

EXPERT

eText

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IELTS 6

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IELTS Overview

Listening (30 Minutes + 10 minutes transfer time)		
Discourse Types	Question Types	Skills
Recording 1: a conversation between two people in an everyday context Recording 2: a monologue in an everyday context Recording 3: a conversation between up to four people in an educational setting Recording 4: a monologue on an academic subject	40 questions, including: <ul style="list-style-type: none"> • Multiple choice • Short-answer questions • Notes/Table/Form/Flow chart completion • Diagram labelling • Matching • Classification • Sentence completion • Flow chart summary • Plan/Map/Diagram labelling 	<ul style="list-style-type: none"> • Listening for gist • Listening for main ideas • Listening for specific information • Understanding opinions
Academic Reading (60 minutes)		
Text Types	Question Types	Skills
General interest texts taken from journals, newspapers, textbooks and magazines. These non-specialist texts are graded in difficulty and are representative of reading requirements for undergraduate and postgraduate students. Total of 2,000–2,750 words	40 questions including: <ul style="list-style-type: none"> • Multiple choice • Short-answer questions • Notes/Table/Form/Flow chart completion • Diagram labelling • Matching • Classification • Sentence completion • Flow chart completion • Matching paragraph headings • Matching lists/phrases • True/False/Not given 	<ul style="list-style-type: none"> • Reading for gist • Skimming • Reading for main ideas • Reading for detail • Understanding logical argument • Recognising opinions, attitudes and purpose
General Training Reading (60 minutes)		
Texts and extracts taken from books, magazines, newspapers, notices, advertisements, company handbooks and guidelines that you would encounter on a daily basis.		
Academic Writing (60 minutes)		
Task 1: a minimum of 150 words. A summarising description of graphic or pictorial input. Task 2: a minimum of 250 words. An extended piece of discursive writing.	Task 1: Describe, summarise or explain information from a graph, table or chart. Task 2: Respond to a point of view, argument or problem. Formal register required.	<ul style="list-style-type: none"> • Using the appropriate writing conventions and register • Describing processes • Describing data • Expressing a point of view • Comparing and contrasting • Analysing problems and solutions
General Training Writing (60 minutes)		
Task 1: a minimum of 150 words. Writing a letter or email. Task 2: a minimum of 250 words. An extended piece of discursive writing.	Task 1: Write a letter or email to someone explaining a situation or requesting information. Task 2: Write an essay in response to a point of view, argument or problem. Can be personal in style.	
Speaking (11–14 Minutes)		
Format	Nature of Interaction	Skills
Part 1: Introduction and interview (4–5 minutes) Part 2: Individual long turn (3–4 minutes) Part 3: Exploring a topic/discussion (4–5 minutes)	Part 1: Speaking on familiar topics like home, family, work, studies, interests, etc. Part 2: You will be given a card which asks you to talk about a topic You have one minute to prepare before you speak for two minutes You will then be asked one or two questions on the same topic. Part 3: You will be asked more questions about the topic in Part 2 so you can discuss more abstract ideas.	<ul style="list-style-type: none"> • Giving personal information • Talking about everyday habits and issues • Expressing opinions • Organising ideas • Understanding the rules of conversation
Total test time: 2 hours and 45 minutes (+10 minutes transfer time for Listening)		

1 Communication

1a Training

- **Reading:** Identify topic sentences (Matching: headings)
- **Vocabulary:** Collocations; Phrasal verbs; Words with more than one meaning; Communication
- **Speaking:** Expand answers (Part 1)
- **Listening:** Locate information (Section 1: Notes completion)
- **Language development:** Present tenses
- **Writing:** Write an overview (Task 1)

1b Testing

- **Listening:** Section 1: Notes completion; Table completion; Form completion
- **Language development and vocabulary:** Past simple; The media
- **Speaking:** Part 1: Talk about the news
- **Reading:** Matching headings; Sentence completion
- **Writing:** Task 1: Describe a chart



Lead-in

1 Work in pairs and discuss the questions.

- 1 How do you communicate with others?
- 2 What do you think the saying *a picture says a thousand words* means? Do you agree with it?
- 3 How do you think the pictures above were taken?
- 4 How much do you trust what you see on the internet?

2 Work in pairs. Look at the types of communication below and discuss the questions.

document-sharing sites emoticons sending text messages selfies social media profiles
video-conferencing

- 1 When do you prefer to use these types of communication? Why?
- 2 Choose two types of communication and describe the advantages and disadvantages of each.
- 3 Do you think they will continue to be popular in the future? Why/Why not?

Reading (Matching headings)

Before you read

- 1 Work in pairs and discuss the questions. Check the meaning of the words in **bold** in a dictionary if necessary.
 - 1 What is your favourite **image** on your **smart phone**? Where did you find/take it?
 - 2 Do you think people and things in photographs **appear** the same as they do in **real life**? Why/Why not?
 - 3 Do you think photographs are a more **reliable record** than descriptions? Why/Why not?
- 2 Look at the passage on page 9 and discuss the questions.
 - 1 Where would you expect to see this kind of passage?
 - 2 Look at the title. What is the topic of the passage?
 - 3 Read the introduction. What is the passage about? What is a *photographic artefact*?

