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**EXPERT**

Intensive training. Intensive practice. Be an Expert.

## Module 1 Lifelong learning (p. 7)

### A Successful learning

#### Reading

Predict language; Scan for information; Note and table completion (pp. 8–9)

#### Vocabulary

The language of learning; Collocations; Dictionary skills (p. 10)

#### Speaking

Use a range of tenses; Use a range of vocabulary; Word stress (Part 1) (p. 11)

#### Listening

Recognise paraphrasing (Section 2: Multiple choice; Select from a list) (p. 12)

#### Language development

Synonyms; Prefixes; Word formation; Paraphrase sentences (p. 13)

#### Writing

Structure your answer; Summarise features (Task 1) (p. 14)

### Module 1 review (p. 22)

## Module 2 A world of change (p. 23)

### A Human development

#### Reading

Topic sentences and supporting details; *True/False/Not given*; Short-answer questions (pp. 24–25)

#### Vocabulary

Academic verbs; Written and spoken vocabulary; Process verbs (p. 26)

#### Speaking

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#### Listening

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#### Language development

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#### Writing

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### Module 2 review (p. 38)

## Module 3 The feel-good factor (p. 39)

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#### Vocabulary

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#### Speaking

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## Module 4 A consumer society (p. 55)

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#### Writing

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## Module 5 Homes of the future (p. 71)

### A Making life easier

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## B ... and body

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- IELTS overview (p. 6)    Expert grammar (p. 176)    Expert speaking (p. 184)    Expert writing (p. 191)  
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## B Innovation

<b>Listening</b> Section 4: Table completion; Note completion (p. 159)	<b>Language development and vocabulary</b> Past modal verbs; Verb patterns (p. 160)	<b>Speaking</b> Part 3: Discuss inventions (p. 161)	<b>Reading</b> Matching sentence endings; Yes/No/Not given (pp. 162-163)	<b>Writing</b> Task 2: Opinion essay (pp. 164-165)
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**Listening (30 Minutes + 10 minutes transfer time)**

Discourse Types	Question Types	Skills
<p><b>Section 1:</b> a conversation between two people in an everyday context</p> <p><b>Section 2:</b> a monologue in an everyday context</p> <p><b>Section 3:</b> a conversation between up to four people in an educational setting</p> <p><b>Section 4:</b> a monologue on an academic subject</p>	<p>40 questions, including:</p> <ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• Short-answer questions</li> <li>• Notes/Table/Form/Flow chart completion</li> <li>• Diagram labelling</li> <li>• Matching</li> <li>• Classification</li> <li>• Sentence completion</li> <li>• Flow chart summary</li> <li>• Plan/Map/Diagram labelling</li> </ul>	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for main ideas</li> <li>• Listening for specific information</li> <li>• Understanding opinions</li> </ul>

**Academic Reading (60 minutes)**

Text Types	Question Types	Skills
<p>General interest texts taken from journals, newspapers, textbooks and magazines. These non-specialist texts are graded in difficulty and are representative of reading requirements for undergraduate and postgraduate students.</p> <p>Total of 2,000–2,750 words</p>	<p>40 questions, including:</p> <ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• Short-answer questions</li> <li>• Notes/Table/Form/Flow chart completion</li> <li>• Diagram labelling</li> <li>• Matching</li> <li>• Classification</li> <li>• Sentence completion</li> <li>• Flow chart completion</li> <li>• Matching paragraph headings</li> <li>• Matching lists/phrases</li> <li>• True/False/Not given</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for gist</li> <li>• Skimming</li> <li>• Reading for main ideas</li> <li>• Reading for detail</li> <li>• Understanding logical argument</li> <li>• Recognising opinions, attitudes and purpose</li> </ul>
<p><b>General Training Reading (60 minutes)</b></p> <p>Texts and extracts taken from books, magazines, newspapers, notices, advertisements, company handbooks and guidelines that you would encounter on a daily basis.</p>		

