Peak IELTS

Upper-Intermediate Course



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The Upper-Intermediate Course

Following is a sample of the Coursebook

1 Leisure Activities

READING



▸ **Exam tasks** ▸ Matching headings to paragraphs; summary completion; short-answer questions
▸ **Skills** ▸ Approaching the text; skim reading for main ideas; scan reading for keywords

1 Introduction

A Discuss these questions with a partner.

- When was the last time you went on holiday?
- What did you do on holiday?
- Was your holiday stressful or relaxing? Why?
- What would your perfect holiday be?

B Categorise the following into three groups. Label the words: calm (C), quite stressed (Q) or stressed (S).

a little frustrated	pretty anxious	somewhat nervous	slightly edgy
relaxed	really stressed out	incredibly uptight	utterly unstressed

C Think of situations or activities that make you feel some of the above emotions. Compare your ideas with a partner. Then ask questions to find out more about your partner.

2 Approaching the text

A Look at the title, subtitle, photo and first paragraph of the passage on the opposite page. Tell your partner what you think the text is about. Then skim the passage to decide the main theme. Were your predictions correct?

B Who do you think the article is aimed at? Where might you see this type of text? Discuss your ideas with a partner.

IN THE EXAM **Academic Reading module**

The IELTS Reading module consists of three passages taken from books, magazines, journals or newspapers. The passages cover a variety of topics from scientific to historical interest, though the material will be targeted at a general, non-specialist audience.

The text will include titles and sometimes captions, photos and illustrations, which can help you to grasp the general meaning of the text. The total word length of all the texts can vary between 2,000 and 2,750 words.

There are forty questions in total, based on a variety of task types, such as matching headings to paragraphs, short-answer questions, multiple-choice and sentence completion.

The Reading module lasts one hour. No extra time is allocated at the end of the exam for transferring your answers onto the separate answer sheet, so it is recommended that you fill in your answers on the answer sheet as you complete each question. Pay careful attention to completing your answers in the correct order.

The getaway blues

Formula explains why it takes so long to relax on holiday



A With so much to do, going on holiday is certainly no vacation. First there's the flight to arrange, then the hotel or villa to book, and that's before you've sorted out the delicate matter of the beach outfit, evening wear and reading material.

B For much of the year we fantasise about a long break from the relentless drive of the everyday grind. But making our dream holiday a reality is what makes the stress really kick in, so it is little wonder it takes most holidaymakers a good few days to relax after their arrival. No matter how idyllic the surroundings, there's no immediate way to simply forget all about work, the children's schooling, the leaking roof and all those other domestic issues we long to escape.

C Susan Quilliam, psychologist, body language expert, and regular TV and radio commentator, states that stress creates actual changes in the body's hormonal balance, which in turn leads to a changed psychological state. She continues by pointing out that stress caused by trying to arrange a holiday can be responsible for these hormonal changes in the body and that this can lead to dramatic mood alteration. These changes in mood can range from anxiety and irritability to a range of more serious psychological problems including mild depression.

D As if that weren't bad enough, Ms Quilliam goes on to say that these hormonal changes do not rectify themselves immediately when the stressful situation is removed. It can take the body a certain amount of time to regain its hormonal balance and for the individual to become relaxed again. That is why if we get stressed before the holiday, we may not be able to relax sufficiently to enjoy ourselves – often for several days after our arrival. We can be lying on a beach in the sunshine, but feeling stressed!

E So how many days of our holiday are going to be wasted recovering from going on holiday? Is it worth going on holiday at all? To answer these questions we now have a formula to calculate the amount of holiday time needed to recover from the stress of preparing for what should be our annual period of rest and recuperation. The formula, devised by Ms Quilliam, is calculated thus: time spent preparing for the holiday, multiplied by the level of stress caused by the preparation (on a scale of 0 to 9), then divided by the stress level of the holiday (on a scale of 1 to 15).The result is the number of recovery hours needed before relaxation is possible.

F Ms Quilliam points out that today's pressurised lifestyles mean that going on holiday is a lot more stressful. Taking a holiday is no longer a question of catching a bus to the nearest seaside resort with your bucket and spade. We not only have to organise foreign travel and negotiate long, complex journeys, we also have to settle our home and work matters before we go. Add in potential tension with travel partners and the psychological pressures of high expectations, and by the time we arrive at our destination, we're stressed to the max!

G So according to Ms Quilliam, the secret to a stress-free holiday is planning, choosing the right kind of holiday and having realistic expectations. This means concluding any unfinished work in the office and ensuring the little ones are sufficiently entertained during the trip. You must prepare and plan well in advance, don't leave things to the last minute, make a list of the things that you need to do, and cross them off one by one. If you feel it's all too much, then book an all inclusive holiday where you are transferred to the hotel, you don't have to negotiate lots of different restaurants with the children, and you have a travel rep on hand to help you with any problems.