Identify topic sentences

- 3a Look at the underlined topic sentence in paragraph B of the reading passage and answer the questions.
 - 1 What does a topic sentence do?
 - A link back to earlier paragraphs
 - B explain the main subject of the paragraph
 - 2 What two things are compared in this topic sentence?
 - A the causes and effects of photographic artefacts
 - B the human eye and cameras
- b There are words in the passage that relate to the topics A–C. Which topic is repeated more in paragraph B?

A distance B design C recent changes
- c What is the best heading for paragraph B?
 - 1 Digital cameras see better in the distance than old cameras
 - 2 Digital cameras and people see distance differently
- 4a Underline the topic sentence in paragraph C. Is it the first sentence? What is the main idea of this paragraph?
 - b Which topic is repeated in paragraph C?

- c Choose the heading that best matches paragraph C.
 - 1 Inaccurate photos caused by advanced timing methods
 - 2 How new cameras avoid mistakes made by earlier devices

Test practice

► TEST STRATEGIES page 170

- 5 Choose the correct headings for paragraphs A and D–G from the list below. You have two more headings than you need.

List of Headings

- i When you have to learn more from the photographer
- ii Not an exact copy of what we see
- iii One material that always creates difficulties
- iv Web companies that cheat customers
- v Altering images to deceive the viewer
- vi The closer you get, the more images change
- vii A lack of mystery in today's images

Task analysis

- 6 Work in pairs and discuss the questions.
 - 1 Does identifying the topic sentence help with the *Matching headings* task?
 - 2 Did either of you do the following:
 - read the headings, then look for matching sections in the text?
 - read the text quickly, identify the topic of each paragraph, then look for headings that match?

Discussion

- 7 Work in pairs and discuss the questions.
 - 1 Do you think that the growth of digital photography has been a good thing?
 - 2 Are people more easily persuaded to believe things because of the internet?

THAT'S NOT A GHOST IN YOUR PICTURE, IT'S JUST THE WAY YOUR DIGITAL CAMERA WORKS.

- A** There has been a clear relationship between technological development over the years and a fascination with 'ghost' photography. Images of unexplained circles of light, ghostly mists and human-shaped images fill social media pages on the internet. The explanation is simple: few people realise how digital cameras work. The fact that an image only 'appeared' in the photo, but not real life, is not a sign of its ghostly origins. In fact, it is a perfectly normal part of digital photography. Scientists call them 'photographic artefacts', because they show things that only exist because it is a photograph. Put simply, contrary to popular belief, things in photos look different from real life.
- B** The biggest cause of photographic artefacts is the contrast between how the 'depth of field' works in modern cameras and in the human eye. This is because, although it is now possible to take excellent pictures of things far away, the quality of photos of objects that are very near is less accurate. Light causes these misrepresentations. The level of light never changes when humans stare at objects. However, this is not what happens with digital cameras. When a camera points at a light, the light becomes stronger and stronger. Orbs, which are perfect circles of light, are the most common photographic artefact and they are often the result of light reflecting off water or insects in the air near the camera.
- C** It is easy to see why humans see differently from digital cameras. However, digital cameras are also significantly different from the old film cameras. In many ways, digital cameras give less reliable results. For example, modern functions allow digital cameras to scan the image more than once over a period of less than a second, or to automatically select how long the lens is open. Generally this produces better photos, but if the camera moves during the photo, it may record multiple images, creating the appearance of ghostly forms. Ghostly mists often appear when the camera picks up the photographer's own breath on a cold night when the lens is open for longer. This never happened with film cameras.
- D** Filming under certain conditions will often produce unusual light effects in digital prints. For instance, glass often makes objects such as a light source behind the photographer appear in the printed photo. If the glass is clean, it may not be obvious that there was a window and all you see is an object that 'wasn't there when I took the photo'. A famous UFO photograph showed two clear bright saucer-shaped objects flying across a blue sky. Although very believable, it was, in fact, just a reflection of some streetlights behind the photographer.
- E** Most digital cameras come with a good zoom function, letting us take photos from far away. However, at some point, digital cameras can no longer produce clear images anymore. As you go nearer, instead of seeing the image as a continuous picture, the digital image becomes pixelated, which means it appears as a group of coloured rectangles. What you see in print is very different from the object in real life, and the purest example of an artefact of the pixellation process. As humans, we specialise in recognising faces or familiar things in random patterns, and may start to imagine things that were not there. In one case, an image with the physical appearance of a ghostly face in a red top appeared in a photo. Zoom out, and it looks more like a doll. Zoom out further, where the camera can cope with the amount of information it receives, and you can see it's actually a rope holding up a flag.
- F** A final group of photos have started appearing on the internet. Fakes, images created by computer, are not as common on internet sites as you'd imagine, even though it's possible to produce believable images with photo-editing software. Many smartphones contain apps which make it very easy to produce versions of photos with human forms added. Most of these are easy to spot.
- G** In considering photographic artefacts, it is necessary to also consider the story. In many cases, the ghostly nature depends entirely on the fact that the photographer's claim 'that wasn't there when I took the photo'. Often the unexpected appearance of an orb or mist in a photo leads the owner to make enquiries, and once they start to share information with people who believe the place or area to be haunted, they become aware of the possibility that the story could be true. Such photos end up relying on witness statements to support the claims, which are often unreliable. One thing is sure: ghostly images will continue to appear until smart phone technology moves on.



