2 **Underline the correct linking expressions.**

It is generally accepted that smoking causes the deaths of large numbers of people. In order to address this problem governments should ban smoking in public places.

To what extent do you agree or disagree with this statement?

Many people think that the best way to reduce deaths from smoking is to ban smoking in public places. **1** However / In addition, it is not as simple as that. There are several reasons why I do not consider this approach to be suitable.

2 Alternatively, / Firstly, banning activities often increases their popularity by making them seem more exciting. **3** Furthermore, /In contrast, most smoking takes place in the privacy of people's homes, and would **4** therefore / nevertheless not be affected by the ban. **5** Thirdly, / Similarly, a ban on smoking would make extra demands on the police.

6 Although / Despite the ideas behind banning smoking in public places are good, an alternative approach needs to be taken, in my opinion. Schools should lead the way in discussing the harmful effects of smoking not only on the smokers themselves but on others around them. **7** In addition, / Consequently, parents need to support these efforts by encouraging their children to understand the negative aspects of smoking.

If we adopted these measures, I believe fewer people would take up smoking **8** as a result / moreover. To some extent these things are already happening. **9** And / Nevertheless, further efforts are needed.

3 **Fill in the gaps with the linking expressions in the box.**

as a result	because	but	firstly	for example	however	moreover	similarly

1 Regular exercise increases the blood flow to your heart and keeps your heart healthy. ...Moreover..., it provides you with a general sense of well-being.

2 In times of recession people stop spending, which can have serious consequences for the economy. ..... , poor sales can lead to closures of some businesses.

3 In this talk I will outline several possible reasons for melting polar ice caps. ..... , it could be because of climate change. Another reason could be ...

4 These days many famous musicians are getting involved in political causes. ..... , famous actors are often seen on television promoting some charity or other.

5 Pets can have a calming effect on their owners. ..... , having a pet can increase stress due to the demands made on the owner to look after the pet properly.

6 Some people believe that we have too many public holidays, ... I believe they are a good idea ..... it is important to find time to celebrate traditions.

7 In my city there are too many cars on the road and there are always traffic jams. ..... , it is difficult for people to judge how long their journeys will take.

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4 **Write one or two sentences with a similar meaning to the sentences below, using the words in brackets and any other words you need.**

1 Despite the rise in profits this year, our company is still losing money. (*although*)
Although there has been a rise in profits this year, our company is still losing money.

2 The head of my department called an emergency meeting so I had to cancel all of my afternoon appointments. (*because*)

.....

3 It is now much cheaper to rent a DVD at home so fewer people are going to the cinema these days. (*due to*)

.....

4 The cost of basic foods has risen because petrol prices increased last month. (*As a result*)

.....

5 Although there are over 30 girls on this course, the boys still outnumber the girls by two to one. (*but*)

.....

6 Although there are some advantages to the pace of modern life, it also has its disadvantages. (*However*)

.....

7 The numbers of red deer in the wild increased slightly in the 1980s, although the increase was not sufficient to take them off the endangered species list. (*in spite of*)

.....

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Academic Reading

You should spend about 20 minutes on **Questions 1–12** which are based on the Reading Passage below.

Experience versus *speed*

Certain mental functions slow down with age, but the brain compensates in ways that can keep seniors as sharp as youngsters.

Jake, aged 16, has a terrific relationship with his grandmother Rita, who is 70. They live close by, and they even take a Spanish class together twice a week at a local college. After class they sometimes stop at a café for a snack. On one occasion Rita tells Jake, 'I think it's great how fast you pick up new grammar. It takes me a lot longer.' Jake replies, 'Yeah, but you don't seem to make as many silly mistakes on the quizzes as I do. How do you do that?'

In that moment, Rita and Jake stumbled across an interesting set of differences between older and younger minds. Popular psychology says that as people age their brains 'slow down'. The implication, of course, is that elderly men and women are not as mentally agile as middle-aged adults or even teenagers. However, although certain brain functions such as perception and reaction time do indeed take longer, that slowing down does not necessarily undermine mental sharpness. Indeed, evidence shows that older people are just as mentally fit as younger people because their brains compensate for some kinds of declines in creative ways that young minds do not exploit.

