrelled, they learned to defend themselves. Secondly, children helped in the house **3** *and / also* as a consequence they became more responsible. **4** *Also / However,* different generations lived together, so grandparents looked after young children **5** *and / also* younger brothers learned many things from their elder brothers.

I think many of the disadvantages were financial. Firstly, one of the parents could not work, because he or she had to stay at home to look after the children and the grandparents. This meant the family earned less. As a result, parents had less money to pay for their children's education and other activities. **6** *But / However,* in my view, the biggest problem was that parents could not pay so much attention to individual children. As a result, children with problems sometimes suffered.

In my opinion, the advantages of large families were greater than the disadvantages. The family had less money, **7** *but / however* family members formed a stronger relationship and they supported and helped each other when they had problems. **8** *Also, / And* people were always surrounded by their relatives, so they were never lonely.

3 Read the sample answer again and complete this essay plan by writing phrases a–h in gaps 1–8.

Para. 1: Introduction: families smaller, so **1** ..c..

Para. 2: Advantages:

- played, so **2** .....
- **3** ....., so more responsible
- grandparents **4** .....

Para. 3: Disadvantages:

- one parent **5** ..... – less money
- less money for kids' education
- less **6** ..... for each child

Para. 4: My opinion: more advantages because

- family gave **7** .....
- people never **8** .....

LIVEWORKSHEETS

a attention
b didn't work
c ~~different experience~~
d helped in house
e looked after younger kids
f learned social skills
g lonely
h support and help

4 Read the sample answer again and circle the correct words and phrases 1–8 in *italics*.

5 Now answer these questions.

1 Which of these words can be used to begin sentences: *also, and, but, however*?
2 Which words join two sentences?

page 121 also, and, but *and* however

6 Work in pairs.

1 Look at paragraph 1 of the sample answer and answer these questions.
   a How many sentences does it have?
   b Which sentence says how the world has changed?
   c Which sentence says what the writer is going to talk about in the rest of the essay?
   d Does the writer repeat the words from the Writing task in Exercise 1 exactly? Why? / Why not?
   e What word does he use which means *large*?
   f What phrase does he use which means *part of*?
2 Read the sentences which begin paragraphs 2, 3 and 4. What is their function?
3 Find three phrases in the essay which mean *In my opinion*.

7 Work in small groups. Read the Writing task below and:

1 underline the key ideas in the task.
2 make a list of advantages and disadvantages.
3 discuss which is better: living in a large city or a small community?

Write about the following topic.

In the past, most people lived in small villages where everyone knew everyone else. Nowadays, most people live in large cities where they only know a few people in their area.

What do you think were the advantages and disadvantages of living in a small community?

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

8 Work in pairs and write a plan for your essay using ideas from Exercise 7.

1 Use the plan in Exercise 3 to help you.
2 Decide how many paragraphs you need and what you will say in each paragraph.

9 Work alone and write your answer to the task in Exercise 7. Write at least 250 words.

When you write:
- start your paragraphs with a short introductory sentence like the ones in the sample answer;
- use *also, and, but* and *however* to link ideas;
- make your own opinion clear: use *I think, I believe, In my opinion, In my view.*

When you have finished writing, read your answer and check your spelling.

Exam advice *Writing Task 2*

- Read the question carefully first and make sure you know what you must write about.
- Brainstorm ideas before you start and make a plan.
- Write your essay following your plan.

Spelling

Changes when adding *-ed*

1 Write these verbs in the past simple by adding *-ed* and a double letter where necessary. Then check your answers by reading the Language reference (page 121).

1 admit admitted
2 appear
3 carry
4 end
5 open
6 play
7 save
8 stop

page 121 *Spelling changes when adding* -ed *to verbs*

2 IELTS candidates often make mistakes with these words. Work in pairs. Decide which word in each pair is spelled correctly.

1	occured	occurred
2	remembered	rememberred
3	prefered	preferred
4	dropped	droped
5	developed	developped
6	happenned	happened
7	staied	stayed
8	studied	studed
9	destroyed	destroied
10	remained	remainded

LIVEWORKSHEETS