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新东方雅思指定辅导教程

Complete IELTS 剑桥雅思 中级教程

Bands 5.5–6.5



Student's Book with Answers

(英) Guy Brook-Hart

(英) Vanessa Jakeman 编著

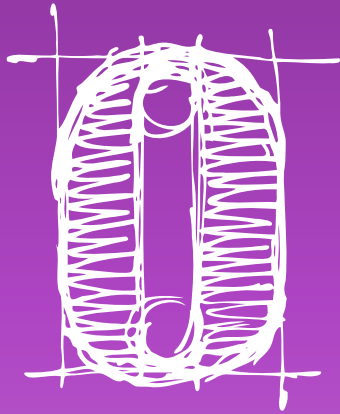


课程名称：雅思 3

信息工程学院英语教研室

杨韵展

Unit 2 It's good for you!



Brainstorming Time

battery farm
 密集式养鸡场（或牲畜饲养场）

It's good for you!



Starting off

1 Work in pairs. Match the photos (1-6) with the phrases in the box.

- | | | |
|-----------------|-----------------|---------------------|
| pesticide use | outdoor farming | genetic engineering |
| battery farming | crop rotation | natural fertiliser |

2 Work in small groups.

- 1 What is 'organic' food?
- 2 Do you eat organic food? Why? / Why not?
- 3 Which of the photos in Exercise 1 relate to organic food?
- 4 How important are these points when you choose food to eat?

a price	e packaging
b taste	f country of origin
c freshness	g contents
d appearance	h farming methods



Inside the UK's Chicken Farms Undercover Investigation

WARNING

—
DISTURBING CONTENT.
VIEWER DISCRETION IS ADVISED.

Think about it: Is it meaningful to do the investigation in China?

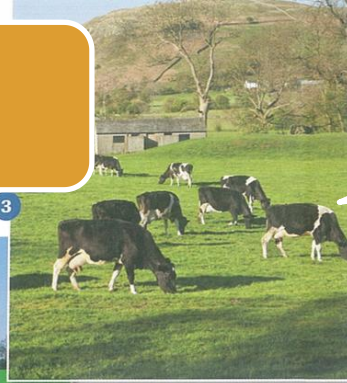
battery farm
密集式养鸡场（或牲畜饲养场）



crop rotation
[农学] 轮作



pesticide use
杀虫剂的使用



outdoor farming

natural fertiliser
天然肥料



chemical fertiliser
化肥

genetic engineering
基因工程



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What is crop rotation - Agriculture 101 America's Heartland



Questions 1–7

The reading passage has seven paragraphs, A–G. Choose the correct heading for paragraphs B–G from the list of headings below.

List of Headings

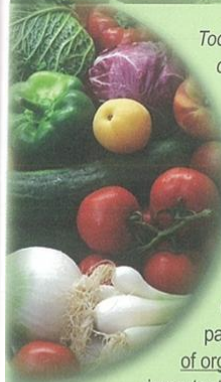
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- 1 Paragraph Aviii.....
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D

- 5 Paragraph E
- 6 Paragraph F
- 7 Paragraph G

Organic food: why?

by Rob Lyons and Jan Bowman



Today, many governments are promoting organic or natural farming methods that avoid the use of pesticides and other artificial products. The aim is to show that they care about the environment and about people's health. But is this the right approach?

- A Europe is now the biggest market for organic food in the world, expanding by 25 percent a year over the past 10 years. So what is the attraction of organic food for some people? The really important thing is that organic sounds more 'natural'. Eating organic is a way of defining oneself as natural, good, caring, different from the junk-food-scoffing masses. As one journalist puts it: 'It feels closer to the source, the beginning, the start of things.' The real desire is to be somehow close to the soil, to Mother Nature.
- B Unlike conventional farming, the organic approach means farming with natural, rather than man-made, fertilisers and pesticides. Techniques such as crop rotation improve soil quality and help organic farmers compensate for the absence of man-made chemicals. As a method of food production, organic is, however, inefficient in its use of labour and land; there are severe limits to how much food can be produced. Also, the environmental benefits of not using artificial fertiliser are tiny compared with the amount of carbon dioxide emitted by transporting food (a great deal of Britain's organic produce is shipped in from other countries and transported from shop to home by car).
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1. 题型要求

文章由若干段话组成，要求给每段话找个小标题。小标题即指该段话的段落大意，中心思想，主旨。本题型不是让你写出每段话的小标题，这样不好评判对错。而是要求从选项列表(list of headings)中选择。在现在的考试中，选项的数目往往大大多于文章中段落的数目，假如文章有五段话，选项的数目很可能是十个，甚至十二个。也就是说，有很多干扰选项。题目形式通常是文章中的一段话标出小标题作为例子，要求选余下段落的小标题。给出小标题通常是原文的第一段。在考试中，该题型 A 类每次必考一组，共 5 题左右。有时会考两组，共十题左右。

List of headings

2. 解题步骤

(1)先将例子所在的选项从选项列表中划去，同时，不读例子所在的段落。每个选项最多只能用一次，也就是说，两个段落的小标题不可能是一个选项。这是因为不同段落的主旨肯定是不一样的，原文将他们分为不同的段落，就是要分别说不同的内容。如果两段的主旨相同，即表达的中心思想一致，应该将它们合为一段，是没有必要分为两段的。有时，这类题目的要求中有这样一句话：**You may use any heading more than once**(你可以使用任何小标题超过一次)。这句话纯属误导，也就是说，即使题目的要求中有这句话或类似的话，任何选项也不可能被使用两次以上。既然每个选项最多只能用一次，所以例子所在的段落已经使用的选项是不会被其它段落使用的，将其划去，以免被其它的段落误选。而且在选其它段落的答案时，可以不看该选项，节省时间。例子所在的段落已经给出了小标题，所以不必阅读该段落了，以免浪费时间，直接从下一段读起。

List of headings

2. 解题步骤

(2)不要先看选项，而要从文章入手，读一段话，做一道题。大家先想一下，下面的做题方法好吗?先看第一个选项，读懂它的意思。然后读原文的各个段落，判断该选项是原文哪个段落的小标题。然后按照同样的方法处理其余的各选项。这样的做法不好。因为选项的数目远远大于原文段落的数目。所以这样做，不仅花费的时间很多，而且极易受到干扰选项的误导。很可能第一个选项就是干扰项，你花费了很多时间，将这个选项与原文的各段落相对照，结果发现它是一个干扰项，这已经浪费了很多时间。

正确方法:先不要看选项，而是要先读文章。读文章的时候，不要一下把文章全读完，而是读一段话，做一道题。假如原文的第一段已作为例子给出，那么，先读第二段，然后到选项列表中找到该段话的小标题。然后再读第三段，同样处理，直至完成。这样做，不仅速度快，而且准确率高。

List of headings

2. 解题步骤

(3)读每段话时，要抓住该段话的主题句和核心词汇。正确答案常常是主题句的改写。读每段话时，并不是该段落全要仔细阅读。这样，既浪费时间，也不容易抓住重点。应该抓住该段话的主题句。先读该段话的第一句，然后，与选项列表中大各选项一一对应，确定正确答案，正确选项一般就 该句话的改写。如果答案不能确定，应再读该段话的第二句，然后，与选项列表中的各选项一一对应。如果答案还是不能确定，应再读该段话的最后一句，再与选项列表中大各选项一一对应。如果还是找不到正确答案，则需要阅读整段话了。根据统计，段落的主题句在第一句的可能性超过 50%，段落的主题句在第二句的可能性超过 20%，段落的主题句在最后一句的可能性超过 20%。也就是说，按照上述方法做这种题型，读完该段话的第一句，就能在选项列表中找出该段话的 Heading, 这种可能性超过 50%。整段话 都需要阅读的可能性不到 10%。

List of headings

2. 解题步骤

(4)某段话的答案确定后，将它的选项从选项列表中划去。前面已经讲过，每个选项最多用一次，也就是说，不可能两个段落的小标题是一个选项。所以，一段话的答案确定后，将它的选项从选项列表中划去，以免被误选为其它段落的小标题。而且在选其它段落的答案时，可以不看选项，节省时间。但某段话的答案不太确定，如第三段可能是C，也可能不是C，这时不能将C从选项列表中划去。

List of headings

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NOTICE

(1)如果答案不确定，先将可能的选项全部选出。

(2)干扰选项的特点是:段落中未展开说明的细节。

(3)如果主题句比较复杂(如复合句)，应重点看主句部分。主题句中，常常有如下的句式：

Although/While/Despite/Despite the fact.....的中文意思是：“虽然...，但是...”。前面是个让步状语从句，后面是主句，要说明的观点在主句中。

(4)如果主题句中有 show 和 suggest 等词，应重点看其后的宾语从句。show 和 suggest 是“表明”、“说明”的意思，其后的宾语从句往往是要说明的观点，是该段的主旨。

(5)如果主句是 not only...but also 句型，应重点看 but also 后面的部分。Not only...but also 的意思是“不仅...而且...”，常用来承上启下。not only的后面是“承上”，即上一段主旨，but also 后面的部分是“启下”，即本段的主旨。所以重点看 but also 后面的部分。

(6)问句不会是主题句问句通常作为引题，是过度性的句子。

(7)举例子的句子不会是主题句

(8)正确答案应是主题句的改写，所以与主题句特别一致的选项应引起怀疑。例:某段话的第一句(主题句)为Overall, female students outnumbered male students in the survey.

总结:

每个选项只能用一次，常常是主体句的改写 读一段话做一道题，选出一个就在选项里划掉一个选项 通常看原文的第一句，第二句和最后一句 出现复合句，重点看主句部分。Although/while/despite 等，后面是主句 出现 show/suggest 时，看宾语从句。

出现 not only... , but also...时，看 but also 后面。问句不会是主题句，举例子不会是主题句。

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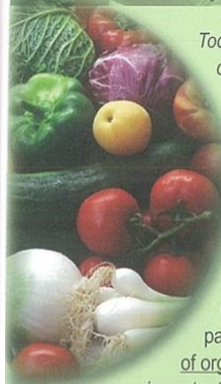
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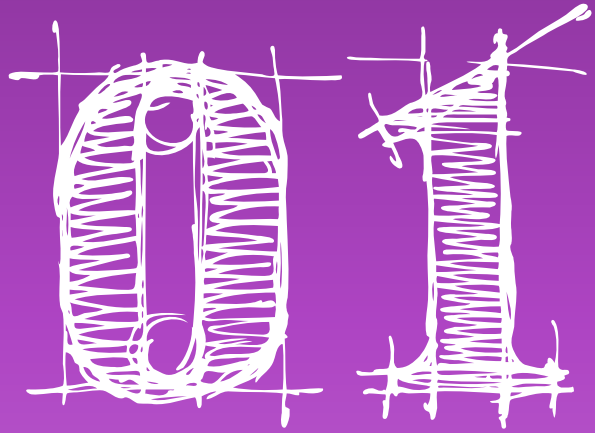
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Reading

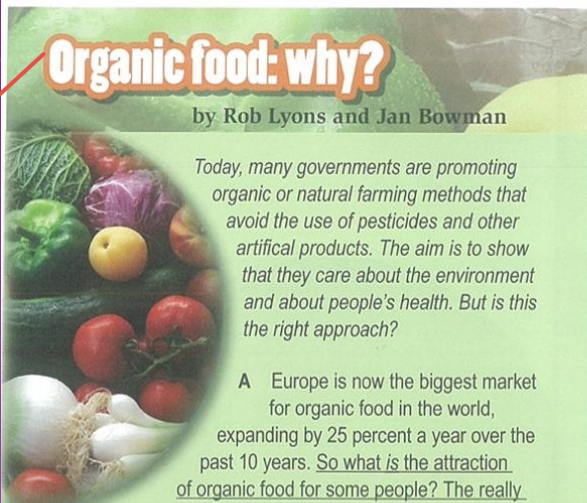
organic: of food, farming methods, etc.
食品、耕作方式等) produced or practised without using artificial chemicals

有机的；不使用化肥的；绿色的 adj

organic cheese/vegetables/wine

organic farming 有机耕作

eg: The farm went fully organic in 1996.
这个农场在 1996 年就全部采用有机耕作了。



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adapted from articles in *Spiked*

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by Rob Lyons and Jan Bowman

耕作方式；耕种方法

avoid: to prevent something bad from happening 避免；防止

artificial: made or produced to copy something natural; not real
人工的；人造的；假的

approach: (待人接物或思考问题的) 方式, 方法, 态度 n

promote: promote something to help something to happen or develop 促进；推动
synonym **encourage**

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expand: 扩大, 增加, 增强
(尺码、数量或重要性) v

the masses: 群众;
平民百姓

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scoff: 嘲笑;
讥讽

大自然; 自然界

conventional: 依照惯例的；
遵循习俗的；墨守成规的；
普通平凡的. adj

compensate: make up for
补偿；弥补. v

emit: to send out
something such as light,
heat, sound, gas, etc. 发出，
射出，散发（光、热、声
音、气等） v

Unlike **conventional farming**, the organic approach means farming with natural, rather than man-made, fertilisers and pesticides. Techniques such as crop rotation improve soil quality and help organic farmers **compensate** for the absence of man-made chemicals. As a method of food production, organic is, however, inefficient in its use of labour and land; there are severe limits to how much food can be produced. Also, the environmental benefits of not using **artificial fertiliser** are tiny compared with the amount of **carbon dioxide** emitted by transporting food (a great deal of Britain's organic produce is shipped in from other countries and transported from shop to home by car).

