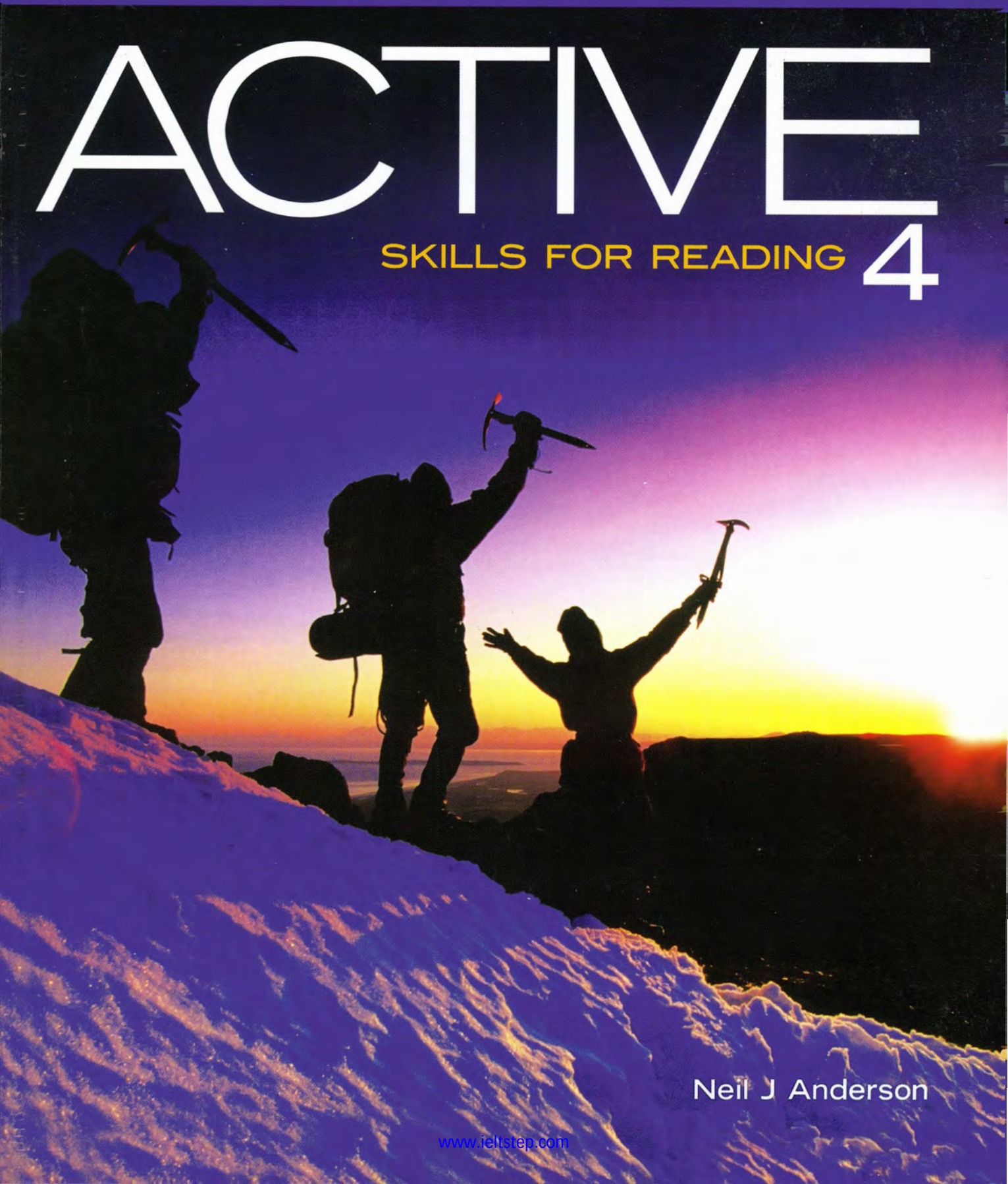
NATIONAL GEOGRAPHIC LEARNING | HEINLE CENGAGE Learning

IeltStep

THIRD EDITION

ACTIVE

SKILLS FOR READING 4



Neil J Anderson

www.ieltstep.com

IeltStep

What Is ACTIVE Reading?

ACTIVE reading is an approach to reading, advocated by Neil J Anderson, that focuses on the following elements:

A = Activate Prior Knowledge

- Activation of background knowledge improves reading comprehension.
- *Getting Ready* and *Before You Read* sections elicit learners' prior knowledge, and generate interest in the topic, through use of visual prompts and questions.

C = Cultivate Vocabulary

- Vocabulary plays a crucial role in the development of reading ability.
- *Vocabulary Comprehension* sections in each unit examine vocabulary items encountered in the main reading passage.
- *Vocabulary Skill* sections provide learners with explicit skills-based instruction in how to learn, process, and decipher new vocabulary.

T = Think About Meaning

- In addition to testing for comprehension, the ACTIVE approach encourages learners to think deeply about the meaning of the text.
- *Check Your Understanding* questions focus learners on the main ideas and key details of the text.
- *Critical Thinking* questions require learners to go beyond reading comprehension to analyze each text and the author's intent.

I = Increase Reading Fluency

- Conscious development of reading rate and comprehension are key ingredients in building reading fluency.
- *Tips for Fluent Reading* (pages 8 and 9) encourage learners to become more aware of their own reading habits.
- Four *Review Units* reinforce learners' use of strategies and provide additional reading fluency practice.

V = Verify Strategies

- Learners are encouraged to be aware of what they are doing and why they are doing it, as they read.
- Reading strategies are presented in the *Reading Skill* sections, the *Vocabulary Skill* sections, and the *Real Life Skill* section in each unit.
- *Self Check* sections in each Review Unit require learners to monitor the effectiveness of their own use of strategies.

E = Evaluate Progress

- Both qualitative and quantitative evaluation of learners' progress is advocated.
- The *Reading Rate Chart* and the *Reading Comprehension Chart* allow learners to plot their achievements in building reading fluency.
- *What Do You Think?* sections provide opportunities for learners to show comprehension of the unit theme, through verbal or written discussion.

For more information on his ACTIVE reading methodology, see Neil J Anderson's professional title *Exploring Second Language Reading: Issues and Strategies*, part of National Geographic Learning's TeacherSource series (ISBN: 0-8384-6685-0) as well as his online professional development course, *ELT Advantage: Teaching ESL/EFL Reading*.

www.ieltstep.com

ielts Step

NATIONAL GEOGRAPHIC LEARNING
HEINLE CENGAGE Learning

Active Skills for Reading Student Book 4, Third Edition
Neil J Anderson

Publisher, Asia and Global ELT: Andrew Robinson
Senior Development Editor: Derek Mackrell
Associate Development Editor: Sarah Tan
Director of Global Marketing: Ian Martin
Academic Marketing Manager: Emily Stewart
Marketing Communications Manager: Beth Leonard
Director of Content and Media Production: Michael Burggren
Associate Content Project Manager: Mark Rzeszutek
Manufacturing Manager: Marcia Locke
Manufacturing Planner: Mary Beth Hennebury
Composition: PreMediaGlobal
Cover Design: Page2, LLC
Freelance writer: David Bohlke

© 2014, 2008, 2003 National Geographic Learning, a part of Cengage Learning.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706

For permission to use material from this text or product, submit all requests online at **cengage.com/permissions**
Further permissions questions can be emailed to **permissionrequest@cengage.com**

ISBN-13: 978-1-133-30809-6
ISBN-10: 1-133-30809-0

National Geographic Learning
20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at: **international.cengage.com/region**

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

Visit Heinle online at **elt.heinle.com**
Visit our corporate website at **www.cengage.com**

Photo credits
FRONT MATTER: Unit 1 p11: Robert Adrian Hillman/Shutterstock.com, p13: Image from www.staffordwidstrand.com, p14: Courtesy of Shannon Switzer, p19: Monkey Business Images/Shutterstock.com, p20: Michal Kowalski/Shutterstock.com, p59: Vectorlib.com/Shutterstock.com, Jim Sugar/Corbis, ITAR-TASS Itar-Tass Photos/Newscom, Kittisak/Shutterstock.com. **Unit 2** p27: ollyy/Shutterstock.com, blambca/Shutterstock.com, National News/ZUMAPRESS/Newscom, p33: Tonis Pan/Shutterstock.com, Warner Bros/Everett Collection, Face to Face/Photoshot. p38: cobalt88/Shutterstock.com, Oleksiy Mark/Shutterstock.com, p62: DESIGN PICS INC/National Geographic, MICHAEL NICHOLS/National Geographic, ROY TOFT/National Geographic, TIM FITZHARRIS//National Geographic p108: Mark Carrel/Shutterstock.com. **Unit 3** p41: Philip Lange/Shutterstock.com, marco mayer/Shutterstock.com, p47: kanate/Shutterstock.com, RAYMOND PATRICK/National Geographic, Courtesy of Amy Russell, Courtesy of Robert Pennicott, Laralova/Shutterstock.com, KEENPRESS/National Geographic, p113: Microstock Man/Shutterstock.com, p162: Jonathan Vasata/Shutterstock.com, Sergey Sklezney/Shutterstock.com, Mario Tama/Getty Images. **Unit 4** p65: National Geographic, p66: BLUMHOUSE PRODUCTIONS / Album/Newscom, Everett Collection, Lario Tus/Shutterstock, Christopher Elwell/Shutterstock, p67: Amy Johansson/Shutterstock.com, Peter Radacsi/Shutterstock.com, p71: Archivio GBB / CONTRASTO/Redux Pictures, p72: WARNER BROS PICTURES / Album/Newscom, Walt Disney/ZUMAPRESS/Newscom, p73: alsamua/Shutterstock.com, JOEL SARTORE/National Geographic, p116: Angela Waye/Shutterstock.com, Phipatbig/Shutterstock.com, Georgios Kollidas/Shutterstock.com, MIGUEL RIOPA/Stringer/AFP/Getty Images, p217: National Geographic, Annie Griffiths Belt/National Geographic. **Unit 5** p81: Cristian Amoretti/Shutterstock.com, John Bryson//Time Life Pictures/Getty Images, Everett Collection Inc / Alamy, Evgenyi/Shutterstock.com, p87: Daily Mail/Rex / Alamy, Ben Molyneux/Alamy, Warner Brothers/courtesy Everett Collection, p167: EpicStockMedia/Shutterstock.com, NASA/National Geographic, WILLIAM H. BOND/National Geographic. **Unit 6** p93: Rus S/Shutterstock.com, La Vieja Sirena/Shutterstock.com, Noam Armonn/Shutterstock.com, Gina Sanders/Shutterstock.com, p95: Jiri Flogel/Shutterstock.com, Felipe Trueba/UPPA/Photoshot/Newscom, Benedictus / Shutterstock.com, Udaix/Shutterstock.com, James Arrington/iStockphoto.com, p102: carla castagno/Shutterstock.com, Spencer Platt/Getty Images, AP Photo/Elaine Thompson, Spencer Platt/Getty Images, p167: RICHARD HEWITT STEWART/National Geographic, LYNN JOHNSON/National Geographic, MICHAEL MELFORD/National Geographic. **Unit 7** p121: Subbotina Anna /Shutterstock.com, National Geographic, Gianluca Colla /National Geographic, RALPH LEE HOPKINS/National Geographic, MICHAEL NICHOLS/National Geographic, National Geographic, p127: Reinhold Leitner/Shutterstock.com, JIM WATSON/AFP/Getty Images, National Geographic. **Unit 8** p133: Bobboz /Shutterstock.com, p135: NASA/SDO/National Geographic, Royal Astronomical Society / Science Source / Photo Researchers, Inc., National Geographic, NASA/National Geographic, ArtisticPhoto / Shutterstock.com, p141: PANORAMIC IMAGES/National Geographic, Davis Meltzer /National Geographic, NASA/CXC/MIT/F.K.BAGANOFF/National Geographic, ESO / National Geographic, p224: Qushe/Shutterstock.com, The Advertising Archives. **Unit 9** BILL ELLZEY/National Geographic, PAUL CHESLEY/National Geographic, National Geographic, JAMES L. STANFIELD/National Geographic, Richard Nowitz /National Geographic, Pictorial Press Ltd/Alamy, GTS Production/Shutterstock.com, KENNETH GARRETT/National Geographic, INTERFOTO / Alamy, The Print Collector/Alamy, KENNETH GARRETT/National Geographic, KENNETH GARRETT/National Geographic, H.M. HERGET /National Geographic, Robert Giusti/National Geographic, NED M. SEIDLER/National Geographic, imagebroker / Alamy, NED M. SEIDLER/National Geographic. **Unit 10** NED M. SEIDLER/National Geographic, DAVID EDWARDS /National Geographic, LYNN JOHNSON/National Geographic, WALTER MEAYERS EDWARDS /National Geographic, Library of Congress Prints and Photographs, NORBERT ROSING/National Geographic, National Geographic, ALISON WRIGHT/National Geographic, PHIL SCHERMEISTER/National Geographic, ROBB KENDRICK/National Geographic, ROBB KENDRICK/National Geographic, TYRONE TURNER/National Geographic, Prisma Bildagentur AG / Alamy. **Unit 11** p187: CHARLES R. KNIGHT/National Geographic, GERRY ELLIS/National Geographic, COLIN PARKER/National Geographic My Shot / National Geographic, JASON EDWARDS / National Geographic, p189: JOEL SARTORE/National Geographic, JOEL SARTORE/National Geographic, JOEL SARTORE/National Geographic, JOEL SARTORE/National Geographic, p195: ROBIN MOORE/National Geographic, BRENT STIRTON/GETTY IMAGES, JIM BRANDENBURG/National Geographic, JIM BRANDENBURG/National Geographic **Unit 12** philipjbigg / Alamy, Guido Alberto Rossi/Glow Images, Inc., VOLKMAR K. WENTZEL / National Geographic, DAVID ALAN HARVEY / National Geographic, Globe Turner/Shutterstock.com, PRIIT VESILIND/National Geographic, ZUMA Wire Service / Alamy, Diverse Images / Getty Images, Peeter Viisimaa/Getty Images , Eric Jamison/Getty Images, Andy Kropa/Getty Images, ZUMA Press, Inc. / Alamy.

Printed in Canada
1 2 3 4 5 6 7 17 16 15 14 13

www.ieltstep.com

Dedication & Acknowledgments

This book is dedicated to the students and teachers who have used *ACTIVE Skills for Reading* over the past 10 years. Since 2002/2003 when the first edition of *ACTIVE Skills for Reading* was published, thousands of students and teachers have used the book. I know that I had no idea that the series would be this popular and that we would reach the stage of publishing a third edition.

The pedagogical framework for this series is as viable today as it has ever been. As students and teachers use each of the elements of *ACTIVE*, stronger reading will result.

My associations with the editorial team in Singapore continue to be some of my greatest professional relationships. I express appreciation to Sean Bermingham, Derek Mackrell, Andrew Robinson, and Sarah Tan for their commitment to excellence in publishing. I also express appreciation to David Bohlke for his commitment to helping the third edition be stronger than the two previous editions.

Neil J Anderson

The third edition of *Active Skills for Reading* maintains the ACTIVE approach developed by reading specialist Professor Neil J Anderson, while introducing several significant improvements.

This new edition now has a full color design, presenting the series' content in an attractive and student-friendly way. Approximately half of the passages have been replaced with new and engaging topics; the rest have been updated. It also has a wide variety of text types including articles, journals, blogs, and interviews, with later levels featuring readings based on content from National Geographic.

Each of the 24 chapters now includes a "Motivational Tips" section from Professor Anderson, reflecting his current research into student motivation and learning. His reading charts have also been updated to more accurately track students' reading fluency and comprehension progress.

Active Skills for Reading, Third Edition features an Assessment CD-ROM with ExamView® Pro, which has been revised to reflect the needs of learners preparing for standardized tests.

This latest edition of *Active Skills for Reading* series is designed to further enhance students' progress, helping them to become more confident, independent-and active-readers.

Reviewers for this edition

Mardelle Azimi; **Jose Carmona** Hillsborough Community College; **Grace Chao** Soochow University; **Mei-Rong Alice Chen** National Taiwan University of Science and Technology; **Irene Dryden; Jennifer Farnell** Greenwich Japanese School; **Kathy Flynn** Glendale Community College; **Sandy Hartmann** University of Houston; **Joselle L. LaGuerre; Margaret V. Layton; Myra M. Medina** Miami Dade College; **Masumi Narita** Tokyo International University; **Margaret Shippey** Miami Dade College; **Satoshi Shiraki; Karen Shock** Savannah College of Art and Design; **Sandrine Ting; Colin S. Ward** Lonestar College; **Virginia West** Texas A&M University; **James B. Wilson; Ming-Nuan Yang** Chang Gung Institute of Technology; **Jakchai Yimngam** Rajamangala University of Technology

Reviewers of the second edition

Chiou-lan Chern National Taiwan Normal University; **Cheongsook Chin** English Campus Institute, Inje University; **Yang Hyun** Jung-Ang Girls' High School; **Li Junhe** Beijing No.4 High School; **Tim Knight** Gakushuin Women's College; **Ahmed M. Motala** University of Sharjah; **Gleides Ander Nonato** Colégio Arnaldo and Centro Universitário Newton Paiva; **Ethel Ogane** Tamagawa University; **Seung Ku Park** Sunmoon University; **Shu-chien, Sophia, Pan** College of Liberal Education, Shu-Te University; **Marlene Tavares de Allmeida** Wordshop Escola de Linguas; **Naowarat Tongkam** Silpakorn University; **Nobuo Tsuda** Konan University; **Hasan Hüseyin Zeyrek** Istanbul Kültür University Faculty of Economics and Administrative Sciences

ieltStep

Contents

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
1 The World of Work	*Not Your Typical 9-to-5 Job* Magazine article	Predicting	The Root Word *ten/tain*	Reading Job Ads
	Job Interview Types Web article	Skimming for Content	Homophones	
Page 11				
2 Computer Culture	*Unmasking Virus Writers and Hackers* Reference article	Understanding Inference	The Root Word *plic*	Reading Computer Advertising
	Female Virus Writer Packs Punch Magazine article	Inferring Personality	The Root Word *graph/graphy*	
Page 25				
3 Travel Adventures	*Into the Heart of a Family in Casablanca* Magazine article	Scanning	Adverbs of Emotion	Choosing a Travel Guidebook
	Travel for Good Magazine article	Previewing	The Root Word *ject*	
Page 39				
Review 1 *Page 53*	**Fluency Strategy:** Muscle Reading *Getting That Job Using Social Media* Web article **Fluency Practice: 1.** *White Hat and Black Hat Hackers* Reference article **2.** *A Kenyan Safari* Journal entry			
4 Haunted by the Past	*The Vanishing Hitchhikers* Reference article	Skimming for Main Ideas	The Root Word *mort*	Types of Stories
	The Bell Witch Reference article	Identifying Meaning from Context	The Root Word *pos/pon*	
Page 65				
5 A Good Read	*What Exactly IS a Short Story?* Magazine article	Recognizing Simile and Metaphor	The Root Word *scribe*	Understanding Literary Terms
	An Interview with J.K. Rowling Web interview	Scanning	Phrasal Verbs	
Page 79				
6 A New Generation of Thinking	*Emotional Intelligence* Reference article	Skimming	The Root Word *tend*	Determining Your Intelligence
	Left Brains, Right Brains, and Board Games Reference article	Identifying Main and Supporting Ideas	The Root Word *cap*	
Page 93				
Review 2 *Page 107*	**Fluency Strategy:** SQ5R; *The Ghost Hunter's Bookstore* Webpage **Fluency Practice: 3.** *So, You Want to Be a Fiction Writer?* Magazine article **4.** *The Theory of Multiple Intelligences* Reference article			

www.ieltstep.com

ieltStep

Unit		Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
7	**It's Dinner Time!**	*The Mediterranean Diet* Reference article	Identifying Meaning from Context	Numerical Root Words: *mono, dec, cent, and mill*	Understanding Punctuation
		Genetically Modified Food Newspaper article	Arguing For and Against a Topic	The Root Word *sist*	
	Page 119				
8	**Beyond Planet Earth**	*Solar Storms* Reference article	Understanding Inference	The Root Word *rupt*	Remembering What You Read
		Star Struck Reference article	Scanning	The Root Word *vac*	
	Page 133				
9	**Unearthing the Past**	*The Search for Cleopatra* Magazine article	Identifying Fact Versus Opinion	The Prefix *ob-*	Using a Thesaurus
		Where Inca Kings Lie Reference article	Identifying Meaning from Context	The Root Word *mit*	
	Page 147				
	Review 3 *Page 161*	**Fluency Strategy:** PARCER; *Trans Fats in Trouble* Newspaper article **Fluency Practice: 5.** *Changes in Our Solar System* Reference article **6.** *Archaeological Methods and Techniques* Reference article			
10	**Language and Life**	*The Exodus of Languages* Magazine article	Identifying Cause and Effect	The Suffix *-al*	Using a Pronunciation Key
		Life with the Tarahumaras Newspaper article	Identifying Main and Supporting Ideas	The Root Words *lit* and *lex*	
	Page 173				
11	**Wildlife Conservation**	*The Race to Rescue Koalas* Magazine article	Understanding Inference	The Root Words *viv/gen/nat/bio*	Animal Terminology
		Rhino Wars Magazine article	Scanning for Names and Numbers	The Prefix *non-*	
	Page 187				
12	**Global Beats**	*Brazil: A Musical Melting Pot* Reference article	Identifying Meaning from Context	The Prefix *ad-*	The Orchestra
		Hip-Hop Planet Magazine article	Identifying Main Ideas Within Paragraphs	Phrasal Verbs with *up* and *out*	
	Page 201				
	Review 4 *Page 215*	**Fluency Strategy:** Reading ACTIVEly; *Language Survivors* Newspaper article **Fluency Practice: 7.** *Living on the Edge* Magazine article **8.** *Music and Advertising* Reference article			

Vocabulary Learning Tips

Learning new vocabulary is an important part of learning to be a good reader. Remember that the letter **C** in **ACTIVE Skills for Reading** reminds us to **cultivate** vocabulary.

1 Decide if the word is worth learning now

As you read, you will find many words you do not know. You will slow your reading fluency if you stop at every new word. For example, you should stop to find out the meaning of a new word if:

a. you read the same word many times.

b. the word appears in the heading of a passage, or in the topic sentence of a paragraph—the sentence that gives the main idea of the paragraph.

2 Record information about new words you decide to learn

Keep a vocabulary notebook in which you write words you want to remember. Complete the following information for words that you think are important to learn:

New word	healthy
Translation	健康
Part of speech	adjective
Sentence where found	Oliver is well-known for sharing his secrets of cooking healthy food.
My own sentence	I exercise to stay fit and healthy.

3 Learn words from the same family

For many important words in English that you will want to learn, the word is part of a word family. As you learn new words, learn words in the family from other parts of speech (nouns, verbs, adjectives, adverbs, etc.).

Noun	happiness
Verb	
Adjective	happy
Adverb	happily

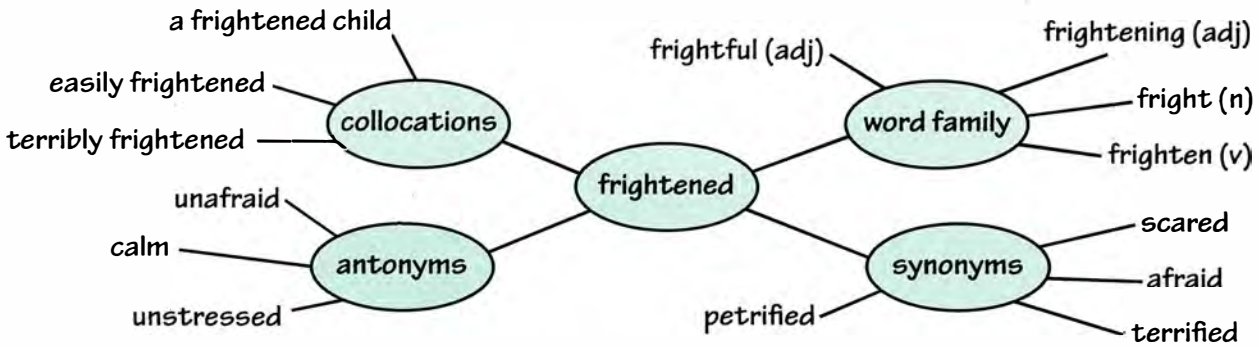
4 Learn words that go with the key word you are learning

When we learn new words, it is important to learn what other words are frequently used with them. These are called collocations. Here is an example from a student's notebook.

take	a	long	vacation	next week
go on		two-week		in Italy
need		short		with my family
have		summer		by myself
		school		

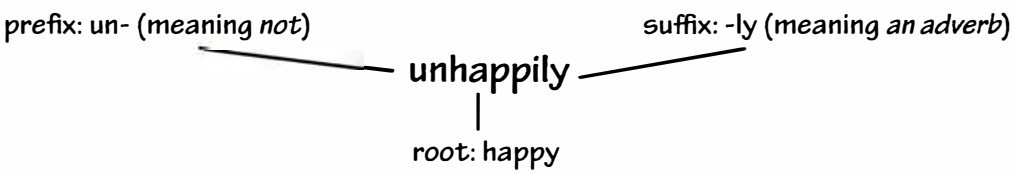
5 Create a word web

A word web is a picture that helps you connect words together and helps you increase your vocabulary. Here is a word web for the word *frightened*:



6 Memorize common prefixes, roots, and suffixes

Many English words can be divided into different parts. We call these parts *prefixes*, *roots*, and *suffixes*. A *prefix* comes at the beginning of a word, a *suffix* comes at the end of a word, and the *root* is the main part of the word. In your vocabulary notebook, make a list of prefixes and suffixes as you come across them. On page 238 there is a list of prefixes and suffixes in this book. For example, look at the word *unhappily*.

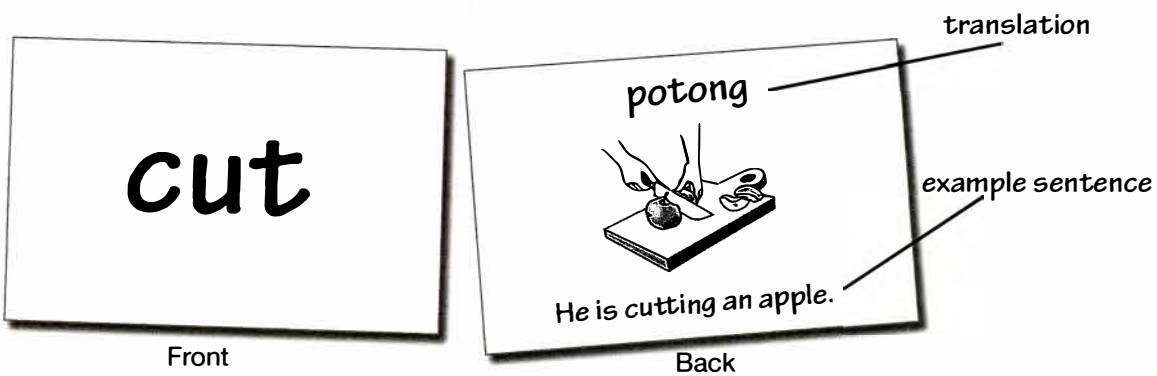


7 Regularly review your vocabulary notebook

You should review the words in your vocabulary notebook very often. The more often you review your list of new words, the sooner you will be able to recognize the words when you see them during reading. Set up a schedule to go over the words you are learning.

8 Make vocabulary flash cards

Flash cards are easy to make, and you can carry them everywhere with you. You can use them to study while you are waiting for the bus, walking to school or work, or eating a meal. You can use the flash cards with your friends to quiz each other. Here is an example of a flash card:



Tips for Fluent Reading

Find time to read every day.

Find the best time of day for you to read. Try to read when you are not tired. By reading every day, even for a short period, you will become a more fluent reader.

Look for a good place to read.

It is easier to read and study if you are comfortable. Make sure that there is good lighting in your reading area and that you are sitting in a comfortable chair. To make it easier to concentrate, try to read in a place where you won't be interrupted.

Use clues in the text to make predictions.

Fluent readers make predictions before and as they read. Use the title, subtitle, pictures, and captions to ask yourself questions about what you are going to read. Find answers to the questions when you read. After reading, think about what you have learned and decide what you need to read next to continue learning.

Establish goals before you read.

Before you read a text, think about the purpose of your reading. For example, do you just want to get a general idea of the passage? Or do you need to find specific information? Thinking about what you want to get from the reading will help you decide what reading skills you need to use.

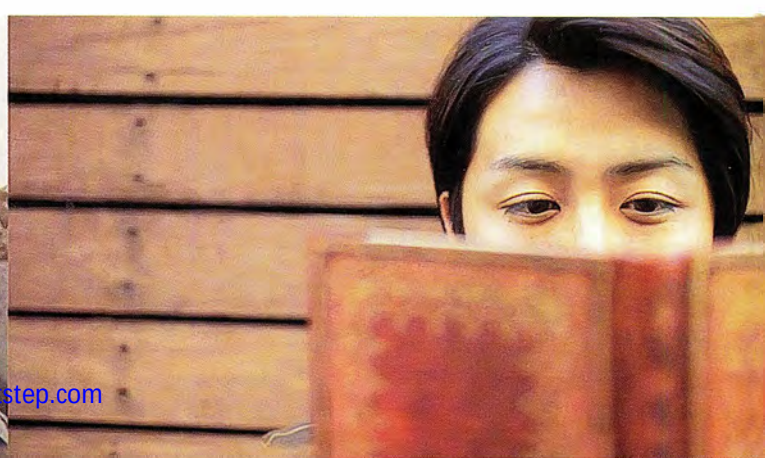
Notice how your eyes and head are moving.

Good readers use their eyes, and not their heads, when they read. Moving your head back and forth when reading will make you tired. Practice avoiding head movements by placing your elbows on the table and resting your head in your hands. Do you feel movement as you read? If you do, hold your head still as you read. Also, try not to move your eyes back over a text. You should reread part of a text only when you have a specific purpose for rereading, for example, to make a connection between what you read previously and what you are reading now.

Try not to translate.

Translation slows down your reading. Instead of translating new words into your first language, first try to guess the meaning. Use the context (the other words around the new word) and word parts (prefixes, suffixes, and word roots) to help you guess the meaning.





www.ieltstep.com

Read in phrases rather than word by word.

Don't point at each word while you read. Practice reading in phrases—groups of words that go together.

Engage your imagination.

Good readers visualize what they are reading. They create a movie in their head of the story they are reading. As you read, try sharing with a partner the kinds of pictures that you create in your mind.

Avoid subvocalization.

Subvocalization means quietly saying the words as you read. You might be whispering the words or just silently saying them in your mind. Your eyes and brain can read much faster than you can speak. If you subvocalize, you can only read as fast as you can say the words. As you read, place your finger on your lips or your throat. Do you feel movement? If so, you are subvocalizing. Practice reading without moving your lips.

Don't worry about understanding every word.

Sometimes, as readers, we think we must understand the meaning of everything that we read. It isn't always necessary to understand every word in a passage in order to understand the meaning of the passage as a whole. Instead of interrupting your reading to find the meaning of a new word, circle the word and come back to it after you have finished reading.

Enjoy your reading.

Your enjoyment of reading will develop over time. Perhaps today you do not like to read in English, but as you read more, you should see a change in your attitude. The more you read in English, the easier it will become. You will find yourself looking forward to reading.

Read as much as you can.

The best tip to follow to become a more fluent reader is to read whenever and wherever you can. Good readers read a lot. They read many different kinds of material: newspapers, magazines, textbooks, websites, and graded readers. To practice this, keep a reading journal. Every day, make a list of the kinds of things you read during the day and how long you read each for. If you want to become a more fluent reader, read more!





www.ieltstep.com

Are You an ACTIVE Reader?

Before you use this book to develop your reading skills, think about your reading habits, and your strengths and weaknesses when reading in English. Check the statements that are true for you.

		Start of course	End of course
1	I read something in English every day.	☐	☐
2	I try to read where I'm comfortable and won't be interrupted.	☐	☐
3	I make predictions about what I'm going to read before I start reading.	☐	☐
4	I think about my purpose of reading before I start reading.	☐	☐
5	I keep my head still, and move only my eyes, when I read.	☐	☐
6	I try not to translate words from English to my first language.	☐	☐
7	I read in phrases rather than word by word.	☐	☐
8	I try to picture in my mind what I'm reading.	☐	☐
9	I read silently, without moving my lips.	☐	☐
10	I try to understand the meaning of the passage, and try not to worry about understanding the meaning of every word.	☐	☐
11	I usually enjoy reading in English.	☐	☐
12	I try to read as much as I can, especially outside class.	☐	☐

Follow the tips on pages 8–9. These will help you become a more active reader. At the end of the course, answer this quiz again to see if you have become a more fluent, active reader.

What Kind of Job Is Right for You?

		Agree	Somewhat Agree	Disagree
1	I'd like to work in one company for my whole life.	☐	☐	☐
2	I can't enjoy a job unless it is quite challenging.	☐	☐	☐
3	I prefer working with other people than working alone.	☐	☐	☐
4	I'd be happiest with a job that has regular hours.	☐	☐	☐
5	A position with power and status is attractive to me.	☐	☐	☐
6	I wouldn't like a job with too much responsibility.	☐	☐	☐
7	I want a job that allows me to contribute to society.	☐	☐	☐
8	My main motivation for working is to make money.	☐	☐	☐
9	I'd prefer to work part time instead of full time.	☐	☐	☐
10	No matter what I do, I want to have as much free time as possible.	☐	☐	☐



Getting Ready

Complete the survey above by checking (✓) the boxes that apply to you. Then discuss the following questions with a partner.

1 What kinds of jobs are most popular for graduates in your country at the moment?
2 What jobs in your country are considered to be good jobs? Why?

CHAPTER 1 Not Your Typical 9-to-5 Job

Before You Read

Careers

A **Match these jobs with their descriptions. Write a–h.**

a animal trainer	**b** archaeologist	**c** biologist	**d** nature conservationist
e picture editor	**f** tour guide	**g** veterinarian	**h** wildlife photographer

1 _____ studies plant and animal life
2 _____ takes pictures of animals
3 _____ gives treatment and medical care to animals
4 _____ teaches animals how to behave and perform certain tasks
5 _____ protects and manages the local environment
6 _____ chooses images to use in a newspaper, magazine, or website
7 _____ shows visitors around an area and gives them information
8 _____ studies ancient societies by examining the remains of buildings, tools, etc.

B **Discuss the following questions with a partner.**

1 Which job above would interest you? Why?
2 What qualities would someone need to be successful in that job?

Reading Skill

Predicting

Good readers think about what they are going to read before they actually start reading. They first skim the passage for clues to what it will be about, and then they use this information to activate their background knowledge on the topic.

A **Skim the article on the next two pages quickly. Read the title, subtitles, and the opening paragraph, then look at the photos and read the accompanying captions.**

B **The following are interview questions from the article. Based on what you read in A, what do you think Widstrand and Switzer's responses will be? Discuss your answers with a partner.**

1 What did you want to be when you were growing up?
2 How did you get started in your field of work?
3 What inspires you?
4 What has been your favorite experience in the field?

C **Now skim the article to see if your answers in B were close.**

D **Read the entire article carefully. Then answer the questions on page 15.**

www.ieltstep.com

IeltStep

Not Your Typical 9-to-5 Job

Many people dream of **attaining** a steady job with normal work hours and a reasonable commute, perhaps in a large **cosmopolitan** city. Others desire something else. Here are two people who knew from an early age that they didn't want a typical 9-to-5 job. With determination and **tenacity**, they managed to find work in areas that they are passionate about.

Staffan Widstrand

wildlife photographer and nature conservationist



Image from www.staffanwidstrand.com

Widstrand is passionate about preserving the natural environment and heritage for future generations.

What did you want to be when you were growing up?

As a child, I remember having it all figured out: I was going to be an ice hockey star during winter, a soccer star during summer, and a pop star during spring and autumn. Later on I wanted to be an archaeologist, an explorer, and a photographer.

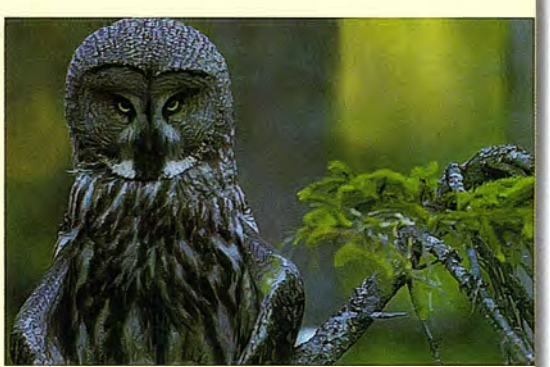
How did you get started in your field of work?

I was in love with the natural world from the start. I wanted to know everything about animals. At 13, I became passionate about birds, and I still am. I also became passionate about other places, other countries, other cultures, and other languages. The **horizon**, and anything beyond it felt like a promise, not a threat.

I started taking pictures at 13, but it took until I was 25 before I started my own company as a photographer. Before that, I was trained as an army officer and as a metal worker, but after a while I realized that none of that really was my thing. So I became a nature tour guide at 22, taking eco-tourists all around the world—and being paid for it! I was also a picture editor at a major book publishing company.

What inspires you?

I feel very strongly about a number of things—human rights, indigenous peoples'[1] very special rights, democracy, freedom, and **tolerance**. But the issue I have chosen to really go deep into and try to make a difference for, is nature conservation and the survival of our natural **heritage**. We must take better care of and respect this ancient heritage of ours, not only for ethical reasons, but also for pure human reasons. We need our natural heritage to lead happy lives, to feel real joy, and to be able to understand ourselves.



a close-up of an owl taken by Widstrand for his book *Wild Sweden*

What has been your favorite experience in the field?

There have been so many—human experiences, cultural experiences, natural experiences—camping among lions, touching a wild polar bear's nose, sleeping in the rain forest, and waking up to monkeys.

[1] **Indigenous people** are ethnic groups that have existed in an area prior to colonization or the formation of a nation state.

ieltStep

Shannon Switzer

writer and water conservationist



Switzer is dedicated to making sure our oceans and rivers are clean.

What did you want to be when you were growing up?

When I was little, I actually wanted to be an animal. I would **literally** run around on all fours pretending to be a dog, horse, cheetah, dolphin—I morphed into different animals all the time. By the time I got to middle school and high school, I had moved on to wanting to be a zoo veterinarian or trainer at SeaWorld.[2]

How did you get started in your field of work?

I've always loved the outdoors, the mountains and ocean alike, and growing up in San Diego allowed me to explore both of these diverse ecosystems. I doubled[3] in Environmental Studies and Biological Sciences, which gave me ample opportunity to get out in the field.

What inspires you?

The **ironic** part about my dedication to conserving fresh water is my love for its salty cousin. Don't get me wrong. I love exploring rivers, lakes, and waterfalls, and I know that fresh water is our most precious and limited resource on Earth. That alone is enough reason to be dedicated to preserving it.

However, the true driving force behind my obsession with keeping fresh water clean is my desire to keep the ocean clean. My belief that we should be able to enjoy spending time in our rivers, lakes, and oceans without worrying about it **adversely** affecting our health is what motivates me daily.

What has been your favorite experience in the field?

A moment that will always be frozen in time for me occurred when I was photographing whale sharks. I had been following a shark who suddenly disappeared down to the depths. I brought my head up out of the water to determine where the rest of my small team had gone. When I put my head back in the water, I discovered another whale shark directly beneath me.

We swam together for nearly 20 minutes. Fortunately, he was headed in the direction of my team. Once we had nearly reached them, he paused. He stared at me with his curious round eye and then turned and headed in the direction from where we had just come.

There's always something **surreal** about spending time with a wild animal that has chosen to approach and hang out on its own terms. In this case, I felt like I'd made a new friend.

[2] **SeaWorld** is a marine-based theme park in the United States.

[3] If a university student **doubles** (short for "double major") in two fields, he or she completes all the coursework of two majors in a single degree program.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Complete the following sentences with information from the article.**

1 When he was younger, Widstrand saw the future not as a threat but as a(n) _____.
2 Widstrand's first brush with environmental work involved him being a tour guide for _____ before running his own business doing _____.
3 In terms of social issues, Widstrand is most concerned about _____ and saving our _____.
4 Because she grew up in San Diego, Switzer was able to explore both _____ and _____.
5 According to Switzer, the Earth's most precious and limited resource is _____.
6 After Switzer had swum with the whale shark for 20 minutes, it stopped, _____ at her, and then turned around.

B **Read the following statements. Check (✓) whether they are true for Staffan Widstrand (W) and/or Shannon Switzer (S).**

This person...	W	S
1 knew at an early age that he or she didn't want a 9-to-5 job.		
2 is a conservationist.		
3 wanted to be an animal as a child .		
4 wanted to be athlete as a child.		
5 loves animals.		
6 worked as an editor.		
7 is passionate about human rights and democracy.		
8 describes his or her experience photographing a whale shark.		



Critical Thinking

C **Discuss the following questions with a partner.**

1 What would be the advantages and disadvantages of the types of jobs that Widstrand and Switzer do, compared to a regular 9-to-5 job?
2 How would you describe Widstrand and Switzer? Do you think you have any similar qualities?

Vocabulary Comprehension
Definitions

A **Match the words in the box to the correct definitions. Write a–j. The words are from the passage.**

a cosmospolitan	**b** tenacity	**c** horizon	**d** tolerance	**e** heritage
f literally	**g** attain	**h** ironic	**i** adversely	**j** surreal

1 ____ willingness to accept attitudes and beliefs different from your own
2 ____ badly or unfavorably
3 ____ having people from many parts of the world
4 ____ where the earth and sky appear to meet
5 ____ to achieve something that one desires or has worked for
6 ____ very strange or unusual; like a dream
7 ____ determination
8 ____ in a way that uses the ordinary or usual meaning of the word
9 ____ objects and qualities that have been passed down from previous generations
10 ____ using words that mean the opposite of what you really think, especially to be funny

B **Complete the following sentences using the words from A. You might have to change the form of the word.**

1 Many business leaders feel the key to success is _____.
2 The new law aims to promote more _____ and respect among different members of the community.
3 I have _____ taken over 500 photographs in the past week.
4 We lit a campfire after the sun went below the _____.
5 After several years of hard work, my brother finally _____ his PhD in molecular biology.
6 My mother belongs to a committee that aims to preserve our town's cultural _____.
7 London is a very _____ city, with people of many races and nationalities living and working together.
8 It was _____ to meet my childhood idol in person.
9 Isn't it _____ that Jeff is a technology specialist, but he doesn't own a computer or phone?
10 Without a doubt, arriving late for your interview will _____ affect your chances of getting the job.

Motivational Tip: Start with the question "why?" Successful readers are always able to answer the question "why?" Why am I reading this material? Why am I doing this? Why do I want to be a better reader? When we understand why we are engaging in a task, we are able to maintain our motivation when things get difficult. Write two reasons why you want to be a better reader and share them with your classmates.

www.ieltstep.com

A **Complete the following words using the root words *ten* or *tain*. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.**

Word	Part of Speech	Definition
1 abs_____		
2 unat_____able		
3 de_____		
4 at_____		
5 re_____		
6 con_____er		
7 sus_____able		
8 _____ant		
9 _____ure		
10 main_____		
11 ob_____		
12 _____acious		

B **Complete the following sentences using the correct form of the words from A.**

1 How long should you _____ your receipt after buying an expensive item?
2 Gary was surprised to see that the _____ the villagers were using to store water in were old oil drums.
3 Paul has decided to _____ from caffeine to see if he sleeps better.
4 I want to rent out my basement to a new _____. The person living there now is too noisy.
5 Anna wants to work as a photojournalist in Thailand but is having trouble _____ a work permit.

C **Now write four more sentences using any of the remaining words from A. Share your ideas with a partner.**

1 _____
2 _____
3 _____
4 _____

Vocabulary Skill
The Root Word *ten/tain*

In this chapter, you read the words *attain* and *tenacity*. Both are formed using the root word *ten* or *tain*, which comes from the Latin word *tenere*, meaning *hold on* or *persist*. *Ten* or *tain* can be combined with prefixes, suffixes, and other root words to form many words in English.

CHAPTER 2 Job Interview Types

Before You Read

You're Hired!

A **Discuss the following questions with a partner.**

1 Have you ever had a job interview? What job was the interview for?
2 What types of interviews have you heard of or have gone through? Which are common in your country?
3 Is there any interview type you prefer or think you would do well in?

B **Match the following expressions with their definitions.**

1	____ have a say in	**a**	write down quickly and simply
2	____ jot down	**b**	be part of an action or decision
3	____ win others over	**c**	remove what isn't needed or wanted
4	____ weed out	**d**	gain the approval of people
5	____ take something personally	**e**	assume something is an insult

Reading Skill

Skimming for Content

> Skimming for content is a useful skill that can help you read and comprehend faster. You can get a good idea of the content of a passage without reading every word or sentence. By skimming quickly over the text, you can pick up on the main idea and main points of the passage.

A **Do you know about the different types of job interviews? Circle the correct word or phrase to complete the following sentences.**

1 Unqualified candidates are rejected early at a (screening / one-on-one) interview.
2 Taking notes is (unnecessary / a good idea) in a telephone interview.
3 Salary issues are best (dealt with / avoided) in a telephone interview.
4 Rescheduling surprise telephone interviews is probably a (good / bad) idea.
5 If you are required to attend a one-on-one interview, you (might get / have probably already gotten) the job.
6 If you are at a lunch interview, you should order (whatever you like / what the interviewer suggests).
7 Employees see how candidates interact with each other at a (committee / group) interview.
8 An interviewer might purposely fall silent at a (group / stress) interview.

B **Spend one minute skimming the passage on the next two pages. Then review your answers in A and change any that you think are incorrect.**

C **Now read the entire passage carefully. Then answer the questions on page 21.**

www.ieltstep.com

http://asr.heinle.com/interviews

Job Interview Types

If you are going to apply for a job in the United States, be prepared in advance for the types of interviews you can expect during the hiring process. Here are the major ones, and tips on how to handle them.



Screening Interview

A screening[1] interview is meant to weed out unqualified candidates. Interviewers will work from an outline of points they want to cover, looking for **inconsistencies** in your résumé and challenging your qualifications. Provide answers to their questions, and never volunteer any additional information; this could work against you. One type of screening interview is the telephone interview.

Telephone Interview

Telephone interviews are merely screening interviews meant to eliminate poorly qualified candidates so that fewer people will need to be brought in and interviewed in person. You might be called out of the blue,[2] or a telephone call to check on your résumé might turn into an interview. Your mission is to be invited for a personal face-to-face interview.

Here are some tips for telephone interviews:

- **Anticipate the dialogue.** Write a general script with answers to questions you might be asked. Focus on skills, experiences, and accomplishments. Practice until you are comfortable.
- **Keep your notes handy.**[3] Have any key information, including your résumé and notes about the company, next to the phone. You will sound prepared if you don't have to search for information. Make sure you also have a notepad and pen so you can jot down notes and any questions you would like to ask at the end of the interview.
- **Be prepared to think on your feet.** If you are asked to participate in a role-playing situation, give short but **concise** answers. Accept any criticism with **tact** and grace.[4]
- **Avoid salary issues.** If you are asked how much money you would expect, try to avoid the issue by using a delaying statement, or give a very broad range. At this point, you do not know how much the job is worth.
- **Push for a face-to-face meeting.** Sell yourself by closing with something like: "I am very interested in exploring the possibility of working in your company. I would appreciate an opportunity to meet with you in person. I am free either Tuesday afternoon or Wednesday morning. Which would be better for you?"
- **Try to reschedule surprise telephone interviews.** If you were called unexpectedly, try to set an appointment to call so you can be better prepared by saying something like: "I have a scheduling conflict right now. Can I call you back tomorrow after work, at 6 p.m.?"

[1] To **screen** someone or something is to look carefully in order to evaluate it.
[2] Something that happens **out of the blue** happens suddenly or without warning.
[3] To keep something **handy** is to have it nearby or ready for reference.
[4] To accept or handle something with **grace** is to do it with good humor or goodwill.

http://asr.heinle.com/interviews

One-on-One Interview



In a one-on-one interview, it has already been established that you have the skills and education necessary for the position. The interviewer wants to see if you will fit in with the company, and how your skills will **complement** the rest of the department. Your goal in a one-on-one interview is to establish **rapport** with the interviewer and show him or her that your qualifications will benefit the company.

Lunch Interview

The same rules apply in lunch interviews as in those held at the office. The setting may be more casual, but remember, it is a business lunch and you are being watched carefully. Use the lunch interview to develop common ground[5] with your interviewer. Follow his or her lead in both selection of food and in etiquette.

