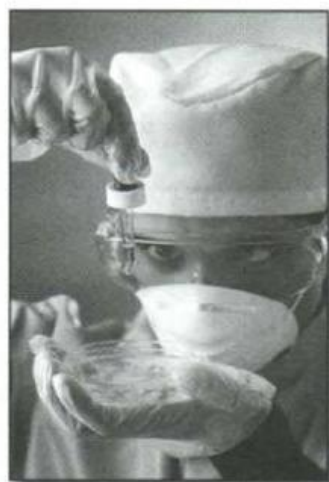
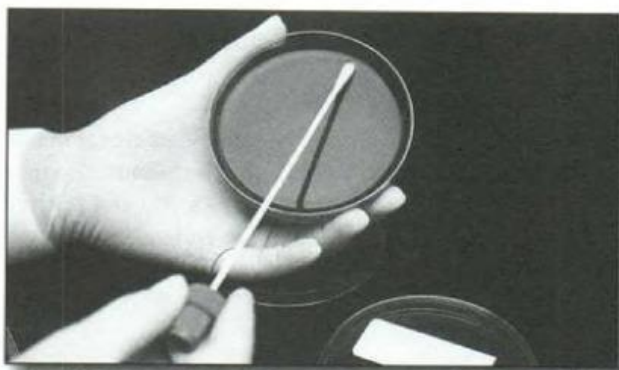


LISTENING PRACTICE



Lead-in activity

Finish each sentence (1-3) with the ending (a or b) which best describes the subject.

1. Biology is the study of
 - a. the origin, form and behaviour of all living species.
 - b. the relationship between the environment and our ecosystem.
2. Physics can be defined as
 - a. the analysis of how different forms of energy are produced.
 - b. the way matter and energy interact with each other.
3. In chemistry we learn about
 - a. the chemicals which exist in all organisms.
 - b. the laws of how various chemicals change when they are combined.

Now put each **underlined** word from the exercise above next to its definition below.

- a careful detailed study of something
- rules which are controlled by nature
- the force which causes things to move or work – e.g. electricity
- the way all living things exist together – e.g. bacteria, plants and animals
- individual animals or plants
- to have an effect on each other
- different types or groupings of animals or plants
- the material all things are made of

Focus on comprehension in Multiple Choice tasks

It is important to remember that in the case of multiple choice questions, where you need to match the two parts of a sentence, not only should you underline the key words but, with longer questions, you should also try to quickly elicit the general meaning of the possible answers in relation to the question itself.

These (questions) will be in the order they are heard and will be testing you on different parts of the listening activity as it progresses.

In order to do this kind of task more effectively, you should concentrate on building up your vocabulary as you progress through the IELTS course. This will serve you well during the test as you listen out for paraphrasing of key ideas from the question (and answer options) as the recording plays.

Task 1

In this monologue (taken from the **Main Listening**) you will hear a guest speaker talking to students in the Science Department. Read the extract carefully and answer the question which follows.

Good morning, everyone. I've been invited to talk to you about computer-controlled driving by your department. It may seem a bit of a cliché - cars that can drive themselves. You may also think that it could only happen in the movies but in truth it's more science and less fiction than it was - say - about twenty or thirty years ago. As you can tell from your ever-evolving phones and computers, technology never stands still. In fact, it has made tremendous progress over the last few decades and is continuing to do so.

Question

Which one of these options (a, b, c, d or e) is correct? Why are the other choices wrong?

The speaker states that computerised cars

- a. are already being driven by members of their department.
- b. only exist in the movies.
- c. have become a distinct reality over the last few decades.
- d. have been improved by using the technological know-how from phones and computers.
- e. are continuing to make significant advances.

Focus on complex Multiple Choice, Matching and Multiple Matching tasks

So far, in the previous units, we have looked at simple multiple choice tasks, where one of three possible answers has to be matched up with a statement. However, particularly in the latter sections of the test (which increases in difficulty from Part 1 to Part 4), the types of Multiple Choice tasks which appear may differ. There are 2 other types which are also commonly tested: Matching and Multiple Matching tasks. Examples of these types of tasks are outlined below.