Vocabulary

Collocations

- 1a Match words from A with words from B to form collocations.

A

become clear physical share social technological

B

appearance aware development information media relationship

- b Use the collocations to complete the sentences. Check any unknown words in a dictionary.

- It's often acceptable to make decisions based on people's _____.
- _____ rarely contain honest representations of friends' lives.
- People usually _____ of international events through online news feeds.
- There is a _____ between online stories and general public opinion.
- Now that researchers _____ on the web, there are more scientific advances.
- _____ is not always a good thing.

- c Work in pairs. Can you think of any examples to support the ideas in sentences 1–6?

Phrasal verbs

- 2a Match the beginnings of the sentences (1–8) with the endings (A–H).

- It can be hard for me to **get**
- It's not helpful to **bring**
- I like it when people **point**
- I would **sum**
- When I write, I often **leave**
- I'm better at **picking**
- Online videos can help to **spell**
- If friends get into an argument, I **back**

- A **out** my errors to me.
 B **up on** other people's mistakes than my own.
 C **up** my experience of IELTS very positively!
 D **out** how to do practical things.
 E **up** old fears or worries.
 F **them up** every time.
 G **out** articles and prepositions.
 H **across** my ideas in English.

- b Match the phrasal verbs in bold with the meanings below.

bring attention to explain explain very clearly mention
 not mention notice summarise support

- c Write the phrasal verbs in your vocabulary notebook. Then compare how you recorded the words with another student. Is it helpful?

Words with more than one meaning

- 3a Look at the pairs of sentences. Match the word in *italics* in A and B with the correct meaning below.

- A That knife has a dangerous *point*.
 B I don't see the *point* of sharing photos.
 idea or opinions.
 sharp end
- A The scientist gave an *account* of his work.
 B My wages are paid into my *account*.
 where you keep your money in a bank
 a written or spoken description
- A She's an expert in the *area* of mechanical engineering.
 B The police closed off the *area*.
 a subject or group of activities
 a part of the country or city
- A The man *argued* that the internet was unsafe.
 B I heard my neighbours *argue* outside.
 disagree in an angry way
 give clear reasons for something

- b Decide which sentence in each pair is more likely to be found in academic texts.

Communication

- 4 Complete the article with the noun form of the words in brackets. Sometimes a plural form is needed.

Teentalk

Talk about teenagers, and the 1 *conversation* (converse) often turns to the problems that teenagers face. Older people might argue that 2 _____ (communicate) is difficult because young people and adults do not share the same values. But a study has shown that there is still general 3 _____ (agree) among both generations on the big questions in life. Over 80 percent of adults and teens said honesty and telling the truth were most important. Interestingly, teenagers might want to develop better 4 _____ (understand) of each other. Over half the teens said that they thought their friends valued 5 _____ (popular) more than honesty. Changes in 6 _____ (technical) have not made much 7 _____ (differ) to the way young people relate to other people. Over 72 percent said that they had talked to their parents about the really difficult subjects, like alcohol, dating and drugs. And when it came to these difficult 8 _____ (discuss), over half said that they trusted their parents' 9 _____ (decide) more than anyone else's.

Speaking (Part 1)



Expand answers

- 1a** Work in pairs. Take turns to answer the questions. Try to talk for more than 20 seconds. Use the phrases below to help you introduce your opinions.

I find that ... I tend to think that ...

On the whole, I think ... Well, it's hard to say, but ...

- 1 Do you like spending time with friends? Why?
- 2 What activities do you and your friends like to do together?
- 3 Who do you prefer to talk to about problems: friends or family?
- 4 What do you think are the qualities of a good friend?
- 5 Is it hard to spend time with friends these days?
- 6 How is spending time with your friends different from spending time with your family?

- b** Work in pairs and discuss the questions.

- 1 When answering the questions, are you able to speak for more than twenty seconds each time?
- 2 How do you think you could expand your answers more?
- 3 How did the prompts help you?

- 2a** **1.1** Listen to the students answering the questions in Exercise 1a. Match the students (A–F) with the questions (1–6).

A ____ B ____ C ____ D ____ E ____ F ____

- b** Look at the phrases the speakers used to expand their answers. Match the phrases in *italics* (1–6) with the purposes (A–F).

- 1 *The benefit of* being with family is ...
- 2 ... *the downside of* being away is ...
- 3 Take schoolwork, *for instance*, ...
- 4 *I'm sure that* everyone enjoys spending time ...
- 5 *That's because* different people ...
- 6 *Most of the time* we just like hanging out ...

