

Special Revised Edition

Pathway to
IELTS
6.0

Student's Book

Chris Gough

GARNET
EDUCATION

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6.0

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Book map

Unit 1 Life and death

Speaking	exchanging personal information / talking about stages and events
Vocabulary	stages of life and life events
Listening	listening for gist
Reading	skimming for gist
Writing	different types of figure / describing figures

Unit 2 Nature or nurture

Speaking	nature or nurture? / talking about background and upbringing
Vocabulary	in the family
Listening	listening for specific information
Reading	scanning
Writing	understanding the task / deciding what to say / organizing your points

Unit 3 Boys and girls

Speaking	changing roles / agreeing and disagreeing
Vocabulary	characteristics
Listening	listening for paraphrased language
Reading	scanning for paraphrased language
Writing	interpreting and describing line graphs / dealing with more information / deciding what to include in your report / writing your report

Unit 4 Past and present

Speaking	memories / describing memories
Vocabulary	looking back / idioms
Listening	listening to label pictures and diagrams
Reading	making sure that information is given in a text
Writing	understanding the task / deciding what to say / writing a balanced composition

Unit 5 Work and play

Speaking	work hard and play hard / talking about your free time
Vocabulary	busy or free / prefixes / free time
Listening	listening to complete a summary
Reading	paragraphs and topic sentences
Writing	interpreting a simple bar chart / interpreting a simple pie chart / comparing and contrasting information

Unit 6 Home and away

Speaking	what are holidays for? / comparing and contrasting
Vocabulary	confusing words
Listening	maps and plans / noticing how information is repeated
Reading	using topic sentences to predict
Writing	organizing paragraphs and using topic sentences

Unit 7**Kill or cure**

Speaking	lifestyle / giving yourself time to think
Vocabulary	health and fitness / health issues and minor accidents
Listening	listening to complete a table
Reading	unknown words and phrases in context / working out meaning from context
Writing	describing a flow chart

Unit 8**Bricks and mortar**

Speaking	impressive architecture / construction in your country / expressing obligation
Vocabulary	describing buildings
Listening	identifying key words that you don't know
Reading	understanding the general idea / completing a summary
Writing	style and register / introducing opinions

Introduction

How this course works

Pathway to IELTS 6.0 is aimed at students who are currently at intermediate level (IELTS 5.0), but who want to achieve a score of 6.0 in the IELTS Academic exam. It is especially helpful for students who need support and guidance with some or all of the various tests that make up the exam. Carefully scaffolded tasks aim to orientate and prepare you, rather than throw you directly into challenging exam practice. Frequent reflective exercises encourage you to think about how you approached an exam task, why you performed well or not as well as you'd hoped, and how to go about performing better next time. The course aims to help you develop your all-round English, as well as to prepare you specifically for the exam.

Pathway to IELTS 6.0 consists of eight units and develops in terms of challenge. In the earlier units, language is graded and texts and recordings are simplified to guide you and give you confidence. By the end of the book, you will be tackling texts and working with language at a level that you will deal with in the exam.

Each unit consists of five modules, which are briefly summarized below.

Speaking and Vocabulary

The focus is on speaking exam practice and the aim is to prepare you for the type of interaction you can expect with the examiner. There is frequent practice of understanding and answering appropriately the type of questions the examiner is likely to ask. The vocabulary selected is the vocabulary that you are most likely to need during the interview. You are also encouraged to record and revise vocabulary that is particular to your interests, and that you will need to remember in order to talk fluently about your life. There are frequent reflective tasks that allow you to assess your progress and talk about concerns you may have.

Pathway to IELTS doesn't have a grammar syllabus. Grammar is dealt with mainly as revision, as it is assumed that you will be studying grammar on a general English course at the same time as you work through this course. Some major grammar points are dealt with a little more thoroughly, but, generally, the aim is to develop your ability to use grammatical structures to communicate or to recognize them when you are reading texts.

The *Grammar checks* in each unit focus attention on key grammar points as they arise. If you feel that you need further practice with a particular grammar point, you should use an appropriate grammar resource in your own time or ask your teacher to help you in the lesson.

The speaking part of each unit focuses attention on a key pronunciation point. Sometimes this involves practising difficult individual phonemes, and sometimes it involves working with features of connected speech, stress and intonation. These points are there to help improve your pronunciation in the Speaking test.

Listening

The Listening Module is roughly divided into two sections. The first section aims to engage you in a topic, pre-teach key vocabulary and then focus on a key skill or particular IELTS exam technique. The second section aims to practise the skill or technique, and then encourage you to reflect and develop. Each unit focuses on a different skill or technique, but those skills and techniques are revised as the course progresses. All listening tasks are just like the ones you will tackle in the exam.

Reading

The Reading Module is designed like the Listening Module. Earlier units focus on a number of short texts and practise general reading skills, while later units deal with longer texts and provide practice with specific exam techniques.