Committee Interview

Committee interviews are a common practice. You will face several members of the company who have a say in whether you are hired. When answering questions from several people, speak directly to the person asking the question; it is not necessary to answer to the group. In some committee interviews, you may be asked to demonstrate your problem-solving skills. The committee will outline a situation and ask you to formulate a plan that deals with the problem. You don't have to come up with the ultimate solution. The interviewers are looking for how you apply your knowledge and skills to a real-life situation.

Group Interview

A group interview is usually designed to uncover the leadership potential of prospective managers and employees who will be dealing with the public. The front-runner[6] candidates are gathered together in an informal, discussion-type interview. A subject is introduced and the interviewer will start off the discussion. The goal of the group interview is to see how you interact with others and how you use your knowledge and reasoning powers to win others over. If you do well in the group interview, you can expect to be asked back for a more extensive interview.

Stress Interview

Stress interviews are a **deliberate** attempt to see how you handle yourself. The interviewer may be **sarcastic** or argumentative, or may keep you waiting. Expect this to happen and, when it does, don't take it personally. Calmly answer each question as it comes. Ask for **clarification** if you need it and never rush into an answer. The interviewer may also become silent at some point during the questioning. Recognize this as an attempt to unnerve you. Sit silently until the interviewer **resumes** the questions. If a minute goes by, ask if he or she needs clarification of your last comments.

[5] The phrase "**common ground**" is used to describe an agreement or understanding between people.
[6] The **front-runner** is the leading contender for a job or competition.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 What is the main purpose of the article?
- **a** to prepare employers for interviews
- **b** to give a list of the best companies to interview for
- **c** to explain which type of interview is best
- **d** to inform job seekers about different types of interviews

2 Which type of interview is NOT mentioned in the article?
- **a** a screening interview
- **b** a committee interview
- **c** a candidate interview
- **d** a stress interview

3 What is the purpose of a screening interview?
- **a** to identify unqualified candidates
- **b** to invite the candidate to a telephone interview
- **c** to make a final decision about the candidate
- **d** to find the most qualified candidate

4 What is the main goal of a job-seeker during a telephone interview?
- **a** to get information about the company
- **b** to be invited for a personal face-to-face interview
- **c** to further explain your résumé
- **d** to find out who else is applying for the job

5 What should you do if an interviewer stops talking during a stress interview?
- **a** clarify the last point you made
- **b** use this as an opportunity to ask questions
- **c** thank the interviewer and prepare to leave
- **d** wait quietly until the interviewer starts talking again

B **Complete the following sentences with information from the passage.**

1 One purpose of a one-on-one interview is for the employer to see how your _____ will complement those of the other employees.

2 A(n) _____ interview may appear casual, but remember you are being _____ carefully.

3 The objective of a committee interview is to see if you can handle issues in a(n) _____ using your knowledge and _____ skills.

4 One purpose of a group interview is to identify your _____ potential.

5 When you are asked questions during a stress interview, respond to them _____ , even if the interview is sarcastic or argumentative.

Critical Thinking

C **Discuss these questions with a partner.**

1 Which type of interview do you think is the easiest for the candidate? Which is the easiest for the interviewer?

2 Do you think any of the interviewing techniques are unfair to job candidates? Why, or why not?

Vocabulary Comprehension

Odd Word Out

A **Circle the word or phrase that does not belong in each group. The words in blue are from the passage.**

1	similarities	inconsistencies	variations	conflicts
2	act spontaneously	react quickly	plan ahead	think on your feet
3	concise	wordy	short	brief
4	sensitivity	crudeness	tact	courtesy
5	complement	supplement	enhance	clash
6	empathy	disagreement	rapport	understanding
7	deliberate	purposeful	hasty	planned
8	mean	mocking	sarcastic	pleasant
9	clarification	disorganization	disorder	misunderstanding
10	start over	resume	begin again	overdo

B **Complete the sentences using the words in blue from A. You might have to change the form of the word.**

1. When you give someone feedback, avoid being _____ or giving highly negative remarks.
2. The trial dragged on because there were many _____ in the witness's statement.
3. The reason Cynthia got the job was because she quickly developed an excellent _____ with the interviewer.
4. If you are asked to criticize anything in an interview, be sure to use _____. You don't want to appear rude or insensitive.
5. Quick decisions are critical in an emergency situation; as a manager you are expected to be able to _____.
6. The typhoon brought the city to a halt; people only _____ working three weeks later.
7. I'm afraid that your report was very confusing, and several points required _____.
8. Michael claimed he spilled coffee on Jun's papers by accident, but we all know that it was _____.
9. Our office staff consists of a small and varied group of people, but we all have skills that _____ each other very well.
10. My manager asked me to write a(n) _____ report of the incident so she could read it quickly.

Motivational Tip: Preparing a learning contract with your teacher. One way that motivated learners make progress is to prepare a written learning contract with their teacher. Identify three or four things that you want to improve in your classroom behavior and/or your reading ability. Write a contract and give it to your teacher. Follow up with your teacher in two or three weeks to report the progress of your contract.

Vocabulary Skill
Homophones

In this unit, you read the word *complement*. There is another word, *compliment*, that is pronounced similar to *complement*, and is spelled almost the same, but has a different meaning. Words like these are called *homophones*.

A **Look at the definitions for the words *complement* and *compliment*. Complete the following sentences using the correct word.**

complement \'kɒm-plə-ˌment\ *v.* to complete or enhance by providing something additional

compliment \'kɒm-plə-ˌment\ *v.* to express respect, affection, or admiration

1 The famous painters Diego Rivera and Frida Kahlo were excellent partners because they truly _____ each other.
2 I must _____ you on the dinner tonight. You're a really good cook!

B **Write the definitions for the following homophones. Then write an example sentence for each word. You may use a dictionary to help you.**

1 *council:* _____
Example: _____
counsel: _____
Example: _____

2 *lesson:* _____
Example: _____
lessen: _____
Example: _____

3 *principal:* _____
Example: _____
principle: _____
Example: _____

4 *led:* _____
Example: _____
lead: _____
Example: _____

Real Life Skill

Reading Job Ads

Besides using the Internet, you can also find job ads in newspapers and magazines. Because advertising is expensive and space is limited, the ads often contain many abbreviations. It is important to understand the meaning of these abbreviations when looking for a job that fits your experience, skills, and educational background.

A **Read the following job ad. Match each abbreviation with its definition.**

BOOKKEEPER
Imm opening in large medical office. Exp only. Req strong background in payroll, invoices, w/knowledge of BookkeeperPro or similar software. Flexible PT sched, some wknds req. Excellent salary (neg) plus full benefits. **Call Sara at 555-0011.**

1	_____ neg	a	Saturdays and Sundays
2	_____ exp only	b	working hours
3	_____ imm	c	not full-time
4	_____ wknds	d	this is necessary
5	_____ w/	e	we will discuss this
6	_____ req	f	right now
7	_____ PT	g	only people who have done this work before
8	_____ sched	h	having

B **Discuss your answers in A with a partner.**
Example: *Exp only* stands for "experienced only."

C **Read the following ad. With a partner, discuss and write a definition for each abbreviation.**

INTERNATIONAL SALES: Office Equipment
For Asia/Australia/NZ. Extensive travel. Base salary (up to $30K neg) + excellent commission. Req four-yr degree, computer literate, excellent spoken/written English (other langs a plus). Imm start.
Send res to: phil@globalhireonline.net

1 NZ: _____
2 K: _____
3 yr: _____
4 langs: _____
5 res: _____

What do you think?

1 What did you want to be when you were young? Did you always want to be the same thing, or did it change over time?
2 Do you think social media websites (e.g. LinkedIn) are important tools in modern day job-hunts? Why, or why not?
3 Phrases such as "live to work" and "work to live" are used to describe different attitudes towards work. What do you understand by these phrases? What is the difference in meaning between them?

www.ieltstep.com

How much do you know about computer viruses?

1 Where do computer viruses come from?
- **a** They occur when computers are not used properly.
- **b** They are written by people with programming knowledge.
- **c** They arise when computers are not manufactured correctly.

2 What do computer viruses do?
- **a** They can make a computer user very sick.
- **b** They can cause data on a computer to be deleted.
- **c** They can cause a computer to overheat.

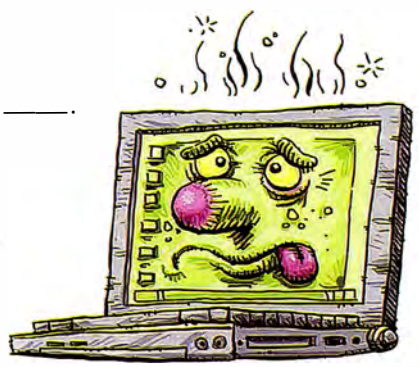
3 Computer viruses cannot _____.
- **a** delete files on a computer
- **b** damage software on your computer
- **c** destroy your computer's hard drive and other pieces of hardware

4 It is NOT possible to get a computer virus by _____.
- **a** shutting down your computer improperly
- **b** visiting lots of new websites on the Internet
- **c** opening an e-mail message from someone you don't know

5 The number of existing computer viruses is closest to _____.
- **a** 1,000
- **b** 1,000,000
- **c** 1,000,000,000

6 The first computer virus spread through a Texas university in _____.
- **a** 1968
- **b** 1981
- **c** 1995

7 Which is NOT a type of computer virus?
- **a** a caterpillar
- **b** a Trojan horse
- **c** a worm



Getting Ready

Complete the computer virus quiz above, then discuss your answers with a partner. Check your answers at the bottom of page 30.

IeltStep

UNIT 2

CHAPTER 1 Unmasking Virus Writers and Hackers

Before You Read

Criminal or Cool?

A **Answer the following questions.**

1 What do you understand by the term "computer hacker"? What does a computer hacker do?
2 What do you think is the stereotypical image of a computer hacker or person who writes computer viruses?
3 Can you think of recent stories or news in the media involving hackers or virus writers? Were they portrayed in a positive or negative way?

B **Discuss your answers with a partner.**

Reading Skill

Understanding Inference

Information can be found through what is stated directly and clearly in the passage, or by inference. When we infer, we use the information that is stated directly to draw conclusions about events or the writer's opinion or purpose. Knowing how to infer can help you to better understand the writer's purpose and ideas.

A **Skim the passage on the next two pages, then answer the following questions. You have to infer information.**

Many have friendships with members of the opposite sex, good relationships with their parents and families; most are popular with their peers. (lines 11–13)

1 What does this sentence imply about people's ideas of hackers and virus writers?

_____

_____

If you're a young person who doesn't have a lot of power and you can assert yourself with a political statement in a virus that travels all around the world, you might think you're making a difference, imagining yourself a modern-day social activist. (lines 41–43)

2 How does the writer feel about these young people?

_____

_____

3 How does the writer feel about hackers and virus writers in general?

_____

_____

B **Discuss your answers in A with a partner. What words or phrases from the passage helped you make inferences?**

C **Now read the entire passage carefully. Then answer the questions on page 29.**

www.ieltstep.com



Unmasking Virus Writers and Hackers

When we think of the people who make our lives miserable by hacking into computers or spreading **malicious** viruses, most of us imagine an unpopular teenage boy, brilliant but geeky, venting his frustrations[1] from the safety of a suburban bedroom.

Actually, these stereotypes are just that— stereotypes—according to Sarah Gordon, an expert in computer viruses and security technology, and a Senior Research Fellow with Symantec Security Response. Since 1992, Gordon has studied the psychology of virus writers. "A hacker or a virus writer is just as likely to be the guy next door to you," she says, "or the kid at the checkout line bagging[2] your groceries. Your average hacker is not necessarily some Goth[3] type dressed entirely in black and sporting a nose ring: she may very well be a 50-year-old female."

The virus writers Gordon has come to know have varied backgrounds; while predominately[4] male, some are female. Some are solidly academic, while others are athletic. Many have friendships with members of the opposite sex, good relationships with their parents and families; most are popular with their peers. They don't spend all their time in the basement. One virus writer volunteers in his local library, working with elderly people. One of them is a poet and a musician, another is an electrical engineer, and others work for a university quantum physics department. You wouldn't pick them out of a lineup as being the **perpetrator**.

Hackers and virus writers are actually very different, distinct populations. "Hackers tend to have a more thorough knowledge of systems and a more highly developed skill set," Gordon says, "whereas virus writers generally take a shallower approach to what they're doing." Hackers tend to have a much deeper knowledge of individual applications and are still regarded as being somewhat "sexy" in today's counterculture,[5] while virus writing is looked down upon, mostly for its random damage and lack of required skill.

Their motivations may also differ. While both hackers and virus writers are initially attracted by the technical challenge, hacking is more about power and control. When you're hacking and you get into a system, you remain involved with that system—you take it over and **dominate** it. On the other hand, once a virus writer releases a program into the wild, the virus goes off and keeps on making copies of itself independently of the author. It's not as **intimate** or connected a relationship as between a hacker and the computer—the virus writer **relinquishes** control and becomes disassociated from the actual activity he or she has set in motion.

[1] When you **vent your frustrations**, you release strong feelings of anger or disappointment.
[2] Someone who works in a supermarket helps you **bag** your groceries, i.e. helps put your items in a bag.
[3] A **Goth** (an abbreviation of *Gothic*) is a person who wears dark or black clothing and dark makeup.
[4] ***Predominantly*** means *mainly* or *mostly*.
[5] **Counterculture** refers to "underground" cultures, usually among young people, with values that oppose established ones.

www.ieltstep.com

IeltStep

Gordon explains that people write viruses for a number of reasons. Some may **perceive** it as a technical challenge, even though writing a virus is actually very easy. It can take two minutes or less, depending on the application you're using. And the part of the program that makes it viral, i.e., that makes it **replicate** itself, is generally very simple—just one or two lines of code. It's much more complicated to write a useful application than it is to write a virus.

Younger virus writers like to be part of a group. They look for peer identity, which is important to them. Or it may be a way to make a social statement. If you're a young person who doesn't have a lot of power and you can **assert** yourself with a political statement in a virus that travels all around the world, you might think you're making a difference, imagining yourself a modern-day social activist.[6] Gordon says, "It's a big deal to them when they see it on CNN. They feel like they've reached the world."

"Furthermore," Gordon says, "most virus writers don't understand the damage they do. Most of them just don't make the connection between actions and their consequences." This is understandable to a degree because the computer has introduced a shift in the way we communicate. Desensitization occurs; you miss all the visual **cues**, the contextual[7] clues, and you don't see the impact you're having on another person. We've all gotten e-mail from people who are actually abusive in writing when they'd never speak to us that way in person.

People who make mischief with their computers seem to distance themselves from their actions. They justify their behavior with the **rationale** that "It's not really wrong, it's not illegal." Or they may tell themselves, "Well, everybody has antivirus software, so if I send this out, it won't really hurt anybody."



Christopher Weatherhead is a member of the famous hacker group Anonymous. He was charged in connection with cyber attacks on MasterCard and PayPal.

Fortunately, social pressure is changing the impressions people have of hackers and virus writers. Their own peers are beginning to say to them, "This is not cool." And, while it is still widely legal to make viruses publicly available, Gordon's research has shown a decrease in acceptance of online publication of virus source code. Gordon says the media used to promote virus-writers as being geniuses and heroes. But now the press has changed its tune. They no longer portray virus writers as brilliant and misunderstood. "We're seeing the media start to turn around," she says. "We're getting the message out to young people that writing viruses really isn't cool."

[6] A **social activist** is someone who campaigns or takes action to bring about changes in society.
[7] An action or event that is **contextual** depends on the setting or circumstances in which it occurs.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 Which best describes the main idea of the passage?
- **a** why hacking is bad and why people shouldn't do it
- **b** how people become hackers and how to deal with them
- **c** who hackers are, what they do, and public perception of them
- **d** the history of hacking and profiles on famous hackers

2 Which is NOT something that Sarah Gordon does?
- **a** She speaks to hackers and virus writers.
- **b** She researches trends in hacking and virus writing.
- **c** She writes viruses and releases them to the public.
- **d** She advises Symantec on computer security.

3 A *desensitized* person is most likely to ____.
- **a** order a book online instead of buying it from a store
- **b** spread lies about someone on web forums
- **c** chat with someone online instead of over the phone
- **d** spend too much time on the Internet and neglect other things

4 According to the passage, how has society's view of hacking and virus writing changed?
- **a** They are now highly illegal activities.
- **b** They are seen as cool hobbies among the younger generation.
- **c** People who do them are seen as social or political activists.
- **d** People who do them are seen as trouble-makers instead of geniuses.

5 Which could be another title for the passage?
- **a** Hackers and Virus Writers: Who Are They?
- **b** Keeping Safe from Viruses
- **c** A Hacker's Guide to the Internet
- **d** Virus Writing and the Law

B **Read the following sentences. Check (✓) whether they are true for hackers (H) and/or virus writers (V).**

	H	V
1 They come from a variety of backgrounds.		
2 They are mostly male.		
3 They tend to have a deep knowledge of computers.		
4 They prefer to take over and control the system.		
5 They are attracted by the technical challenge.		
6 They tend to be involved only at the start of the activity.		

Critical Thinking

C **Discuss the following questions with a partner.**

1 What are some of the ways in which hackers can be dangerous to society?
2 Do you think it is true that computer communication desensitizes us? Why, or why not?

www.ieltstep.com

Vocabulary Comprehension

Definitions

A **Match the words in the box with the correct definition. Write a–j. The words are from the passage.**

a malicious	**b** perceive	**c** perpetrator	**d** dominate	**e** intimate
f relinquish	**g** replicate	**h** rationale	**i** assert	**j** cue

1 _____ very closely associated or familiar
2 _____ to realize or understand something
3 _____ to influence or control something or someone
4 _____ someone who commits a crime or harmful act
5 _____ to copy or repeat something
6 _____ give up or surrender something
7 _____ wanting to cause harm to others
8 _____ reasoning or justification for something
9 _____ to express oneself in a bold or forceful way
10 _____ a signal or indication

B **Complete the following sentences using the correct form of the words from A.**

1 It is commonly assumed that women have deeper, more _____ relationships with each other than men do with other men.
2 Whoever talks the loudest and the most tends to _____ a discussion.
3 People with high self-esteem tend to _____ themselves as being able to handle challenges.
4 Following the financial crisis in 2008, many banks had to _____ control of their management to the government.
5 That is a unique piece of art, and nobody knows the technique for making it anymore. It is quite impossible to _____ it.
6 After spending years being shy and introverted, Ling decided to _____ herself and asked Michael out on a date!
7 We took it as our _____ to leave when she said she was tired and needed to sleep.
8 He wasn't being _____ when he revealed your secret; it was an accident!
9 As a teenager, I never understood my parents' _____ when they insisted I come home by midnight.
10 The detective assured the family that he would track down the _____ of the crime.

Answers to Computer Virus Quiz:
1. b 2. b 3. c 4. a 5. b 6. b 7. a

www.ieltstep.com

A **Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.**

Word	Part of Speech	Definition
1 implicate		
2 inexplicable		
3 explicit		
4 pleat		
5 pliable		
6 multiply		
7 multiplex		
8 implicit		

Vocabulary Skill

The Root Word *plic*

In this chapter, you read the words *replicate*, which means *to repeat* or *to copy*, and *complicate*, which means *to make more difficult*. The root word *plic*, also written as *ply*, *plex*, or *pli*, comes from the Latin word *plicare*, meaning *fold*, *bend*, *layer*, or *entwine*. This root is combined with other prefixes and suffixes to form many words in English.

B **Complete the following sentences using the correct form of the words from A.**

1 Carl is quite particular about how his pants are pressed; the _____ have to be starched and ironed as straight as possible.
2 Does anyone want to see a movie at the new _____ tonight?
3 While John didn't _____ say that he was angry, he demonstrated it by slamming doors and stomping around the whole day.
4 This new type of molding clay feels much more _____. It can be molded into shape more easily; the children love it.
5 The number of people outside the theater quickly _____ when word spread that free concert tickets were being given away.
6 The politician sued the newspapers for _____ him in the murder scandal.
7 Even though Sara and Jin Soo do not believe in the supernatural, they had to admit to some _____ occurrences in their house.
8 In some cultures, not finishing everything on your plate sends the _____ message to the host that the food was not good.

Motivational Tip: Importance of vocabulary skill development. Does learning the root word *plic* help you understand certain words better? How do you think learning this new vocabulary skill helps you improve your reading and vocabulary knowledge? Discuss your ideas with your teacher and classmates.

CHAPTER 2 Female Virus Writer Packs Punch

Before You Read
Computer Virus Types

A **Answer the following questions.**

1 Can you think of famous examples of computer viruses that affected many people?
2 When you think of a hacker or virus writer, do you usually think of a man or woman? Explain your answer.
3 There is a common perception that men are better at or more interested in computers and technology than women are. What do you think?

B **Discuss your answers with a partner.**

Reading Skill
Inferring Personality

When we make inferences, we actively ask questions like *What does this mean?* or *Why did the author write that?* in order to understand what we read more deeply. Some pieces of writing such as biographies or interviews require us to "read between the lines" and infer what the author thinks about the person he or she is writing about.

A **Skim the paragraphs in the passage on the next two pages. Circle the adjectives that can be used to describe Gigabyte.**

polite	soft-spoken	intelligent	outgoing	unconventional
rebellious	understanding	creative	bad-tempered	respectful
aggressive	easy-going	malicious	proud	patient

B **Underline the sentences that explain your choice of adjectives in A. Then discuss your answers with a partner.**

C **Now read the entire passage carefully. Then answer the questions on page 35.**

www.ieltstep.com



ieltStep

Female Virus Writer Packs Punch

She can kick you in the pants *and* wipe your hard drive cleaner than a dog's dinner plate. So when the young kickboxer and virus writer known as "Gigabyte" tells you she doesn't want her face on TV, well, you **play along**.

"I'll just shoot[1] you from behind," I say, carrying my TV camera across the large mat that covers the health club's gymnasium floor. It's almost time for the 6 p.m. kickboxing class, and Gigabyte is the only woman there. Of course, she's used to that. In the male-dominated world of virus writers, she stands out. And not only because of her gender. She is also something of a virus-writing **prodigy**, having started programming at age six.

"I figured out how to write a few lines of code on my uncle's Commodore 64,[2]" says Gigabyte. "Later, I wanted to learn more about programming, so I went to the store and asked for books. The salespeople were surprised. It was like, 'Why do you want a book? Why don't you just buy a game and go play?' But games are not very interesting to me. I wanted to learn how to write real executable[3] programs."

So she did.

At age fourteen, she wrote her first computer worm, which took over the shutdown screens of infected users. Two years later, she wrote a powerful virus that **mangles** MP3 files. More recently she became only the second person to write a virus in C#, the language of Microsoft's .Net platform.[4] Her so-called "Sharpei" worm, which comes in an e-mail attachment, spreads via Microsoft's Outlook e-mail program and infects certain files in computers where the .Net framework is present.

The morning after kickboxing class, I arrive at Gigabyte's house at 6:30. She's having tea with her grandmother in the kitchen of a tiny, **immaculate** cottage. She has lived with her grandparents most of her life, for reasons she **declines** to discuss. We catch the public bus downtown to her school. Although the bus is packed with other teenagers, she speaks to no one.

We walk a few blocks to her school, where I meet her computer teacher. "She is a good young programmer," she says. "But I do not approve of her virus writing. I know she says she is not causing any harm, and it is true that she does not intentionally spread these viruses, but I do not think it is appropriate, and viruses can cause a lot of damage." Nevertheless, teacher and student are **cordial** to each other throughout the long morning class. Later that afternoon, Gigabyte walks around the computer room her grandparents have set aside for her, flicking on no fewer than four Windows machines. She's comfortable here, and full of opinions.

[1] To **shoot** something is a casual way to say "take a photo" or "record on film."
[2] A **Commodore 64** is an early desktop computer from the 1980s.
[3] An **executable** program is one that is able to perform and do the job for which it was designed.
[4] In computer terms, a **platform** is a specific type of computer hardware or operating system.

www.ieltstep.com



Trinity from *The Matrix* and Lisbeth Salander from *The Girl with the Dragon Tattoo* are two fictional female hackers.

On being some sort of feminist icon, she says, ". . . I'm a virus writer. If I wanted to make a [feminist] statement, don't you think it would be part of the viruses I've written? I mean, yeah, I do want to admit I'm female because there is nothing to hide about it. The world should know there are female virus writers out there. But it's certainly not my motivation for virus writing. I do this for myself, not for the whole world. Other females don't need me to stand up for them; they can do it for themselves."

On the ethics of writing viruses: "I'm not responsible for stupid people who open e-mail attachments that erase their files."

"Hey," she says, "let's go outside. I want to show you something."

I'm led out into the backyard garden, which is beautifully **groomed**. There are painted gnomes and a small pond, and then, suddenly, there is a ferret,[5] Gigabyte's pet ferret, out for a little afternoon walk. How right they are for each other, I think, looking at the ferret and the virus writer. Both are **cunning** and quick, and you wouldn't want either of them to bite you.

"Virus writing is so aggressive, and most reasonable people consider it an act of **vandalism**, or at least potential vandalism," I say. "Would you spray paint graffiti on somebody's wall?"

"We are not coming inside anyone's walls," she said. "The users are running the virus. They are the ones clicking on it."

"So you think the people who execute these programs are responsible for the damage that your viruses do?" I ask.

"Actually," she says, "I think stupid people should have to have some sort of license to get on the Internet."

There's a pause in the conversation. The ferret is turning somersaults[6] in the grass at our feet. "Do you think of what you do as art?" I ask.

"I want to do something original, that not everyone does," she says. "If you write something that's new or funny or special in a way, then I think it is a form of art, yes."

I ask her if she wants to work with computers for a living. When she grows up, I mean.

"Yes. But not with an antivirus company," she says. "I will never do antivirus." That would run **counter** to her code.

[5] A **ferret** is a small, brown, furry animal, often trained to hunt rats and rabbits.
[6] You do **somersaults** by rolling your body over headfirst to land on your feet.

www.ieltstep.com

Motivational Tip: Try it again! Before answering the comprehension questions, read the passage again to see if you can read it more fluently. Reading the passage up to three times will enhance your understanding and help you do better at the comprehension section.

Reading Comprehension
Check Your Understanding

A **Answer the following questions using information from the passage.**

1 In the first paragraph, why did the author decide to "play along" with Gigabyte?

_____

_____

2 How does Gigabyte's "Sharpei" worm spread from one computer to another?

_____

_____

3 What does Gigabyte's computer teacher think of her?

_____

_____

4 What can we infer about Gigabyte's relationship with her parents?

_____

_____

5 Why doesn't Gigabyte consider herself a feminist?

_____

_____

B **Complete the following sentences with information from the passage.**

1 Gigabyte started computer programming at the age of _____.

2 Gigabyte wrote her first computer virus when she was _____.

3 The author thinks Gigabyte and her ferret are both _____.

4 The author compares virus writing to an act of vandalism such as _____.

5 Gigabyte thinks art can be anything that is _____.

Critical Thinking

C **Discuss the following questions with a partner.**

1 How would you describe the author's attitude toward Gigabyte?

2 Gigabyte says she would never work for an antivirus company. What do you think her reasons are?

Vocabulary Comprehension
Words in Context

A **Choose the best answer. The words in blue are from the passage.**

1 If someone is playing a joke on someone and wants you to play along, that person wants you to ____.
a say what the joke is **b** act as if the joke is real

2 A prodigy shows his or her talent at an unusually ____ age.
a young **b** old

3 When you mangle a language, you speak it ____.
a well **b** badly

4 If your desk is immaculate, it is ____.
a disorganized and messy **b** neat and tidy

5 If somebody declines to comment on a topic, it means they ____.
a want to speak about it **b** don't want to speak about it

6 A cordial letter is one that is ____.
a pleasant and friendly **b** malicious

7 A counter-argument is a(n) ____.
a very strong argument **b** opposition to the argument

8 Well-groomed is an adjective used to describe someone who is ____.
a well-traveled **b** neat in appearance

9 Someone who is cunning wants to ____ others.
a trick **b** help

10 Which is considered vandalism?
a putting up a sign in a public space **b** writing on the wall of someone else's house

B **Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.**

1 Give an example of a child prodigy. What is he or she good at?
2 Give an example of something that can be mangled. How would it most likely end up like that?
3 Are you the sort of person who likes their living areas immaculate? Why, or why not?
4 When was the last time you declined an invitation to go out? Why?
5 Do you think you should be cordial to someone you dislike? Why, or why not?
6 How important is it to be well-groomed? Explain your answer.
7 Do you know anyone who you could describe as cunning? Give an example of why they are cunning.
8 Besides spraying grafitti on walls, what else would you consider vandalism?

www.ieltstep.com

Vocabulary Skill

The Root Word
graph/graphy

In this chapter, you read the word *graffiti*, a variation of the Greek word *graphein*, meaning *to write* or *record* something. The root *graphy* also refers to *the study of something*. The root words *graph* and *graphy* are combined with prefixes and suffixes to form many words in English.

A **Match the words in the box to the correct definitions. Write a–j. You may use a dictionary to help you.**

a bibliography	**b** photograph	**c** paragraph	**d** biography	**e** cartography
f monograph	**g** autobiography	**h** demography	**i** seismograph	**j** choreography

1 ____ the life memoirs of a person, written by that person
2 ____ a short section of a text, made up of two or more sentences, that deals with the same idea throughout
3 ____ a written account, such as a book or scholarly pamphlet, on a particular and usually limited subject
4 ____ the study of the characteristics of human populations, for example: size, growth, density, distribution, and vital statistics
5 ____ the art and science of making maps or navigational charts
6 ____ an image of an object, person, or landscape recorded digitally or on special film or paper
7 ____ an instrument for automatically detecting and recording the duration, intensity, and direction of an earthquake
8 ____ a list of writings related to a given subject, or referenced within a particular written work
9 ____ the art of creating and arranging dance sequences
10 ____ a written account of a person's life

B **Complete the following sentences using the correct form of the words in A.**

1 Most essays in English contain at least five _____.
2 Many pop stars work with _____ to create dance moves.
3 All essays should include a(n) _____ to cite referenced works.
4 In order to write someone's _____, you have to conduct an extensive amount of research on them.
5 As Della was a well-known chef, her _____ contained numerous recipes along with her memoirs.
6 Jun believes that living in Tokyo and experiencing numerous earthquakes as a young child inspired him to become a(n) _____.
7 Though Annelise originally studied color _____, she has recently become interested in using black and white film.
8 Sebastian has been unable to find much published material on his chosen field of study except for a single old _____.
9 Anybody who studies _____ trends will know that the rise in global population is creating a huge strain on the environment.
10 Hyun Suk has been interested in globes and maps since he was young, so he entered the field of _____.

Real Life Skill

Reading Computer Advertising

If you want to buy a computer system, it's important to compare the specifications (technical details) of different computers, as well as their prices. Advertising for computers often contains a lot of abbreviations for technical terms, as well as computer jargon. Being familiar with these terms can help you better understand exactly what it is you are buying.

A **Read the following advertisement for a laptop.**

The **Techie AZ2000 Laptop** features:
- 13.3-inch LED backlit display
- 8 GB RAM at 2.9 GHz
- 1 TB HD
- DVD ROM Drive
- 3 USB ports
- Doorways Unlimited OS
- Free word processing & spreadsheet software



New low prices!

B **Write the abbreviations in the ad next to the correct definitions.**

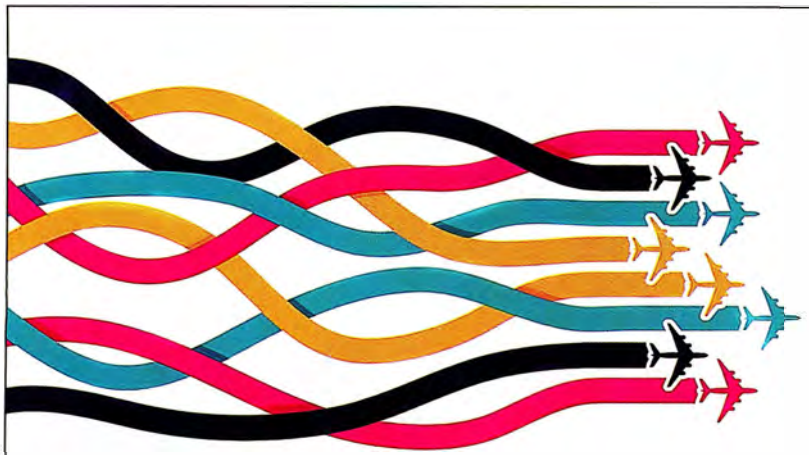
1 _____ operating system—the basic software in the computer
2 _____ hard drive—the part of the computer that stores information
3 _____ a disc containing files that can be opened on your computer
4 _____ a type of plug that allows you to connect devices such as a printer or flash drive to your computer
5 _____ random access memory—where data is stored that's being accessed by the computer
6 _____ a unit of computer memory capacity measuring one million bytes
7 _____ gigahertz—controls the speed at which the computer can carry out instructions
8 _____ a unit of computer memory capacity measuring one trillion bytes

C **With a partner, discuss what features and specifications you would want or need in a computer. Use some of the abbreviations you learned in B.**

What do you think?

1 Do you think it should be illegal to hack into a computer or spread computer viruses? Why, or why not?
2 Internet crime, or "cybercrime," is seen as very difficult to combat. Why do you think this is so?
3 If technology is seen as a "male" interest, how can we encourage women to be more involved in the tech and IT community?

www.ieltstep.com



What Kind of Traveler Are You?

1 How often do you travel?
- **a** never
- **b** once every few years
- **c** once a year
- **d** more than once a year

2 Where do you usually travel to?
- **a** I don't travel.
- **b** places within my country
- **c** countries round the region
- **d** countries that are far away

3 Who do you like to travel with?
- **a** alone
- **b** with a friend
- **c** with a group of friends
- **d** with my family

4 How do you decide where to go on vacation?
- **a** get advice from friends or family
- **b** ask a travel agent
- **c** do research on the Internet (e.g. travel blogs)
- **d** watch TV shows about travel

5 What is the main reason you go on vacation?
- **a** rest and relaxation
- **b** education and cultural learning
- **c** fun and adventure
- **d** quality time with family or friends

6 Which of the following vacations appeals to you most?
- **a** a tour of a big city in the U.S.
- **b** a homestay on a farm in Australia
- **c** backpacking across Europe
- **d** a beach resort stay in the Caribbean

Getting Ready

Complete the survey above. Then discuss your answers with a partner.

UNIT 3

CHAPTER 1 Into the Heart of a Family in Casablanca

Before You Read

A Traveler's Tale

A **Answer the following questions.**

1 When was the last time you went on a trip? Where did you go?
2 What did you do while you were on the trip?
3 Did any unusual or interesting events happen on this trip? If so, what?
4 Did you meet, or talk to, anyone interesting on this trip? If so, who? Have you kept in touch with this person?

B **Discuss your answers with a partner.**

Reading Skill

Scanning

When we scan, we look for information that we want and ignore other information. On tests, scanning can be useful when checking if a fact is true or false, or to find names of people or places and other key details.

A **Complete the following sentences by scanning the passage on the next two pages.**

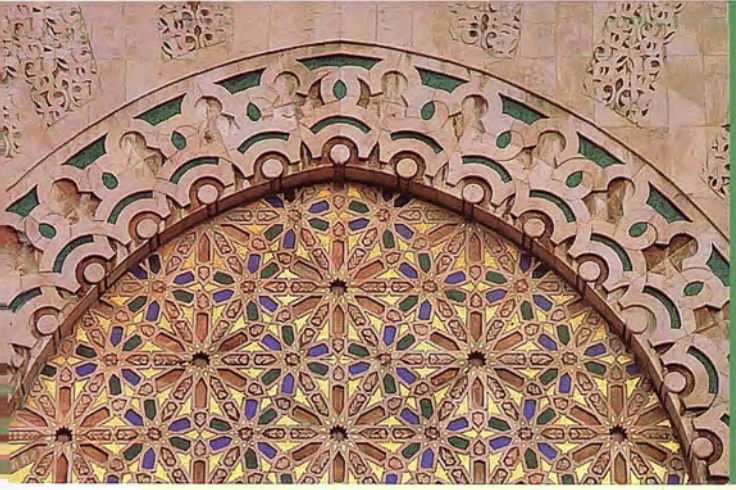
1 The author and her friend _____ met a young man called Abdelatif in a city called _____.
2 Abdelatif gave them his address and asked them to visit him at his home in _____.
3 Abdelatif's _____ came out of the house to greet them.
4 After a few hours of waiting, the family served the visitors a meal of _____ and _____.
5 When the author realized they had got the wrong Abdelatif, the mother invited them to _____.
6 It turned out that the two Abdelatifs know each other and had gone to _____ together.

B **Discuss your answers in A with a partner.**

C **Now read the entire passage carefully. Then answer the questions on page 43.**

Motivational Tip: What can you improve in your reading? Many times we reflect upon our strengths when we assess our successes. Truly successful people also reflect upon areas that they need to improve. If you could improve one thing about how you read, what would it be? Share your area for improvement with a partner, and work on this area when reading the passage.

ieltStep



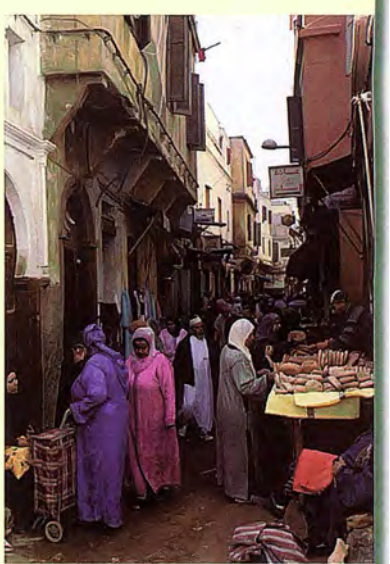
Into the Heart of a Family in Casablanca

Here's what I love about travel: strangers can often amaze you. Sometimes a single day can bring a beautiful surprise, a simple kindness that opens your heart and makes you a different person by the time you go to sleep—more tender, less **jaded** than you were when you woke up.

This particular day began at seven in the morning in Casablanca. My friend Miguel and I were going to visit Abdelatif, a young man we'd worked with on a volunteer project in Kenitra, an industrial city on the Moroccan coast. He'd been expecting us to arrive in Casablanca for a few days now, and since he had no telephone, he'd written down his address and told us to just show up—his mother and sisters were always at home. As my plane was leaving from Casablanca the following morning, we wanted to get an early start so we could spend the whole day with him.

Apparently the address Abdelatif had written down for us was hard to understand, and when we got into the neighborhood, our taxi driver started asking directions. Eventually, with the help of a policeman and then a little boy, we were led to a house down a winding road. Our driver went to the door and **inquired**. He came back to the cab saying Abdelatif 's sister was in this house visiting friends and would come along to show us where they lived.

Soon a girl of about sixteen emerged from the house. Surprisingly, she didn't resemble Abdelatif at all. Still, I'd seen other families where children didn't look alike, so I didn't give it too much thought. We waited in the yard while the sister went in and returned accompanied by her mother, sisters, and brother-in-law, all of whom greeted us with cautious warmth. We were shown into a **pristine** home with multicolored tiles lining the walls. The mother told us in broken French[1] that Abdelatif was out, but would be home soon. We sat on low, cushioned seats in the living room, drinking sweet mint tea and eating sugar cookies, while the family members took turns sitting with us and making shy, polite conversation that frequently **lapsed** into uncomfortable silence. As anything was said, Miguel would say, "What?" and I would translate the simple phrase for him: "Nice weather today. Tomorrow perhaps rain."



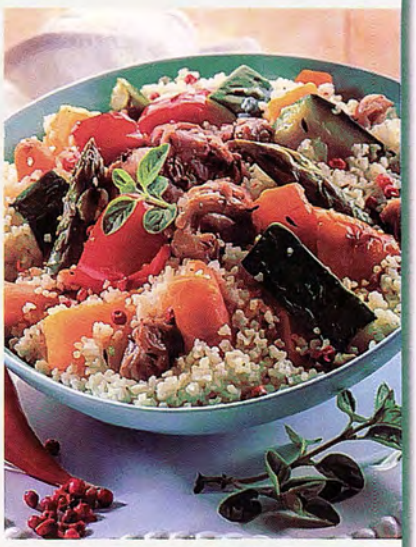
a crowded market street in Casablanca

[1] If you speak in **broken** French (or English, Japanese, or any language), you are unable to speak fluently and use fragmented or incomplete sentences.

An hour passed, and as the guard kept changing, more family members emerged from inner rooms. I was again struck by the fact that none of them looked a thing like our friend. How did Abdelatif fit into this picture? Was he adopted? I was very curious to find out.

After two hours had passed with no sign of Abdelatif, the family insisted on serving us a meal of couscous[2] and chicken. "Soon," was the only response I got when I inquired as to what time he might arrive. But at last, we heard the words we had been waiting for. "Please," said the mother, "Abdelatif is here."

"Oh, good," I said, and for a moment, before I walked into the living room, his face danced in my mind—the brown eyes, the smile filled with **radiant** life. We entered the lovely tiled room we'd sat in before and a young man came forward to shake our hands with an uncertain expression on his face.



a couscous dish

"Hello, my friends," he said cautiously. "Hello," I smiled, slightly confused. "Is Abdelatif here?" "I am Abdelatif."

"But . . . but . . ." I looked from him to the family and then began to **giggle** nervously. "I - I'm sorry. I'm afraid we've made a bit of a mistake. I - I'm so embarrassed."

"What? What?" Miguel asked urgently. "I don't understand. Where is he?"

"We've got the wrong Abdelatif," I told him, and then looked around at the entire family who'd spent most of the day entertaining us. "I'm afraid we don't actually know your son."

For a split second[3] no one said anything, and I wished I could disappear right there on the spot. Then the uncle **exclaimed** heartily, "It's no problem!" "Yes," the mother joined in. "It doesn't matter at all. Won't you stay for dinner, please?"

I was so overwhelmed by their kindness that tears rushed to my eyes. "Thank you so much," I said **fervently**. "It's been a beautiful, beautiful day, but please . . . could you help me find this address?"

I took out the piece of paper Abdelatif had given me back in Kenitra, and the new Abdelatif, his uncle, and his brother-in-law came forward to **decipher** it. "This is Baalal Abdelatif!" said the second Abdelatif, recognizing the address. "We went to school together! He lives less than a kilometer from here. I will bring you to his house."

And that is how it happened. After taking photos and exchanging addresses and hugs and promises to write, Miguel and I left our newfound family and arrived at the home of our friend Abdelatif as the last orange **streak** of the sunset was fading into the dark night. There, I reached out and hugged him with relief, exclaiming, "I thought we'd never find you!".

[2] **Couscous** is a grainy pasta made from semolina (a type of wheat) and is commonly eaten in North Africa.
[3] A **split second** is a very short period of time.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Answer the following questions using information from the passage.**

1 What "simple kindness" does the author refer to in the first paragraph?

_____

_____

2 What was a clue that the author and Miguel had the wrong address?

_____

_____

3 What was the family's reaction when the author told them they had got the wrong Abdelatif?

_____

_____

4 How did the author and Miguel eventually find the correct address?

_____

_____

B **Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.**

	T	F
1 Abdelatif gave the author his address and phone number.		
2 The writer and Miguel planned to stay with Abdelatif for a few days.		
3 The taxi driver had a difficult time finding the address.		
4 The family members chatted easily with the author.		
5 Miguel had to translate the conversation for the author.		
6 The author and Miguel waited for over three hours for Abdelatif to come home.		
7 The author and Miguel met the correct Abdelatif in the evening.		

Critical Thinking

C **Discuss the following questions with a partner.**

1 Why do you think the passage is called "Into the Heart of a Family in Casablanca"?

2 Do you agree with the author that a single day or encounter can change a person? If so, describe one such personal encounter.

Vocabulary Comprehension

Definitions

A **Match the words in the box with the correct definitions. Write a–j. The words are from the passage.**

a jaded	**b** inquire	**c** pristine	**d** lapse	**e** radiant
f giggle	**g** exclaim	**h** fervently	**i** decipher	**j** streak

1 _____ very strongly; passionately
2 _____ very clean; pure
3 _____ to read or interpret; to figure out
4 _____ to slip or pass gradually
5 _____ a line or mark of color different from its surroundings
6 _____ cry out or speak suddenly
7 _____ ask for information
8 _____ filled with emotions of love or happiness; glowing or beaming
9 _____ to laugh in a silly, uncontrolled way
10 _____ tired or bored, usually after being exposed to something for too long

B **Complete the following sentences using the correct form of the words from A.**

1 If you are planning to take a trip overseas, you should _____ about the climate and culture of the country you are going to visit.
2 Even though I cannot _____ the Egyptian language, I think it's fun to look at hieroglyphics and imagine what they might say.
3 At the hair salon, Laura asked the stylist to add some light blonde _____ to her hair.
4 After being in a war zone for so long, the soldiers became _____ by all the violence and death around them.
5 The little boy _____, "That's not fair!" when he saw that his brother had a bigger slice of cake than him.
6 I have a picture of my mom holding my new-born brother, with a(n) _____ smile on her face.
7 When Tina and Lisa are together, they never stop _____, even when there is no reason to laugh.
8 The teacher _____ believed that encouraging students to speak up in class could help them improve their English.
9 The death of his wife caused him to _____ into depression.
10 I have no idea how Marianne keeps her home so _____ with five children running around.

www.ieltstep.com

A **Look at the following adverbs. For each one, write the emotion you think a person would be expressing if they spoke in this way. The first one has been done for you.**

Adverb	Emotion
1 fondly	*love and affection*
2 cautiously	
3 urgently	
4 solemnly	
5 firmly	
6 tactfully	
7 angrily	
8 humbly	
9 confidently	
10 joyously	

B **Complete the following sentences using adverbs from A. More than one answer may be possible. Discuss your answers with a partner.**

1 The waiter _____ apologized for the delay in showing us to our table. We had, after all, made reservations weeks ago.
2 Daniel _____ pretended not to notice the large pimple on Maria's nose.
3 The announcer _____ declared that the prime minister had passed away after a long illness.
4 Although the suspect was interrogated by the police for three hours, he still _____ denied having anything to do with the incident.
5 Kumiko's grandmother looked both ways and then _____ began to cross the street.
6 Sam screamed _____ at the man who had crashed into her car.
7 When news of the stock market crash reached the office, Ed immediately got on the phone and _____ requested an update on his portfolio.
8 Alicia phoned and _____ told us about the birth of her first grandchild yesterday.

C **Now write your own sentences using two of the adverbs from A. Share your ideas with a partner.**

1 _____
2 _____

Vocabulary Skill

Adverbs of Emotion

In this chapter you read the adverbs *fervently*, *heartily*, *urgently*, and *cautiously*. They all describe the way in which the speakers in the reading passage expressed their feelings. Adverbs are often used in written texts to convey the emotions of a speaker. Knowing how these adverbs work, and what they mean, can help you to better understand readings that contain them.

CHAPTER 2 Travel for Good

Before You Read
Tourism with a Difference

A **Answer the following questions.**

1 How can travel change a person? How can it change the people the traveler meets?
2 Are there any places in your country where tourism has made a difference, whether to the people or to the environment?
3 Have you ever been on an ethical holiday, for example, an ecotourism or volunteer trip? If not, would you like to?

B **Discuss your answers with a partner.**

Reading Skill
Previewing

Previewing is something good readers do when they first encounter new reading material. They ask themselves questions like these: *What is this about? What kind of text is this? What do I already know about it?* Previewing can involve skimming, scanning, and predicting to help us get acquainted with the reading passage.

A **Take one minute to preview the passage on the next two pages. Read the title, look at the pictures and captions, and skim the first paragraph.**

B **Discuss the following questions about the passage with a partner.**

1 What do you think the passage is about?
2 Where could you find this kind of passage?
3 What do you already know about this subject?
4 What interesting points did you notice?
5 Do you think you'll enjoy reading the passage? Why, or why not?