- A Giving examples
- B Giving reasons
- C Stating advantages
- D Stating disadvantages
- E Expressing a habit
- F Stating certainty

- c** Work with a different partner. Take turns to ask two questions from Exercise 1a. Use at least two of the phrases in Exercise 2b each time.

Test practice

➤ TEST STRATEGIES page 172

➤ EXPERT SPEAKING page 185

- 3** Work in pairs. Practise giving opinions on the test tasks below. Remember to expand your answers.

Communicating with people

- What do you use your mobile phone for the most: texting, phone calls etc.? [Why?]
- Do you think there are some situations when it is better to write than talk? [Why?]
- Do you sometimes go a long time without contacting people? [Why?]
- How have forms of communication changed in your lifetime?

Task analysis

- 4** Work in pairs and discuss the questions.

- 1 Did you introduce your opinions with a range of expressions?
- 2 Did you use any of the phrases in Exercise 2b to expand your answers?

Listening (Section 1)



Before you listen

- 1 Work in pairs and discuss the questions.
- How often do you use your mobile phone?
 - Why did you choose your mobile phone?
 - How do you pay for your mobile phone calls?

Locate information

- 2a 1.2 You are going to hear part of a conversation between a mobile phone company sales representative and a customer. What do they discuss?
- a new mobile phone
 - a new mobile service contract
- b 1.2 Listen again and complete the sentence. You will hear two words that could fit the gap: *mobile* and *home broadband*.
The customer wants the _____ contract only.
- c Look at the audio script 1.2 on page 202. How did you know *home broadband* was the wrong answer for Exercise 2b?
- d 1.3 Read the sentence and listen to the next part of the recording. What signal words (words which signal when an answer is coming) do you hear? What is the answer? Check in the audio script 1.3 on page 202.

Student mobile plan

Comes with a free 'Sun 1 _____' phone

Test practice

➤ TEST STRATEGIES page 168

- 3a Read questions 2–10 in the test task and answer the questions.
- What kind of information will you need (*how much, what, how many, etc.*)?
 - What signal words do you need to listen for?

- b 1.4 Now listen and complete the test task.

Questions 1–10

Complete the notes below

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

Student mobile plan

Comes with a free 'Sun 1 _____' phone

Minimum contract 2 _____ months

600 minutes included

No limits on the number of 3 _____

Costs: £25 per month

Call-only plan

Pay 4 _____ when you start the plan

Includes: 5 _____ minutes for calls

Name: David 6 _____

Email: 7 _____ @studentuni.ac.uk

Main use: Keeping 8 _____

Pay by 9 _____ at first

Need to collect from 10 _____

Task analysis

- 4 Work in pairs. Look at audio script 1.4 on page 202 and discuss the questions.
- Which signal words show you an answer is about to come? Did you hear them all?
 - If you got some answers wrong, can you see why?

Discussion

- 5 Work in pairs and discuss the questions.
- Do you have a favourite make of mobile phone? Why/Why not?
 - Do you think you will use your phone more in future? Why/Why not?

Language development

Present tenses

► EXPERT GRAMMAR page 173

1a Choose the correct option in *italics* to complete the sentences.

- 1 I *look* / *am looking* for a new phone plan.
- 2 What *is that including* / *does that include*?
- 3 We *offer* / *are offering* it at that price for a short period.
- 4 How much data *are you wanting* / *do you want*?
- 5 *Are you using* / *Do you use* your phone for games regularly?
- 6 All you *are needing* / *need* to do is sign here.

b Which of the verbs in are not normally used in the continuous form?

2 Complete the sentences with the correct form of the verbs in brackets so that they are true for you.

- 1 I *'m studying* (study) *for my IELTS exam* at the moment.
- 2 I _____ (work) right now.
- 3 I usually _____ (work as/study).
- 4 The thing that I _____ (enjoy) the most about my course/job is _____.
- 5 The people I _____ (work/study) with are _____.
- 6 In my free time, I usually _____.

3a Read the article. What do you think a *mood* is?

The study of online moods 1 *is* / *are* a large field of research. Every time you type a word, little signs of your mood 2 *shows* / *show* themselves. For example, type a lot of mistakes late at night, and the computer rightly or wrongly 3 *thinks* / *think* you 4 *is* / *are* tired and less concerned about details, so you may be in the mood to spend some money! Anything you have recently viewed online 5 *appears* / *appear* on your screen in adverts, knowing this is the moment you'll probably weaken. Changes in your status from 'single' to 'dating' 6 *send* / *sends* the kind of information restaurant and clothing companies love to hear, while clicking 'upset stomach' late into the night 7 *produces* / *produce* a very different set of adverts on your screen. But moods also tell social researchers a lot about public opinion and 8 *predicts* / *predict* how we might act in future. One recent study of 200 different moods 9 *shows* / *show* that bad moods online appear more often than good moods. It could just be that when people 10 *is* / *are* feeling down, they need to talk to others more. Healthcare services and the government 11 *hopes* / *hope* information like this may help them make better decisions.

b Choose the correct options in *italics* to complete the article.

4a Read the essay below. What essay questions does the paragraph answer?

- 1 Mobile phones have benefitted society. Discuss.
- 2 To what extent have mobile phones changed the way people shop?