Both the Listening and Reading Modules end with a focus on *Key vocabulary in context*. The aim here is to focus on the semi-formal vocabulary that you are likely to meet in the recordings and texts which make up the IELTS exam. Sometimes you are encouraged to select vocabulary from a text that you think will be particularly useful to you and that you should record and revise.

Writing

The Writing Module focuses equally on the two parts of the Academic Writing test. Each unit provides analysis of and practice with a particular writing skill or technique that is required for the exam. There is a focus on step-by-step guided writing and there are model compositions and reports for all of the writing tasks.

Consolidation and Exam Practice

This is divided into two parts. The first part revises the speaking focus and vocabulary presented in the first module. Occasionally, a speaking skill will be developed and there might be a new focus. The second part practises listening, reading or writing skills under exam-type conditions. Each unit practises one skill – reading, listening or writing – so over the eight units, reading and listening are practised three times and writing is practised twice.

Exam tips and Question-type tips

These tips occur all the way through the course. They are there to help you know how to approach the various tasks that make up the exam and to provide advice on how to go about getting the highest score possible in the exam. They also give advice that will help you to improve your all-round level of general English.

Reviews

There is a review at the end of each section. The aim is not simply to revise language that has been learnt, but to reflect on what has been achieved and what subsequently most needs work. There are exercises that encourage you to revise the vocabulary you have learnt independently and to reflect on which of it is most useful to you.

Workbook

There are Workbook exercises for each of the first four modules in the Course Book units. You might complete these exercises in class if your teacher feels that you need further practice with a point, or complete them for homework. At this level, the aim is both to revise and develop. The speaking and vocabulary exercises in particular aim to develop and expand your vocabulary, and often introduce language that helps you improve your general English, such as idioms and phrasal verbs. In the Course Book reading modules, direct reference is made to the Workbook exercises because the exercises specifically focus on the content of that particular module.

As you work through the course, you will learn more about the exam and what you have to do in each of the tests. By the end of the course, you will know everything about every part of the exam and what is expected of you. When you have finished this course, you will be ready to either sit the Academic exam or to take a short post-advanced course that will prepare you to achieve an even higher score in the exam.

1 Life and death

'Life is what happens while you are busy making other plans.'

John Lennon

Speaking 1: exchanging personal information

A Match the questions 1–8 with the answers a–h.

- | | |
|---------------------------------------|----------------------------------|
| 1. What's your name? | a. No, I'm an only child. |
| 2. Where are you from? | b. Psychology. |
| 3. What are you studying? | c. Not yet, but I am engaged. |
| 4. What do you do for a living? | d. I play golf most of the time. |
| 5. Have you got brothers and sisters? | e. Orlaith. |
| 6. Are you married? | f. Yes two, one of each. |
| 7. Have you got children? | g. Well, originally from Bangor. |
| 8. What do you do in your free time? | h. I'm in film production. |

B Now match each of these follow-up comments to the exchanges in Exercise A.

- i. Are you? My family's huge. There are eight of us!
- ii. Sorry, is that in Wales or Ireland?
- iii. Oh, how glamorous. I wish I could do something like that.
- iv. That's pretty. It's Irish isn't it?
- v. That's nice. What are their names?
- vi. Oh, how interesting. What do you want to do in the future?
- vii. Do you? I play a bit myself now and again.
- viii. How lovely. Have you set a date?

C  **001** Listen to the complete exchanges and check your answers.

Pronunciation check

When a word ends in a consonant sound and the next word begins with a vowel sound, you hear the consonant sound at the beginning of the second word, rather than at the end of the first word. Look at the phrases below and then practise saying the phrases with a partner.

1. I'm_an_only_child. /aɪm ən əʊnli: tʃaɪld/
2. one_of_each /wʌ nə vi:tʃ/
3. eight_of_us! /eɪ tə vəs/
4. It's_Irish_isn't_it? /ɪt saɪrɪ ʃɪzən tɪt/

D Add four more personal information questions to the eight questions in Exercise A. Then walk around the class, asking and answering the questions.

Vocabulary 1: stages of life and life events

A Mark each word or phrase in the box (S) if it is a stage or period of somebody's life and (E) if it is a single event in somebody's life.

infancy	childhood	changing school	adolescence	moving house
leaving school	leaving home	graduating from university	18 th birthday	
starting work	wedding	marriage	pregnancy	birth of a child
divorce	middle age	retirement	old age	funeral

B Match some of the events from the box in Exercise A with the pictures below.



C Match the feelings below with the pictures. There is more than one option in some cases and you may not want to use all the feelings.

joy apprehension grief excitement sadness anxiety pride fear

D In pairs, discuss how to form adjectives from some of the nouns in the box in Exercise C.

Speaking 2: talking about stages and events

A Talk with a partner about stages and events in your life. Follow the steps below.

1. Choose two stages and two events from the box in Vocabulary 1A.
2. Plan what you want to say about each. Think about how you felt, especially about the events.
3. Exchange information with your partner.