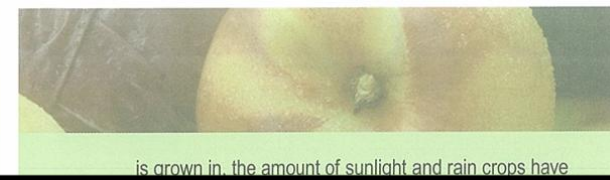
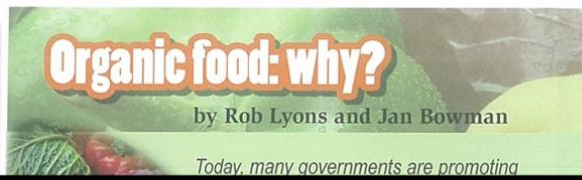
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- | | | | |
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| 4 Paragraph D | | | |



B Unlike conventional farming, the organic approach means farming with natural, rather than man-made, fertilisers and pesticides. Techniques such as crop rotation improve soil quality and help organic farmers compensate for the absence of man-made chemicals. As a method of food production, organic is, however, inefficient in its use of labour and land; there are severe limits to how much food can be produced. Also, the environmental benefits of not using artificial fertiliser are tiny compared with the amount of carbon dioxide emitted by transporting food (a great deal of Britain's organic produce is shipped in from other countries and transported from shop to home by car).

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- D The simplistic claim that organic food is more nutritious than conventional food was always likely to be misleading. Food is a natural product, and the health value of different foods will vary for a number of reasons, including freshness, the way the food is cooked, the type of soil it

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大量的；广阔的

claim: 宣称；声称；断言 v/n

Organic farming is often **claimed** to be safer than conventional farming – for the environment and for consumers. **Yet** studies into organic farming worldwide continue to reject this claim. An extensive review by the UK Food Standards Agency **found** that there was no statistically significant difference between organic and conventional crops. Even where results **indicated** there was evidence of a difference, the reviewers found no sign that these differences would have any noticeable effect on health.

reject: to refuse to accept or consider something
拒绝接受；不予考虑

noticeable: easy to see or notice; clear or definite
显著的；显而易见的

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- G** Ultimately, the organic farming movement is an expensive luxury for shoppers in well-manicured Europe. For developing parts of the world, it is irrelevant. To European environmentalists, the fact that organic methods require more labour and land than conventional ones to get the same yields is a good thing; to a farmer in rural Africa, it is a disaster. Here, land tends to be so starved and crop yields so low that there simply is not enough organic matter to put back into the soil. Perhaps the focus should be on helping these countries to gain access to the most advanced farming techniques, rather than going back to basics.

simplistic: (把问题、局面等) 过分简单化的. adj

misleading: 误导的; 引入歧途的
adj

likewise: (formal) the same; in a similar way
同样地; 类似地 adv

manure: 粪肥; 肥料 n /mə'njuə/

dig up: (在播种或建筑等前) 掘地, 平整土地

is likely to : 有可能...

D The simplistic claim that organic food is more nutritious than conventional food was always likely to be misleading.

Food is a natural product, and the health value of

indeed: (formal, especially British English) used to add information to a statement 其实; 实际上
adv

eg: I don't mind at all. Indeed, I would be delighted to help.

我根本不介意。其实，我倒很乐意帮上一把。

number of reasons, including
looked, the type of soil it
it and rain crops have
the flavour of a carrot has
less to do with whether it was fertilised with manure or
something out of a plastic sack than with the variety of
carrot and how long ago it was dug up. The differences
created by these things are likely to be greater than any
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contradict: v

1. 反驳; 驳斥; 批驳
2. 相抵触; 相矛盾; 相反

toxin: 毒素 (尤指生物体内细菌产生的毒物) n

blister: 水疱, 疱 n

carcinogen: 致癌物 n
/kɑ:'sɪnədʒ(ə)n/

poison:

1. 毒物; 毒药; 毒素 n
2. 毒死; 毒害 v
3. 下毒; 在...中放毒 v

Poisoning the rats is expensive and harmful to the environment.

The notion that organic food is safer than 'normal' food is also contradicted by the fact that many of our most common foods are full of natural toxins. Parsnips cause blisters on the skin of agricultural workers. Toasting bread creates carcinogens. As one research expert says: 'People think that the more natural something is, the better it is for them. That is simply not the case. In fact, it is the opposite that is true: the closer a plant is to its natural state, the more likely it is that it will poison you. Naturally, many plants do not want to be eaten, so we have spent 10,000 years developing agriculture and breeding out harmful traits from crops.'

breed out: 在人工繁殖中消除

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turnip



parsnip



trace:微量; 少许

plentiful: adj
大量的; 众多的; 充足的;
丰富的

synonym abundant

antibiotics:抗菌素, 抗生素
(如青霉素)

ethic:道德准则; 伦理标准

symptomatic: (有) 症状的;
作为征候的. adj

obsess: v. 使痴迷; 使迷恋; 使着迷

be obsessed with somebody/something She's completely obsessed with him.
他让她神魂颠倒。

obsession: n. 痴迷; 着魔; 困扰

F Yet educated Europeans are more scared of eating traces of a few, strictly regulated, man-made chemicals than they are of eating the ones that nature created directly. Surrounded by plentiful food, it's not nature they worry about, but technology. Our obsessions with the ethics and safety of what we eat – concerns about antibiotics in animals, **additives** in food, **GM** crops and so on – are symptomatic of a highly technological society that has little faith in its ability to use this technology wisely. In this context, the less something is touched by the human hand, the healthier people assume it must be.

GM:(British English) **genetically modified**
遗传修饰的; 转基因的 adj

additives: (尤指食品的) 添加剂, 添加物 n

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ultimately: in the end; finally
最终; 最后; 终归
adv

luxury:
1. n 奢侈的享受; 奢华; 奢侈品
2. adj 奢侈品
a luxury hotel/car/apartment
luxury goods

yield:产量; 产出; 利润 n

gain access to: 可以获得; 取得使用; 获得; 进入

Ultimately, the organic farming movement is an expensive luxury for shoppers in **well-manicured** Europe. For developing parts of the world, it is irrelevant. To European environmentalists, the fact that organic methods require more labour and land than conventional ones to get the same yields is a good thing; to a farmer in rural Africa, it is a disaster. Here, land tends to be so starved and crop yields so low that there simply is not enough organic matter to put back into the soil. Perhaps the focus should be on helping these countries to gain access to the most advanced **farming techniques**, rather than going back to basics.

adapted from articles in *Spiked*

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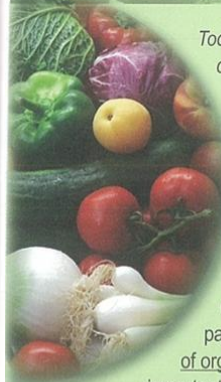
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Organic food: why?

by Rob Lyons and Jan Bowman



Today, many governments are promoting organic or natural farming methods that avoid the use of pesticides and other artificial products. The aim is to show that they care about the environment and about people's health. But is this the right approach?

- A Europe is now the biggest market for organic food in the world, expanding by 25 percent a year over the past 10 years. So what is the attraction of organic food for some people? The really important thing is that organic sounds more 'natural'. Eating organic is a way of defining oneself as natural, good, caring, different from the junk-food-scoffing masses. As one journalist puts it: 'It feels closer to the source, the beginning, the start of things.' The real desire is to be somehow close to the soil, to Mother Nature.
- B Unlike conventional farming, the organic approach means farming with natural, rather than man-made, fertilisers and pesticides. Techniques such as crop rotation improve soil quality and help organic farmers compensate for the absence of man-made chemicals. As a method of food production, organic is, however, inefficient in its use of labour and land; there are severe limits to how much food can be produced. Also, the environmental benefits of not using artificial fertiliser are tiny compared with the amount of carbon dioxide emitted by transporting food (a great deal of Britain's organic produce is shipped in from other countries and transported from shop to home by car).
- C Organic farming is often claimed to be safer than conventional farming – for the environment and for consumers. Yet studies into organic farming worldwide continue to reject this claim. An extensive review by the UK Food Standards Agency found that there was no statistically significant difference between organic and conventional crops. Even where results indicated there was evidence of a difference, the reviewers found no sign that these differences would have any noticeable effect on health.
- D The simplistic claim that organic food is more nutritious than conventional food was always likely to be misleading. Food is a natural product, and the health value of different foods will vary for a number of reasons, including freshness, the way the food is cooked, the type of soil it
- is grown in, the amount of sunlight and rain crops have received, and so on. Likewise, the flavour of a carrot has less to do with whether it was fertilised with manure or something out of a plastic sack than with the variety of carrot and how long ago it was dug up. The differences created by these things are likely to be greater than any differences brought about by using an organic or non-organic system of production. Indeed, even some 'organic' farms are quite different from one another.
- E The notion that organic food is safer than 'normal' food is also contradicted by the fact that many of our most common foods are full of natural toxins. Parsnips cause blisters on the skin of agricultural workers. Toasting bread creates carcinogens. As one research expert says: 'People think that the more natural something is, the better it is for them. That is simply not the case. In fact, it is the opposite that is true: the closer a plant is to its natural state, the more likely it is that it will poison you. Naturally, many plants do not want to be eaten, so we have spent 10,000 years developing agriculture and breeding out harmful traits from crops.'
- F Yet educated Europeans are more scared of eating traces of a few, strictly regulated, man-made chemicals than they are of eating the ones that nature created directly. Surrounded by plentiful food, it's not nature they worry about, but technology. Our obsessions with the ethics and safety of what we eat – concerns about antibiotics in animals, additives in food, GM crops and so on – are symptomatic of a highly technological society that has little faith in its ability to use this technology wisely. In this context, the less something is touched by the human hand, the healthier people assume it must be.
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Questions 8–13

Choose **TWO** letters, **A–E**

Questions 8–9

Which **TWO** of the following points does the writer mention in connection with organic farming?

- A the occasional use of pesticides
- B using the same field for different crops
- C testing soil quality
- D reducing the number of farm workers
- E the production of greenhouse gases

8 B (from paragraph B: *Techniques such as crop rotation ...*)

9 E (from paragraph B: *... compared to the amount of carbon dioxide ...*)

Questions 10–11

*According to the writer, which **TWO** factors affect the nutritional content of food?*

- A who prepares the food
- B the weather conditions during growth
- C where the food has been stored
- D when the plants were removed from the earth
- E the type of farm the food was grown on

10 B (from paragraph D: ... *the amount of sunlight and rain crops have received* ...)

11 D (from paragraph D: ... *how long ago it was dug up.*)

Questions 12–13

Which **TWO** negative aspects of organic farming does the writer mention?

- A Consumers complain about the extra cost.
- B Organic food may make people ill.
- C Farm workers have to be specially trained.
- D It requires too much technological expertise.
- E It is not possible in some countries.

12 B (from paragraph E: ... *the closer a plant is to its natural state, the more likely it is that it will poison you.*)

13 E (from paragraph G: ... *in rural Africa, it is a disaster.*)



Practice Reading

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

Deforestation in the 21st century

When it comes to cutting down trees, satellite data reveals a shift from the patterns of the past

A Globally, roughly 13 million hectares of forest are destroyed each year. Such deforestation has long been driven by farmers desperate to earn a living or by loggers building new roads into pristine forest. But now new data appears to show that big, block clearings that reflect industrial deforestation have come to dominate, rather than these smaller-scale efforts that leave behind long, narrow swaths of cleared land. Geographer Ruth DeFries of Columbia University and her colleagues used satellite images to analyse tree-clearing in countries ringing the tropics, representing 98 per cent of all remaining tropical forest. Instead of the usual ‘fish bone’ signature of deforestation from small-scale operations, large, chunky blocks of cleared land reveal a new motive for cutting down woods.

B In fact, a statistical analysis of 41 countries showed that forest loss rates were most closely linked with urban population growth and agricultural exports in the early part of the 21st century – even overall population growth was not as strong an influence. ‘In previous decades, deforestation was associated with planned colonisation, resettlement schemes in local areas and farmers clearing land to grow food for subsistence,’ DeFries says. ‘What we’re seeing now is a shift from small-scale farmers driving deforestation to distant demands from urban growth, agricultural trade and exports being more important drivers.’

C In other words, the increasing urbanisation of the developing world, as populations leave rural areas to concentrate in booming cities, is driving deforestation, rather than containing it. Coupled with this there is an ongoing increase in consumption in the developed world of products that have an impact on forests, whether furniture, shoe leather or chicken feed. ‘One of the really striking characteristics of this century is urbanisation and rapid urban growth in the developing world,’ DeFries says. ‘People in cities need to eat.’ ‘There’s no surprise there,’ observes Scott Poynton, executive director of the Tropical Forest Trust, a Switzerland-based organisation that helps businesses implement and manage sustainable forestry in countries such as Brazil, Congo and Indonesia. ‘It’s not about people chopping down trees. It’s all the people in New York, Europe and elsewhere who want cheap products, primarily food.’

D DeFries argues that in order to help sustain this increasing urban and global demand, agricultural productivity will need to be increased on lands that have already been cleared. This means that better crop varieties or better management techniques will need to be used



on the many degraded and abandoned lands in the tropics. And the Tropical Forest Trust is building management systems to keep illegally harvested wood from ending up in, for example, deck chairs, as well as expanding its efforts to look at how to reduce the ‘forest footprint’ of agricultural products such as palm oil. Poynton says, ‘The point is to give forests value as forests, to keep them as forests and give them a use as forests. They’re not going to be locked away as national parks. That’s not going to happen.’

E But it is not all bad news. Halts in tropical deforestation have resulted in forest regrowth in some areas where tropical lands were previously cleared. And forest clearing in the Amazon, the world’s largest tropical forest, dropped from roughly 1.9 million hectares a year in the 1990s to 1.6 million hectares a year over the last decade, according to the Brazilian government. ‘We know that deforestation has slowed down in at least the Brazilian Amazon,’ DeFries says. ‘Every place is different. Every country has its own particular situation, circumstances and driving forces.’

F Regardless of this, deforestation continues, and cutting down forests is one of the largest sources of greenhouse gas emissions from human activity – a double blow that both eliminates a biological system to suck up CO₂ and creates a new source of greenhouse gases in the form of decaying plants. The United Nations Environment Programme estimates that slowing such deforestation could reduce some 50 billion metric tons of CO₂, or more than a year of global emissions. Indeed, international climate negotiations continue to attempt to set up a system to encourage this, known as the UN Development Programme’s fund for reducing emissions from deforestation and forest degradation in developing countries (REDD). If policies [like REDD] are to be effective, we need to understand what the driving forces are behind deforestation, DeFries argues. This is particularly important in the light of new pressures that are on the horizon: the need to reduce our dependence on fossil fuels and find alternative power sources, particularly for private cars, is forcing governments to make products such as biofuels more readily accessible. This will only exacerbate the pressures on tropical forests.