These days, times 1 *are changing* (change) fast, and more and more people 2 _____ (use) the internet for daily tasks. The majority of people in my country never 3 _____ (visit) the travel agent's to book a holiday. They 4 _____ (use) their smart phones to check things like cinema times. Nobody 5 _____ (print) their photos anymore, people 6 _____ (not phone) to book tickets to a sporting event or the theatre. We 7 _____ (turn) to technology more and more.

But this 8 _____ (not come) without problems. Many people 9 _____ (rate) 'losing their phone' as their biggest fear, and currently, governments 10 _____ (not do) enough to keep us safe online.

b Complete the essay with the correct form of the words in brackets.

c Work in pairs and discuss the question. Do you think that mobile phones have benefitted society? Why/Why not?

5a Look at the Part 1 speaking questions (1–4). Underline the tenses in the questions. What tense are they?

- 1 Are you working or studying at the moment?
- 2 What do you like best about your course?
- 3 Is there anything you DISLIKE about your course?
- 4 What are you planning to do when you finish your course?

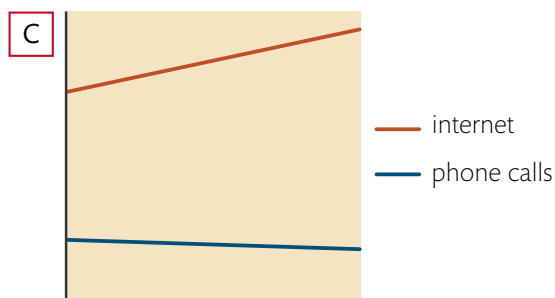
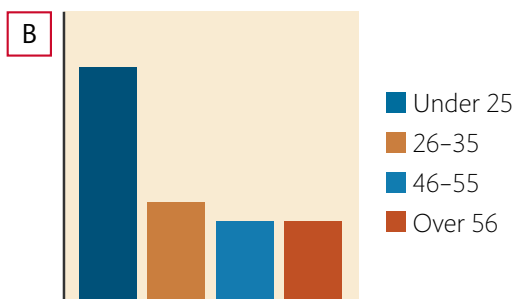
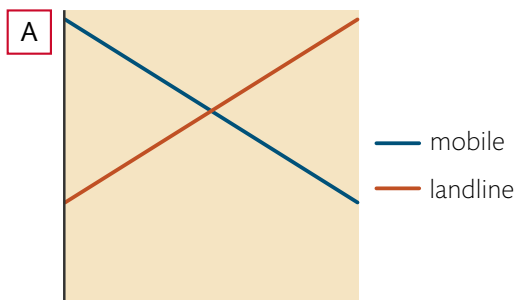
b Choose the correct option in *italics* to complete the responses.

- 1 I *study* / *'m studying* English at the moment.
- 2 I *want* / *'m wanting* to take the IELTS exam soon.
- 3 I *really like* / *'m really liking* studying with people from other countries.
- 4 I *don't like* / *'m not liking* the amount of vocabulary that we *need* / *are needing* to learn.
- 5 I *plan* / *'m planning* to apply to university in Australia.

c Work in pairs. Take turns to answer the questions in Exercise 5a.

Writing (Task 1)**Write an overview**➤ **EXPERT WRITING** page 192**1 a Match the introductory sentences (1–3) with the charts (A–C) below.**

- 1 The chart illustrates mobile phone use among different age groups in the UK in 2015.
- 2 The graph gives an overview of spending on mobile phones and landlines in the USA over a ten-year period from 2000 to 2010.
- 3 The graph shows which services people used on their smart phones over a four-year period.

**b Match the overviews that explain trends (1–3) with the charts (A–C).**

- 1 We can see from the chart that under-25s spent more time on mobiles than any other age group.
- 2 The line graph shows that considerably more people used their phones to access the internet rather than make phone calls, and the gap between the two is growing.
- 3 The line graph shows that although people spent more money on landlines in the first half of the study, mobile phone expenditure became higher from 2006 onwards.

c What does the introductory sentence do?

- 1 gives examples of trends
- 2 introduces the main topic of the chart
- 3 gives a summary of the results

d How is an overview sentence different from an introductory sentence?