I was feeling very anxious.

I was filled with anxiety.



Exam tip: In the Speaking test, Part 1, the examiner will ask you questions about your life. These will be questions about home, work or studies and other familiar topics. Practise and make sure you can talk confidently about various aspects of your life.

B Check any unknown words or phrases in these questions and think about how you would answer each question.

1. Where did you grow up?
2. What important decisions have you made recently?
3. Who influenced you as a child?
4. Do you have regrets about any choices you've made?
5. Tell me about a turning point in your life.
6. Do you ever worry about growing old?

C **002** Listen to some students answering the questions in Exercise B. For each question, tick the student that gives the better answer.

1. Student A Student B
2. Student A Student B
3. Student A Student B
4. Student A Student B
5. Student A Student B
6. Student A Student B

D In pairs, ask and answer the questions in Exercise B.

Grammar check

Look at these questions from the section. Talk with a partner about which tense is used in each and why.

1. What do you do in your free time?
2. What are you studying?
3. Where did you grow up?
4. What important decisions have you made recently?

Watch out! typical errors

What are you doing in your free time? **X**

What important decisions did you make recently? **X**

1

Listening 1: listening for gist

A Look at the pictures below and talk to a partner about what is happening in each.

B **003** Listen to four extracts and match them with the pictures. Write the number of the extract in the box.



C Complete each sentence of advice about listening for gist. Then compare with a partner.

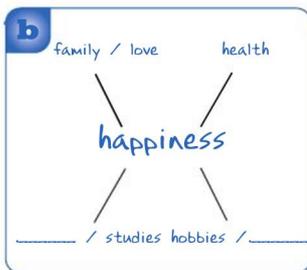
1. When you listen for gist, you listen to understand the ...
2. You are not listening for ...
3. You don't need to understand ...
4. Understanding the gist of a conversation or talk will make it easier to understand ... as well.

D Talk in pairs. What helped you to understand the gist of each extract that you listened to?



Exam tip: When you listen for gist, predicting what you will hear is very important. In the exam, you won't have photos, but a map, a diagram or a table will help you predict. You can also predict by looking at headings and questions and noticing key words and phrases. You will have approximately 30 seconds to read the questions for each listening section.

E Look at the four images below. You will hear a short extract for each. What can you predict about each extract?



c
(c): The Roman Baths
The communal baths were at the heart of (22) _____.

d
Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.
10. The student's project is going to be about the life of _____.

F **004** Listen to the four extracts and match them with the images in Exercise E.

1. _____
2. _____
3. _____
4. _____

Listening 2: practise listening for gist

A You will listen to four extracts from typical exam listening tasks. Read options a–c for Extracts 1–4 below and make predictions about what you could hear.

Extract 1 ____

- a. A couple discuss moving home.
- b. A couple's children have problems at school.
- c. A couple discuss their children's friends.

Extract 2 ____

- a. A woman talks about the importance of travel.
- b. A woman gives advice about finding balance in life.
- c. A woman recommends a family health programme.

Extract 3 ____

- a. Some students compare cities in Britain.
- b. Some students discuss where they want to go to university.
- c. Some students agree on which course they should apply for.

Extract 4 ____

- a. A lecturer talks about disease in Africa.
- b. A lecturer compares Africa with Afghanistan.
- c. A lecturer emphasizes that people die early in Africa.

B  **005** Listen to Extracts 1–4 and choose the correct summary a, b or c, for each extract.



Exam tip: Understanding the gist of a talk or conversation is an essential step towards understanding details and answering questions.

C  **006** Listen again and complete the sentences. Use **NO MORE THAN TWO WORDS** for each answer.

1. In Extract 1, the man wants his children to be able to play in _____.
2. In Extract 2, the woman says that people who work very _____ put their health at risk.
3. In Extract 3, the male student has considered applying to a university in _____ or _____.
4. In Extract 4, the lecturer says that in many parts of Africa, people cannot expect to live for more than _____.

D Check the key on page 181. How many questions did you answer correctly?

E Tick the sentences about the Listening task that are true for you and think about how you can answer more questions correctly next time.

- 1. Reading the questions and making predictions helped me to understand the gist of each extract.
- 2. It was quite easy to choose the correct summary from listening to the extracts.
- 3. Understanding the gist helped me to understand detail.

Key vocabulary in context

Look at these sentences and then look again at the key words in the tapescripts. Circle the correct option.

1. Your lifestyle is the *way you live your life* / *clothes you like to wear*.
2. Your life expectancy is how *much you enjoy life* / *long you are likely to live*.
3. Fulfillment is a sense of *disappointment* / *satisfaction*.
4. If one thing is in conflict with another, *everything is fine* / *there is some sort of problem*.
5. If something interferes with your life, it has a *positive* / *negative* effect on it.
6. If you are uprooted, your location and situation *improves* / *changes dramatically*.