**Academic Writing (60 minutes)**

<p><b>Task 1:</b> a minimum of 150 words. A summarising description of a graphic or pictorial input.</p> <p><b>Task 2:</b> a minimum of 250 words. An extended piece of discursive writing.</p>	<p><b>Task 1:</b> Describe, summarise or explain information from a graph, table or chart.</p> <p><b>Task 2:</b> Respond to a point of view, argument or problem. Formal register required.</p>	<ul style="list-style-type: none"> <li>• Using the appropriate writing conventions and register</li> <li>• Describing processes</li> <li>• Describing data</li> <li>• Expressing a point of view</li> <li>• Comparing and contrasting</li> <li>• Analysing problems and solutions</li> </ul>
<p><b>General Training Writing (60 minutes)</b></p> <p><b>Task 1:</b> a minimum of 150 words. Writing a letter or email.</p> <p><b>Task 2:</b> a minimum of 250 words. An extended piece of discursive writing.</p>		
<p><b>Task 1:</b> Write a letter or email to someone explaining a situation or requesting information.</p> <p><b>Task 2:</b> Write an essay in response to a point of view, argument or problem. Can be personal in style.</p>		

**Speaking (11–14 Minutes)**

Format	Nature of Interaction	Skills
<p><b>Part 1:</b> Introduction and interview (4–5 minutes)</p> <p><b>Part 2:</b> Individual long turn (3–4 minutes)</p> <p><b>Part 3:</b> Exploring a topic/discussion (4–5 minutes)</p>	<p><b>Part 1:</b> Speaking on familiar topics like home, family, work, studies, interests, etc.</p> <p><b>Part 2:</b> You will be given a card which asks you to talk about a topic. You have one minute to prepare before you speak for two minutes. You will then be asked one or two questions on the same topic.</p> <p><b>Part 3:</b> You will be asked more questions about the topic in Part 2 so you can discuss more abstract ideas.</p>	<ul style="list-style-type: none"> <li>• Giving personal information</li> <li>• Talking about everyday habits and issues</li> <li>• Expressing opinions</li> <li>• Organising ideas</li> <li>• Understanding the rules of conversation</li> </ul>

**Total test time:** 2 hours and 45 minutes (+ 10 minutes transfer time for Listening)

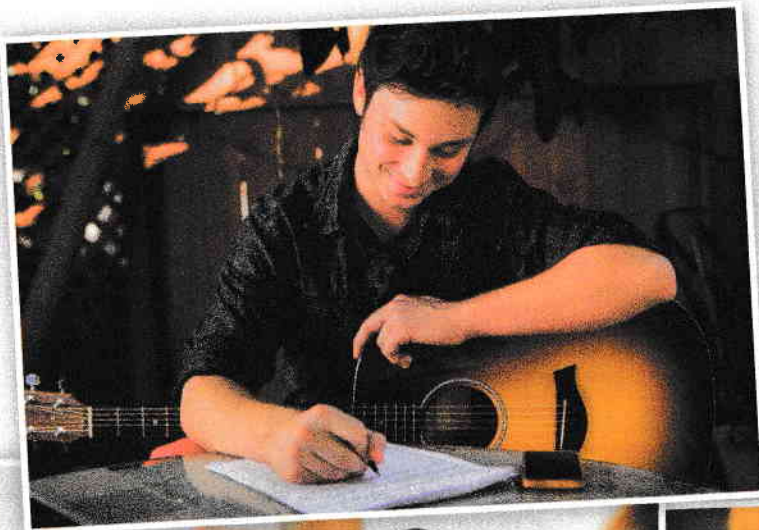
## Lifelong learning

### 1a Training

- Reading: Predict language; Scan for information (Note and table completion)
- Vocabulary: The language of learning; Collocations; Dictionary skills
- Speaking: Use a range of tenses; Use a range of vocabulary; Word stress (Part 1)
- Listening: Recognise paraphrasing (Section 2: Multiple choice; Select from a list)
- Language development: Synonyms; Prefixes; Word formation; Paraphrase sentences
- Writing: Structure your answer; Summarise features (Task 1)

### 1b Testing

- Listening: Section 2: Multiple choice; Select from a list
- Language development and vocabulary: Tense review; Describe trends
- Speaking: Part 1: Talk about studying
- Reading: Table completion; Note completion
- Writing: Task 1: Describe a line graph

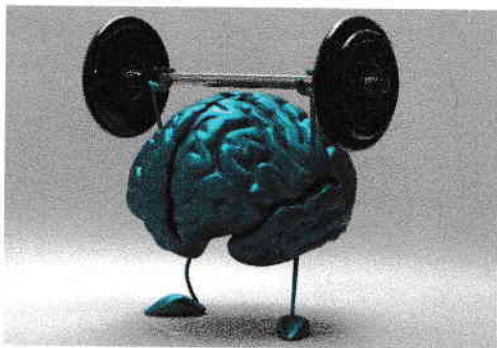


### Lead-in

- 1 Discuss the questions.
  - 1 How would you define intelligence?
  - 2 What different kinds of intelligence are shown in the photos? How do the people around you show different kinds of intelligence?
  - 3 Do you think intelligence can be measured? How?
  - 4 What different kinds of intelligence can people have? How do the people around you show different kinds of intelligence?
  - 5 In what areas (academic, social, practical, etc.) do you think you are most and least intelligent?