H The results of a survey commissioned by Lloyds TSB bank and carried out by Ms Quilliam have confirmed her theories; today's holidaymakers really are stressed out. More than 83 percent of people surveyed admitted to getting 'severely stressed' in the run-up to their holiday. More than a quarter of people admitted to needing the first few days of their holiday to recover. Some became so anxious they left without making essential arrangements and forgot things such as feeding the cat (11 per cent), taking out travel insurance (20 per cent), and cancelling the milk (12 per cent). Amazingly, a tiny minority of travellers (a little over 1 per cent) actually forgot to tell their bosses they were going on holiday!

Adding up the stress

$$\frac{P \times S}{H} = R$$

KEY

P = Time spent preparing (hours)

S = Stress level of preparation (scale 0–9)

0: utterly unstressed
1: relaxed
2: reasonably calm
3: a little frustrated
4: slightly edgy
5: somewhat nervous
6: pretty anxious
7: really stressed out
8: incredibly uptight
9: stressed to the max

H = Stress level of the holiday
If your holiday is a high-pressure tour, divide by 5; if medium stress, by 10; if laid back, by 15.

R = Time needed before you can relax enough to enjoy the holiday (hours)

Source: *London Evening Standard* copyright © Solo Syndication

3 Skim reading for main ideas

Express Tip

Skim reading involves 'running your eyes over the text' quickly to get a general idea of the text. Read the topic sentences more closely – these sentences will give you an overview of the text.

A Skim the passage a second time and focus on the highlighted sentences in paragraphs A–D. These are known as topic sentences as they contain the main idea or 'topic' for each paragraph. Underline the topic sentence in each of the remaining paragraphs E–H.

B A good topic sentence is a paragraph summary which gives the general meaning of the paragraph.

1 Select the sentences that best summarise the following four paragraphs.

Paragraph A

a Preparing for a holiday is hard work.
b Holidays can be fun.

Paragraph B

a With so many things to worry about, it's impossible to relax immediately on holiday.
b People dream about the perfect holiday.

Paragraph C

a Hormonal changes in the body cause stress and moodiness.
b The stress of arranging a holiday creates hormonal changes in the body that cause moodiness.

Paragraph D

a If we get stressed on holiday, we might not be able to relax for several days.
b There can be a time delay between arriving on holiday and feeling relaxed.

Express Tip

Write keywords that summarise each paragraph to the left of the text. These words then become a 'map' to the text and will help you find your way to the answers more easily.

2 Write sentence summaries for paragraphs E–H in the passage.

C The topic sentence is generally supported by an explanation, examples or facts that support the main idea of the paragraph. The IELTS exam tests your ability to distinguish between the main ideas and supporting ideas.

Here are the supporting examples for the main idea of Paragraph B. Find the supporting ideas for the other paragraphs. Write them in your own words.

Paragraph B

Main idea
With so many things to worry about, it's impossible to relax immediately on holiday.

Supporting idea
- Examples of the stresses we take with us on holiday: work problems, leaking roof, children's schooling.

D Using the formula in the passage, calculate how much time you would need before you could enjoy a holiday.

4 Scan reading for keywords

When looking for specific information to answer questions, you need to scan the passage to locate relevant keywords. Don't expect to find an exact word match between the passage and the exam question – look for synonyms, too.

Express Tip

You often scan read in everyday life, for example when you look at a train timetable. You don't read every word on the page, you simply *look for* the relevant information.

A Scan the text and count how many times you find the name 'Quilliam'. To do this quickly, don't *read* the text – only *look for* the word.

B Read the following gapped sentences, then scan the passage for synonyms or paraphrases for the keywords underlined. You should ignore the gaps in the sentences at this stage.

1 All year, we imagine how wonderful it would be to have a ..... from our daily working lives.
2 Ms Quilliam is not only a leading psychologist, she is also an authority on ..... .
3 Ms Quilliam's survey found that over 25 per cent of people use the beginning of their holiday to ..... .

Express Tip

Find the answers quickly using a combination of skim and scan reading. Skim reading is useful for understanding the layout of the ideas. Scan reading is useful for locating specific words.

C Complete the sentences above by filling in the gaps with words from the passage. Look for the answers near to the synonyms and paraphrases that you found in **B**.

D Read the following questions and underline the keywords which you would scan for in the passage.