 **WB** See *Vocabulary development* on Workbook page 148.

1

Reading 1: skimming for gist**A** Check that you understand these words and phrases.

life expectancy infant mortality longevity

B Answer these questions in small groups.

1. What factors determine life expectancy in any country or region?
2. What factors contribute to a high infant mortality rate in any country or region?
3. Is there a reason that some people live to a very old age or is it just luck?

C Read these three headings and make predictions about the content of the extract to which each relates.

1. Infant mortality and poverty link undeniable
2. Social and economic status may lower life expectancy
3. Searching for the secret of longevity

D Read the extracts quickly (90 seconds) and match them with headings 1–3 in Exercise C. Some key words and phrases closely linked to the theme are blocked out.**A**

Centenarians – people who live past [REDACTED] – may help researchers find the key to [REDACTED]. Scientists who study this elite group claim that centenarians may possess genes that protect them from disease into [REDACTED].

One in every 10,000 individuals in the U.S. reaches the [REDACTED]. There are currently an estimated 60,000 centenarians in the US with around 70 beyond the [REDACTED]. For the past decade, researchers have wondered at these individuals, who often live independently and free from major disability.

To better understand their [REDACTED] longevity, scientists have recruited centenarians for extensive physical and genetic screening. Of particular interest to researchers is that some of these people have a history of obesity or heavy smoking, but remain healthy up to the last few months of their lives.

B

There is a definite correlation between [REDACTED] and [REDACTED] according to speakers at a recent major conference. Data research reveals that the more deprivation in an area, the very much higher the percentage of neonatal deaths.

With around 13 million people now living in relative [REDACTED] in the UK, the problem is described as ‘absolutely massive’. The impact of parental occupation or unemployment on [REDACTED] levels cannot be ignored.

C

There is a higher mortality rate for people who live in areas of [REDACTED] according to research carried out by the Office of National Statistics (ONS).

Since 1971, data gathered from the Census in England demonstrates a clear social inequality in the amount of life, the quality of those years lived and the number of healthy life years. For example, professional men can expect to live 6.7 years longer than unskilled men.

Overall, the results show that there is a predominantly linear relationship with [REDACTED] Life Expectancy (HLE) [REDACTED] social class. Therefore, the mortality rate for people who live in disadvantaged areas is higher because of their socio-economic position.

E Talk in pairs. What helped you to understand the general idea of each extract? Highlight some key words and phrases.

F Cover all the extracts. With a partner, summarize the main point of each.

G Talk in pairs. Why is skimming for gist an important reading skill? How does skimming for gist help you in the IELTS exam?



Exam tip: Being able to skim a text for gist successfully is a very important reading skill. There are tasks such as matching headings to paragraphs, for which you don't need to understand everything, and good skimming skills are essential. Understanding the general idea of a text will also help you decide what to read again more carefully when tasks do require more in-depth comprehension.

Reading 2: practise skimming for gist

A Look at the maps and pictures. What do you think the link between these four places is?



B Read the first part of a text about the four places and check your ideas.

So-called *Blue Zones* are pockets in the world where people live longer, many surpassing the average life expectancy by several years. It is this phenomenon that links Ovodda, a small town in the mountains of Sardinia, Okinawa, a remote Japanese island, Loma Linda, a city in the hills of California and the Nicoya Peninsula, a neck of land on the coast of Costa Rica.

C Look at these possible reasons for such longevity. In the first column, tick four that you think will be given in the text.

1. eating healthily
2. not eating too much
3. belonging to a gym
4. working hard to an old age
5. not smoking or drinking alcohol
6. placing emphasis on spirituality

<input type="checkbox"/>	<input type="checkbox"/>

Still dancing at 100 in the Blue Zones

A So-called Blue Zones are pockets in the world where people live longer, many surpassing the average life expectancy by several years. It is this phenomenon that links Ovodda, a small town in the mountains of Sardinia, Okinawa, a remote Japanese island, Loma Linda, a city in the hills of California and the Nicoya Peninsula, a neck of land on the coast of Costa Rica. In fact, in these four otherwise unrelated places, people have three times the chance of living to 100 than they do anywhere else the world, and what is more, they are still active and content with life.

Researcher Dan Buettner wanted to understand. He worked in conjunction with the National Institute on Ageing to investigate the connection between the four zones. The people and cultures in question could not be more disparate, but once the prevailing lifestyles are analyzed, it is not difficult to recognize common lifestyle choices which contribute to the longevity experienced.

B Ovodda has a population of only around 1,700, but it is home to several centenarians. A typical Sardinian diet consists of wholegrain bread, beans, vegetables, fruit and pecorino cheese. Meat consumption is infrequent, reserved for Sundays or special occasions. People drink goat's milk in moderation. Life is uncomplicated in this sheep-herding community, where men walk seven or eight kilometres a day over mountainous terrain. Women may not be quite so active, but they are far from sedentary. Communities have strong family values and ensure every member of the family is cared for. In Ovodda, elders are respected and celebrated, and grandparents play an important role, providing childcare, wisdom, financial help and ties to traditions.