**Reading** (Note and table completion)

**Before you read**



1 Read the title and introduction to the article. Then follow the steps below.

- 1 Predict what the passage will say and make notes.
- 2 Read the passage quickly. Were your predictions mentioned?

**Predict language; Scan for information**

2a Look at question 1 in the test task below. Read around the gap and answer these questions.

- 1 What class of word are you looking for? (verb, noun, adjective, adverb?)
- 2 What will the meaning be of the missing word? What word would collocate with *highest*?

b Scan the passage to find the part which will give you the answer. Do not read every word.

- 1 Use the title and the highlighted key words to find the correct place in the passage.
- 2 Look for a word in the passage that will fit grammatically and has the correct meaning.

**Test practice**

3 Read the strategies and complete the test task.

➤ **TEST STRATEGIES** page 170

Questions 1–4

Complete the notes below.

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

Using your time effectively

- keep times of highest 1 \_\_\_\_\_ for most important work
- do not send an email that requires a non-urgent 2 \_\_\_\_\_ until main work done
- a drop in 3 \_\_\_\_\_ affects mental power – avoid early/post-lunch hours
- 4 \_\_\_\_\_ is a good way of 'switching off'

Questions 5–9

Complete the table below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

**Brain boosting**

	ADVICE	BENEFITS
Exercise	<ul style="list-style-type: none"> <li>• 5 _____ not necessary</li> <li>• run up steps or on spot</li> </ul>	<ul style="list-style-type: none"> <li>• reduces 6 _____ ;</li> <li>improves mood</li> </ul>
Food	<ul style="list-style-type: none"> <li>• have breakfast rich in 7 _____ ;</li> <li>• stop eating when 8 _____ full</li> </ul>	<ul style="list-style-type: none"> <li>• makes you calmer and more alert</li> <li>• you achieve more when a bit hungry</li> </ul>
Study/Work area	<ul style="list-style-type: none"> <li>• remove unnecessary mess from your workspace</li> </ul>	<ul style="list-style-type: none"> <li>• prevents attention wandering;</li> <li>allows more freedom of 9 _____</li> </ul>

**Task analysis**

4a Discuss these questions about the test strategies. Give reasons for your answers.

- 1 How helpful was it to predict the kind of word(s) you were looking for before reading the passage?
- 2 Which strategies helped you to scan the passage quickly rather than read every word?
- 3 How did you identify the word(s) you needed to write? Did you get distracted by any other words you thought were possible?

b In which ways could you improve your performance in these tasks next time?

**Discussion**

5 Discuss these questions in groups.

- 1 How effectively do you study? Give examples of the ways in which you could improve.
- 2 At what time of day do you study best/worst? Give reasons.
- 3 To what extent do you agree with the writer's comments on food, exercise and workspace? Why?
- 4 What do you do when you take breaks? In what way does this help you?

# Using neuroscience to manage your time

In the face of pressure, our instinct is to study or work as much as we can for as long as we can. So why do we still feel as if we have not accomplished enough at the end of the day?

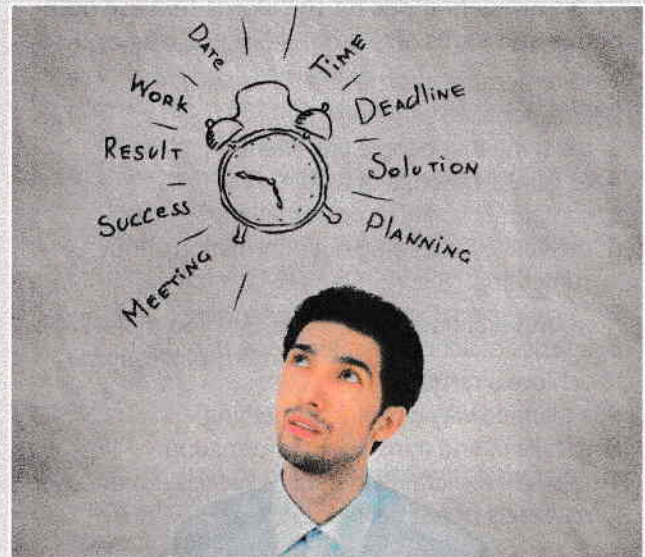
Neuroscientist and professor at the Manhattan NeuroLeadership Institute, Josh Davis, suggests that, rather than focusing on what is urgent, people should decide what matters most and pinpoint the best time to do it. "It's really about being highly effective as far as it's reasonable for a human being," Davis says. He believes that, rather than making a to-do list and working through each item, people should decide on the main aim for the day and work out when they are most likely to achieve peak productivity. Then this time can be devoted to the task with the highest priority, such as writing an essay or revising.