1 As well as selecting a swimming costume and more formal clothes for dinner, what else do holidaymakers need to choose? .....
2 What three psychological symptoms are associated with stress? .....
3 Who asked Ms Quilliam to carry out her research? .....

Now scan the passage quickly for the relevant section and answer the questions using words from the passage.

5 Matching headings to paragraphs

for this task – exam strategy

- For this question type you are asked to find a suitable paragraph heading from a list to match to the appropriate paragraph in the text.
- Not all the headings will match the paragraphs in the text, so there are extra headings which you do not need to use.
- Skim the text to identify the topic sentence and the main idea of each paragraph. Take care not to confuse the main idea with the supporting ideas. Then write your own summary in the margin. This will help you locate information more quickly.
- There are two types of headings: headings that summarise the information of a paragraph and headings that pick out key information in the paragraph. Read through the list of headings and match any obvious headings to the paragraphs, making sure you cross off each heading as you do so.
- Delete any headings which are distractors. These might include supporting information such as a sentence which contains information from a paragraph that is not part of the main idea of the paragraph and therefore not the correct answer.

EXAM Practice

Questions 1–8

*The reading passage has eight paragraphs **A–H**.*

*Choose the correct heading for each paragraph from the list of headings below. Write the correct numbers **i–x** next to the paragraphs.*

List of Headings

i	Holiday stress statistics
ii	Stressful 'perfect holidays'
iii	Complex holiday preparations
iv	Holiday complaints
v	Good advice for happy holidays
vi	A mathematical model
vii	Times have changed
viii	How to relax after a holiday
ix	Delayed relaxation
x	Physical and psychological effects of stress

1 Paragraph A .....
2 Paragraph B .....
3 Paragraph C .....
4 Paragraph D .....
5 Paragraph E .....
6 Paragraph F .....
7 Paragraph G .....
8 Paragraph H .....

6 Summary completion

for this task – exam strategy

- There are two types of summary completion questions. In the first type you must complete the gaps with exact words from the passage; do not use synonyms. In the second type you must take words from a given list. These are often synonyms or paraphrases of keywords in the passage. Be careful of your spelling and check for a maximum word limit.
- Read the gapped summary carefully and decide if it is a summary of the whole passage or just one part. If the summary refers to one part only, quickly locate the part of the passage it refers to.
- Read the gapped sentence and select the best word(s) based on meaning and grammatical compatibility: which word class is required? Do you need a gerund or infinitive? etc.

EXAM Practice

Questions 9–13

*Complete the summary below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

A leading psychologist has **9** ..... a simple mathematical equation to work out the number of hours required at the beginning of a holiday to get over the stress of all the preparation before departure. The problem is that taking a holiday these days is much more of a stressful experience than it was in the past as a result of our **10** ..... . However, stress levels can be decreased by having **11** ..... of the holiday and making sure you complete **12** ..... before leaving. This was illustrated in the survey results, which showed that some holidaymakers didn't even remember to **13** ..... before setting out on holiday.

7 Short-answer questions

for this task – exam strategy

- Short-answer questions usually refer to a particular part of the passage, so try to locate the relevant section in the text quickly. Remember that the questions will always follow the same order as the text.
- Focus on the keywords in the question. These are usually synonyms or paraphrases of keywords in the passage. Look for these and they will help you locate the answer accurately.
- Answer the questions using words taken directly from the text as far as possible.

EXAM Practice

Questions 14–16

*Answer the questions below using **NO MORE THAN THREE WORDS** for each answer.*

14 When is it important to keep the children occupied? .....

15 What kind of vacation has everything included? .....

16 Who can assist you with any difficulties you might have on holiday? .....



1 SPEAKING

Exam focus Speaking Part 1: Introduction and interview; Part 2: Individual long turn
Skills Giving personal information; providing additional information; organising your talk

1 Introduction

Interview your partner to find out some personal information about his/her life. Ask about home, family, work and study, future plans and free-time activities. Ask follow-up questions, for example *Where are you from? How long have you been living there?*

2 Giving personal information

1.1 Listen to seven exam candidates answering some questions (1–7). You will hear the answers only. What question do you think the examiner asked each candidate? Write the questions down, then role-play the questions with a partner. Take it in turns to play the role of examiner and candidate.

3 Providing additional information

A 1.1 The candidates you heard in Exercise 2 extend their answer by giving additional information. What extra information do they give? Listen again and make notes.

1 One brother … .....
2 I really enjoy speaking it … .....
3 Not really … .....
4 I work in McDonald's … .....
5 I don't know exactly what I want to do … .....
6 I'm from São Paulo in Brazil … .....
7 I really enjoy science subjects … .....

Express Tip
There is no right or wrong answer in this section. Extend your answer to make the listener interested in what you are saying.