Multiple Matching

(answer options may be used **more than once**)

Questions 26-30

What does Elle say about the following subjects?

Write the correct letter, **A**, **B**, or **C** next to questions 26-30.

- A. She will study it.
- B. She won't study it.
- C. She might study it.

Subjects

- 26. Marketing _____
- 27. Human Resources _____
- 28. Business Law _____
- 29. Organisational Behaviour _____
- 30. Finance _____

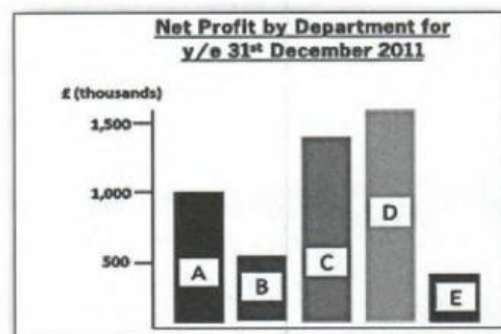
Matching

(answer options may be used **once only**)

Section 2

Questions 11-13

Label the chart below. Write the correct letter, **A - E** next to questions 11-13.



- 11. Online Sales Department _____
- 12. Retail Sales Department _____
- 13. Design Department _____

Task 2 { Track 039 }

Questions 1-3

Choose the correct letter, A, B or C.

1. A tardigrade

- a. has eight legs.
- b. can only be found in seas or rivers.
- c. is made of approximately 1,000 cells which continue to multiply.

2. It differs from other invertebrates in the way that

- a. it darts around.
- b. it has similar physiological characteristics to macrofauna.
- c. its body is divided into eight segments.

3. A characteristic of the tardigrade is

- a. it is able to walk.
- b. it has certain inner organs including a heart.
- c. it stores eggs for reproduction.

Questions 4-6

Name **THREE** characteristics which make the tardigrade special.

- a. It is a deadly creature within its own environment.
- b. It can go into a dormant state if necessary.
- c. It has a lifespan of over 125 years.
- d. It can survive at temperatures of up to 303 degrees Fahrenheit.
- e. It is unnecessary for tardigrada to form a tun in freezing conditions.
- f. It disrupts the formation of ice-crystals by the production of protein.

Task 3 { Track 040 }

Write the correct letter, A, B or C next to each statement.

- A horizontal-axis wind turbine (HAWT)
- B Dabiri's vertical wind turbine
- C qr5 vertical wind turbine

- 1. has got a 60-90 metre steel tower _____
- 2. is engineered in Britain _____
- 3. can be spaced anything up to a mile apart _____
- 4. derives its inspiration from marine life _____
- 5. produces the most energy for an individual turbine _____
- 6. quiet with little vibration _____
- 7. can be used in urban areas _____

Hint:

Before examining the possible answers in each Multiple Choice task, pay careful attention to the instructions above. They will indicate how many points need to be circled while listening. This may range from one to three.

MAIN LISTENING

Task 4 { Track 041 }

You will hear a guest speaker talking to students in the *Science Department* of a university.

4A

Questions 1 - 3

Choose the correct letter, A, B or C.

1. The speaker says that owning a car
 - a. can be stressful.
 - b. incurs high running costs.
 - c. is seen as a necessity.
2. During the earlier history of autonomous vehicles
 - a. the first one was operated by a robot.
 - b. the European commission started up a fund in the 1980s.
 - c. the American army vehicles were built solely for off-road purposes.
3. A preliminary requirement of an autonomous car is
 - a. the installation of additional road infrastructure.
 - b. stringent testing of both hardware and software.
 - c. a navigational system which includes sensor noise.

4B { Track 042 }

Questions 4 - 6

Which **3 benefits** of autonomous cars does he mention?

- a. They are easier to park.
- b. They are programmed for unexpected situations.
- c. It is far safer than if a person drives.
- d. There is no need for health and safety checks.
- e. There are no fluctuations in their performance.
- f. They feature a driver assistive system.

Questions 7 - 9

What are the **3 problems** mentioned?

