

Listening 1

Listening Audio

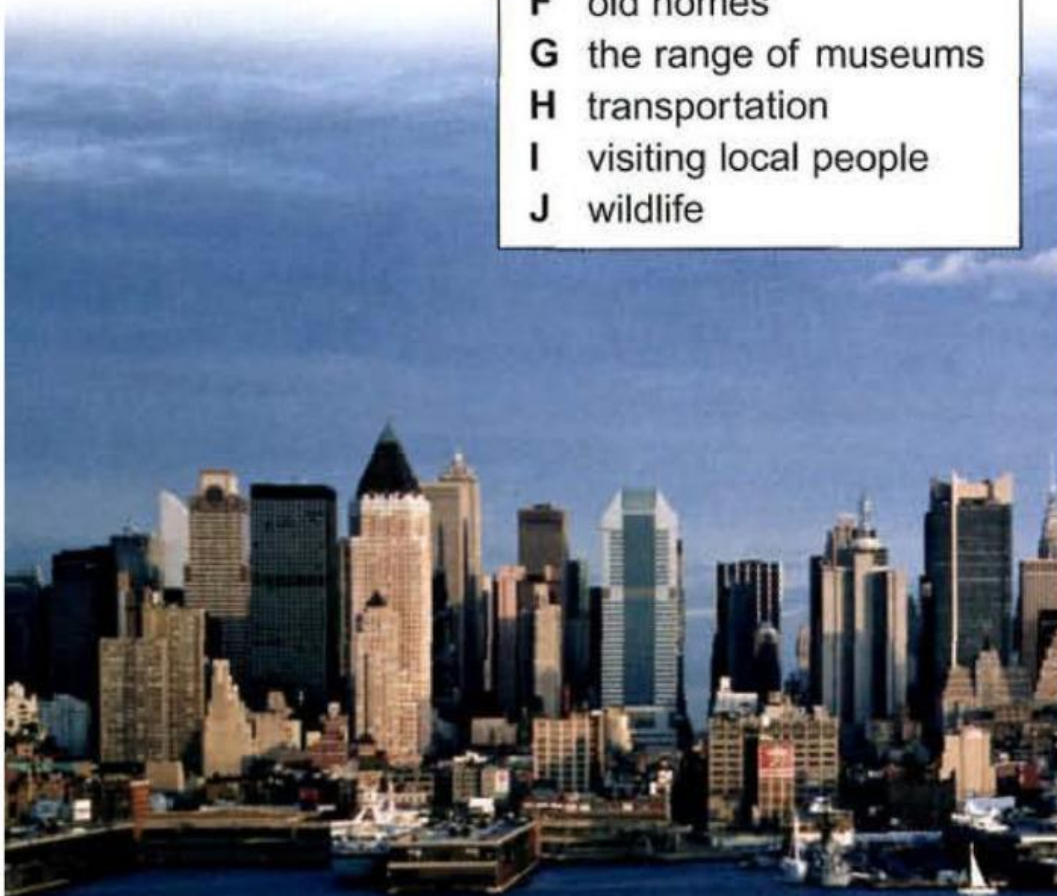
- 1  You might find a task like this in Section 2 of the Listening Module. In the test the listening passage would be longer than this.

What is the focus of each day's activity?

Choose your answers from the box and write the letters A–J next to questions 1–5.

- 1 Monday
- 2 Tuesday
- 3 Wednesday
- 4 Thursday
- 5 Friday

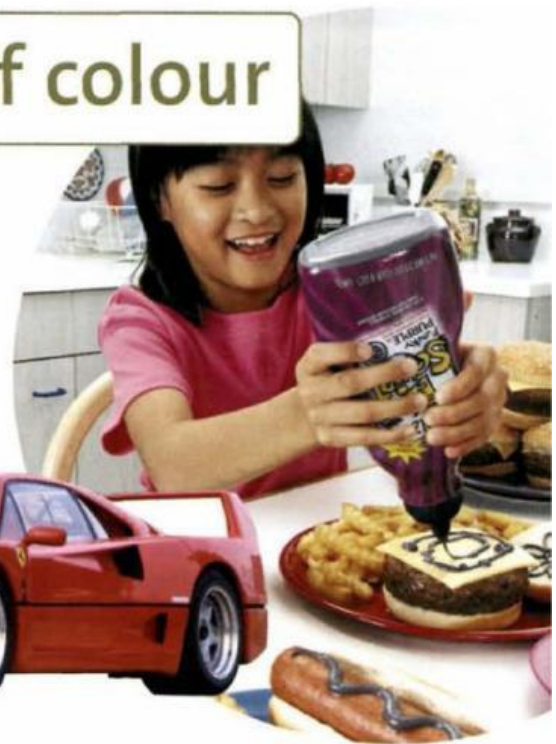
- A art
- B shipping
- C famous people
- D former amusements
- E geography of the city
- F old homes
- G the range of museums
- H transportation
- I visiting local people
- J wildlife



Listening 2

14.1

The importance of colour

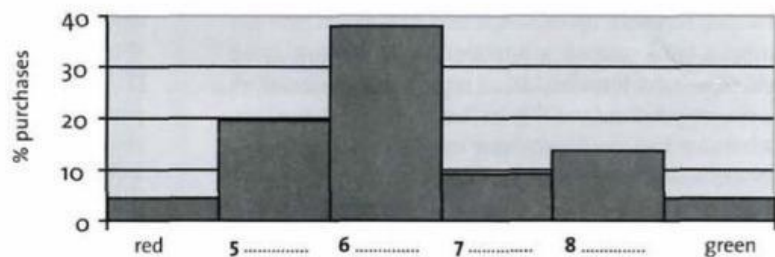


- 1 What do you think about the colours used for the iPod Mini, car and ketchup above?

