

Cambridge English



MINDSET

FOR IELTS

STUDENT'S
BOOK

2

WITH
Testbank
AND ONLINE MODULES

An Official Cambridge IELTS Course



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2

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MEET THE AUTHORS

With a thorough understanding of the essential skills required to succeed in the IELTS test, let our team of experts guide you on your IELTS journey.



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Greg Archer is an experienced, DELTA-qualified teacher and teacher trainer who began teaching *IELTS* at International House in London, where he trained and qualified as an *IELTS* Examiner in both Writing and Speaking. After moving to Cambridge in 2013, he has been working at an international college, at various times managing the English Language department, developing appropriate courses to run alongside A Level and GCSE study, and primarily teaching *IELTS* and English for Academic Purposes classes to students whose ambition is to enter a UK or English-speaking university.



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Marc has been teaching for 35 years, mostly in the UK but also abroad in Greece, Russia, Middle East, Indonesia and Pakistan. He has taught in the public sector since 1990, mostly in further education and adult education, and more recently on pre-sessional EAP university courses. He has been a Speaking and Writing Examiner for over 25 years and has expert knowledge of *IELTS* requirements for university admission.

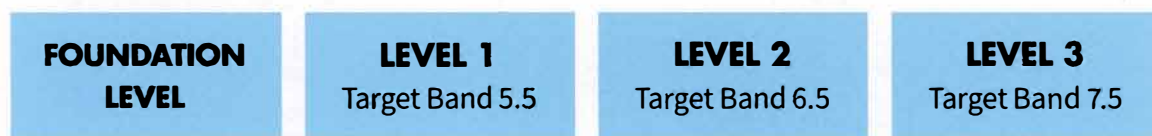


Claire Wijayatilake

Claire has been teaching English since 1988. She spent much of her career in Sri Lanka, including 16 years at British Council, Colombo. She became an *IELTS* Examiner in 1990 and examined regularly in Colombo and Malé, Maldives for almost 20 years. She worked as the *IELTS* Examiner Trainer for Sri Lanka, recruiting, training and monitoring examiners. She then moved into training and school leadership, serving as Teacher Trainer and Principal at various international schools. She returned to the UK in 2013 and worked for Middlesex University, where she started her materials writing career. She is currently a Visiting Lecturer at Westminster University, which allows her time to write. She has a PhD in Applied Linguistics and English Language Teaching from the University of Warwick.

HOW DOES MINDSET FOR IELTS WORK?

AVAILABLE AT FOUR LEVELS



CORE MATERIAL

- Student's Book (print and digital).
- Online skills modules for Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

ADDITIONAL MATERIAL

- Customised online modules for specific L1 groups that focus on areas where help is most needed, informed by the Cambridge English Learner Corpus.
- Academic Study Skills online module that prepares students for the challenges of studying a university-level course taught in English.

TAILORED TO SUIT YOUR NEEDS

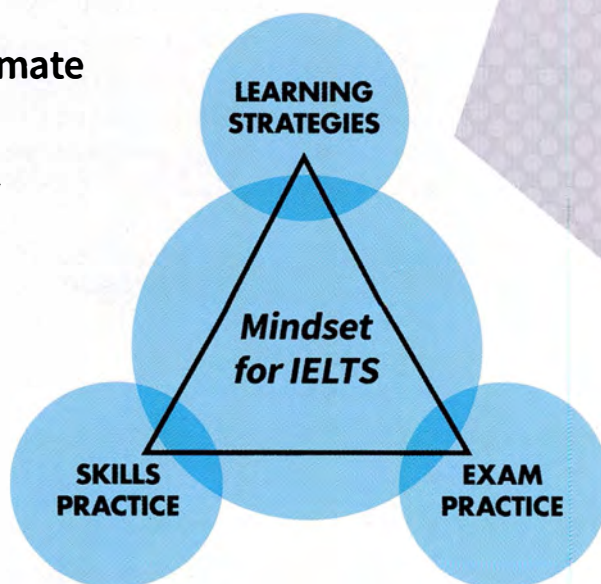
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

GIVES TEACHERS CHOICE

- Course design means teachers can focus on either the skills or the topics that their students need the most help with.






CUSTOMISATION

- Online modules can be used in the classroom as extension work or as extra practice at home, allowing the teacher to customise the length and focus of the course.
- Additional online modules designed for specific L1 learners can be incorporated into the course.



COURSE CONFIGURATIONS

The *Mindset for IELTS* course comprises 5 key components:

 <p>CORE TOPICS & SKILLS</p>	<p>Student's Book (print and digital) 8 topic-based units, organised by skill, provide 60-90 hours of teaching per level (levels 1, 2 and 3)</p>
 <p>ONLINE SKILLS MODULES</p>	<p>8 hours of practice per skill, per level:</p> <ul style="list-style-type: none"> • Speaking • Writing • Reading • Listening • Grammar and Vocabulary
 <p>ACADEMIC STUDY SKILLS</p>	<p>6 hours of practice to get ready for the challenges of studying a university-level course taught in English</p>
 <p>LANGUAGE SPECIFIC AND PLUS MODULES</p>	<p>6 hours of practice per module:</p> <ul style="list-style-type: none"> • Pronunciation and Speaking for Chinese speakers • Spelling and Writing for Chinese speakers • Spelling and Vocabulary for Arabic speakers • Writing for Arabic speakers • Speaking Plus • Writing Plus
 <p>ONLINE PRACTICE TESTS Testbank</p>	<p>Access to Cambridge English authentic IELTS Academic practice tests online</p>