It is obviously impossible to work intensively all the time, so simple tasks not requiring much attention – emails or paperwork – can be done in any 'downtime'. However, there are times when the extent to which small tasks can tax our brains is underestimated. Sending an email, for example, may appear simple on the surface but can involve a decision which, although trivial, can cause mental exhaustion. In this case, it is better to reorder the day and deal with less pressing concerns only after the work target has been achieved.

The time of day when people are most alert varies from person to person but as a general rule the first two hours after waking up are not conducive to serious study. Research measuring attention, verbal reasoning and reaction times has also shown that when our body temperature falls below 37 degrees C, the brain is not at its full potential so the worst time to do anything involving thinking is between midnight and 6am. This is almost as bad as the afternoon slump between 2pm and 4pm, which is more to do with feeling cold than a heavy lunch.

Rather than being afraid of getting distracted, just be careful how you do it. "These days, when people decide to take a break, they tend to go on social media", says Davis, "and then they spend too much time there." Instead, they should go back to day-dreaming, where it is possible to stop thinking about work without really focusing on anything else. This allows for creative thinking and the integration between different parts of the brain, which cannot occur when the mind is required to focus on something specific.

Neuroscience has revealed much about the mind-body connection and how exercise can be used as a tool. "It's a different way of seeing exercise," says Davis. "Usually we think about how in the long term it will make us healthy



and look better but this is focused on the short term." A short session – 20 minutes or so – of moderate exercise will be sufficient. It does not need to be a lengthy gym visit; just running up and down stairs or jogging on the spot can be an effective method of lessening tension and boosting positive emotions.

Food that keeps blood-sugar levels stable will also help people to work most effectively, says Davis. If people snack during the day, they should choose foods that contain fats such as nuts and cheese rather than carbohydrates, to avoid blood-sugar spikes. Starting the day with high-protein food such as eggs and toast will have a high impact on the neurotransmitters in the brain. The amino acid tyrosine, which is found in proteins, will stimulate the transmitters responsible for alertness and the calming protein tryptophan will relax the brain. On meal breaks, people should eat only to 80 percent capacity; people's best work will be done when they are slightly hungry but not starving. Keep hydrated and improve your mood by sipping water. Just remember not to overdo caffeine; it may improve your alertness but also minimizes concentration.

Ensure you have a well-lit study space and that your desk space is clear; clutter is a distraction and not a good one, as it reminds you of uncompleted work. A clear desk also gives you room for increased movement, whether sitting with your arms behind your head or your feet up. You could alternate between standing and sitting.

Finally, try to get eight hours sleep a night. While we sleep, our brains process and retain information, consolidating facts and reinforcing how to perform tasks. It also rejuvenates us both physically and mentally.

## The language of learning

### 1a Are the words below nouns, verbs or both?

acquire capacity focus method process  
reaction research retain

#### b Match the words above with the definitions. There are definitions for the words that are both nouns and verbs.

- 1 to remember information
- 2 a response to something
- 3 the thing that people pay attention to
- 4 to gain knowledge or a skill
- 5 someone's ability to do something
- 6 the activity of finding out information about something
- 7 to give special attention to one thing
- 8 a series of actions that are done in order to achieve a result
- 9 a planned way of doing something
- 10 to take in and think about information
- 11 to study something in detail, especially to discover new facts or test new ideas

#### c Choose the correct option in *italics* to complete the sentences.

- 1 It is impossible to *acquire* / *retain* everything you hear in a lecture, but taking notes can help.
- 2 Some students prefer to use visuals as a *capacity* / *method* for learning.
- 3 If you want to *focus* / *acquire* effectively, you should remove all distractions.
- 4 Controversial ideas can cause people to have widely differing *reactions* / *processes*.
- 5 Some areas of the mind are unexplained and will need further *research* / *methods*.