- a. Most deaths of young people are caused on the roads.
- b. There were 2,222 fatalities on the roads.
- c. Fewer people were injured on British roads in 2010 than in previous years.
- d. The impact of casualties on the National Health System.
- e. The rise of car insurance premiums.
- f. The occurrence of mechanical failure.

Post-listening activity

Complete the summary on the characteristics of **Multiple Choice questions** by using the words from the box below. There are **two words** that you will **not need** to use. Each word can only be used **ONCE**.

grammatical	underline	instructions	distractors
forget	letters	main	easier
clue	drop	vary	

Multiple choice questions may seem to be an 1 _____ option than some of the others. However, this is not always the case. Firstly, you will find that there are no 2 _____ errors which could provide you with a 3 _____ to the correct answer; and, secondly, before you listen, you will notice that all the answers seem to be, to some extent, logical. Another thing that you need to be aware of is that the number of answers given may 4 _____ from one to three, so you should always read the 5 _____ carefully before listening. Each of the correct answers you 6 _____ to circle means you will 7 _____ a point. You should always remember also that the incorrect answers are usually 8 _____, so you should look at the ideas - not just the key words - although it is still important to 9 _____ these.

READING PRACTICE



Will Smith



Lady Gaga

Predicting content

- 1 Look at these photos and answer the questions.
 - a Why are these people famous?
 - b What else can people do to become celebrities?
 - c How many different types of media can you name?

Skills

Skimming

- 2 Quickly read the text below and underline the words associated with *celebrity* and the *media*.

In the past, a person had to do something exceptional to be known as a famous figure: climb a mountain, row single-handedly around the world or fight bravely in a war. But nowadays it is quite easy for a very ordinary person to become a superstar. We only need to upload a remarkable video to the Internet, take part in a reality TV show, or make a controversial comment on a social media website for our names to be instantly recognized worldwide.

- 3 When you skim a text to find the main topic it will help you to identify words that are repeated or to find their synonyms (words that have similar meanings). For example, in the passage in Exercise 2, *person* is repeated twice and the word *figure* has a similar meaning.

- 4 Look at the passage again and underline other words and phrases that have similar meanings to each other.

Look at the groups of words and circle the one which does not have the same meaning as the rest.

- a special different ordinary unusual outstanding
- b renowned unknown prominent famous well-known
- c big name icon idol worker hero
- d debatable questionable arguable contentious acceptable
- e local global international universal widespread

- 5 Another technique for identifying the main topic of a text is to read the first sentence of each paragraph. This is usually the topic sentence and summarizes the main points of the paragraph.

Read the following passage and choose the best title for it from the list below.

- a Famous People in the Media
- b The Press and Politics: an unhappy relationship
- c Media and Celebrities: boundaries versus benefits
- d The Dangers of Social Media
- e Media and the Law

- A** Celebrities and the media have a distinctly 'love-hate' relationship and, whilst they recognize their mutual dependency, striking a balance between their respective interests is an on-going challenge for both groups.
- B** In the worlds of sport, entertainment and politics, celebrities depend on the press, social media, photographers and radio and television to raise their public profile, and afford them the visibility essential to success in their highly competitive professions. For example, top-class sports celebrities rely on income from commercial sponsorship to pay for expensive coaching, fitness and training facilities. In the entertainment business, glamorous award ceremonies and opening nights of much-anticipated films not only provide the cast with what is undoubtedly an enjoyable and well-deserved celebration of their success, but also an opportunity for valuable exposure to their fans as well as to influential figures in their own industry.
- C** At the same time, sales revenues from advertising and audience ratings are boosted by stories about famous figures, which range from casual gossip to carefully researched information, depending on their purpose and target audience.
- D** The conflict between these apparently compatible interests lies in deciding how much access the media should have to the daily lives of the famous and the amount of privacy any individual should be entitled to.
- E** This clash has been intensified in the first two decades of the 21st century by recent developments in communications and digital science. There can be little doubt that the dramatic expansion of online social media has made it possible to spread rumours, true or false, instantly across the globe. This has significantly increased the power of the press to enhance or damage the reputation of any public figure. Due to advances in high-tech photographic equipment, it has become easier than ever for photojournalists to intrude on the private lives of well-known personalities without their knowledge or agreement. This has led, on many occasions, to legal battles between the media and celebrities to determine whether newspapers should be entitled to publish images of high-profile personalities taken when they are not appearing in public. Another example of how the press has used dubious methods to obtain information about famous personalities is *phone hacking*, or listening in to private phone calls, which has also resulted in a number of court cases.
- F** In court, a judge may decide what the press is allowed to publish about well-known figures by taking 'public interest' into account. In this case, 'public interest' does not simply mean the number of people who would like to know more about the private lives of high-profile personalities, but how much society, as a whole, would benefit from this information.