01 SKILLS MODULES

8 hours of practice per skill, including Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

RECEPTIVE SKILLS

Focus on sub-skill

PRINT
Reading
Listening

ONLINE
Different topic

PRODUCTIVE SKILLS

Focus on active production

PRINT
Writing
Speaking

ONLINE
Same topic

02 LANGUAGE SPECIFIC MODULES

Extra practice for areas that need the most work, informed by the Cambridge Learner Corpus.*

ARABIC

- Spelling and Vocabulary
- Writing

CHINESE

- Pronunciation and Speaking
- Spelling and Writing

Plus modules focus on common areas of weakness and are suitable for all first languages.

PLUS

- Speaking
- Writing

*Currently the same module is used for Level 1 and Level 2.

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- match information in a question with information in a text
- skim a text to identify types of information
- recognise the passive.

LEAD-IN

01 ▶ Read these quotes, which give different opinions about how news is consumed.

A Since the birth of the internet, access to local and world news has become possible 24 hours a day, 7 days a week. This is having an increasingly negative impact on society, and consequently we have all become news addicts!

SARAH (35)

B Adults aged 60+ buy a daily newspaper as a matter of habit. Generally, they don't know how to access news online.

MATT (18)

C Youngsters these days aren't interested in the news and spend most of their time on social media sites. They don't buy a newspaper or watch a regular TV bulletin. The only news they might be interested in is entertainment news.

CHARLES (65)

D I would only use social media sites to check entertainment news. I wouldn't trust it for any serious news, such as crime or politics. For those topics, I'd only rely on television bulletins.

MARY (25)

02 ▶ Match statements 1–4 with quotes A–D.

- 1 Continual exposure to the news is bad for us. _____
- 2 As a news source, there is more confidence in television than in the internet.

- 3 Teenagers are only interested in news about actors and pop stars.

- 4 The older generation don't know how to read the news using the internet.

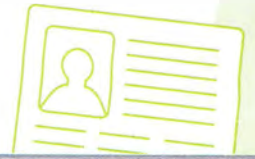
TIP 02

In the Reading test, you may be asked to match information in the question with information in the text. However, the texts will be longer (between 750 and 950 words) and you will need to match the question to a paragraph.

03 ▶ Look at the quotes again and, with a partner, discuss whether you agree or disagree with each speaker.

MATCHING INFORMATION

04 Skim this text to understand the general meaning of each paragraph.



A SMARTER WAY TO

ACCESS THE NEWS?

- A** A recent report, issued by the international news agency Reuters, reveals that smartphones are quickly becoming the most popular way to access the news. Over the last year, this increase has been particularly noted in countries such as the UK, the USA and Japan. In fact, for all countries involved in the survey, usage has increased from 37% to 46%. Furthermore, 66% of smartphone users are now using the device for news on a weekly basis.
- B** By comparison, the number of people using tablets to access the news is decreasing in most countries. More sophisticated smartphones are reducing the need for other portable devices. The need for accessing the news on laptops and desktops has also changed. Over half (57%) still consider these devices the most important ways to access the news, but this is a decrease of 8% from last year.
- C** The report also revealed, however, that on average people only use a small number of trusted news sources on their phones, the average across all countries being 1.52 per person. In the UK, for example, over half of smartphone users (51%) regularly use the BBC app.
- D** Across all countries included in the survey, 25% stated that their smartphone was the main device used for accessing digital news, an increase of 20% since last year. This is particularly true of those aged under 35, with the figure rising to 41%. The overall trend, however, is not to use just one digital device to access the news, but rather a combination of two or three.

05 Which paragraphs (A–D) contain this information? You may write any letter more than once.

- 1 other ways news is accessed online _____
- 2 over half of smartphone users access news via their phones _____
- 3 the most popular way to access the news digitally is by using several methods _____
- 4 the younger generation are more likely to use their smartphone to access the news _____



06 Look at your answers to the questions in exercise 5 and decide if these statements are True or False.

- 1 The answers do not follow the same order as the text.
- 2 The answers may not be the main idea of the paragraph.
- 3 Some paragraphs contain more than one answer.
- 4 Not all paragraphs contain an answer.
- 5 The questions will often use synonyms rather than wording from the text.

07 Look again at the text in exercise 4 and your answers to exercise 5. Then complete the gaps in these tables.

Words in the text	Words in the question
The overall trend	1 _____
2 _____	over half
a combination of two or three	3 _____

Words in the text	Synonyms
4 _____	a quarter of
5 _____	questionnaire
6 _____	often

IDENTIFYING DIFFERENT TYPES OF INFORMATION

08 Read extracts 1-6, taken from various news reports. Then match the extracts with a label from the box.

account cause and effect description opinion reaction summary

1 Tennis fans were left shocked today, when the favourite to win the championship was defeated in the third round by an unknown player.