## Collocations

### 2 Complete the text with the verbs below to make verb + noun collocations. There is one verb you do not need to use.

achieve conducting demonstrate focused  
process study

Child prodigies are young people who 1 \_\_\_\_\_ intelligence at a very early age. Such children probably do not have secret study methods in order to 2 \_\_\_\_\_ intellectual skill, rather they probably have an innate ability to 3 \_\_\_\_\_ information. Kim Ung-yong, considered by many to be the smartest man alive today, could read in four languages by the age of four. So, he then 4 \_\_\_\_\_ his attention on mathematics. He gained his PhD in physics by the age of 15, and during this time also started 5 \_\_\_\_\_ research at NASA.

### 3a Read the text and underline the verb + adverb, adjective + noun collocations.

## The growing popularity of apps

People love to learn using their smartphones and this can often be achieved by using the many apps on the market. These apps provide a wide range of learning tools which cater for all interests and age groups. Apple was the first company to release apps for download. It started with just 500 but within three months this rose rapidly to 3,000 apps. In contrast, when Google began launching apps there was a slower increase in downloads. It began with a few and this gradually increased over the next few years. Now, there are thousands of apps on both operating systems. In the last few years, the number of apps has fluctuated slightly for Google, between 500,000 and 600,000, and there has been a steady increase to a million for Apple. Free apps tend to be downloaded the most, whereas the demand for ones which are paid for has fallen sharply in comparison.

It is likely that apps will remain a popular way for people to learn and Google and Apple will probably remain the market leaders. However, newer platforms may threaten the market in years to come.

#### b Put the verbs you underlined in Exercise 2b into the correct categories.

- 1 go up    2 go down    3 move up and down

## Dictionary skills

### 4a Look at the dictionary entry below. What does the dictionary entry tell you about the word?

**knowledge** (n) /'nɒlɪdʒ/: the information, skills, and understanding that you have gained through learning or experience

**collocations:** (verbs) to acquire, retain, gain  
knowledge (adjectives) background, first-hand, in-depth, specialist knowledge

**similar words:** understanding, information

**opposite words:** ignorance

**example:** *My university degree gave me an in-depth knowledge of statistics.*

#### b Work in pairs and discuss the questions.

- 1 Do you record the same information as above when learning a new word? Why/Why not?
- 2 What do you think it is important to record? Why?
- 3 How can recording synonyms and collocations help you in IELTS?

#### c In pairs, choose a word from Exercise 1a and write down how you could record information about this word. Use a dictionary to help you.

## Lead-in

### 1 Discuss the following questions.

- 1 What did you want to do when you were growing up? Do you still feel the same? Are you doing something completely different now?
- 2 How have your goals and dreams changed throughout your life?
- 3 How do you plan to achieve these goals? Can education help you get there? How?

## Use a range of tenses

### 2a 1.1 Listen to a candidate talking about what she wanted to do when she was younger. Did she achieve it?

#### b Listen again and complete the sentences with the correct verbs.

- 1 I always \_\_\_\_\_ to be a writer when I was younger.
- 2 I \_\_\_\_\_ by people like J.K. Rowling.
- 3 I was really dedicated and \_\_\_\_\_ short stories in my spare time.
- 4 I remember once I \_\_\_\_\_ a story to a publisher, and got a letter from them but it was a rejection.
- 5 I \_\_\_\_\_ about giving up, but then I decided to learn more about writing.
- 6 I \_\_\_\_\_ to go to university and study literature.

#### c Match the sentences (1–6) in Exercise 2b with the explanations (A–F).

- A a past action that happened over a period of time  
 B a past completed action  
 C a habit or repeated action in the past  
 D a past action that happened before another past action  
 E an unfinished or recent action in the past  
 F a past action/event/emotion that happened to the speaker

#### d Tell your partner what you wanted to be when you were younger and why. Remember to use a range of tenses.

## Use a range of vocabulary

### 3a Think of alternatives for the words in bold.

- 1 When I was younger I was a really **good** piano player.
- 2 I once cheated on a test and I felt really **bad** about it.
- 3 Once I started the course I realised that it was more **difficult** than I expected.
- 4 Joaquin is a really **good** student; He always does what the teacher tells him to do.
- 5 When I was younger I had really **big** plans for my future.
- 6 The punishments at my old school were really **bad**.