Exam skills

Matching headings questions

In these questions you are asked to choose from a list of headings (numbered i, ii, iii, ...) that refer to the main meaning of a paragraph or section of the text marked with letters (A, B, C, ...). There will be more headings than there are paragraphs to match.

Skimming

To answer these questions you will need to find:

- the parts of the text that summarize the main idea of each paragraph or section.
- related or similar words in the headings (e.g., *famous figures*, *press*, *needs*, *conflicting*).

To identify the main idea of a paragraph you can skim the text, without looking for detailed information.

- Look for key topic words in the paragraph (e.g., *celebrities*, *media*).
- Find words that are repeated or connected with each other (e.g., *love*, *need*, *demands*, *hate*, *conflicting*).

6 Look at the reading passage and underline the key words in each paragraph.

7 Read the passage again and match each of the following headings with a paragraph.

Headings

- i The reputation of famous politicians
- ii The commercial advantages of reporting on celebrities
- iii The legal position
- iv Privacy and digital technology
- v All publicity is good publicity
- vi Conflicting demands of the press and famous figures
- vii Celebrities benefit from publicity
- viii Fame versus privacy

Paragraphs

- A vi
- B _____
- C _____
- D _____
- E _____
- F _____

Exam skills

True/False/Not Given questions

This type of exam question asks you to decide whether a statement in the question:

- agrees with the information in the reading passage.
- does not agree with the information in the reading passage.
- is not mentioned in the reading passage.

Remember that your answer should be based only on the information in the text, not on what you already know. You can use the following technique to find the answers to True/False/Not Given questions.

- 1 Look for key words in the statement in the question.
- 2 Look for similar words or phrases in the passage to find the section that refers to the statement.
- 3 Decide whether the statement matches the information in the text.

Skills

Be very careful when you are checking to see whether information is false or not given.

- When the information is not given, you will not find any information about this topic in the reading passage.
 - When the information is false, this may be indicated by a negative, a comparative or a conditional statement in the text.
 - Remember that not all negatives use a simple 'no', 'not' or 'nobody'. Expressions like *instead of*, *having failed to*, *without* + [...ing] can also indicate a negative.
 - False information may also be found in parts of the text that contain comparisons. Make sure you check these, e.g., *Screen celebrities are less likely to appear in the media than sports stars.*
 - Conditional sentences may also be indicators of false information. Compare the tenses of the verbs in the question statements with the verbs in the text to make sure they have the same meaning, e.g., *is/may be*, *can/could*, *saw/might have seen*.
- 8 Read the passage again and underline the words that are connected with the word *media*. Do not focus on other words.
 - a Which words did you find?
 - b What kinds of words (nouns, verbs, adjectives, adverbs) are they?
 - c Think of alternative words or phrases for these words.
 - 9 Statements 1–6 are taken from a True/False/Not Given task. Read the statements and underline the key words.
 - a The needs of celebrities and the media do not conflict.
 - b Film stars appear at film premieres to take advantage of the publicity.
 - c Gossip about celebrities makes them successful.
 - d Famous people have no right to any privacy.
 - e Because technology has progressed, famous people have more difficulty protecting their privacy.
 - f A large percentage of the population is interested in the private lives of public figures.
 - 10 Look for phrases in the passage that have a similar meaning to the key words.
 - 11 Decide whether the statements are True, False or Not Given.

Exam skills

Matching sentence endings

In this type of question you will be asked to match the first part of a sentence with a suitable ending, chosen from a list of possibilities. You will need to write the correct letter on your answer sheet. There will be more endings than sentences.