B Ask and answer the questions in Exercise 2 again with a different partner. This time include additional information to give fuller answers.

IN THE EXAM **Speaking module: overview – Parts 1 and 2**

The Speaking module consists of three parts. In all three parts, you will be evaluated on fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. In Parts 1 and 2 you will use a variety of speech functions, including giving personal information, describing and explaining and expressing preferences.

This unit deals with Parts 1 and 2, which comprise personal questions relating to the candidate. You might be asked about your family, home, job, studies or other familiar topics. There are no right or wrong answers, but you will be expected to give full responses. This part of the module lasts about 4–5 minutes.

4 Introduction and interview

for this task – exam strategy

- Introduce yourself briefly.
- Listen to the examiner's questions carefully.
- Add extra information to extend your answers.
- Keep your answers relevant to the question.
- Use a variety of speech functions.
- Keep the marking criteria in mind.
- Speak fluently, connecting your ideas together logically.
- Make longer, more grammatically complex sentences.
- Use a wide range of vocabulary.
- Ensure you pronounce keywords correctly.

EXAM Practice

Work with a partner. In pairs, role-play Part 1 of the Speaking module.

Student A: You are the examiner. Choose some questions from Exercise 2. For each question, think of follow-up questions and interview Student B for four to five minutes. Listen to Student B's answers carefully. Do they extend their answers? What extra information is given?

Student B: You are the candidate. Imagine you are in the exam. Introduce yourself briefly, then listen to the questions and answer as fully as possible. Give extra information for each question.

When you have finished, change roles.

5 Organising your talk

A In Part 2 of the Speaking module, you are given a topic card asking you to describe an event or experience and then explain something connected with that event or experience.

Look at this topic card from Part 2 of the Speaking module.

Describe a sporting event that you have been to.

You should say:
- **what it was**
- **why you went there**
- **what you saw exactly**

and explain why you enjoyed or didn't enjoy it.

In the exam you will be given one minute to prepare your talk. Here are a candidate's notes for the topic card above. With a partner, decide which points should be included in the answer. Put the relevant points in the correct order. Are any points irrelevant?

* he won the breaststroke – very exciting – I felt proud
* swimming – keep fit
* went to see my boyfriend in swimming competition – charity event
* I used to play tennis at school
* lots of races – freestyle, breaststroke, backstroke, butterfly
* I wanted to support him – first big competition

B 1.2 Now listen to the candidate answering the question in the exam. Check your answers and listen for any extra information the candidate gives.

C Here are another candidate's notes for Part 2 of the Speaking module.

> **Express Tip**
> Referring to your notes while you are speaking will help you provide more information and give a fuller answer.

* sports day at school
* my race: 400-metre relay race
* fast runner – but didn't win
* sat and watched – saw friends in races, long jump/high jump
* Stephan – 2nd in the high jump
* fun – relax in sunshine/Olympics!

1.3 Listen to the candidate answering the question. Read the candidate's notes as you listen and underline the information you hear. What does the speaker forget to mention? Is any extra information added? What follow-up questions did the examiner ask?

D Make your own notes for the topic card in 5A. Remember you only have one minute in the exam. Then practise your talk with a partner. When you have finished, change roles.

6 Individual long turn

for this task – exam strategy

- Use the one-minute preparation time to make notes and organise your thoughts before you speak.
- You will be asked to speak continuously for 1–2 minutes. Make sure your answer is relevant to each point on the card. You should try to cover each point on the card and make your ideas flow; connect them together in the order they appear on the topic card.
- Answer the examiner's round-off questions briefly.

> **Express Tip**
> Use the card to help structure your talk. Remember to cover each point in the same order as the topic card.

Describe a sport or free-time activity that you enjoy doing.

You should say:
- **what it is**
- **why you started doing it**
- **what it involves exactly**

and explain why you enjoy doing it.

EXAM Practice

In pairs practise the interview for 2–3 minutes.

Student A: You are the candidate. Use your notes to speak for 1–2 minutes. Follow the advice in the *for this task – exam strategy* box and the *Express Tip* boxes.

Student B: You are the examiner. Listen to Student A's answers carefully. Ask one or two brief questions to round off the candidate's long turn. Did he or she follow the advice in the *for this task – exam strategy* box and the *Express Tip* boxes?

When you have finished, change roles.

Peak IELTS

The Upper-Intermediate Course

Following is a sample of the Workbook

1 Leisure Activities

READING



1 Introduction

In your opinion, what factors influence whether people take part in sports as an adult? Tick the appropriate box to show how far you agree with each statement.