C Okinawa can boast that of its 1.5 million inhabitants, around 1,000 are centenarians. That is a longevity rate 33% higher than most other parts of the world. Here, as in Ovodda, diet appears to be central to the equation. Okinawans enjoy a plant-based intake, consisting of stir-fried vegetables, sweet potatoes, tofu and other soy-based fare. Also common is goya, a bitter melon, high in antioxidants. Meat is on the menu, but only occasionally and in very small quantities.

Perhaps, more importantly, Okinawans practice hara hachi bu – an ancient Japanese tradition that means eat until you are 80% full. These people never overindulge and, all in all, consume 20% fewer calories each day than westerners do. Older Okinawans remain active and regularly exercise. They embrace ikigai – a purpose for living, which they can readily articulate. They have clearly defined roles and responsibilities well into their senior years. Family and community bonds are strong.

D Nowhere else in the United States do people live as long as they do in Loma Linda, and here longevity may be connected with faith. The small community is home to America's largest population of Seventh-Day Adventists. As in the other zones, these people eat healthily. They also renounce caffeinated drinks and alcohol. Of more significant impact, however, could be the spiritual side of life. Adventists encourage members to volunteer well into old age. It provides a sense of purpose and an opportunity to socialize. Adventists also take a weekly 24-hour break for the Sabbath to focus on God, family, friends and nature. They spend most of their time with those who share their values, and they support one another in times of need.

E Costa Rica's Nicoya Peninsula has the world's lowest middle-age death rate. Here, a traditional diet is tortillas, beans, rice and a variety of fruits and vegetables. Meat and dairy products are less common. The water is calcium rich, and people consume a great quantity.



Exam tip: Some tasks involve skimming a whole passage while others involve skimming each paragraph to identify its purpose or the point made in it.

E Read the text again and answer the questions.

For questions 1–4, say if the information given below agrees with information given in the text. Write (T) true, (F) false or (NG) not given, if there is no information on this.

1. In all four places, people are living longer than other people in their countries. _____
2. All four places are similar in every respect. _____
3. What people eat in all four places is mentioned. _____
4. People in other parts of the world are copying the people in these four places. _____

For questions 5–10, match the headings below with the sections A–F. Write the letter of the section as your answer.

- | | |
|---|---------------------------------|
| 5. The benefits of constraint _____ | 6. Hard work is healthy _____ |
| 7. A simple but energetic way of life _____ | 8. Why the similarities? _____ |
| 9. Can lessons be learnt? _____ | 10. The power of religion _____ |

F Check the key on page 181. How many questions did you answer correctly?

G Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

- 1. Making some predictions before I read helped me understand the general theme of the text.
- 2. I skimmed the whole text quickly to answer questions 1–4.
- 3. I skimmed each paragraph to match them with the headings in the second task.
- 4. I identified key lines and key words and phrases that helped me match.
- 5. I didn't worry about understanding everything in the text.
- 6. I'm pleased with how quickly I did the task.

H Answer these questions with a partner or in small groups.

1. Do you think more and more people will live to be 100 years old or more?
2. What are the advantages and disadvantages of living to 100 years old or more?
3. Do you ever think about the age you might live to? Is it important?

Key vocabulary in context

A There are a number of synonyms (words with a very similar meaning) in the text. Delete the one word in each list that is different from the others.

- | | |
|--------------------------------------|-----------------------------------|
| 1. link / connection / choice | 2. unrelated / common / disparate |
| 3. consumption / intake / moderation | 4. sedentary / active / energetic |
| 5. faith / religion / purpose | |

B Write the correct dependent preposition into space below. Then check in the text.

1. He worked _____ conjunction _____ the National Institute on Ageing ...
2. ... lifestyle choices which contribute _____ longevity.
3. A typical Sardinian diet consists _____ wholegrain bread ...
4. ... diet appears to be central _____ the equation.
5. It provides a sense _____ purpose.

WB See *Vocabulary development* on Workbook page 148.

WB For focus on reading skills, go to Workbook page 149.

1

Writing 1: different types of figure



Exam tip: The Writing test consists of two writing tasks. For Task 1, you have to write a report based on data. You must write 150 words. The data that you have to interpret is usually presented in the form of a graph, chart or table. You may also have to describe a picture, such as a flow chart or diagram, or describe changes shown on a pair of related diagrams. In this book, you'll practise interpreting and describing data from all these sources. To write well, you need to plan well and interpret the information before you start to write.

A Check the highlighted phrase and answer these questions with a partner.

1. How do you think life expectancy in **developed countries** has changed since 1900?
2. Do you know what age a child born today is likely to live to?

B Look at Figure 1 below. Answer the questions with a partner.