2 According to recent reports, the government feels it is no longer necessary to pay for school meals. Headteachers feel that this would be a disaster, however, especially given the recent progress with making dinners healthier for pupils.

3 People must be responsible for their own health, otherwise the National Health Service will no longer be able to cope. This was the warning given today by the head of the organisation.

4 Overall, last year was a very good year for the nation's economy. The unemployment rate was down, more jobs were created, and generally people felt they had more money to spend.

5 The Queen landed to a red-carpet welcome on Tuesday, as she opened her visit to the USA. She was greeted by hundreds of guests, together with the President and his family.

6 A 60-year-old man was arrested today, after he was caught stealing from his local shop. According to a witness, he was wearing black clothes and a mask during the robbery.



The matching information task can take time. To save time, one approach is to label the paragraphs before starting to answer the questions. Here are some of the types of information you may be asked to find: *a fact, a reason, a summary, a cause, an effect, a conclusion, a description, a finding*. By identifying the purpose of each paragraph, it can be easier to link the question to the relevant part of the text. For example:

The overall trend, however, is not to use just one digital device to access the news, but rather a combination of two or three - text

the most popular way to access the news digitally is by using several methods - question

Both the text and question are summarising **factual** statements.

09 ▶ Skim this text for the main ideas, then label each paragraph with ONE or more of the descriptions from the box.

cause and effect factual opinion problems reason summary

The screenshot shows a news website with a blue header and a purple navigation bar. The article title is 'HOW THE YOUNGER GENERATION CONSUMES THE NEWS', posted on September 07. The article is divided into six sections labeled A through F.

A
In recent years, there has been growing concern by researchers and indeed the older generation that the younger generation are somewhat disengaged from the news, and as a result have a very narrow view of the world around them. This, however, couldn't be further from the truth, as shown by a recent study carried out by the Media Insight Project (American Press Institute & Associated Press). According to this research, 85% of youngsters say that keeping up to date with the news is important to them, and 69% receive news on a daily basis. opinion/factual

B
Perhaps what some of the older generation fail to understand is that just because the younger generation does not buy a daily newspaper, it doesn't mean that they don't follow the news. Born into a digital age, or more specifically the age of the internet, the younger generation simply accesses news through the digital devices they grew up using: laptops, tablets, smartphones, etc. A recent study produced by Ofcom revealed that 60% of youngsters in the UK use the internet or apps for news, compared to just 21% of those in the older age range.

C
Social media also plays an important part in consuming the news for the younger generation. It was also revealed that most youngsters actually don't seek out news from social media, but choose to follow it once they see it there. In other words, they encounter it accidentally and therefore following the news is secondary. For example, when accessing social media sites, news headlines automatically appear. These catch the user's eye and consequently the news link is clicked and followed.

D
For the moment, social networks are being used selectively, however. For example, social media is used for breaking news, but is not relied on in terms of accuracy. For hard news topics, such as economics or local crime, youngsters continue to look to original sources. For accuracy and reliability, television is still the preferred choice for both generations.

E
According to Alison Preston, Head of Media Literacy Research at Ofcom, motivations for following the news also vary according to the generation. In her current report on the topic, she states that, for the younger generation, news is largely about convenience and being social. For the older generation, however, motivation is greatly linked to a sense of duty and habit.

F
Overall, it is fair to say that news plays an important part in all our everyday lives, regardless of generation. However, what is different amongst the generations is why and how it is accessed. _____

GRAMMAR FOCUS: THE PASSIVE

10 ▶ Look at extracts 1–4 from the text. Match a tense from the box with each extract.

past simple passive present continuous passive
present perfect passive present simple passive

- 1 ... social media is used for breaking news ... present simple passive
- 2 ... it was also revealed ...
- 3 ... social networks are being used selectively ...
- 4 ... there has been growing concern by researchers ...

11 Why has the writer chosen to use the passive rather than the active in these extracts?

12 Complete headlines 1–4 with the verb in brackets in one of these passive forms.

past simple present continuous present perfect present simple

- Holidays are ruined (ruin) by air strikes.
- The launch of London's night tube _____ (delay) until further notice.
- The victims of the air disaster _____ (name) earlier this morning.
- A new medicine to help fight cancer _____ (develop) in Cambridge at the moment.

13 Read these news headlines written in the active, then change them to the passive.

- People blame all the wet weather on climate change.
Climate change _____.
- Police found the Hollywood actor unconscious in his Manhattan apartment.
The Hollywood actor _____.
- Researchers have recovered treasure from a sunken Spanish ship.
Treasure _____.
- Today, the public are celebrating a royal wedding.
A royal wedding _____.

14 Answer these questions using what you have learnt in this lesson.

- What should you read carefully before starting a matching information task?
- Are you looking for matching words or synonyms?
- Do the answers follow the same order as the text?
- Can the same letter be used more than once?
- Do all paragraphs need to be used?

EXAM SKILLS

15 The reading passage 'How the younger generation consumes the news' has six paragraphs A–F. Which paragraph contains the following information?

- the reasons why the younger generation seeks news _____
- the opinion that news is important to the younger generation _____
- the percentage of older adults in the UK who access the news digitally

- the idea that the younger generation largely encounters the news by chance

- the news is of great significance to both young and old people _____
- why the younger generation consumes the news through modern technology

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- use time markers and the passive to describe a process
- plan a description of a process
- interpret scientific and technical diagrams.