G But millions of hectares of pristine forest remain to protect, according to this new analysis from Columbia University. Approximately 60 percent of the remaining tropical forests are in countries or areas that currently have little agricultural trade or urban growth. The amount of forest area in places like central Africa, Guyana and Suriname, DeFries notes, is huge. ‘There’s a lot of forest that has not yet faced these pressures.’

Questions 14–19

Reading Passage 2 has seven paragraphs, A–G.

Which paragraph contains the following information?

You may use any letter more than once.

- 14 two ways that farming activity might be improved in the future
- 15 reference to a fall in the rate of deforestation in one area
- 16 the amount of forest cut down annually
- 17 how future transport requirements may increase deforestation levels
- 18 a reference to the typical shape of early deforested areas
- 19 key reasons why forests in some areas have not been cut down

Questions 20–21

Choose *TWO* letters, A–E.

Which *TWO* of these reasons do experts give for current patterns of deforestation?

- A to provide jobs
- B to create transport routes
- C to feed city dwellers
- D to manufacture low-budget consumer items
- E to meet government targets

Questions 22–23

Choose *TWO* letters, A–E.

The list below gives some of the impacts of tropical deforestation.

Which *TWO* of these results are mentioned by the writer of the text?

- A local food supplies fall
- B soil becomes less fertile
- C some areas have new forest growth
- D some regions become uninhabitable
- E local economies suffer

Questions 24–26

Complete the sentences below.

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

- 24 The expression ‘a
- 25 Greenhouse gases result from the that remain after trees have been cut down.
- 26 About of the world’s tropical forests have not experienced deforestation yet.



Listening

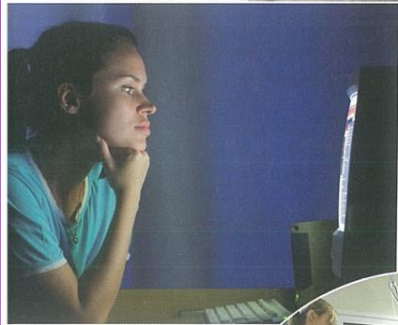
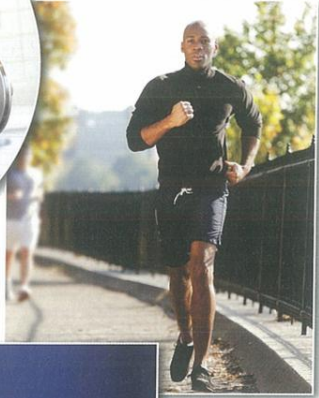
Listening Section 2

Exam information

- You hear one speaker talking about a social topic.

1 Work in pairs. You are going to hear a supervisor talking to a group of new nurses at a large hospital. Ask and answer questions based on the pictures below. Who do you think has the healthier lifestyle – you or your partner?

- When did you last ...?
- What's your favourite ...?
- How often do you ...?



Questions 1–5

Choose the correct letter, **A**, **B** or **C**.

- According to Debbie, why do some people fail to eat a balanced diet?
 - They don't know how to cook.
 - They don't have enough time to cook.
 - They don't feel hungry enough to cook.
- Debbie recommends that staff should keep fit by
 - using a gym.
 - taking up a new sport.
 - changing some daily activities.
- Which benefit of exercise does Debbie think is most important?
 - It helps you sleep.
 - It keeps your heart healthy.
 - It improves mental skills.
- What advice does Debbie give the nurses about health and safety?
 - to avoid drinking coffee
 - to use the canteen at night
 - to take regular breaks
- When she talks about hygiene, Debbie asks the nurses to
 - wash their hands regularly.
 - keep away from germs.
 - help with the cleaning.

Debbie Good afternoon. My name's Debbie Green and I'm going to give you a short but hopefully interesting introduction to working at this hospital. I'll start with some guidelines about nutrition and fitness ... er, because a hospital environment can be stressful, and so we always encourage our staff to stay fit and have a healthy lifestyle. So ... just a few tips first. As you know, the key to good health is eating what we call 'a balanced diet'; many people don't do this, however. For one thing, they don't eat enough fruit and vegetables or home-prepared food. When you feel hungry, it's often too easy to grab something quick, because you're tired or busy. Cooking a healthy meal takes longer, and this is often why people live on sandwiches and fast food instead. Please – don't fall into this unhealthy trap.

Questions 1–5

Choose the correct letter, **A**, **B** or **C**.

- 1 According to Debbie, why do some people fail to eat a balanced diet?
A They don't know how to cook.
B They don't have enough time to cook.
C They don't feel hungry enough to cook.
- 2 Debbie recommends that staff should keep fit by
A using a gym.
B taking up a new sport.
C changing some daily activities.
- 3 Which benefit of exercise does Debbie think is most important?
A It helps you sleep.
B It keeps your heart healthy.
C It improves mental skills.
- 4 What advice does Debbie give the nurses about health and safety?
A to avoid drinking coffee
B to use the canteen at night
C to take regular breaks
- 5 When she talks about hygiene, Debbie asks the nurses to
A wash their hands regularly.
B keep away from germs.
C help with the cleaning.



Of course, you have to do a little exercise and keep fit as well. I know you'll have a lot of work and may not have time to join a gym ... but consider how often you take the lift, rather than the stairs, or how often you drive rather than walk. Health wise, it may just be a question of doing things differently, rather than starting a very active sport.

In fact, being generally active is much healthier than doing lots of exercise just occasionally. As you know, this can be as risky for your heart as being inactive! As long as you do at least an hour's exercise a day – and some of you will do more than that at work – you'll find that you don't lie awake at night worrying about the next day – and that's the main advantage of exercise. Remember – this is a hospital, and you are supposed to be the healthiest people here!

Moving on to health and safety, I want to point out that it's quite OK to take a break any time that you're not busy. We know that when there's an emergency you may have to miss that cup of tea or coffee in the canteen or wherever you go, but generally you shouldn't work for more than three hours without a break, otherwise your attention levels will drop and you could then make a careless mistake.

Another important issue is hygiene. You're all trained to clean your hands at work, but remember that germs can live for a long time, so please make sure that you don't leave even a small amount of rubbish around ... there are brooms in the cupboards, so use them. We do have cleaners, but they aren't always here when you need them, I'm afraid, and a little dirt can soon build up.

Questions 1–5

Choose the correct letter, **A**, **B** or **C**.

- 1 According to Debbie, why do some people fail to eat a balanced diet?
A They don't know how to cook.
B They don't have enough time to cook.
C They don't feel hungry enough to cook.
- 2 Debbie recommends that staff should keep fit by
A using a gym.
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A to avoid drinking coffee
B to use the canteen at night
C to take regular breaks
- 5 When she talks about hygiene, Debbie asks the nurses to
A wash their hands regularly.
B keep away from germs.
C help with the cleaning.



- ④ Work in pairs. Look at the places A–H on the map below. Pick a place and tell your partner how to get there from the main building. Use the words and expressions in the box to help you.

(交通) 环岛

next to traffic lights west/east (of)
turn (east/west/right/left) behind turning
right/left (of) go straight on opposite
roundabout go past/beyond beyond corner

You go out of the front of the main building, turn left and it's directly opposite you.

It's G.

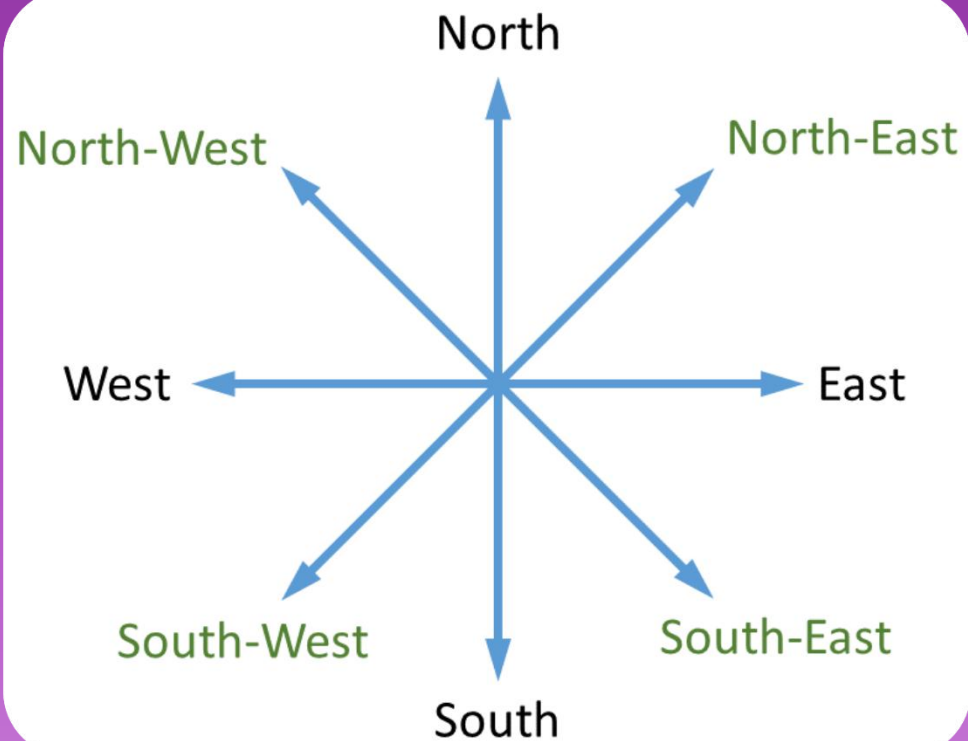
Directions

东: east

西: west

南: south

北: north



东北: northeast

西北: northwest

东南: southeast

西南: southwest

around+方位词

up to+方位词 (向/往)

Far+方位词 (如 far east的意思是
远东)



Directions

上下左右

上: on the top of/above/over

下: at the bottom of/under/below

左/右: on the left(right)/on the left(right) hand side/to the left

Directions

边边角角

in the corner/around the corner/in the sharp corner

in the top right hand corner 右上角

in the bottom left corner 左下角

on the side (of)...../on one side/on the other side/on
the far side

Directions

at the end of

at the far end.....

in the middle of=between and

in the centre area

beside=next to=right by=by=close to

beyond.....=out of.....


near/near by/surrounded by

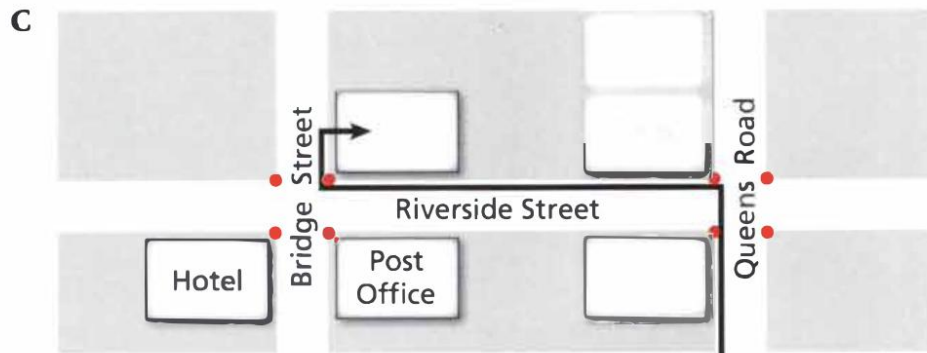
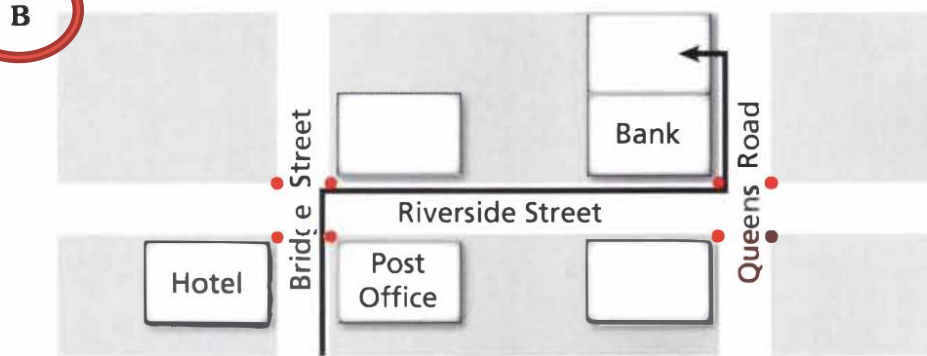
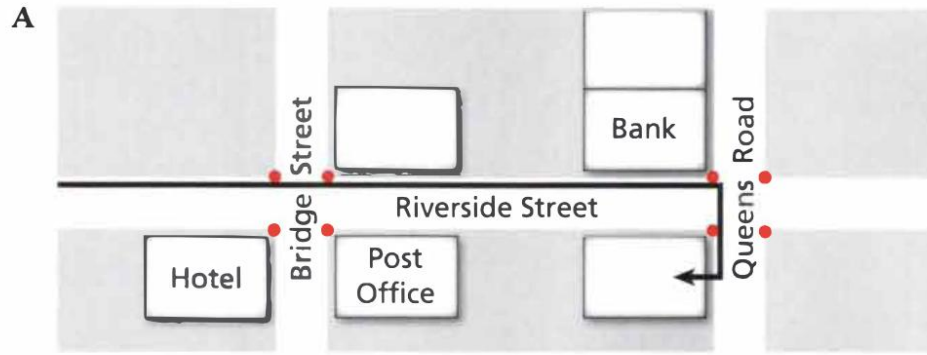
opposite/across from/facing

动词: go/walk/cross/look—through/follow

名词: path/arrow/crossroad/intersection十字路口/traffic lights

2 Following directions

2.1  17 Listen and decide which diagram (A, B or C) shows the directions described by the speaker.



A: Can you tell me how to get to the supermarket?

B: Sure, let me have a think. We're in Bridge Street now and it's in Queens Road.