C **Read the following items. Check (✓) the ones you think will be mentioned in the passage.**

- ❑ the high cost of travel
- ❑ connecting with people
- ❑ raising awareness of social issues
- ❑ how to earn money while traveling
- ❑ trendy hotels and restaurants
- ❑ people doing positive things while traveling

D **Now read the entire passage carefully. Then answer the questions on page 49.**

Motivational Tip: Are you making any improvement? Reflect back on the Motivational Tip you read in the last chapter. What was the area for improvement that you identified? As you read and answer the comprehension questions on the next page, be conscious of what you are trying to improve. What more can you do to improve in this area?

www.ieltstep.com



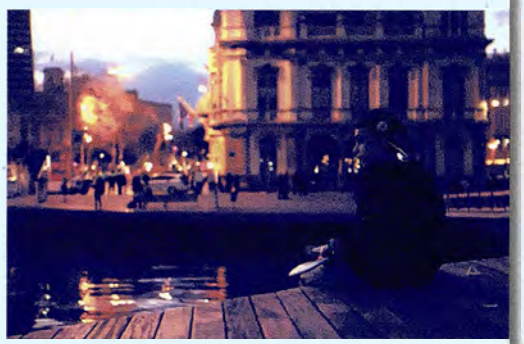
Travel for Good

Travel can inform and educate, as well as connect people from all over the world. Through travel, people have the **capacity** to change the world for the better. Read how these socially conscious individuals are using travel to affect change around the world.

Video Kid

A New York City high school student is bringing adventure to a new generation.

Every traveler knows that learning some of the local language is part of the fun of visiting new places. But *frontside flipslide … backside crooked-grind … kickflip*? This is the language of the skateboarding world. It's what has permitted 15-year-old Booker Mitchell to travel to countries like Spain, Nicaragua, and Brazil. With the help and support of his filmmaker mother and his father, Mitchell writes and stars in a series of short video segments on the Internet that reveals the world through the eyes of young people. Viewers can go to his website and follow the star as he navigates different countries by skateboarding and surfing with local kids. "Travel shows for grown-ups have these really excited hosts who talk about museums," says Mitchell. "Our **motto** is 'Live Life Outside' and we're trying to show how young people really live."



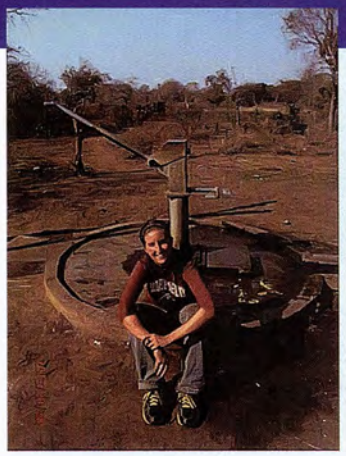
Booker Mitchell hosts "Booker Travels," an online video series that explores destinations through teenage eyes.

These online episodes show the **gregarious** teen as he visits new places, makes friends, and discovers the music, art, food, and geography of different countries. His mother says, "Ever since he was little, Booker kept journals. Wherever we traveled, I took videos. One day we realized we were documenting the world as a kid experiences it." And with each trip comes new revelations. One recent expedition to the Amazon taught Mitchell an especially important lesson. "You wouldn't expect anyone in the Amazon to know how to skate. But I made friends and realized that even in the middle of nowhere, kids live the same way I do. Lesson learned: Always bring my board with me!"

Across a Continent

Two adventurers are walking across a continent to raise money for clean water.

When travelers speak of doing a trip from Cape Town to Cairo, one thing seems certain: They're not talking about walking. But a pair of adventurers is doing just that. Amy Russell and her teammate Aaron Tharp are walking the 11,000-kilometer stretch from South Africa to Egypt, with the aim of finishing their journey in two years. They are raising money for Charity: Water, an organization that delivers clean water to people in developing countries.



Amy Russell is walking across Africa to raise awareness of the need for clean water in various communities across the continent.

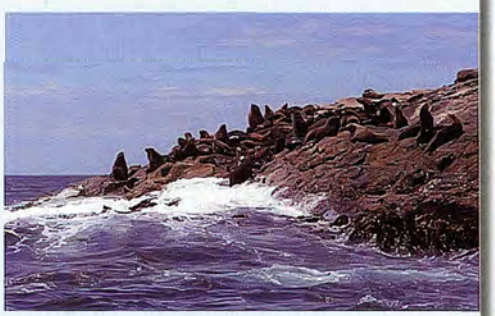
Russell, 24, says that her two-year adventure is the most direct way of documenting the effect that clean water can have on remote communities. It also benefits some of the 800 million people on the planet who don't have access to safe water. Russell uses her blog to describe the trip's highs and lows, discussing everything from border crossings to **obscure** food to different perspectives on the AIDS crisis in Africa. When asked what inspired her to take on the challenge, Russell replied: "I have strong **convictions** about fighting injustice and poverty in sustainable ways, which led me to be an advocate for Charity: Water. I saw this trip as a potential way to support them and help end the world water crisis."

Russell rejects the idea that travel is temporary and that its effect is short-lived. "I think travelers should be advocates. If you see a situation that needs help, get involved with an organization that gives voice to the people you met. When you let your travel experiences change you and return home with your new **mind-set**, you'll be a better person for it, and in turn create a better world everywhere you go in the future."

Clever Risks, Great Rewards

One man is finding creative ways to raise money for the causes he believes in.

Deep sea caves, towering cliffs, migrating whales: Tasmania's raw beauty sets the perfect stage for ecotourism. For Robert Pennicott, a tour operator, the Tasmanian coast is also the reason he got into **philanthropy**, having co-founded a coastal conservation fund in 2007. In its first year, the fund helped save more than 50,000 seabirds from attacks from wild cats. This **initial** success turned Pennicott into a daringly innovative philanthropist. In 2011, he circled Australia in a rubber dinghy[1] to raise money for research into **eradicating** polio.[2] The trip took 101 days and injected nearly $300,000 into the polio vaccination fund, proving that clever risks can produce great rewards.



Pennicott is dedicated to preserving the natural beauty and wildlife of the Tasmanian coast, such as these fur seals on Bruny island.

"When I die, I want to have made a difference in the world," says Pennicott, who gives at least a quarter of his tour company's profits to conservation and humanitarian issues. "Every little bit helps, and a lot of little contributions add up to make a big difference," he says.

Pennicott will soon bring his polio philanthropy to Afghanistan, Pakistan, and Nigeria, the last three countries where the disease remains widespread. His latest project brings him closer to home—he's working to rid the ocean of plastic trash. "The **scale** of this problem is enormous," he says. About 100,000 marine animals and a million seabirds each year are killed after eating or being caught in plastic. Pennicott says travelers can do their part by choosing responsible tour companies that invest in conservation.

[1] A **rubber dinghy** is a lightweight, inflatable boat usually about 3 meters long.
[2] **Polio** is a disease of the spinal chord often resulting in loss of body movement.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answers for the following questions.**

1 Booker Mitchell hopes to _____ with his series of videos.
- **a** explore unusual museums
- **b** teach adults how to skateboard
- **c** show how young people really live their lives
- **d** demonstrate how easy it is for parents and children to travel together

2 What are Amy Russell and Aaron Tharp raising money for?
- **a** a trip across Africa
- **b** clean water for developing countries
- **c** medicine for people suffering from AIDS
- **d** a video about the dangers of untreated water

3 Which is the best title for Russell and Tharp's story?
- **a** Walking for Water
- **b** The Temporary Traveler
- **c** 800 Million Without Water
- **d** An African Blog

4 What did Robert Pennicott's coastal conservation fund successfully do?
- **a** protected birds from wild cats
- **b** saved the lives of wild cats
- **c** brought more tourists to Tasmania
- **d** rid the beaches of plastic

5 According to the passage, what would Pennicott like travelers to do?
- **a** Stop using plastic.
- **b** Choose tour companies that invest in conservation.
- **c** Avoid visiting coastal areas that have large numbers of birds.
- **d** Visit countries where there is widespread polio to show they are safe.

B **Read the following statements. Check (✓) whether each statement applies to Mitchell (M), Russell and Tharp (R & T), and/or Pennicott (P).**

	M	R & T	P
1 using travel to affect change			
2 engaging in sports with local kids			
3 raising money			
4 traveling in more than one country			
5 using the Internet to reach viewers or readers			

Critical Thinking

C **Discuss the following questions with a partner.**

1 What global problem do you care about the most? Do you think travel could help solve this problem? How?

2 Do you think there could be any negative effects from what the people in the passage are doing? Explain your answer.

Vocabulary Comprehension
Words in Context

A **Choose the best answer. The words in blue are from the passage.**

1 If someone has the capacity to do something, they have an _____ to do it.
a ability **b** obligation

2 An example of a motto is _____.
a I'm hungry. **b** Life is short.

3 Being gregarious is an important quality for a _____.
a talk show host **b** scientist

4 Something that is obscure is relatively _____.
a unknown **b** well-known

5 A person who has conviction about something usually _____.
a gives up halfway **b** finishes the job

6 To understand someone's mind-set is to know how they _____.
a behave **b** think

7 An illustration in its initial stage is _____.
a a sketch **b** in full color

8 If a city's drug problem is eradicated, it means it _____.
a has been solved **b** is getting worse

9 Philanthropy involves _____ other people.
a helping **b** teaching

10 The scale of a problem describes its _____.
a cause **b** size

B **Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.**

1 If there was any disease you could eradicate, what would it be? Why?
2 Do you have a personal motto? What is it?
3 Who do you think is the most gregarious among your friends? Why?
4 Are you a fan of any obscure music or movies? How did you discover them?
5 What do you have deep convictions about?
6 How is the mind-set of a high school student different from that of a college student?
7 When you work on group projects in class, do you find the initial stages of the work easy or difficult?
8 Can you name a famous philanthropist? What causes are important to him or her?
9 The scale of global warming has been described as enormous. Do you agree? Why, or why not?
10 Some people say humans have a great capacity for cruelty. What does this mean?

www.ieltstep.com

Vocabulary Skill

The Root Word *ject*

In this chapter, you read the words *reject* and *inject*. The root word *ject* comes from the Latin word *jacere*, which means *to throw*. It is combined with prefixes and suffixes to form many words in English.

A **Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.**

Word	Part of Speech	Definition
1 abject	*adjective*	*completely hopeless or bad*
2 eject		
3 trajectory		
4 subject to		
5 dejected		
6 interject		
7 project		
8 objection		

B **Complete the following sentences using the words from A. You might have to change the form of the word.**

1 Since the plane was flying low to the water, the pilot managed to safely _____ from his seat.
2 We plan to play golf while on vacation, but that's _____ good weather, of course.
3 The CEO reported today that total earnings are expected to exceed _____ figures in the coming months.
4 Walter became very depressed when his business ended in _____ failure.
5 If people start arguing over minor details in a meeting, the leader should _____ and steer the discussion in a more productive direction.
6 After his girlfriend told him she didn't want to date him anymore, Carl felt totally _____.
7 Scientists could predict where the asteroid was going to hit by observing its _____ through space.
8 The government had to cancel plans to build a highway next to the housing estate as there were too many _____ from the residents.

C **Can you think of any other words in English that include the root *ject*? Share your ideas with a partner.**

Real Life Skill

Choosing a Travel Guidebook

When you travel, the more information you have before you set out, the more you're able to stay safe and enjoy your vacation. That's why there are so many different series of travel guidebooks, covering thousands of destinations worldwide. Each series caters to a different type of traveler, so choose the guidebook that's right for you.

A **Match these types of travelers with the correct definitions. Write a–f.**

a budget	**b** luxury	**c** armchair
d business	**e** adventure	**f** family

1 _____ They make frequent short trips, and may have little free time to see the sights. They require efficiency and comfort.
2 _____ They travel together with their spouse and children, and look for safe destinations and activities that everyone can enjoy.
3 _____ They want "only the best"—the most lavish hotels, the most exclusive shops, and gourmet meals. Expense is not a concern.
4 _____ They enjoy reading about travel as a hobby. Many never actually use the guidebook to take a trip.
5 _____ They are looking for excitement and danger, usually related to outdoor activities or sports.
6 _____ They want to travel as much as possible for the lowest price. The cost of everything is very important.

B **Read the following descriptions from the back covers of travel guidebooks. Which type of traveler are they intended for?**

1 The world's most beautiful guidebooks—large, full-color photographs of the most exotic locales, sprinkled with stories from seasoned travelers.
2 Double rooms for only $20, three-course meals for just $5—who says travel has to be pricey? We'll help you save money!
3 Outdoor fun, kid-friendly museums, lots of rainy-day sights to see—even hotels that offer baby-sitting. You'll find it all here!
4 Looking for free wireless Internet access? Laptop charging stations? We have everything a busy traveler needs, plus a comprehensive list of the best hotels and conference venues in the city.
5 Live life to the fullest—abroad. Bike, surf, hike in the world's most spectacular locations and discover the daredevil in you.
6 For those who appreciate the finer things in life. We share tips, hot new discoveries, and the very best places for everything you're looking for.

What do you think?

1 Based on your answers in the Getting Ready section and the information in the Real Life Skill above, what kind of traveler do you think you are?
2 Is it easy for you to meet people when you travel? Do you approach others, or let them talk to you first?
3 Chinese philosopher Lao Tzu once said about travel, "A good traveler has no fixed plans and is not intent on arriving." What do you think he meant by this? Do you agree?

www.ieltstep.com

Review Unit 1

Fluency Strategy: Muscle Reading

When you build your physical muscles, you focus on a specific muscle at a time and use it frequently. Likewise, **Muscle Reading** involves engaging with a passage in multiple ways in order to build your knowledge and comprehension. There are nine steps to follow in Muscle Reading.

Preview

Preview *Getting That Job Using Social Media* on the next two pages by reading the first and final paragraphs, and quickly skimming the other paragraphs.

Outline

Making an **outline** requires a slow, careful reading, which will help you build your fluency when you read again later on.

Complete the outline of *Getting That Job Using Social Media*.

Getting That Job Using Social Media

1 In many places you are no longer expected to work at the _____ for a lifetime.

2 Job _____ and job _____ are using social media.

3 _____ to get started:

- Update your _____ and make sure they contain _____.
- Make it easy for people to find you by using your _____. Make your social media accounts _____ so anyone can view them.
- Follow companies online and find out who the _____ are.
- Connect with people and ask for personal _____.
- Create relationships with others by joining professional _____.
- Ask people in your network for a(n) _____.
- Keep things _____.

4 Use social networking to get a(n) _____. Be prepared and show you did your _____.

5 The main thing is to be sure you are _____ in whatever job you do.

Question

Good readers ask themselves questions as they read. Sometimes the **questions** are answered in the passage; other times you have to go to other sources to find the answers.

What questions come to mind as you read *Getting That Job Using Social Media*? How would you find out more about this topic? Discuss your ideas with a partner.

Read

Now read the entire passage carefully.

http://heinle.com/asr/socialmedia

Getting That Job Using Social Media



What's your dream job? Is it to work as a business executive in a large cosmopolitan city? Or be a travel writer with ample opportunities to see the world? Or maybe to work as an anthropologist, helping to preserve the heritage of local peoples? Whatever it is, some of us know the answer to that question from an early age, while others find the answer later in life. In many places in the world, you are no longer expected to work for the same company for a lifetime. In fact, having the same job for a significant period of time can adversely affect your career. It might seem ironic, but many companies now think the best employees are those that change jobs every few years.

The days of looking at "Help wanted" ads in newspapers, and then sending in a resumé, are disappearing fast. We are morphing from a "browse and show me" society to one of "refer and lead me." Today, both job seekers and job recruiters use social recruiting to search, share, discuss, engage, build rapport, and refer. More people are relying on social media to get that extra advantage.

Have you ever had a Facebook friend post an update to his network promoting a new job opportunity at his company? Have you ever received a LinkedIn message from a friend of a friend asking you about employment opportunities? That's social networking. If using social media in this way is new to you, here are a few tips to get started.

- First, whatever social media you are using, update your profiles regularly. Fix any inconsistencies and be sure profiles complement one another. Make sure they contain useful content. A possible employer may deliberately look at your personal Facebook page. He or she does not want to see silly photos and whiny status updates. Take another look at your resumé and make it concise and visually appealing.

www.ieltstep.com

- Next, make it easy for potential employers to find you. Use your full name on all profiles, not a nickname or an alias. Use a professional photo of yourself. Be sure that your most important social media accounts are public. Even if an account is private, these images may turn up when someone searches your name. It's a good idea to delete any profiles that you don't use regularly. An inactive page can make you look like you lack initiative.
- Once you know the companies you'd like to work for, follow them online to gain an understanding of their company culture. Find out who the decision makers are and contact them. This shows you have researched a company and have the tenacity to figure out the people who make hiring decisions.

The key thing about social media is that it lets you create connections with people. These connections can be a huge help in getting a job because you can get a personal referral. You are far more likely to be considered for a job with a personal referral than you would be just completing an online application.

It's essential to join professional networks. By joining these communities, you will be up to date on what's happening in the industry. You also create long-term relationships that build trust. Recruiters often start their search in these communities to find suitable job candidates.

Some social media sites allow you to request an introduction from your extended network. This can give you a head start on the competition. You can see who is already connected to the person you are targeting. There are also mobile phone apps that help job seekers find and manage these connections.

By all means use social media in your job search. However, a word of warning: even though you are using social media, always remain professional with the people you interact with. Don't blur the line between personal and professional.

You probably can't rely on social media alone to get a great job. Your immediate aim is to get an interview. If you get one, follow the same advice for anyone granted an interview: Dress professionally, and arrive early. Be prepared with knowledge of the company position you're applying for. Know that you will have to think on your feet and answer tough questions. Have your own questions ready to show you did your homework. Be yourself; if you do get a job offer, then you know that it's a good fit.

Finally, remember that the best job is the one that you're happy doing. Confucius once said, "Find a job you love, and you'll never work a day in your life." That may not be completely true, but it's still pretty good advice!

Underline

Go back through the passage and underline the main ideas and important information. Compare what you have underlined with the outline that you made. How is the information similar or different? Share your ideas with a partner.

Answer

Choose the correct answer for the following questions.

1 What is the author's main purpose in writing this passage?
- **a** to contrast ways of advertising a job in the past with ways of advertising a job today
- **b** to warn against relying on using social media exclusively to get a job
- **c** to give advice on using social media to get a good job
- **d** to explain how he or she used social recruiting to get his or her dream job

2 Which of the following claims does the author make?
- **a** It's important to identify your dream job at an early age.
- **b** Having the same job for a significant period of time can hurt your career.
- **c** It's a waste of time to look for a job in the newspaper.
- **d** The best employees are those that devote their lives to a single job.

3 Which advice about using Facebook would the author NOT agree with?
- **a** Use your full name and include a professional photo.
- **b** Stop writing all status updates until you secure a job.
- **c** Update your profile and make sure it contains useful content.
- **d** Close the account if it remains inactive for a long time.

4 The author says it's important to connect with people online because _____.
- **a** you can request a personal referral from a connection
- **b** connecting with people is preferred to following a company online
- **c** you can sign up to receive company updates from professional networks
- **d** your connections may ask you for an introduction

5 According to the passage, what is one risk of using social media for your job search?
- **a** It does not prepare you adequately for interviews.
- **b** It is harder to develop long-term relationships with employers.
- **c** You may not get a job that is the best fit for you.
- **d** You might become overfriendly with a work contact.

6 What claim does the author make about social media?
- **a** Social media can help a job seeker interview with more confidence.
- **b** Those who use social media to get interviews will almost always get a job.
- **c** Using social media is just part of what a job seeker needs to do to get a good job.
- **d** It's impossible in today's competitive economy to get a job without using social media.

7 What does the author claim is more important than getting your dream job?
- **a** finding a job that uses your skills
- **b** finding a job that is easy for you to do
- **c** finding a job that you are happy doing
- **d** finding a job that allows you free time to pursue other interests

www.ieltstep.com

Recite

You can increase your comprehension by talking with someone about what you have read.
Turn to a partner and recite the main ideas from *Getting That Job Using Social Media*.

Review

Review the comprehension questions on the previous page. Did you get any questions incorrect? If so, why?

Review Again

Review your outline and the comprehension questions. What have you learned from the passage? Write the main ideas you learned and why they are important.



ieltStep

SELF CHECK

Answer the following questions.

1 Have you ever used the Muscle Reading strategy before?

☐ *Yes* ☐ *No* ☐ *I'm not sure.*

2 Will you practice Muscle Reading in your reading outside of English class?

☐ *Yes* ☐ *No* ☐ *I'm not sure.*

3 Do you think Muscle Reading is helpful? Why, or why not?

_____

_____

4 Which of the six reading passages in units 1–3 did you enjoy most? Why?

_____

_____

5 Which of the six reading passages in units 1–3 was easiest? Which was most difficult? Why?

_____

_____

6 What have you read in English outside of class recently?

_____

_____

7 What do you think you can do to become a better reader?

_____

_____

www.ieltstep.com

Review Reading 1: White Hat and Black Hat Hackers

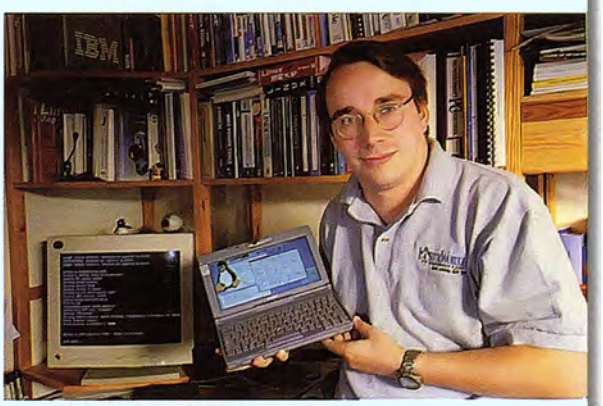
Fluency Practice

Time yourself as you read through the passage. Write down your time, then answer the questions on page 61. After answering the questions, correct your responses and write down your score. Record your performance on the Reading Rate Chart on page 240.



Contrary to how they are portrayed in books and movies, not all hackers are computer prodigies. But they seem to have one thing in common: a natural curiosity and a strong desire to figure out how things work. Many devote their time to understanding computer applications and systems, reaching a level of knowledge sometimes equal or superior to the creators' themselves. This knowledge is not in itself a bad thing nor a good thing; it's what these hackers do with the knowledge that makes them ethical or unethical hackers. While it is difficult to fit hackers neatly into distinct categories, they can be divided into three groups: *white hat* hackers, *black hat* hackers (also known as *crackers*), and *gray hat* hackers.

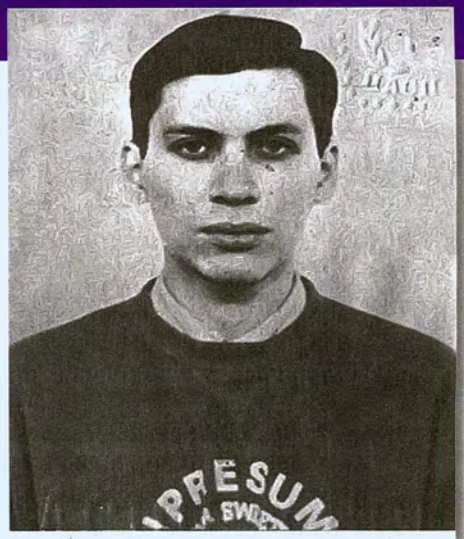
The white hat hacker has immaculate computer ethics. For example, if a white hat hacker discovers a security weakness in a computer network, the first step would be to inform the network administrator of the problem and perhaps offer some advice on how to address the issue. While white hat hackers do gain access to private networks and information, they do so with the permission of the owner, and they can be counted on to "do the right thing." White hat hackers often work for organizations and businesses to enhance the businesses' level of computer security.



Linus Torvalds is the designer of the open-source operating system Linux.

Linus Torvalds is an example of a white hat hacker. He studied computer science at the University of Helsinki, where in 1991 he wrote the first version of a computer operating system called Linux. Unlike many software authors, Torvalds relinquished the chance to get rich from this profitable venture and instead gave his operating system away for free.

ieltStep



From a computer in St. Petersburg, Russia, Vladimir Levin was able to achieve what had never been done before: cracking the system of a Wall Street bank.

The black hat hacker, on the other hand, usually has malicious intent. In some circles, the term *cracker* is used instead. It is predominately black hat hackers that perpetrate computer crimes. For example, they have broken into computer networks and used that access to steal money and information. Many black hat hackers form groups and damage (or threaten to damage) computers and computer networks.

Kevin Poulson, who went by the name of Dark Dante, was an early black hat hacker. In a famous incident, Poulson used his understanding of computers and telephones to unethically win a Porsche sports car. People had to call in to a radio station and the 102nd caller would be awarded the car. Poulson simply kept control of all the phone lines and made sure that he was caller number 102. Like many black hat hackers, Poulson spent time in prison, but he later took a job as a white hat hacker for a computer security company.

Another example of a black hat hacker is Vladimir Levin of Russia. He was arrested in 1995 for planning a theft from Citibank, a large American bank. He was convicted for leading a group of criminals who fooled Citibank computers into transferring them a record $10.7 million. He was sentenced to three years in jail. The enormous amount of publicity surrounding this crime forced Citibank and many other financial institutions to examine and upgrade their online security systems.

Gray hat hackers naturally fall between the white and black hat hackers. These hackers find their way into computer systems and networks, but do not immediately inform the owner of the security problem. At the same time, they are usually not intent on destroying or exploiting the system either. There have been cases of gray hats leaving behind messages or "vandalizing" websites with electronic graffiti in order to let others know that they were capable of getting in. So, while gray hats probably wouldn't care about the network owners or managers, they are also likely to do little or no damage.

Because gray hats are rarely arrested, their names usually remain unknown. The Apache Software Foundation's website was broken into in 2004 by anonymous hackers. They did not, as might be feared, release viruses that would replicate themselves through Apache's computers or damage them in any way. Instead, they left a message explaining the security problem that had allowed them to gain access. The hackers asserted: "This is a general warning. Learn from it. Fix your systems, so we won't have to." In their own strange way, the gray hat hackers had assisted Apache in making their networks more secure.

It seems the future of white hat hackers is secure as their skills are in demand to monitor the security of the vast number of computer networks around the world. There is certainly more pressure than ever on gray hat hackers to stop their activities. More people are questioning their rationale, because today's corporations and governments simply have too much at stake to allow them to casually enter their networks. In recent years, gray hats have been arrested and prosecuted for crimes that might have been ignored in the past. And finally, while the early black hat hackers were never severely punished, their activities are today taken more seriously than ever before. However, as long as there are "good" hackers, there will always be "bad" ones, so the problem of the black hat hacker is sure to continue.

853 words **Time taken** _____

www.ieltstep.com

Reading Comprehension

1 What is the author's purpose in writing this passage?
- **a** to inform the reader about various types of hackers
- **b** to convince the reader that gray hats are mostly ethical
- **c** to warn the reader to avoid hackers while on the Internet
- **d** to show that black hats aren't as bad as people think

2 Which would a white hat hacker probably NOT do?
- **a** ask permission before entering a computer network
- **b** take a job in a company to enhance computer security
- **c** tell his or her friends how to break into a computer network
- **d** report the activities of black hat hackers

3 What is another term for a black hat hacker?
- **a** Linux
- **b** cracker
- **c** breaker
- **d** blacker

4 How did Kevin Poulson win a Porsche sports car?
- **a** He controlled the telephone calls going to the radio station.
- **b** He changed the winning numbers in the radio station computer.
- **c** He asked 101 friends to call the radio station before him.
- **d** He knew a black hat hacker at the radio station.

5 What has Citibank done since the incident with Vladimir Levin?
- **a** It has offered $10 million for information about the thieves.
- **b** It has greatly enhanced its security.
- **c** It hasn't changed very much.
- **d** It has stopped doing business in Russia.

6 Which action would be typical of a gray hat hacker?
- **a** spreading a virus that destroys the entire system
- **b** reporting potential security holes to the administrator
- **c** posting an image on a secure website
- **d** stealing and selling passwords for websites

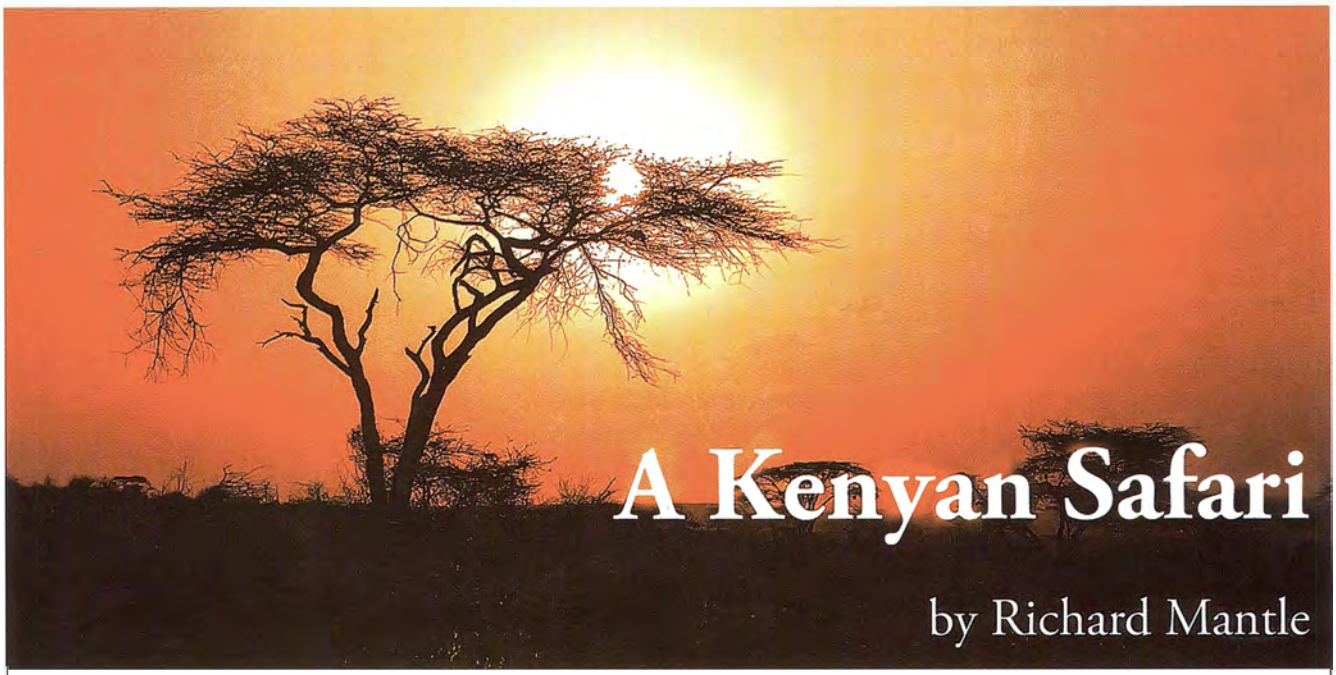
7 Gray hat hackers are usually unknown because they _____.
- **a** don't leave any evidence in the system
- **b** are too clever for the police
- **c** don't like publicity
- **d** are seldom arrested

8 Which type of hacker might the author say is most likely to disappear in the future?
- **a** the white hat hacker
- **b** the gray hat hacker
- **c** the black hat hacker
- **d** They are all likely to disappear.

Review Reading 2: A Kenyan Safari

Fluency Practice

Time yourself as you read through the passage. Write down your time, then answer the questions on page 64. After answering the questions, correct your responses and write down your score. Record your performance on the Reading Rate Chart on page 240.



A Kenyan Safari

by Richard Mantle

In September of last year, I joined a tour group and visited several Kenyan national parks on a tour that lasted about two weeks. It was an absolutely exhilarating experience. The awe-inspiring wildlife, pristine natural settings, and warm interactions with the local people seemed to affect everyone, even the most jaded of tourists. We all emerged from the safari radiant with joy and inspiration.

We saw an impressive array of wildlife at the Maasai Mara National Reserve—lions, zebras, wildebeest, gazelles, giraffes, elephants, and many more. Most of us were initially rather nervous to be in such close proximity to the animals, but slowly grew to appreciate the intimate experience. A woman screamed when a large lion came up to our minibus and started to lick the window. Our driver just laughed and said we had nothing to worry about—the lion was just offering his car-wash services. This calmed the woman down and she giggled along with the rest of us at his jokes.



At Amboseli National Park, we had our first encounter with the Maasai people. This famous warrior tribe still live a semi-nomadic lifestyle, meaning they move around from time to time in search of food, water, and grazing land for their cattle. We were invited to one of their villages to learn more about their traditional culture and practices, and to browse and buy handmade jewelry made from small colorful glass beads. The villagers were exceptionally friendly and gregarious, and we were made to feel very welcome.

www.ieltstep.com



On our last day in Amboseli, our tour guide had a special surprise—a group of Maasai were to perform traditional dances and songs for us. They sang without the accompaniment of any musical instruments and created wonderfully intricate music just by harmonizing their voices. The Maasai dances were very energetic, with the men leaping high in the air. These dances are considered a ritual among the men to display their strength: the higher the jump, the stronger the warrior. Some people in our group joined in, dancing and leaping with the Maasai, but of course none of us could jump as high as them! The memory of the wonderful performance stayed with us long after the trip.



The next morning we left very early—long before streaks of sunlight appeared on the horizon. Our next destination was Lake Bogoria, famous for its thousands of pink flamingos. The lake lay in a valley between two very high cliffs; we were in awe of the sheer scale of the place. We spent an hour watching the flamingos take off from and land on the shimmering surface of the lake. Soon the sun was directly overhead and it was time for lunch. Our guide led us over to one area of the lakeshore that had hot springs and geysers. We cooked boiled eggs for lunch in the natural boiling water. (No, not flamingo eggs—chicken eggs, of course!)

After lunch, the guide surprised us by saying we were going to go looking for hippopotamuses. I was a little nervous about this, as I had heard that hippos were actually more dangerous than lions. As we were all getting into several large canoes on the shore of the lake, I asked the guide if this was indeed true. He said that hippos can indeed be very dangerous, especially if the mother hippos feel that their infants are being threatened. After about 15 minutes of paddling across the lake, we saw a large male hippopotamus. He didn't seem to mind being looked at, until people in the group started taking photos of him. I guess he didn't like the sound of the cameras, and he started to make some aggressive sounds. With that, our guide turned our canoes around, and we headed away from the hippo and back to the safety of the shore.

That evening, we ate dinner together at a little restaurant called Mamalina. It was an interesting mixture of modern and traditional Kenyan cuisine. Our guide helped us to decipher our menus, which, while written in English, contained lots of dishes we had never heard of. Many of the dishes featured fish caught in Lake Bogoria, and there were various chicken and goat dishes as well. They were prepared with a variety of interesting local vegetables. When the food was brought, it smelled wonderful and everyone ate heartily.

While we were eating, we were amazed to see three men from the Samburu tribe enter the restaurant. They were wearing the traditional clothes of their people, which included beautiful bird feathers and hair dyed bright red. It was a surprise for us when these mighty African warriors all sat down at the bar and ordered a soda to drink! It was an amazing final scene from what was for me an unforgettable trip.

802 words **Time taken** _____

Reading Comprehension

1 What was the author's main purpose in writing this account?
- **a** to convince the reader to go on an African safari
- **b** to entertain the reader with a description of his African safari
- **c** to warn the reader about the dangers of an African safari
- **d** to encourage the reader to learn more about African people

2 According to the author, how did the safari seem to change the tourists?
- **a** It made them more jaded.
- **b** It made them less afraid of Africa.
- **c** It made them more joyful and inspired.
- **d** It made them braver.

3 The driver laughed at the woman in the minibus because _____.
- **a** she panicked when a lion came very close
- **b** she was afraid of zebras and wildebeest
- **c** she wanted to go home
- **d** she told many funny jokes

4 Which of the following is true about the Maasai?
- **a** They now live in towns and cities.
- **b** They are famous for their farming practices.
- **c** They don't stay in one place for a very long time.
- **d** They prefer to live in isolation and not interact with people.

5 Which traditional practice showcases a Maasai warrior's abilities?
- **a** how loudly they can sing
- **b** how well they can harmonize
- **c** how long they can jump
- **d** how high they can jump

6 Why did the guide decide to head back to the shore of Lake Bogoria?
- **a** Everyone had taken all the photos they needed.
- **b** Some tourists were getting very hungry.
- **c** The hippopotamus was becoming aggressive.
- **d** There were too many flamingos.

7 Why did the group need help with their menus at Mamalina?
- **a** The menu was written in a different language.
- **b** There were many dishes that they couldn't eat.
- **c** They only wanted traditional Kenyan food.
- **d** They were not familiar with many of the dishes.

8 What did the author find so amazing about the final scene with the Samburu men?
- **a** the fact that they were not aggressive at all
- **b** the beautiful clothes and their red hair
- **c** the contrast of traditional and modern
- **d** the difference between the Maasai and the Samburu

www.ieltstep.com

UNIT 4

Haunted by the Past



the hallway of Hawthorne Hotel, Salem, Massachusetts, known as one of the most haunted hotels in the U.S.

Getting Ready

Discuss the following questions with a partner.

1 Do you believe in ghosts? Why, or why not?
2 Do you know anyone who claims that he or she has seen a ghost? What happened?
3 Do you believe there is a logical explanation for ghostly events?

CHAPTER 1 The Vanishing Hitchhikers

Before You Read
Ghost Stories

A **Answer the following questions.**

1 Do you like to read books or watch movies about ghosts? Can you name some?
2 How do you feel when you read ghost stories or watch scary movies?
3 Why do you think ghost stories are so popular?

B **Discuss your answers with a partner.**

Reading Skill
Skimming for Main Ideas

> Skimming is one way to look for main ideas in a passage. When we skim, read over parts of the text very quickly. We don't need to read every word, or look up words we don't understand; we just need to get the general idea of the paragraph. The subheadings also help to give clues about the text.

A **Skim the passage on the next two pages. Then match the story titles in the box to the correct summaries. Write a–e.**

a The Basketball Player	**b** The Girl on the Side of the Road
c Resurrection Mary	**d** The Smoking Ghost
e The Grandmother	

1 ____ A doctor is shocked to discover that the mysterious girl he just sent home died in a car accident two years ago.
2 ____ When a lady passenger disappears from their back seat, the drivers manage to find her daughter and report the incident. They find out the old lady died three years ago.
3 ____ A taxi driver unknowingly sends a girl to the cemetery that she is buried in. Years later, the same girl is seen locked within the cemetery gates.
4 ____ A woman picks up a boy from a local school. He asks to be let out in a deserted area, and then disappears. It turns out he started hitchhiking…29 years ago.
5 ____ A hitchhiking soldier asks for a cigarette from the driver. He then vanishes, leaving only the cigarette lighter.

B **Discuss your answers with a partner. Then read the passage to check your answers.**

C **Now read the entire passage carefully. Then answer the questions on page 69.**

Motivational Tip: Share your enthusiasm for reading. How has reading helped you become a better person? Why do you consider reading such a central part of who you are? When we talk about things that we are excited about and things that we love with our friends we can influence them in positive ways. Think about how you can share your enthusiasm for reading *with others today to motivate them* to be better readers.

www.ieltstep.com

ieltStep

THE VANISHING HITCHHIKERS



One of the most entertaining types of ghost stories is that of the phantom, or **vanishing**, hitchhiker.[1] It's also one of the most **chilling** because, if true, they bring ghosts in very close contact with mortals.[2] Perhaps more **disconcerting** still, the stories describe the ghosts as looking, acting, and sounding like living people—even physically interacting with the **unsuspecting** drivers who pick them up.

The basic story usually goes something like this: a tired driver traveling at night picks up a strange hitchhiker, drops him or her off at some destination, and then somehow later finds out that the hitchhiker had in fact died months or years earlier—often on that very same date. Like most ghost stories, tales of phantom hitchhikers are impossible to verify, and are most often considered to be urban legends.[3] There are many such stories, and it's up to you to determine whether or not you believe any of them. Here are just a few.

THE BASKETBALL PLAYER

A woman, driving to her sister's house on a winter evening, sees a boy of about eleven or twelve years of age hitchhiking on the side of the road. She stops for him; he gets into the front seat next to her, and they chat as they drive down the highway. The boy says he's a basketball player for a local school, and she sees that, indeed, he has the height and **build** of an athlete. She also notices that he is not wearing a jacket of any kind, despite the fact that it's winter. The boy seems to have no particular destination in mind as he points to the side of the road and asks to be let out there. The woman is **puzzled** because she can see no houses or lights anywhere. Before she can pull over to the side of the road, however, the youth simply vanishes. She immediately stops the car, gets out, and looks around, but the boy is nowhere to be seen. She later learns that the same vanishing hitchhiker was first picked up at the same spot twenty-nine years earlier!



THE GIRL ON THE SIDE OF THE ROAD

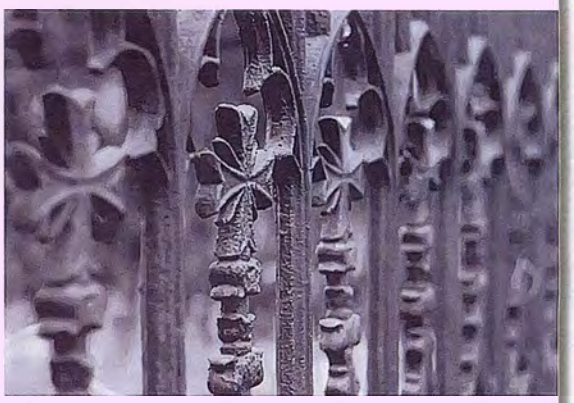
A doctor, while driving home from a country club dance, picks up a young girl in a white dress. She climbs into the back seat of his car

[1] A **hitchhiker** is a person who travels for free by getting rides from passing vehicles.
[2] A **mortal** refers to a human being.
[3] An **urban legend** is a funny or scary story or piece of information that is circulated as though true.

www.ieltstep.com

because the front seat is crowded with golf clubs, and tells him an address to take her to. As he arrives at the address, he turns to speak to her but she is gone. The curious doctor rings the doorbell of the address given to him by the mysterious girl. A gray-haired man answers the door and reveals that the girl was his daughter. She had died in a car accident exactly two years earlier.

RESURRECTION MARY



The story of Resurrection Mary begins on a winter night when a young girl named Mary is killed in a car accident while on her way home from a dance. Five years later, a taxi driver picks up a young girl in a white dress on the same street. She sits in the front seat and instructs him to drive north. After driving a short distance, she suddenly tells him to stop, and then simply vanishes from the taxi. The taxi is stopped in front of Resurrection Cemetery, where the girl is buried. According to an account many years later, a woman witnessed Mary locked inside the iron fence of the cemetery. Reportedly, the metal bars of the fence bore the **imprints** of her hands.

THE SMOKING GHOST

On a dark winter night, a man stops for a stranger hitchhiking on the side of the road. The stranger is dressed in a military uniform and, after he gets into the car, asks if he can have a cigarette. The man gives him one, and a lighter with which to light it. With his peripheral vision,[4] the driver sees the flash of the lighter, but then, on turning his head, is **astonished** to see that his passenger has vanished into thin air.[5] Only the cigarette lighter remains on the seat.



THE GRANDMOTHER

Two businessmen stop for a little old lady in a lavender[6] dress walking along the side of the road in the middle of the night. She tells them she is going to see her daughter and granddaughter, and they offer to drive her to the next town. On the way, she proudly tells them all about her children and grandchildren, such as their names and where they live. After a while, the men become **engrossed** in their own business conversation, and when they reach their destination, the old woman is no longer in the back seat. **Fearing the worst**, the men retrace their route, but do not find the woman anywhere. Finally, recalling the daughter's name, they go to her house to report what they fear might have been a horrible accident. The men identify her from photos in the daughter's house. It turns out that the old woman was buried exactly three years ago that day.

[4] **Peripheral vision** is the outermost edge of the entire area that a person can see. It means to see out of the corner of the eye.
[5] To **vanish into thin air** is to disappear completely.
[6] **Lavender** is a pale or light purple color.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 Why does the writer consider vanishing hitchhiker stories to be very scary?
- **a** The ghosts look and behave just like humans.
- **b** The ghosts usually want to harm the driver.
- **c** The ghosts take the driver to the place where they died.
- **d** The ghosts tend to disappear right in front of the driver.

2 What did the woman find strange about the boy in *The Basketball Player*?
- **a** He said he was a basketball player but didn't look like one.
- **b** He wasn't wearing a jacket even though it was winter.
- **c** He was always seen at that same spot on the side of the road.
- **d** She had never heard about the school he claimed to study at.

3 The passenger in *Resurrection Mary* died because she _____.
- **a** was locked inside the cemetery
- **b** got lost on her way to the dance
- **c** forgot to take her medicine
- **d** was in a car accident

4 What did the two men in *The Grandmother* do first when they discovered the lady had disappeared?
- **a** They reported the accident to the police.
- **b** They drove back to where they first saw her.
- **c** They drove straight to her daughter's house.
- **d** They didn't do anything and drove back home.

B **Read the following sentences. Check (✓) whether the sentence is true for *The Basketball Player* (B), *The Girl on the Side of the Road* (G), *Resurrection Mary* (R), *The Smoking Ghost* (S), or *The Grandmother* (Gr).**

	B	G	R	S	Gr
1 The hitchhiker in this story is a young girl.					
2 The hitchhiker in this story is a soldier.					
3 This story involves the hitchhiker disappearing.					
4 The hitchhiker in this story wants to be dropped off at a specific location.					
5 The story mentions that the hitchhiker was killed in a car accident.					
6 The people driving the vehicle later visit the relative of the hitchhiker.					

Critical Thinking

C **Discuss the following questions with a partner.**

1 Which of the five stories in the reading did you find the scariest? Why?
2 Do you think this type of story is found in many cultures or only a few? Explain your answer.

Vocabulary Comprehension

Definitions

A **Match the words in the box with the correct definition. Write a–j. The words are from the passage.**

a vanishing	**b** chilling	**c** unsuspecting	**d** disconcerting	**e** build
f puzzled	**g** astonished	**h** engrossed	**i** fearing the worst	**j** imprint

1 _____ having one's attention completely occupied
2 _____ surprised, amazed
3 _____ confused or unable to make sense of something
4 _____ a mark or outline made by an object pressing on something
5 _____ feeling that the worst possible thing has happened
6 _____ the size or proportions of a person's body
7 _____ upsetting; making one feel worried or uncertain
8 _____ not knowing about something that is happening or will happen
9 _____ disappearing
10 _____ frightening

B **Complete the following sentences using the correct form of the words from A.**

1 Even though he has a small _____, Tim is a very good rugby player. He's very quick and agile.
2 I stayed up late last night because I was really _____ in my book.
3 Crocodiles usually lie in wait for _____ prey and then make a surprise attack.
4 No wonder the woman looked _____ when I tried to order food; I had mistaken her for a waitress!
5 She gripped my arm so hard that her hand left a(n) _____ on my skin.
6 We were all _____ by how he managed to fit in dessert after eating such a huge meal.
7 I find it quite _____ when people don't look you in the eye during a conversation. It makes me feel like I can't trust them.
8 *The Amityville Horror* is a(n) _____ tale of a family that moves into a house haunted by a man who had murdered his entire family there.
9 A common magician's trick is to place their assistant in a box and make them _____.
10 When Fred didn't come home from his fishing trip, his wife immediately _____. She called the coastguard to ask for help.

Vocabulary Skill
The Root Word *mort*

In this chapter, you read the word *mortal*. This word is formed from the root *mort*, also written *mor* or *mur*, which means *to die* or *death*. There are many words in English that use this root and they are used in a variety of contexts.

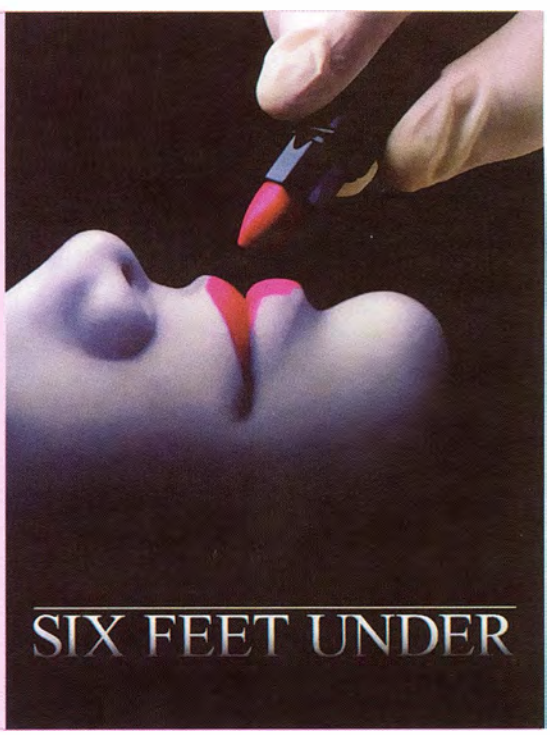
A **Write the part of speech for each word in the box below. Then write the words next to the correct definitions.**

____ mortuary	____ mortgage	____ murder	____ morgue
____ mortality	____ post-mortem	____ amortize	____ mortified
____ immortal	____ moribund	____ morbid	

1 _____ lasting or living forever
2 _____ obsessed with disturbing subjects like death
3 _____ a place where bodies of people found dead are kept for examination or identification
4 _____ feeling extreme shame or embarrassment
5 _____ the crime of intentionally killing a person
6 _____ an agreement that allows one to borrow money to finance a purchase, usually of property
7 _____ medical examination of a dead body to determine the cause of death
8 _____ to reduce a debt or expenditure by making payments over a period of time
9 _____ a place where dead bodies are kept before a funeral
10 _____ the quality or state of not living forever
11 _____ at, or near, the point of death; out of date

B **Complete the following paragraphs using the words from A. Not all the words will be used. Check your answers with a partner.**

All of us, at one point or another, face death and our own **(1)**_____. Perhaps this is what the creator of the television show *Six Feet Under* was thinking when he conceived of the program which, at its peak, had five million viewers tuning in. Despite the fact that the theme was quite **(2)**_____, it was obviously a popular topic. The show takes place in a funeral home. The characters frequently have to go to the **(3)**_____ to retrieve bodies of the deceased, many of whom were **(4)**_____ or accident victims. The bodies are then placed in the **(5)**_____ until the funeral takes place. *Six Feet Under* examines many issues related to death, and reminds us that though our loved ones may pass away, our thoughts will keep them **(6)**_____.