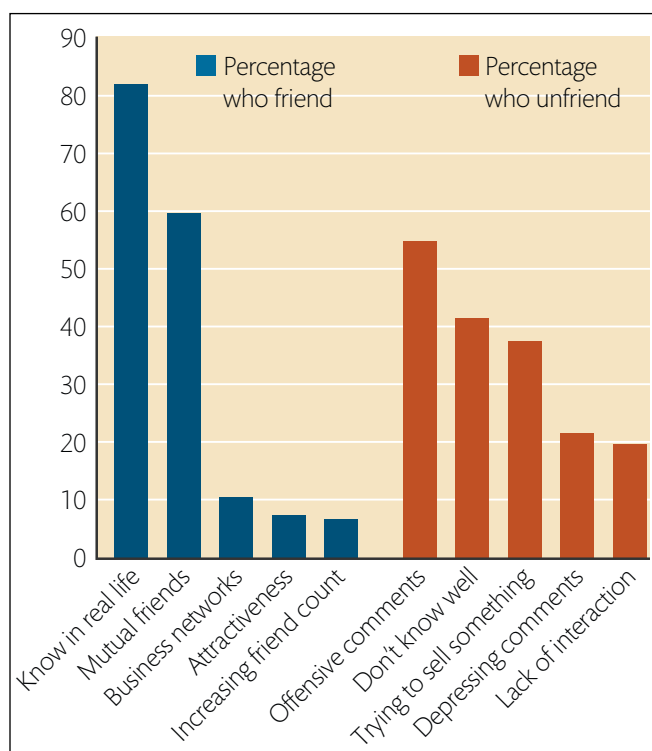
- 1 It talks about the questions that the researchers hoped to answer.
- 2 It talks about the results that researchers reported.

Test practice➤ **TEST STRATEGIES** page 171**2a Look at the chart below. Which graph shape in Exercise 1 is most similar to the reasons why people 'friend' others on social media sites? Is the shape the same for reasons to 'unfriend'?****b Write an introductory sentence and an overview sentence for the chart below.**

The chart below shows the main reasons why people choose to make or break friendship connections on a popular social media site.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Listening (Section 1)




Before you listen

- 1 Work in pairs and discuss the questions.
 - 1 Which type of job do you think you would like in the media? Use the ideas below, or your own ideas.

advertising sales camera operator video blogger website designer
 - 2 What responsibilities are involved in that job?

Test practice

► TEST STRATEGIES page 168

- 2  1.5 Complete the task. Try to predict the kind of information you need for each gap and remember to listen for signal words.

► HELP

- 1 What are other ways of saying *I'm studying ...*?
- 6 What is the signal word here?

Questions 1 and 2

Complete the notes below.

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

Student is studying: 1 _____

Student is in the 2 _____ year of course

Questions 3–5

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

Position	Where
Food assistant	at the 3 _____
4 _____	at the local newspaper office
Receptionist	in the 5 _____ at university

Questions 6–10

Complete the form below.

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

STUDENT DETAILS

Name: Ruby 6 _____

Address: 7 _____ Halls

Room No. 6003

Main skills: Graphic design and 8 _____.

Place of interview: 9 _____ building

Time of interview: Wednesday at 10 _____ a.m.

Task analysis

- 3a What caused you the most problems in this listening task?
 - 1 speed of recording/missing the answers
 - 2 losing focus
 - 3 writing the wrong word down
- b Compare your ideas with another student.

Language development and vocabulary

Past simple

➤ EXPERT GRAMMAR page 173

- Complete the sentences with the correct past form of the verbs in brackets.
 - I _____ (call) earlier about a part-time job.
 - I _____ (not want) to take on any extra work in my first year.
 - A couple of other jobs _____ (come) in yesterday.
 - _____ (you do) any graphic design on your course last year?
 - I _____ (take) a course on computer programming, and I _____ (do) pretty well.
- Work in pairs. Talk about a technology you used when you were young, compared to now. Listen to your partner and check that they use the past tense correctly.
- Complete the text with the correct form of the verbs in brackets.

By the year 1400, everything was in place for the Industrial Revolution to begin, not in Britain, where it eventually 1 began (begin) three centuries later, but in China. Without doubt, advances in media 2 _____ (mean) the Chinese were able to advance their understanding of science. The discovery of black ink 3 _____ (lead) to a revolution in communications in China, while other nations still 4 _____ (choose) to cut words into stone. The invention of paper in AD 200 also 5 _____ (let) them share ideas cheaply, as well as easily. Before that, they 6 _____ (write) documents by hand on more expensive bamboo or silk. Once they had affordable paper, they 7 _____ (undertake) the next obvious thing – printing. By AD 700 they 8 _____ (be) impatient with hand-copying. By using individual wooden letters and words which could be moved, they 9 _____ (deal) with the challenge of producing copies in minutes. The amount of shared knowledge 10 _____ (rise) rapidly after this time. Before that, they printed documents from words fixed onto paper, which they 11 _____ (rebuild) every time they needed a new piece of information. They also 12 _____ (dream) up camera technology long before the Europeans. Around 400 BC, Mo Tzu, 13 _____ (draw) up plans for a working camera. Descriptions of the first camera obscure in AD 1000 suggest they got it to work.

The media

- Match the beginnings of the sentences (1–8) with the endings (A–H). Check the meaning of the words in bold in your dictionary.
 - I think 24-hour TV news channels changed
 - International news **agencies** should
 - These days big **events**
 - News channels should not just give
 - People are not interested in
 - Professional writers check their stories
 - The **content** of newspapers
 - It is often hard to get expert
 - before they **broadcast** them.
 - only employ local reporters.
 - how **journalists** report the news.
 - views** on difficult subjects.
 - their **audience** stories that are popular.
 - are reported in too much detail.
 - serious **issues** like the environment.
 - can get very repetitive.
- Do you agree with the opinions? Expand your ideas with reasons or examples.
- Complete the extract from an essay with the words from Exercise 4.