A: Oh, the only street I know is Riverside Street, I know my hotel's on the corner there.

B: That's right. You need to go up Bridge Street as far as the traffic lights, then turn right. That's Riverside Street.

A: I see.

B: Then you walk along there to the next set of traffic lights, and you'll be at Queens Road. You turn left there and it's the second shop on your left.

A: Thanks very much!

A: Thanks very much!

την δεύτερη γροβ σου λοιπ γειμ'

σου λοιπ η ρε ει τ'ακουσ κοση' λοιπ ιπαι γειμ ημερε σου η ε'

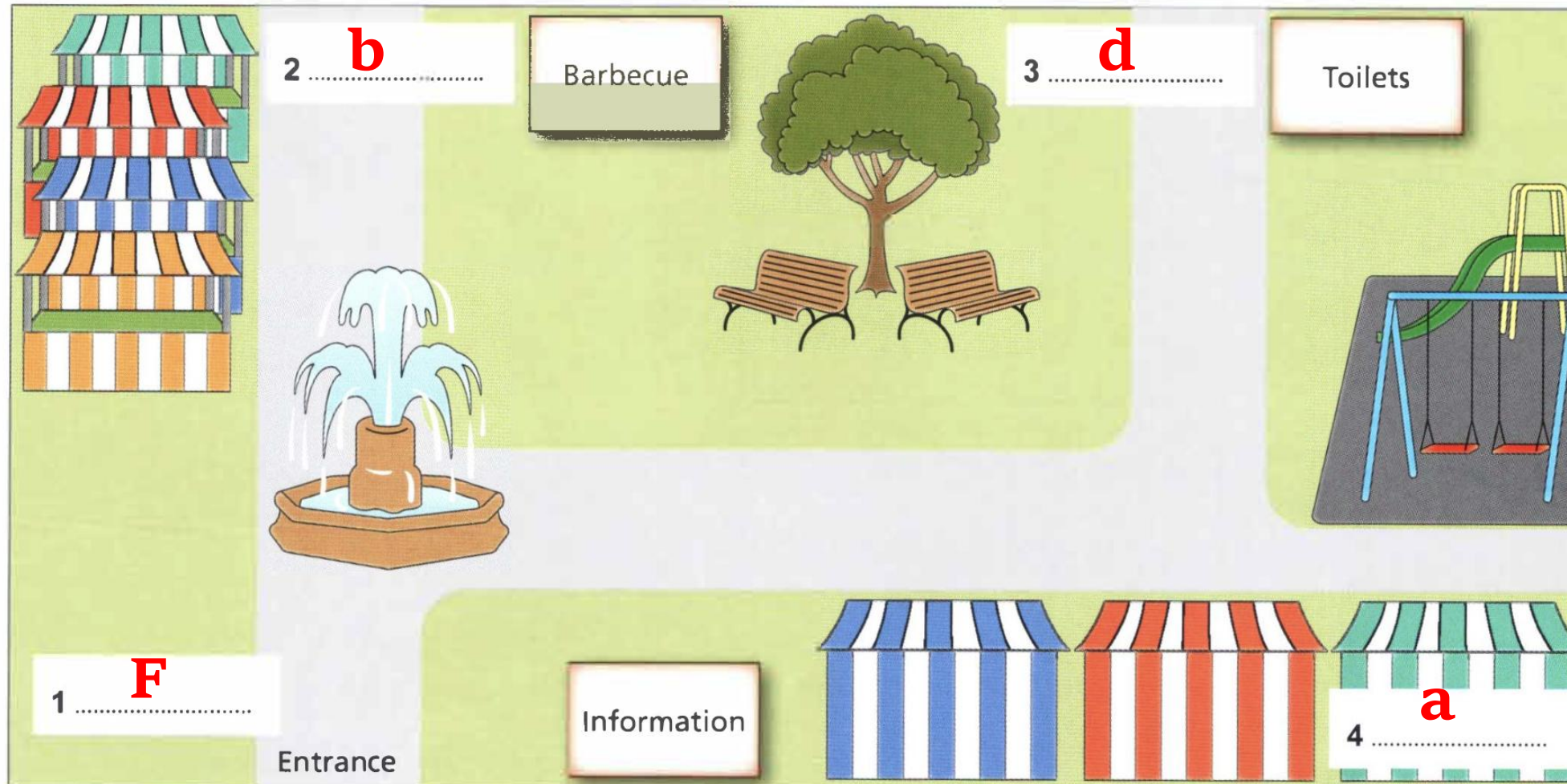


Choose the correct letter **A–F** and write the answers next to questions 1–4.

- A** farm animals
- B** fresh bread
- C** ticket booth

- D** picnic area
- E** second-hand book stall
- F** cookery shows

Brookside Market



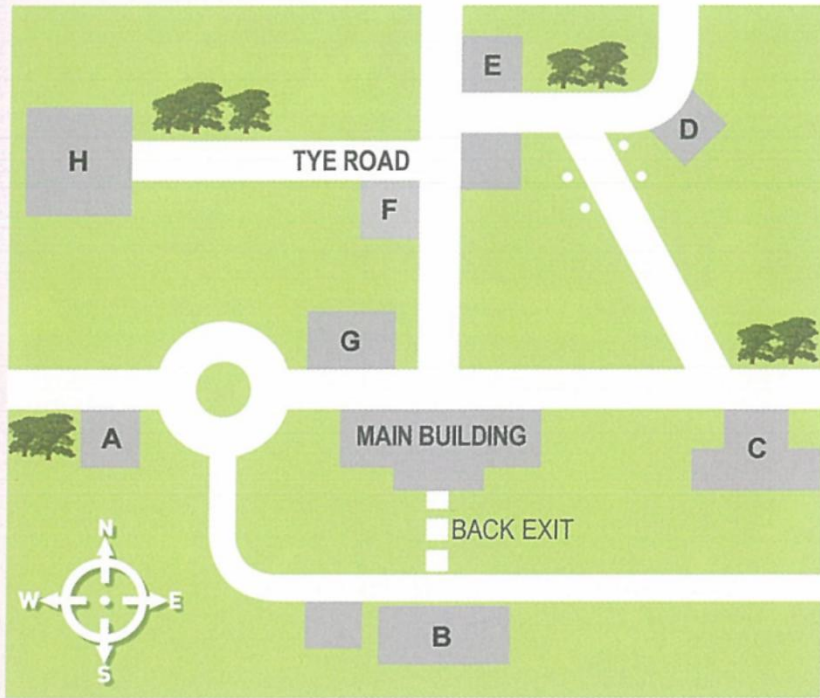


5 06 Now listen and choose the correct answer for Questions 6–10.

Questions 6–10

Label the map below.

Write the correct letter, A–H, next to questions 6–10.



- 6 recreation centre **C**
- 7 health centre **B**
- 8 swimming pool and sauna **H**
- 9 health-food store **E**
- 10 Jenny's Restaurant **A**

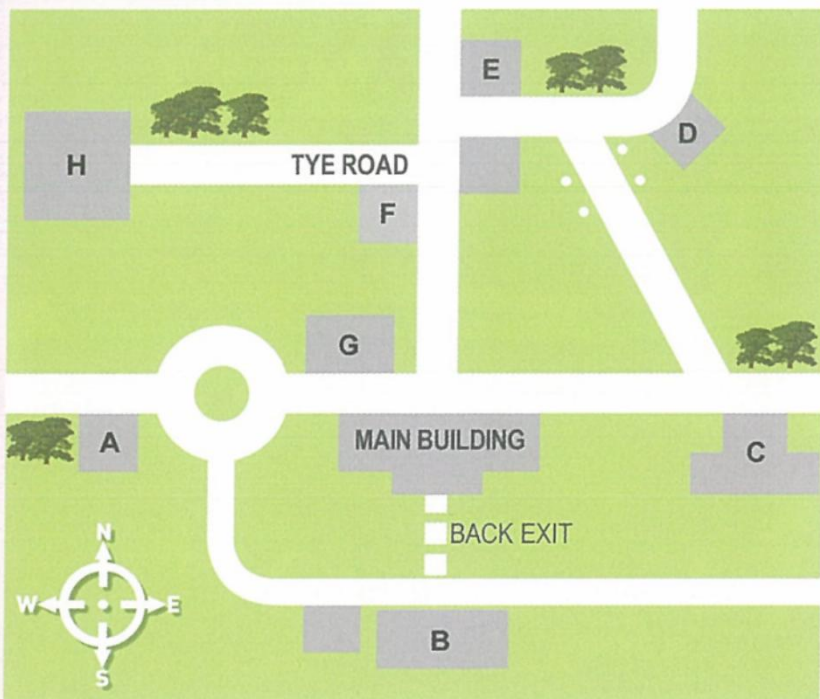


5 06 Now listen and choose the correct answer for Questions 6–10.

Questions 6–10

Label the map below.

Write the correct letter, A–H, next to questions 6–10.



- | | | |
|---------------------------|-------|----------|
| 6 recreation centre | ..... | C |
| 7 health centre | ..... | B |
| 8 swimming pool and sauna | ..... | H |
| 9 health-food store | ..... | E |
| 10 Jenny's Restaurant | ..... | A |

CD1 Track 6

Debbie Now, as you're all new, I'm just going to show you a map of the hospital and point out a few key places. Let's start with the recreation centre. At the moment, we're in the main building, that's here ... and if you go out of the main entrance and just along the main road to the east ... you'll find the staff recreation centre. It's this T-shaped building ... and there's a range of things that you can do here to help you relax.

If you get ill, we do have a health centre for all registered employees, and this is directly behind the main hospital building. So, if you go out of the back exit, it's just in front of you, and there's a small pharmacy next to it. I'm based here and I have a few leaflets on things if you want to come and see me.

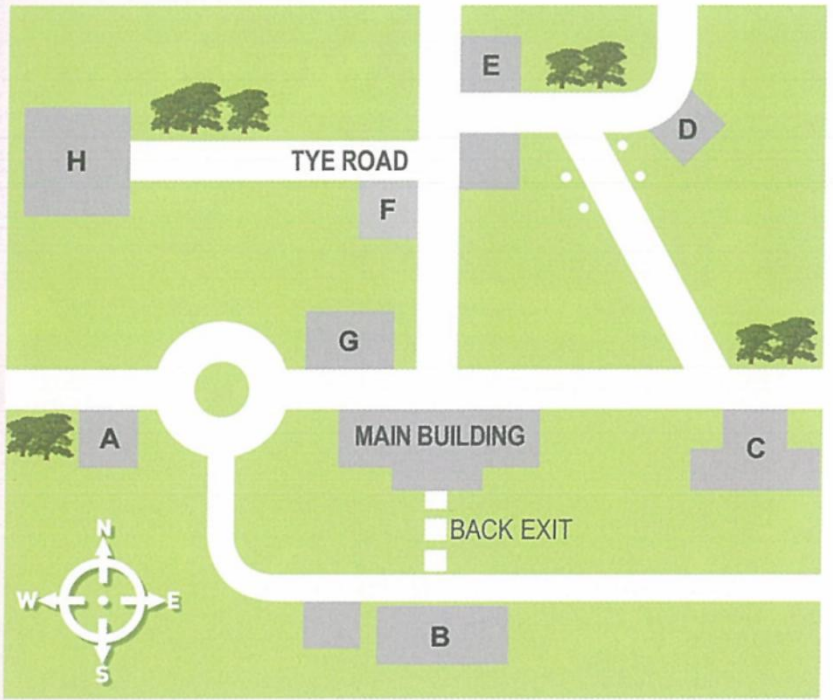
Many of you will be doing shift work, so you might like to go to the 24-hour swimming pool and sauna. They're very close by, and it doesn't cost much money to get in. If you walk out of the front of the main building, there's a road straight ahead of you ... go down that and turn left into Tye Road – you'll see the pool entrance at the end of that road, just beyond the line of trees.

Now listen and choose the correct answer for Questions 6–10.

Questions 6–10

Label the map below.

Write the correct letter, **A–H**, next to questions 6–10.