Doing sports regularly as an adult depends on …

	No, not at all	Maybe	Yes, definitely
1 … your gender.	❑	❑	❑
2 … how rich you are.	❑	❑	❑
3 … how healthy you are.	❑	❑	❑
4 … how active your family/friends are.	❑	❑	❑
5 … your exposure to sports as a child.	❑	❑	❑
6 … how busy you are.	❑	❑	❑
7 … your educational background.	❑	❑	❑
8 … (your idea) …….	❑	❑	❑

2 Recognising main and supporting ideas

A Main ideas are often found in the first sentence of a paragraph, but sometimes you need to read further. Read the following paragraph from an article and identify the main idea.

PHIL JONES is a happy man. Last night, playing in front of family and friends from his local community centre, he won the regional chess competition. 'I only started to learn chess two years ago and I'm really grateful for the help and guidance I've received from the Jonson Street Community Centre.' Community centres such as Jonson Street provide an opportunity for people from a variety of backgrounds to try a range of activities, including martial arts, cooking and foreign languages, in addition to Phil's favourite activity – chess. The great thing about places like Jonson Street is that they are cheap to join, generally well-equipped and conveniently located.

The main idea of the article is

a Phil Jones won the regional chess competition.

b there are chess clubs in community centres.

c community centres offer a range of activities for the community.

B In the following article, the paragraph can be divided into two parts. Decide where the first part ends and the second part begins and mark it with two lines (//).

Looking into the distance, you can make out a dark shape, gliding through the water towards you. Your breathing starts to increase rapidly and you become tense. Suddenly, out of the blue, a large fish swims past you. It isn't dangerous, and you can continue to enjoy your dive. As your breathing comes back under control, you relax and can begin to look more closely at the wonderful underwater scenery around you. Scuba diving experiences like this are unforgettable and training is easy to come by in many resorts. Costs vary (expect to pay around $500) but make sure you find a reputable dive company with qualified instructors to ensure quality and safety.

The first part of the text is **supporting information**. What is the reason for including it?

a to make the reader interested enough to read more

b to give the reader a feeling of scuba-diving through an example

c both **a** and **b**

The second part is the **main idea** of the paragraph. First, underline the main words/ideas in this part and then use them to write a one-sentence summary of the paragraph.

.....

.....

C Supporting information can include examples, reasons and explanations. It is important to be able to separate the main ideas from the supporting information. Read the extract from a brochure below and identify the main idea and the supporting information. There may be more than one piece of supporting information.

Whatever kind of outdoor activity you're into, New Zealand has it all: whale-watching, fishing, walking, swimming. Or maybe you'd prefer something with a slightly higher thrill factor? So-called 'extreme sports', such as bungee jumping and tandem skydiving, have become a lucrative market, allowing the New Zealand travel industry to attract a wider range of visitors than ever. Young people from many countries are spreading the word that New Zealand has much to offer, contributing to the changing perception of the country once known more for its population of sheep than excitement.

1 The main idea of this paragraph is

a New Zealand has become a popular travel destination.

b You can do extreme sports in New Zealand.

c New Zealand attracts a diverse range of tourists.

2 The supporting idea(s) is/are

a New Zealand has become a popular travel destination.

b You can do extreme sports in New Zealand.

c New Zealand attracts a diverse range of tourists.

3 Skimming

A Skim the text below (no more than 30 seconds). Where would this text most likely appear?

a in a newspaper **b** in a specialist magazine **c** in a brochure

B Read Paragraphs A and B. Choose the main idea of each paragraph.

Paragraph A

1 There are many types of sport that interest young people and this should be encouraged for the sake of their health.

2 Recruiting young people as volunteers in their favourite sports encourages them to carry on with sport in later life and benefits society.

Paragraph B

1 Volunteers can get credits towards their degree by volunteering through their university.

2 Universities provide organisations with a good way to reach potential volunteers.

Volunteering – The Relationship Between Sports Events and Young People

A Sport and sport events provide a significant source of volunteering opportunities for a wide range of individuals. Events may be seasonal, such as the football season, or major one-off events such as the Olympic Games. Organisers of major sport events tend to target the youth market to source volunteers due to the apparent high level of interest in sport by this group, not only in terms of young people who watch a particular sport, but also those who participate in it. It is therefore suggested that sport may act as a kind of 'nursery' for volunteering and that the experiences afforded to young people in sport may be critical for their future volunteer involvement, not only in sport but the broader society. By developing an interest in volunteering as a young person, it is hoped that these people will continue to volunteer as they become adults. If this is to occur, it is important to ensure that the experience of volunteering is a positive one.