Questions 5–8 Audio

Write the name of the colour in the right place on the key to the chart below.

Global colour trend data – Cars 2004

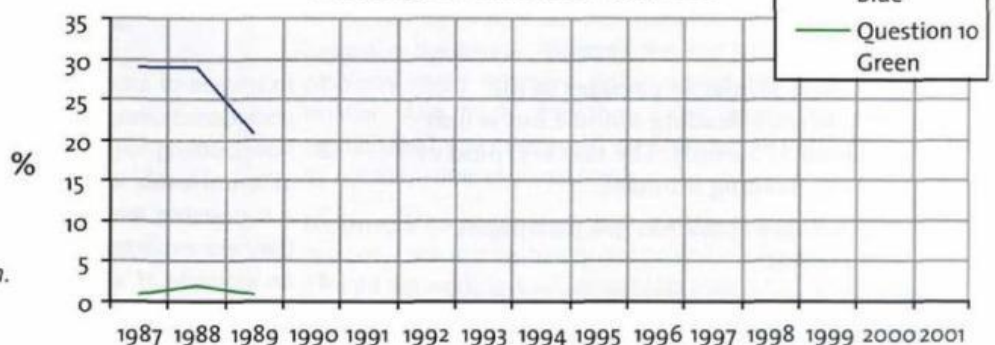


Questions 9 and 10 Audio

Complete the lines on the graph.

You won't have to draw in the IELTS Listening Module, but this exercise will help you to listen for detailed information.

Percentage of vehicles sold 1987–2001



Listening

Test spot

It is important to listen for what is relevant to the questions. You don't need to understand everything.

- 2 You are going to hear a man talking about how the colour of a consumer item affects how popular it is with the public. Read each set of questions and try to guess what the answers might be before you listen.

Questions 1–4 Audio

Which colour is the most popular for items 1–4?

- A black
- B blue
- C green
- D grey
- E red
- F silver
- G white

Write the letter A–G next to each item.

- 1 business suits
- 2 offices
- 3 national flags
- 4 the iPod Mini

Writing

Exercise 17: Tables

It is usually harder to describe tables than graphs and pie charts, mainly because they lack the visual organisation in the latter. However, the same principles apply to tables as to graphs: look for patterns. In addition, it might help you to draw a simple line graph next to each line of data, if it is too long to see a visual image immediately.

Study the table below and look for patterns in the data relating to **land transport only** i.e. excluding Foot, Water and Air.

Passenger death rates: by mode of transport

Great Britain	Rates per billion passenger kilometres					
	1981	1986	1991	1992	1993	Average 1983-1993
Motorcycle	115.8	100.3	94.4	97.0	94.6	104.0
Foot	76.9	75.3	62.5	58.5	56.2	70.5
Pedal cycle	56.9	49.6	46.8	43.4	41.3	48.8
Water ¹	0.4	0.5	0.0	0.5	0.0	9.2
Car	6.1	5.1	3.7	3.5	3.0	4.6
Van	3.8	3.8	2.2	2.2	1.7	2.7
Rail	1.0	0.9	0.8	0.4	0.4	0.9
Bus or coach	0.3	0.5	0.6	0.4	0.8	0.5
Air ¹	0.2	0.5	0.0	0.1	0.0	0.2

¹ Data are for United Kingdom

Source: Department of Transport, Social Trends 1996, Table 12.15

Now look at the jumbled model below. The sections of text on the left are in the correct order and those on the right are jumbled. Using the table above to help you, recreate the model answer by matching the two sides.

Example: 1. matches (d); and 2. matches (e)

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. The data in the table relating to passenger 2. in Great Britain between 1981 and 1993 3. The first group, consisting of cars, vans 4. reduction in the rate of road death over 5. death among the car and van users 6. from 6.1 per billion passenger 7. respectively. Cycling, however, 8. 56.9 per billion to 41.3, remained 9. In the second category, comprising 10. slightly between 1981 and 1993. 11. type of transport averaging more 12. than twenty times as high as cars. 13. Regarding the third group, buses 14. almost trebled over the period 15. coaches were still the second | <ol style="list-style-type: none"> a. under review. Nevertheless, buses and b. motorcycles and rail, the rate dropped c. the second most dangerous type of d. death rates by mode of land transport e. can be divided into three categories. f. than twice as many fatalities as cycling, and more g. safest type of vehicular transport. h. despite a significant decrease from i. and bicycles experienced a significant j. kilometres to 3.0 and 3.8 to 1.7, k. the period under study. For example, l. and coaches, the road death rate m. declined by more than half, falling n. Motorcycling was the most dangerous |
|---|--|

Compare your answer with the Key.