1. What do we call a figure like this?
2. What does the vertical axis show?
3. What does the horizontal axis show?
4. What important information is illustrated here?
5. Does any information surprise you?

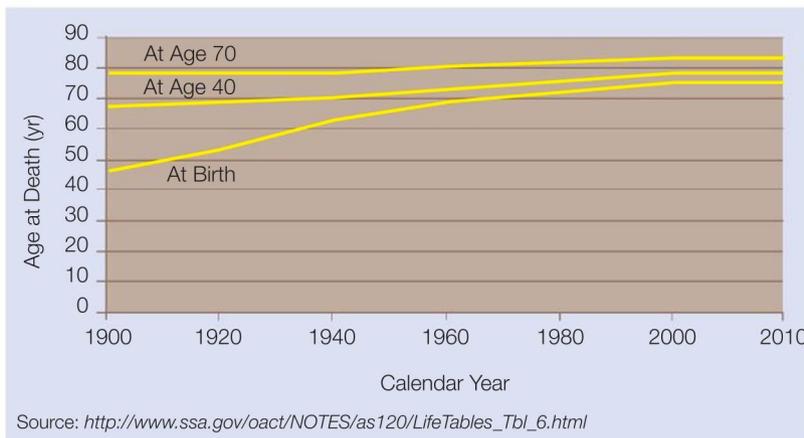


Figure 1: Expected Age at Death (EAD) in the U.S

C Answer these questions with a partner.

1. What are the differences between typical causes of death in developed and developing countries?
2. Which one cause of death do you think could be far more common in the developing world?

D Look at Figure 2 opposite and check *communicable* and *non-communicable*. Then answer the questions with a partner.

1. What do we call a figure like this?
2. What do we call the various coloured parts of a figure like this?
3. What important information is illustrated here?
4. Does any information surprise you?

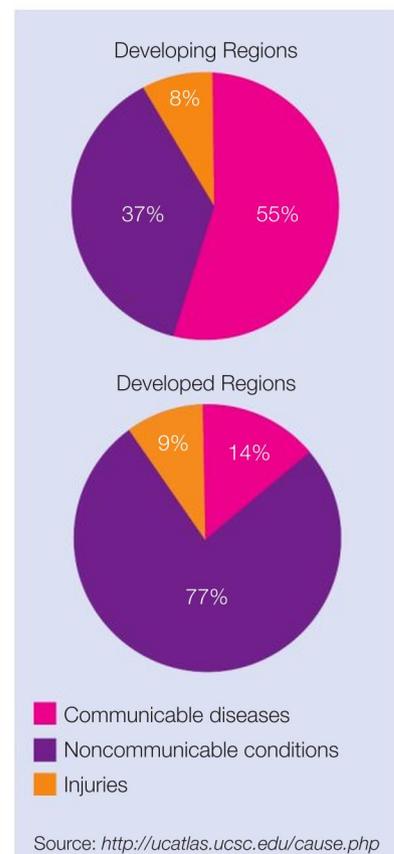


Figure 2: Deaths by Broad Cause Group

E Discuss these questions with a partner.

1. What do you think are the most common causes of death in most developed countries? Write some causes below.

2. Are there any differences between the most common causes of death for men and women?

F Look at Figure 3 below and check any causes of death that you don't understand. Then answer the questions with a partner.

1. What do we call a figure like this?
2. What does the vertical axis show?
3. What does the horizontal axis show?
4. Why is the figure divided into two parts?
5. What important information is illustrated here?
6. Does any information surprise you?

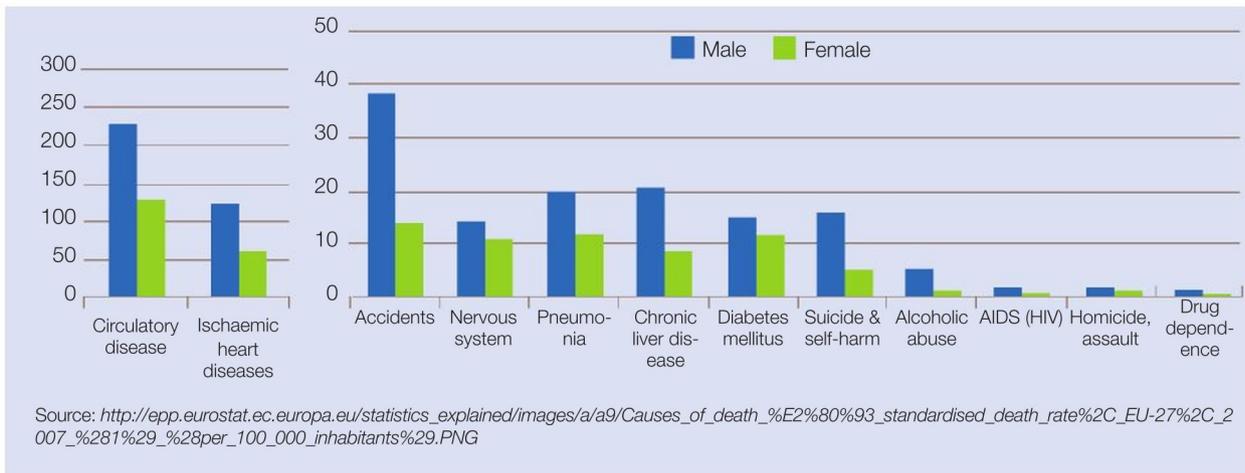


Figure 3: Causes of death – standardized death rate, EU-27, 2010 (per 100,000 inhabitants)