CHAPTER 2 The Bell Witch

Before You Read

Witches



the witch Maleficent from *Disney's Sleeping Beauty*

A **Answer the following questions.**

1 What do you usually think of when you hear the word *witch*? Think of some adjectives to describe witches.
2 Are there stories about witches in your culture? Describe them.
3 Can you think of any books or movies about witches? Have you heard of or watched *The Blair Witch Project*? What is it about?

B **Discuss your answers with a partner.**

Reading Skill

Identifying Meaning from Context

You can often guess the meaning of unfamiliar words in a passage by using the following strategy: **1.** Think about how the word is related to the topic. **2.** Identify the part of speech of the word. **3.** Look at how the word relates to the rest of the information in the paragraph. **4.** Use your knowledge of prefixes, suffixes, and word roots to identify the basic meaning of the word.

A **Read the following extract from the passage on the next two pages. Write the part of speech for the words in bold.**

Her voice, according to one person who heard it, "spoke at a **(1) nerve-racking** pitch when displeased, while at other times it sang and spoke in low musical tones." The spirit of Old Kate led John and Betsy Bell on **(2) a merry chase.** She threw furniture and dishes at them. She pulled their noses, **(3) yanked** their hair, **(4) poked** needles into them. She yelled all night to keep them from sleeping, and snatched food from their mouths at mealtimes.

1 _____ 3 _____
2 _____ 4 _____

B **Circle the words or phrases that work with or affect the words in bold. Write a simple definition for each word or phrase.**

1 _____ 3 _____
2 _____ 4 _____

C **Discuss your answers in B with a partner. Then use a dictionary to check your answers.**

D **Now read the entire passage carefully. Then answer the questions on page 75.**

www.ieltstep.com

ieltStep



The Bell Witch

In 1817, one of the most well-known hauntings in American history took place in the small town of Adams, Tennessee. In fact, it was so well known that the story caught the attention of a future president of the United States.

Known as the Bell Witch, the strange activity that caused fear in the small farming community has remained unexplained for nearly 200 years. It is the inspiration for many fictional ghost stories, including the film *The Blair Witch Project*. Although they both attracted a great deal of public interest, the facts of the Bell Witch story share little in common with those created for *The Blair Witch Project*. Because it really happened, the Bell Witch story is perhaps much more frightening.



a drawing of Elizabeth "Betsy" Bell

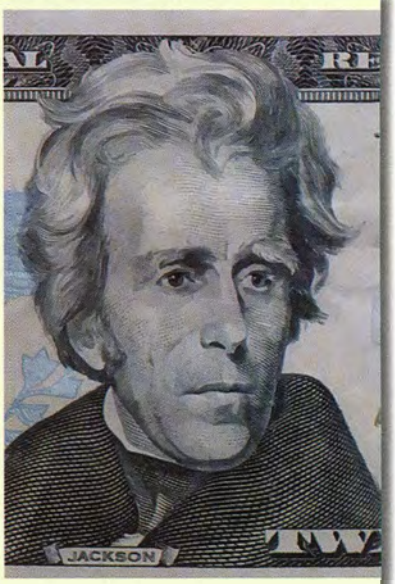
Like many stories, certain details of who or what the Bell Witch was vary from version to version. The **prevailing** account is that it was the ghost of a woman named Kate Batts, a mean old neighbor of John Bell. Batts believed Bell cheated her in a land purchase and on her deathbed,[1] she **swore** that she would haunt John Bell and his family. This version appears in a Tennessee guidebook published in 1933:

"Sure enough, tradition says, the Bells were **tormented** for years by the malicious spirit of Old Kate Batts. John Bell and his favorite daughter Betsy were the principal targets. Toward the other members of the family the witch was either **indifferent** or, as in the case of Mrs. Bell, friendly. No one ever saw her, but every visitor to the Bell home heard her all too well. Her voice, according to one person who heard it, 'spoke at a **nerve-racking** pitch when displeased, while at other times it sang and spoke in low musical tones.' The spirit of Old Kate led John and Betsy Bell on a merry chase. She threw furniture and dishes at them. She pulled their noses, yanked their hair, poked needles into them. She yelled all night to keep them from sleeping, and snatched food from their mouths at mealtimes."

[1] When someone is **on his or her deathbed,** he or she is just about to die.

www.ieltstep.com

News of the Bell Witch spread quickly. When word of the haunting reached Nashville,[2] one of its most famous citizens, General Andrew Jackson, decided to gather a group of friends and go to Adams to investigate. The future president wanted to come face to face with the phenomenon and either expose it as a hoax or send the spirit away. According to one account, Jackson and his men were traveling over a smooth section of road when suddenly the wagon stopped. The men pushed and pushed, but the wagon could not be moved. The wheels were even removed and inspected. Then came the sound of a voice from the bushes saying, "All right general, let the wagon move on. I will see you tonight." The astonished men could not find the source of the voice. The horses then unexpectedly started walking on their own and the wagon moved along again. Jackson indeed encountered the witch that night and left early the next morning, claiming he would rather fight the British than the Bell Witch!



The Bell Witch case was investigated by future U.S. president Andrew Jackson (seen here on a $20 bill).

The haunting of the Bell house continued for several years, ending with the ghost's ultimate act of **vengeance**. In October 1820, John Bell suffered a stroke.[3] In and out of bed for several weeks, his health never improved. The Tennessee State University in Nashville **recounts** this part of the story:

"On the morning of December 19, he failed to awake at his regular time. When the family noticed he was sleeping unnaturally, they attempted to **rouse** him. They discovered Bell was in a stupor[4] and couldn't be completely awakened. John Jr.[5] went to the medicine cupboard to get his father's medicine and noticed it was gone but a strange vial[6] was in its place. No one claimed to have replaced the medicine with the vial. A doctor was **summoned** to the house. The witch began **taunting** that she had placed the vial in the medicine cabinet and given Bell a dose of its contents while he slept. The substance was tested on a cat and discovered to be highly poisonous. John Bell died on December 20. 'Kate' was quiet until after the funeral. However, after the grave was filled, the witch began singing loudly and joyously until all of John Bell's friends and family left his graveside."

A few explanations of the Bell Witch phenomena have been offered over the years. One is that the haunting was a hoax created by Richard Powell, the schoolteacher of Betsy Bell and Joshua Gardner, the boy with whom Betsy was in love. It seems Powell was deeply in love with Betsy and would do anything to destroy her relationship with Gardner. Through a variety of tricks, and with the help of several friends, it is believed that Powell created all of the ghostly effects to scare Gardner away. In fact, Gardner eventually did break up with Betsy and left the area. It has never been satisfactorily explained, however, how Powell achieved all the effects. But Powell did come out the winner. In the end, he married Betsy Bell.

[2] **Nashville is** the capital city of Tennessee in the U.S.
[3] A person who suffers from a **stroke** has a blocked or broken blood vessel in the brain that causes a lack of muscle control, difficulty speaking, and sometimes death.
[4] Someone who is **in a stupor** is in a state of mental and/or physical inactivity
[5] ***Jr.*** is an abbreviation of *junior*. Sons with the same name as their fathers often have *Jr.* put after their name.
[6] A **vial** is a small glass container, often holding medicinal liquid.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Answer the following questions using information from the passage.**

1 According to the passage, why is the Bell Witch story more scary than *The Blair Witch Project*?

2 Why did Kate Batts want to haunt John Bell and his family?

3 What are two examples of how the Bell Witch made her presence felt?

4 What happened to Andrew Jackson on the way to Adams?

5 What was the Bell Witch's "ultimate act of vengeance"?

B **Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.**

	T	F
1 There are different versions of the Bell Witch story.		
2 Several people described seeing the Bell Witch.		
3 The Bell Witch often acted violently toward Mrs. Bell.		
4 Andrew Jackson suspected that the Bell Witch was a hoax.		
5 The haunting ended soon after the death of John Bell.		
6 The poison that killed John Bell was fed to a cat.		
7 Richard Powell was a classmate of Betsy Bell.		

Critical Thinking

C **Discuss the following questions with a partner.**

1 Do you think people in the 19th century were more, or less, likely to believe in ghosts than people today?

2 Do you think Richard Powell could have created such a hoax? Why, or why not?

Vocabulary Comprehension

Words in Context

A **Choose the best answer. The words in blue are from the passage.**

1 When you recount a story, you _____.
a tell people about it **b** think about and analyze it

2 A prevailing view is one that is _____.
a not accepted **b** generally accepted

3 If you swear to do something, you _____ to do it.
a promise **b** decline

4 If you are tormented by something, it causes you to feel _____.
a pain **b** confused

5 You're more likely to be indifferent to something that _____.
a means a lot to you **b** doesn't affect you much

6 Which is a more nerve-racking experience?
a waiting for your exam results **b** celebrating your birthday

7 An act of vengeance is _____ someone who hurt you.
a forgiving **b** hurting

8 You _____ a child to rouse him or her.
a sing softly to **b** gently shake

9 Who is normally summoned to a crime scene?
a the police **b** the criminal

10 When someone taunts you, they say _____ things to you.
a nice **b** nasty

B **Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.**

1 What does it mean to be tormented by guilt?
2 Is it okay to feel indifferent to global warming? Why, or why not?
3 Do you think people should be allowed to seek vengeance for harm caused to them? Why, or why not?
4 Have you read or heard a speech that was especially rousing? Who gave the speech?
5 In what situations do people swear to tell the truth, to be loyal, or to carry out another person's wishes?
6 Can you recount an experience that you found nerve-racking? Why was it so?

Motivational Tip: Reading for pleasure. Reading becomes easier and more enjoyable when you *want* to read something, not because you are assigned to read it. When you choose to make reading a daily habit, you will find greater levels of satisfaction. As a class, discuss ways in which you can cultivate daily reading.

Vocabulary Skill

The Root Word *pos/pon*

In this chapter, you read the word *expose*, which contains the root *pos*, meaning *put*, *place*, or *stand*, and the prefix *ex-* which means *to show*. So *expose* means *to put on show* or *to reveal*. The root *pos*, or *pon*, is used with a variety of prefixes and suffixes.

A **Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.**

Prefixes

com- with, together
dis- not, apart
de- remove, down, away
post- after
op- against
pro- for
trans- across, change

Suffixes

-tion the state of something
-able able to

Word	Part of Speech	Definition
1 deposition	*noun*	*a sworn statement used in court*
2 compose		
3 component		
4 disposable		
5 postpone		
6 oppose		
7 propose		
8 position		
9 transpose		
10 deposit		

B **Complete the following sentences using the correct form of the words from A.**

1 Albert was saving his money, so he _____ his entire paycheck in the bank.
2 Even two months after her car crash, Sonia was too ill to attend the court trial. Instead her lawyer took a(n) _____ from her in the hospital.
3 I'm trying this alternative cold remedy. It's _____ of different roots and herbs.
4 We decided to _____ the picnic because of the rain.
5 Mary lost the spelling contest because she _____ the last two letters of the word *autumn*.
6 After years of working in a junior _____, Trina was promoted to management.

Real Life Skill

Types of Stories

The same story, or set of events, can be narrated in many different ways, for different purposes. They might be told in a humorous way for entertainment, in a factual way as a news report, or in a certain order using specific phrases and language for educational purposes. Knowing how and why events are being told in a certain way can help you to understand the purpose of the information being provided.

A **Match the story types in the box to the correct definitions. Write a–f.**

a report	**b** anecdote	**c** proverb
d fable	**e** account	**f** gossip

1 ____ a short and amusing or interesting story about a real incident or person
2 ____ a rumor about someone that is possibly untrue
3 ____ a short piece of fiction (often about animals) that teaches a moral lesson
4 ____ an explanation from one person's point of view
5 ____ a detailed and objective presentation of facts
6 ____ a short sentence that expresses a moral lesson, e.g., "When the cat's away, the mice will play."

B **Complete the following sentences using one of the story types from A. Discuss your answers with a partner.**

1 My grandfather shared some funny _____ about his life in the army.
2 The Ministry of Environmental Protection recently published its _____ on changes in air quality over the past ten years.
3 There was a lot of _____ among the neighbors after they heard angry shouting coming from one of the houses two nights ago.
4 "Look before you leap" is my favorite _____.
5 Dr. Kim gave a personal _____ of his research trip to the Arctic.
6 In my country, we have a lot of _____ about giants and monsters.

What do you think?

1 What other supernatural or unexplained phenomena can you think of? Are there any that you believe in?
2 Have you ever heard of ghost hunters, i.e. people who seek out ghosts? What do you think drives them to do this?
3 Do you think most spirits are out to seek revenge, like the Bell Witch? What other motives could they have?

www.ieltstep.com

What Do You Like to Read?

How often do you read?

❑ every day ❑ a few times a week ❑ a few times a month
❑ a few times a year ❑ rarely/never

Where do you usually do your reading?

❑ at home ❑ in school ❑ on the bus or train
❑ on holiday ❑ other: _____

Which do you prefer to read?

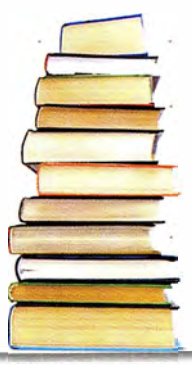
❑ fiction ❑ non-fiction

Check (✓) all the materials you have read in the past year. Circle the ones that you most enjoy.

❑ novels ❑ short stories ❑ plays
❑ poetry ❑ letters ❑ essays
❑ comics/graphic novels ❑ magazines and newspapers ❑ websites and blogs
❑ other: _____

Check (✓) all the genres you have read in the past year. Circle the genres that you most enjoy.

❑ mysteries ❑ science-fiction
❑ literature ❑ fantasy
❑ suspense/thriller ❑ biography/autobiography
❑ sports ❑ how-to
❑ popular science ❑ romance
❑ horror ❑ other: _____



Getting Ready

Complete the survey above. Then discuss your choices with a partner.

UNIT 5

CHAPTER 1 What Exactly IS a Short Story?

Before You Read

The Art of Reading

A **Answer the following questions.**

1 What was the last book you read? Who wrote it? What was it about?
2 Have you read a short story before? What was the last one you read?
3 What do you understand to be the main differences between a short story and a novel? Which do you prefer, and why?

B **Discuss your answers with a partner.**

Reading Skill

Recognizing Simile and Metaphor

Many writers use similes or metaphors to express their ideas and help the reader understand them better. Similes are expressions in which direct comparisons are made between two things, using words such as *like* or *as*, e.g., *brave as a lion*. Metaphors are figures of speech that indirectly compare two things by describing how one thing resembles another, e.g., *life is a journey*.

A **Read the following paragraph from the passage on the next two pages. Pay attention to the words in bold. Circle whether it is a simile or a metaphor, then write what each one compares.**

In a recent class I was asked "What is a short story?" My first answer was that it was something that could be read in one sitting and brought **(1) an illumination** to the reader, sudden and golden **(2) like sunlight cracking through** heavy cloud. I went on to say that in my opinion a "real" short story was closer to poetry than to the novel.

1 simile / metaphor
It compares _____ to an illumination.

2 simile / metaphor
It compares _____ to sunlight.

B **Now read paragraph 3 and find an example of simile OR metaphor. Circle the correct choice below and write what it compares.**

simile / metaphor
It compares _____ to _____.

C **Read the entire passage carefully. Then answer the questions on page 83.**

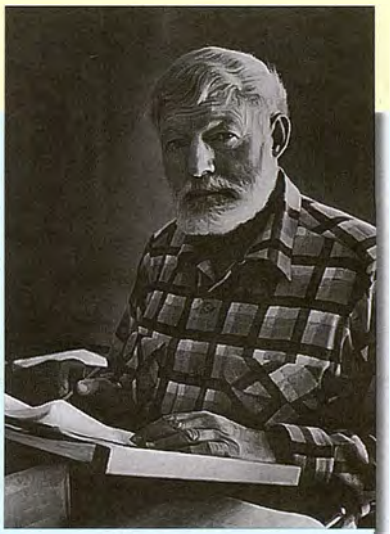
Motivational Tip: What do others say about reading? "The man who does not read books has no advantage over the man who can't read them." *Mark Twain (1835–1910), American Writer and Humorist.* What does this quote mean? Do you agree or disagree with Twain? Why, or why not?

www.ieltstep.com

ieltStep



What Exactly Is a Short Story?



Ernest Hemingway (1899–1961) was an American author and one of the most influential writers of his generation.

1 In a recent class I was asked "What is a short story?" My first answer was that it was something that could be read in one sitting and brought an illumination to the reader, sudden and golden like sunlight cracking through heavy cloud. I went on to say that in my opinion a "real" short story was closer to poetry than to the novel.

2 Not all my students were convinced. Let's discuss word count: when is a short story too long to still be a short story? Is there an official point where a short story becomes a novella,[1] another where a novella becomes a novel? Is Hemingway's *The Old Man & the Sea* truly a novel? Let's set an **arbitrary** limit of words. For now let's agree that stories up to 10,000 words in length are short stories.

3 I'm not trying to be definitive here, so let's look at some definitions of the short story. My favorite is Benét's,[2] "something that can be read in an hour and remembered for a lifetime." One writer said, "The theme of a novel will not fit into the framework of a short story; it's like trying to squeeze a mural[3] into the frame of a miniature. And as in a miniature painting, the details need to be sharp."

4 The short story is an example of one **facet** of human nature. Often a character undergoes some event and experiences something that offers him or her change. This is why it's said that short stories usually "say something," often a small something, but sometimes delivered with such **precision** that the effect is **exquisite**, even a life-changing moment for some readers, something similar to a religious experience or to witnessing a never-to-be-repeated scene in nature.

5 The perfect short story is written with a poet's sensitivity for language, with a poet's precision. The shape and sounds and rhythms of the words are more commonly part of the effect than they usually are in the novel. Just as in a poem, the bare words themselves are never the complete meaning. They interact with each other. Their sounds do things. How they are placed on the page matters. The poem tries to create a piece of truth, an **insight** into being human, and the form is so tight, so **sparse** that we can argue over exact meanings long into the night.

[1] A **novella** is longer than a short story but shorter than a novel.
[2] **Stephen Vincent Benét** (1898–1943) was an American author.
[3] A **mural** is a large work of art usually painted or drawn directly onto a wall.

www.ieltstep.com

IeltStep

6 One reason for the confusion students often have over the definition of short stories is that other word forms, **anecdotes**, sketches, vignettes,[4] or slices of life often find their ways into them. These are often pretty and faintly moving, but somehow they leave us with a slightly unsatisfied feeling. The fewer words we use, below a certain point—let's imagine this point is 1,500 words—the harder it is to have something clearly happen to a character, and have that occurrence change him or her.

7 So, for now, under 10,000 words is at the long end of short stories, but how short? Are we saying under 1,500 words is not a short story? Great writers can do in 600 words what a solid writer might manage in 1,100. Maybe at 500 words, the confinement begins to create a new form, often very interesting, but more of an intellectual exercise; literary showing off rather than a natural giving of truth.

8 In the United Kingdom, there's an annual competition for "stories," complete in exactly 50 words. Here is one: *Frank believed in his luck. Frank smoked too much but he knew he'd never die of a heart attack or lung cancer. Frank smoked all the time. One day there was a gas leak in Frank's kitchen. Frank went to fix it. He didn't die of a heart attack or lung cancer.*

9 It's fun and sort of complete, but it isn't likely to find a place in our hearts and change our outlook on life. Technically it's a story, and short it definitely is, but "short story," I argue, it is not.

10 There is a degree of unity in a well thought out short story, one I tend to call its theme. This kind of intensity in a novel would indeed tire the reader. But in the one-sitting contract with the reader of a short story, it is **presumed** that he or she will cope. Hence, when the story has quality, often the experience seems **profound**.



Russian writer Anton Chekhov (1860–1904) is widely considered one of the greatest short story writers in history.

11 Okay, so let's form a definition here: A short story is a narrative,[5] rarely over 10,000 words or below 500 words—more commonly 1,500 to 5,000 words, a single-sitting read, but with enough time and weight to move the reader. It is narrow and focused to produce a singular effect through the story, most commonly through events affecting some change, or denial of change, in an individual. All aspects of a short story are closely integrated and cross **reinforcing**—language, point of view, tone and mood, the sounds as well as the meanings of the words, and their rhythm.

12 Writer Isabelle Allende once wrote: "Novels are, for me, adding up details, just work, work, work, then you're done. Short stories are more difficult—they have to be perfect, complete in themselves."

[4] **Vignettes** are short, descriptive scenes from a story.
[5] A **narrative** is another way of referring **to** the telling of a story.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 We can infer from paragraphs 1–3 that the author is a ____.
a teacher **b** poet **c** student **d** painter

2 Why does the author not consider the 50-word story in paragraph 8 a "short story"?
a It is not really complete.
b It is too easy to read.
c It doesn't have a conclusion or point.
d It doesn't lead to a life-changing experience.

3 Which does NOT matter when defining what a short story is?
a the number of words
b the number of characters
c a consistent theme
d its effect on the reader

4 Which statement is Isabelle Allende most likely to agree with?
a Short stories need to be refined and perfected.
b Short stories don't need to have details.
c Novels are not as good as short stories.
d Authors should try to write more short stories.

B **Answer the following questions using information from the passage.**

1 What does the title of the passage suggest about people's understanding of short stories?

_____

_____

2 How are poems and short stories similar? Give two examples.

_____

_____

3 How does the author feel about word forms like anecdotes and vignettes?

_____

_____

4 What does the author mean when he says *Great writers can do in 600 words what a solid writer might manage in 1,100* (lines 39–40)?

_____

_____

Critical Thinking

C **Discuss the following questions with a partner.**

1 Do you agree with Isabelle Allende that short stories are harder to write than novels? Why, or why not?

2 Do you believe that reading a good story can be a life-changing experience? Why, or why not?

Vocabulary Comprehension
Words in Context

A **Choose the best answer. The words in blue are from the passage.**

1 Which decision is more likely to be arbitrary?
a choosing which car to buy **b** choosing which elevator to enter

2 Which has facets?
a a bathroom **b** someone's personality

3 Which task requires precision?
a making a sandwich **b** making a watch

4 Something exquisite is usually of _____ quality.
a high **b** low

5 Someone whose hair is sparse is probably _____.
a younger **b** older

6 People usually tell anecdotes about _____.
a themselves **b** the news

7 When you presume something, it is _____.
a proven **b** unproven

8 Someone with insight has more _____.
a money **b** knowledge

9 How would you feel if you had a profound experience?
a inspired **b** indifferent

10 To reinforce an idea, you _____.
a repeat it several times **b** think of other alternatives

B **Complete the following sentences using the words in blue from A. You might have to change the form of the word.**

1 The soldiers put bags of sand behind the seawall in order to _____ it before the storm arrived.

2 My father likes to tell us funny _____ about his childhood.

3 Nelson Mandela, the former president of South Africa, said that his experience in prison had a(n) _____ effect on his life.

4 We need _____ sales figures for the meeting because they'll be included in an official report. Please don't pick some _____ numbers out of thin air.

5 Recent reports on melting glaciers in the Arctic have given us more _____ into how our actions can cause global warming.

6 It's important for entrepreneurs to be familiar with all _____ of a company.

7 The population of the town has grown _____ because many people are moving to the city.

8 She has _____ taste in clothes and is always very well-dressed.

9 In court, the person facing trial is always _____ innocent until proven guilty.

www.ieltstep.com

ieltStep

A **Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.**

Word	Part of Speech	Definition
1 subscribe		
2 manuscript		
3 postscript		
4 scribble		
5 prescription		
6 describe		
7 superscript		
8 inscription		
9 transcribe		
10 conscript		

Vocabulary Skill

The Root Word *scribe*

The root word *scribe*, also written as *scrip* or *script*, comes from the Latin word *scribere*, meaning *to write*. Many words in English that are related to writing contain this root.

B **Complete the following sentences using the words from A. You might have to change the form of the word.**

1 Who _____ on my folder? It's covered in ink now!
2 Read the _____ on this stone. This building is over 500 years old!
3 In every letter or e-mail she sends, Emily adds a(n) _____ and writes a joke.
4 Do you _____ to this magazine or do you buy it at the newsstand?
5 The writer panicked when he realized he had left the _____ for his forthcoming book in the train.
6 From the way Steven _____ his girlfriend, you'd think she were a model.
7 In many countries, you're not allowed to buy strong sleeping pills unless you have a doctor's _____.

C **Now ask and answer the following questions with a partner.**

1 When was the last time you had to get a *prescription* from the doctor?
2 Do you ever add *postscripts* to letters or e-mails?
3 *Describe* a member of your family.
4 Do you *subscribe* to any newspapers, magazines, or websites? Which ones?

CHAPTER 2 An Interview with J.K. Rowling

Before You Read
A Writer's Story

A **How much do you know about J.K. Rowling and Harry Potter? Read the sentences below and check (✓) whether they are true (T) or false (F).**

		T	F
1	J.K. Rowling was born into a rich family.		
2	Rowling wrote *Harry Potter and the Philosopher's Stone* in a library.		
3	Rowling wrote a story about a rabbit called Rabbit.		
4	Rowling feels that she was most like the character Ron Weasley when she was a child.		
5	Rowling names her characters after family members.		
6	Some characters in Rowling's books are based on real people.		
7	Snitch, Bludgers, and Quaffle are characters in Rowling's books.		
8	Rowling writes her books using pen and paper.		

B **Discuss your answers with a partner. The answers can be found in the article on the next two pages.**

Reading Skill
Scanning

When we need to read something to find specific information, we move our eyes very quickly across the text. When we "scan" like this, we do not read every word or stop when we see a word we do not understand; we read quickly and pause only to find the particular information we are looking for.

A **Scan the article on the next two pages to find the words in the box. Then match each word with its definition in the Harry Potter books. Write a–d.**

a Quidditch **b** Hermione **c** Muggle **d** Hogwarts

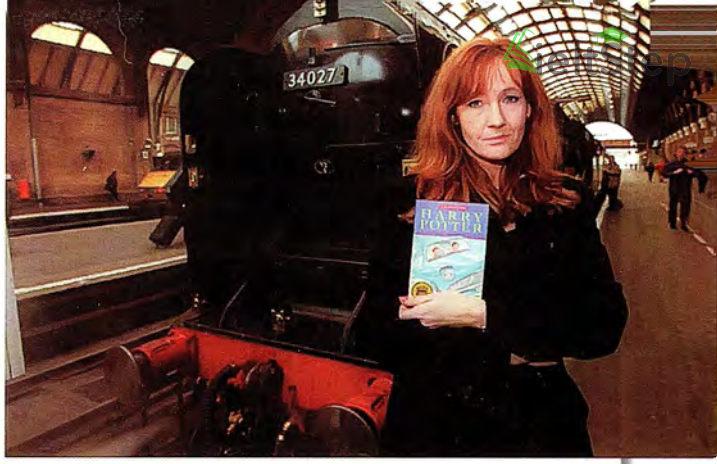
1 _____ wizards' school
2 _____ a non-wizard human
3 _____ an imaginary sport
4 _____ a female character

B **Discuss your answers in A with a partner.**

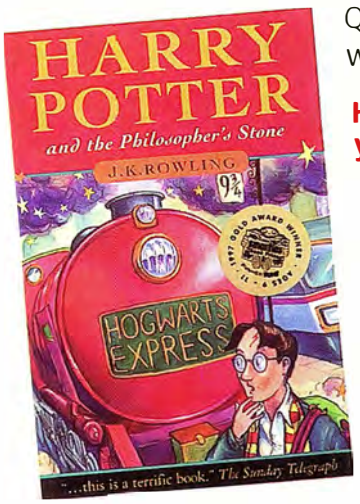
C **Now read the entire article carefully. Then answer the questions on page 89.**

www.ieltstep.com

An Interview with J.K. Rowling



Divorced, living on public assistance[1] in an Edinburgh apartment with her **infant** daughter, J.K. Rowling wrote *Harry Potter and the Philosopher's Stone* at a café table. Fortunately, Harry Potter rescued her! In this Amazon.co.uk interview, Rowling discusses the birth of our hero, the Manchester hotel where Quidditch was born, and how she might have been a bit like Hermione when she was 11 years old.



How old were you when you started to write, and what was your first book?

Rowling: I wrote my first finished story when I was about six. It was about a rabbit called Rabbit. Very imaginative. I've been writing ever since.

Why did you choose to be an author?

Rowling: If someone asked for my recipe for happiness, step one would be finding out what you love doing most in the world and step two would be finding someone to pay you to do it. I consider myself very lucky indeed to be able to support myself by writing.

Where did the ideas for the Harry Potter books come from?

Rowling: I've no idea where ideas come from and I hope I never find out; it would spoil the excitement for me if it turned out I just have a funny little wrinkle on the surface of my brain which makes me think about invisible train platforms.

How do you come up with the names of your characters?

Rowling: I invented some of the names in the Harry books, but I also collect strange names. I've gotten them from medieval[2] saints, maps, dictionaries, plants, war memorials, and people I've met!

Are your characters based on people you know?

Rowling: Some of them are, but I have to be extremely careful what I say about this. Mostly, real people inspire a character, but once they are inside your head they start turning into something quite different. Professor Snape and Gilderoy Lockhart both started as **exaggerated** versions of people I've met, but became rather different once I got them on the page. Hermione is a bit like me when I was 11, though much cleverer.

[1] **Public assistance** refers to government money given to unemployed people for food, shelter, or medical care.
[2] **Medieval** refers to anything related to the Middle Ages, a period of European history from about AD 476 to 1450.

www.ieltstep.com

IeltStep

Are any of the stories based on your life, or on people you know?

Rowling: I haven't consciously based anything in the Harry books on my life, but of course that doesn't mean your own feelings don't creep in. When I re-read chapter 12 of the first book, *The Mirror of Erised,* I saw that I had given Harry lots of my own feelings about my own mother's death, though I hadn't been aware of that as I had been writing.

Where did the idea for Quidditch come from?

Rowling: I invented Quidditch while spending the night in a very small room in the Bournville Hotel in Didsbury, Manchester. I wanted a sport for wizards, and I'd always wanted to see a game where there was more than one ball in play at the same time. The idea just **amused** me. The Muggle sport it most resembles is basketball, which is probably the sport I enjoy watching most. I had a lot of fun making up the rules and I've still got the notebook I did it in, complete with **diagrams**, and all the names for the balls I tried before I **settled on** Snitch, Bludgers, and Quaffle.



a Quidditch game, from the second movie *Harry Potter and the Chamber of Secrets*

Where did the ideas for the wizard classes and magic spells come from?

Rowling: I decided on the school subjects very early on. Most of the spells are invented, but some of them have a **basis** in what people used to believe worked. We owe a lot of our scientific knowledge to the alchemists![3]

What ingredients do you think all the Harry Potter books need?

Rowling: I never really think **in terms of** ingredients, but I suppose if I had to name some I'd say humor, strong characters, and a watertight[4] **plot**. These things would add up to the kind of book I enjoy reading myself. Oh, I forgot scariness—well, I never **set out** to make people scared, but it does seem to creep in along the way.

Do you write longhand[5] or type onto a computer?

Rowling: I still like writing by hand. Normally I do a first draft using pen and paper, and then do my first edit when I type it onto my computer. For some reason, I much prefer writing with a black pen than a blue one, and in a perfect world I'd always use narrow feint[6] writing paper. But I have been known to write on all sorts of weird things when I didn't have a notepad with me. The names of the Hogwarts houses were created on the back of an airplane sick bag. Yes, it was empty.

[3] **Alchemists** are scientists from the Middle Ages who tried to change ordinary metals into gold.
[4] Something that is **watertight** is perfectly designed and without any flaws.
[5] When you write something **longhand**, you write by hand on paper rather than typing onto a computer.
[6] **Narrow feint** refers to a particular type of lined writing paper.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 Why does the interviewer start off the article describing Rowling's pre-*Harry Potter* situation?
- **a** to encourage readers to be writers too
- **b** to provide basic facts to readers who don't know her
- **c** to show how Rowling's life has influenced her writing
- **d** to show how *Harry Potter* has changed Rowling's life

2 Why does Rowling mention that she was "very imaginative" in line 11?
- **a** She was making fun of herself.
- **b** She was proud of the name of her first story.
- **c** She was confident she would become more imaginative.
- **d** She already knew that she was going to be a writer.

3 What does Rowling mean when she says *it would spoil the excitement… invisible train platforms* in lines 19–21?
- **a** She is aware that her brain is just like everyone else's.
- **b** She is concerned that there is something wrong with her brain.
- **c** She is interested in the physical process of how ideas are formed.
- **d** She wishes that ideas came from a magical instead of physical place.

4 Which statement about the *Harry Potter* characters is NOT true?
- **a** Some of their names are inspired by maps and plants.
- **b** Rowling thinks Hermione is a very smart character.
- **c** The characters are obviously inspired by real people.
- **d** The characters usually end up different from Rowling's original ideas.

5 What does the last paragraph tell us about Rowling?
- **a** She writes a lot of strange things.
- **b** She is very picky about what she writes on.
- **c** She doesn't know how to use a computer.
- **d** She gets ideas any time and anywhere.

B **Complete the following sentences using information from the passage.**

1 Rowling subconsciously gave Harry Potter many of the feelings that she experienced when _____.

2 Quidditch most resembles _____, but with multiple balls in play at the same time.

3 Rowling thinks four things are necessary to make any book successful: humor, strong characters, a plot, and _____.

4 Rowling writes first _____; then edits as she types the story into her computer.

Critical Thinking

C **Discuss the following questions with a partner.**

1 Why do you think the *Harry Potter* series is so successful? What elements make it so popular among children and adults?

2 Do you think Rowling's list of ingredients for *Harry Potter* applies to all books? What ingredients do you think make up a good book or story?

Vocabulary Comprehension

Definitions

A **Match the words in the box to the correct definition. Write a–j. The words are from the passage.**

a infant	**b** divorced	**c** amuse	**d** exaggerated	**e** set out
f in terms of	**g** diagram	**h** settle on	**i** plot	**j** basis

1 _____ separated and no longer married to someone by law
2 _____ to start to do something
3 _____ sketch or drawing to show how something works
4 _____ larger, better, worse, or more important than something actually is
5 _____ a reason or justification for an action
6 _____ about or with relation to
7 _____ to finally decide
8 _____ the storyline of a movie, novel, or play
9 _____ a very young child
10 _____ to entertain or make someone laugh

B **Complete the following sentences using the correct form of the words from A.**

1 My grandmother likes to _____ us by telling jokes.
2 It wasn't until our daughter was born that we finally _____ a name for her.
3 You have no _____ for accusing him of stealing your money, especially when he's not known to be dishonest.
4 The quality of a book should not be judged purely _____ how many copies it sells.
5 Leonardo da Vinci produced some amazing _____ for inventions that were only made real hundreds of years after he died.
6 The _____ of the movie was confusing; I couldn't follow it.
7 Christina was adopted as a(n) _____ by an American family.
8 The army generals insisted that rumors of soldiers shooting innocent civilians were greatly _____.
9 Lindsay's parents are _____ and she lives with her mother.
10 Christopher Columbus did not actually _____ to discover America when he embarked on his sea journey.

Motivational Tip: Make connections beyond the classroom. How can you use the information from this unit outside of the classroom? Discuss your ideas as a class. When you make connections beyond the classroom, it gives the reading passages more meaning and makes learning more enjoyable.

www.ieltstep.com

Vocabulary Skill
Phrasal Verbs

In this chapter you read the phrasal verb *come up with*. Phrasal verbs consist of a verb plus a particle (e.g., preposition, adverb), and can be very different from the original verb (e.g., *look forward* means *to eagerly anticipate something*). Phrasal verbs are mainly used in spoken English and informal texts.

A **Read the following sentences containing phrasal verbs in bold. Write a short definition for each phrasal verb. Discuss your answers with a partner.**

1 Juan thought about his problem for the whole week, but he just couldn't **come up with** a solution.

_____

2 For most people, it is usually around the teenage years that doubt and insecurities begin to **creep in**.

_____

3 People were angry when the newspaper report about the escaped gorilla **turned out** to be an elaborate hoax.

_____

4 Although Satoshi's boss offered him a promotion, it will mean moving overseas. He said he would **think it over** for a day or two.

_____

5 The boy was late for school and had to **make up** an excuse.

_____

6 Small changes to your life, like taking the stairs instead of the lift, or swapping soft drinks for water, can really **add up**.

_____

B **Complete the following sentences using the correct phrasal verbs from the box. You might have to change the form of the word.**

drop by	get along	go without	look forward
pass up	hold on	wear off	put up with

1 When people fast, they _____ food and water for a certain period of time.
2 Please _____ a minute while I write down the address.
3 We can _____ Janice's apartment since she lives nearby.
4 Martin and I don't really _____, and I don't think I can _____ him much longer if he continues making arrogant remarks.
5 The doctor told me that I might feel pain once the effects of the drugs _____. I'm not _____ to that!
6 My colleagues were puzzled as to why I _____ the chance for a big promotion, but I knew I wasn't able to handle the stress.

Real Life Skill

Understanding Literary Terms

The analysis of literature uses a special set of terms and vocabulary. Knowing these terms will help you to talk about literature you read in your classes, and to understand book reviews and other writings about aspects of literature.

A **Read these common literary terms and their definitions below.**

simile: a direct comparison between two things; usually includes *as* or *like*

Your smile is like sunlight.

metaphor: an indirect comparison between two things

The journey of life takes us down many strange roads.

alliteration: a series of words with the same consonant sound repeated

They stopped and stood still.

assonance: a series of words with the same vowel sound repeated

We reached the shore of the deep sleeping sea.

onomatopoeia: a word that imitates a sound

Behind the door, Ellen could hear the *murmur* of voices.

B **Read the following sentences and write the literary term that applies to each.**

1 _____ Lee's expression was as cold as ice.
2 _____ In front of us, we saw a sad sight.
3 _____ Thunder boomed, and the rain poured down.
4 _____ Going back home was like waking up from a dream.
5 _____ The black cloud of his anger hung over us all day.
6 _____ The dog growled, but the cat purred happily.
7 _____ When I was a child, I liked to ride my bike.
8 _____ My love for you is a fire that will burn forever.

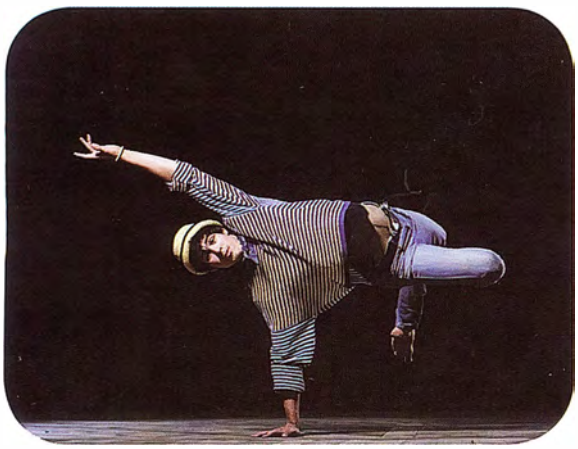
What do you think?

1 Do you have a favorite author? Why do you like his or her work?
2 List some books you would encourage other people to read. Why would you recommend these books to others?
3 Have you ever considered writing fiction yourself? What kind of stories would you like to write?

www.ieltstep.com

UNIT 6

A New Generation of Thinking









Getting Ready

Discuss the following questions with a partner.

1 What do you understand by the word "intelligence"?
2 Look at the people in the pictures above. Which activities do you think require the most "intelligence"?
3 Who is the most intelligent person you know? Why do you think he or she is intelligent?

CHAPTER 1 Emotional Intelligence

Before You Read

What's Your EQ?

A **Answer the following questions.**

1 Do you know what an IQ test is? What does it measure?
2 EQ refers to "Emotional Inteliigence Quotient." What do you think this means?
3 Which do you think is more important: a high EQ or a high IQ?

B **Discuss your answers with a partner.**

Reading Skill

Skimming

Skimming for content is a useful skill that can help you read and comprehend faster. You can get a good idea of the content of a passage without reading every word or sentence. By skimming quickly over the text, you can pick up on the main points of the passage, as well as the main idea of what the reading is about.

A **Skim the passage on the next two pages, and look at the pictures and captions. Then complete the following sentences.**

1 The book *Emotional Intelligence* is about ____.
   a how success is determined more by emotional stability than IQ
   b why some people are better at sensing emotions compared to others
   c how intelligence can be measured by how happy or sad people generally are
2 The Marshmallow Challenge was about ____.
   a how many marshmallows the children could eat
   b whether the children were able to count the marshmallows
   c whether the children could resist eating marshmallows
3 The word *amygdala* refers to ____.
   a memories that are unpleasant or cause stress
   b the part of the brain that controls emotions
   c a condition that affects people with emotional issues
4 The author Daniel Goleman believes that ____.
   a emotional intelligence is best taught to children and teenagers
   b a person is born with a fixed amount of emotional intelligence
   c one can develop their emotional intelligence all through life

B **Discuss your answers in A with a partner. Then read the passage to check your answers.**

C **Now read the entire passage again carefully. Then answer the questions on page 97.**

Motivational Tip: Understanding why a reading skill is important. In this chapter we have practiced skimming. What do you already know about skimming? How do you think that this reading skill can help you become a better reader? Discuss your ideas together as a class. Identify specific ways that you can use this reading skill beyond this particular unit.

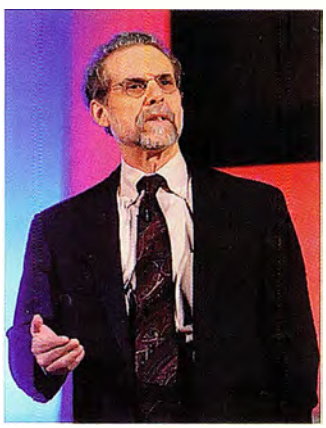
www.ieltstep.com

ieltStep

Emotional Intelligence



Daniel Goleman is discussing his famous "**impulse** control" test at a San Francisco lecture and has the entire audience's attention. Goleman, a psychologist and science writer, is the author of the best-seller *Emotional Intelligence*, a fascinating book about recent discoveries in brain research that prove emotional **stability** is more important than IQ in determining an individual's success in life. One of the highlights of the book, Goleman explains to his audience of foundation leaders, educators, and grants donors, is a test administered thirty years ago that Goleman calls "The Marshmallow Challenge."



Daniel Goleman, best-selling author of the book *Emotional Intelligence*, frequently gives lectures on leadership.

In this experiment, four-year-old children were individually called into a room at Stanford University during the 1960s. There, a kind man gave a marshmallow to each of them and said they could eat the marshmallow right away, or wait for him to come back from an errand,[1] at which point they would get two marshmallows.

Goleman gets everyone laughing as he describes watching a film of the preschoolers while they waited for the nice man to come back. Some of them covered their eyes or rested their heads on their arms so they wouldn't have to look at the marshmallow, or played games or sang to keep their thoughts off the single marshmallow and waited for the promised double prize. Others—about a third of the group—simply watched the man leave and ate the marshmallow within seconds.

What is surprising about this test, claims Goleman, is its diagnostic[2] power: A dozen years later the same children were **tracked down** as adolescents and tested again. "The emotional and social difference between the grab-the-marshmallow preschoolers and their gratification[3]-delaying peers was dramatic," Goleman says.

The ones who had resisted eating the marshmallow were clearly more socially competent than the others. "They were less likely to go to pieces, freeze or regress under stress, or become rattled[4] and disorganized when pressured; they embraced challenges and pursued them instead of giving up, even in the face of difficulties; they were self-reliant and confident, trustworthy and dependable."

The third or so who grabbed the marshmallow were "more likely to be seen as shying away from social contacts, to be stubborn and indecisive, to be easily upset by frustrations, to think of themselves as unworthy, to become immobilized[5] by stress, to be mistrustful or **prone to** jealousy, or to overreact to certain situations with a sharp temper."

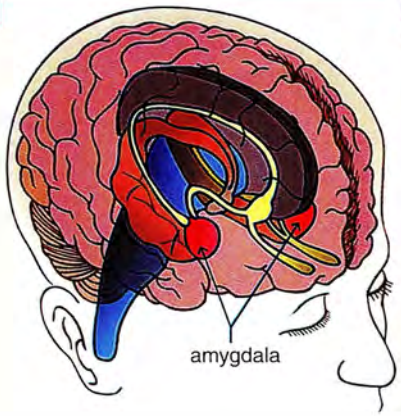


A group of four-year-old children were given the choice to eat one marshmallow, or wait for a while in order to receive two.

[1] An **errand** is a short trip taken to do a specific task, e.g. mailing letters.
[2] A **diagnosis** is an investigation or analysis of the cause or nature of a condition or problem.
[3] **Gratification** refers to a sense of pleasure and satisfaction.
[4] If you say something **rattles** you, it upsets you.
[5] Something that is **immobilized** is unable to move or progress.

www.ieltstep.com

IeltStep



And all because of a single marshmallow? In fact, Goleman explains, it's all because of a lone neuron[6] in the brain, only recently discovered, that bypasses the neocortex—the area of the brain where **rational** decisions are made—and goes straight to the amygdala, or emotional center of the brain. It is here that quicker, more primitive "fight or flight"[7] responses occur, and are stored for future use. The more that emotional memories involving temper, frustration, anxiety, depression, impulse, and fear pile up in early adolescence, the more the amygdala can "hijack[8] the rest of the brain," Goleman says, "by flooding it with strong and inappropriate emotions, causing us to wonder later, 'Why did I overreact?'"

But if the emotions stored in the brain are those of **restraint**, self-awareness, self-regulation, self-motivation, **empathy,** hope, and optimism, then we become **endowed** with an "emotional intelligence" that serves rather than enslaves us for the rest of our lives.

The bad news, says Goleman, is that a widely praised but disturbing study from the University of Vermont has shown a "decline in emotional aptitude[9] among children **across the board**." Rich or poor, East Coast or West Coast, inner city or suburb, children today are more vulnerable than ever to anger, depression, anxiety—what he calls a massive "emotional malaise.[10]" The good news, however, involves another recent discovery—that the amygdala takes a long time to mature, around fifteen or sixteen years, which means to Goleman that "emotional intelligence can be taught, not only in the home but perhaps, more importantly, in school."

Goleman's own story is as intriguing as his book. The author or co-author of nearly a dozen other books involving brain research and behavior, he experienced steady but modest sales until *Emotional Intelligence* hit the stores. Later came the cover of *Time* magazine and appearances on television, such as the Oprah Winfrey Show.

"But I think the book also points out the real strength in what has been a feminine preserve in this culture," claims Goleman. "Girls are raised to be emotionally **astute** and perceptive, but sons learn little about emotions except how to control anger. Women are absolutely more empathic than men on average, but they've felt powerless to bring up the idea of emotions as a serious topic."

The irony, Goleman feels, is that if he had written a book about women and emotions, school reform, emotion-based leadership in business, or child psychology, "the book wouldn't have gotten much attention. As it happens this is a book about all those things, but women and children and school reform are marginalized[11] in this society. So I come along with a lot of scientific data that says, 'Hey, this stuff is consequential'[12]; and maybe some doors are opening in our society."