B One of the most common approaches by many event organisers is to place an advertisement in the local media which invites readers to contact the organisation. In addition to this, it is possible to adopt a more formally structured recruitment programme through schools and universities. The benefit of this approach is to establish a relationship between the governing body of a particular sport and young people from an early age, in the hope that young people who are either spectators or participants in the sport continue from childhood to adulthood. At university level, some of these programmes may extend to credit-bearing experiences such as industry placements. In the run up to the Sydney Olympics in 2000, this opportunity was offered to students in the case of the pre-Olympic event and competition programme conducted in Queensland, Australia. The programme was organised through the Department of Tourism and Sport, which contacted several local universities. The basis of the approach was to use university students as volunteers for the pre-Olympic training and competition schedule. This participation was administered through the respective university faculties and industry training courses.

C In several studies conducted in the 1990s, a variety of reasons for volunteering were identified. The first of these relates to the social aspect of volunteering, where the participant is attracted to take part in an activity involving many people in society (for example, other friends or family members). The second reason to volunteer is altruism, which is a sense of giving something back to society. The participant feels the activity is a valuable or useful thing to do. For some, volunteering may offer a form of career enhancement, where the participant believes that the activity may benefit them in the future. This occurs, for example, when an employer is interested in a job-seeker's wider skills. Some volunteers indicate that participating in events develops their understanding of other cultures or parts of society.

D As people get older they may be less willing to devote as much time to activities which do not seem to directly relate to their work or family commitments. Traditionally, certain posts held within voluntary organisations have been medium to long term (such as the treasurer) and this aspect may not be attractive to volunteers. It is clear that even organisations which are related to leisure activities (such as sports or recreational clubs) are changing in terms of their administration and legal requirements. The increasing 'professionalism' of leisure activities relates to factors such as accountability, especially with regard to legal issues. On a smaller scale, however, volunteers now have to demonstrate competent computing skills, the ability to submit 'professional' grant applications and an increased need to be aware of legislative requirements. Furthermore, some potential volunteers may feel they do not have the skills required to be effective in this new professionalised and more accountable environment, particularly when there are perceptions that legal action could be taken against them.

E Young people have many pressures on their time; therefore one key aspect of effective volunteering is how and when young people are recruited: students must be given sufficient time to plan and incorporate the volunteer experience into their schedules. The real nature of the work and the expectations of the required hours should be communicated realistically to prospective volunteers. Organisers must also ensure that gaining work and career related outcomes are realised and, importantly, provide a means by which the experiences and specific skills gained by the participants can be communicated to prospective employers. Such goals should also therefore form part of the marketing of the programme to prospective youth volunteers. It is essential to offer potential volunteers a rewarding experience which offers clearly stated benefits. Naturally, the experience should also be enjoyable and fun. If young people perceive that an activity will be boring, they are less likely to commit to it.

Source: **Christopher Auld,** ***Australian Journal on Volunteering***

4 Matching headings

Before the task

First read the list of headings **i–ix**. Re-read Paragraph A of the text and identify the main idea. Then consider each option in the list and choose the best one.

Task practice

Questions 1–5

The reading passage has six paragraphs **A–F**.

Choose the correct heading for each paragraph from the list of headings below.

List of headings

i	What factors reduce participation in volunteering?
ii	How can university students get involved?
iii	What formal recruitment methods are used to attract volunteers?
iv	What skills do volunteers need to do the job well?
v	What motivates people to volunteer?
vi	How can the volunteering experience be made rewarding?
vii	Why is volunteering popular?
viii	Why do volunteering organisations focus on young people?

Example		**Answer**
1	Paragraph A	.....
2	Paragraph B	.....
3	Paragraph C	.....
4	Paragraph D	.....
5	Paragraph E	.....

Follow-up

Go back and check that each heading left over is not a better choice than one you have chosen.

5 Short-answer questions

Before the task

Read Question 6. Scan the passage to find the relevant section of the text. Remember to look for synonyms and paraphrasing of the question words in the text. When you have found the right section, check the word limit in the instructions, and then answer the question.

Task practice

Questions 6–10

Answer the questions below using **NO MORE THAN THREE WORDS** *for each answer.*

6 Which potential volunteers do sports organisers target? .....

7 How did the Department of Tourism and Sport find volunteers for the Sydney Olympics? .....

8 Apart from social and cultural factors, why do people volunteer? .....

9 What commitments take people away from volunteering in later life? .....

10 What is it essential to offer volunteers? .....

6 Summary completion

Before the task

Skim the text for paragraph(s) with similar ideas in order to find the correct section. Look for any words or phrases from the text that might fill any of the gaps. Pay attention to the word limit given in the instructions.

Task practice

Questions 11–15

Complete the summary below.