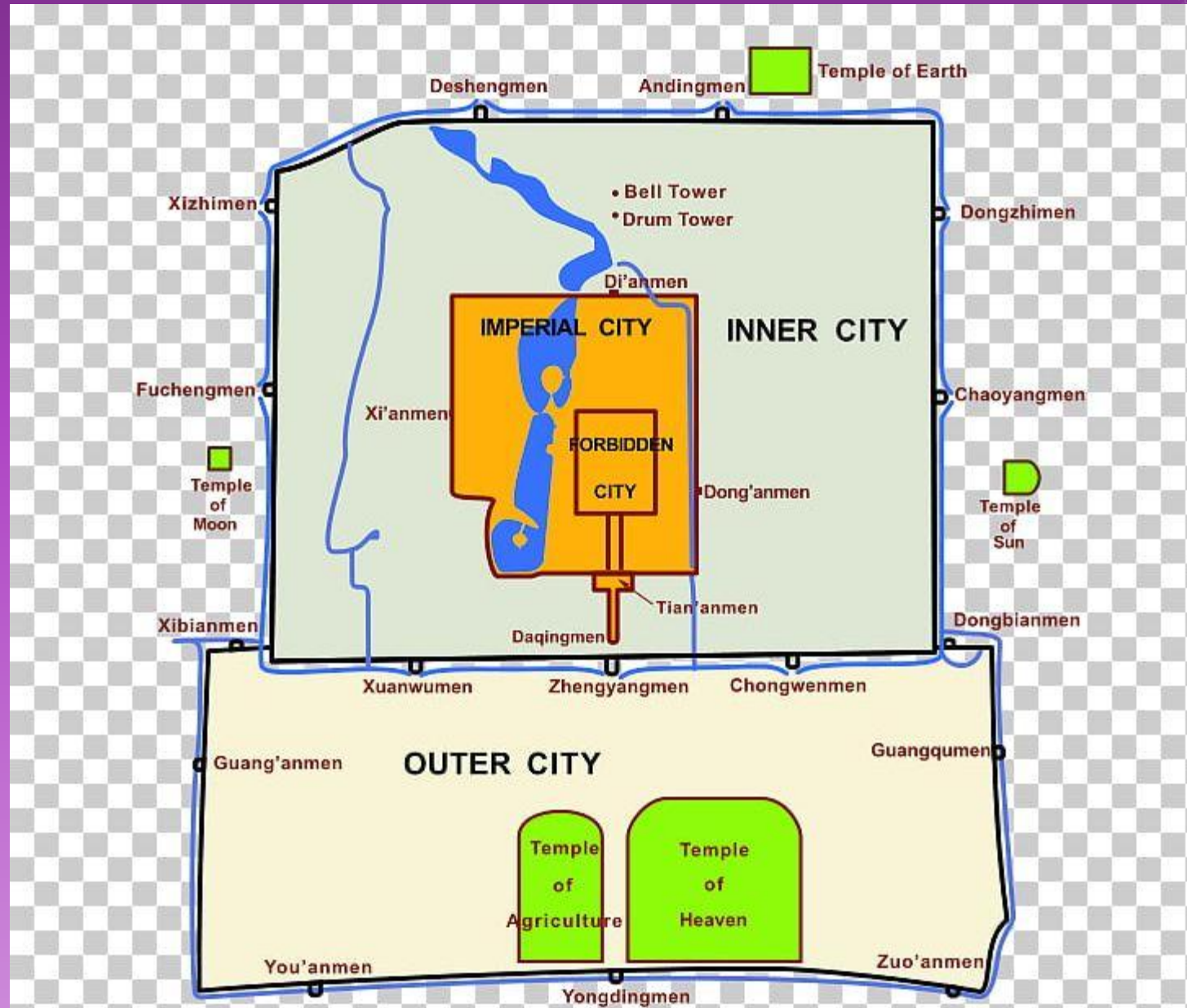
- | | | |
|---------------------------|-------|----------|
| 6 recreation centre | ..... | C |
| 7 health centre | ..... | B |
| 8 swimming pool and sauna | ..... | H |
| 9 health-food store | ..... | E |
| 10 Jenny's Restaurant | ..... | A |

We've talked about eating healthily, and there's a very useful store nearby that sells a large range of organic products and health-food supplements. This is also in front of the main building, but this time you need to go beyond the turning for Tye Road and you'll see it on the right-hand corner, directly opposite another building.

Finally, if you want a healthy meal and you have very little time to get it, of course there's always the canteen inside the main building. But I would recommend a place called Jenny's Restaurant. Leave the front of the main building and head for the roundabout. When you're there, take the second turning on the left ... it's just along that road before the trees. You can get a number of excellent dishes here at a reasonable price.

Well, I think that's all that's...

Group work-Route Design





SECTION 2 Questions 11–20

Questions 11–14

Complete the notes below.

Write **ONE WORD** for each answer.

Fiddy Working Heritage Farm

Advice about visiting the farm

Visitors should

- take care not to harm any **11** *animals*
- not touch any **12** *tools*
- wear **13** *shoes*
- not bring **14** *dogs* into the farm, with certain exceptions



Welcome to the Fiddy Working Heritage Farm. This open-air museum gives you the experience of agriculture and rural life in the English countryside at the end of the nineteenth century. So you'll see a typical farm of that period, and like me, all the staff are dressed in clothes of that time.

I must give you some advice and safety tips before we go any further. As it's a *working farm*, please don't frighten or injure the animals. We have a lot here, and many of them are breeds that are now quite rare.

Q11

And do stay at a safe distance from the tools: some of them have sharp points which can be pretty dangerous, so please don't touch them. We don't want any accidents, do we?

Q12

The ground is very uneven, and you might slip if you're wearing sandals so I'm glad to see you're all wearing shoes – we always advise people to do that.

Q13

Now, children of all ages are very welcome here, and usually even very young children love the ducks and lambs, so do bring them along next time you come.

I don't think any of you have brought dogs with you, but in case you have, I'm afraid they'll have to stay in the car park, unless they're guide dogs. I'm sure you'll understand that they could cause a lot of problems on a farm.

Q14

SECTION 2 Questions 11–20

Questions 11–14

Complete the notes below.

Write **ONE WORD** for each answer.

Fiddy Working Heritage Farm

Advice about visiting the farm

Visitors should

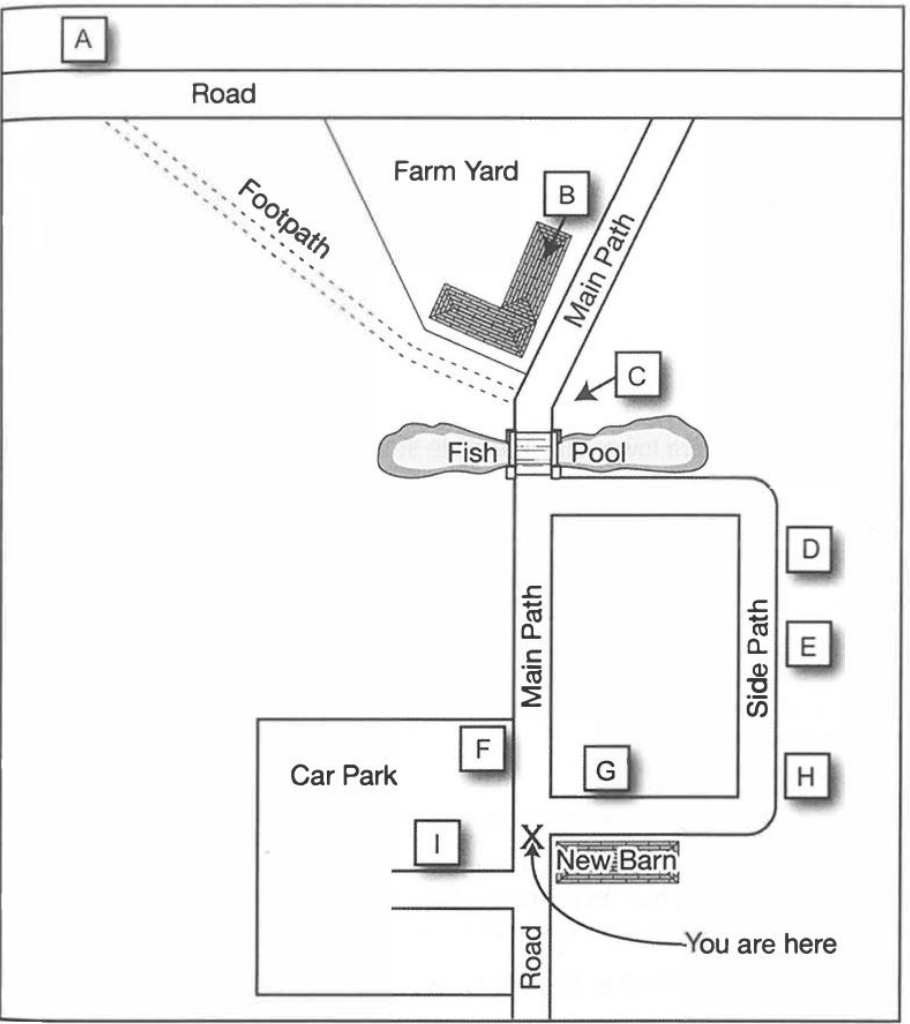
- take care not to harm any **11**
- not touch any **12**
- wear **13**
- not bring **14**..... into the farm, with certain exceptions

Questions 15–20

Label the map below.



Write the correct letter A–I, next to Questions 15–20.



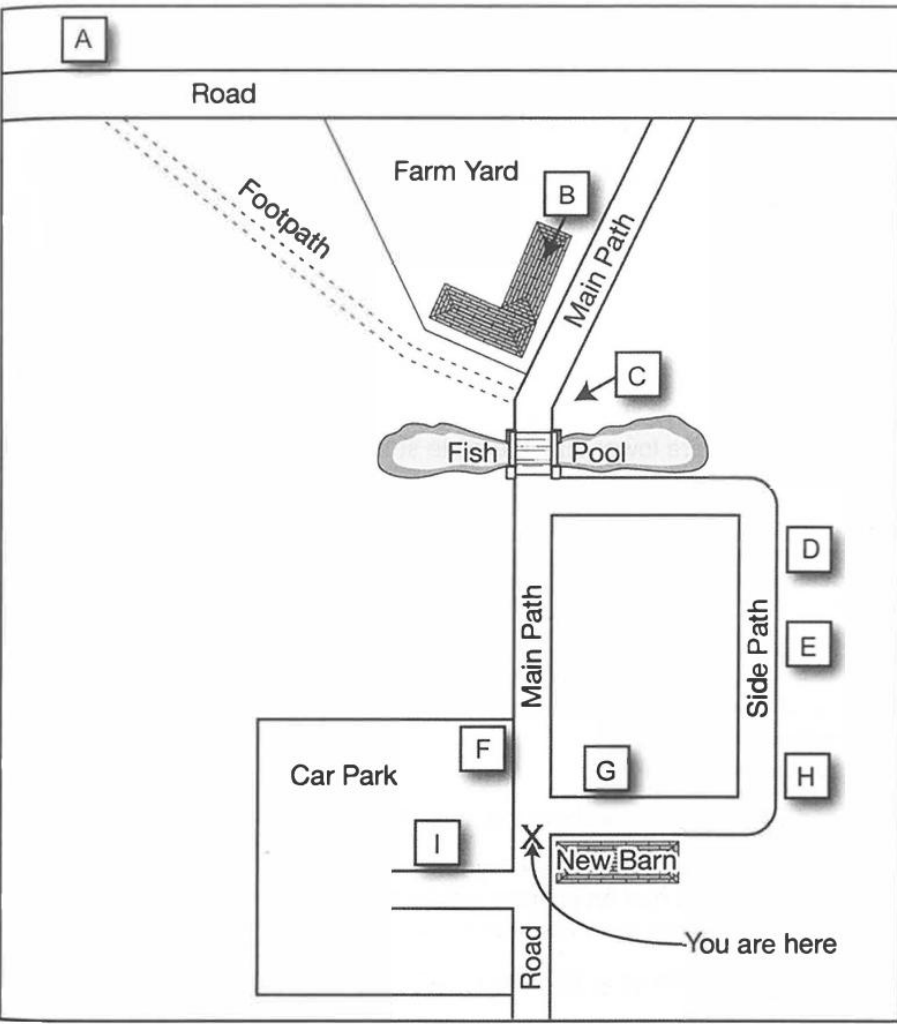
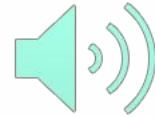
- | | | | |
|--------------|----------|------------------------|----------|
| 15 Scarecrow | <u>F</u> | 18 Black Barn | <u>H</u> |
| 16 Maze | <u>G</u> | 19 Covered picnic area | <u>B</u> |
| 17 Café | <u>D</u> | 20 Fiddy House | <u>A</u> |



Questions 15–20

Label the map below.

Write the correct letter A–I, next to Questions 15–20.



Now let me give you some idea of the layout of the farm. The building where you bought your tickets is the New Barn, immediately to your right, and we're now at the beginning of the main path to the farmland – and of course the car park is on your left. The scarecrow you can see in the car park in the corner, beside the main path, is a traditional figure for keeping the birds away from crops, but our scarecrow is a permanent sculpture. It's taller than a human being, so you can see it from quite a distance.

Q15

If you look ahead of you, you'll see a maze. It's opposite the New Barn, beside the side path that branches off to the right just over there. The maze is made out of hedges which are too tall for young children to see over them, but it's quite small, so you can't get lost in it!

Q16

Now, can you see the bridge crossing the fish pool further up the main path? If you want to go to the café, go towards the bridge and turn right just before it. Walk along the side path and the café's on the first bend you come to. The building was originally the schoolhouse, and it's well over a hundred years old.

Q17

As you may know, we run skills workshops here, where you can learn traditional crafts like woodwork and basket-making. You can see examples of the work, and talk to someone about the courses, in the Black Barn. If you take the side path to the right, here, just by the New Barn, you'll come to the Black Barn just where the path first bends.

Q18

Now I mustn't forget to tell you about picnicking, as I can see some of you have brought your lunch with you. You can picnic in the field, though do clear up behind you, of course. Or if you'd prefer a covered picnic area, there's one near the farmyard: just after you cross the bridge, there's a covered picnic spot on the right.

Q19

And the last thing to mention is Fiddy House itself. From here you can cross the bridge then walk along the footpath through the field to the left of the farmyard. That goes to the house, and it'll give you a lovely view of it. It's certainly worth a few photographs, but as it's a private home, I'm afraid you can't go inside.

Q20

Right. Well, if you're all ready, we'll set off on our tour of the farm.

- | | | | |
|--------------|----------|------------------------|----------|
| 15 Scarecrow | <u>F</u> | 18 Black Barn | <u>H</u> |
| 16 Maze | <u>G</u> | 19 Covered picnic area | <u>B</u> |
| 17 Café | <u>D</u> | 20 Fiddy House | <u>A</u> |



Questions 10–11

Which **TWO** problems connected with food does the writer mention?

- A confusing information about the use of pesticides
- B feeling pain when eating something
- C sell-by dates sometimes being inaccurate
- D feeling ill because of eating food after its best-before date
- E the effect of sunlight on green peppers

Questions 12–13


Which **TWO** of the following would a family of four need to do to feed itself every day of the year, according to New Scientist?

- A use more than one piece of land
- B grow the same crop all the time
- C put dead plants into the soil
- D plant only crops that grow very quickly
- E concentrate on crops that grow vertically

Listening Section 2

1 Look at both tasks. When is the speaker talking? Circle A, B or C.

- A at the beginning of a conference
- B during the planning of a conference
- C at the end of a conference

2  Now listen and answer Questions 1–10.

Questions 1–5

Choose the correct letter, A, B or C.

- 1 The speaker says that the conference includes issues which
 - A were requested by participants.
 - B are seldom discussed.
 - C cause disagreement.
- 2 The speaker says that in the past, this subject
 - A caused problems in the workplace.
 - B was not something companies focused on.
 - C did not need to be addressed.