Just as people's bodies age at different rates, so do their minds. As adults advance in age, the perception of sights, sounds and smells takes a bit longer, and laying down new information into memory becomes more difficult. The ability to retrieve memories also quickly slides and it is sometimes harder to concentrate and maintain attention.

On the other hand, the ageing brain can create significant benefits by tapping into its extensive hoard of accumulated knowledge and experience. The biggest trick that older brains employ is to use both hemispheres simultaneously to handle tasks for which younger brains rely predominantly on one side. Electronic images taken by cognitive scientists at the University of Michigan, for example, have demonstrated that even when doing basic recognition or memorization exercises, seniors exploit the left and right side of the brain more extensively than men and women who

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are decades younger. Drawing on both sides of the brain gives them a tactical edge, even if the speed of each hemisphere's process is slower.

In another experiment, Michael Falkenstein of the University of Dortmund in Germany found that when elders were presented with new computer exercises they paused longer before reacting and took longer to complete the tasks, yet they made 50% fewer errors, probably because of their more deliberate pace.

One analogy for these results might be the question of who can type a paragraph 'better': a 16-year-old who glides along at 60 words per minute but has to double back to correct a number of mistakes or a 70-year-old who strikes keys at only 40 words per minute but spends less time fixing errors? In the end, if 'better' is defined as completing a clean paragraph, both people may end up taking the same amount of time.

Computerized tests support the notion that accuracy can offset speed. In one so-called distraction exercise, subjects were told to look at a screen, wait for an arrow that pointed in a certain direction to appear, and then use a mouse to click on the arrow as soon as it appeared on the screen. Just before the correct symbol appeared, however, the computer displayed numerous other arrows aimed in various other directions. Although younger subjects cut through the confusion faster when the correct arrow suddenly popped up, they more frequently clicked on incorrect arrows in their haste.

Older test takers are equally capable of other tasks that do not depend on speed, such as language comprehension and processing. In these cases, however, the elders utilize the brain's available resources in a different way. Neurologists at Northwest University came to this conclusion after analyzing 50 people ranging from age 23 to 78. The subjects had to lie down in a magnetic resonance imaging (MRI) machine and concentrate on two different lists of printed words posted side by side in front of them. By looking at the lists, they were to find pairs of words that were similar in either meaning or spelling.

The eldest participants did just as well on the tests as the youngest did, and yet the MRI scans indicated that in the elders' brains, the areas which are responsible for language recognition and interpretation were much less active. The researchers did find that the older people had more activity in brain regions responsible for attentiveness. Darren Gleitman, who headed the study, concluded that older brains solved the problems just as effectively but by different means.

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Questions 1–3

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

1 The conversation between Jake and Rita is used to give an example of

A the way we learn languages.
B the changes that occur in our brains over time.
C the fact that it is easier to learn a language at a young age.
D the importance of young and old people doing things together.

2 In paragraph six, what point is the analogy used to illustrate?

A Working faster is better than working slower.
B Accuracy is less important than speed.
C Accuracy can improve over time.
D Working faster does not always save time.

3 In the computerized distraction exercises, the subjects had to

A react to a particular symbol on the screen.
B type a text as quickly as possible.
C move an arrow in different directions around the screen.
D click on every arrow that appeared on the screen.

Questions 4–7

*Complete each sentence with the correct ending **A–F**.*

*Write the correct letter **A–F** next to Questions 4–7 below.*

4 According to popular psychology
5 Researchers at the University of Michigan showed that
6 Michael Falkenstein discovered that
7 Scientists at Northwest University concluded that

A the older we get the harder it is to concentrate for any length of time.
B seniors take longer to complete tasks but with greater accuracy.
C old people use both parts of their brain more than young people.
D older people use their brains differently but achieve the same result.
E the speed of our brain decreases with age.
F older people do not cope well with new technology.