Vocabulary

2

Technology – now and then

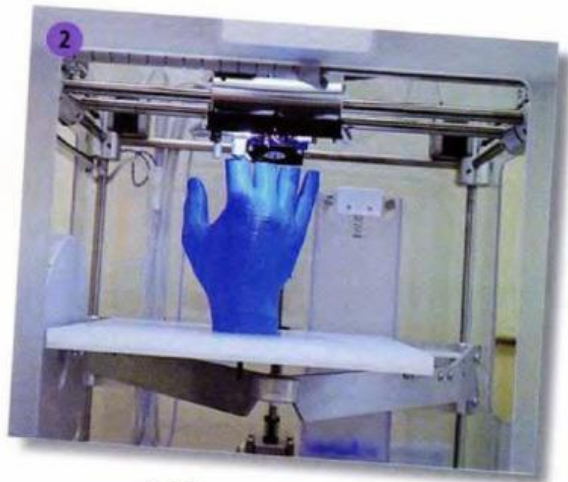
Vocabulary: Verbs of cause and effect

1  Work in pairs. Look at the photographs and discuss the questions below.

1



2



3



4



5



- Which two items have had the greatest influence on your life? Give reasons and examples.
- How have each of the items shaped people's lives?
- Some people think the wheel and the abacus are the most important inventions of all time. Do you agree? Why/Why not?

- 2 To make nouns from verbs you can add endings like *-ment* and *-ion*, e.g. *develop/development*. For some verbs the noun form is the same, e.g. *to shape/a shape*. Decide what the noun form is for each of the verbs **1–12** below. Which verb does not follow the patterns mentioned?

1 improve	<u>improvement</u>	7 promote	_____
2 destroy	_____	8 damage	_____
3 produce	_____	9 ruin	_____
4 affect	_____	10 result	_____
5 harm	_____	11 advance	_____
6 enhance	_____	12 deteriorate	_____

- 3 Work in pairs. The verbs and nouns in exercise 2 can be used to describe changes. Classify each verb and noun as a positive change, a negative change, or a neutral change.

- 4 For sentences **1–5** below, complete the gaps using the nouns in exercise 2.

- Advertising companies increase sales through the _____tion of goods on TV.
- Some pessimists argue that love of technology will eventually cause the _____tion of society.
- _____ments in technology have gathered pace in recent years as the speed of computers has increased.
- What recent advances have led to the _____ion of cheaper goods?
- Some believe over-reliance on certain electronic devices can lead to the _____tion in short-term memory.

- 5 Rewrite sentences **1–7** below so that they contain the verb in brackets. Make any other necessary changes.

Example:

The introduction of a café and computers resulted in a significant improvement in the library's facilities. (improve)

The introduction of a café and computers significantly improved the library's facilities.

The library's facilities were significantly improved as a result of the introduction of a café.

- People constantly debate whether television has a positive or negative influence on society. (influence)
 - The use of mobile phones is having a dramatic effect on the way we communicate. (affect)
 - Climate change has caused the destruction of many crops. (destroy)
 - Did the invention of the internet really do any harm to the way people live and work? (harm)
 - A series of new software inventions resulted in a sharp deterioration in the sales of certain mobile telephones. (deteriorate)
 - The use of technology meant that the archaeologists caused very little damage to the site. (damage)
 - Many people like Einstein and Newton have changed the shape of science. (shape)
- 6  Work in pairs. Discuss at least one statement or question from exercise 5. Develop your discussion using reasons and examples.

Word building: Evaluating adjectives

- 1 It is important to be able to evaluate ideas and recognise when ideas are being qualified. Look at the following extract from the listening script:

We have had loads of entries from secondary schools, which is important as more local teenagers are getting involved.

Here the adjective 'important' qualifies the idea in the previous clause.

Work in pairs. Think of synonyms for the following adjectives.

unimportant useless valueless harmless

- 2 Now think of synonyms for their opposite forms.

important useful valuable harmful

- 3 For each adjective **1–12** below, write the opposite form in the correct column of the table.

	<i>in-/im-</i>	<i>un-</i>	<i>-less</i>
1 useful			
2 practical			
3 important			
4 necessary			
5 significant			
6 harmful			
7 valuable			
8 convenient			
9 effective			
10 appealing			
11 worthwhile			
12 inspiring			

- 4 For sentences **1–6** below, decide which adjective from exercise 3 can be used to replace the underlined words. Make any necessary changes.

Example:

Many of the early technologies we take for granted are those that we cannot do without.
necessary

- 1 Some ideas from the 1950s were not very sensible or easy to use.
- 2 Using hydrogen cars to combat global warming is a solution that produces the desired result.
- 3 Satellite navigation systems have made travelling by car something that requires little effort or trouble.
- 4 With so much business being done online, learning to build a website can be really worth the time spent on it.
- 5 Instead of being an activity which does no harm, mobile phone gaming can sometimes be dangerous.
- 6 The work of people like Louis Daguerre, who shaped the world of cinema, can only be considered as stimulating and motivating.