3 The speaker mentions a connection between health and fitness and

- A keeping employees.
- B employees' performance.
- C a company's reputation.

4 What does the speaker say about the people attending the conference?

- A Some of them may feel that there is not much they can learn.
- B All of them have attended the conference before.
- C Most of them are familiar with the speakers.

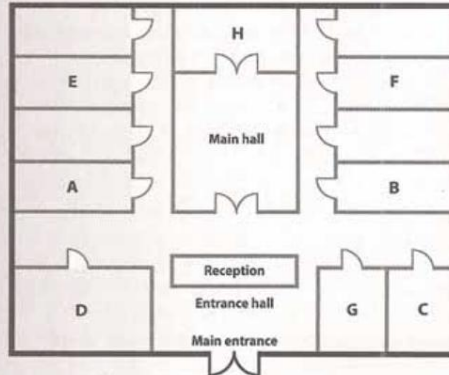
5 The speaker says that in the sessions, participants will

- A work together in pairs.
- B pretend to have various roles.
- C describe real events.

Questions 6–10

Label the map below.

Write the correct letter, A–H, next to questions 6–10.



- 6 Setting Up a Fitness Centre
- 7 Healthy Eating Schemes
- 8 Transport Initiatives
- 9 Running Sports Teams
- 10 Conference Coordinator's Office

Unit 2 It's good for you!

Reading Section 2

1 Read through the article briefly. What does it mainly contain?

Circle A, B or C.

- A advice on healthy eating
- B facts about food and drink
- C criticism of the food industry

2 Now read the text carefully and answer Questions 1–13.



WHAT DO YOU KNOW ABOUT THE FOOD YOU EAT?

A Most of us tend not to think about what we eat. Sure, we might have our favourite recipes, or worry about whether our food has been sprayed with pesticides, but the processes and discoveries that have gone into its production remain a closed book. Some, however, think differently. Why, they wonder, is frozen milk yellow? Why does your mouth burn for longer when you eat chillies than when you eat mustard? And what would happen if you threw yourself into a swimming pool full of jelly?

B It was for such people that *New Scientist* developed its 'Last Word' column, in which readers pose – and answer – questions on all manner of abstruse scientific issues, as they relate to everyday life. Many of the issues raised have simple answers. For the questions above, they would be: the riboflavin in milk begins to crystallise; it depends on your taste – the relevant chemical in mustard is more easily washed away by your saliva; and, you'd float, but don't dive in headfirst!



C Other questions allow us to explore issues that are relevant to everyone. For example, what's the difference between sell-by dates and use-by dates? You might expect the answer to involve overcautious health and safety regulation. But it's more complex than that. The shelf life of food is actually determined by its manufacturers, although lab tests and government guidelines also come into play. Food is tested periodically, at various temperatures, to check the level of bacterial spoilage over a few hours or days – the warmer it is, the more likely your prawn sandwich is to make you ill. After the lab tests, producers set a use-by date or a best-before date. Fresh shellfish need to be consumed by their use-by date (the date by which you must eat them). But tinned beans will probably last long beyond their best-before date (the date by which it's best to eat them), although they might not taste as good as they once did.

D The same research explains why even bottled mineral water, which had previously lain underground for decades, needs a best-before date. The problem isn't the water, but the bottling process: either bacteria can be introduced that multiply and, over time, contaminate the water, or unpleasant chemicals, such as antimony, leach into the water from the plastic bottles.

E Sometimes, this kind of scientific study takes us to some strange places. For example, we now know that the amount of oxygen in the air inside green peppers is higher than in red (by a whopping 1.23 percent), probably due to the different rate at which green peppers photosynthesise. The relevance of this research is that green peppers will decay faster than red if kept in sunlight: higher oxygen levels provide more resources to feed any bacteria that are present. Generally, cooler environments preserve food best – apart from tropical fruit. Banana skins, for example, have evolved to survive in warm conditions, because that is where they grow best. Anything below 13.3°C damages the membranes, releasing enzymes which lead to skin blackening. To avoid a mushy banana, keep it away from the chiller.

F It is not just fears for our health that keep food scientists busy. They are also involved in other areas. Their precision has, for example, also been applied to bottles – in particular, to the discovery that the optimum number of sharp pointy bits on a bottle cap is 21. Go on, count them. Years of trial and error led to the internationally accepted German standard DIN 6099, which ensures that almost every bottle cap is the same. This is because 21 is the ideal number when you take into account the circumference of the cap, the likelihood of its metal splitting, and the chances of it sticking in the capping machine. So, next time you open a bottle with a cap on it, pay homage to those who bothered to find out, starting with William Painter, in 1892.

G Of course, some researchers do care about the more serious stuff, driven by fear of the future and an ever-increasing population on a warming, land-impooverished planet. Sadly, *New Scientist's* correspondents concluded that there was no one foodstuff that could feed the world on its own. However, they did come up with a menu that could feed a family of four for 365 days a year, using only eight square metres of land. Rotating crops (so that the soil didn't lose one nutrient more than any other) would be vital, as would ploughing back dead plant matter and maintaining a vegetarian diet. After that, you would need to grow crops that take up very little space and grow vertically rather than horizontally, if possible.

Questions 1–7

The reading passage has seven paragraphs, A–G. Choose the correct heading for paragraphs A–G from the list of headings below.

- i Why a particular piece of information is given
- ii An unsolved problem and a solution to a problem
- iii Reasons that remain a mystery
- iv A source of information for some people
- v Development work leading to a conclusion
- vi Contrasting levels of interest in food
- vii The need to change a system
- viii Information connected with keeping certain kinds of food
- ix How certain advice is decided on
- x Ideas not put into practice

- 1 Paragraph Avi....
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F
- 7 Paragraph G

Questions 8–13

Choose TWO letters, A–E.

Questions 8–9

Which TWO of the following are explained by the writer in the text?

- A why the 'Last Word' column was created
- B why use-by dates are more important than sell-by dates
- C how to prevent bacteria getting into bottled water
- D a way in which peppers are similar to bananas
- E why most bottle caps have a common feature



Grammar & Vocabulary

Vocabulary

Word formation

1 Complete each of the sentences below with a word in the box.

health healthy unhealthy healthier
healthiest healthily

- 1 The key to good health is eating a balanced diet.
- 2 Cooking at home can help people eat more healthily.
- 3 Hospitals can become unhealthy if they are not very clean.
- 4 People need exercise as well as a healthy diet.
- 5 Being generally active is much healthier than doing lots of exercise just occasionally.
- 6 Employees should be the healthiest people in the hospital.

2 Which of the words in the box in Exercise 1 ...

1 is a noun? *health*

2 is an adverb? *healthily*

3 are adjectives? *unhealthy* *healthy* *healthier* *healthiest*

3 Work in pairs. Which of the suffixes or prefixes underlined in the words below ...

1 forms a noun? *-ness*

2 forms an adverb? *-ly*

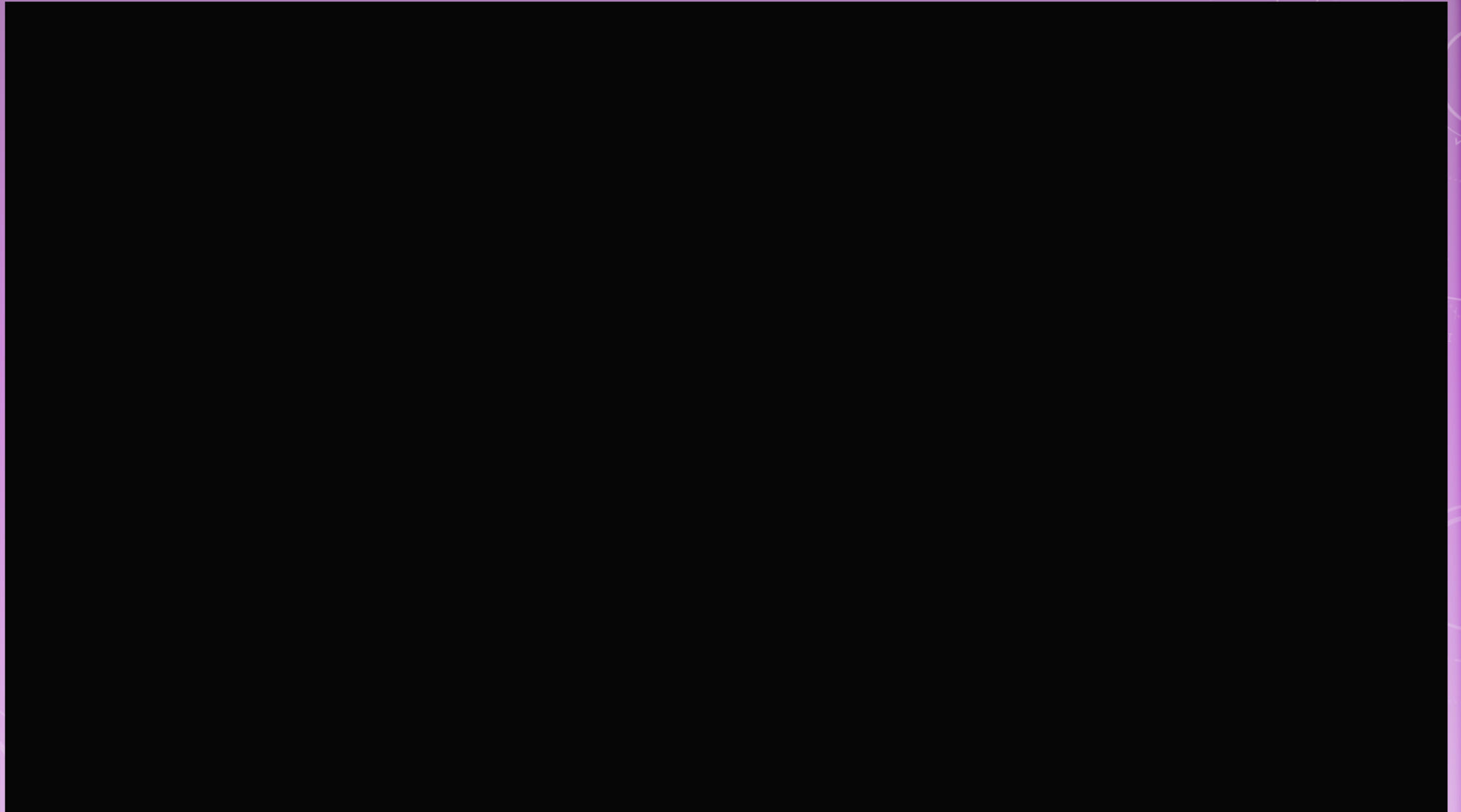
3 form an adjective? *-ful* *-y* *-less* *-able*

4 give a word an opposite or negative meaning?

in- *un-* *ir-*

<u>fitness</u>	stress <u>ful</u>	reason <u>able</u>	<u>in</u> active	<u>ir</u> regular
risky	generally	care <u>less</u>	<u>un</u> usual	

Prefixes and Suffixes - Cambridge English



114 Prefixes

Prefixes are small groups of letters which can be added to the start of many words to give them different meanings.

See also:
Types of verbs 49
Singular and plural nouns 69 Adjectives 92

114.1 PREFIXES

Prefixes attach to the start of a word to change its meaning. Prefixes usually give the same change in meaning to each word they attach to.

im- = not

Polly thought her boss was very rude and **impolite**.



mis- = wrongly

Leona was worried that she had **misunderstood** the recipe.



re- = again

Tom was **rewriting** his essay because his teacher gave him a low grade.



un- = not

Jane is **unlikely** to study history because she prefers science.



FURTHER EXAMPLES

This exercise is too hard. It's completely **impossible**!



Brendan had **misplaced** his passport. He couldn't find it anywhere.



I didn't work very hard this year. I'll have to **retake** my exams.



Please **clean up** your desk. It's very **untidy**.



A fear of ghosts is totally **irrational**, they don't exist!



You should go to see the new exhibit. It's absolutely **outstanding**.



114.2 USING PREFIXES

Some words can take more than one kind of prefix to give different meanings.

The fish is **cooked** perfectly. It's delicious!



The fish is **undercooked**. It tastes terrible.



The fish is **overcooked**. It's totally burned.



114.3 COMMON PREFIXES

PREFIX	MEANING	SAMPLE SENTENCE
anti-	against	It's always safer to use an antibacterial handwash.
co-	together	Erika loves her job because her coworkers are so nice.
dis-	not	My parents disapprove of my career decisions.
ex-	former	Clara is an ex-soldier . She used to be in the army.
im-, in-, ir-	not	Unfortunately, most of my answers were incorrect .
inter-	between, among	Matteo's band had become an international success.
mid-	middle	Jo's essay got a low grade because it finished mid-sentence .
mis-	wrongly	I think the referee misjudged the situation.
non-	not	I don't like this book at all. The plot is complete nonsense .
out-	better than others	Yue's work is fantastic. She's outperforming everyone.
over-	too much	It's okay to work hard, but make sure you don't overdo it.
post-	after	New mothers should receive good postnatal care.
pre-	before	The experiment will go ahead at a prearranged time.
re-	again	If you don't get into the school, you could reapply next year.
self-	oneself	Ronda can be a little bit too self-confident sometimes.
sub-	under	Mark's work this year has been substandard .
super-, sur-	above, over	There's a small surcharge if you want to use a credit card.
un-	reverse, cancel, not	Stacy couldn't find the right key to unlock the safe.
under-	beneath, below	I think the waiter has undercharged us for this meal.

115 Suffixes

Suffixes are small groups of letters which can be added to the end of many words to give them different meanings.

See also:
Types of verbs 49
Singular and plural nouns 69 Adjectives 92

115.1 SUFFIXES

Suffixes attach to the end of a word to change its meaning. Suffixes usually give the same change in meaning to each word they attach to.

-able = possible to be

It's useful to set yourself **achievable** targets at work.



-ful = full of

The principal was so pleased that the play was **successful**.



-ist = someone who

My friend Jamie is the best **artist** I know.



-less = without

I don't like the food in the cafeteria. It is **tasteless**.