- b Replace the words in bold in Exercise 3a with the words below. There are two extra words you do not need.

ambitious beneficial demanding guilty hopeless obedient severe talented

### c Match the adjectives from the audio (1–5) with their meanings (A–E).

- 1 eager                      3 dedicated                      5 uncertain  
 2 inspired                      4 disheartened

A to be disappointed to the point where you want to stop doing something

B to be hard-working at something because you believe it is important

C to be provided with an idea (often by somebody or something)

D to be very excited about doing something

E to not be sure about something

### d Work in pairs. Discuss when you last felt the emotions in Exercise 3c.

## Pronunciation – Word stress

### 4a 1.2 Listen to different pronunciations of the word *beneficial*. Which one has the stress in the correct place?

#### b Mark the stress on the words.

hopeless      guilty      ambitious      talented  
 severe      demanding      obedient      eager  
 inspired      dedicated      disheartened

### c 1.3 Listen and check your answers.

## Test practice

► TEST STRATEGIES page 174

► EXPERT SPEAKING page 184

### 5 Read the questions and write some vocabulary to help you answer them. Work in pairs and discuss your answers to the questions. Record your answers if possible.

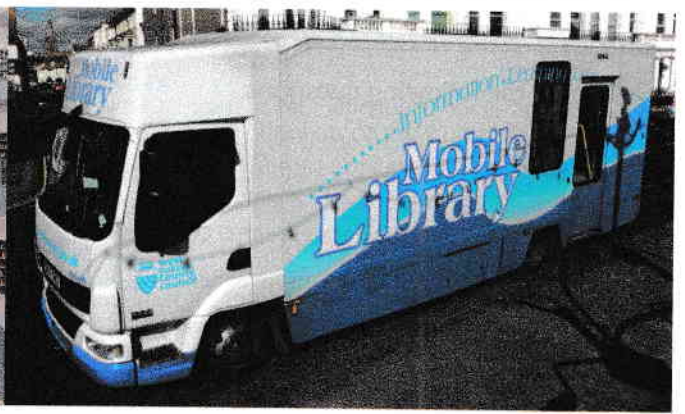
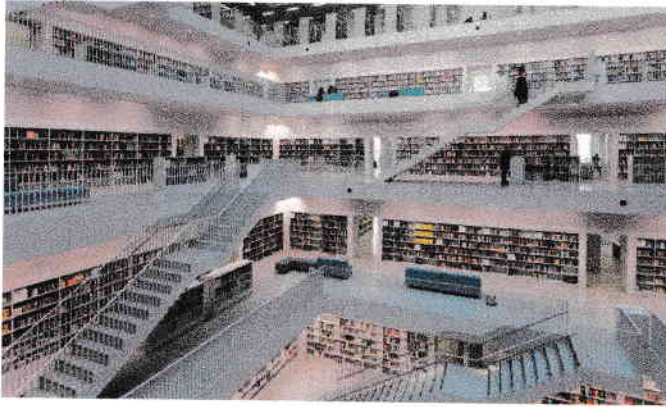
#### Reasons for learning

- 1 Why is learning English important to you?
- 2 What do you want to study at university? Why are you interested in it?
- 3 What inspires you to work towards these goals?
- 4 What difficulties have you experienced working towards your educational goals?

## Task analysis

### 6 Think about your and your partner's answers and answer the questions.


- 1 Did you use a variety of tenses?
- 2 What interesting vocabulary did you use?



### Before you listen

- 1 a Look at the pictures of libraries. How do they compare to libraries you have visited? Where might you find each type of library shown? What could be the advantages and disadvantages of each one?
- b What kinds of activities do people usually do in a library? Make a list.
- c Compare your list with another student.

### Recognise paraphrasing

- 2  1.4 Listen to a talk about a library and answer the questions.
- Is the talk for new students or second-year students?
  - Do any of the points in the talk match your ideas in Exercise 1b?
- 3 a Read the question and underline what you are listening for.

1 What was added to the library during the holidays?

- b Read the options. Write some alternative ways of saying options A–C.

A relaxation areas      C new IT equipment  
B study spaces

- c Read the excerpt from the audio script. What is the answer to Exercise 3a?

During the summer, some changes have been made to make the library even better for you all. We've always had some of the best IT services around, and now you'll find these on the 2nd instead of the 3rd floor. We've also added a more informal area in front of the study spaces on the ground floor. Here you'll be able to chat with your friends, have a coffee and take a break from your hard work.

- d Look again at the audio script in Exercise 3c and answer the questions.

- Did the audio script use any of the same words as the answer options (A, B, C)?
- Were any of the options (A, B, C) expressed differently in the audio script?
- What can this tell us about answering these types of questions?

- 4 a Read the question below. What other ways can you say the underlined part? Which word(s) cannot be changed?

Choose TWO services the students need their library card for.