G Cover the figures in the table below and look only at the heading and list of countries on the left. Discuss these questions with a partner.

1. Do you think most countries in Europe now have a similar infant mortality rate?
2. Which countries in the list have a relatively high infant mortality rate?
3. In which countries in the list has the infant mortality rate fallen most dramatically?

H Look at the table and check your answers in Exercise G. Does any information surprise you?

	1965	1970	1975	1980	1985	1990	1995	2000	2005	2010
Belgium	23.7	21.1	16.1	12.1	9.8	8.0	6.0	4.8	3.7	3.5
Bulgaria	30.8	27.3	23.1	20.2	15.4	14.8	13.3	10.4	8.6	9.4
France	22.4	18.2	13.8	10.0	8.3	7.3	4.9	4.5	3.8	3.6
Germany	24.1	22.5	18.9	12.4	9.1	7.0	5.3	4.4	3.9	3.4
Greece	34.3	29.6	24.0	17.9	14.1	9.7	8.1	5.9	3.8	3.8
Italy	35.0	-	20.8	14.6	10.5	8.2	6.2	4.5	3.8	3.4
Norway	14.6	11.3	9.5	8.1	8.5	6.9	4.0	3.8	2.7	2.8
Portugal	64.9	55.5	38.9	24.2	17.8	11.0	7.5	6.5	3.5	2.5
Romania	44.1	49.4	34.7	29.3	25.6	26.9	21.2	18.6	15.0	9.8
Spain	29.4	20.7	18.9	12.3	8.9	7.6	5.5	4.4	3.8	3.2
Turkey	-	-	-	-	-	-	-	28.9	23.6	13.6
United Kingdom	19.6	18.5	18.9	13.9	11.1	7.9	6.2	5.6	5.1	4.3

Source: <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&language=en&pcode=tps00027>

Figure 4: Infant mortality rate (per 1,000 live births), in selected European Countries, 1965–2010

I Check the highlighted words and phrases and answer these questions.

1. Have you learnt how to give **first aid**?
2. Do you know what to do if somebody is **choking**?

J Look at Figure 5 below. Check any words and phrases that you don't know. Then answer these questions with a partner.

1. What do we call a figure like this?
2. What process does this figure demonstrate?
3. What is the purpose of the arrows?
4. Did you know this information, or is it new to you?

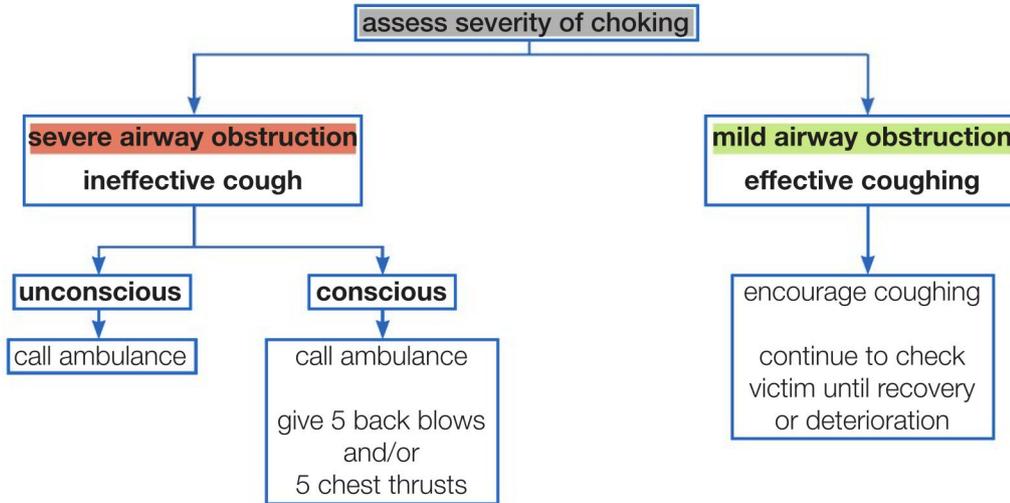


Figure 5: Management of foreign body airway obstruction (choking)

Writing 2: describing figures

A Below are extracts from reports written about each of the figures in the module. Match the reports with Figures 1–5. Words and phrases that give away the answers are blocked out.