FURTHER EXAMPLES

Hugo is very funny and kind. He's a really **likeable** guy.



I can paint the house in a day. It's definitely **doable**.



Sarah is a **violinist**. She plays in her local orchestra.



Now that I've passed my exams, I am **hopeful** for the future.



What a boring lecture. Being there was **pointless**.



I am a **perfectionist**. My work takes me a long time.



115.2 USING SUFFIXES

Some words can take more than one kind of suffix to give different meanings.

The best jokes are in good **taste**.



That joke was hilarious. It was very **tasteful**.



That joke was offensive. It was very **tasteless**.



115.3 COMMON SUFFIXES

SUFFIX	MEANING	SAMPLE SENTENCE
-able, -ible	able to be	It is perfectly acceptable to submit your essays online.
-al, -ial	having characteristics of	The verdict was based entirely on circumstantial evidence.
-ance, -ence	state of	Male lions fight each other to assert their dominance .
-ate	become	You need to activate your credit card before you can use it.
-dom	place or state of being	Older children can be given a greater amount of freedom .
-en	become	They are planning to widen the roads to reduce congestion.
-er, -or	person who performs an action	Shakespeare is probably the most famous English writer .
-ful	full of	The computer is one of the most useful inventions ever.
-ic, -tic, -ical	having characteristics of	Running is a great form of physical exercise.
-ism	an action, state, or system	Surrealism was a major art movement of the 20th century.
-ist, -ian	someone who plays or does	A pianist is somebody who can play the piano.
-ity, -ty	quality of	Equality is the belief that everybody should be equal.
-ize	make	I'm trying to maximize our profits by selling more stock.
-less	without	The possibilities of technology are limitless .
-ment	condition of, act of	Buying property can be a very good investment .
-ness	state of	Lots of people today are interested in health and fitness .
-ous	having qualities of	The inland taipan is the most venomous snake in the world.
-sion, -tion	state of being or act of	All essays should end with a good conclusion .
-y	characterized by	The weather's terrible today. It's very cloudy outside.

115.4 SUFFIXES CHANGING WORD CLASS

Certain suffixes are only used for specific types of words. The suffix of a word can sometimes show what part of speech the word is.

ADJECTIVES



-able, -ible

comfortable
manageable
sensible

-al, -ial

accidental
controversial
seasonal

-en

golden
wooden
woolen

-ful

powerful
useful
wonderful

-ic, -tic, -ical

historic
poetic
radical

-less

harmless
powerless
tasteless

-ous

continuous
famous
outrageous

-y

cloudy
funny
stormy

NOUNS



-acy

conspiracy
diplomacy
literacy

-al

accusal
betrayal
denial

-ance, -ence

competence
defiance
dominance

-ant, -ent

accountant
defendant
student

-dom

freedom
kingdom
wisdom

-er, -or

generator
singer
writer

-ism

capitalism
modernism
realism

-ist

optimist
pessimist
pianist

-ity, -ty

equality
royalty
society

-ment

employment
entertainment
government

-ness

happiness
sadness
sickness

-sion, -tion

appreciation
collision
infection

VERBS



-ate

activate
debate
inflate

-en

brighten
sweeten
widen

-ify

classify
mystify
simplify

-ize

energize
immunize
minimize

115.5 SUFFIX SPELLING RULES

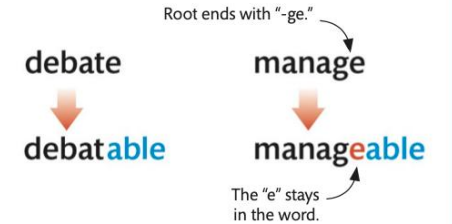
If the suffix starts with a vowel, and the root ends with a stressed final syllable ending consonant-vowel-consonant, the last letter of the root is doubled before adding the suffix.

occur

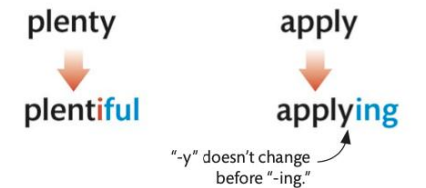


occurrence

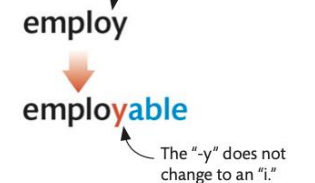
If the suffix starts with a vowel and the root ends with an "-e," the final "-e" is dropped from the root before adding the suffix. Roots ending "-ge" or "-ce" are an exception.




If the root ends consonant plus "-y," the "y" changes to an "i" before any suffix is added. The exception is "-ing."



If the root ends vowel plus "-y," the final "-y" does not change. Root ends vowel plus "-y."



4  IELTS candidates often use the wrong form of words or misspell words because of changes in form. Correct the mistake in each sentence.

1 In general, people should eat more ~~healthy~~ and do some exercise. *healthily*

2 Pesticides may be ~~harmy~~ to our health. *harmful*

3 Some farmers feel that using natural fertiliser is too inconvenient. *inconvenient*

4 The media often give ~~usefull~~ advice about food. *useful*

5 There has been a slightly drop in the popularity of fast food in my country. *slight*

6 I don't think that ~~wealth~~ people should get the best food. *wealthy*

7 Most people can ~~easy~~ do some exercise. *easily*

8 The number of people who live to 100 has increased ~~dramaticaly~~. *dramatically*

Adding suffixes

Verbs, nouns, adjectives and adverbs can be formed from other related words by adding a suffix (e.g. *appear* + *-ance* = *appearance*) to the end of a word.

There are no clear rules – each word and the words which can be formed from it must be learned individually. Some of the most common are listed below.

verb → noun		
suffix	verb	noun
<i>-ment</i>	<i>move</i>	<i>movement</i>
<i>-ation/-tion/-sion</i>	<i>rotate</i> <i>inform</i> <i>obsess</i>	<i>rotation</i> <i>information</i> <i>obsession</i>
<i>-er/-or</i>	<i>consume</i> <i>supervise</i>	<i>consumer</i> <i>supervisor</i>
<i>-ance</i>	<i>appear</i>	<i>appearance</i>

adjective → noun		
suffix	adjective	noun
<i>-ance/-ence</i>	<i>important</i> <i>absent</i>	<i>importance</i> <i>absence</i>
<i>-ness</i>	<i>fresh</i>	<i>freshness</i>
<i>-ity</i>	<i>popular</i>	<i>popularity</i>

noun → adjective

suffix	noun	adjective
-y	<i>wealth</i>	<i>wealthy</i>
-ful	<i>harm</i>	<i>harmful</i>
-ous	<i>nutrition</i>	<i>nutritious</i>
-less	<i>care</i>	<i>careless</i>
-al	<i>nature</i>	<i>natural</i>

noun → verb

suffix	noun	verb
-ify	<i>class</i>	<i>classify</i>
-ise/-ize	<i>critic</i>	<i>criticise/criticize</i>

adjective → verb

suffix	adjective	verb
-ify	<i>simple</i>	<i>simplify</i>

verb → adjective

suffix	verb	adjective
-ed	<i>educate</i>	<i>educated</i>
-ing	<i>care</i>	<i>caring</i>
-able/-ible	<i>notice</i> <i>respond</i>	<i>noticeable</i> <i>responsible</i>

salesman

fireman

businessman

policeman

fishman

postman: a man who delivers the mail 邮递员



dancer

waiter

player

worker

farmer

teacher

user

driver

publisher: a person or a company that publishes books, newspapers, or magazines.
出版者, 出版公司

hairdresser: a person who cuts, colors, and arranges people's hair. 理发师

programmer: a person who designs and writes and tests computer programs
程序员

cleaner 清洁工

actor

tutor

professor

operator

doctor

author

sailor: someone who works on a ship or sails a boat.

海员, 水手





musician 音乐家



librarian 图书管理员

technician
技师

magician
魔术师

politician: a person whose job is in politics, especially a member of the government. 政客；政治家





scientist 科学家

artist
艺术家

zoologist

dentist

economist
经济学家



er



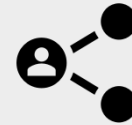
ant



ian



or



ist



man



Suffixes 3 Song



Vocabulary

Word formation

1 Complete each sentence with the correct form of the word in brackets.

- 1 Healthy eating is a matter of education so that people know what to eat. (educate)
- 2 Yesterday she him for being too lazy to keep fit. (critic)
- 3 Even if exercise is, it's better than no exercise. (regular)
- 4 Going for a run on a day is a nice way to spend your time. (sun)
- 5 exercise is essential for everyone. (day)
- 6 Sometimes children don't want to eat healthy food because of its (appear)
- 7 There is a connection between being healthy and having a high level of (happy).
- 8 People who are can have health problems that fitter people don't have. (active)

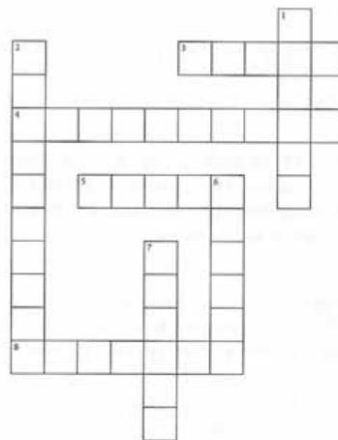
2 Complete the second sentence so that it has a similar meaning to the first. Use the correct form of the underlined word in the first sentence.

- 1 a The manufacturers claim that the additives don't do children any harm.
b The manufacturers claim that the additives are harmless to children.
- 2 a There has been a dramatic rise in the number of obese people in this country.
b The number of obese people in this country has risen
- 3 a Food producers should make the information on their products simpler.
b Food producers should the information on their products.
- 4 a There were a lot of people running in the park.
b There were a lot of in the park.
- 5 a I was surprised that I got fit so quickly.
b It was to me that I got fit so quickly.

- 6 a There were some figures that people didn't expect in the report on the nation's health.
b There were some figures in the report on the nation's health.

Key vocabulary

3 Complete the sentences below, then use the words to complete this crossword.



Across

- 3 Farmers who grow organic vegetables have to using pesticides.
- 4 Farming are the ways farming is done.
- 5 A food is a small structure where you can buy food, for example in a market or in a street.
- 8 If food is grown or produced, it comes from the area nearby.

Down

- 1 If something is to happen, it will probably happen.
- 2 If something is, it is not natural.
- 6 goods are high-quality, expensive goods.
- 7 Crop are the amount of crops produced in a particular place.

70 Countable and uncountable nouns


In English, nouns can be countable or uncountable. Countable nouns can be individually counted. Objects that aren't counted are uncountable.


See also:
Forming questions 34 Articles 63
Numbers 74 Quantity 75


70.1 COUNTABLE AND UNCOUNTABLE NOUNS

"A," "an," or numbers are used to talk about countable nouns.
"Some" can be used for both countable and uncountable nouns.

COUNTABLE NOUNS


There is **an** egg. 

There are **four** eggs. 

There are **some** eggs. 

UNCOUNTABLE NOUNS

Uncountable nouns are always used with verbs in the singular.

There is **some** rice. 

"Some" is always used with uncountable nouns, not "a," "an," or a number.

FURTHER EXAMPLES

 a sandwich  an apple



 some bananas  two burgers



 some milk  some water



 some spaghetti  some sugar

70.2 MAKING UNCOUNTABLE THINGS COUNTABLE

Uncountable nouns can become countable when the noun is in a container.

 some sugar →  a **bag** of sugar

 some water →  three **bottles** of water

 some cereal →  a **bowl** of cereal

70.3 NEGATIVES

For both countable and uncountable nouns, "any" is used in negative sentences and questions.

COUNTABLE NOUNS

There are **some** eggs.

There aren't **any** eggs.
The verb is plural.

Are there **any** eggs?
The verb is plural.

UNCOUNTABLE NOUNS

There is **some** rice.

There isn't **any** rice.
The verb is singular.

Is there **any** rice?
The verb is singular.

70.4 QUESTIONS ABOUT QUANTITIES

"Many" is used to ask questions about quantities of countable nouns, and "much" to ask questions about quantities of uncountable nouns.


How **many** eggs are there? 


The verb is plural.


How **much** rice is there? 


The verb is singular.

FURTHER EXAMPLES

How **many** cupcakes are there? 

How **many** apples are there? 

How **much** cheese is there? 

How **much** chocolate is there? 

COMMON MISTAKES "MUCH" AND "MANY"

"Much" can only be used with uncountable nouns and the verb must always be singular.

How **much** pasta is there?  How **many** pasta are there? 

71 Subject-verb agreement

One of the basic principles of English is that subjects and verbs must agree in number. Some subjects, however, can act like singular or plural nouns depending on the context.

See also:
Present simple 1
Singular and plural nouns 69

71.1 PLURAL NOUNS WITH SINGULAR AGREEMENT

Books and other works of art that end in a plural noun are used as singular for agreement.

Even though "tales" is plural, *The Canterbury Tales* is a single work of literature.

The Canterbury Tales was first published in the 1400s.



Other nouns look like they are plural because they end in an "-s," but have singular agreement. These include many place names and academic subjects.

Mathematics is becoming a more popular subject.



FURTHER EXAMPLES



Little Women is a novel by Louisa May Alcott.



The Netherlands is famous for its tulip industry.



Gymnastics was the most enjoyable sport at school.



Politics is often a topic for academic debate.



Athletics was an important part of the ancient Olympic Games.

71.2 COLLECTIVE NOUNS

Collective nouns have a singular form, but refer to a number of people or objects as a group. In US English they generally take a singular verb. In UK English they can often be used with either singular or plural verbs.



If the subject describes a singular body, then the verb form must be singular.

The team is getting a new manager next year.

[The team as a whole is getting a new manager.]

Subject describes a collection of individuals.

UK only.

The team are feeling excited about the news.

[Each individual member of the team is feeling excited.]

FURTHER EXAMPLES

The society is going to have a meeting next week.



The society are discussing how often they should meet.

The band has just released its new album.



The band have been on tour to promote their new album.

The government is located in the capital city.



The government are in talks with the US.

My family is bigger than most other families I know.



My family are going away together for the first time in years.