LEAD-IN

01 In the Writing test, you might be asked to describe a process. Look at sentences a–g describing a process for writing a local news story, then order the sentences, using the pictures to help you.

1 The Daily Globe NEWS NEWS NEWS

2 A hot air balloon is in the sky. A Ferris wheel is in the background. A person is running towards a lake where a dog is drowning.

3 A local man risked his life today ...

4 **What? Why?** RESCUE STORY SAVE DOG
Where? When? LOCAL LAKE THURSDAY EVENING

5 Local man rescues dog

6 Brave man saves drowning dog from lake

7 @The Daily Globe

How to write a local newspaper story

- After that, think of a good title for your piece.
- Finally, submit your article to your local newspaper via email.
- Thirdly, think of a good first line: something which is attention-grabbing.
- Next, write the main body of the article, answering the four 'w's': *what, where, why and when.*
- First, think of a good idea! Choose a local and interesting news story.
- Then, check your article for grammatical and spelling errors.
- Secondly, accompany your story with a picture of a local person or attraction.

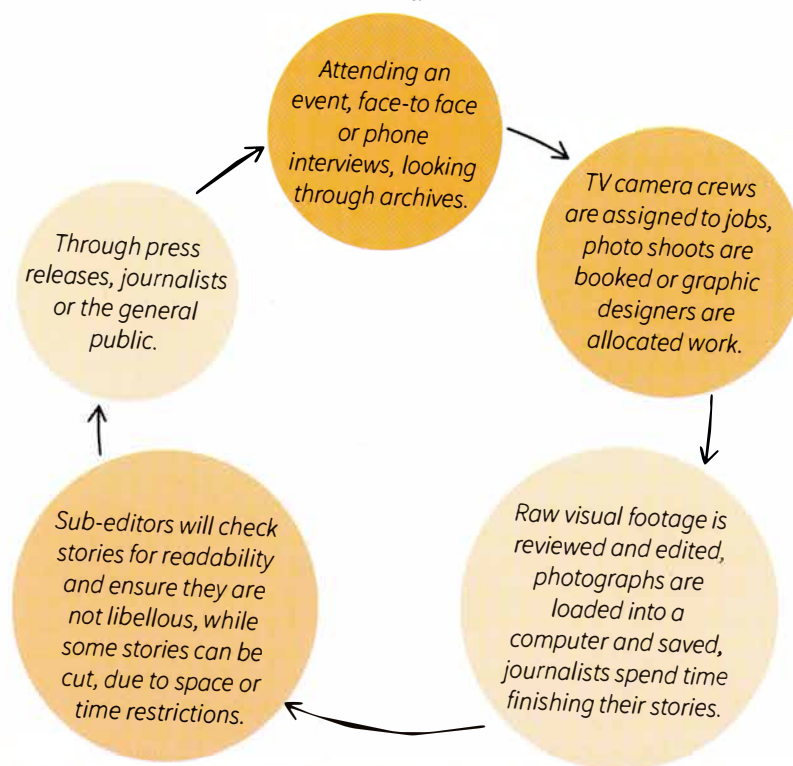
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TIME MARKERS

- 02** In exercise 1, which words helped you choose the order?
- 03** Look at this table. Which set of words, 1–4, includes words to describe actions taking place at the same time?

1	First	First of all	First	To begin with
2	After	Next	Then	Secondly, Thirdly, etc.
3	Whilst	At the same time		
4	Finally			

- 04** Study the diagram about how a newsroom works, then read the sample answer, ignoring the gaps for the moment.



TIP 04

Do not repeat the wording in the Writing question.

SAMPLE ANSWER

The diagram illustrates how news stories are created in a newsroom.

1 _____, news stories come into the newsroom through either journalists, press releases or members of *the* general public. 2 _____, journalists are assigned to different stories. This may mean they have to attend an event, conduct interviews or search through archives. 3 _____, images become involved in the process. This could be through television crews, graphic designers or photographers. 4 _____, depending on the type of newsroom, visual footage is reviewed or photographs are loaded into a computer. Journalists also have time at this point to finish their stories. 5 _____, sub-editors are used to check that stories are legally and factually correct. Also at this stage, some stories may be cut, due to space or time restrictions.

Overall, the diagram shows how news is created in five simple steps. Many people are involved in the process, from journalists to photographers.

05 Compare the diagram and the sample answer, then answer these questions.

- 1 Is every word used in the diagram used in the sample answer?
- 2 Do you need to understand every word in the diagram?
- 3 Can you use nouns from the diagram in your answer?

06 Complete the sample answer in exercise 4, using the time markers from exercise 3. More than one answer may be possible.

PLANNING YOUR ANSWER

07 Spending a few minutes planning your answer will ensure it is both logical and structured. It may also help you to understand the diagram better and to choose the most significant features. Look at this example plan.

Suggested plan for describing a process

- Introduction – The diagram explains the process of writing a news story. There are a total of seven stages in this process, each of which will be described below. The introduction should simply state what the process is. Do not, however, copy the words used in the task instructions.
- Main body – You need to include every stage, but not every minor detail. Many of the nouns will often be provided in the diagram, so make sure they are included in your answer.