Skills

When you are looking for the correct ending for the sentence, you should look for:

- grammatical agreement – ask yourself if the ending is grammatically possible (e.g., Is the verb in the same tense? Do the subject and the verb agree? Is the sentence structure complete?).
- endings that cannot be correct because they are grammatically impossible.
- meaning – make sure that the second part of the sentence is on the same topic as the first part and check that it follows logically.

- 12** Read the sentence endings A–H from a Sentence matching question. Find the three endings that express purpose.

- A to support their training.
- B useful for helping actors find work.
- C based on research or just rumour.
- D disagree on the amount of privacy a person should have.
- E make it more difficult for famous figures to retain their privacy.
- F to obtain personal information.
- G considered in a legal case.
- H to give high-profile personalities publicity.

- 13** Look at the sentence beginnings a–g.

- i Which two beginnings are most likely to be followed by a phrase indicating purpose?
- ii Which two beginnings logically match the endings A–H in Exercise 12?
- a Technological developments
- b Reports in the press may be
- c Film premieres are
- d The press and celebrities sometimes
- e Famous sports personalities need sponsorship
- f Public interest may be
- g Phone hacking has often been used

- 14** Match each of the remaining sentence endings from Exercise 12 with a beginning from Exercise 13. Then skim the reading passage again to check your answers.

Reading Passage 1

You should spend 20 minutes on questions 1–14, which are based on Reading Passage 1.

Social Media Privacy: A Contradiction in Terms?

This article is by Naomi Troni, global CMO of Euro RSCG Worldwide.

- A** Never in the course of human interaction have so many shared so much about themselves with so many others — and with so little apparent concern for their privacy. Was it really just a generation ago that people kept all but their most basic information under virtual lock and key? Today, we happily share our date and place of birth, name of our first pet, mother's maiden name, favourite movie or book, favourite colour, first school teacher — and myriad other snippets of information required by online services as part of their security procedures.
- B** The basic premise behind this information-sharing is nothing new. Consumers have long handed over a little personal information in exchange for services such as banking and finance, utilities and healthcare. The big difference now is that the information is digitized and accessible online — and we're handing it out to virtually anyone who asks, regardless of how briefly the business has been in existence. Of even greater concern to many is the amount and variety of information being gathered about us *without* our explicit permission. Whereas retailers and others used to tweeze out information gleaned through loyalty cards, prize draws and catalogue mailing lists, now these old standbys have been massively augmented by customers researching and purchasing online, leaving in their wake a digital trail of cookie crumbs detailing their needs, tastes and desires.
- C** And then there's social media. If this isn't the Holy Grail* for marketers, it's difficult to imagine what would be. In this thoroughly 21st century communications channel, old notions of privacy simply do not apply; sharing personal information, experiences and opinions is the whole point of the service. And, wonder of wonders, consumers don't only provide it willingly — they provide it for free! Sure, some people take the precaution of limiting access to their Facebook or Google+ pages, but even these people typically are eager to share their thoughts via comment sections on news sites, reviews on retail sites and in branded clubs and forums.
- D** With all the time we spend online and all the forums we frequent, it's no wonder most of us have grown accustomed to doling out little snippets of personal information with barely a second thought. It helps that we rarely are asked to hand over a whole stack of personal information in one massive data transfer; that would be too much trouble and might provoke too much anxiety. Rather, we routinely hand it out a bit at a time.
- E** Anybody over the age of 30 likely will remember that in the early days of mainstream Internet, 10 to 15 years ago, consumers were wary about handing over private information. A 2001 UCLA report, for instance, found high levels of consumer concern over online privacy in general and credit card security in particular.