[6] A **neuron** is a nerve cell.
[7] The **fight or flight** response is a term in psychology used to describe reaction to stress causing one to either be aggressive or to run away.
[8] To **hijack** something is to take or seize control of it.
[9] **Aptitude** is the talent or ability to do something.
[10] **Malaise** is an old French word referring to the general feeling of uneasiness or discomfort.
[11] To be **marginalized** is to be placed in a position of low power or influence, or to be made to feel unimportant.
[12] Something that is **consequential** has significant consequences or impact.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Answer the following questions using information from the passage.**

1 Why is the Marshmallow Challenge considered such a significant study?

_____

_____

2 List two differences that Goleman found between the children who ate the marshmallow and those who waited.

_____

_____

3 What was the "bad news" found by the University of Vermont study?

_____

_____

4 According to Goleman, what advantage do women have over men?

_____

_____

B **Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.**

	T	F
1 Goleman's experiments conducted on teenagers who were tested again as adults.		
2 Two-thirds of the children ate the marshmallow when the tester left the room.		
3 The amygdala "hijacks" the rest of the brain when a person is angry or frustrated.		
4 The amygdala reaches maturity when people are in their 50s.		
5 Goleman feels boys and girls are raised differently.		
6 Goleman think a book about women and child psychology would have been an even bigger success.		

Critical Thinking

C **Discuss the following questions with a partner.**

1 If you were one of the children in the Marshmallow Challenge, would you have eaten the marshmallow immediately? Why, or why not?

2 How do you think emotional intelligence can be taught at home and in school?

Vocabulary Comprehension
Words in Context

A **Choose the best answers. The words in blue are from the passage.**

1 If you are worried about someone's stability, you are afraid that ____.
a they may suddenly get sick **b** they may become upset easily

2 You track down something that is ____ to find.
a hard **b** easy

3 Someone who is prone to anger ____.
a gets angry easily **b** is calm and stable

4 An impulse buy is something that you bought ____.
a immediately upon seeing it **b** after saving up for a long time

5 Someone who shows restraint at an all-you-can-eat lunch would eat ____.
a as much as possible **b** until they are comfortably full

6 Having empathy means you ____.
a get frequent headaches **b** can understand others' feelings

7 Someone who is endowed with something has ____.
a a natural talent or ability **b** a tendency to please other people

8 If your employer announces wage cuts that will "affect staff across the board," then ____ will have their salary cut.
a everyone in the company **b** only senior members of staff

9 A rational person usually makes decisions based on ____.
a feelings **b** logic

10 Being astute is an important quality for ____.
a dog walkers **b** politicians

B **Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.**

1 What kinds of jobs offer the most financial stability? Why?
2 Do you think it is easier to track down missing people compared to 50 years ago? Why, or why not?
3 Are you prone to catching colds in winter? What can you do to prevent them?
4 Give an example of a time when you had to show restraint.
5 Do you think people can learn to be more empathic? Why, or why not?
6 Do you know anyone who is endowed with a special talent? What can they do?
7 Do you think that people generally tend to make rational decisions, or do you think we are guided by emotions?
8 Do you think you're an impulsive person? Why, or why not?

www.ieltstep.com

A **Write the part of speech for each word in the box below. Then write the words next to the correct definitions.**

____ intensify	____ distend	____ tension	____ pretend
____ extension	____ contend	____ tendency	____ tender

1 _____ a worrying or unpleasant habit or action that keeps occurring
2 _____ to give false appearance or make believe
3 _____ a feeling of worry or anxiety that makes it difficult to relax
4 _____ deal with or overcome a problem or difficulty
5 _____ become greater in strength, amount, or degree
6 _____ an extra period of time for which something lasts or is valid
7 _____ cause (something) to swell by stretching it from inside
8 _____ having a soft or delicate texture

B **Complete the following sentences using the correct form of the words from A.**

1 One major reason why many people don't like traveling in the winter is because they have to _____ with bad weather conditions.
2 Even though Laura has a(n) _____ to put things off until the last minute, she always gets things done in the end.
3 The new CEO of the company has _____ knowledge of the market after decades of being in the industry.
4 The recipe instructed me to bake the chicken until it was lightly browned and _____.
5 There's been a lot of _____ between John and Mary ever since their big argument.
6 Being pregnant with triplets caused her belly to _____ more than the average woman's.
7 Scientists warn that droughts and floods will become more common if we don't _____ our efforts to prevent global warming.
8 A psychopath is a person who lacks empathy and is emotionally shallow, but is able to _____ otherwise to get what he or she wants.

Vocabulary Skill

The Root Word *tend*

In this chapter you read the word *attention*, which contains the root *tent*. This root word can also be written as *tend* or *tens*, and comes from the Latin word *tendere*, meaning to *stretch*, *move*, or *be pulled*. This root is combined with prefixes and suffixes to form many words in English.

CHAPTER 2 Left Brains, Right Brains, and Board Games

Before You Read

Brain Games

A **Discuss the following questions with a partner.**

1. How often do you play board games? Which games do you most enjoy?
2. What is the most challenging board game you've played? What made it challenging?
3. What is the most fun board game you've played? What made it fun?

B **Write the name of a different board game for each skill.**

Skill	Board game
a good vocabulary	
a good memory	
the ability to think ahead	
lots of patience	

Reading Skill

Identifying Main and Supporting Ideas

> Paragraphs often use supporting ideas to give more information about the main idea of a paragraph. Supporting ideas usually follow the main idea. Different types of supporting ideas include examples, illustrations, facts, reasons, etc.

A **Read the following sentences from the passage on the next two pages. Skim the paragraphs mentioned below, then write whether each sentence is a main idea (M) or supporting idea (S).**

Paragraph 4

_____ So Tait approached Alexander to help him examine the possibilities of producing a new board game.

_____ When Tait and his friend Whit Alexander left their jobs at Microsoft, they vowed to jump at any future opportunities to work together.

Paragraph 6

_____ They discovered a Harvard University researcher named Howard Gardner.

_____ They began researching the field of intellectual psychology.

Paragraph 7

_____ The two inventors identified a number of occupations that people might pursue if they are gifted in one of Gardner's intelligences.

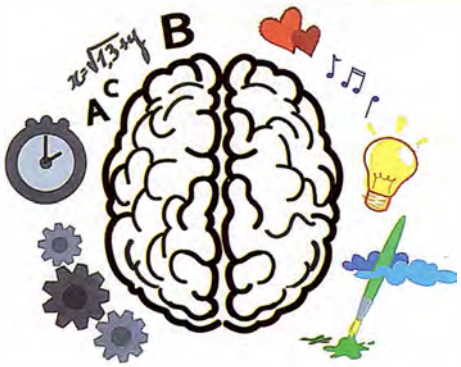
_____ They then broke down the findings into subject matters or areas of interest that those same people would be exceptionally strong in.

B **Discuss your answers in A with a partner.**

C **Now read the entire passage carefully. Then answer the questions on page 104.**

www.ieltstep.com

ieltStep



Left Brains, Right Brains, and Board Games

1 It's not an easy task to do: You need to whistle the song *Stayin' Alive* with enough skill for your teammate to identify the 1970s disco hit. On your next turn, your partner draws a clue with his eyes closed, and you have to guess what it is. You might also find yourself spelling words backward in order to win a round. These odd challenges are part of the "whole brain" board game that tries to satisfy the world's intellectual hunger, appropriately called Cranium.[1]

2 In November 1997, personal experience led Richard Tait to consider this new type of board game that, unlike popular uni-skill games, incorporates a variety of talents. On vacation with his wife and another couple, they found themselves stuck indoors one rainy afternoon and decided to pass the time with a board game. They first played Pictionary[2] and Tait and his wife badly beat the other team. His competitors then sought revenge and quickly challenged Tait and his wife to a game of Scrabble.[3] Tait admits his friends were the overwhelming victors in the popular word game.

3 "I felt terrible and wondered why there wasn't a game where everyone that plays can have a chance to shine—still a competitive, fun board game, but one where everyone can show what they are good at," explains Tait.

4 When Tait and his good friend Whit Alexander left their jobs at Microsoft, they vowed to jump at any future opportunities to work together. So Tait approached Alexander to help him examine the possibilities of producing a new board game. In only nine short months, the two former Microsoft employees **conceived** a unique game that is designed to include something for everyone, and took it to a market that had been craving something different.



5 Once they decided to take the proverbial plunge,[4] they began conducting research to further develop the concept of their "whole brain" game. The two gathered as much knowledge as they could about the history of social games, comparing their findings against the **criteria** for Cranium.

[1] In medical terms, the **cranium** is the part of the skull that encloses the brain.
[2] **Pictionary** is a board game whereby one person draws pictures to enable their teammates to guess a word or phrase.
[3] **Scrabble** is a board game played by forming words from sets of randomly chosen letters.
[4] To **take the plunge** means to decide to do something that involves some risk. To say something is **proverbial** refers to the fact that it has become a proverb.

www.ieltstep.com

6 Their conclusion was to develop a left brain/right brain game, but neither knew much about the **hypothesis**, so they began researching the field of intellectual psychology. Tait and Alexander would soon discover a Harvard University researcher named Howard Gardner whose "Theory of Multiple Intelligences" postulates[5] that there are eight core competencies where people show intelligence, such as linguistic, mathematical, interpersonal, or spatial.[6] "We thought it was a really rich framework to try to base the game design on, so we built up from Gardner's work," explains Alexander.

7 The two inventors identified a number of occupations that people might pursue if they are **gifted** in one of Gardner's intelligences. They then broke down the findings into subject matters or areas of interest that those same people would be exceptionally strong in, ensuring each player their moment to shine.

8 After about three months of research, Alexander and Tait realized the **novelty** of their approach to the board-game market. In total, they had come up with fourteen different activities, each one innovative in its own right. One such example is "sculpterades." As the name suggests, this activity requires players to sculpt clues from clay while their teammates guess what they are sculpting, bringing out the child in the most mature adults. The duo's commitment to research and quality design took them through ten different Cranium Clay recipes and multiple scents before settling on a purple, citrus-smelling clay that boasts a long shelf life. Tait says that customers often e-mail them for more of the stuff because they like it so much.

9 Next, they decided upon four unique groups of question cards, including "Creative Cat," which features sculpting and drawing activities; "Data Head," which focuses on trivia; "Word Worm," which includes vocabulary-based questions; and "Star Performer" featuring performance-based activities. It is the team with the best combination of these skills that eventually wins the game.

10 Cranium avoids play **dynamics** that allow one group to overwhelm another by limiting each team to one task before passing the turn to the next player. Tait says this is just one example of hundreds of game dynamics they **fine-tuned** throughout the play tests. But, he adds, there was one constant throughout the testing period: People were having a good time.



Cranium is the fastest-selling board game in history, selling 100,000 boxes in the first seven months.

11 "We originally started with a much broader vision than just a board game," explains Tait. He says they looked at the 1980s and how the heart was so heavily emphasized **in conjunction with** good health. He thinks that the brain is going to be the organ of focus for the new millennium. "And we would like to be the company that's at the **forefront** of providing fun things to do with your brain to keep it happy and healthy." This strategy has made Cranium a standout among its competitors in the board-game industry, as there simply is no other game that offers such a large variety of activities.

11 Today, the pair's main challenge is building the Cranium brand name, and Tait **alludes to** a potential TV show as well as new Cranium products in the distant future.

[5] To **postulate** is to assert or claim the existence or truth of something.
[6] **Spatial** refers to anything related to space. Someone with **spatial intelligence** is talented at manipulating figures and shapes in their minds.

www.ieltstep.com

ielts Step

Reading Comprehension
Check Your Understanding

A **Choose the correct answers for the following questions.**

1 Why did Tait and Alexander create Cranium?
- **a** They hoped to become very rich.
- **b** They didn't want to work at Microsoft anymore.
- **c** They wanted to create a game in which everyone could do well.
- **d** They wanted to compete with Pictionary and Scrabble.

2 According to the passage, what is wrong with Pictionary and Scrabble?
- **a** They are for people who are very competitive.
- **b** They are not very fun to play.
- **c** They do not focus on keeping your brain healthy.
- **d** They are only good for people with specific intelligences.

3 How does Cranium avoid one group overwhelming another?
- **a** Groups are allowed to choose their favorite activity.
- **b** Each team only gets one activity per turn.
- **c** It focuses on making sure players have a good time.
- **d** There are 14 different activities for teams to choose from.

4 Which could be another title for this passage?
- **a** The Theory of Multiple Intelligences
- **b** Famous Board Games
- **c** Building the Cranium Brand Name
- **d** Everybody Wins at Cranium

B **Write the Cranium game categories (mentioned in paragraph 9) next to the correct activity.**

Creative Cat | Data Head | Word Worm | Star Performer

1 _____ The team has to answer a question about which is the smallest country in the world.

2 _____ One team member has to imitate a famous person while the other team members guess the person's identity.

3 _____ One team member has to sketch or draw an object with his or her eyes closed while the other team members guess what it is.

4 _____ One team member has to spell a word backwards out loud without making a single mistake.

Critical Thinking

C **Discuss the following questions with a partner.**

1 Have you come across the terms "left brain" and "right brain" before? What do you understand by them?

2 Do you agree with Tait that "the brain is going to be the organ of focus of the new millennium"? Why, or why not?

www.ieltstep.com

Vocabulary Comprehension

Definitions

A **Match the words in the box with the correct definitions. Write a–j. The words are from the passage.**

a conceive	**b** criteria	**c** hypothesis	**d** gifted	**e** in conjunction with
f fine-tune	**g** novelty	**h** dynamics	**i** allude to	**j** forefront

1 ____ refer to something or someone in an indirect way
2 ____ interactions; relating to interpersonal relationships
3 ____ something that is new and unusual or different
4 ____ naturally and exceptionally talented
5 ____ the leading or most influential position or place
6 ____ a theory or idea based on facts but not yet proven
7 ____ to form or think of something
8 ____ to improve something by making minor adjustments
9 ____ conditions or standard by which something can be measured or judged
10 ____ along or together with

B **Complete the following sentences using the correct form of words from A.**

1 For many people, the most important _____ for buying a house are the location and price.
2 The cowboy-themed restaurant was popular at first, until the _____ wore off and people stopped going.
3 The company aims to be at the _____ of mobile phone technology.
4 She didn't want to present her business plan until she had finished _____ it.
5 Understanding group _____ and how people work with each other is the key to successful teamwork.
6 Communication technology is so commonplace now that most people cannot _____ of a world without mobile phones or the Internet.
7 The advertisement claims that the skin lotion should be used _____ the facial wash to produce the best results.
8 The results from the study strongly support the _____ that smoking is the leading cause of lung cancer.
9 Many universities give scholarships to _____ students and talented athletes.
10 During the interview, the celebrity _____ his relationship status but did not give the press any details.

www.ieltstep.com

IeltStep

A **Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.**

Word	Part of Speech	Definition
1 accept		
2 intercept		
3 recipient		
4 anticipate		
5 captivate		
6 receive		
7 capacity		
8 captor		

Vocabulary Skill

The Root Word *cap*

In this unit, you read the words *conceive* and *concept*, which are formed using the root word *cap*, also written as *cep*, *cip*, or *ceive*. This root comes from the Latin word *capere*, meaning to *take*, *receive*, or *seize*. It is combined with prefixes and suffixes to form many words in English.

B **Complete the following sentences using the correct form of words from A.**

1 I think the maximum seating _____ for a taxi in this country is four people.
2 Due to the global economic downturn, I don't _____ that we will make our original sales goal.
3 Shelly is a great designer, but sometimes her ideas are so "creative" that they are not always _____ by her colleagues or clients.
4 Customs officials managed to _____ the goods that were being smuggled into the country.
5 Anthony's debut stage performance _____ the audience.
6 Did we _____ any mail this morning? I'm expecting a letter from the bank.
7 The president's daughter has been kidnapped! Her _____ are demanding a six-million-dollar ransom.
8 Those employees who were not the _____ of prize money in the annual charity draw will receive restaurant vouchers from the CEO.

Motivational Tip: Group cohesiveness. What does the word "cohesive" mean? What are the characteristics of a cohesive group? Strengthening the cohesiveness of your class will help people enjoy the reading and learning process more. Identify one or two things that you can do as a class to improve cohesiveness. Display your ideas in the classroom to help you remember them.

www.ieltstep.com

Real Life Skill

Determining Your Intelligence

"Multiple Intelligences" is Howard Gardner's psychological theory about how people can possess different types of intelligences and learning styles. Many people are likely to possess a range of intelligences. For example, an individual may have verbal, musical, and interpersonal intelligence.

A **Read the following intelligence types and choose three that best describe you.**

Verbal/Linguistic types are naturally good at writing or speaking and with memorization. They have big vocabularies and learn new words easily.

Logical/Mathematical types are driven by logic and reasoning. They can usually make calculations quickly and are good at strategy games.

Visual/Spatial types are good at remembering images and are aware of surroundings. They tend to be good at reading maps.

Bodily/Kinesthetic types tend to be active and are aware of their bodies. They enjoy sports and moving around.

Musical types are musically gifted and have a "good ear" for rhythm and composition. They tend to play a musical instrument or sing well.

Intrapersonal types are reflective and can figure out their own feelings, motivations, and goals. They prefer to work alone.

Interpersonal types are good with people and do well in social interactions. They enjoy team sports and group work.

Naturalist types have an appreciation for animals and the outdoors. They tend to enjoy hiking and gardening.

B **Discuss your choices in A with a partner. Then answer the following questions.**

1 Do you think knowing the type of intelligence you possess can help with language learning? How so?
2 What careers would best suit each of the intelligence types? Give examples using your three choices.

C **Do a search on the Internet using the key words "multiple intelligences quiz." Take one of the quizzes to identify which are your strongest intelligences.**

What do you think?

1 Why do you think this unit is called "A New Generation of Thinking"? How does it differ from the old way of thinking?
2 Does your country or society encourage this new way of thinking? Does your education system benefit people with different types of intelligences? Why, or why not?
3 How can you develop the intelligences that you are weak at? Suggest some activities.

ieltStep

Review Unit 2

Fluency Strategy: SQ5R

SQ5R stands for **S**urvey, **Q**uestion, **R**ead, **R**espond, **R**ecord, **R**ecite, **R**eview. The SQ5R approach will help you be a better, more fluent reader and increase your reading comprehension.

Survey

Survey is similar to the **A** in the ACTIVE approach to reading: *Activate prior knowledge*. When you survey you prepare yourself by skimming quickly through the text you will read. You read the title. You read headings. You read the first sentence in each section of the passage. You look for and read words that are written in **bold** or *italics*. Look at any pictures and captions. Through the survey you prepare yourself to read.

Look at *The Ghost Hunter's Bookstore* on the next page. Read the title and the first sentence in each of the six paragraphs.

Question

After the survey, but before you read, you ask yourself **questions**: "What do I want to learn as I read?"

Based on your survey of *The Ghost Hunter's Bookstore*, write two to three questions that you hope to answer as you read.

1 _____

2 _____

3 _____

Read

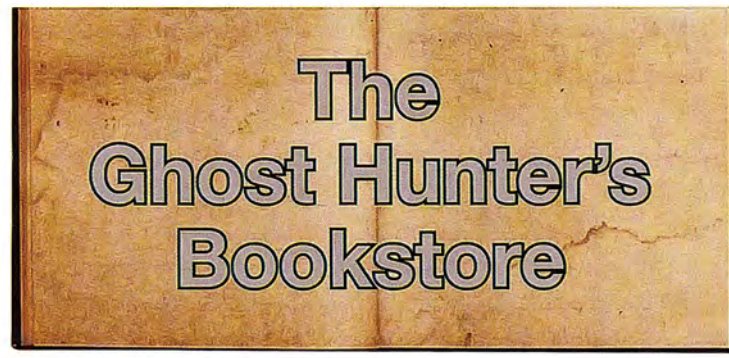
Following the survey and question stage of SQ5R, you **read**. You focus on comprehending the material. You move your eyes fluently through the material.

Read *The Ghost Hunter's Bookstore*. As you read, keep in mind the 12 tips on pages 8 and 9. By combining those tips and SQ5R, you will improve your reading fluency.

ielts Step

www.heinle.asr.com/ghosthunters

ABOUT US | BROWSE BOOKS | SEARCH BOOKS | ORDER INFORMATION



Welcome to The Ghost Hunter's Bookstore, the online bookstore with over five hundred titles for all your ghost and ghost hunting needs! We want to be your go-to source for ghost hunting inspiration. This month we highly recommend these five engrossing books.

Georgia Spirits' Revenge is a chilling collection of ten ghost stories from the state of Georgia in the United States. These ghosts all seem to want one thing—vengeance for wrongs suffered in life. These terrible tales of tormented ghosts are reportedly based on real-life encounters, with accounts from various witnesses. You'll have a frightfully good time reading this book!

If you are *dying* to see a ghost, the *Ghost Chaser's Manual* is definitely for you. It reveals the secrets of finding your first ghost, and features advice and anecdotes from successful ghost-hunters. You'll learn the right way and the wrong way to investigate old houses and buildings, and learn to avoid common mistakes committed by first-time ghost hunters. As long as you chase ghosts by the book, you'll never need to fear the worst!

Ghostly Technology covers all the latest technologies used by serious ghost hunters. If you need more information about different temperature detection devices, or would like to find out more about electromagnetic field meters, this book has the answers. From ghost photography tips to methods for recording ghostly voices, this book has it all. Buy it soon before another ghost gets away!

Ghost Fever is the gripping journal of Bonnie Bones, a ghost hunter of the highest order. Fans of her work can now enjoy exciting accounts of chasing and being chased by ghosts. Despite the fact that she is taunted by non-believers, this gifted ghost hunter keeps right on investigating. You won't want to miss the inspirational story of her rise from curious teenager to full-fledged ghost expert. It's also full of ideas for how to improve your ghost hunting techniques and reveals the secrets of these beings trapped in our world.

A Ghost in the Graveyard is an excellent resource for veteran ghost hunters who know that graveyards are one of the best places to start looking. In addition to step-by-step instructions on how to find graveyard ghosts, this book also explores burial traditions and customs around the world. There is also a comprehensive list of graveyards that are known to have the most ghostly activity. You'll definitely want to have this before starting out on your next ghost hunt!

www.ieltstep.com

Respond

Choose the correct answers for the following questions.

1 Which best describes the writer's tone in reviewing these titles?
- **a** fair and balanced
- **b** skeptical and critical
- **c** positive and enthusiastic
- **d** detailed and scientific

2 Which is NOT true about the stories in *Georgia Spirits' Revenge*?
- **a** They are accounts from a famous ghost hunter.
- **b** They originate from one state in the U.S.
- **c** They are all said to have happened in real life.
- **d** They are written to scare the reader.

3 In *Georgia Spirits' Revenge*, why do the ghosts want vengeance?
- **a** They were seen by witnesses.
- **b** They didn't want to die.
- **c** They were badly treated during their lives.
- **d** Ghosts usually want vengeance.

4 What could be another title for *Ghostly Technology*?
- **a** *The Secrets of Summoning*
- **b** *Prove it! Gadgets to Catch That Ghost*
- **c** *Temperatures Falling: An Account of a Haunting*
- **d** *A History of Ghostly Detection*

5 Based on the review, which adjective best describes Bonnie Bones?
- **a** determined
- **b** impatient
- **c** humorous
- **d** cynical

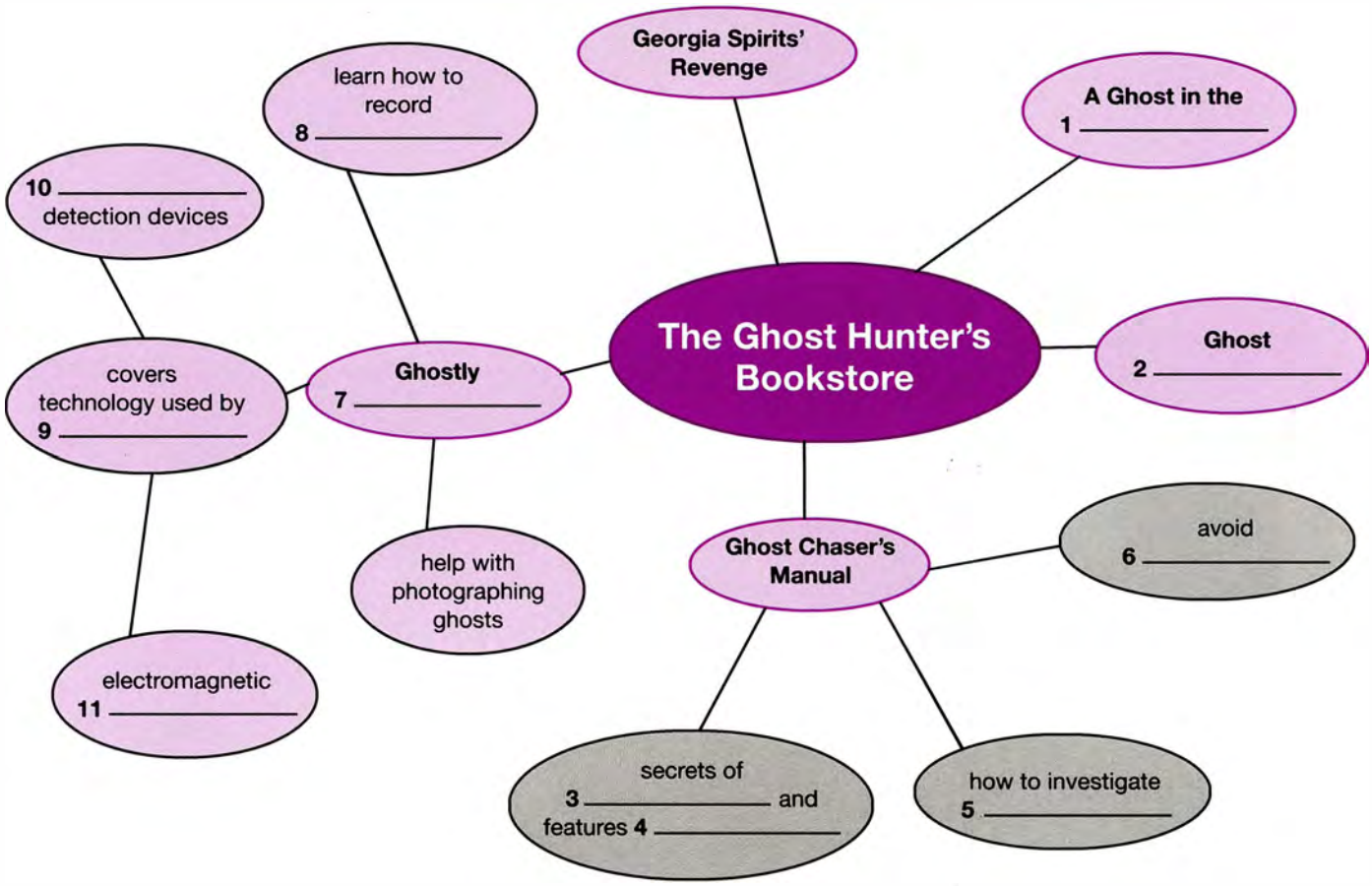
6 Which information is NOT found in *A Ghost in the Graveyard*?
- **a** instructions on how to find ghosts
- **b** graveyards where ghosts are likely to be found
- **c** information about burial traditions
- **d** how to escape from angry ghosts

7 Which book is best for new and inexperienced ghost hunters?
- **a** *Ghost Chaser's Manual*
- **b** *Ghostly Technology*
- **c** *Ghost Fever*
- **d** *A Ghost in the Graveyard*

Record

Now return to the passage and take notes to record the most important ideas. This gives you the opportunity to check the answers to the comprehension questions by reviewing the passage again. There are many different ways you can do this. You can write down the key words from the passage, create a mind map, make an outline of what you have read, or write the main ideas of each paragraph.

Complete the missing information in the word web below. Then, in your notebook, complete the word web for the other books mentioned in the passage.



Recite

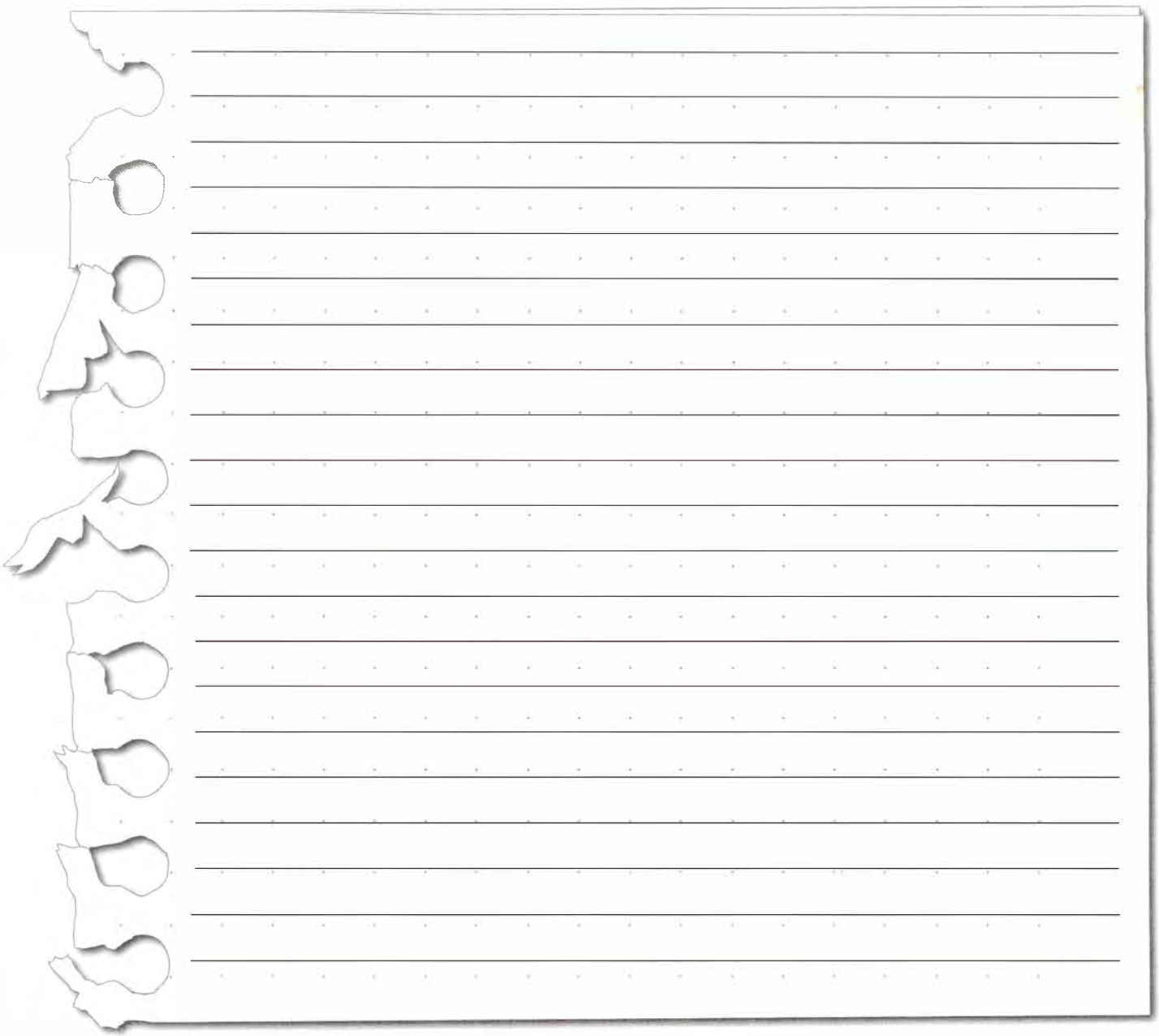
Next recite what *you* have learned while reading. Use your own words to recite what you remember from what you have read.

www.ieltstep.com

Review

During the **review** stage of SQ5R, you **review** the questions that you asked yourself prior to reading.

Did you find answers? Write the answers to your questions. Is there a portion of the text you did not understand well? Skim quickly through the material one more time.



IeltStep

SELF CHECK

Answer the following questions.

1 Have you ever used the SQ5R strategy before?

☐ *Yes* ☐ *No* ☐ *I'm not sure.*

2 Will you practice SQ5R in your reading outside of English class?

☐ *Yes* ☐ *No* ☐ *I'm not sure.*

3 Do you think SQ5R is helpful? Why, or why not?

_____

_____

4 Which of the six reading passages in units 4–6 did you enjoy most? Why?

_____

_____

5 Which of the six reading passages in units 4–6 was easiest? Which was most difficult? Why?

_____

_____

6 What distractions do you face when you read? What can you do to minimize those distractions?

_____

_____

7 What improvements are you making as a reader? Write down one or two things that you know you can do better today than when you started this course.

_____

_____

8 What other improvements do you still want to make as a reader?

_____

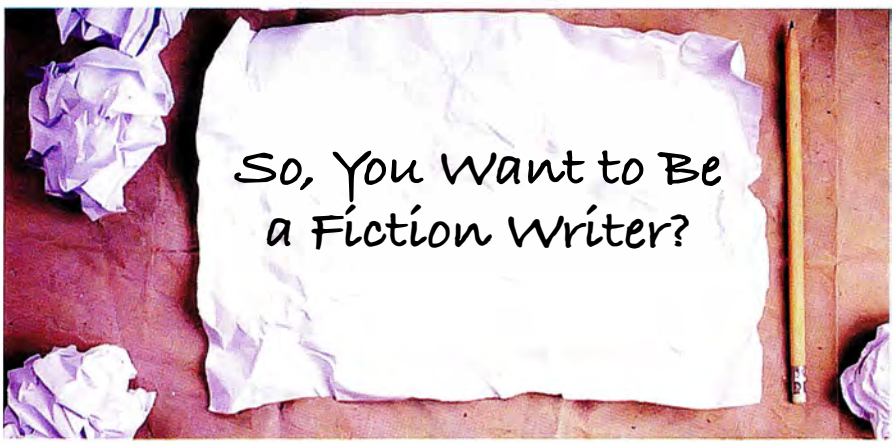
_____

www.ieltstep.com

Review Reading 3: So, You Want to Be a Fiction Writer?

Fluency Practice

Time yourself as you read through the passage. Write down your time, then answer the questions on page 115. After answering the questions, correct your responses and write down your score. Record your performance on the Reading Rate Chart on page 240.



Before you settle on writing as a career, there are some questions you might want to ask yourself. For example, have you considered why you want to be a writer? Perhaps the lifestyle seems romantic and glamorous. Maybe this is a dream you've had ever since you were young, and one you've not let go of. But writing for a living is not easy, and before you start, you should be sure that you are doing it for the right reasons and go in with your eyes open.

An important aspect of being a writer is getting used to being alone. A professional writer must be ready to spend at least five hours a day alone, often in front of the computer. Are you ready for this degree of isolation? While many writers are initially attracted to the idea of working for themselves, often they find it isolating in the long term. At the same time, remember that writing is a craft as well, requiring sustained intensity, precision, and extended periods of concentrated effort. Good stories are created through immense effort.

In addition to the solitude and the hard work, there is still the mysterious question of talent. How can a person know whether he or she has talent or not? This is one of the hardest questions to answer, and there is no foolproof way of detecting talent. Perhaps our parents and friends say we are talented, but what does this really mean? Do you have any other reason to believe that you have a gift for writing? Perhaps you were always getting good grades at school for essay writing, or you worked on school newspapers, or won prizes for your writing. Perhaps you have been published in established magazines, or have done some writing for online publications. This shows that others beyond your immediate circle recognize your talent.

Now on to what might be considered the heart of writing: inspiration and originality. Inspiration comes from inside, and it often grows out of having survived or overcome certain difficulties in life. People who have suffered seem to have more of a need to speak out. It has been said that happy people don't make good writers. Although this is undoubtedly exaggerated, there is some truth in it. Why would a completely happy and satisfied person take on the painful task of writing?

Originality in fiction writing can never be overemphasized. It is critical that tired old ideas and phrases do not creep into your writing. A successful work is never created according to rules or conventions. From the first page, the reader should be greeted by a story like nothing anyone has seen before. Try to surprise your reader at every turn and make your reader say, "Wow! I never expected that to happen!"

Assuming your mind is made up to become a writer despite the many difficulties, here are a few tips that might help you on your way to a successful writing career. First, remember that your first draft will never be perfect. It will always need work, and sometimes it will need a great deal of work. Many successful writers report an editing process of writing, rewriting, and rewriting again. The value of the first draft may be to start developing and organizing your ideas. Sometimes, trying to repair a weak story can even be worse than starting over again, and you may end up throwing out what you've written. Don't be too discouraged when this happens, and remember that you can't create your best work every day.

If your desire is to be commercially successful, it's important to write for a large audience. Make your best effort to be understood by the largest number of people you can. Remember that many famous artists, writers, musicians, movie makers, etc., in history have been those that people of all types—rich, poor, young, old, well educated and not-so-well educated—can appreciate and enjoy.

When you write, put yourself in the place of the reader. Try to write stories that you would like to read yourself. If you are writing a passage only because you have to or because you can't think of anything else, your reader is certainly not going to enjoy it. When you find yourself low on inspiration, take a break, and come to back to it later. Most, if not all, good writers read as much as possible. When you read other people's work, reflect on what makes for good writing and apply it to your own work. It's also important to remember that, as a writer, you are a kind of educator. Make sure that you are well-informed about the things you write about. Doing research has helped many writers to create more interesting and realistic stories.

Writing is different for every individual. If a career in fiction writing is really for you, chances are you already know it deep down, and have done for some time. If so, good luck!

823 words **Time taken** _____

www.ieltstep.com

Reading Comprehension

1 Who did the author probably write this passage for?
- **a** professional fiction writers
- **b** people interested in writing as a career
- **c** high school English students
- **d** teachers of fiction writing

2 What is the purpose of the first paragraph?
- **a** to describe the difficulties the author faced
- **b** to warn people that writing is not that easy
- **c** to encourage more people to start writing
- **d** to help people decide their career path

3 According to the author, who might have talent for writing?
- **a** someone who has had their writing published
- **b** someone who has a very large vocabulary
- **c** someone who likes spending time alone
- **d** someone whose friends and family tell them they are talented

4 According to the author, which is a source of inspiration?
- **a** natural talent
- **b** originality
- **c** suffering
- **d** training

5 Which piece of advice would the author give regarding originality?
- **a** Don't try to be original all the time.
- **b** Don't be afraid to use a conventional plot pattern.
- **c** Try to be as original as you can possibly be throughout.
- **d** Try to copy a successful piece of fiction.

6 How is a very weak first draft useful in the writing process?
- **a** It can usually be repaired.
- **b** It is of little or no use.
- **c** It usually turns out to be about half usable.
- **d** It can help you develop and organize your ideas.

7 What advice does the author give to people who want to make lots of money writing?
- **a** Target people who are willing to buy books.
- **b** Collaborate with artists, musicians, and movie makers.
- **c** Simplify your story as much as possible.
- **d** Appeal to a wide variety of people.

8 Which statement would the author most likely agree with?
- **a** Writing is a waste of time unless you have talent.
- **b** Most successful writers get where they are by luck.
- **c** You will know in your heart if you really want to be a writer.
- **d** Writers should have at least a degree from university.

Fluency Practice

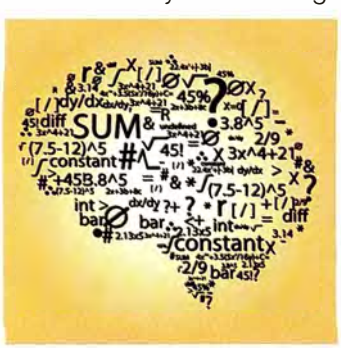
Time yourself as you read through the passage. Write down your time, then answer the questions on page 118. After answering the questions, correct your responses and write down your score. Record your performance on the Reading Rate Chart on page 240.

The Theory of Multiple Intelligences



What do you think about when someone says the word "intelligence"? You might say that it's that mysterious quality that helps people to succeed in life. Intelligent students are more likely to do well in tests and at school in general. Experts have traditionally seen a high level of intelligence as applicable across the board to most human activities, guaranteeing the possessor of high intelligence success in whatever he or she does.

In the 1980s, however, a new hypothesis about intelligence was developed. The theory of multiple intelligences was first conceived by a Harvard University professor named Howard Gardner. His book, *Frames of Mind: The Theory of Multiple Intelligences*, suggested that the mind does not possess just one kind of intelligence, but rather many distinct "intelligences." Among the intelligences Gardner identifies are linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, naturalistic, interpersonal, and intrapersonal. He has also alluded to several others and suggested that there could be many more intelligences to be discovered.



A person with a high level of linguistic intelligence is endowed with a large vocabulary and the ability to express him or herself well. Gardner sees the poet as the best example of an astute user of language. In creating poems, poets make use of the full complexity of meaning and the widest range of linguistic dynamics. Naturally, someone with a high level of linguistic intelligence would excel at any of a wide variety of language-related activities including writing, teaching, persuading others, and public speaking.

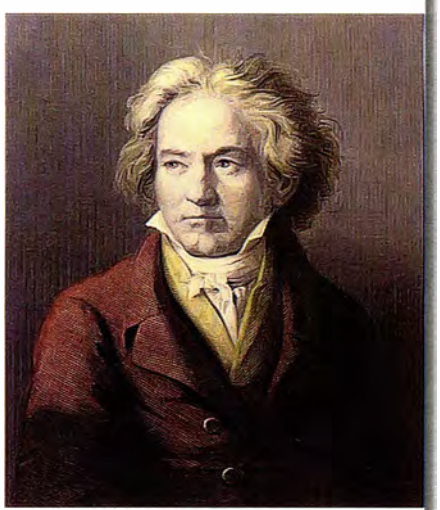
Logical-mathematical intelligence refers to the skills often associated with scientists and mathematicians. Societies tend to associate this type of intelligence with "true" intelligence, somehow giving it a more central or

www.ieltstep.com

significant role than other intelligences. Gardner certainly disagrees with this point of view. He sees logical-mathematical intelligence as simply one among a set of intelligences. While he asserts that it has been of exceptional importance in Western societies, he points out that it has played a more modest role in other societies.

Spatial intelligence refers to the ability to visualize things in the mind accurately and precisely. This intelligence is therefore associated with artists, who are experts in visualizing and making intelligent use of forms and colors. A person with a high level of spatial intelligence may also have an excellent visual memory, and perhaps even a so-called photographic memory.

Yet another intelligence that has been defined by Gardner is musical intelligence. As you might imagine, a person with a high level of musical intelligence excels at singing, playing musical instruments, and composing music. Gardner points out that this intelligence seems to develop earlier than the others, as seen by numerous child musical prodigies.



The genius Ludwig van Beethoven (1770–1827) clearly had musical intelligence.

The bodily-kinesthetic intelligence may surprise people, who are used to thinking of intelligence as something "inside the head." This is because it involves awareness of surroundings, and the exceptional ability to control the body. People with a high level of bodily-kinesthetic intelligence might excel at building or making things, sports, dancing, or even surgery.

Another controversial intelligence which has been more recently proposed by Gardner is naturalistic intelligence. Critics have more difficulty accepting this as an intelligence, and instead see this one as an area of interest. Gardner hypothesizes that people who have a high level of naturalistic intelligence are more sensitive to nature and to their own relationship to it. For example, someone who has success at growing plants has this intelligence. A person who is successful at raising, caring for, or training animals could also be said to have a high level of naturalistic intelligence. Such a person could be a successful gardener, farmer, or animal trainer, and would also make a good scientist studying the natural world, or a conservationist involved in protecting it.

The personal intelligences include interpersonal and intrapersonal intelligence. Intrapersonal intelligence refers to the capacity to access and control one's interior life of feelings, moods, and emotions. Someone who can accurately describe sensations of pleasure or pain, or someone who, rather than being controlled by feelings, is able to exercise restraint over them and understand them could be said to have high intrapersonal intelligence. On the other hand, people who have a high level of interpersonal intelligence are able to notice and understand the moods, intentions, and motivations of others. These individuals are effective communicators who display great empathy and work well in groups.

This revolutionary theory of multiple intelligences has resulted in several criticisms. Some have questioned the criteria that qualify something as an intelligence—something that we might otherwise simply call a talent or an ability. Others have pointed out that the existence of multiple intelligences has never been proven through scientific research. These criticisms notwithstanding, the theory of multiple intelligences has sparked fascinating debate about the value and nature of intelligence. Its applications in the field of education have led to more diverse educational methods as teachers seek to access and develop the multiple intelligences of students.

815 words **Time taken** _____

Reading Comprehension

1 What is this article mainly about?
- **a** how individuals can develop their intelligence
- **b** a new theory of human intelligence
- **c** the benefits and drawbacks of different intelligences
- **d** the reason intelligence is important

2 Which of the following is NOT an intelligence mentioned in the passage?
- **a** logical-mathematical
- **b** interactive
- **c** interpersonal
- **d** spatial

3 Which activity would a person with a high level of linguistic intelligence most likely excel at?
- **a** visualizing images
- **b** explaining ideas
- **c** playing sports
- **d** exercising restraint

4 Which statement is true about logical-mathematical intelligence?
- **a** People commonly associate it with true intelligence.
- **b** It has traditionally been of little importance in the West.
- **c** It includes several kinds of intelligence.
- **d** It allows clear visualization of images.

5 Which intelligence would an artist most rely on?
- **a** linguistic
- **b** logical-mathematical
- **c** spatial
- **d** intrapersonal

6 What is true of musical intelligence?
- **a** It allows people to understand their own feelings.
- **b** It has been widely criticized.
- **c** It accompanies bodily-kinesthetic intelligence.
- **d** It appears earlier than other intelligences.

7 How are interpersonal and intrapersonal intelligences similar?
- **a** Individuals who possess them enjoy working in groups.
- **b** Restraint is an important part of both.
- **c** They both involve the ability to understand moods.
- **d** They both allow people to show empathy.

8 Which argument criticizing the theory of multiple intelligences has been raised by critics?
- **a** It is wrongly applied to education.
- **b** It has never been proven by scientific research.
- **c** There are too many criteria for identifying intelligences.
- **d** Ability and talents are also types of intelligences.

www.ieltstep.com

UNIT 7

It's Dinner Time!



Getting Ready

Discuss the following questions with a partner.

1 Look at the "food pyramid" above. What food groups can you see? Why do you think it is shaped like a pyramid?

2 How does your diet compare to this pyramid? Do you regularly eat foods from each of the food groups shown?

3 Do you know of other diet guidelines or advice? Give some examples.

CHAPTER 1 The Mediterranean Diet

Before You Read
Food for Life

A **Answer the following questions.**

1 How important do you think diet is to one's health and well-being?
2 What is the diet of people in your country generally like? Do you think it is healthy? Why, or why not?
3 Do you know of any countries where people are said to be healthier or have longer lives? What are their diets like?

B **Discuss your answers with a partner.**

Reading Skill
Identifying Meaning from Context

You can guess the meaning of unfamiliar words in a passage using the following strategy: **1.** Think about how the word is related to the topic. **2.** Identify the part of speech of the word. **3.** Look at how the word relates to the rest of the information in the paragraph. **4.** Use your knowledge of prefixes, suffixes, and word roots to identify the basic meaning of the word.

A **Read the following extract from the passage on the next two pages. Write the part of speech for each word in bold.**

In Europe, parts of Italy, Greece, Portugal, Spain, and southern France **(1) adhere to** principles of the Mediterranean diet, as do Morocco and Tunisia in North Africa. Parts of the Balkan region and Turkey follow the diet, as well as Middle Eastern countries like Lebanon and Syria. The Mediterranean region is warm and sunny, and produces large supplies of fresh fruits and vegetables almost year-round that people eat many times per day. Wine, bread, olive oil, nuts, and legumes are other **(2) staples** of the region, and the Mediterranean Sea has historically **(3) yielded** abundant quantities of fish.

1 _____ 2 _____ 3 _____

B **Circle the words or phrases that work with or affect the words in bold. Write a short definition for each word.**

1 _____ 2 _____

3 _____

C **Discuss your answers in B with a partner. Then use a dictionary to check your answers.**

D **Read the entire passage carefully. Then answer the questions on page 123.**

Motivational Tip: Setting goals. Set a reading fluency goal for the next passage. A clearly stated goal provides something to work toward. The goal must be realistic but challenging. Review your reading fluency for Review Units #1 and #2, then set a realistic goal for the next passage.

www.ieltstep.com



The Mediterranean Diet



Olive oil is known as "liquid gold" in the Mediterranean region for its numerous health benefits.

The Mediterranean diet is based upon the eating patterns of traditional cultures in the Mediterranean region. Several noted nutritionists and research projects have concluded that this diet is one of the most healthful in the world in terms of preventing such illnesses as heart disease and cancer, and increasing life expectancy.[1]

The countries that have inspired the Mediterranean diet all surround the Mediterranean Sea. These cultures have eating habits that developed over thousands of years. In Europe, parts of Italy, Greece, Portugal, Spain, and southern France **adhere to** principles of the Mediterranean diet, as do Morocco and Tunisia in North Africa. Parts of the Balkan region[2] and Turkey follow the diet, as well as Middle Eastern countries like Lebanon and Syria. The Mediterranean region is warm and sunny, and produces large supplies of fresh fruits and vegetables almost year-round that people eat many times per day. Wine, bread, olive oil, nuts, and legumes[3] are other **staples** of the region, and the Mediterranean Sea has historically **yielded** abundant quantities of fish.