These days, the 1 _____ of many newspapers might be mainly fashion and animal photos, but for many years the media was almost as powerful as the president, the government and the law courts. The work of the 2 _____ who researched and wrote stories, and the international news 3 _____ which sold those stories around the world, were important. Very few people had the power to 4 _____ radio or television programmes, and people respected and trusted the 5 _____ they expressed. Television companies believed it was their responsibility to educate their 6 _____. As well as reporting on interesting 7 _____ that had happened that day, there were often special programmes on big 8 _____, such as poor housing or the environment.

Speaking (Part 1)

Vocabulary development



- 1 Work in pairs and discuss the questions. Check the words in **bold** in a dictionary.
- 1 What was the last **news article** you read? What was the **subject**? Was it **entertaining**, **informative**, **irritating** or something else? Why?
 - 2 Do you prefer **current affairs** stories or **human interest** stories? Why? Do you ever read the **gossip columns** or the **back pages** with sport?
 - 3 Do you like to **catch up on** personal news with friends? Do you like to **talk problems through** with them? Why/Why not?

Fluency and coherence

- 2a 1.6 Listen to Daniella. While you listen, look at the fluency descriptions below and choose the options which best describes Daniella's performance.
- 1 able to speak alone for about 30 seconds / needs to repeat ideas or pause
 - 2 uses different connectors (*because, although, while, etc.*) / uses the same connectors quite often
 - 3 is able to speak at a read-aloud speed / sometimes goes much slower
- b Turn to page 184 and look at the descriptors for Bands 5 and 6 for *Fluency and coherence*. Match the phrases in Exercise 2a with a phrase with a similar meaning in the band descriptors.
- c 1.7 Listen to Nicholas. Do you think Nicholas is better or worse than Daniella? How well do you think he expands his answers?

Test practice

► TEST STRATEGIES page 172

- 3 Work in pairs and complete the test task. Take turns to ask and answer questions. Record your answers so that you can listen later.

Learning about the news

- Do you read newspapers? Why/Why not?
- How do you prefer to learn about news events? Why?
- How do you share personal news with friends?
- Do you like hearing your friends' news? Why/Why not?

Assess and improve

- 4a What areas of fluency do you need to improve?
- 1 speed
 - 2 using phrases like *Well, ..., Actually, ...*
 - 3 not repeating ideas
 - 4 expanding answers
- b Which method would you like to try?
- 1 recording your voice and playing it back
 - 2 practising chatting with friends outside of class
 - 3 singing along with songs in English
 - 4 another method

Reading (Matching headings; Sentence completion)**Before you read**

- 1 Work in pairs and answer the questions.
 - 1 When was the last time you read a book, but didn't finish it? What about an article? What happened?
 - 2 Do you prefer to have your news selected for you, with only the kinds of stories you enjoy? Why/Why not?
- 2 Look quickly at the passage on page 19 and decide what kind of text it is. What clues are there in the passage to tell you?
 - 1 A historical text, explaining how things changed over time.
 - 2 An argument with lots of different opinions on a subject.

Test practice

► **TEST STRATEGIES** page 170

- 3 Complete the test task. Remember to use the topic sentences of each paragraph to help you understand the main ideas.

► **HELP**

Paragraph B This writer prefers to use the first sentence of paragraphs to link back to the paragraph before. Where does this writer tend to put topic sentences?

- 7 Names with capital letters or numbers are easier to find quickly in texts. Which paragraph contains numbers?

Task analysis

- 4a Did finding the topic sentences help you to match up the headings?
- b How could you become quicker at this kind of task?
 - not worry about difficult words
 - set a time limit for each paragraph
 - use clues in the paragraph (like topic sentences and repeated topics)

Questions 1–6

Choose the correct heading for paragraphs B–G from the list of headings below.

Write the correct number i–ix.

List of Headings

- i Sharing half-understood ideas
- ii An old situation that's now more intense
- iii Too much knowledge can be bad
- iv Statistics showing how people read
- v Pleasure in unhealthy content
- vi Longer-lasting memories from books
- vii Increased capacity for critical thought
- viii Living in a world of your own
- ix Only reading the reviews
- x A biological response to habits

Example Paragraph A iv

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

Questions 7–10

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer.

- 7 Around a third of internet surfers stay on a page for _____.
- 8 According to Josh Schartz, the number of people who leave _____ is greater than the number who finish reading.
- 9 Michael Merzenich found that brains still changed after the period of _____ came to an end.
- 10 'Psychological obesity' is the natural preference for shocking _____ in articles.

Why reading online may be slowing your brain down

A If the person reading this article were reading online, I would need to keep things brief. A lot of you would have left already. For every 150 'readers' who open an article on the internet, one in three of them will leave within seconds. Of the 100 who stay, only 95 will be able to concentrate and look beyond the photograph and headline at the top. Even fewer will get to even the middle of the article. Put simply, only a very small number of people actually read articles on the web.