- b Read the options for the question. Think of some synonyms for them.

A borrow books      D access the journal  
B use private study areas      archives  
C print an essay      E pay fines

- c Listen to the library talk again and answer the question in Exercise 4a.

### Task analysis

- 5 Look at audio script 1.4 on page 201 and discuss the questions.
- Where can you find the answers to Exercise 4a?
  - How many answers were expressed with synonyms? Did you get these correct?
  - Did you choose any wrong options? Can you identify in the audio script why you thought it was correct and why it is wrong?

### Discussion

- 6 How useful do you think libraries are these days? Do you think people generally prefer looking information up in books or online? Why? In what ways might the internet become a threat to libraries?

## Synonyms

> EXPERT GRAMMAR page 176

1a Match 1–4 with their synonyms A–D.

- |           |                                  |
|-----------|----------------------------------|
| 1 order   | A up-to-date                     |
| 2 explain | B talk someone through something |
| 3 recent  | C get something in               |
| 4 refill  | D top something up               |

b Complete the sentences in two ways: with both the words 1–4 and the synonyms A–D in Exercise 1a. Make any necessary changes.

- If you cannot see the book on the shelves, we would be happy to \_\_\_\_\_ the book for you.
- The magazines on this rack are the most \_\_\_\_\_ ones we have; they are all from last week.
- When the photocopier runs out of paper, you can \_\_\_\_\_ it with this paper here.
- There are a lot of facilities here so if you need more information, I will \_\_\_\_\_ further.

## Prefixes

2a Complete the sentences with the correct prefixes below.

en in inter mis re un

- If we don't have what you want, we're happy to get it in for you from another library, as we have an \_\_\_\_\_-library loan policy.
- But, you'll be \_\_\_\_\_able to use the automatic machines; you'll need to come to the desk.
- If you have \_\_\_\_\_sufficient money on your card, you can top this up at the reception desk.
- You can \_\_\_\_\_arrange any appointment or room booking up to 24 hours in advance.
- This may seem severe, however it \_\_\_\_\_sures that the services and facilities aren't \_\_\_\_\_used.

b Match the sentences in Exercise 2a with the sentences with a similar meaning A–E.

- As long as you give a day's notice, you can change any of your reservations.
- Make sure you return to the reception desk as you don't have access to the electronic system.
- Although it may appear strict, it's to make sure people use the library properly.
- We have a system of sharing books between libraries so if the book isn't here, we can order it for you.
- The reception desk is the place to refill your card when you run out of credit.

c Which words helped you to match the similar sentences in Exercises 2a and 2b?

d How were the words with prefixes paraphrased in Exercise 2b?

## Word formation

3a Read the text and decide which word form (noun, verb, adjective, adverb) should go in each space.

### Internet v libraries

There is no denying that the internet has an astounding amount of information, but it **1** \_\_\_\_\_ is not the case that everything can be accessed **2** \_\_\_\_\_ online. All the books in the world still have not been **3** \_\_\_\_\_, despite efforts by companies such as Google. There are many reasons for this, and one such reason is copyright; it is **4** \_\_\_\_\_ to fully reproduce many books online. Academically, libraries are **5** \_\_\_\_\_ too as they are a way to view scholarly material for free. Research articles and journals can be **6** \_\_\_\_\_ online with a subscription, yet go to any library and you can access these without charge. Also, you can usually guarantee that a library only stocks quality books and articles, whereas the quality of **7** \_\_\_\_\_ on the web can **8** \_\_\_\_\_ enormously.

b Complete the text with the correct form of the words below.

accessible digital easy informative legal  
simple valuable various

## Paraphrase sentences

4a Complete the sentences below using a different form of the word in bold. Write no more than three words.

- There is no one best way to revise for an exam.  
**possible**  
It is \_\_\_\_\_ define a single best study method.
- Getting to know yourself and how you study best is essential to your success.  
**valuable**  
If you know your study habits, it \_\_\_\_\_ your success.
- Working at a steady pace, rather than cramming, is one key to success.  
**steady**  
You should \_\_\_\_\_ instead of cramming in order to be successful.
- Rather than just reading your notes, you are more likely to remember information if you can connect it together logically.  
**likely**  
The \_\_\_\_\_ remembering information will increase if you connect information together, instead of just rereading notes.
- Sleep is an essential part of studying effectively as it keeps your brain alert during the day.  
**concentrate**  
In order to study effectively, keep your \_\_\_\_\_ ensuring you get enough sleep.

b Do you agree with the advice given in Exercise 4a? Why/Why not?