- A** The [redacted] demonstrates what action to take if somebody is [redacted]. It shows what to do in both very severe and milder cases.
- B** The [redacted] is divided into two separate figures because some causes of [redacted] are so much more common than others. [redacted] vertical axis in the [redacted] on the left shows numbers of deaths from 0–250, climbing in 50s, while ...
- C** The [redacted] shows that [redacted] has not increased that noticeably once people [redacted] reached 40 years of age. What has [redacted] is how long people can expect ...
- D** The [redacted] illustrates that over the last 40–50 years, the [redacted] has decreased in all the countries shown, but that it has decreased more drastically in some [redacted] than in others.

B Work with a partner. Choose one of the figures and write some more about the information shown. You don't need to write a complete report.

WB Go to Workbook page 150 for the Writing task.

Speaking

A Answer these questions about Part 1 of the Speaking test with a partner.

1. How long does the Speaking test, Part 1 last?
2. What will the examiner ask you when you first meet him or her?
3. Do you recognize different ways that people greet each other? Are you confident about what to say?
4. What topics will you talk about with the examiner? What kind of questions will the examiner ask?

B Complete each of these questions with the correct question word.

1. _____ are you learning English?
2. _____ do you hope to achieve over the next ten years?
3. _____ in the world would you most like to spend a year studying or working?
4. _____ do you usually travel around your hometown or city?
5. _____ do you think of as your best friend?
6. _____ was the last time you made a wrong decision?

C Ask and answer the questions with other students in the class.

Vocabulary

A Match words from Box A with words from Box B to make six common two-part nouns.

<p>A</p> <p>life infant mortality</p> <p>lifestyle HOUSEHOLD calorie</p>	<p>B</p> <p>mortality choices rate</p> <p>intake expectancy income</p>
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B Cover Exercise A. How many of the two-part nouns can you remember?

C Fill each gap with a root word made from one of the words in the box.

1. My parents have had a long and happy _____.
2. My whole family came to see my _____ ceremony.
3. Children begin their education when they are still in their _____.
4. If women smoke, they usually give it up during _____.
5. Many people worry that the _____ side of life is being forgotten.
6. _____ in life means different things to different people.

infant
spirit
graduate
marry
pregnant
fulfil

Errors

A There are grammatical errors in all of these sentences. Correct them.

1. My family is very big. There are seven of them.
2. That's a Scottish name, doesn't it?
3. Did you make any important decisions recently?
4. I don't let it interfere in my life.
5. Knowing what action to do can save lives.
6. What are the advantages in becoming older?

1

Listening

- A** You will hear two friends talking about why it is a good idea to belong to a gym. Make some predictions about reasons they will give.

I think they'll mention losing weight.

- B** Read the questions below and make some predictions about how the conversation will develop.

- C**  **007** Listen and answer the questions.

For questions 1 and 2, choose the correct answer a, b or c.

- Tina ...
 - has had a bad experience recently.
 - needs a change in her life.
 - is worried about an illness.
- Tina's friend ...
 - doesn't really understand what Tina's problem is.
 - is very worried about Tina.
 - thinks that Tina is selfish for being unhappy.



For questions 3–6, choose **FOUR** answers from A–H. The order is not important. Which of the following reasons does Tina give for not belonging to a gym?

- A She wouldn't use it frequently enough.
- B She doesn't know how to use the machines.
- C She doesn't want to spend more than an hour exercising.
- D She wouldn't meet people.
- E Other people there are very fit and look good.
- F She doesn't like the idea of men and women using the same gym.
- G The opening times don't suit her.
- H It costs too much.

3. ____ 4. ____ 5. ____ 6. ____

For questions 7–12, complete the notes. Write **NO MORE THAN TWO WORDS OR A NUMBER** for each answer.

Annual membership – (7) £ ____

The monthly rate – (8) £ ____

Each individual visit – (9) £ ____ does not include use of the (10) ____ or (11) ____

Monthly bill can be paid (12) ____

D You will hear a talk in which the speaker claims that there are seven habits that people can develop to improve their lives. Can you guess any of the habits?

E Read the questions and notice key words and phrases that will help you predict more.

F  **008** Listen and answer the questions.

For questions 13–22, complete the notes a student has made about the talk. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Life-changing habits

seven habits – people should choose

(13) _____ to develop over a few months

1. **positive thinking** – keystone habit – will

(14) _____ people to implement other habits

negative thoughts mean failure!

2. **regular** (15) _____ – reinforces positive

thinking – relieves stress – provides thinking time

3. **single-tasking** – being (16) _____ by other tasks means things don't get done

4. **focus on one goal** – people don't have enough (17) _____ for too many tasks

5. **eliminate the non-essential** – identify what is (18) _____ in life

6. **kindness** – people will (19) _____ you differently; progress from small acts of kindness to bigger things, e.g., help people (20) _____

7. (21) _____ – start and end day in same way – make a good start and end the day getting ready for (22) _____