International interest in the **therapeutic** qualities of the Mediterranean diet began back in the late 1950s, when medical researchers started to link the occurrence of heart disease with diet. Dr. Ancel Keys performed an epidemiological analysis of diets around the world (epidemiology being the branch of public health that studies patterns of diseases and their potential causes among populations). Entitled the *Seven Countries Study*, it is considered one of the greatest studies of its kind ever performed. In it, Keys gathered data on heart disease and its potential causes from nearly 13,000 men in Greece, Italy, Croatia, Serbia, Japan, Finland, the Netherlands, and the United States. The study was conducted over a period of decades. It concluded that the Mediterranean people in the study enjoyed some significant health advantages.

The Mediterranean groups had lower mortality rates in all age brackets and from all causes, particularly from heart disease. The study also showed that the Mediterranean diet is as high or higher in fat than other diets, obtaining up to 40 percent of all its calories from fat. It has, however, different patterns of fat **intake**. Mediterranean cooking uses smaller amounts of saturated fat and higher amounts of unsaturated fat, mostly in the form of olive oil. Saturated fats are fats that are found principally in meat and dairy products, although avocados, some

[1] **Life expectancy** is the average age to which a person is expected to live.
[2] **The Balkan region** includes Albania, Bulgaria, Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Kosovo, Montenegro, and Macedonia.
[3] Some examples of **legumes** are beans, peas, and lentils. They are known as good sources of protein.

www.ieltstep.com

nuts, and some vegetable oils also contain them. Saturated fats are used by the body to make cholesterol,[4] and high levels of cholesterol have since been directly related to heart disease.

Several other studies have **validated** Keys' findings regarding the good health of people in Mediterranean countries. The World Health Organization (WHO) showed in a 1990 analysis that four major Mediterranean countries (Spain, Greece, France, and Italy) have longer life expectancies and lower rates of heart disease and cancer than other European countries and America. The data are significant because the same Mediterraneans frequently smoke and don't have regular exercise programs like many Americans, which means that other variables may be responsible. Scientists have also **ruled out** genetic differences, because Mediterraneans who move to other countries tend to lose their health advantages. These findings suggest that diet and lifestyle are major factors.



The Mediterranean diet gained even more notice when Dr. Walter Willett, head of the nutrition department at Harvard University, began to recommend it. Although low-fat diets were recommended for sufferers of heart disease, groups of Mediterraneans in his studies had very high intakes of fat, mainly from olive oil. Willett and others proposed that the risk of heart disease can be reduced by increasing one type of dietary fat—monounsaturated fat—the type found in olive oil. Willett's proposal went against conventional nutritional recommendations to reduce all fat in the diet. It has been shown that unsaturated fats raise the level of HDL cholesterol, which is sometimes called "good cholesterol" because of its protective effect against heart disease. Willett has also performed studies **correlating** the intake of meat with heart disease and cancer.

The Mediterranean diet has several general characteristics:

- The **bulk** of the diet comes from plant sources, including whole grains, breads, pasta, polenta,[5] bulgur,[6] couscous, rice, potatoes, fruits, vegetables, legumes, seeds, and nuts.
- Olive oil is used generously, and is the main source of fat in the diet as well as the principal cooking oil. The total fat intake accounts for up to 35 percent of calories. Saturated fats, however, make up only eight percent of calories or less, which restricts meat and dairy intake.
- Fruits and vegetables are eaten in large quantities. They are usually fresh, unprocessed, grown locally, and consumed in season.
- Dairy products are consumed in small amounts daily, mainly as cheese and yogurt.
- Eggs are used **sparingly**, up to four eggs per week.
- Fish and poultry are consumed only one to three times per week, with fish preferred over poultry.
- Red meat is consumed only a few times per month.
- Honey is the principle sweetener, and sweets are eaten only a few times per week.
- Wine is consumed in moderate amounts with meals (one to two glasses daily).

[4] **Cholesterol** is a fat that is produced by the liver and is vital for normal body function.
[5] **Polenta** is a thick porridge-type meal made of cornmeal boiled with water.
[6] **Bulgur** is dried cracked wheat.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 Which is true about the Mediterranean diet?
- **a** The proportion of fats is lower than in other diets.
- **b** The diet contains more unsaturated fat than saturated fat.
- **c** Most of the fats in the diet come from dairy and meat.
- **d** The average daily calories is less than in other diets.

2 A diet rich in _____ is most similar to the Mediterranean diet.
- **a** beef, rice, and vegetables
- **b** fish, dairy, and eggs
- **c** breads, cheese, and dessert
- **d** fruit, vegetables, and olive oil

3 What conclusion can one make from the passage?
- **a** People should be allowed to eat as much fat as they want.
- **b** The type of fat matters more to health than the quantity of fat.
- **c** The Mediterranean diet is an expensive diet to follow.
- **d** It is important to monitor the number of calories in a diet.

B **Answer the following questions using information from the passage.**

1 Why has the Mediterranean diet attracted the attention of nutritionists?

_____

_____

2 What characteristics of the Mediterranean region allow the people who live there to have such a diet?

_____

_____

3 What are three studies mentioned that support the Mediterranean diet?

_____

_____

4 How do the findings of the 1990 WHO study prove that diet and lifestyle are the major reasons for Mediterraneans' health advantages?

_____

_____

5 Why are unsaturated fats healthier for the body?

_____

_____

Critical Thinking

C **Discuss the following questions with a partner.**

1 How does the Mediterranean diet sound to you? Would you be able to eat that way all the time?

2 How does the Mediterranean diet compare to the food pyramid on page 119? Which would you prefer to follow, and why?

Vocabulary Comprehension
Words in Context

A **Match the words in the box to the correct definitions. Write a–j. The words are from the passage.**

a adhere to	**b** staple	**c** intake	**d** therapeutic	**e** yield
f validate	**g** rule out	**h** correlate	**i** sparingly	**j** bulk

1 _____ decide that something is unsuitable or impossible
2 _____ the main or greater part
3 _____ a basic or necessary item
4 _____ the amount that you eat or drink
5 _____ to prove or confirm that something is true or correct
6 _____ to hold closely or firmly to
7 _____ in limited quantities
8 _____ having curative or relaxing qualities
9 _____ to produce or provide
10 _____ connect or link so that one thing affects or depends on the other

B **Complete the following paragraph using the correct form of the words from A.**

Get in Shape—Walk It Off!

Do you **(1)** _____ an exercise program? Did you know that incorporating a daily routine of walking into your schedule can help you stay in shape? There are many reasons to walk: First of all, it's **(2)** _____ and can help to reduce stress. Nutritionists frequently talk about the strong **(3)** _____ between healthy bodies and healthy minds, an observation **(4)** _____ by numerous studies. And having no time is not a reason to **(5)** _____ walking. Many people have started "walking clubs" at their workplace. During lunch, or for thirty minutes in the morning, a group may get together to walk a few blocks around the neighborhood they work in. This is a great way to keep you motivated and on track.

However, exercise alone does not **(6)** _____ results if you don't watch your diet. Packaged and processed foods form the **(7)** _____ of many modern western diets, so it's best to eat them **(8)** _____. It's also a good idea to moderate your **(9)** _____ of sugar and fried foods. Make fresh fruits and vegetables **(10)** _____ foods in your diet. So when you wake up tomorrow, put on those sneakers, grab a banana, and start to walk it off—it's easy!

www.ieltstep.com

Vocabulary Skill

Numerical Root Words:
mono, dec, cent, and mill

In this chapter, you read the word *monounsaturated*, which contains the root *mono*, meaning *single* or *one* in Ancient Greek. Many root words in English that refer to numbers have Latin or Greek roots.

A **Study the root words below and its examples. In the last column, write the number that each root word refers to.**

Root word	Example words	Refers to
mono	monopoly, monotonous	
quad	quarter, quadruple	
dec/deci	decade, decathlon	
cent/centi	century, centenarian	
duo	duet, duplicate	
mill/mili	millennium, millipede	
tri	triangle, trilogy	

B **Complete the following sentences using the correct form of the example words from A. Not all words are used.**

1 The company has a _____ on the cell phone market and is now trying to _____ its success in the laptop market.
2 The new husband and wife performed a _____ during their wedding celebrations.
3 There will be more _____ in the future as medical advancements help people to live longer.
4 The _____ is a sport that consists of various track and field events.
5 Although _____ look scary, they are mostly harmless to humans.
6 My father attended a reunion with his old school friends; he hasn't seen some of them in _____.
7 It was very difficult to pay attention to the lecturer because his voice was so _____.
8 The novel *The Lord of the Rings* by J.R.R. Tolkien was turned into a movie _____.

C **With a partner, think of one more example word for each root word.**

CHAPTER 2 Genetically Modified Food

Before You Read

Food for Thought

A **Discuss the following questions with a partner.**

1 What foods have you eaten today? Do you know how these foods were grown or manufactured? Describe how you think they were produced.
2 What do you understand by the term "genetically modified (GM) foods"? Are you aware of how GM foods are different from other foods?

B **The following terms are frequently heard in the GM food debate. Match them with the correct definition. Write a–e.**

a advocacy groups **b** geneticists **c** genetic modification
d pesticides **e** herbicides

1 _____ chemicals used to protect plants from insect pests
2 _____ organizations that support a cause
3 _____ chemicals used to destroy unwanted plants
4 _____ changing the DNA of organisms
5 _____ scientists who study how characteristics are passed from one generation of plants or animals to the next

Reading Skill

Arguing For and Against a Topic

Many passages present two sides of an argument. Phrases such as *advocates of*, *proponents of*, and *in favor of* signal information that supports one side of the argument. Phrases like *advocates against*, *critics of*, *skeptics of*, or *concerns about* signal the opposing view. Words and phrases like *argues that*, *questions*, *however*, *though*, *in contrast*, and *in spite of* also help signal an opposite or different opinion.

A **Skim the passage on the next two pages. Complete the following chart by identifying reasons for and against genetically modified foods.**

Reasons For GM foods	Reasons against GM foods

B **Discuss your answers in A with a partner. Are there any other reasons you can add to your list?**

C **Now read the entire passage carefully. Then answer the questions on page 129.**

www.ieltstep.com

IeltStep

Genetically Modified Food

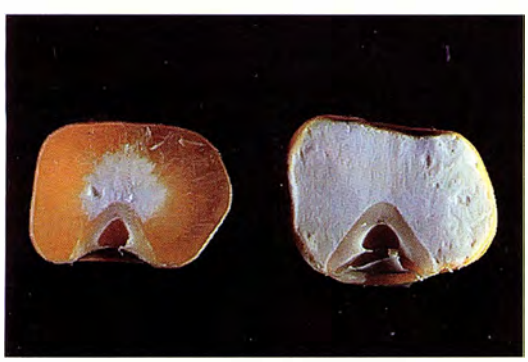


"What's for dinner?" It used to be that the answer to that household question was an issue for debate among family members only. But not any more. Now scientists, advocacy groups, economists, trade experts, geneticists, and politicians are all discussing what should be served for dinner.

The food fuss **revolves around** one phrase: genetic modification. There are two groups with strong views on both sides of that phrase. One side argues that genetic modification of food enhances the quality and nutritional value of already-existing foods as well as **generating** new ways to produce that food. The other side questions the technology's safety and long-term effects, arguing that people simply don't know what they're putting in their mouths.

The term "genetically modified" (GM) is an offspring of another term: biotechnology. A word that's been around for about thirty years, biotechnology was created in the shadow of new techniques that allowed scientists to modify the genetic material in living cells.[1] Basically, that means playing around with various biological processes to produce substances that, arguably, benefit things like agriculture, medicine, and the environment.

If you know how to cut-and-paste on a computer, you've figured out genetic modification. The Canadian Food Inspection Agency describes it like this: it all begins with a cell made up of chromosomes;[2] the chromosomes are made up of DNA and are organized into sections called genes; genes determine the characteristics of an organism. These genes can be "cut" from one organism and "pasted" into another. Several foods that people eat every day are products of this process, such as tomatoes that ripen on the vine and maintain their **texture** and tough skin for several weeks. A potato plant developed to resist an insect known to attack it is another example. In the latter case, the GM version **eliminates** the need for chemical pesticides.



A protein-enriched corn kernel (left) is compared to a yellow common kernel.

Proponents of GM foods argue using biotechnology in the production of food products has many benefits. It speeds up the process of breeding plants and animals with desired characteristics, can be used to introduce new characteristics that a product wouldn't normally have, and can improve the nutritional value of products. And, say the supporters, all of this is done safely.

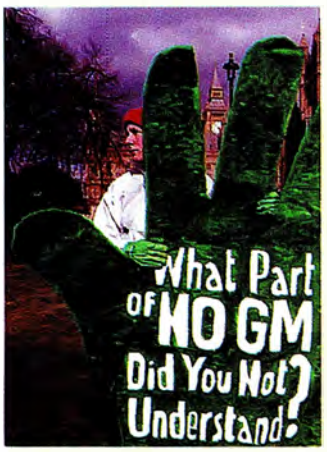
Groups who advocate against the use of GM foods don't see things quite the same way. They point to studies that

[1] **Cells** are the smallest units of an organism.
[2] **Chromosomes** are the parts of a cell that contain DNA and are responsible for determining and passing on characteristics of parents to its young.

www.ieltstep.com

IeltStep

argue GM foods could be harmful to people's health. To the groups on this side of the issue, that "could" provides more than enough reason to go forward with extreme caution, something they say isn't currently being done. GM critics say not enough time has passed to study the long-term effects of the foods. In Europe, hardly a week goes by without some headline about GM foods or, rather, "Frankenfoods"[3] as they've been called by the European media. The Church of England has entered the debate, criticizing the production of GM crops. Ever responsive to consumer demands, the European Union has taken a strong position on this issue, going so far as to propose a moratorium[4] on approving GM foods. These responses are the outcome of a grassroots campaign.[5] Various scares, the best-known being mad cow disease,[6] have consumers in Europe cautious of food genetically altered to kill pests or resist herbicides.



A protester in London demonstrates against the government's policy on GM crops.

Two British food companies have even dropped GM ingredients from their products, something the North American branches of these companies haven't done. That's not all that surprising for one simple reason: there's an unmistakable split in the policies toward GM foods between the two sides of the Atlantic that some call the Atlantic Divide. Supporters argue North America's approach is more **progressive**, while skeptics argue it's less safe.

Whatever the case, the Atlantic Divide can be **attributed to** two things. The first is all about experience: the North American side of the Atlantic hasn't seen a scare comparable to mad cow disease. The second is all about dollars: North Americans expect their food to be cheap. And while the Atlantic may divide the approach to GM foods, it doesn't stop the two sides from butting heads.[7]

The fuss over food extends to whether the manufacturing process is made known. Canada has adopted both a **mandatory** and voluntary labeling policy. According to the Canadian Food Inspection Agency, mandatory labeling applies to all foods that have been changed nutritionally or compositionally, or to **alert** consumers of possible allergens.[8] That doesn't mean, though, that *all* GM foods will be labeled. If it can be shown through tests that the nutrition or composition of such foods remains unchanged, no special label is required. Even though labels are not required, they are allowed, but only when "truthful and not misleading." A good example is the "fat free" claim made on some products. Because of the **ambiguity** surrounding voluntary labeling, it's been determined that clearer rules are needed.

The GM debate makes us consider the role technology has in our lives. What makes this debate unique is that every meal we eat is at its very core. And that fact means one thing: it's an issue that will be discussed not only around policy tables, but dinner tables as well.

[3] The term "**frankenfoods**" makes a reference to the monster created from body parts of dead people and brought to life in Mary Shelley's novel *Frankenstein*.
[4] A **moratorium** is a suspension of, or a ban on, something.
[5] A **grassroots campaign** is an organized effort to draw attention to an issue, usually political, at a local level.
[6] **Mad cow disease** affects brains of cows and can be passed to humans who eat the infected meat.
[7] To **butt heads** means to argue as a result of opposing views.
[8] **Allergens** are substances that cause allergies.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 What is the author's purpose in writing this article?
- **a** to speak in favor of the United States' position on GM foods
- **b** to persuade the reader to follow Europe's position on GM foods
- **c** to point out the errors in both the American and European positions
- **d** to give balanced coverage to both sides of the GM food debate

2 Which argument in favor of GM foods does the author NOT point out?
- **a** It speeds up the breeding process
- **b** It can be used to introduce new characteristics.
- **c** It can improve the nutritional value of food.
- **d** It helps reduce the amount of fat in food.

3 Two things have led to the divide between the United States and Britain regarding GM foods: _____.
- **a** experience and money
- **b** knowledge and history
- **c** nutrition and labeling
- **d** herbicides and pesticides

4 According to the passage, which of these foods will NOT require a label?
- **a** beef from a cow that was fed with GM grain
- **b** GM corn that contains fewer calories than normal corn
- **c** wine made from GM grapes that is sweeter than normal wine
- **d** GM soybeans that might trigger allergies in certain people

B **Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.**

		T	F
1	Genetic modification belongs to the field of biotechnology.		
2	Genetic modification is done by transferring cells from one organism to another.		
3	GM foods can be altered to be resistant to pests.		
4	GM foods are proven to be harmful to people's health.		
5	Europeans are generally not in favor of GM foods.		
6	The worst affected country for mad cow disease was North America.		
7	There are very clear rules regarding food labeling.		

Critical Thinking

C **Discuss the following questions with a partner.**

1 Based on the arguments presented in the passage, would you eat GM foods? Why, or why not?

2 Some people disapprove of GM foods and biotechnology because it is seen as "playing God." What does this mean?

Vocabulary Comprehension

Odd Word Out

A **Circle the word or phrase that does not belong in each group. The words in blue are from the passage.**

1	eliminate	appreciate	desire	accept
2	distract from	center on	turn on	revolve around
3	produce	resist	generate	bring about
4	surface	texture	smell	appearance
5	supporter	opponent	advocate	proponent
6	attribute to	refer to	assign to	take offense to
7	required	mandatory	voluntary	non-negotiable
8	progressive	traditional	timid	cautious
9	warn	caution	alert	threaten
10	uncertainty	security	ambiguity	vagueness

B **Complete the sentences using the correct form of words in blue from A.**

1 The new construction project in the center of town has _____ close to one hundred new jobs.
2 There was a lot of uncertainty and _____ concerning the new manager's role, but she quickly settled into the job.
3 Attendance at the first aid workshop is _____; all students must be there.
4 Even though online learning is growing in popularity, it does not _____ the need for teachers and schools.
5 Carl is a really nice guy, but his conversation usually _____ his fixation with motorbikes.
6 My school has _____ views on education: they try not to focus too much on exams and grading compared to other schools.
7 Silk has a wonderfully smooth _____ that feels good against the skin.
8 _____ of stricter gun control laws have tried for years to gain more support throughout the country.
9 Jill's success can be _____ her tenacity and hard work.
10 It was only after reading about food and allergies that Angelina was _____ to the possible cause of her son's illness.

Motivational Tip: Review your reading fluency progress. Refer to the reading fluency chart at the end of the book. How would you evaluate your progress? Are you on a plateau? In which quadrant do the majority of your scores fall? As you start the second half of the book, what goals can you set for yourself to improve your reading fluency?

www.ieltstep.com

Vocabulary Skill

The Root Word *sist*

In this chapter, you read the word *resist*, which means *to fight against*, and *existing*, which means *being*, or *having life*. The root word *sist*, also written as *stat* and *stit*, comes from the Latin word *stare*, meaning *to stand, remain*, or *to last*. This root is combined with prefixes and suffixes to form many words in English.

A **Complete the following words using the root words *sist*, *stit*, or *stat*. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.**

Word	Part of Speech	Definition
1 in_____		
2 con____ently		
3 sub_____ute		
4 per_____		
5 _____ue		
6 in____ute		
7 super_____ion		
8 de_____		
9 con_____ute		

B **Complete the following sentences using the correct form of words from A.**

1 It may seem like a silly _____, but I never walk under ladders because I believe it brings bad luck.
2 I believe this marble _____ is a replica of a famous work by Rodin.
3 I really didn't want to go into the haunted house as I was too scared, but my friend _____.
4 The army was ordered to _____ from advancing into enemy territory.
5 Although this margarine tastes fine, I think it's a very poor _____ for real butter.
6 The art _____ is having a fund-raising exhibition next week. It looks interesting; we should go along.

C **Now write three more sentences using the remaining words from the list in A. Share your ideas with a partner.**

Real Life Skill

Understanding Punctuation

Formal academic and business writing uses a number of specialized punctuation marks. Knowing the meanings of these marks will enable you to understand the exact meaning of what you are reading. They are also important to know when writing in English formally, or for academic purposes.

A **Match each punctuation mark with its function and description of how it works.**

Punctuation mark	Function
1 ____ ( ) parentheses	a shows two alternatives
2 ____ ; semi-colon	b introduces ideas in a sentence or used before a list
3 ____ – dash	c used around dialogue or a piece of text that we are quoting or citing
4 ____ - hyphen	d shows separate information inside a sentence
5 ____ / slash	e connects two closely related sentences
6 ____ ‘ ’ single quotation marks	f shows a quotation inside another quotation
7 ____ : colon	g adds information to explain the first clause of a sentence
8 ____ “ ” double quotation marks	h combines two closely connected names or words

B **Punctuate the sentences below by using the marks from A. Not all punctuation marks may be used. Some sentences may have more than one answer.**

1 Anna said, Let’s go. I don’t want to miss the last bus.
2 Many new forms of communication were introduced during the 20th century fax, e-mail, and cell phones.
3 She put on the dress, then looked at herself in a full length mirror.
4 If the person uses the cooking area, he she should clean it up.
5 Good nutrition is important for athletes it’s also vital for the rest of us.
6 The Amazon rain forest the largest rain forest in the world has thousands of different species of plants and animals.
7 The bouquet had an assortment of flowers for example, roses, tulips, and orchids.

C **Now write five sentences using target words from this unit and leave out the punctuation. Exchange sentences with a partner and fill in the missing punctuation.**

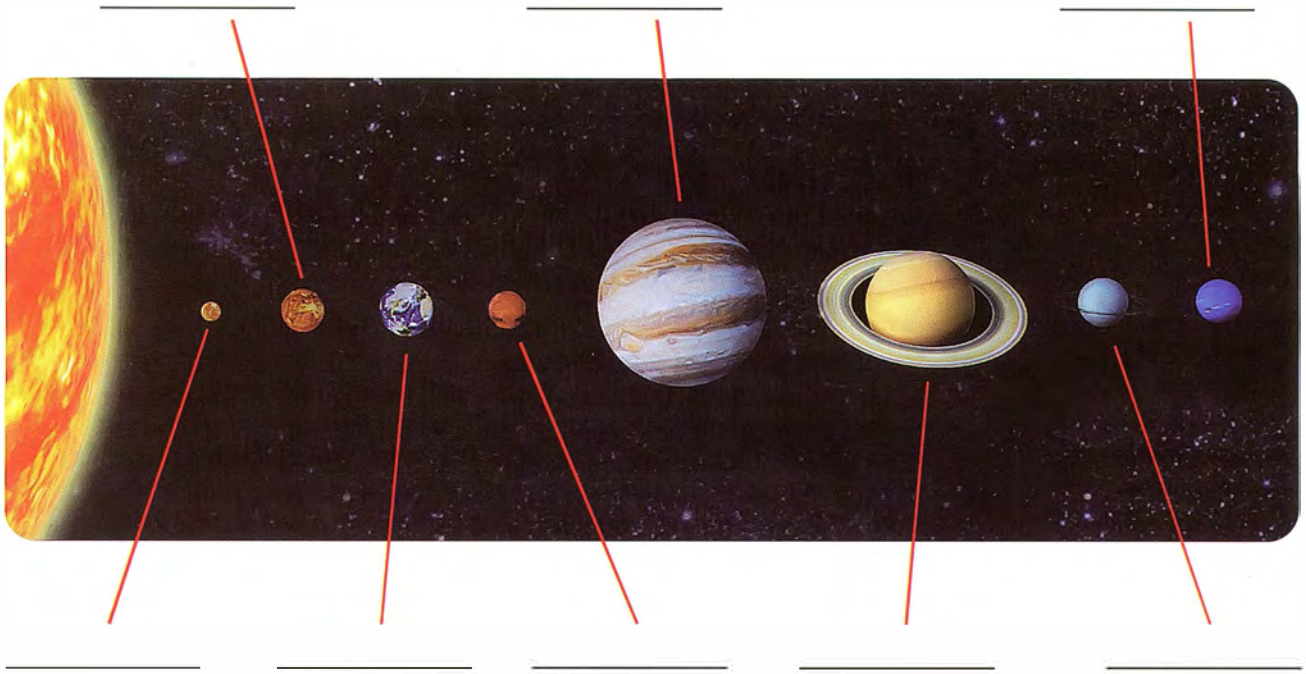
What do you think?

1 What are the most common diseases in your country? How can people reduce the number of deaths related to these diseases by adjusting their diet or lifestyle?
2 As you get older, do you think you will become more conscious of what you eat? Why, or why not?
3 There is a saying in English: “You are what you eat.” What does this mean? Do you think this is true?

www.ieltstep.com

UNIT 8

Beyond Planet Earth



Getting Ready

Discuss the following questions with a partner.

1 Have you ever looked through a telescope? If so, what did you see?
2 What does the word "solar" mean? What do you know about our solar system?
3 Match the names of the planets in the picture above. Write a–h.

a Earth	**b** Jupiter	**c** Mars	**d** Mercury
e Neptune	**f** Saturn	**g** Uranus	**h** Venus

CHAPTER 1 Solar Storms

Before You Read

Super Star

A **How much do you know about the Sun? Circle the answer to complete the following sentences.**

1 The Sun is 4.5 (million / billion / trillion) years old.
2 The Sun rotates once every 25 (days / months / years).
3 The Sun is made up of 70 percent (oxygen / hydrogen / iron).
4 A person who weighs 70 kilograms on Earth would weigh about (200 / 2,000 / 20,000) kilograms on the sun.
5 About (10,000 / 100,000 / 1,000,000) Earths could fit inside the Sun.
6 The Sun will die out in about five (million / billion / trillion) years.

B **Discuss your answers with a partner. Then check your answers at the bottom of page 139.**

Reading Skill

Understanding Inference

Information in a reading passage can be found in two ways: by what is stated directly and written clearly on the page, or by what we can infer. When we infer, we use the information that is stated directly to draw conclusions about events, or the writer's opinion or purpose. Knowing how to *infer* can help you to better understand the writer's purpose and ideas. It is a useful skill to know when reading for pleasure, and can help you better understand reading passages in exams.

A **Read the following sentences, then scan the first paragraph of the passage on the next two pages for the information. Check (✓) whether each sentence is stated (S) or inferred (I).**

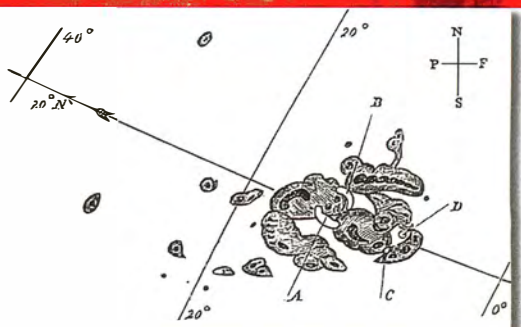
		S	I
1	Richard Carrington was an amateur astronomer.		
2	People were not aware of solar storms in the 1850s.		
3	Sunspots are cooler than surrounding areas of the Sun.		
4	What Richard Carrington witnessed caused the auroras.		
5	It was light enough to read outside at night in the eastern United States.		
6	The campers who saw the auroras thought it was morning.		

B **Discuss your answers in A with a partner. Which words or phrases from the passage helped you decide the answer?**

C **Now read the entire passage carefully. Then answer the questions on page 137.**

www.ieltstep.com

Solar Storms



a sketch made by Richard Carrington of his observation

In 1859, an amateur astronomer named Richard Carrington climbed the stairs to his private observatory near London. He adjusted his telescope and projected an image of the sun onto a screen. He was looking at sunspots—areas of the sun that appear darker because they are slightly cooler than the surrounding areas. Suddenly, two patches of white light appeared around one sunspot. Before dawn the next day, **spectacular** displays of red, green, and purple light, known as auroras, lit up the skies as far south as Panama in Central America. In the eastern United States, people were able to read newspapers outside in the middle of the night. Further west in the Rocky Mountains, the light confused campers enough to get up and start cooking breakfast. Some people even thought their cities had caught fire.

What Carrington had observed was a solar superstorm. A massive eruption on the surface of the sun sent billions of tons of electrical and magnetic matter **hurtling** through space. It even caused damage here on Earth. When the matter collided with our planet's magnetic field, it caused electrical currents to **surge** through telegraph[1] lines, **disrupting** communication.

No solar superstorm as powerful as the 1859 event has occurred since. That's why scientists find it difficult to calculate the impact a similar storm might have on today's more wired world. A hint came in 1989, when a solar storm a third less powerful than the Carrington event caused six million people in Canada to lose power. A Carrington-class storm could leave millions without light, drinking water, sewage treatment, heating, air-conditioning, fuel, and telephone service for months.

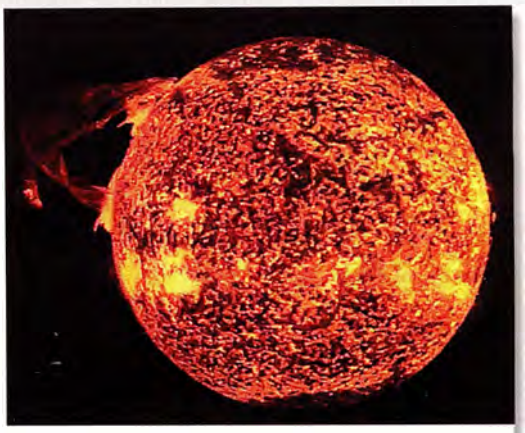
Few objects seem as familiar as the sun—there it is, up in the sky every sunny day. Yet few objects are so strange. Look through a solar telescope, and the sun is transformed. Streams of light the size of planets rise into black space, only to come back down hours or days later, as if controlled by some unseen force. Neither solid, liquid, or gas, the sun is made up of plasma—the "fourth state of matter."

Scientists are learning more about the sun and how solar storms form. The sun is packed with magnetic fields, some emerging on the surface as sunspots. They help to power the solar wind, sending a constant stream of particles out into the solar system. These fields can also become **entangled** with plasma, forming gigantic loops that are illuminated by the hot, glowing plasma. When loops cross, they cause the enormous plasma eruptions known as solar flares. Such flares release intense energy into space.

[1] A **telegraph** is a machine that uses electric signals to send messages over a wire.

www.ieltstep.com

IeltStep



A solar loop rises from the surface of the sun; many extend for thousands of kilometers.

The Carrington event consisted of a powerful solar flare that produced the second of a rare pair of plasma eruptions. The combined force of both eruptions **squashed** the area where the Earth's magnetic field interacts with the solar wind—down from its normal altitude of 65,000 kilometers to 6,500 kilometers. The matter entering the upper atmosphere set off intense auroras over much of the Earth.

A Carrington-class superstorm probably occurs only once every several centuries. But even much smaller storms can cause considerable damage, especially as humans become increasingly dependent on technology **deployed** in space. Solar storms disrupt the ionosphere. This is the layer of Earth's atmosphere where auroras occur, a hundred kilometers above the Earth's surface. The pilots of the nearly 11,000 flights flying over the Arctic each year rely on shortwave radio signals bouncing off the ionosphere to communicate in an area beyond the range of communications satellites orbiting over the equator. When space weather disrupts shortwave communications, planes flying these polar routes have to be **diverted**. This can cost as much as $100,000 a flight. GPS signals are also affected, resulting in positioning errors. This means that surveyors[2] must pack up and go home, floating oil-drilling rigs have trouble remaining on station, and pilots cannot rely on GPS-based systems employed for landing at many airfields.



Electrical transmission towers are no match for a powerful solar storm.

Unlike satellites in space, most power grids have no built-in protection against a powerful solar storm. Since large transformers[3] are grounded[4] to the Earth, magnetic solar storms can produce currents that could cause them to overheat, catch fire, or explode. The damage could be **catastrophic**. A solar storm as strong as the 1859 event could damage the entire grid. Such a storm might send hundreds of millions of people back to a pre-electric way of life for weeks or months.

In 1859 the world had few tools for studying the sun. Today scientists are able to use satellites to constantly monitor our home star. One pair takes 3-D images revealing how plasma eruptions speed out through space. Another monitors the solar winds. Scientists cannot be sure of a storm's intensity until it reaches this satellite—sometimes a **mere** 20 minutes before it reaches Earth. Many researchers are therefore concentrating their efforts on forecasting a storm's potential strength and its likely arrival time, allowing vulnerable systems here on Earth time to prepare.

[2] **Surveyors** measure land and mark property boundaries. They also collect information on land characteristics.
[3] A **transformer** is a device for reducing or increasing the voltage of an alternating current.
[4] Something that is **grounded** (usually a large conducting body such as an electric circuit) is connected to the ground.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Answer the following questions using information from the passage.**

1 Why is Richard Carrington remembered today?

2 How do the magnetic fields on the sun cause plasma eruptions?

3 Which planes are affected by solar storms, and why?

4 How can satellites help scientists protect the Earth from solar storms?

B **Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.**

		T	F
1	The two patches of light that Carrington saw around the sunspot were plasma eruptions.		
2	The 1859 superstorm did not damage anything on Earth.		
3	A special telescope is required to look at the sun.		
4	Plasma is made up of solids, liquids, and gases.		
5	Both the sun and Earth have magnetic fields.		
6	Solar storms do not have an effect on power grids.		
7	Satellites are the main tools that scientists are using to study solar storms.		

Critical Thinking

C **Discuss the following questions with a partner.**

1 Do you think the study of solar storms is a good use of scientists' time and money? Why, or why not?

2 How would you be affected if your city lost power for two weeks? Is there anything you could do to prepare for such a scenario?

Motivational Tip: Reevaluate your answers. Review the comprehension questions once you've completed them. For the items you got correct, identify why you got them correct. For the items you got incorrect, identify reasons why you think you missed those questions. When you review questions you missed, you can identify your mistakes and learn from them.

Vocabulary Comprehension
Words in Context

A **Choose the best answer. The words in blue are from the passage.**

1 What would disrupt sleep more?
a a gentle song **b** a loud noise

2 When something is diverted, it moves _____ its destination.
a away from **b** toward

3 Something that is hurtling toward you is _____.
a moving slowly and noiselessly **b** moving quickly and forcefully

4 People tend to _____ spectacular events.
a ignore **b** pay attention to

5 If demand for a product surges, it _____.
a rises suddenly **b** falls suddenly

6 If you say something costs a mere $300, you think it is _____.
a cheap **b** expensive

7 What can you be entangled in?
a a box **b** a net

8 If troops are deployed, they are _____.
a returned home **b** moved into position

9 A catastrophic event is one that is _____.
a disastrous **b** hilarious

10 When you squash something, you make it _____.
a flatter **b** stronger

B **Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.**

1 What is an example of disruptive behavior in the classroom?
2 What events would cause traffic to be diverted?
3 What is the most spectacular event or show that you've ever seen? What made it so spectacular?
4 If a large asteroid were hurtling toward Earth, do you think we would be able to stop it? How?
5 Is there any situation where a country should be allowed to deploy missiles or weapons against another country? Explain your answer.
6 Do you think the effects of climate change will be catastrophic to human beings?

www.ieltstep.com

A **Write the part of speech for each word in the box below. Then write the words next to the correct definitions.**

___ abrupt	___ bankrupt	___ corrupt	___ disruption
___ erupt	___ incorruptible	___ interrupt	___ rupture

1 _____ sudden and unexpected
2 _____ honest and trustworthy
3 _____ to say or do something to cause someone to stop speaking
4 _____ to have no money to pay off debts
5 _____ the state of being broken open
6 _____ acting dishonestly in return for money or personal gain
7 _____ to burst or explode
8 _____ difficulties that prevent something from continuing or operating normally

B **Complete the following sentences using the correct form of words from A.**

1 The thunderstorm caused a(n) _____ to the city's communications systems.
2 The junior reporter was so excited interviewing the astronaut that he _____ her five times.
3 The sharp economic downturn caused a lot of companies to declare _____.
4 The magazine received a journalism award for exposing the large amount of _____ in the government.
5 The high-altitude weather balloon fell to Earth after it developed a(n) _____.
6 The satellite exploded just after liftoff, bring a(n) _____ end to the country's dream of placing a satellite in orbit.
7 For safety reasons, much of the air travel in Europe came to a halt due to a volcanic _____ in Iceland in 2011.
8 He was an honest, respectable politician and completely _____.

Vocabulary Skill

The Root Word *rupt*

In this chapter, you read the word *disrupt*, which means *to break apart* or *to throw into disorder*. The root word *rupt* comes from the Latin word *ruptura*, meaning *fracture*. This root is combined with prefixes and suffixes to form many words in English.

Answers to Before You Read (page 134):
1. billion **2.** days **3.** hydrogen **4.** 2,000 **5.** 1,000,000 **6.** billion

CHAPTER 2 Star Struck

Before You Read

A Galaxy of Stars

A **Put the following in order of size from 1–6, with 1 being the biggest.**

____ Earth	____ the Milky Way	____ the Sun
____ the Moon	____ the Universe	____ Jupiter

B **Discuss your answers with a partner, then answer the following questions.**

1 Do you think it is important to learn about other planets and stars? Why, or why not?
2 Do you think there is life on other planets? If so, do you think we will make contact someday?

Reading Skill

Scanning

When we need to read something to find specific information, we move our eyes very quickly across the text. When we "scan" like this, we do not read every word or stop when we see a word we do not understand; we read quickly and pause only to find the particular information we are looking for.

A **How much do you know about the Milky Way? Circle the correct answers to complete the following sentences.**

1 The Milky Way is (brighter / darker) than most other galaxies.
2 The Andromeda galaxy is (smaller / bigger) than the Milky Way.
3 We know (less / more) about the Milky Way than we do other galaxies.
4 A black hole (produces / swallows) planets and stars.
5 There are more stars near the (center / edges) of the Milky Way.
6 The Milky Way is (slightly / much) younger than the Universe.

B **Now scan the passage on the next two pages to find the correct answers to A.**

C **Read the entire passage carefully. Then answer the questions on page 143.**

Motivational Tip: Why is this reading skill important? The reading skill of scanning is important because it helps us to read more fluently and to locate important information within a passage. Discuss as a class how developing your scanning skills will help you not just while reading this passage but when reading other material outside of the classroom. In what situations can you see yourself using this reading skill?

www.ieltstep.com

Star Struck

It's hard to be modest when you live in the Milky Way. Our galaxy is brighter and more massive than most other galaxies. From end to end, the disk-shaped Milky Way **spans** 120,000 light-years.[1] Encircling it is another disk, composed mostly of hydrogen gas. And enclosing that is an enormous halo[2] of dark matter.[3] Indeed, our galaxy is so huge that dozens of lesser galaxies circle it, like moons orbiting a planet.



a depiction of our Milky Way

Giant galaxies like the Milky Way and the nearby, even larger, Andromeda galaxy possess the power to create a rich supply of iron, oxygen, and other heavy elements (heavier than hydrogen and helium). Such heavy elements are the building blocks of planets, and are essential for life.

When a star explodes in a smaller galaxy, this raw material shoots out into space and is lost. But in the vast Milky Way, the elements encounter gas and dust along their path, and are restrained by the strength of the galaxy's gravitational field. These **impediments** slow their speed, so they can enrich star-forming gas clouds with the ingredients for new generations of stars and planets. That's what happened 4.6 billion years ago, when the Sun and Earth were born.

Because we **reside** within the Milky Way, we actually know less about its overall appearance than we do about distant galaxies. Think about it this way: in the absence of a mirror, you know more about your friends' faces than your own. Nevertheless, in the past decade astronomers have made numerous **startling** discoveries about our galaxy, beginning with the **revelation** that a huge black hole[4] lies at its heart.



Sagittarius A*, the Milky Way galaxy's supermassive black hole

Every star in the Milky Way revolves around this black hole, named Sagittarius A* (pronounced "Sagittarius A-star"). The Sun, 27,000 light-years away, completes a revolution once every 230 million years. Within just a light-year of the black hole, there are more than 100,000 other stars caught far more firmly in its grip. Some take only a few years to complete their orbits. These paths reveal that Sagittarius A* is four million times the mass of the sun.

Every now and then, the black hole swallows a planet or star like a particularly **voracious** vacuum cleaner. The victim is heated to such high temperatures that it lets out an explosion of x-rays which light up nearby gas clouds. This helps keep a record of the black hole's

[1] A **light-year** is the distance light can travel in one year, equal to about 10 trillion kilometers.
[2] The **halo** is the region of space surrounding a galaxy.
[3] **Dark matter** has not yet been detected by astronomers, but is believed to exist to account for observed gravitational effects.
[4] A **black hole** is an area in space that has such strong gravity that light cannot escape it.

www.ieltstep.com

IeltStep



Cosmic dust obscures the Milky Way galaxy's center.

past feasts. For example, in 2004, scientists reported an x-ray echo[5] in a gas cloud some 350 light-years from the black hole. Since x-rays travel at the speed of light, the echo indicates that an object fell into the black hole around 350 years ago. The x-ray intensity suggests it had the mass of a small planet. Surprisingly, the black hole also **flings** stars away. In 2005 astronomers reported a star racing away from the galactic center at 709 kilometers a second. At that speed, it will soon leave the galaxy. Fifteen more of these fast-moving stars have since been discovered. Over the Milky Way's lifetime, the black hole may have flung a million stars out of the galaxy.

Despite the violence around the black hole, the galactic core is a fertile place. Stars **congregate** at the galaxy's center, so the life-giving heavy elements they create are most plentiful there. Even the newborn stars near our sun—halfway between the black hole and the edge of the galaxy—possess orbiting disks of gas and dust that survive long enough to give birth to planets.

In contrast, **prospects** for planets at the galaxy's edge are **bleak**. Over a hundred newborn stars at the edge of the Milky Way were recently found to have low supplies of heavy elements. For example, their oxygen content was only 20 percent of the sun's. Most of these young stars have already lost their planet-forming disks of gas and dust. No disks, no planets; no planets, no life.

Stars with even lower amounts of oxygen and iron offer insight into the birth of the galaxy itself. Residing in the halo extending above and below the galaxy's disk, these stars are so ancient that they formed before earlier generations of stars had a chance to produce heavy elements. Astronomers date these stars, and hence the age of the entire galaxy, by studying globular clusters—tightly packed groupings of older stars. However, estimates of their ages depend on theories of how stars live and die.

Fortunately, there is another way to measure the galaxy's age. In 2005, a German graduate student named Anna Frebel began looking for individual stars in the halo. She discovered one that was chemically primitive—it had relatively few elements—meaning it must have been born before many generations of stars had chemically enriched our galaxy. And this halo star contained elements that are far heavier than iron, including uranium. She measured the amount of uranium using a method similar to carbon dating, and estimated the star's age at around 13.2 billion years old.

That figure suggests that the Milky Way is only slightly younger than the universe itself, which is 13.7 billion years old. The mighty galaxy, whose countless stars would later make life possible on Earth, certainly didn't waste any time being born.

[5] An **echo** is a sound caused by the reflection of sound waves from a surface back to the listener.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 Where would you probably find this article?
- **a** on the front page of a newspaper
- **b** in a general science magazine
- **c** in a brochure for space travel
- **d** in a training manual for astronauts

2 When a star explodes in the Milky Way, what holds back the raw material?
- **a** black holes
- **b** iron, oxygen, and other elements
- **c** dust, gas, and gravity
- **d** the exploding star's mass

3 Which is closest in meaning to the sentence *Despite the violence around the black hole, the galactic core is a fertile place* (line 46)?
- **a** The center of the galaxy is the worst place for stars and planets to be.
- **b** The center of the galaxy can be both productive and destructive.
- **c** Planets and stars collide with each other at the galactic center.
- **d** Nothing much happens in the galactic center when there is a black hole.

4 What is most significant about Anna Frebel's research?
- **a** She proved the theory of how stars live and die.
- **b** She discovered a special star in the galaxy's halo.
- **c** She discovered elements that were similar to uranium.
- **d** She found a more accurate way to measure the galaxy's age.

5 Which could be another title for this article?
- **a** Measuring the Milky Way
- **b** What is a Black Hole?
- **c** The Science of Exploding Stars
- **d** Our Mysterious Milky Way

B **Answer the following questions using information from the passage.**

1 What surrounds the Milky Way?

_____

_____

2 What happens when a star explodes in the Milky Way?

_____

_____

3 Why does the author compare our knowledge of the Milky Way to a mirror?

_____

_____

4 Why does the author say at the end of the article that our galaxy *certainly didn't waste any time being born*?

_____

_____

Critical Thinking

C **Discuss the following questions with a partner.**

1 Why do you think so many people are interested in space?
2 After reading the article, has your opinion about the likelihood of life on other planets changed? Why, or why not?

Vocabulary Comprehension

Odd Word Out

A **Circle the word or phrase that does not belong in each group. The words in blue are from the passage.**

1	cover	span	intersect	extend
2	depressing	bleak	bright	gloomy
3	advantage	barrier	obstacle	impediment
4	move	reside	live	occupy
5	revelation	discovery	lie	surprise
6	fling	throw	pull	hurtle
7	possibility	admission	hope	prospect
8	assemble	break	congregate	come together
9	boring	startling	expected	conventional
10	satisfied	voracious	fulfilled	contented

B **Complete the following sentences using the words in blue from A. You might have to change the form of the word.**

1 For security reasons, passengers on flights are not allowed to _____ near the cockpit or galley areas.

2 Jack's low self-esteem and fear of public speaking are _____ to him securing a good job in his field.

3 Kara has some exciting job _____ now that she has graduated from college.

4 It was a(n) _____ when the scientists announced the new star had been discovered by a 10-year-old.

5 The book on the Space Age _____ a period of over 50 years.

6 The economic outlook for the company was _____ as its sales fell by another 10 percent.

7 The astronomer made a(n) _____ discovery that overturned many theories about how black holes are formed.

8 He is a(n) _____ reader and can read up to one novel a week.

9 My family _____ in the south part of the city, near the river.

10 I'm not surprised his bag is in such a state, considering how recklessly he _____ it about.

www.ieltstep.com

A **Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.**

Word	Part of Speech	Definition
1 void		
2 devoid		
3 evacuate		
4 vacant		
5 vanish		
6 avoid		
7 vacation		
8 vacuous		

B **Complete the following sentences using the correct form of the words from A.**

1 The people who live on the coast have been ordered to _____ because of the hurricane threat.
2 He didn't contribute much to the conversation and met every question with a _____ remark.
3 Although he has many hobbies, the _____ left in my grandfather's life when my grandmother died has never been filled.
4 Many scientists believe that Mars is _____ of life, but others think there is a possibility that life exists.
5 It is an incredibly interesting country to travel to, but you must remember to _____ drinking the tap water or you'll become ill.
6 On my _____ I'm planning to spend a day at the Kennedy Space Center near Orlando.
7 This apartment will only be _____ from next month. Until then, someone will be living here.
8 In my favorite sci-fi film, a spaceship _____ into a black hole and only comes out of it at the end of the movie.

C **Write two sentences using any two words from the chart in A.**

1 _____
2 _____

Vocabulary Skill

The Root Word *vac*

In this chapter, you read the word *vacuum*, which means *an empty airless space*. This word is formed from the Latin *vacuus* or *vacare*, meaning *to be empty*. Variants of this root are *void* or *van*, which share the same meaning. These roots are combined with prefixes and suffixes to form many words in English that have a similar meaning.

IeltStep

Real Life Skill

Remembering What You Read

Educators have used discoveries about how memory works to develop mnemonic techniques for more effective study. One of these techniques, called "SQ3R," is a five-step method to help students understand the content of a reading, and retain it in their memory for exams. The combination of reading actively, writing, and speaking uses more areas of the brain, and processes the information more effectively.

A **The method SQ3R stands for Survey, Question, Read, Recite, and Review. Write the name of each step next to the correct description.**

_____ Using your notes with the questions and answers, go over the material within twenty-four hours of the first time you prepare it. Review it again after one week. Continue to go over your notes regularly until your exam.

_____ Go through the reading again, slowly and carefully, finding and writing down the answers to each of your questions.