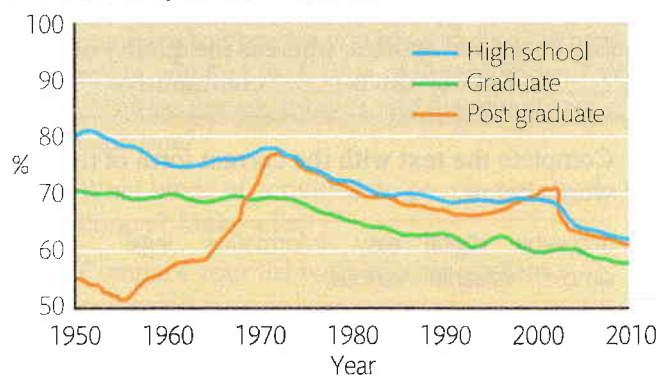
## Structure your answer

> EXPERT WRITING page 191

### 1a Look at the graph and answer the questions.

- 1 What do the blue, green and orange lines represent?
- 2 What is the date range shown on the graph?
- 3 Which group starts with the highest percentage?
- 4 Which group starts with the lowest percentage?
- 5 Which group remains the steadiest?
- 6 Are the groups more similar or different when comparing 2010 to 1950?

**Percentage of women in employment from 1950–2010 by level of education**



### b Match the sections (1–4) with the structures (A–D) below.

- 1 In 1950 a high proportion of high school-educated women worked in comparison to women with a post-graduate qualification. Just over 80 percent of high school women were employed compared to around 55 percent of post-graduates. However, in the 1970s the percentage of women working in these two groups converged, at approximately 75 percent.
- 2 Overall, the graph shows that the level of education attained had a greater impact on women's employment in the past than more recently.
- 3 This graph shows the changes in employment of women with different levels of education from 1950 to 2010. The levels of education are separated into three categories: high school, graduate and post-graduate, and the data showing how many of each group were in employment is given in percentages.
- 4 During the given period, the percentage of women in employment from all three groups somewhat converged and then declined uniformly over the latter half of the period.

- A Introductory sentences (what the graph shows, how it is measured).  
 B Description of the overall trends.  
 C Explanation of most important feature (with data).  
 D Overview (summarising the overall message of the graph).

## Summarise features

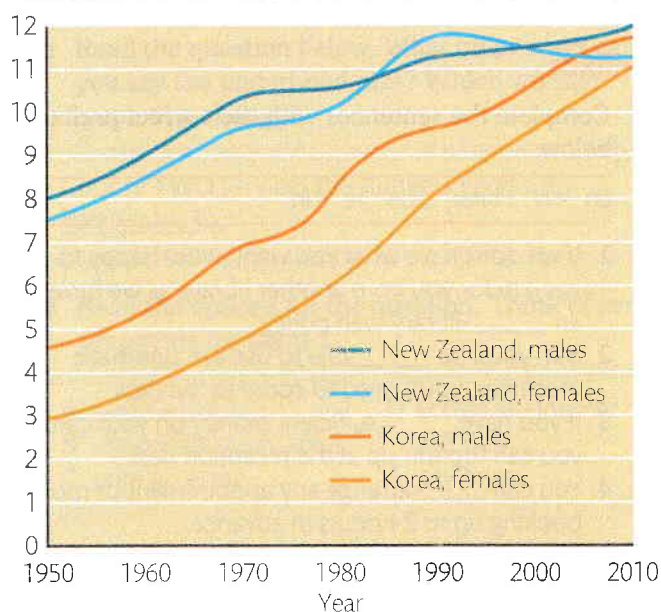
### 2a Look at the graph below. Which of the sentences 1–3 gives the overview?

- 1 Women do not go to school for as many years as men.
- 2 The average time spent in education generally increased.
- 3 Korea is overtaking New Zealand in years spent in education.

### b Which of the following sentences is a trend and which is a detail?

- 1 The number of years in education for Korean men and women increased.
- 2 In the 1950s Korean men and women spent around three to five years in education. However, in 2010 both groups spent around 11 to 12 years in education.

**Average number of years of education, by country**



### c Discuss what other trends you could write about in the graph above.

## Test practice

### 3a Look at the graph in Exercise 2a and make a plan for your writing. Follow the structure A–D in Exercise 1b.

> TEST STRATEGIES page 173

### b Compare your plan with a partner. Are the trends and overview accurate? Does your structure match the one in Exercise 1b? Why/Why not?