Unit 1

- F** Since then hundreds of millions of people have come online and become regular users of commerce sites and social media. Early concerns about online privacy have been sidelined by the desire for more speed, more convenience, more choice and more great deals. Familiarity has bred complacency and even foolhardiness; we've all heard about people uploading pretty much everything, including the most intimate words and images.
- G** Now, after a decade of consumers feeling increasingly free-and-easy with their personal information online, we are seeing signs of a new wariness setting in. In a Euro RSCG global survey conducted among 7,213 adults in 19 countries, we found that 55% of respondents are worried that 'technology is robbing us of our privacy'; the figure was above 60% in a number of countries, including the United States and China. Similarly, 61% overall agreed 'People share too much about their personal thoughts and experiences online; we need to go back to being more private.'
- H** And it's not just snooping companies and hackers that consumers fear. Nearly half the sample (47%) — and a majority of millennials* — worry that friends or family will share inappropriate personal information about them online. Around one-third overall already regret posting personal information about themselves.

* **Holy Grail** – a desired ambition or goal (in Christian tradition, the cup used by Jesus at the Last Supper with his followers)

* **Millennials** – people born between 1982 and 2000

Questions 1–5

Reading Passage 1 has eight sections, A–H. Choose the correct heading for sections B, C, D, F and G from the list of headings below.

Write the correct number i–viii by question numbers 1–5.

- i A reverse in trends
- ii Blogging
- iii Digital technology: a threat to privacy
- iv Privacy versus ease
- v Online social networks and consumer information
- vi Little by little
- vii Phone hacking and privacy
- viii Attitudes at the turn of the century

Example: Paragraph E

viii

- 1 Paragraph B
- 2 Paragraph C
- 3 Paragraph D
- 4 Paragraph F
- 5 Paragraph G

Questions 6–10

Do the following statements agree with the information in the text?

By question numbers 6–10 write

- TRUE** if the statement is true.
FALSE if the statement contradicts the information in the text.
NOT GIVEN if there is no information about this.

- 6 In the past, people shared their personal details freely.
- 7 Nowadays, individuals give their personal information to online services because it makes them feel safe.
- 8 Traditionally, financial organizations have asked their clients to provide a limited amount of information.
- 9 The difference between the past and the present is that private information is available digitally to a much larger number of people.
- 10 New businesses are not allowed to request personal information.

- | | |
|---------|----------|
| 6 | 9 |
| 7 | 10 |
| 8 | |

Questions 11–14

Complete each sentence with the correct ending A–F from the list below.

Write the correct letter A–F next to the question number.

- 11 It is worrying that
- 12 Even people who protect their personal information on social networks
- 13 Online services ask for a small amount of information
- 14 Nearly 50% of people who responded to a survey about personal information

- A there are strict controls on who has access to our personal details.
 B did not trust people in their closest social networks to respect their privacy.
 C because their customers would be worried about giving away a lot of information at one time.
 D give away personal information on online forums and discussion boards.
 E a lot of private information is gathered without our knowledge.
 F to persuade users to provide them with details about their friends.

- | | |
|----------|----------|
| 11 | 13 |
| 12 | 14 |

VOCABULARY PRACTICE

3 Match the phrases in A with the definitions in B.

- | | |
|-------------------------------|--|
| A | B |
| 1 keep an open mind | A increase your knowledge |
| 2 bear in mind | B I forgot |
| 3 have something in mind | C I couldn't remember a thing |
| 4 have something on your mind | D remember |
| 5 my mind went blank | E try not to judge before you know the facts |
| 6 it slipped my mind | F be worried about something |
| 7 put your mind at ease | G have an idea |
| 8 broaden the mind | H stop you from worrying |

Error warning

Remember = to have a memory in your mind. **I remember** my first day at school.
Remind = someone or something helps you to remember something. *Remind* is not usually used with the subject *I*. *It reminds me of when I lived in Egypt.* NOT *I remind of when.* *You remind me of my sister.* NOT *I remind me of.*

4.1 Think about your answers to these questions.

- What do you remember about your early childhood?
- Do you think you have a good memory or a poor memory?

4.2 2b Now listen to a student answering the questions in 4.1 and make a note of all of the words and phrases connected with memory.

remember, memories

.....

.....

.....

.....

.....

4.3 Correct the vocabulary mistakes in these sentences.

- I will always memory how beautiful the sunset was on that day. remember
- I have very fond reminders of my school days.
- Could you remember me to buy some bread on the way home?
- At school we always had to memory long lists of vocabulary.
- I remind how happy our childhood was.