Stage	Verbs	Nouns
1	choose	news story
2	accompany	story, picture
3	think	first line
4	write	main body, article
5	check	article, errors
6	think	title
7	submit	newspaper

- Overview – Overall, the diagram shows how you can write a news story in just a few simple steps. A clear overview of the diagram is essential. This can appear at either the beginning or the end of your answer.

08 Describe some of these processes to a partner.

boil an egg	download an app	make your favourite dish
make a cake	post a tweet	upload a video on YouTube

09 Write a plan for one of these processes.

GRAMMAR FOCUS: THE PASSIVE

10 When writing about a process, the passive is often used. Underline the uses of the passive in the diagram in exercise 4. Which passive tense has been used? There is also one example of a passive used with a modal verb. Can you find it?

11 Transform these active sentences into the passive.

The process of writing a local news story

- 1 Choose a local news story.
- 2 Accompany the story with a picture.
- 3 Think of a good first line.
- 4 Write the main body of the article.
- 5 Check the article for errors.
- 6 Invent a good title.
- 7 Submit the article to a local newspaper.

INTERPRETING SCIENTIFIC OR TECHNICAL DIAGRAMS

12 When you first read the diagram, you may not understand it. If this is the case, try and use some of these steps. Order the steps from 1 to 5.

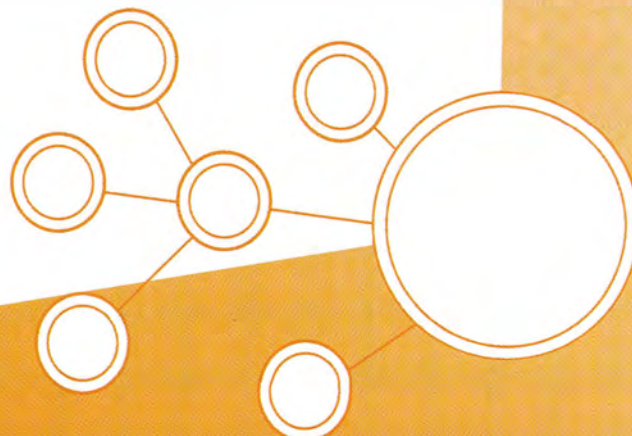
- A Circle the information in the diagram you do understand. You probably understand more than you think.
- B If you are still unsure what to write, move on to Part 2 of the Writing test. This is worth more marks and it will give you longer to think about Part 1.
- C Ask yourself some of these questions:
- How many stages are there?
 - Are the stages in a particular order?
 - Do some stages take place at the same time?
- D Write a brief plan as you did in exercise 9, and include vocabulary already given. However, remember to write sentences in your own words.
- E Study the diagram carefully. Although the task is not testing your knowledge on the subject, your interpretation of the diagram needs to be accurate.



The type of diagrams given in this task can vary. It is common, however, to be given a process which is technical or scientific.

TIP 12

You are not expected to have any previous knowledge of the subject.



EXAM SKILLS

13 Use the useful phrases and verbs below and other language from this lesson to answer the Writing Part 1 task. You should spend about 20 minutes on this task.

Useful phrases for process tasks

The diagram / flow-chart illustrates / shows ...

Each picture represents a stage in the process of ...

There are ... [number] stages to this process, beginning with ... and ending in ...

In conclusion / To conclude, this simple process shows how ...