_____ As you skim through the reading, write down a number of questions that you think it will answer. For example, if the introduction says, "Cell phones have changed our world in several ways," one question might be: What are some ways that cell phones have changed the world?

_____ Skim quickly through the reading to find its main ideas and purpose. Look at any titles, pictures, the introduction and conclusion, and the first and last sentence of each paragraph.

_____ After you have written the answers to all of your questions, read each question and answer aloud. This will help to fix the material in your memory.

B **Choose one of the passages in this book. It can be from this unit, from an earlier unit, or from a unit you have not studied yet. Imagine you are using the SQ3R approach to study the material in that reading for an exam. Write three or four questions you would use to help you retain the information.**

1 _____?
2 _____?
3 _____?
4 _____?

What do you think?

1 The scientist Stephen Hawking said that humans must go into space in order to survive. Do you agree or disagree? Explain your reasons.
2 Which planet, if any, do you think should be explored next? Why?
3 Would you go into space as a tourist if offered the chance? Why, or why not?

www.ieltstep.com

UNIT 9

Unearthing the Past









Getting Ready

Discuss the following questions with a partner.

1 Can you name the ancient places in the pictures above? What do you know about them?
2 Which of these places would you most like to visit? Why?
3 What can we learn by studying ancient places?

UNIT 9

CHAPTER 1 The Search for Cleopatra

Before You Read

Queen of the Nile



Elizabeth Taylor plays Cleopatra in the 1963 film.

A **Answer the following questions.**

1 What do you know about Cleopatra? What is she known for?
2 Have you seen the name Cleopatra in any unusual places? Where?
3 There are very few reliable or "real" images of Cleopatra. Why do you think this is so?

B **Discuss your answers with a partner.**

Reading Skill

Identifying Fact Versus Opinion

In writing, opinions are often expressed using words and phrases like *in my opinion*, *believe*, and *should*, or speculative language such as *could*, *might*, and *may*. Being able to distinguish between fact and opinion is an important reading skill, as much of what we read can be a mixture of both. Using this skill can help you be a more critical reader.

A **Read the following sentences. Then scan the passage on the next two pages for the information. Check (✓) whether each sentence is a fact (F) or opinion (O).**

		F	O
1	Cleopatra was a ruler in Egypt.		
2	The Romans entered Alexandria in 30 BC.		
3	Cleopatra killed herself in a mausoleum.		
4	Alexandria used to be the most beautiful city in Egypt.		
5	Modern-day researchers have missed many important clues about where Cleopatra is buried.		
6	Taposiris Magna is one of Egypt's most active archaeological sites.		
7	The discovery of Cleopatra's tomb will be as amazing as the discovery of King Tut's tomb in 1922.		
8	Cleopatra will lose her sense of mystery if we find her resting place.		

B **Underline the words that helped you determine your answer. Discuss your answers with a partner.**

C **Now read the entire passage carefully. Then answer the questions on page 151.**

www.ieltstep.com

ieltStep



THE SEARCH FOR CLEOPATRA

Where, oh where is Cleopatra? Her name is everywhere. The last pharaoh[1] of Egypt is on a board game. A perfume is named after her. Her name is on a popular brand of cigarettes in the Middle East. She is orbiting the sun as the asteroid 216 Kleopatra. The literature critic Harold Bloom memorably referred to her as the "world's first celebrity."

Yet if she is everywhere, Cleopatra is also nowhere. There is no reliable **depiction** of her face. What images that do exist are based on unflattering silhouettes[2] on coins. There is an unrevealing six-meter-tall image on a temple. Museums display a few marble statues, most of which may not even be of Cleopatra.





Ancient coins and statues only show Cleopatra's profile.

People have wondered about the location of Cleopatra's tomb since the Romans entered the city of Alexandria in 30 BC. She barricaded[3] herself behind the doors of her mausoleum[4] surrounded by gold, silver, pearls, and other treasures. It may have been in the mausoleum where she killed herself at the age of 39, so she could escape the **humiliation** of defeat and captivity. Yet for all we know about Cleopatra's life, no one really knows how she died or even where her grave might be.

Considering it was known by some to be the most beautiful city in ancient Egypt, Alexandria has attracted less attention than the older sites along the Nile, such as the Pyramids at Giza or the monuments at Luxor.[5] A succession of earthquakes, tsunamis, rising seas, and the recycling of building stones have destroyed the ancient **quarter** where Cleopatra and her ancestors lived for three centuries. Most of the glory that was ancient Alexandria now lies **submerged** under six meters of water.

In the past few decades, archaeologists have finally begun searching for Cleopatra's burial place. Recent discoveries such as massive stone statues, paving blocks, and columns provide us with a better understanding of Cleopatra's world. So far, however, the underwater work has failed to yield a tomb.

More recently, a desert temple outside Alexandria has become the focus of another search which began in 2004. Kathleen Martinez, a professor from the Dominican Republic, contacted

[1] Rulers of ancient Egypt were called **pharaohs**.
[2] **Silhouettes** are outlines of the body.
[3] If an entrance is **barricaded,** it's blocked or defended with a barrier.
[4] A **mausoleum** is a stone building where dead bodies are placed.
[5] **Luxor,** a city of the Upper Nile, was once the capital of ancient Egypt.

www.ieltstep.com

IeltStep



the Temple of Osiris at Taposiris Magna

Zahi Hawass, then secretary-general of the Supreme Council of Antiquities. She shared her theory that Cleopatra might be buried in a temple near the coastal desert town of Taposiris Magna, 45 kilometers west of Alexandria. In her opinion, modern-day researchers have missed many **pivotal** clues about where Cleopatra is buried. Martinez then traveled to Egypt and arranged to meet Hawass. She outlined her theory and asserted that Taposiris Magna was where Cleopatra was buried. After studying more than a dozen temples, Martinez then headed to Taposiris Magna to explore the temple ruins. She felt Cleopatra might have selected the site for her burial because it was inside the limits of ancient Alexandria but not yet under the control of the Romans during those last days before her death.

At first Martinez was focused less on the obvious prize of Cleopatra's tomb than on simply finding sufficient evidence to prove her theory that Taposiris Magna might be the place to look. She hoped to demonstrate that the temple was among the most **sacred** of its day and that tunnels had been dug underneath the walls. Within the first year, she was rewarded by the discovery of several underground tunnels.



excavation at the Taposiris Magna temple complex

In six years Taposiris Magna has become one of Egypt's most active archaeology sites. More than a thousand objects have been recovered. One important discovery was a large cemetery outside the temple walls. Yet the tomb of Cleopatra has not been found. The theory of who is buried at Taposiris Magna still rests more on educated speculation than on facts.

Opponents of Martinez's theory point out that it is rare in archaeology for someone to announce they are going to find something and then actually find it. "There is no evidence that Cleopatra tried to hide her grave, or would have wanted to," says Duane Roller, a respected Cleopatra scholar. "All the evidence is that she was buried with her ancestors. The material associated with her at Taposiris Magna is not meaningful because material associated with her can be found in many places in Egypt."

If Cleopatra's tomb *is* ever found, the archaeological **sensation** could be rivaled only by Howard Carter's unearthing of the tomb of King Tut in 1922. But will finding her tomb, and her body, deepen our portrait of her? On the one hand, how could it not? In the last hundred years, the only new addition to the archaeological record is what scholars believe is a **fragment** of Cleopatra's handwriting.

On the other hand, finding her tomb might **diminish** some of the mystery that surrounds her. Right now part of the appeal of Cleopatra is that she is free to be whatever we want her to be. Could finding her final resting place actually make us less **enthralled** with Egypt's last pharaoh?

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answers for the following questions.**

1 What is the main purpose of the article?
- **a** to show what daily life was like under Cleopatra's rule
- **b** to attempt to explain what Cleopatra looked like
- **c** to discuss recent efforts to find Cleopatra's burial place
- **d** to describe what has recently been found in Cleopatra's tomb

2 What can we infer about Taposiris Magna?
- **a** It was destroyed by the Romans.
- **b** It was an important trading town.
- **c** Many of its historical objects have been stolen.
- **d** It will continue to attract archaeologists.

3 Which of the following reasons does Duane Roller NOT give for why he opposes Martinez's theory?
- **a** The evidence that exists shows Cleopatra was buried with her ancestors.
- **b** Besides Taposiris Magna, material related to Cleopatra can be found in many other places.
- **c** Cleopatra would have tried very hard to hide her tomb's location.
- **d** Archaeologists rarely find what they say they are going to find.

B **Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.**

	T	F
1 There is an asteroid named after Cleopatra.		
2 Cleopatra surrendered to the Romans.		
3 The Romans destroyed most of ancient Alexandria.		
4 Martinez's first priority was to find Cleopatra's tomb.		
5 The discovery of tunnels helped to prove part of Martinez's theory.		
6 Archaeologists have yet to find any burial sites in Taposiris Magna.		
7 The last meaningful item related to Cleopatra is what might be a sample of her handwriting.		

Critical Thinking

C **Discuss the following questions with a partner.**

1 Do you agree with the author that finding Cleopatra's tomb will take away some of her appeal? Why, or why not?

2 What other famous historical figures have an element of mystery about them? Who would you like to know more about?

IeltStep

Vocabulary Comprehension
Words in Context

A **Choose the best answer. The words in blue are from the passage.**

1 A depiction of something gives an _____.
a explanation of how it started **b** idea of what it looks like

2 When something is submerged, it is _____.
a underwater **b** in the air

3 Which can have quarters?
a a car **b** a building

4 Which is considered a sacred building?
a a church **b** a shopping mall

5 Humiliation involves feelings of _____.
a sadness and loss **b** shame and embarrassment

6 A pivotal moment in a movie is usually when _____.
a we are introduced to the main character
b a big secret is revealed

7 Something is a sensation when the public's reaction to it is _____.
a mild **b** enthusiastic

8 A fragment of glass is usually a _____ piece.
a small **b** large

9 When something is diminished, it is made _____.
a smaller **b** bigger

10 Something that enthralls you is _____.
a boring **b** interesting

B **Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.**

1 Give an example of a pivotal event in your life so far.
2 Do you think our curiosity about the world diminishes as we get older? Why, or why not?
3 Can you recall any sensational pieces of news from the last few months?
4 How do you feel about depictions of violence in movies and TV shows?
5 Do you think criminals should be publicly humiliated as part of their punishment? Why, or why not?

Motivational Tip: What do others say about reading? "Reading furnishes the mind only with materials for knowledge; it is thinking that makes what we read ours." – *John Locke (1632–1704), British philosopher*. We need to think about what we are reading, instead of merely absorbing information. We should not read just to pass a test or participate in a class, but determine how we can make it ours. As you read the chapters in this unit, think about how you can make the information your own.

www.ieltstep.com

A **Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.**

Word	Part of Speech	Definition
1 opponent		
2 obstruct		
3 obscure		
4 objectionable		
5 oppression		
6 obligation		
7 obnoxious		
8 oppose		
9 obtrusive		
10 obviously		

B **Complete the following sentences using the correct form of the words from A.**

1 Television shows have to warn viewers that they might find the content _____ if it contains a lot of violence and nudity.
2 After finding out that the judge had ruled in the favor of his _____ during an important competition, Misha was _____ disappointed.
3 Teachers are _____ to further cuts to the education budget.
4 There's a massive traffic jam because a truck has turned over and is _____ part of the highway.
5 If you paint the fences green to blend in with the plants, visitors to the park will find them less _____.
6 Since David has been so nice to me on numerous occasions, I feel a(n) _____ to help him this one time.
7 Jim was fired from the shop after customers complained that he was rude and _____ towards them.
8 Many people are fleeing the country because of government _____.
9 Although efforts have been made to acknowledge the role of women in scientific history, the achievements of early women scientists remain _____.

Vocabulary Skill

The Prefix *ob-*

In this chapter you read the word *obvious* and *opponent*. These words begin with the prefix *ob-* or *op-*, meaning *against*. This prefix is very common and is used with nouns, verbs, adjectives, and adverbs to form many words in English.

CHAPTER 2 Where Inca Kings Lie

Before You Read

An Andean Civilization

The Inca empire was the largest empire in South America, and home to about 12 million people at its peak. It started as a small tribe in the highlands of Peru sometime in early 13th century and expanded by defeating neighboring Andean tribes. The Incas, who worshipped the sun, called themselves "Children of the Sun."



A **Read the information above about the Inca civilization. Then answer the following questions.**

1 What else do you know about the Inca?
2 Can you name the Inca empire's most famous tourist attraction?
3 What questions do you have about the Inca? What would you like to know more about?

B **Discuss your answers with a partner.**

Reading Skill

Identifying Meaning from Context

A figure of speech is a combination of words used to create an effect which is often different from their original or literal meaning. For example, when someone says that they are "starving," they do not mean that they are dying of hunger, but that they are very hungry.

A **Scan the passage on the next two pages for the following figures of speech. Read the sentence containing the phrase and the surrounding sentences. With a partner, write a simple definition for each phrase.**

1 *make up for lost time* (paragraph 2)

_____

2 *shed new light on* (paragraph 2)

_____

3 *stand one's ground* (paragraph 4)

_____

4 *puppet king* (paragraph 8)

_____

B **Underline the words or phrases that helped you determine the meaning of the phrase. Then discuss your answers with a partner.**

C **Now read the entire passage carefully. Then answer the questions on page 157.**

www.ieltstep.com

Where Inca Kings Lie



Rising to the heights of power, a series of Andean rulers ***subdued*** *kingdoms, sculpted mountains, and forged a mighty civilization.*

1 On a Peruvian island in the middle of the Lake Titicaca,[1] hundreds of people stand in silence as a priest recites a prayer. Descended in part from Inca colonists sent here more than 500 years ago, they keep many of the old ways. They weave colored cloth, speak the traditional language of the Inca, and work their fields as they have for centuries. Today, they are celebrating the festival of Santiago, or St. James. Walking behind the priest, several people carry a statue of the saint, just as the Inca once held the mummies[2] of their kings.



A victorious Inca emperor and his army march home to Cuzco.

2 For many years, there were few clues to give us **insight** into the lives of Inca kings. The Inca had no system of writing so we have no written records of life back then. Any portraits that Inca artists may have made were lost. The royal palaces of Cusco, the Inca capital, fell swiftly to the Spanish, and a new colonial city buried or **obliterated** the Inca past. Yet archaeologists are now making up for lost time—near Cusco, they are discovering thousands of previously unknown sites. These new and exciting discoveries are shedding new light on the Inca.

3 In the 1980s, most archaeologists believed that a young leader named Pachacuti Inca Yupanqui (also known as Pachacutec) became the first Inca king in the early 1400s. But Brian Bauer, an archaeologist from the University of Illinois at Chicago, believed the Inca **dynasty** had far deeper roots. With the aid of a colleague and several assistants, they discovered thousands of previously unknown Inca sites in the Cusco Valley. The new evidence revealed for the first time how an Inca state had risen much earlier than previously believed—sometime between 1200 and 1300.

4 The ancient rulers of the region had fallen by 1100, in part because of a severe **drought.** Local leaders battled over scarce water and led their people into neighboring villages in search of food. The frightened villagers **fled** to cold, windy hideouts nearly 4,000 meters up in the mountains. But in the fertile valley around Cusco, Inca villagers stood their ground. Instead of fighting among themselves, these villages united into a small state capable of defending themselves. Between 1150 and 1300, the Inca around Cusco **capitalized on** a warming trend. As temperatures climbed, farmers moved up the mountains, creating crop fields by cutting green terraces[3] into the cliffs, and subsequently enjoying large and successful corn harvests.

[1] **Lake Titicaca** is a large lake in the Andes Mountains on the border between Peru and Bolivia.
[2] **Mummies** are bodies that have been preserved.
[3] A **terrace** is a flat, narrow stretch of ground.

www.ieltstep.com



an old Inca highway in Bolivia

Inca kings began eyeing the resources of others. Local leaders in the valleys fell one by one until there was only one mighty state and one capital: the sacred city of Cusco. The kings next set their sights on the lands around Lake Titicaca. Sometime after 1400, the same Pachacutec set his sights on the south. He successfully attacked the area in the mid-1400s. In the years that followed, Pachacutec and his sons subdued all the southern rulers.

6 Under Inca rule, Andean civilization **flourished.** Inca engineers transformed roads into interconnected highways. Inca farmers grew some 70 different native crops, often storing three to seven years' worth of food in vast storehouses. And Inca builders created architectural wonders like Machu Picchu, which continue to awe visitors today.

7 By the time the Inca king Huayna Capac took power around 1493, little seemed beyond the reach of the Inca. For his new capital in Ecuador, 4,500 people carried immense stone blocks all the way from Cusco—a distance of nearly 1,600 kilometers. In the Inca heartland, a small army of people built an estate and palace for Huayna Capac and his family. To date, archaeologists have located the ruins of roughly a dozen similar estates built by at least six Inca kings.

8 But things changed in 1531. Foreign invaders had landed in the north, amid a civil war. Covered in metal and carrying **lethal** new weapons, the Spanish easily overcame the Incas and took prisoner the Inca king, Atahuallpa. Eight months later, they executed their royal captive. In 1534, a young prince, Manco Inca Yupanqui, was picked by Spanish leader Francisco Pizarro and allowed to rule as a puppet king. Manco Inca was then only 15 years old and was easily controlled. He thought the Spanish were gods. However, in the months that followed, the Spanish seized the palaces of Cusco. Manco Inca tried desperately to drive them out, but his army suffered defeat. Over the next few decades, the Inca's network of roads, temples, and estates began falling into disrepair.



a depiction of Pizarro's attack on Atahuallpa

9 In 2001, Brian Bauer and two Peruvian colleagues went looking for the mummies of these Inca kings, hoping to restore to Peruvians an important part of their cultural heritage. Bauer identified several possibilities for the burial site of Pachacutec and Huayna Capac. Using special equipment, they scanned the likeliest areas and found what appeared to be an underground tomb. Bauer and his Peruvian teammates were thrilled. But when the archaeologists finally dug down and opened the door of the dusty chamber, they found it empty. Today no one can say where Peru's greatest kings lie. Concludes Bauer sadly, "The **fate** of the royal Inca mummies remains unknown."

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 The purpose of the first paragraph is to show that _____.
- **a** Lake Titicaca is an ancient Incan site
- **b** Peru was once part of the Inca civilization
- **c** the Inca civilization still has influence
- **d** Santiago is an important Incan figure

2 Why was it relatively easy for the Spanish to defeat the Inca?
- **a** The Inca were concentrated in the area around Lake Titicaca.
- **b** Atahuallpa revealed military secrets to the Spanish.
- **c** The Spanish possessed weapons that the Inca lacked.
- **d** Manco Inca Yupanqui and his army refused to fight.

3 Which of the following statements is true?
- **a** Brian Bauer discovered two mummies of Inca kings.
- **b** The Spanish hid the bodies of Pachacutec and Huayna Capac.
- **c** The Spanish robbed the tomb that Brian Bauer discovered.
- **d** The location of the great Inca kings' burial site is not known.

4 Which statement would Brian Bauer probably agree with?
- **a** The Incan civilization is not as old as people think.
- **b** The Inca mummies are an important part of Peru's heritage.
- **c** The people of Peru do not appreciate their heritage and history.
- **d** We should not try to find the bodies of the Inca kings.

B **Answer the following questions using information from the passage.**

1 Why did we know so little about Inca kings until recently?

_____

_____

2 How did the Incas cope with the changing weather?

_____

_____

3 What are two examples of Inca achievements?

_____

_____

4 According to the passage, why did the Inca empire slowly fall apart?

_____

_____

Critical Thinking

C **Discuss the following questions with a partner.**

1 Do you think it is right for archaeologists to explore tombs and disturb people's remains? Why, or why not?

2 Do you know of other ancient civilizations that were very successful and then collapsed? Give one example.

Vocabulary Comprehension

Definitions

A **Match the words in the box to the correct definitions. Write a–j. The words are from the passage.**

a subdue	**b** obliterate	**c** dynasty	**d** drought	**e** flee
f capitalize on	**g** insight	**h** lethal	**i** flourish	**j** fate

1 ____ do very well; achieve success
2 ____ a series of rulers from one family
3 ____ a severe lack of rain
4 ____ harmful; causing death
5 ____ gain by turning something into an advantage
6 ____ to overcome or bring under one's control
7 ____ accurate or deep understanding of a situation or problem
8 ____ what happens to someone in the future
9 ____ completely destroy
10 ____ to escape or run away

B **Complete the following sentences using the correct form of the words from A.**

1 In recent years, big businesses have performed poorly while smaller businesses _____.
2 The jury has heard all the evidence and now must decide the _____ of the accused.
3 The explosion was so powerful that it _____ several abandoned warehouses.
4 In our class we're learning about a(n) _____ that ruled China for several hundred years.
5 My tennis opponent _____ my knee injury and was able to win the match easily.
6 Last year's prolonged _____ caused the price of corn and bean crops to soar.
7 While aspirin can help relieve headaches and other pains, taking too much in a short space of time can damage your liver and may even be _____.
8 The anthropologists spent time living among the jungle tribes to gain _____ into their daily rituals.
9 The zookeepers managed to _____ and capture the tiger after it escaped its enclosure.
10 Many people had to _____ their homes when the volcano erupted.

www.ieltstep.com

Vocabulary Skill
The Root Word *mit*

In this chapter, you read the word *intermittently*, which means *stopping and starting at intervals*. This word is formed from the root *mit*, also written as *mis*, or *mes*, which comes from the Latin word *mittere*, meaning to *send*, *let go*, or *allow*.

A **Write the part of speech for each word in the box below. Then write the words next to the correct definitions.**

___ emission	___ transmit	___ submit	___ intermission
___ missile	___ permit	___ omit	___ admission

1 _____ sent using wires, radio waves, or satellite
2 _____ the release of something (usually gas) into the atmosphere
3 _____ to exclude or leave out
4 _____ a weapon that carries an explosive
5 _____ permission to enter a place or organization
6 _____ a pause or break, usually between parts of a play, movie, or concert
7 _____ to give in to the authority, power, or desires of another
8 _____ to allow something to happen; to consent to something

B **Complete the following sentences using the correct form of the words from A.**

1 The tribes refused to _____ to the government.
2 Many countries have strict regulations in order to control exhaust _____ from motor vehicles.
3 The Internet has made it easier for people to create, access, and _____ information.
4 Around the world, it is becoming increasingly common for smoking to not be _____ inside buildings.
5 World leaders must work together to prevent the continued development of nuclear _____, and other weapons of mass destruction.
6 Some people _____ punctuation when they send messages on their cell phones.
7 Even with a high _____ price of $30, the natural history museum is always packed with people.
8 The play had a 15-minute _____, so everyone got up to stretch their legs and use the restrooms.

Motivational Tip: Have you made it your own? Recall the Motivational Tip at the beginning of this unit. That Motivational Tip provided a quote by the British philosopher John Locke, who says that when we think about what we read we make it our own. How have you made the reading activities in this unit your own? Discuss your response with your teacher and your classmates.

Real Life Skill

Using a Thesaurus

A thesaurus is a vocabulary reference book that gives lists of synonyms (words that have similar meanings), and antonyms (words that have opposite meanings). However, as it does not usually contain definitions, you should always check the exact meaning and nuance in your dictionary before using a new word.

A **Read the following sentence and the thesaurus entry beneath it.**

One obstacle to underwater archaeology is the limited time humans can spend under water at any one time.

obstacle *n.* bar, barricade, barrier, hindrance, impediment, obstruction, snag. See DIFFICULTY, OPPOSITION. Ant: See AID, COOPERATION
opposition *n.* **1.** resistance, rivalry. See RESIST. **2.** antagonism, contradiction, contrariness. Ant: See SUPPORT
difficulty *n.* **1.** hardship, rigor. Ant: See EASY. **2.** clash, conflict, confrontation, contention, discord, dissent, faction, disharmony, war. See CONFLICT

B **Circle two words which can be substituted for *obstacle* in the sentence. Use your dictionary to check the exact meaning of the words you chose.**

C **Read the following sentence. Then look at the thesaurus entry beneath it.**

Having more people in the archaeology team would ensure the swift excavation of the burial site.

swift *adj.* expeditious, fast, fleet, quick, rapid, speedy. See FAST
fast *adj.* **1.** brief, hasty, hurried, quick, short, speedy, swift. **2.** clinging, firm, secure, tenacious, tight. See FREE, TIGHTEN

D **Circle all the words in the thesaurus entry that can replace the word *swift* in the sentence. Discuss your answers with a partner.**

E **With a partner, choose two words that would NOT fit the sentence. Write an example sentence for each word.**

1 _____
2 _____

What do you think?

1 What do you think is challenging about trying to understand the past through archaeology?
2 Would you enjoy assisting on an archaeological dig? Why, or why not?
3 Imagine if, 500 years from now, a team of archaeologists discovered your home. What might they deduce about you, your behavior, and your way of life?

www.ieltstep.com

IeltStep

Review Unit 3

Fluency Strategy: PARCER

The reading fluency strategy **PARCER** helps you break a passage into smaller parts in order to help you increase your comprehension. PARCER stands for: **P**review, **A**sk, **R**ead, **C**heck, **E**valuate, and **R**elate.

Preview

Preview *Trans Fats in Trouble* by reading the first paragraph, the first sentence in paragraphs 2–4, and the final paragraph below.

Trans Fats in Trouble

The war against trans fats is underway. Thanks to a persuasive study by the Harvard School of Public Health, trans fat was proven to be the worst fat for the heart, blood vessels, and rest of the body…and found in thousands of foods. The 2006 study, validated by the medical community, correlated a high intake of trans fats with a greater chance of heart disease. Other studies have also linked trans fats to obesity, infertility, and cancer, although this has neither been proven nor ruled out by the scientific community.

Compositionally, trans fats are slightly different than other fats.

Even before the Harvard study was conducted, many countries had begun to restrict their use.

In July 2007, faced with the overwhelming evidence of the dangers of trans fats, New York City became the first place in the U.S. to restrict the use of trans fats, particularly among restaurants.

Some companies were happy to remove trans fats from their products since they felt growing awareness of trans fats' health risks would affect sales. Others, especially fast food chains, were slow to observe the ban since it involved completely changing their recipes. Philadelphia, like New York City, has resorted to the law to eliminate trans fats from the city's kitchens. In contrast, restaurants in the small city of Tiburon, California, voluntarily agreed to eliminate oils containing trans fats. California, a trendsetter when it comes to food and health matters, went on to become the first state to ban trans fats in restaurants in 2010. As the war against trans fats rages on, other states are considering following California's lead and banning trans fats.

Ask

Ask yourself what questions you have after previewing *Trans Fats in Trouble*. Make a list of the questions.

1 _____

2 _____

3 _____

Read

After you have previewed the text and asked questions, you are now ready to read.



Trans Fats in Trouble

The war against trans fats is underway. Thanks to a persuasive study by the Harvard School of Public Health, trans fats were proven to be the worst fats for the heart, blood vessels, and rest of the body…and found in thousands of foods. The 2006 study, validated by the medical community, correlated a high intake of trans fats with a greater chance of heart disease. Other studies have also linked trans fats to obesity, infertility, and cancer, although this has neither been proven nor ruled out by the scientific community.

Compositionally, trans fats are slightly different than other fats. They are considered man-made fats, created when vegetable oil is hydrogenated—chemically changed *through* heating and by the addition of hydrogen atoms—and turned from liquid to solid. This hydrogenated oil lasts longer than natural oil and is commonly used in baking and frying because it melts at a higher temperature. Until recently, trans fats were a staple product in many foods, especially in processed snack foods and baked goods. They give food a rich



Baked goods like donuts are very high in trans fats.

www.ieltstep.com

IeltStep



Protesters attend a rally in New York City against trans fats in 2006.

flavor and texture, and are much cheaper than butter.

Even before the Harvard study was conducted, many countries had begun to restrict their use. Denmark was the first, in March of 2003, to restrict hydrogenated oils in food. Later that year, Canada introduced similar legislation controlling hydrogenated oils. The public also needed educating on the presence of trans fats in their foods. Even those who were aware of the health risks had a hard time detecting which products contained them; only those who knew the terms "partially hydrogenated vegetable oil" and "vegetable shortening" were aware of trans fats hiding in their food. In 2005, the Canadian government made it mandatory to list amounts of trans fats on food labels. The United States, Argentina, Brazil, and Switzerland also require such labeling to alert consumers to the presence of trans fats.

In July 2007, faced with the overwhelming evidence of the dangers of trans fats, New York City became the first place in the U.S. to restrict the use of trans fats, particularly among restaurants. Over 24,000 restaurants were forced to adhere to strict rules concerning trans fats—no more than one half gram is allowed in any food product. This move divided opinion and generated a lot of interest. Proponents of the ban frequently quote the Harvard study and claim that trans fats account for at least 30,000 premature heart disease deaths each year in the U.S. Critics of the law feel that the government shouldn't stick their noses into what should be an issue of personal freedom and choice. In addition, they argue that some of the alternatives to hydrogenated oils, such as palm oil, are also considered unhealthy.

Some companies were happy to remove trans fats from their products since they felt growing awareness of trans fats' health risks would affect sales. Others, especially fast food chains, were slow to observe the ban since it involved completely changing their recipes. Philadelphia, like New York City, has resorted to the law to eliminate trans fats from the city's kitchens. In contrast, restaurants in the small city of Tiburon, California, voluntarily agreed to eliminate oils containing trans fats. California, a trendsetter when it comes to food and health matters, went on to become the first state to ban trans fats in restaurants in 2010. As the war against trans fats rages on, other states are considering following California's lead and banning trans fats.

IeltStep

Choose the correct answers for the following questions.

1 What is the author's main purpose in writing this article?
- **a** to warn readers not to eat trans fats
- **b** to inform readers about a movement against trans fats
- **c** to explain why trans fats aren't very dangerous
- **d** to convince readers to join the fight against trans fats

2 Which health condition have trans fats not been linked to?
- **a** heart disease
- **b** obesity
- **c** cancer
- **d** eye disease

3 Which statement is NOT true about hydrogenated oils?
- **a** They are used to make processed foods.
- **b** They are often used to fry foods.
- **c** They are more expensive than butter.
- **d** They are chemically changed through heating.

4 Where were trans fats first restricted?
- **a** Denmark
- **b** Canada
- **c** New York
- **d** Philadelphia

5 Which argument do critics of New York's trans fat ban make?
- **a** The number of deaths caused by trans fats is exaggerated.
- **b** Restaurants can't find alternative oils.
- **c** The government shouldn't limit individuals' freedom of choice.
- **d** Palm oil is actually a kind of hydrogenated oil.

6 Where did restaurants voluntarily stop using trans fats?
- **a** Denmark
- **b** Tiburon
- **c** Brazil
- **d** Canada

7 What is probably true about the movement to restrict trans fats in the United States?
- **a** The movement seems to have come to a stop.
- **b** Only cities and not states are considering restricting trans fats.
- **c** Bans are being considered in more areas.
- **d** Most places have already banned trans fats.

www.ieltstep.com

Evaluate

Now evaluate how well you understood by correcting the answers to the reading comprehension questions. For each question you miss, review why you missed it.

Relate

In the final stage of PARCER, you relate what you read to what you already know about the topic. Make notes below showing what you already knew about this topic. Discuss the passage with a partner, and talk about what else you know about the topic.



SELF CHECK

Answer the following questions.

1 Have you ever used the PARCER strategy before?

☐ *Yes* ☐ *No* ☐ *I'm not sure.*

2 Will you practice PARCER in your reading outside of English class?

☐ *Yes* ☐ *No* ☐ *I'm not sure.*

3 Do you think PARCER is helpful? Why, or why not?

_____

_____

4 Which of the six reading passages in units 7–9 did you enjoy most? Why?

_____

_____

5 Which of the six reading passages in units 7–9 was easiest? Which was most difficult? Why?

_____

_____

6 What do you know now that you didn't know before studying units 7–9?

_____

_____

7 What else would you like to know about any of those topics?

_____

_____

8 How will you try to improve your reading fluency from now on?

_____

_____

www.ieltstep.com

Review Reading 5: Changes in the Solar System

Fluency Practice

Time yourself as you read through the passage. Write down your time, then answer the questions on page 169. After answering the questions, correct your responses and write down your score. Record your performance on the Reading Rate Chart on page 240.



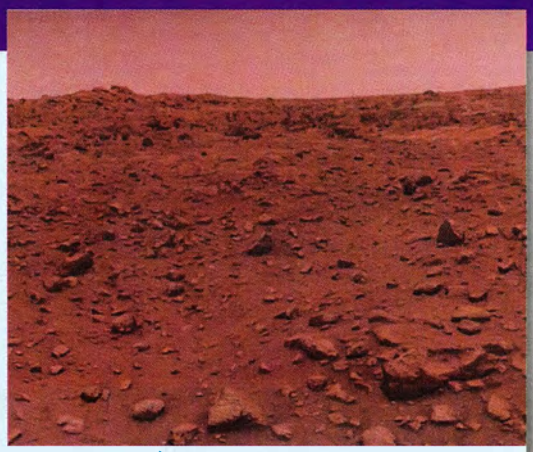
It's reassuring to imagine that our solar system remains constant and unchanging. However, there has, in fact, been countless changes in our solar system during its 4.6 billion year history, some of them very dramatic. It's only relatively recently that scientists have understood why and how our solar system is changing.

At the heart of our solar system is its most enormous body—the sun—with the planets held into orbit by its powerful grasp. Scientists believe that the sun is about halfway through its long life. At its birth, it shone with about only 40 percent of its current strength. As the sun gradually increased in power, it had a huge impact on the planets close to it. Only Mercury has scarcely changed, since it is the nearest planet to the sun and hence subject to its constant heat from the very beginning.

The second planet from the sun is Venus. Beneath its constant cover of clouds is an atmosphere of poisonous elements. With temperatures of 460 degrees Celsius, the heat is intense. Air pressure is 90 times that of Earth. These have all acted as severe impediments to life on the planet. However, scientists now think that it might not always have been that way. Venus might once have been covered in oceans, and may even have supported life. As the young sun surged in strength, it could have heated Venus up, causing more and more water vapor to be released into the atmosphere. This could have accelerated the warming process through the "greenhouse effect." The greenhouse effect can warm up a planet in the same way that the glass roof and walls of a greenhouse make the inside warmer than the outside. Water vapor and other gases act as windows of glass around a planet, causing it to heat up. According to this theory, the heat had caused all the water on Venus to disappear.

Earth, the third planet from the sun, has also undergone changes over the course of the life of the solar system. Up until 650 million years ago, there were long periods of time when the water on the surface of the Earth was frozen into a sheet of ice, with few openings to the oceans below. At other times, because of the placement of the continents, there was almost no ice, not even at the north or south poles.

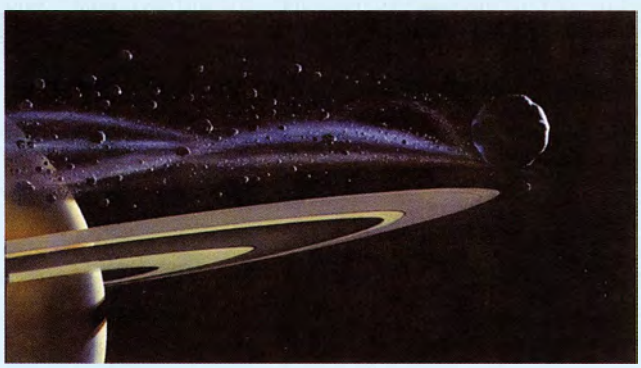
ieltStep



a view of Mars from the Viking spacecraft

As the sun continues to get hotter over the long term, the Earth will continue to heat up as well. As temperatures rise, more water vapor will be released into the atmosphere. This will create a more potent greenhouse effect that will make our home planet highly vulnerable. Its effects will be catastrophic. In about 500 million years, scientists expect temperatures to be so high that Earth will follow the same path as Venus. No humans will be able to reside in such a place.

Mars, the fourth planet from the sun, is naturally cooler than Earth. Night time temperatures drop to well below minus 100 degrees Celsius. Robots sent to Mars have sent back images that suggest there could be water on Mars. Some scientists believe that there were once oceans on Mars. They think that Mars was once warmed by the greenhouse effect, thanks to gases from its volcanoes. Scientists have suggested releasing greenhouse gases into the atmosphere of Mars in order to warm it up. Some have estimated that such a transformation of Mars could be achieved in just several hundred years.



an illustration of one of Saturn's newly discovered moons orbiting the planet

Because of the great distances involved, we know less about the remaining planets in our solar system: Jupiter, Saturn, Uranus, and Neptune. Various space probes have been deployed to these distant planets, which have sent back incredible images that have opened scientists' eyes to some new facts. For example, when the probe Voyager II encountered Jupiter's moon Io, it sent back images of seven active volcanoes. These were the first active volcanoes found anywhere other than on Earth. An additional ring was discovered around Saturn, and a new ring was discovered around the planet Uranus. At least one new moon was discovered orbiting Saturn as well.

Schoolchildren have long been taught that Pluto, discovered in 1930, was the ninth and final planet of the solar system. In 2007, scientists decided to relabel Pluto a "dwarf planet," since it was discovered that Pluto is actually much smaller than previously thought. Other objects that are Pluto's size have never been called planets. Additionally, Pluto's strange orbit differs greatly from that of the other eight planets.

It seems that physical changes to our solar system take place gradually, over millions of years. However, in the realm of human perception, we have seen volcanoes on Io and a moon of Saturn "appear" and watched a planet "disappear" in our own lifetime. This has not only given us new insight into our "big home" but confirms that human beings will still see many changes to come.

831 words **Time taken** _____

www.ieltstep.com

Reading Comprehension

1 What is the author's purpose in writing this article?
- **a** to warn the reader about new changes in the solar system
- **b** to convince the reader that change in the solar system is good
- **c** to inform the reader about how the solar system has changed
- **d** to persuade the reader to help prevent the greenhouse effect

2 Which statement about the Sun is true?
- **a** It is stronger now than it used to be.
- **b** It is 40 percent weaker now than it used to be.
- **c** It is almost at the end of its life.
- **d** It was strongest when it was first created.

3 Which of these statements about Venus is a theory and not a proven fact?
- **a** It has temperatures of 460 degrees Celsius.
- **b** It used to have water on its surface.
- **c** It is the second planet from the sun.
- **d** Its surface has 90 times the air pressure of Earth's atmosphere.

4 Which of these can be a cause of the greenhouse effect?
- **a** glass in the atmosphere of a planet
- **b** too much heat coming from the sun
- **c** heat coming from underground
- **d** water vapor in the atmosphere of a planet

5 Which planet was described as being almost completely covered in ice in the past?
- **a** Mercury
- **b** Venus
- **c** Earth
- **d** Mars

6 Why was Mars once warmer than it is today?
- **a** It was warmed by the greenhouse effect.
- **b** It was warmed by large oceans.
- **c** It used to be closer to the sun.
- **d** It was warmed by heat from volcanoes.

7 What piece of information was NOT mentioned as being learned from space probes?
- **a** Io has active volcanoes.
- **b** Uranus has an additional ring.
- **c** Saturn has an additional moon.
- **d** Pluto's orbit is different from that of other planets.

8 What statement about dwarf planets is probably true?
- **a** They are warmer than actual planets.
- **b** They are smaller than actual planets.
- **c** They are older than actual planets.
- **d** They move more quickly than actual planets.

Fluency Practice

Time yourself as you read through the passage. Write down your time, then answer the questions on page 172. After answering the questions, correct your responses and write down your score. Record your performance on the Reading Rate Chart on page 240

Archaeological Methods and Techniques

When it comes to the field of archaeology, many of us have an image of a scientist working on an ancient site, surrounded by sand, dust, and bones. However, archaeological research involves much more than that—some using methods that don't even require scientists to venture into the field.

Historical Research

Archival research

If the project involves a site that is known to have been inhabited during historical rather than pre-historic times, this means there might be some written records from that period which could help in providing vital information and context. Researchers spend months, sometimes years, combing through historical archives for things like maps, newspapers, tax records, diaries, letters, sacred texts, and books. This search can take an archaeologist to libraries, historical societies, courthouses—even people's homes.

Oral history

Archaeologists can also gather information via oral history. This focuses on information that is not written but passed down from word of mouth, such as family or tribal stories, songs, dances, and the passing on of traditions to the next generation. This research may involve interviewing the descendants of the group being studied. For example, archaeologists have gained insight into the fate of the once-flourishing Maya through interviews with modern Mayan people.

Field research

Predictive models

Some archaeological sites are found by accident. Farmers and construction workers, especially, have "struck gold" and stumbled upon sites of great historical importance. But most of the time, researchers use predictive models to aid their search. A predictive model is a tool that indicates the likelihood that an archaeological site will be in a given area. It helps determine where to look for sites based on things that influence where people settle, such as soil type and distance from water.

Surface surveys

Once a potential site is located, the area is surveyed to find sufficient evidence of a site's existence before the investigation gets underway. One such survey is the surface survey. This is a systematic examination of the land where archaeologists look for any evidence of past human activity, including the existence of stone walls, stone artifacts, pottery fragments, garbage or storage pits, or visible changes in the soil. The location of any artifact is recorded and the artifact collected, labeled, and placed in

www.ieltstep.com



a researcher sketching a detailed map of bones found in a dig

plastic bags. Sometimes a shovel test pit—a shallow hole dug into the ground—is created. This is to examine the soil and determine if there are any unusual features to the land.

Geological surveys

An archaeologist needn't dig in the ground in order to find sites. There are a number on non-invasive techniques that do not disturb the soil. These include magnetometry—a magnetic survey that detects and maps features and artifacts—and ground penetrating radar, a technique that uses image pulses to survey just below the surface. Both these techniques are commonly used to survey sites submerged in water.

Recovering data

After a site is excavated, it is gone forever. Therefore only a small portion is excavated to keep the majority of the site intact. Before any digging begins, a grid of the entire site is created that records exactly where each feature and artifact is located. Excavations are expensive and time-consuming, as archaeologists have to analyze artifacts, catalogue them, and report all findings. For these reasons archaeologists only excavate sites when they are threatened by development (for example, by construction), or when they will likely reveal new information about a culture.



An archaeologist brushes dirt away from a buried clay sculpture.

Tools

An indispensible tool for an archaeologist is a trowel, a small, flat hand tool often used by gardeners. A trowel is used to remove thin layers of dirt as a site is excavated. There are many other tools used to uncover, measure, and analyze artifacts. Some are high-tech, like an electron microscope, but others are tools you can find around the house, such as toothbrushes, tape measures, brooms, and dustpans. Except at the beginning of a dig, shovels are rarely used as they can easily cause damage to delicate artifacts.



The rings of a tree trunk can give us information about its age.

Lab Analyses

Determining age

Various techniques can be used to find out how old something is. Stratigraphy, the study of rock layers, can determine the age of soil and artifacts to help us understand the order in which events occurred. Dating by studying tree rings is also possible. Scientists have built up sequences of rings from tree trunks that extend back hundreds and even thousands of years. The most widely used method for dating objects made of organic matter is radiocarbon dating.

Artifact analysis

Artifacts tell us key details about the lives of the people who used them. In the lab, all artifacts are cleaned, organized, sorted, and stored. Archaeologists try to determine exactly who made them, for what purpose, from what material, and whether they were made locally or traded. Artifacts provide an astonishingly clear window into the lives of a past culture.

801 words **Time taken** _____

Reading Comprehension

1 What is the author's main purpose in writing this article?
- **a** to provide a history of archaeology over the past 200 years
- **b** to point out the limitations of archaeology in understanding past cultures
- **c** to convince the reader that archaeology is still a worthy area of research
- **d** to give an overview of how archaeological research and analysis is conducted

2 Which of the following is NOT an example of historical research?
- **a** interviewing the modern descendants of a group being studied
- **b** looking at old tax records
- **c** seeking out old maps of an area being studied
- **d** viewing previously published archaeological reports

3 Why is a predictive model important?
- **a** It tells you exactly where people settled based on soil and water samples.
- **b** It provides a grid-like map of an area before digging begins.
- **c** It gives the probability of finding an archaeological site in an area.
- **d** It reduces the likelihood of archaeologists having to dig at a site.

4 What is an advantage of geological surveys?
- **a** They are more reliable than using shovel test pits.
- **b** Archaeologists can get information without disturbing a site.
- **c** They are the only way to get information about underwater sites.
- **d** They help archaeologists find better soil samples.

5 Which is NOT given as a reason for only excavating part of a site?
- **a** It's less expensive.
- **b** It's less invasive.
- **c** It's easier to report on.
- **d** It's less time-consuming.

6 What is probably the most useful tool at the beginning of a dig?
- **a** a shovel
- **b** a trowel
- **c** a broom
- **d** an electron microscope

7 Which method would be used to date a fragment of bone?
- **a** stratigraphy
- **b** tree ring dating
- **c** radiocarbon dating
- **d** magnetometry

8 Which of the statements would the author most likely agree with?
- **a** Artifacts are extremely important for understanding a past people.
- **b** We can only speculate about whether artifacts were local or brought in by trade.
- **c** Multiple dating techniques should be used on any artifact found.
- **d** Artifacts are less important than oral histories in understanding ancient people.

www.ieltstep.com

Language and Life



Language: Tuvan
Country: Russia
Number of speakers: 235,000

Language: Aka
Country: India
Number of speakers: 1,000–2,000





Language: Seri
Country: Mexico
Number of speakers: 650–1,000

Getting Ready

Discuss the following questions with a partner.

1 The languages featured above have relatively few speakers. What languages do you think have the most number of speakers?
2 Compared to 100 years ago, do you think there are now more languages in the world, or fewer? Give reasons for your answer.
3 Where is your first language spoken? How many people speak your language?

UNIT 10

CHAPTER 1 The Exodus of Languages

Before You Read

Lost Languages

A **Answer the following questions.**

1 What can cause a language to "die"?
2 What do you think is lost when a language dies?
3 Do you think people who speak different languages view life differently? How does language affect the way we think?

B **Discuss your answers with a partner.**

Reading Skill

Identifying Cause and Effect

Words and phrases such as *because*, *due to (the fact that)*, *as a result*, *so*, and *therefore* are used to show cause and effect relationships; in other words, they signal that one thing (the cause) makes another thing (the effect) happen. Recognizing these relationships can help you better understand and organize the information in a reading passage.

A **Read the following sentences. Write whether each sentence is a cause (C) or effect (E).**

1 ____ The Internet is an American invention.
____ Most of the information found on the Internet is in English.
2 ____ The English language is spoken differently in various parts of the world.
____ Native English speakers have migrated to different parts of the world.

B **Read the following examples of how cause and effect can be joined in a sentence. With a partner, do the same using the other sentence pair from A.**

- Most of the information found on the Internet is in English ***because*** it is an American invention.
- The Internet is an American invention. ***As a result***, most of the information found on it is in English.

C **Scan the passage on the next two pages for the following information. Write whether each sentence is a cause (C) or effect (E). Underline the words or phrases in the passage that helped you determine the answer.**

1 ____ The Inuktitut dialects have a common core.
____ The Inuit understood Rasmussen's Greenland dialect of Inuktitut.
2 ____ Languages seem to be converging to a smaller number.
____ Languages like English are becoming more dominant.
3 ____ New species of plants have been discovered.
____ Botanists studied the meaning of Aboriginal names of flora.
4 ____ There are more Maori language speakers in New Zealand.
____ "Language nests" are set up by the community.
5 ____ The culture has been deliberately suppressed.
____ Some languages are not passed on to children.

D **Now read the entire passage carefully. Then answer the questions on page 177.**

www.ieltstep.com

IeltStep

The Exodus of Languages

I had halted to thaw my frozen cheeks when a sound and a sudden movement among the dogs made me start...I had often imagined the first meeting with the Eskimos of the American Continent, and wondered what it would be like...Three or four miles ahead a line of black objects stood out against the ice of the fjord...One man detached himself from the party and came running across the ice...These were the men I had come so far to seek from Denmark and from my familiar haunts in Greenland...I had yelled at the dogs in the language of the Greenland Eskimo. And, from the expression of the stranger's face, in a flash I realized that he had understood what I said...I was so delighted to find that the difference in language was so slight that we had not the least difficulty in understanding one another.

—"Across Arctic America" by Knud Rasmussen, 1927



Knud Rasmussen wrote about his 32,000 kilometer dog-sled journey from Greenland to Siberia with a focus on his meetings with Eskimo (now known as Inuit) people. They understood his Greenland dialect of Inuktitut since the dialects[1] have a common core: they share a common origin, or the same mother language. With migrating people, history shows a **divergence** of language which contrasts with a **converging** trend that is endangering global linguistic[2] diversity today.