B Not being able to stay focused is a problem. Deeper levels of thinking and understanding may be something we are losing now much of our reading is going online. A. V. Kak found in one study that people were able to remember more information from an article that they read on paper, than a similar group who read the same article online. Imagine the effect of this on a medical student who only studies papers online. Surfing the internet may seem like an efficient way of reading, but getting the physical text out of the library means you're less likely to forget.

C Even more dispiriting is the way these poor understandings are being passed on to others. Evidence suggests that people are creating links to articles they have not fully read, and even adding comments before getting to the end. Josh Scharitz, a data expert, studies the reading styles of people online. Data was not available on the exact moment when a person stopped reading and then left a recommendation. However, his research suggests that the overall number of comments and the number of people who scrolled down to the end of the article did not match. This suggests that there is a very loose relationship between reading to the end and commenting. Commenting without reading everything only creates more and more misinformation.

D Studies of the brain have suggested that we should be more concerned about this than we are. Michael Merzenich has long argued against the argument that the brain is formed in the early years of childhood, then remains stable. Many believed that, once damaged, parts of the brain would never recover again. In fact, the brain is constantly changing and re-organizing itself, losing the connections that it does not need. As people spend less time thinking for longer periods of time, their brains react by re-wiring, deleting the bits associated with careful thought, making it much harder in the future to think hard about issues.

E Many have argued that this is nothing new. People have always started novels and not finished them. Even films, which require a relatively short commitment of only an



hour or so of our time, are sometimes unable to keep our attention to the end. However, Alvin Toffler argued that the amount of free information that is thrown at us every day is different from anything that came before. We now have so much choice that many people refuse to waste their time on anything unless something is truly fascinating.

F The problem is even worse when you consider the kind of things we read online. Unfortunately, just as our bodies are programmed to want to eat fats and sugars, things which we know are not good for us, our brains prefer to read things that are shocking, such as gossiping, describing the embarrassment of others or just looking at attractive people. In other words, we read things we know we should not. Some experts have referred to this as 'psychological obesity'.

G Editors of respectable newspapers are aware that this kind of content is popular, but they put important news stories on the front cover anyway. They know that unpleasant stories, such as the events in war-torn areas, or poverty, matter and people should know about things beyond their daily lives. Online news sites only recommend articles on things we have shown an interest in before. In other words, what Nicholas Negroponte called the 'The Daily Me', bringing personalized content, also means that you miss being introduced to new concepts. With modern online news providers, you could exist quite happily never knowing what is happening outside of your personal interests.

Writing (Task 1)



Lead-in

- 1 Work in pairs and discuss the questions.
 - 1 Do you think ticket prices at cinemas are good value for money?
 - 2 How has the way people watch films changed since 2000?
 - 3 Do you think it is wrong to watch films/movies without paying for them?

Understand the task

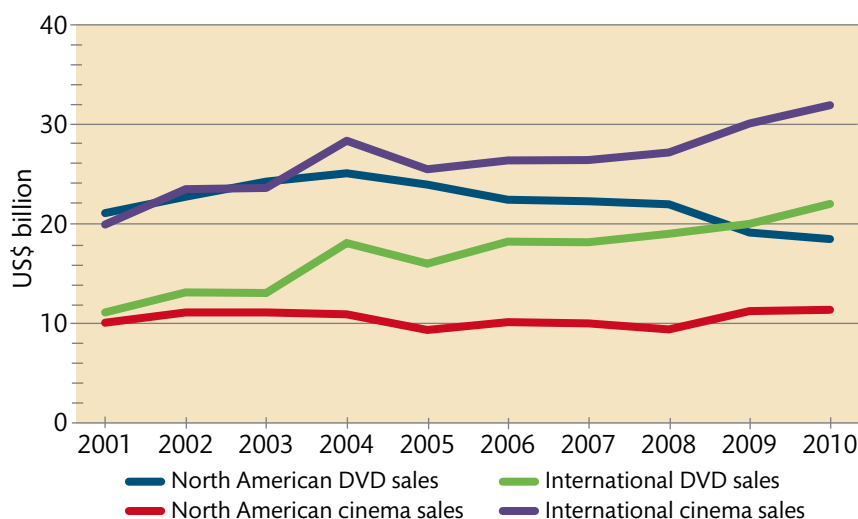
➤ EXPERT WRITING page 192

- 2a Match the words or phrases below with a word or phrase with a similar meaning in the introductory sentence in Exercise 2b.

abroad between by selling graph how much illustrates
money the film industry made

- b Rewrite the introductory sentence avoiding words from the original sentence where possible.

The graph shows the amount of income from cinema ticket and DVD sales in the USA and internationally from 2001 to 2010.



- 3a Look at the information on the graph and answer the questions.
 - 1 Which market was bigger: the USA or the international market?
 - 2 What happened in 2004?
 - 3 Where did the movie industry make more money in 2010?
- b Write an overview for this graph.

Plan the task

➤ TEST STRATEGIES page 171

- 4a Look at the criteria for *Part 1 Task achievement* on page 191 and answer the questions.
 - 1 If your answer has no overview, which band will you get for Task achievement?
 - 2 If you have no numbers from the graph, what band will your answer get for Task achievement?