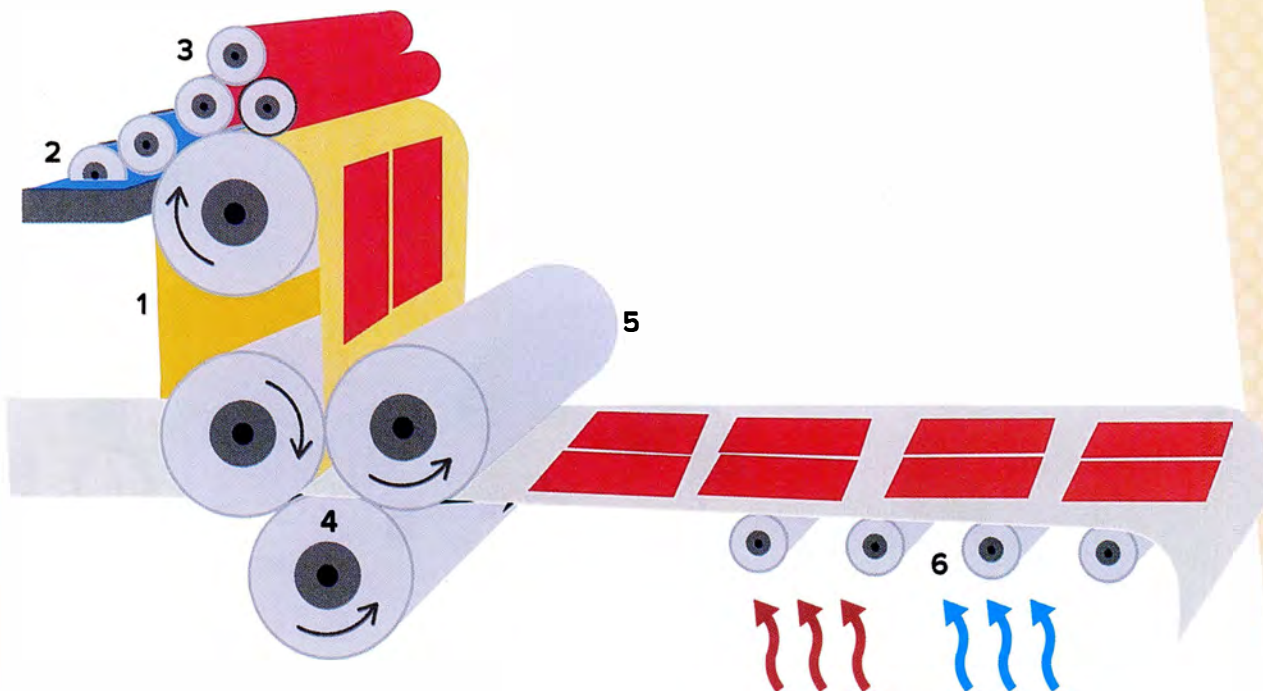
Useful verbs for process tasks

absorb	build	link	convert	install	manufacture
attach	make	lift	provide	reflect	

The diagram illustrates the process of lithography: a method used for printing newspapers.

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

Write at least 150 words.



LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- identify the attitudes and opinions of speakers through expressions and intonation
- recognise paraphrases of what speakers say
- understand the role of distractors when answering multiple-choice questions.



LEAD-IN

01 ▶ Listen to three short discussions, each on a particular topic. In each discussion, another topic is also referred to. Choose the main topic in each discussion.

20

- | | | |
|----------------|------------|-----------------|
| 1 A sport | B politics | C economics |
| 2 A business | B science | C entertainment |
| 3 A technology | B sport | C business |



02 ▶ Look at these topics and listen to Speakers 1–3. Identify who has the positive attitude, the negative attitude and the neutral attitude. Write Speaker 1, Speaker 2 or Speaker 3.



Topic 1: Modern art

Positive: _____

Negative: _____

Neutral: _____

Topic 2: Combating climate change

Positive: _____

Negative: _____

Neutral: _____

TIP 02

It is important to identify each speaker and understand their **attitudes** and **opinions**. Attitude can be shown through intonation, as well as through the expressions a speaker uses.

IDENTIFYING SPEAKERS AND THEIR OPINIONS



03 ▶ You will hear two media studies students, Maria and Simon, discussing three space expeditions in the news with their tutor, Dr Anita Thornton. They are deciding on a study topic. Listen and identify their final choice, A, B or C.



- A Moon expedition
- B Mars expedition
- C Pluto expedition

04 ▶ During the discussion, each of the three speakers gives their opinions on the three possibilities. Listen to the first part of the discussion again and decide what each speaker says they prefer first for each suggestion: positive, negative or neutral.



	Pluto expedition	Mars expedition	Moon expedition
Simon			
Maria			
Dr Thornton			

UNDERSTANDING SPEAKERS' ATTITUDES

05 ▶ People often use expressions to show their attitude and opinions. Listen to six short conversations and choose Positive (A), Negative (B) or Neutral (C) for each attitude expressed by the *second* speaker.

23

- | | | |
|--------------|------------|-----------|
| 1 A Positive | B Negative | C Neutral |
| 2 A Positive | B Negative | C Neutral |
| 3 A Positive | B Negative | C Neutral |
| 4 A Positive | B Negative | C Neutral |
| 5 A Positive | B Negative | C Neutral |
| 6 A Positive | B Negative | C Neutral |

06 ▶ Listen to the conversations again and write the key words and expressions which express the speaker's attitude. Decide whether this is positive, negative or neutral.

23

Conversation	Key words/expressions	Positive / Negative / Neutral
1	seriously?	
2		
3		
4		
5		
6		

UNDERSTANDING THE ROLE OF DISTRACTORS

07 ▶ Listen to part of the conversation again between Maria, Simon and Dr Thornton and choose the correct answer, A, B or C.

24

- Dr Thornton thinks studying the Mars expedition is a good idea because
- A she thinks the mission will be successful.
 - B robots and machines will be used to start a colony there.
 - C the students will have the chance to study it until it ends.

08 ▶ Check your answer with your teacher and then answer these questions to help you find the reasons why are the other two options are not correct.

- 1 What does Dr Thornton say is actually successful?
- 2 Which expedition is sending robots and machines to find a suitable place for a colony?
- 3 What time references do you hear?



In multiple-choice questions in the exam, there is one correct option and two wrong options. The wrong options are called 'distractors'. They are designed to be attractive, for example by talking about the correct answer but giving the incorrect information. The distractors do not answer the question.

09

25

Listen to a conversation between Maria, Simon and Dr Thornton one month after the start of the project and read questions 1–3. There are two options for each question: one correct answer and one distractor. For each question, choose the correct answer and think about why the distractor is wrong.

- Alfonso has left the Mars project because
 - he became ill while they were in Arizona.
 - he had a problem unconnected to the project.
- If someone leaves the Mars project, the rules say that
 - a new person must take their place.
 - no new people can join at a later date.
- Simon agrees that
 - only one person should look after the food production.
 - more than one person should look after the food production.