Choose **NO MORE THAN THREE WORDS** *from the passage for each answer.*

Sports events often provide a valuable first opportunity for **11** ..... *for many young people and the quality of that experience is* **12** ..... *to their continuing involvement in sport and volunteer work in later life. Young people are often recruited to volunteer through formal* **13** ..... *organised through schools and universities. The experience they gain is seen as offering them possible* **14** ..... *as they seek to promote themselves to future employers. Older adults often drift away from volunteering due to work and family commitments, so in order to keep their volunteers, organisations need to make sure that voluntary work is a* **15** ..... *in order to encourage long-term commitment.*

Follow-up

Go back to the text and compare the way the summary is phrased with the original text. Take note of any synonyms or paraphrasing used.

1 VOCABULARY

1 Word building

A The following endings (or *suffixes*) are common for nouns: *-ment*; *-tion*; *-ance*. Complete the table below with the correct noun form.

verb	noun
predict	*prediction*
retain	
establish	
invest	
indicate	
participate	
contribute	
significant	
recognise	
develop	
important	
retire	
continue	
improve	
increase	

B Complete the following sentences with the correct form of the verbs in the table above.

1 The bowls club was ..... in 1822 and is still the best in the area.
2 No one could have ..... the fantastic win by Range Rovers over a strong team like Manchester United.
3 While many people still watch sporting events, ... in sports is decreasing these days.
4 He gets little ..... for all his hard work at the club, but they would miss him if he left.
5 Despite the emergence of younger players, she ..... her dominance of the game.
6 Helen's face gave no ..... that she was losing badly.
7 She had to ..... from the competition after pulling a leg muscle.
8 There was a significant ..... to her golf swing after several lessons.
9 The coach felt that the goalkeeper's magnificent save had really ..... to the team's win.
10 John was disappointed that after the huge ..... of time, money and energy to train his horse, it still didn't win the race.

2 Vocabulary in context

Complete the following passage with the correct form of the words in the table in Exercise 1A.

Xpro Boosts Its Funding

Electronics and gaming company Xpro has announced a huge **1** ..... in funding for the **2** ..... of a new gaming platform to compete with the market leaders. The American company plans to **3** ..... an extra $18,000,000. CEO Jeff Gold said, 'We have to **4** ..... that, if we want to compete with the **5** ..... companies, we will need to dig deep and put money into research. Gaming **6** ..... most of the company profit'. Despite this news, analysts **7** ..... that Xpro will not achieve a **8** ..... rise in market share. Industry sources point out it is very difficult to break the control of the two leading game providers. Unless Xpro is able to come up with a substantially new concept or offer major **9** ..... to the gaming platform, its competitors are expected to **10** ..... the largest market share for the next few years.

3 Vocabulary revision

Choose 12–15 words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.

1 Expressing preferences

A Read the list of hobbies and interests in the box. Put five interests under each heading in the table below. Add one extra item of your own to each category.

hip-hop	classical music	attending concerts	doing yoga/Pilates
walking the dog	doing aerobics	emailing	going to the theatre
restaurants	action films	gardening	department stores
sci-fi movies	buying online	reading	international dishes
romantic comedies	local food	rap	text messaging
markets	food courts	talking to friends/family	dramas
small boutiques	jazz	playing team sports	downloading files
shows	art galleries	watching team sports	playing online games

me	my friends or family members	common in my country

Language bite

Stating Preferences

Prefer means you like one thing more than another. *prefer* + (noun or gerund) *to* (noun or gerund)

I prefer rugby to football; I prefer cooking for myself to eating out.*

*although this looks incorrect, '*prefer … to …*' requires the gerund after it rather than an infinitive form of the verb.

I'd rather means the same as *I prefer*. The *'d* means *would*. Notice the grammar pattern: *I'd rather* + infinitive *than* + bare infinitive.

I'd rather go to a live rugby match than watch it on TV.

B Complete each sentence by choosing one of the options in bold.

1 I'd rather **go/going/to go** out with my boyfriend than my friends.
2 I don't like classical music. I prefer **listen/listening/to listen** to rhythm and blues music.
3 I'd rather not **to do/do/doing** exercise but I know I need to!
4 I prefer **watch/watching/to watch** movies at the cinema to **watch/watching/to watch** TV at home.
5 I'd rather **eat/eating/to eat** Chinese food than Italian.

C Say which you prefer from the options below, making sure you use the correct form of the verb. If you can, record yourself speaking.

Would you rather ...

… study with a friend *or* study alone?
… watch TV *or* listen to music?
… visit friends *or* visit relatives?
… buy things on the Internet *or* buy things in a shop?
… send a text message *or* send an email?
… eat traditional dishes from your country *or* eat fast food?