The company has hired some new staff.



The company have been busy baking for a charity cake sale.

Many nouns can be used as countable or uncountable nouns, usually with a difference in meaning.

Compare:

Countable

- Did you hear **a noise** just now?
(= a specific noise)
- I bought **a paper** to read.
(= a newspaper)
- There's **a hair** in my soup!
(= one single hair)
- You can stay with us. There's **a spare room**. (= a room in a house)
- I had some interesting **experiences** while I was travelling. (= things that happened to me)
- Enjoy your trip. Have **a good time**!

Uncountable

- I can't work here. There's too much **noise**. (= noise in general)
- I need **some paper** to write on.
(= material for writing on)
- You've got very long **hair**. (*not* hairs)
(= all the hair on your head)
- You can't sit here. There isn't **room**.
(= space)
- They offered me the job because I had a lot of **experience**. (*not* experiences)
- I can't wait. I don't have **time**.

Coffee/tea/juice/beer etc. (drinks) are normally uncountable:

- I don't like **coffee** very much.

But you can say **a coffee** (= a cup of coffee), **two coffees** (= two cups) etc. :

- Two coffees** and **an orange juice**, please.

72 Abstract and concrete nouns

Most abstract nouns are uncountable. Some, however, can be either countable or uncountable, and the two forms often mean slightly different things.

See also:
Singular and plural nouns 69
Countable and uncountable nouns 70

72.1 ABSTRACT AND CONCRETE NOUNS

Abstract nouns refer to ideas, events, concepts, feelings, and qualities that do not have a physical form. Concrete nouns are things that can be seen, touched, heard, or smelled.

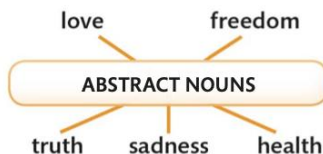
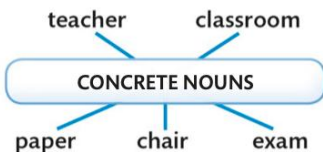


He has a lot of **books**, but not much **knowledge**.

"Books" is a countable, concrete noun.

"Knowledge" is an uncountable, abstract noun.

FURTHER EXAMPLES



FURTHER EXAMPLES



I can't wait to prepare for this **dinner party**.



I'm having **difficulty** logging on to my computer.



I'm going to get my **car** fixed sometime soon.



I need to come up with better **ideas** to keep my boss happy.

72.2 COUNTABLE AND UNCOUNTABLE ABSTRACT NOUNS

Some abstract nouns have both countable and uncountable forms. The forms have a slight difference in meaning, with the countable form being specific and the uncountable form being more general.

COUNTABLE

I've been there a few **times**.

Each "time" is a specific occasion.



UNCOUNTABLE

There's plenty of **time** left.

"Time" refers to the concept in general.

He has had many **successes**.

"Successes" are the specific achievements.



Hard work leads to **success**.

"Success" refers to achievement in general.

It has some great **qualities**.

"Qualities" refers to specific features.



It has a reputation for **quality**.

"Quality" refers to a high standard.

We learned several new **skills**.

These are the particular abilities learned.



It takes **skill** to do that job.

"Skill" is the general ability to do something.

I've had some **thoughts** about it.

These are several specific thoughts.



The task requires **thought**.

"Thought" refers to the process of thinking.

This city has a great mix of **cultures**.

This refers to several different cultures.



The museum is filled with **culture**.

"Culture" refers to items of art and history.

There's a range of **abilities** in class.

"Abilities" refers to a variety of different skill levels.




She has great **ability** in writing.

"Ability" refers to general skill.

- ③ Look at these words/phrases that are often used with countable/uncountable nouns. Put them in the correct column of the table below.

countable nouns	uncountable nouns	countable or uncountable nouns
a (wide) range of, many, a few, a/an, (very) few, a (large) number of	much, a little, a great deal of, little, a considerable amount of	plenty of, most, a lot of, any, some

4  IELTS students often make mistakes with countable and uncountable nouns. Choose the correct expression to complete each sentence.

- 1 Recently, the *number* / *amount* of fast food that is eaten has increased.
- 2 For example, *few* / *a few* years ago there were not many microwave ovens in our country.
- 3 Technology brings *much* / *many* advantages to our lives.
- 4 I think *many* / *a lot of* research must be done on organic farming.
- 5 You can't get *many* / *much* information about your health these days without using the Internet.
- 6 Unfortunately, I have *little* / *a little* time to cook when I get home.
- 7 I think the *amount* / *number* of fast-food stores should be reduced.
- 8 Some children eat *much* / *a lot of* oily and fatty foods.

Grammar

Countable and uncountable nouns

- 1 Complete the sentences below with the plural or uncountable form of the words in the box.

group research job way
knowledge work programme
equipment information suggestion

- 1 More and more people nowadays are following fitness programmes.
- 2 It is easy to find on how to stay fit and healthy.
- 3 People with sedentary spend all day sitting down.
- 4 According to, the percentage of overweight people is growing.
- 5 This booklet contains many useful on how to keep fit.
- 6 Some people prefer to exercise in and so they join fitness classes.
- 7 At our gym, we have all the latest fitness for people to use.
- 8 Scientists are always increasing their of how the body works.
- 9 This book suggests a number of to help you lose weight.
- 10 My sister is looking for at a health centre as a receptionist.



- 2 Circle the correct option in each of these sentences.

- 1 She does plenty of / much exercise and she's very fit.
- 2 There's a large / great deal of pollution in this city at this time of year.
- 3 It took me a lot of / many time to get fit again after my injury.
- 4 There is plenty / a wide range of fitness courses that you can do.
- 5 Bad diets cause a large amount / number of health problems.
- 6 Few / Little people these days think that fitness is unimportant.
- 7 A small amount / number of junk food isn't bad for you.
- 8 It doesn't take much / many effort to stay fit if you want to do it.
- 9 My grandfather is very lucky. He has few / a few problems with his health.
- 10 Even a few / a little exercise would be good for you.

- 3 Correct the underlined nouns if necessary. Put a tick (✓) above the noun if it is correct.

- 1 People don't get much informations on what is really in certain food products.
information
- 2 You don't need a large amount of equipments to do varied exercise routines.
- 3 People are given a lot of advices about how to have healthy lifestyles.
- 4 Junk food does a lot of damages to people's healths.
- 5 A nutritionist can give people good advice on their eating habits.
- 6 Using the latest softwares, experts analyse sportsmen when they are training.
- 7 People who do office work need to find way of keeping fit.
- 8 People sometimes need help to solve problem with their weight.

Vocabulary and grammar review Unit 2

Vocabulary

1 Complete these sentences using the correct form of the word in brackets.

- It must be very hard work being a *farmer* (farm).
- Although pesticides protect plants, they can be (harm) to humans.
- Our (enjoy) of the meal was spoilt by the loud music in the restaurant.
- I've done so much exercise at the gym that I'm (total) exhausted.
- Someone told me this soup was very (taste), but I don't like the flavour.
- The vegetables in our local shop have been (organic) produced.
- My brother has a really (health) diet – he eats nothing but fried food!
- Some people (critic) conventional farming methods, but they do produce high yields.

2 Write nouns for each of these adjectives. Three adjectives have two possible noun forms.

adjective	noun
developing	1 <i>development</i>
active	2
dangerous	3
fit	4
happy	5
independent	6
toxic	7
nutritious	8
reliable	9
accurate	10

Grammar

3 Circle the correct option in each of these sentences.

- Can you give me some advice / *advices* on how to stay fit?
- Children need clear *information* / *informations* about the food they eat.
- A *balanced diet* / *Balanced diet* consists of plenty of fruit and vegetables.
- Organic farming causes less *pollutions* / *pollution* than traditional farming.
- Some people say that a little *knowledges* / *knowledge* can be a dangerous thing.
- I go to *fast-food shop* / *fast-food shops* as little as possible.
- A shift worker can have *very stressful lifestyle* / *a very stressful lifestyle*.
- More *research* / *researches* is needed to make genetic engineering safe.

4 Complete the sentences below with the expressions in the box. Use each expression only once. There are two extra expressions that you do not need.

a/an a few amount of deal of few little
many much number of plenty of

- Only a small *number of* consumers buy organic food.
- I can't stand cooking in dirty kitchen.
- Everyone needs to spend a time relaxing.
- At the end of the week, I don't have money left to buy food.
- You need to put a large fertiliser on young plants.
- You need free time in order to do your own cooking.
- It's a pity that so people are interested in reading the labels on food.
- Obviously someone has put a great work into this meal – it's delicious!



Speaking

C

Speaking Part 2

Exam information

- You must speak alone for between one and two minutes on a topic the examiner gives you.
- You have one minute to write some notes before you speak.
- The examiner tells you when to stop speaking.

1 Work in pairs. Read this Speaking task and discuss what you could say.

Describe somewhere you like to shop for food.

You should say:

- where this place is
 - what this place is like
 - what you buy there
- and explain why you like buying food at this place.

2 Listen to Eva doing the task in Exercise 1. Which of the places in the photos does she talk about?

3 Eva uses the points in the task to guide her talk. Complete this chart showing her key points.

place where I shop	Students - shop frequently Local 1 Organic - very 2
where this place is	Near my 3 Pedestrian, busy Opposite 4
what this place is like	Crowded, busy, popular Lots of 5
what I buy there	Fruit, veg, meat, cheese, 6 Favourite - old 7
why I like buying food at this place	Food good 8 place Colourful

▶ Pronunciation: Intonation 1



4 Listen again to Eva's talk. Complete this chart showing the phrases she uses to start her talk, introduce her points and end her talk.

starting a talk	I'm going to 1 Like most people, ...
introducing points	I really like 2 So let me 3 where it is. And 4 ? I usually 5 As I've 6
ending a talk	Yeah, all 7

5 Look at this Part 2 task and make some notes in the table below about what you want to say for each point.

Describe a meal that you enjoyed eating in a restaurant.

You should say:

- where the restaurant was
 - what you ate
 - who ate the meal with you
- and explain why you enjoyed eating the meal so much.

meal I enjoyed	
where the restaurant was	in the town centre
what I ate	
who ate with me	
why I enjoyed the meal	



6 Work in pairs. Listen to each other doing the task in Exercise 5.

Exam advice Speaking Part 2

- Note down some key ideas for each bullet to prompt you.
- Use your notes and the points on the card to guide your talk.
- Use phrases to introduce your points and to help you keep going.
- Use intonation to highlight key information and help your examiner follow your talk.

- 1** Work in pairs. Read this Speaking task and discuss what you could say.

Describe somewhere you like to shop for food.

You should say:


where this place is

what this place is like

what you buy there


and explain why you like buying food at this place.



- 2  Listen to Eva doing the task in Exercise 1. Which of the places in the photos does she talk about?
- 3 Eva uses the points in the task to guide her talk. Complete this chart showing her key points.

place where I shop	Students - shop frequently Local 1 market Organic - very 2 fresh
where this place is	Near my 3 home Pedestrian, busy Opposite 4 station
what this place is like	Crowded, busy, popular Lots of 5 stalls
what I buy there	Fruit, veg, meat, cheese, 6 fish Favourite - old 7 lady
why I like buying food at this place	Food good 8 Sociable place Colourful



4  Listen again to Eva's talk. Complete this chart showing the phrases she uses to start her talk, introduce her points and end her talk.

starting a talk	I'm going to 1 talk about Like most people, ...
introducing points	I really like 2 going to So let me 3 tell you where it is. And 4 what's it like? I usually 5 buy As I've 6 mentioned
ending a talk	Yeah, all 7 in all

5 Look at this Part 2 task and make some notes in the table below about what you want to say for each point.

Describe a meal that you enjoyed eating in a restaurant.

You should say:

where the restaurant was

what you ate

who ate the meal with you

and explain why you enjoyed eating the meal so much.

meal I enjoyed	
where the restaurant was	<i>in the town centre</i>
what I ate	
who ate with me	
why I enjoyed the meal	



- ⑥ Work in pairs. Listen to each other doing the task in Exercise 5.

Exam advice Speaking Part 2

- Note down some key ideas for each bullet to prompt you.
- Use your notes and the points on the card to guide your talk.
- Use phrases to introduce your points and to help you keep going.
- Use intonation to highlight key information and help your examiner follow your talk.

I'm Sorry - Practice intonation with The Big Bang Theory






Pronunciation

Intonation 1

When we speak, the tone of our voice rises and falls. A rise helps your listener understand that you haven't finished what you are saying or that the information is new or exciting; a fall indicates the end of a sentence or utterance.

- 1  **Work in pairs.** Look at this extract from Eva's talk and listen to how her voice changes on the words with arrows. Take turns to repeat what she says.

Er, she weighs everything very quickly ... and you can't bargain

with her ... but the price is always reasonable.



2 Work in pairs. Look at some of Eva's sentences. Discuss where her voice might rise or fall.

- 1 ... we're students, so we can't afford to eat in restaurants very often.
- 2 I really like going to the local market ...
- 3 ... everything you get there's fantastic – it's so fresh.
- 4 ... it's a pedestrian street ... you know, there are no cars.
- 5 There's a large number of stalls that sell food – and some shops, too.
- 6 I've got a favourite stall, it's run by a little old lady ...
- 7 As I've mentioned, I like it because the food tastes good, but also it's a very sociable place.
- 8 All in all, I like it because it's a great place to go ... it's a colourful experience.

3  Listen to the sentences and check your answers.

4 Take turns to read the extracts to each other, using the same intonation.

Ss book P 23

2 Suggested answers

- 1 ... we're students, so we can't afford to eat in restaurants very often.
- 2 I really like going to the local market ...
- 3 ... everything you get there's fantastic – it's so fresh.
- 4 ... it's a pedestrian street ... you know, there are no cars ...
- 5 There's a large number of stalls that sell food – and some shops too ...
- 6 I've got a favourite stall, it's run by a little old lady ...
- 7 As I've mentioned, I like it because the food tastes good, but also it's a very sociable place.
- 8 All in all, I like it because it's a great place to go ... it's a colourful experience.

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