RECOGNISING PARAPHRASES OF WHAT PEOPLE SAY

10

26

Listen to the next conversation about the project and choose the answer, A, B or C, which correctly paraphrases the information in the recording. Look at this example.

- One person has most probably been physically violent because
- they do not speak very much as a rule.
 - they might have difficulty being in a closed space.
 - they always disliked another participant.



The correct answer is B. It is mentioned that Joe is quiet, but only as an observation, not a possible reason, so A is not correct. It is also mentioned that he hit Martin, but there is nothing to say he has always disliked him. There is talk of isolation probably being the reason, which relates to being in a closed space, with no escape from the situation.

11

27

Now listen to the next part of the conversation and choose the correct answer, A, B or C.

- Dr Thornton's main interest is in
 - what kinds of people take part in projects like this.
 - how she can be a psychology expert on the project.
 - how people interact in long periods of isolation together.
- Dr Thornton thinks it's good that
 - it took some time for the first serious conflict to take place.
 - problems like these happen on this type of project.
 - the project is not like a television series or soap opera.
- Simon states that
 - Joe could cause problems for the environment of the building if he stays.
 - Joe successfully dealt with a serious environmental situation.
 - they could solve any environmental problems if Joe left.

TIP 09

When you check the answers, think carefully about why the distractors are wrong and how you can identify the correct answer.

TIP 10

In multiple-choice questions in the Listening test, there are always **three** options – one correct answer and two distractors.

EXAM SKILLS

12 Listen to the final part of the conversation and choose the correct answer, A, B or C.

28

- 1 Simon is going to base his main study on
 - A why just over half of the participants stayed until the end of the project.
 - B how to make sure that people can survive on a real trip to Mars.
 - C how much the project was covered in the news media.
- 2 One surprising result of the project was that
 - A it was reported as a major news item.
 - B the participants were in danger of losing their lives.
 - C information from the project will be used in a new design.
- 3 One thing that Dr Thornton is interested in finding out about the people in the Mars project is
 - A why they had health problems.
 - B how they coped physically with living close together.
 - C how their physical well-being might develop in the future.
- 4 Maria intends to
 - A make a contribution to an important scientific publication.
 - B write about how well the participants performed while living in a small space.
 - C focus only on the psychological issues affecting the participants.
- 5 In the end, the total spent on the Mars project was
 - A just over the planned amount.
 - B twice the planned amount.
 - C just under the planned amount.
- 6 The person who would absolutely refuse to be a participant in a repeat project is
 - A Simon.
 - B Dr Thornton.
 - C Maria.

SPEAKING

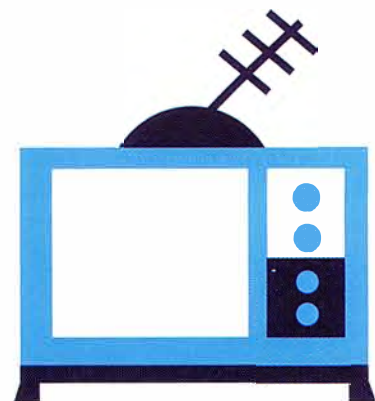
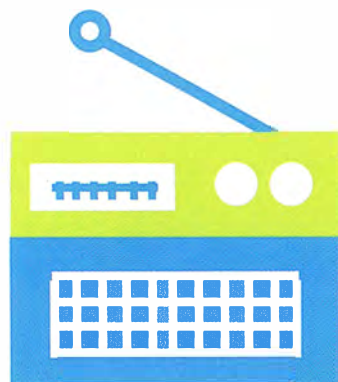
IN THIS UNIT YOU WILL LEARN HOW TO

- speak about the news and media for Speaking Part 1
- use adjectives and intonation to express feelings about a news story
- use paraphrase and the passive to describe an event for Speaking Part 2.



LEAD-IN

01 ▶ Ask and answer these questions with a partner.



- 1 Where do you usually get your news?
- 2 Where do most people in your country get their news?
- 3 Do people in your country still read newspapers?
- 4 Are there any advantages to getting your news on the internet?

TALKING ABOUT THE MEDIA

- 02** Think of **THREE** advantages and **THREE** disadvantages of each type of media in the box. Discuss with a partner.

newspapers the internet radio television

Newspapers	
Advantages	Disadvantages
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

The internet	
Advantages	Disadvantages
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

Radio	
Advantages	Disadvantages
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

Television	
Advantages	Disadvantages
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

EXPRESSING YOUR FEELINGS ABOUT A NEWS STORY

- 03** With a partner, describe these happy news stories, then share your story with the class. As you tell the story, try to use some or all of the adjectives from the box.

- 1 A person overcoming a serious health problem
- 2 A dog finding its owner after getting lost
- 3 A man being rescued from an overturned boat in the sea

brilliant delightful extraordinary impressive magnificent
marvellous outstanding stunning tremendous

It was one of the most extraordinary events I've ever seen!

- 04** With a different partner, describe these sad news stories, then share your story with the class. Use some or all of the adjectives from the box.

- 1 A man losing his winning lottery ticket
- 2 A woman breaking her leg in an accident
- 3 A business having to close after running out of money

absurd bizarre disgusting distressing dreadful
harmful terrible uncomfortable upsetting

It was a really bizarre thing to happen!