2 Providing additional information

A 1 Listen to some students talking about their preferences. Complete each gap with **three** words.

1 To be honest, I'd much rather study alone than with a friend. ..... is because I feel I get more done when I work alone. Maybe it's because I am an only child, so I didn't grow up with other children to share things with. I suppose I have always ..... by myself.

2 On the whole, I prefer ..... visiting relatives. One of the ..... it is that my friends are people I have chosen to have in my life, whereas you have no choice over your family. I know it sounds horrible, but family can be difficult sometimes!

3 Actually, I'd rather send a text message than an email because texting is really fun. I ..... because it's instant – my brother, for example, gets the message immediately and can reply. And I love all the shortcuts – it's like another language.

B Answer the questions in 1C on page 11 again, this time extending your answer by adding some extra information. Use some of the phrases below to give reasons. Try to speak for 20–30 seconds on each. If you can, record yourself speaking.

The main reason I like it is because ...	I enjoy this because ...	Actually, ...
One of the reasons I prefer it is because ...	To be honest, ...	On the whole, ...

Express Tip

Always try to extend your answer by giving some more information on the topic, but make sure it is relevant to the question you were asked.

C 2 Listen to the eight questions on the recording. Pause the recording after each question and answer aloud. Try to speak for between 30 seconds and one minute. If you can, record yourself speaking.

3 Talking about the past

Language bite

Talking about the past with *used to* and *would*

Past simple can be used to describe single actions, repeated actions or states in the past. We can also use *used to* or *would* to talk about things that happened more than once in the past but that do not happen now.

States

We can use *used to* (+ infinitive) to describe past states.

I used to be a good swimmer. I used to enjoy chess. I used to live in Toronto.

Actions

You can use either *used to* (+ infinitive) or *would* (+infinitive) to describe repeated actions in the past.

I used to go swimming every morning; I used to play chess with my cousin; When I was child, my grandmother would take me to the swimming pool on Saturday mornings. Afterwards we would go to her house and she'd make my favourite meal.

Would/used to are not used for actions where we say how many times something occurred.

Compare:

We went to Africa three times when I was a child. (limited to three times only – not a habit)

We used to go to the market three times a week when I was child. (three times each week as a habit)

A Complete each sentence by choosing one of the choices in bold.

1 I **used to**/**would** have a car, but I sold it so that I would walk more often.
2 I **would**/**used to** be really overweight, but I exercised and went on a diet and lost 20kg.
3 I **used to go**/**went** swimming three times last week.
4 I **used to go**/**have gone** swimming every week when I was at high school.
5 I **would**/**used to** think Liverpool was the best football team in the world.
6 I **used to read**/**read** *Pride and Prejudice* while I was on holiday – what a great book!

B Complete the sentences with either the simple past, *used to* or *would*. Note that for some, more than one answer may be correct.

1 I ..... (be) thinner than I am now.
2 I ..... (play) more sport when I was younger.
3 I ..... (spend) time in my room listening to my favourite music.
4 I ..... (go) to the book club every week as a student.
5 I ..... (go) to the cinema to see *Circles of Light* last week.

C Look at these two Part 2 speaking cards and the candidates' notes below. Cross out the two pieces of information in the notes that are not relevant.

1

Talk about a leisure activity you used to do as a child or teenager.

You should say:
what it was
where you did it
how long you did it
and why you stopped.

a

canoeing
- my brother – best in school
- on the river – near our house
- river is clean – nice place for swimming or picnics
- from 13–18 yrs old (university)
- exams – too busy

2

Talk about a book or movie you have seen recently.

You should say:
what the book/movie was
what happened in the story
why you chose it
and whether you would recommend it.

b

read Cider with Roadies
- about a boy growing up; his obsession with music; becoming a music journalist and radio DJ
- don't read much – no time
- author came from my town – I recognised the places
- my town is famous for famous authors
- good book if interested in music of '70s to '90s

D 3 Listen to the recording of the students talking about the cards above. Did the speakers include the relevant information?

E Read the listening script on page 91 and underline the examples of past tenses.

4 Exam practice: Speaking Part 2

Before the task

A Choose one of the cards from 3C. Look carefully at the main topic of your chosen card and pick out the main words. Look at the four points and write an idea in note form for each one.

B For each of the ideas you have written, write an additional note to extend your answers. Make sure that any additional information is relevant to the topic.

Task Practice

Answer the questions on the card yourself. Try to talk for at least a minute. If you can, record yourself speaking.

Follow up

Listen to the recording you made of yourself speaking, or ask your Study Buddy for comments. Check that you covered all four points and extended your answers.