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Questions 8–12

Complete the summary below.

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

Write your answers in spaces 8–12 below.

People's bodies and **8** ..... grow older at varying stages. As we age our senses take longer to process information and our aptitude for recalling **9** ..... also decreases.

However, older people's brains do have several advantages. Firstly, they can call upon both the **10** ..... and **11** ..... which is already stored in their brain. Secondly, although the **12** ..... of each side of their brain is reduced, they are able to use both sides at once.

Grammar focus task

These extracts are from the text. Without looking back at the text, match the beginnings (1–7) and endings (a–g).

1 ... evidence shows that older people are just as mentally fit as younger people because
2 ... although certain brain functions such as perception and reaction time do indeed take longer,
3 Although younger subjects cut through the confusion faster when the correct arrow suddenly popped up,
4 Just before the correct symbol appeared, however,
5 The ability to retrieve memories also quickly slides and
6 Drawing on both sides of the brain gives them a tactical edge, even if
7 ... when elders were presented with new computer exercises they paused longer before reacting and took longer to complete the tasks, yet

a the speed of each hemisphere's process is slower.
b they more frequently clicked on incorrect arrows in their haste.
c the computer displayed numerous other arrows aimed in various other directions.
d they made 50% fewer errors.
e their brains compensate for some kinds of declines in creative ways that young minds do not exploit as well.
f it is sometimes harder to concentrate and maintain attention.
g that slowing down does not necessarily undermine mental sharpness.

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WRITING PRACTICE

IELTS tasks: describing a process

1 Work in pairs. Look at the picture and answer the questions.

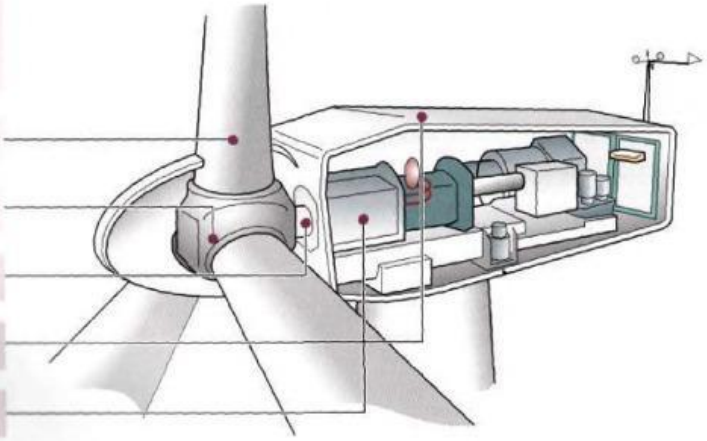
1 What do you know about this type of energy production?
2 Does your country use it?
3 How does it work?

2 Look at the diagram. Complete the description with the words in C.

C
send
turn
connect
move
increase
take
generate

Wind turbines produce electricity by using the natural power of the wind to drive a generator. A wind turbine is made up of four basic parts: the blades, the shaft, the nacelle and the transformer. First, the blades (1) _____ by the movement of the wind, making them rotate around a hub. As the wind moves, the blades (2) _____ to face the direction of the wind by sensors on the turbine in order to collect the maximum amount of energy. The blades (3) _____ to the nacelle by a shaft. Inside the nacelle are the gearbox and the generator. Electricity (4) _____ as the shaft turns the gearbox. The rotation speed of the shaft (5) _____ by the gearbox. The generator then uses magnets to convert the energy into electricity. When the wind becomes too strong, brakes inside the nacelle can stop the blades. At the next stage, electricity (6) _____ to a transformer nearby. Following this, electricity is transformed to a higher voltage, and finally (7) _____ into the national electricity supply grid.

D
shaft
gearbox
blade
nacelle
hub



1 _____
2 _____
3 _____
4 _____
5 _____

Now label the diagram. Use the words in D.

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