05▶

Listen to someone describe their feelings about a recent news story. For each sentence, decide whether Example A or Example B uses the correct intonation for the speaker's feelings. Practise using the correct intonation with a partner.

29

Sentence	Example A	Example B
1 When the report came in to say the mission was a success, everyone felt that we'd seen something extraordinary.	✓	✗
2 The disaster was a dreadful tragedy with a massive loss of life.		
3 I'm feeling pretty uncomfortable about the situation. I hope we can find a solution soon.		
4 The results were stunning, and the team had done a marvellous job.		
5 It was such an impressive sight and the noise that followed it was tremendous.		
6 This was such a bizarre event, and it's incredible that we haven't been able to find out what caused it.		

PARAPHRASING A NEWS STORY

06▶

With a partner, tell the story here in your own words (paraphrase).

FAMILY: GIRL SWEEPED AWAY IN TSUNAMI TEN YEARS AGO REUNITED WITH FAMILY

A girl who was just four years old when a powerful tsunami roared into her town in Indonesia and swept her away has been reunited with her family after 10 years. The girl was returned to her family after being spotted in a crowd by her uncle. In the days following media reports of her survival, a homeless boy has also rejoined his family after he was washed out to sea at age seven with his sister.



07 Swap roles. Tell your partner the story here in your own words (paraphrase).

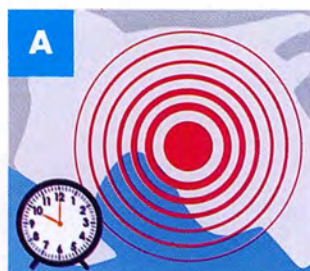
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ADVENTURE: DIVER FACES DEADLY EIGHT-METRE ANACONDA AS SHE EXPLORES UNDERWATER CAVE SYSTEM

An adventurer received a big surprise when she dived into a cave system in search of an underwater cave monster. Diver Karina Oliani discovered the eight-metre anaconda after a four-day search. The terrifying snake was one of the biggest ever seen underwater, weighing an estimated 400 kg. Karina said: 'At first I was terrified by its size – I saw a huge head but could not see the end of its body. The snakes can move fast underwater and could have easily killed me.'

REPORTING A NEWS STORY

08 Look at this picture sequence about an earthquake. Retell the story in your own words.



GRAMMAR FOCUS: THE PASSIVE

09 Match these sentences with the pictures in exercise 8.

- 1 The earthquake destroyed a number of monuments.
- 2 Volunteers removed large numbers of rocks and stones to rescue people.
- 3 Rescuers pulled survivors from the collapsed buildings.
- 4 Falling buildings injured many people.
- 5 Helicopters arrived to take survivors to hospital.
- 6 The earthquake left many children homeless.
- 7 The earthquake struck the city at 10.00 am.

10 Change the sentences in exercise 9 from the active to the passive.

- 1 The earthquake destroyed a number of monuments.
A number of monuments were destroyed (by the earthquake).

11 Practise telling the story in exercise 8 again, using the passive to describe what happened.

TIP 10

When reporting a news story, we use the passive to focus on **what happened** to something or someone, rather than **who** or **what** did something.

EXAM SKILLS

12 Ask and answer these Speaking Part 1 questions with a partner.

- 1 Where do you usually get your news?
- 2 How do most people your age get their news?
- 3 What kind of news are you most interested in?
- 4 How is getting the news today different from how we got our news in the past?

13 Answer the prompts in this Speaking Part 2 task. Talk for at least 90 seconds.

Describe a news story you read/saw.

You should say:

- what kind of news story it was
- what happened to the people in the story
- why the event was important enough to be reported on the news

and explain how you felt about the news story.

TIP 13

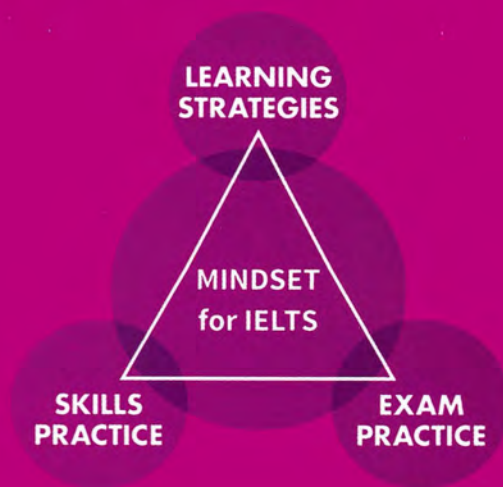
Don't forget to use the passive, and don't forget to use the expressions you learnt to talk about your feelings for the final part of the task.

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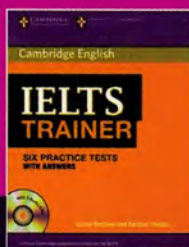
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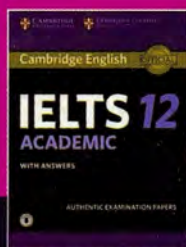
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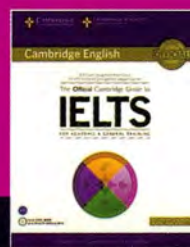
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