Languages worldwide are converging to a smaller number as languages like English swallow regional ones. The three largest languages of first-language speakers are Mandarin Chinese, Spanish, and English. The value of dominant languages can be seen in its widespread use for business, politics, science, and popular culture. However, these dominant languages are squeezing out valuable local tongues. Linguists estimate that of the approximately 6,500 languages worldwide, about one-third are endangered or **on the brink of** extinction. According to some linguists, the estimated global rate of extinction is one language lost every few weeks. If this sounds like the world is losing a species, in a way, it is.

When a language is lost—meaning no living person can teach another—a world perspective is lost. Some foreign language expressions simply cannot be translated. **Colloquial** phrases usually reflect a unique aspect of a culture. For example, aboriginal languages in Canada and Australia have words that reflect a way of life that is connected closely to the environment. Words can **encompass** whole situations of time and landscape that differ from an English speaker's experience. The Inuit can describe "snow" in many specific ways. In Algonquian languages, the grammatical first person is "you"—so the listener comes first.

[1] A **dialect** is a form of a language spoken in a particular geographical area, distinguished by its vocabulary, grammar, and pronunciation.

[2] Something that is **linguistic** is related to language.

IeltStep



An Inuit girl holds her Canadian Eskimo dog, an ancient breed of dog only found in the Arctic.

These views are essential to learn more about the human and the natural world. Botanists[3] have discovered new species of plants after examining the meaning of Aboriginal names of flora that seemed identical. Archaeologists are using languages to track migrations of historical cultures. University of Waterloo Professor Robert Park knows that the ancestral origins of existing Inuit communities can be partly explained by the similarity of the Inuktitut spoken by the Thule culture and present-day Inuit. The ancient Thule migrated east from Alaska to Labrador and Greenland by evidence of the mutually **intelligible**, living dialects of today.

Languages are much like living creatures that become endangered when numbers **dwindle** without regeneration. Local natural disasters, war, and famine[4] are some of the reasons languages slip through the cracks[5] of history. Some languages may not have been passed on to children because of forced cultural **suppression.** Linguistic communities can show **resilience** when a sense of pride is restored to them such that elders are heard and youth can continue to speak.

Various groups are taking action to preserve endangered languages. UNESCO[6] has made its *Atlas of the World's Languages in Danger* available on-line. The editor of the atlas states that it is still more common in the world to be multilingual; and, although multilingualism is declining, there are favorable conditions that support the continued use of minority languages. Communities need encouragement to hear, read, and speak their language in multiple places, such as schools and media.



School children in New Zealand say goodbye with a *hongi*, a traditional Maori gesture of pressing one's nose and forehead to another person's.

Preservation of languages with only a few living speakers may first require very targeted methods. Linguists can engage with the community to develop a catalog of the language components, such as sounds, vocabulary, grammar, and traditions. The Internet has provided a means to share archived recordings and documentation. If language resides in a culture, then it may also be important to find ways to teach children and their parents as a community. The Maori language of New Zealand has seen **resurgence** in the proportion of speakers since the 1960s and '70s when there was virtually no parent to child transmission. This is a result of "language nests" set up by the community where elders speak Maori to children and parents in a kindergarten setting. This model of preservation has been used elsewhere, such as Hawaii.

There is growing recognition that preserving endangered languages is vital; a loss in global languages means a loss of the diverse thought and traditions those languages hold.

[3] **Botanists** are people who specialize in the study of plants.
[4] **Famine** is a period of extreme lack of food in a region.
[5] To **slip through the cracks** is to pass by virtually unnoticed.
[6] **UNESCO** is the widely-used acronym for the United Nations Educational, Scientific, and Cultural Organization.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Answer the following questions using information from the passage.**

1 Why does the author include the excerpt from Knud Rasmussen's book?

2 In addition to language, what is lost when speakers of a particular language die off?

3 What is one example of how language can help people learn more about the natural or human world?

4 What are some ways that languages can become endangered?

5 What is an example of an action that can be taken to preserve a language?

B **Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.**

		T	F
1	Rasmussen's account describes his first meeting with the Eskimo.		
2	According to the author, languages are diverging.		
3	6,500 languages are in danger of going extinct.		
4	Australian aborigines have a close relationship with the environment.		
5	The Maori language is spoken more today than in the 1960s and '70s.		
6	According to the editor of the UNESCO atlas, there are now more people who speak only one language.		
7	The Internet has made it more difficult to preserve endangered languages.		



Critical Thinking

C **Discuss the following questions with a partner.**

1 What do you think the advantages would be if everyone spoke the same language? What about the disadvantages?

2 What are some ways to encourage people to speak their native dialects?

Vocabulary Comprehension

Odd Word Out

A **Circle the word or phrase that does not belong in each group. The words in blue are from the passage.**

1	divergence	agreement	dissimilarity	difference
2	meet	separate	converge	come together
3	conversational	colloquial	informal	literary
4	embrace	encompass	include	reject
5	straightforward	understandable	intelligible	incomprehensible
6	prohibition	elimination	restriction	suppression
7	expand	dwindle	enlarge	multiply
8	resilience	reduction	rebirth	comeback
9	on the brink of	verging on	bordering on	hanging on
10	resurgence	comeback	depletion	recovery

B **Complete the sentences using the words in blue from A. You might have to change the form of the word.**

1 Sharon demonstrated her _____ when she worked to support her family after her father abandoned them.
2 The dictatorial government tried to _____ any news that portrayed it in a bad light.
3 The road sign indicates that these two roads will _____ into one about five kilometers from here.
4 His new book _____ many different genres of literature, but many critics felt it was unfocused as a result.
5 After months of _____ sales, the company CEO finally admitted that the company was _____ bankruptcy.
6 There has been a(n) _____ of interest in Egyptology with the screening of two excellent documentaries on pharaohs and mummies.
7 Many years ago, overseas phone connections were so poor that only parts of a conversation were _____.
8 Many expressions that are commonly used on the Internet have made their way into _____ English; a few have even made it into dictionaries.
9 The principal and vice-principal had a huge argument because of their _____ in views on how the school should be run.

www.ieltstep.com

A **Form an adjective for each of the nouns in the box using the suffix *-al*. Then complete the following sentences. You may use a dictionary to help you.**

history	tropics	geography	brute	nature
biology	culture	tradition	psychology	emotions

1 Women are seen as more _____ than men, but this may be because they are usually encouraged to express their feelings from a young age. In contrast, men who do the same are seen as too "sensitive" and thus have a(n) _____ block when it comes to expressing themselves.
2 Singapore has a vibrant shipping industry because of its excellent _____ location. There are _____ records to show that the island was a port of some significance even back in the 14th century.
3 Sulin's parents are old and _____. You should get some advice on how to behave during dinner to avoid any _____ misunderstanding.
4 It's _____ to sweat more in this _____ climate—the temperature and humidity levels are extremely high.
5 The police are putting all their resources into solving the _____ murder that shocked the country.
6 There is an amazing amount of _____ diversity in the rain forest, with many plants and animals yet to be discovered and studied.

B **Ask and answer the following questions with a partner.**

1 Do you enjoy having *philosophical* discussions? What do you talk about?
2 Do you enjoy listening to *classical* music? Why, or why not?
3 Do you prefer items that look good or are more *functional*?
4 Can you name any foods that are *seasonal*?
5 Do you think you're a *cynical* person? Why, or why not?

C **Can you think of other nouns that can be modified into adjectives using the suffix *-al*? Discuss your ideas with a partner.**

Vocabulary Skill
The Suffix *-al*

In this chapter, you read the adjectives *regional*, *aboriginal*, and *ancestral*. These adjectives are formed by adapting the noun form of the word and adding the suffix *-al*. Many adjectives in English are formed this way. Knowing how this suffix works can help increase your vocabulary.

Motivational Tip: Set high expectations. Advanced readers must have high expectations of themselves. You have moved beyond the basics of reading and can now use reading as a tool for gaining new knowledge. You have goals and expectations that can be achieved through reading. What expectations do you have for yourself today? How can improved reading help you reach this expectation?

CHAPTER 2 Life with the Tarahumaras

Before You Read

Indigenous Languages

A **Answer the following questions.**

1 Are there any indigenous people in your country? What do you know about them? What language do they speak?

2 Do you think the language and culture of these people are in danger of dying out? Why, or why not?

B **Discuss your answers with a partner.**

Reading Skill

Identifying Main and Supporting Ideas

> Paragraphs often use supporting ideas to give more information about the main idea of a paragraph. Supporting ideas usually follow the main idea. Different types of supporting ideas include examples, illustrations, facts, reasons, etc.

A **Skim the following paragraphs from the article on the next two pages. Write whether each sentence is a main idea (M) or supporting idea (S).**

Paragraph 4

_____ Copeland is collecting stories and myths that have been passed down from one generation of Tarahumaras to the next.

_____ One story he has recorded is about a figure very much like the elusive Bigfoot, or Sasquatch, of the northwestern United States.

Paragraph 6

_____ During the winter he sleeps in his truck, and in the summer next to the campfire in the way of the Tarahumaras.

_____ Entering the world of the Tarahumaras has been an arduous project for Copeland.

_____ To reach their homeland he must drive two and a half days from Houston, Texas, across highways, blacktop roads, and finally a thirteen-mile (21 kilometer) stretch of rugged trail that takes almost a day to maneuver.

Paragraph 7

_____ He experiences the simplicity of living in nature that he would otherwise only be able to read about.

_____ He sees a lot of beauty in the Tarahumaras' sense of sharing and concern for each other.

_____ For Copeland, the experience has not only been academically satisfying, but it also has enriched his life in several ways.

B **Discuss your answers in A with a partner.**

C **Now read the entire article carefully. Then answer the questions on page 183.**

www.ieltstep.com

Life with the Tarahumaras



A Tarahumara woman making baskets at Copper Canyon

1 In a remote area of the Sierra Madre[1] in northern Mexico, an indigenous group of people called the Tarahumaras live in almost total isolation. Aside from owning some cooking utensils and farming equipment, the Tarahumaras exist much as they did before the Spanish arrived in the 1600s. They live in caves or in huts made of stone and wood, and they eat what little they can grow on the dry, rugged land.

2 [In the late 1980s] linguist James Copeland entered the world of the Tarahumaras to study their language and culture. Since then, he has been visiting the Tarahumaras three or four times a year, sometimes spending as much as a month with them. Part of his strategy when he **embarked on** this lifetime project was to learn to speak Tarahumara so that he could deal directly with the people. Learning Tarahumara is no easy task since it is not a written language. "There are no language police," Copeland says. "Children are seldom corrected by their parents. They learn by observation of speech in context and by imitation."



A Tarahumara woman stands in front of her cave home.

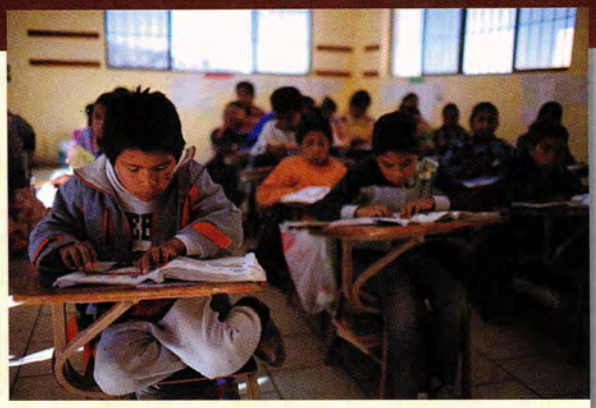
3 Copeland **acquired** the language through his frequent exposure to it and by analyzing the grammar. His linguistics skills and **mastery** of German, Spanish, French, and Russian, plus a partial knowledge of some twenty other languages, also helped. Drawing on his research, Copeland plans to produce a Tarahumara grammar book in English and perhaps one in Spanish. He is putting together a bibliography of all the linguistic research conducted so far on the Uto-Aztecan languages, the group of thirty indigenous tongues to which Tarahumara belongs.

4 Copeland is also collecting stories and myths that have been passed down from one generation to the next. Many of the stories are being lost because they are not as well remembered. One story he has recorded is about a figure very much like the **elusive** Bigfoot, or Sasquatch,[2] of the northwestern United States. In the Tarahumara version, the central character is either a big bear or a large hairy man who **descends on** a valley and steals an unmarried young woman. He hides her in a cave and they have a baby, who is half-human and half-bear. The Tarahumaras eventually kill the bear by tricking him into eating poisonous vegetables. They also kill the centaur[3]-like baby and rescue the woman.

[1] The **Sierra Madre** is a mountain range in northern Mexico.
[2] **Bigfoot** or Sasquatch is a mythical man-like beast believed to have inhabited Canada and the northwestern United States.
[3] A **centaur** is a creature from Greek mythology which has the head, arms, and trunk of a man and the body and legs of a horse.

www.ieltstep.com

IeltStep



Tarahumaran children in school

5 In addition to his research, Copeland is consulting with a group of government officials from the state of Chihuahua about producing a literacy[5] program for the Tarahumaras. Most of the 60,000 Tarahumaras are not literate, even though many, to varying **degrees,** are bilingual in their native tongue and Spanish. Copeland hopes to convince the officials that the Tarahumaras be taught to read in their native language, and in Spanish, up to the sixth grade. The Tarahumaras, unlike other indigenous peoples, are not in danger of extinction, but Copeland is not sure what effect the literacy program will have on their culture. Back in the 1600s, contact with the literate world caused some immediate changes in the culture. Since the Spaniards could not pronounce the tribe's real name, Raramuri, they called the people "Tarahumaras." "Raramuri" means "children of the sun god."

6 The idea to study the Tarahumaras came to Copeland in 1984, when he discovered that very little research had been done on their language. He made contact with a tribe member through a social worker who worked with the Tarahumaras in the border town of Juarez, Mexico. At first, the tribe member, who had taken the Spanish name of Lorenzo Gonzalez, was very reluctant to cooperate. He told Copeland that no amount of money could buy his language. But after Copeland explained to him what he intended to do with his research and how it would benefit the Tarahumaras, Gonzalez agreed to help. He took Copeland to his village and served as an intermediary.[5] "Over a period of a year our relationship became more intense, and warmer," says Copeland. "Thanks to him, the Tarahumaras started trusting us and understood what our mission was."



A Tarahumara woman dries clothes in the sun.

7 Entering the world of the Tarahumaras has been an **arduous** project for Copeland. To reach their homeland he must drive two and a half days from Houston, Texas, across highways, blacktop[6] roads, and finally a 13-mile (21 kilometer) stretch of rugged trail[7] that takes almost a day to **maneuver.** During the winter he sleeps in his truck, and in the summer next to the campfire in the way of the Tarahumaras. He loads up his vehicle with goods that the Tarahumaras can't easily get, and gives them to the people as a **gesture** of friendship. The Tarahumaras, who don't believe in accumulating wealth, take the food and share it among themselves.

8 For Copeland, the experience has not only been academically satisfying, but it also has enriched his life in several ways. "I see people rejecting technology and living a very hard, traditional life, which offers me another **notion** about the meaning of progress in the Western tradition," he says. "I experience the simplicity of living in nature that I would otherwise only be able to read about. I see a lot of beauty in their sense of sharing and concern for each other."

[4] **Literacy** is the ability to read and write.
[5] An **intermediary** is a person or body that acts as an agent between two parties.
[6] **Blacktop** refers to materials used to make roads.
[7] A **trail** is a marked path through woods or dense forest.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 Why did Copeland find the Tarahumara language difficult to master?
- **a** The Tarahumaras live in isolation.
- **b** Very few people actually speak the language.
- **c** He did not spend enough time with the Tarahumaras.
- **d** There are no written rules governing the language.

2 Which is NOT a factor that helped Copeland acquire the Tarahumara language?
- **a** He got instruction from a teacher.
- **b** He analyzed its grammar structures.
- **c** He was exposed to the language frequently.
- **d** He was skilled at learning languages.

3 What is the main idea of paragraph 5?
- **a** Most Tarahumaras lack formal education and cannot read.
- **b** The original name for the Tarahumaras is actually "Raramuri."
- **c** The Spanish never introduced literacy programs to the Tarahumaras.
- **d** A literacy program may have a good and bad impact on the Tarahumaras.

4 Why did the tribe member say *no amount of money could buy his language* (line 50)?
- **a** He would rather be paid in other ways.
- **b** He didn't think Copeland could afford to pay him for his services.
- **c** He was afraid that Copeland was trying to exploit his culture.
- **d** He had already converted his name and identity to Spanish.

B **Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.**

		T	F
1	The Tarahumaras live with other tribes in the mountains.		
2	Copeland has visited the Tarahumaras three or four times.		
3	Tarahumara children learn the language by listening to and following adults.		
4	The central character in one Tarahumara legend is similar to Bigfoot.		
5	Copeland gives money to the Tarahumaras to demonstrate his friendship.		
6	Copeland follows the sleeping habits of the Tarahumaras in the winter and summer.		

Critical Thinking

C **Discuss the following questions with a partner.**

1 Do you think the Tarahumaras will eventually integrate with the modern world? Do you think they should?

2 What ideas about progress are common in the society we live in? How different are they from Tarahumara ideas?

Vocabulary Comprehension
Words in Context

A **Choose the best answer. The words in blue are from the passage.**

1 The degree of difficulty indicates _____.
a why something is difficult **b** how difficult something is

2 When you embark on something, you _____ it.
a start **b** stop

3 When you acquire something, you _____.
a give it away b take ownership of it

4 Foxes are elusive—they are _____.
a rarely seen **b** aggressive

5 People descend on my town in summer; it becomes _____.
a empty **b** crowded

6 Which is a more arduous activity?
a going uphill **b** going downhill

7 Which can you maneuver?
a a book **b** a car

8 When you master a language, you _____.
a speak it comfortably **b** start classes in it

9 A gesture of kindness is usually done _____ intention.
a with **b** without

10 You can _____ a notion.
a perform **b** support

B **Answer the following questions, then discuss your answers with a partner.**

1 Have you acquired any useful skills in the past year?
2 Do you know any sign language gestures? Demonstrate one.
3 Do you find learning English to be an arduous task? Why, or why not?
4 Are there any goals you have made in the past year that still remain elusive to you?
5 Do you believe the notion that one's life can be improved by mastering another language? Explain your answer.

www.ieltstep.com

ieltStep

A **Write the part of speech for each word in the box below. Then write the words next to the correct definitions.**

_____ literature	_____ literary	_____ lectern
_____ legible	_____ lexicon	_____ lexicographer

1 _____ capable of being read or deciphered
2 _____ a dictionary; a set of words used in a particular field
3 _____ a tall desk or stand used by a speaker to rest notes or books on
4 _____ a person who writes or compiles dictionaries
5 _____ written works such as novels, plays, poetry; written information on a specific field
6 _____ related to the field of books and writing

B **Ask and answer the following questions with a partner.**

1 What is your favorite work of *literature*?
2 Can you name any winners of *literary* awards?
3 Do professors at universities in your country use *lecterns* during class?
4 Do you know anyone who has *illegible* handwriting?
5 Name another word in the English *lexicon* that means *understand*.
6 Do you think that being a *lexicographer* would be interesting? Why, or why not?

Vocabulary Skill
The Root Words *lit* and *lex*

Many words in the English language that are related to the subject of reading come from Latin root words. ***Legere***, for example, means ***read***, ***choose***, or ***gather***, and in modern English, it is written as ***lect***, ***lex***, or ***leg***. The Latin word ***littera***, meaning ***letter***, is written as ***lit*** in modern English. Knowing these roots and how they are used can help you build your vocabulary.

Motivational Tip: Reasons for being a good reader. When learners are good readers, they make progress in all areas of language learning. Becoming a good reader will help you accomplish your goals for learning English. How can being a strong reader help you improve your listening, speaking, and writing? Share your ideas with your teacher and classmates.

Real Life Skill

Using a Pronunciation Key

An important function of a dictionary is to provide the correct pronunciation of words. Each dictionary uses a slightly different method of explaining exactly how the word should be pronounced. Some use special phonetic symbols, while others use normal letters of the alphabet with special symbols. Every good dictionary will have a key that explains the system of symbols it uses for pronunciation along with basic words that give examples of usage.

A **Study this pronunciation key from the International Phonetic Alphabet (IPA).**

The following consonants are pronounced as they are spelled:

/b/ as in *boy*	/l/ as in *like*	/t/ as in *toe*
/d/ as in *day*	/m/ as in *mat*	/v/ as in *vase*
/f/ as in *fox*	/n/ as in *no*	/w/ as in *water*
/g/ as in *gate*	/p/ as in *pot*	/z/ as in *zebra.*
/h/ as in *house*	/r/ as in *rope*	
/k/ as in *car*	/s/ as in *sit*	

Vowels

/æ/ as in *bat*	/aʊ/ as in *out, house*	/iː/ as in *meet, seed*
/ɑː/ as in *father, calm*	/ʌ/ as in *up, cut*	/e/ as in *egg, bed*
/ɜː/ as in *girl, bird*	/ʊ/ as in *book, full*	/ɪa/ as in *here, near*
/eɪ/ as in *age, say*	/ə/ as in *ago, pencil, lemon*	/ua/ as in *tour*
/oʊ/ as in *home, sew*	/ɪ/ as in *if, give*	/ea/ as in *there, hair*
/ɔɪ/ as in *oil, join*	/aɪ/ as in *ice, ride*	/oa/ as in *four, door*
/uː/ as in *soon, rule*	/ɒ/ as in *odd, box*	

Consonants

/ʤ/ as in *juice*	/ð/ as in *this, mother*	/ʒ/ as in *television*
/ŋ/ as in *sing*	/ʧ/ as in *church*	/j/ as in *yellow*
/θ/ as in *thing, path*	/ʃ/ as in *shop*	

Marks are also used to show where the primary and secondary stress in a word is.

/ ˈ/ is used in front of a syllable to show primary stress: /ˈmenʃən/

/ ˌ / is used in front of a syllable to show secondary stress: /ˌfæsəˈneɪʃən/

B **Read the following words aloud using the pronunciation key in A. Then write them out alphabetically as you would read them.**

1 _____ ɪˈspeʃəli
2 _____ ˈkweʧən
3 _____ ɔːlˈredi
4 _____ ˈbjuːtəfəl
5 _____ kleɪm
6 _____ ɪgzæməˈneɪʃən
7 _____ ʤiːˈɒgrəfi
8 _____ ˈdɒctər

What do you think?

1 What other language would you like to learn besides English? Why?
2 Do you think some languages are easier to learn than others? Which ones, and why?
3 How many languages do you think will exist 100 years from now? Which do you predict will be the most dominant, and why?

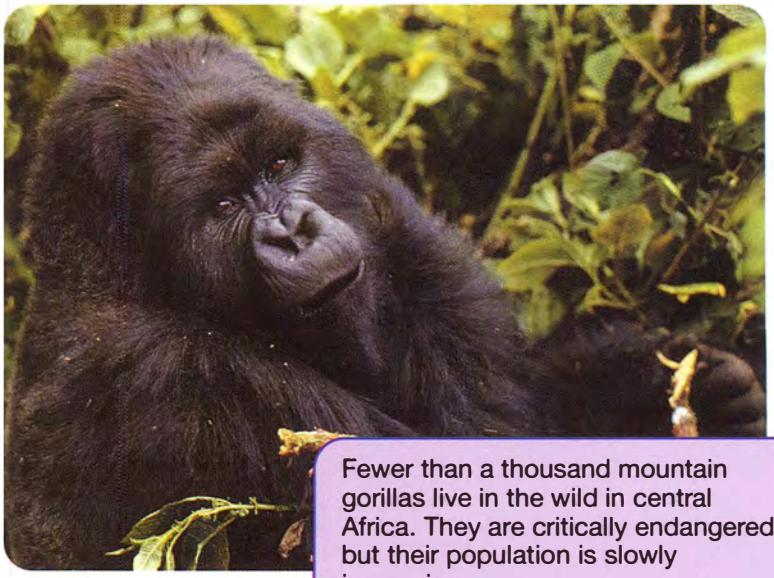
www.ieltstep.com

UNIT 11

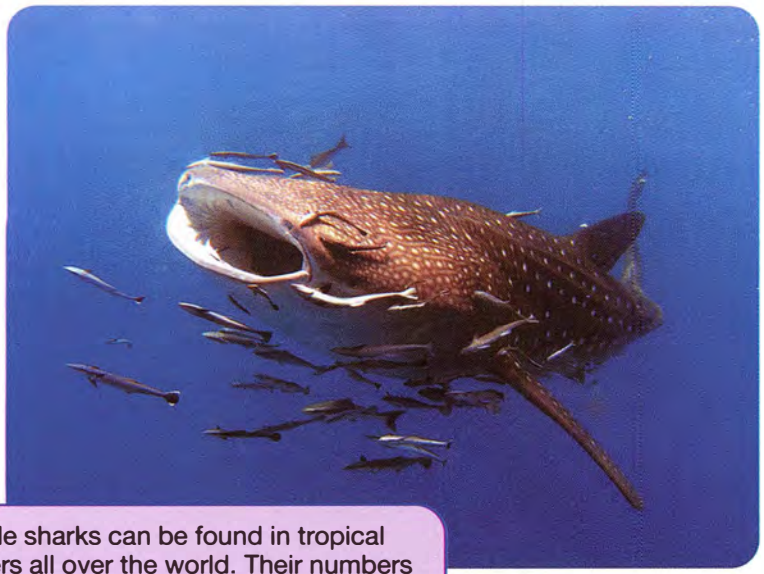
Wildlife Conservation



Woolly mammoths once roamed much of Europe, Asia, and North America, but are now extinct. The last one died out over 4,000 years ago.



Fewer than a thousand mountain gorillas live in the wild in central Africa. They are critically endangered, but their population is slowly increasing.



Whale sharks can be found in tropical waters all over the world. Their numbers are unknown, but in some countries they are considered a vulnerable species.



Until the early 20th century, the platypus was hunted for its fur in its native Australia. Nowadays it's not under any threat and its numbers are considered secure.

Getting Ready

Discuss the following questions with a partner.

1 What are some threats to wildlife populations?
2 Which of these threats are due to human activity?
3 What are some ways we can help endangered species survive?

www.ieltstep.com

CHAPTER 1 The Race to Rescue Koalas

Before You Read
An Australian Icon

A **How much do you know about koalas? Circle the correct word or phrase to complete the following sentences.**

1 Koalas are only found in the forests of (Australia / Africa).
2 Koalas tend to be more active during the (day / night).
3 A koala's diet consists of the leaves of the (bamboo / eucalyptus) tree.
4 A baby koala is called a (pup / joey).
5 Koalas are classified as marsupials, which means they (have a pouch to carry their young / live only in trees).

B **Discuss your answers in A with a partner. Then answer the following questions.**

1 Why is the koala seen as an icon of Australia?
2 Why do you think koalas might be under threat as a species? What could be contributing to the threat?

Reading Skill
Understanding Inference

Information can be found through what is stated directly and clearly in the passage, or by inference. When we infer, we use the information that is stated directly to draw conclusions about events or the writer's opinion or purpose. Knowing how to infer can help you to better understand the writer's purpose and ideas.

A **Read the excerpts from the article on the next two pages. Then answer the following questions based on the information you read.**

The koala, symbol of Australia and one of the most beloved animals on the planet, is in crisis. Before Europeans settled Australia more than two centuries ago, about ten million koalas lived in the east coast eucalyptus forests. Hunted for their fur, koalas nearly became extinct in the southern half of their territory. In the northern half, a million were killed in 1919 alone. By 1927, only tens of thousands remained.

1 How do inhabitats of Australia view the koalas now, compared to more than two centuries ago?

"Koala populations that used to be vibrant and sustainable are becoming extinct," says Hanger, who blames the government. "Queensland has failed miserably to do anything meaningful about the decline. The federal government needs to get involved and do it properly, listing the koala as vulnerable to extinction." This might save the last remnants of critical koala habitat, he argues.

2 According to John Hanger, what is the attitude of the Queensland government toward koalas?

B **Discuss your answers in A with a partner. Underline the words or sentences that helped you to determine the answers.**

C **Read the entire passage carefully. Then answer the questions on page 191.**

www.ieltstep.com



The Race to Rescue Koalas

It's two in the morning and a koala is caught in a fence. Megan Aitken, who runs a volunteer organization that rescues wild koalas, looks at the frightened animal and pulls on heavy leather gloves. Despite their cute, stuffed-animal appearance, koalas can be **ferocious** when caught. Aitken places a wire cage on the ground and opens up a thick blanket. Then she and two other rescuers quickly get to work.

One volunteer throws the blanket over the animal, both to calm it and to protect the rescuers from its teeth and claws. The other opens the lid of the cage. Aitken then firmly **grasps** the koala through the blanket, frees it from the fence, and puts it in the cage.

If this koala were sick or injured, they would take it to the Australia Zoo Wildlife Hospital. But the animal is healthy. They must release it somewhere nearby, since koalas have a home range and feed in the same trees over and over. They take the animal to a nearby park that borders an area of open land. They set the cage down, open its door, and the koala runs up a tree and disappears. "Good luck, little one," Aitken says.



A vet at the Australia Zoo Wildlife Hospital trims a cast for Harley, who is lucky to be alive after being hit by a car.

But it will take a lot more than luck.

The koala, symbol of Australia and one of the most beloved animals on the planet, is in crisis. Before Europeans settled Australia more than two centuries ago, about ten million koalas lived in the east coast eucalyptus[1] forests. Hunted for their fur, koalas nearly became extinct in the southern half of their territory. In the northern half, a million were killed in 1919 alone. By 1927, only tens of thousands remained.

Koala numbers slowly rose through the next half century, in part due to a nationwide hunting ban in the 1930s, and government efforts to relocate them. Then urbanization began to take its toll.[2] Habitat was lost and diseases spread. With urbanization came the threat of domestic dogs and busy highways. Since 1990, when about 430,000 koalas **inhabited** Australia, their numbers have **plummeted**. Current population estimates vary from a low of 44,000 to a high of 300,000.

"Koalas are getting caught in fences and dying, being killed by dogs, struck by vehicles, even dying simply because a homeowner cut down several eucalyptus trees in his backyard," says Deidré de Villiers, one of the chief koala researchers at the Queensland Department of Environment and Resource Management. For 15 years, de Villiers has been monitoring koala populations, studying the reasons for their decline, and creating guidelines to make development more koala-friendly.

[1] The **eucalyptus tree** is mostly found in Australia and is the primary food source for koalas.
[2] If something **takes its toll**, it has a bad effect.

www.ieltstep.com

ielts Step



A male koala is rescued after being hit by a car.

De Villiers insists that koalas and humans can **coexist** in urban environments "if developers get on board with koala-sensitive designs," such as lower speed limits for streets, green corridors[3] for koala movement, and, most especially, preserving every precious eucalyptus tree. Unfortunately, koalas have another problem that threatens their survival.

"Disease is the other huge issue," says veterinarian Jon Hanger. Hanger has discovered that as much as half of Queensland's koala population may be affected by a single disease. **Afflicted** koalas may go blind and females may become infertile. In some wild koala populations, this has caused infertility[4] in more than 50 percent of mature females.

"Koala populations that used to be **vibrant** and sustainable are becoming extinct," says Hanger, who blames the government. "Queensland has failed miserably to do anything meaningful about the decline. The federal government[5] needs to get involved and do it properly, listing the koala as vulnerable to extinction." This might save the last **remnants** of critical koala habitat, he argues.

A recent report presented to the Australian government has made several recommendations to save the koalas, including listing the animals as threatened and vulnerable, funding a program to monitor koala populations, mapping their habitat, and managing lands to protect the koalas. Until these things happen, the efforts of people like Megan Aitken and Deidré de Villiers will be crucial in helping to regenerate the ailing koala population.

Deidré de Villiers takes the koalas' **plight** personally. Visitors to her home discover that she is a respected koala researcher by day but a koala parent by night. She is caring for five koalas at once. Every other day she goes out to cut and collect eucalyptus leaves, the koalas' primary food. During the past 12 years, she has cared for more than 60 animals.

One day, using a radio tracking device,[6] she goes out to find Tee Vee, a wild koala she has been monitoring for more than a year. After Tee Vee is caught and gently put to sleep, de Villiers gets to work. She measures everything from the length of the koala's body to the width of her skull, the size of her teeth to the softness of her fur. Weight and general health are also noted.



Caregiver Annika Lehmann says that Talisa, a rescued female, will eventually be returned to the wild.

"I think she has a baby," de Villiers says suddenly. De Villiers then slips her finger into the pouch,[7] opens it, and delicately brings out the tiny, blind, furless baby. She **deftly** examines it for any signs of disease, and then softly pushes the baby back inside the sleeping mother.

"While there are still healthy babies, there's still hope," she whispers.

[3] A **green corridor** is an area of habitat that connects wildlife populations separated by human activity, such as roads
[4] **Infertility** refers to the inability to have a baby.
[5] The **federal government** is the national government.
[6] A **radio tracking device** (placed on an animal) sends out a signal to alert researchers to the animal's whereabouts.
[7] The **pouch** of a koala (or other marsupials) is the pocket where its baby stays and develops.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 What does the organization run by Megan Aitken do?
- **a** It teaches the community about koalas.
- **b** It returns escaped koalas to zoos.
- **c** It catches wild koalas to better understand their feeding habits.
- **d** It rescues and relocates wild koalas.

2 Which is NOT given as an example of how developers can be more koala-friendly?
- **a** by preserving eucalyptus trees
- **b** by lowering speed limits on streets
- **c** by restricting the building of new homes near koala habitats
- **d** by creating green connectors so koalas can move between habitats

3 Which recommendation was included in a recent report to the Australian government?
- **a** listing the koala as "extinct"
- **b** teaching koala conservation in schools
- **c** funding a program to monitor koala populations
- **d** increasing funding to find a cure for diseases that affect koalas

4 Which best describes how Deidré de Villiers feels about the threat to koalas?
- **a** She is considering changing her methods to try to save more koalas.
- **b** She thinks more people should be able to keep koalas as pets.
- **c** She feels that in the future there will be no more koalas in the wild.
- **d** She cares deeply about koalas and remains optimistic about their future.

B **Read the following sentences. Check (✓) whether they are true (T), false (F). If the sentence is false, change it to make it true.**

	T	F
1 Koalas can be dangerous to humans when caught.		
2 Rescuers take sick or injured koalas back to their home ranges.		
3 The koala population increased between 1919 and 1990.		
4 Hunting and urbanization are the biggest threats to koala populations.		
5 Deidré de Villiers is currently keeping five koalas at her clinic.		
6 Tee Vee is a baby koala.		

Critical Thinking

C **Discuss the following questions with a partner.**

1 What can ordinary people do to help endangered species, like koalas?
2 Do you think some animal species deserve protection more than other species? Why, or why not?

ieltStep

Vocabulary Comprehension
Definitions

A **Match the words in the box with the correct definition. Write a–j. The words are from the passage.**

a ferocious	**b** grasp	**c** inhabit	**d** plummet	**e** coexist
f afflicted	**g** vibrant	**h** remnants	**i** plight	**j** deftly

1 _____ fall sharply
2 _____ skillfully and carefully
3 _____ live in
4 _____ severely affected, especially by disease
5 _____ difficult situation
6 _____ very fierce or violent
7 _____ to hold tightly
8 _____ to live in peace with each other
9 _____ healthy and strong
10 _____ parts left over when other parts are gone

B **Complete the following sentences using the correct form of the words from A.**

1 The _____ of the bald eagle, the symbol of the U.S., spurred the country to pass the Endangered Species Act.
2 These two city parks are the last _____ of a forest that once covered the entire area.
3 The different ethnic neighborhoods in this ancient city have _____ for many centuries.
4 The honey badger is a(n) _____ animal that is known to kill cobras and other snakes.
5 The more _____ and healthy an animal's population is, the better its chances for continued survival.
6 Overfishing has caused the populations of wild tuna and marlin to _____ in recent years.
7 The driver _____ manuevered the car into the narrow parking space.
8 The howler monkey is able to _____ objects with its tail.
9 Sadly, many Tasmanian devils in Australia are _____ with a mysterious and fatal type of cancer.
10 The flightless dodo bird once _____ the island of Mauritius, but has been extinct since 1662.

Motivational Tip: What do others say about reading? "In the case of good books, the point is not how many of them you can get through, but rather how many can get through to you." *Mortimer Jerome Adler (1902–2001), American philosopher, educator, and author.* Can you think of a book that "got through to you"? How is your life different because you read a particular book? Share your response with your teacher and your classmates.

www.ieltstep.com

ieltStep

A Write the part of speech for each word in the box below. Then write the words next to the correct definitions.

____ congenital	____ supernatural	____ vitality	____ biodegradable
____ revive	____ nationality	____ vivacious	
____ symbiotic	____ naturalize	____ genealogy	

1 _____ to be granted citizenship
2 _____ to give new energy to something
3 _____ identity based on citizenship of a country
4 _____ having the ability to break down and decompose naturally
5 _____ lively and animated
6 _____ relating to something that exists beyond the natural world
7 _____ the study of the history of one's family and ancestry
8 _____ relating to a condition present at birth
9 _____ energy, strength, and health that one possesses
10 _____ having a close and mutually beneficial relationship

B Complete the following sentences using the correct form of the words from A.

1 Our professor has dual _____—she is a citizen of both the United Kingdom and Australia.
2 The remora fish and the manta ray have a _____ relationship: the remora gets food by eating the parasites on the manta ray's body, and the manta ray gets rid of its parasites.
3 An old man suddenly collapsed on the street, but luckily a doctor was able to _____ him.
4 Ever since Jon found old photos of his great-grandparents, he has been researching his _____ to find out more about his family history.
5 My mother is going to be _____ tomorrow and will finally fulfill her dream of becoming a Canadian citizen.
6 When Sarah had her first checkup, her parents were surprised to discover she had been born with a _____ heart defect.
7 The villagers feared the old woman because they believed she had _____ powers and was able to put a curse on them.
8 Jean is such a warm and _____ person that people like being around her.
9 Mike doesn't feel that dropping his apple core on the ground is littering because he says apples and other fruit are _____.
10 The new shopping center brought an increased _____ to the formerly depressed neighborhood.

Vocabulary Skill

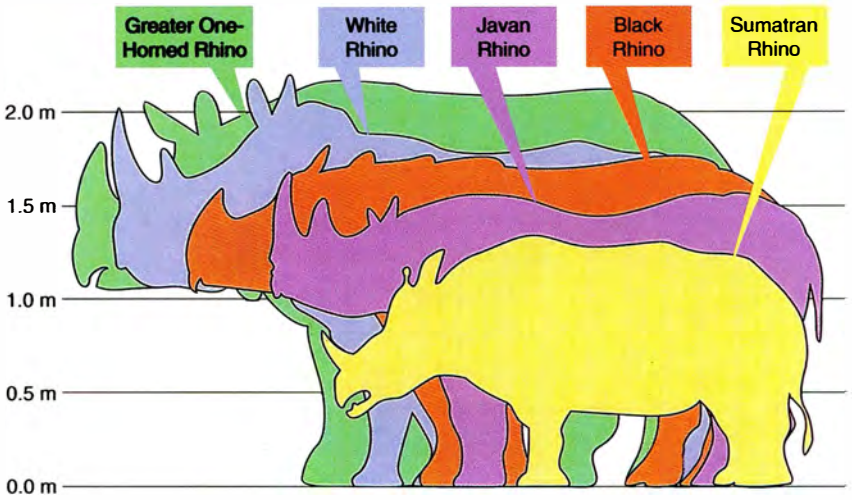
The Root Words *viv/gen/nat/bio*

In this chapter you read the words *survival*, meaning *staying alive*, and *regenerate*, meaning *to be renewed or revived*. Both words include root words that relate to life and life processes: *viv* (also written as *vit*) meaning *life*, and *gen* meaning *birth*. Two other root words that also mean *life* are *nat* and *bio*.

CHAPTER 2 Rhino Wars

Before You Read

Gentle Giants



A **Answer the following questions.**

1 Have you ever seen a rhinoceros (rhino)? What do you know about them?
2 On which continent(s) do rhinos live? What environment do they live in?
3 Look at the image above. How do the rhinos differ in appearance?

B **Discuss your answers with a partner.**

Reading Skill

Scanning for Names and Numbers

> Key information in a passage often contains numbers, dates, or names of people, places, and events. Sometimes numbers are written as digits (1, 2, 3) and sometimes as words (one, two, three).

A **Read the following questions. Circle the type of information you need to scan for.**

1 How much is rhino horn worth on the black market? — date name number
Answer: _____

2 What species of rhino is now extinct in Vietnam? — date name number
Answer: _____

3 Which park in Vietnam was partly established to protect rhinos? — date name number
Answer: _____

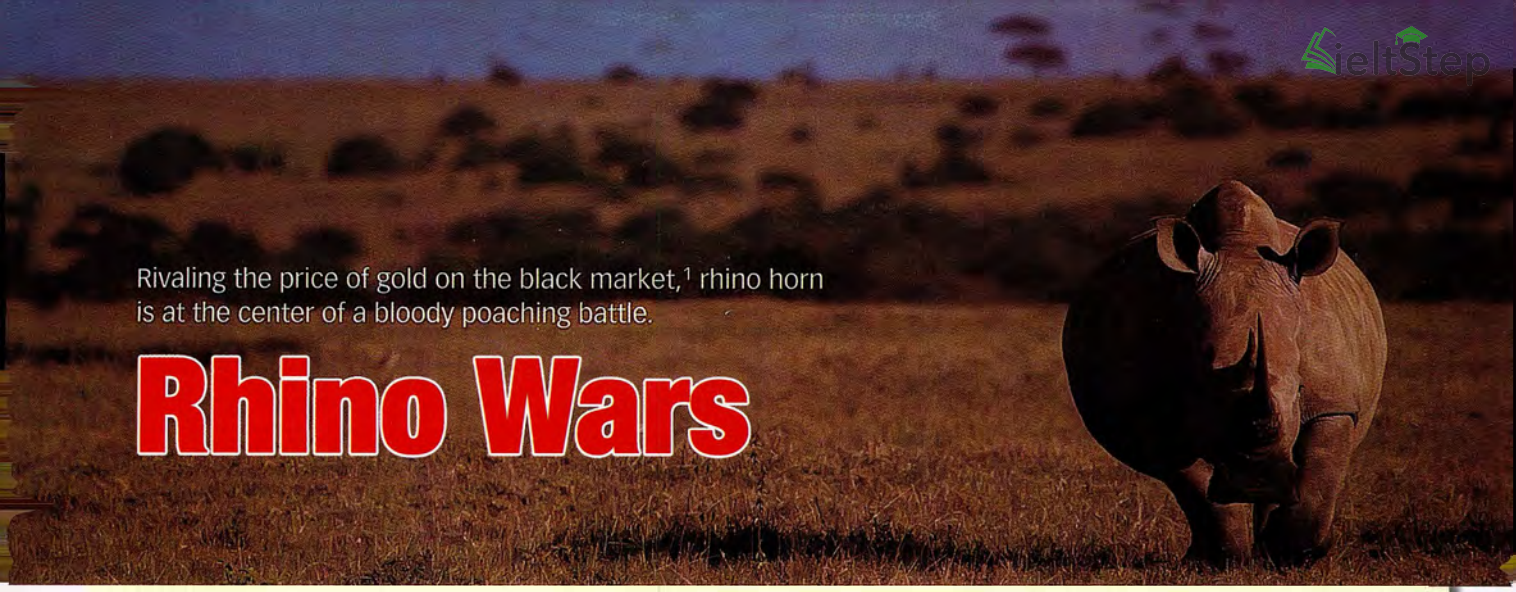
4 In which year was the last rhino in Vietnam shot? — date name number
Answer: _____

B **Now scan the passage on the next two pages and answer the questions in A.**

C **Read the entire passage carefully. Then answer the questions on page 197.**

www.ieltstep.com

IeltStep



Rivaling the price of gold on the black market,[1] rhino horn is at the center of a bloody poaching battle.

Rhino Wars

The rifle shot boomed through the dark forest just as Damien Mander arrived at his campfire after a long day training game ranger **recruits** in Zimbabwe's Nakavango game reserve.[2] "There, near the eastern boundary," he pointed. He and his rangers grabbed their guns, radios, and medical kits. They then drove into the night, hoping to cut off the shooter.

And so goes a night on the front lines of southern Africa's **ruthless** rhino war, which has seen more than a thousand rhinos killed since 2006. At the bloody heart of this conflict is the rhino's horn, a prized ingredient in traditional Asian medicine. Prices range from $33 to $133 a gram, which at the top end is double the price of gold.

Although the range of the two African species—the white rhino and its smaller cousin, the black rhino—has been reduced primarily to southern Africa and Kenya, their populations had shown signs of improvement. In 2007 white rhinos numbered 17,470, while blacks had nearly doubled to 4,230 since the mid '90s.

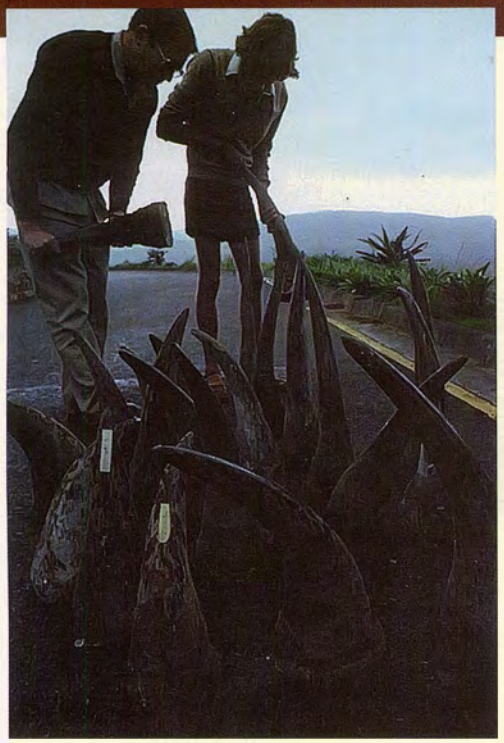
For conservationists these numbers represented a **triumph**. In the 1970s and '80s, poaching had devastated the two species. Then China banned rhino horn from traditional medicine, and Yemen forbade its use in ceremonial knife handles. All signs pointed to better days. But in 2008 the number of poached rhinos in South Africa shot up to 83, from just 13 in 2007. By 2010 the figure had soared to 333, followed by over 400 in 2011. Most of the horn trade was found to lead to Southeast Asia.

Javan rhinos once roamed Vietnam's forests. Cat Tien Park in southern Vietnam was established in 1998 from three existing protected areas, partly to protect local rhinos. A number of local wildlife conservation groups, working closely with the Vietnam government, have tried to prevent the species from dying out. They achieved some early successes in halting illegal hunting, but were no match for the poachers. In 2010, the body of what many believe to be the last wild rhino in Vietnam was found. It had a bullet in its leg and its horn had been removed.

Even with the rhinos gone, rhino horn can still be found in Vietnam. This is because South African law, which **complies** with the Convention on International Trade in Endangered Species (CITES), allows a rhino's horn to be exported legally as a **trophy**. In 2003, a lone hunter killed a rhino on a legal safari in South Africa and brought it back to Asia. Dozens of poachers soon followed, each paying $50,000 for a hunt. It seems like a lot to pay, but a pair of horns can be sold on the black market for much more and may net poachers as much as $200,000 in profits.

[1] A **black market** is a system through which goods are bought and sold illegally.
[2] A **game reserve** is an area of land set aside for the conservation of wildlife.

www.ieltstep.com



Members of a South African national park board examine rhino horns seized from poachers.

Many officials in Vietnam are fighting back against reports that the country is the main market for rhino horn, stating that rhino horn bound for Vietnam is merely in transit for another country. Do Quang Tung, deputy director of CITES Managing Authority in Vietnam, said the country "could not be the main market for South African rhino horn," claiming that the majority of Vietnamese people would not be able to afford rhino horn. Even if there is an emerging group of people who can afford it, he thinks it is too small to make the country a significant consumer. Professor Dang Huy Huynh, chairman of the Vietnam Zoological Society, says that rhino horn has never been a popular ingredient in traditional medicine.

Recently there has been a renewed interest in the horn's **alleged** healing power. For at least 2,000 years, Asian medicine has prescribed rhino horn to reduce fever and treat a range of illnesses, but the handful of studies conducted on its fever-reducing properties has proven **inconclusive**. The newest rumor is that [illegible]cures cancer, but doctors say the proof is nonexistent—no research has been published on the horn's **efficacy** as a cancer treatment. But even if rhino horn is not an effective cure for anything, **let alone** cancer, that doesn't mean it has no effect, says Mary Hardy, medical director of Simms/Mann UCLA Center for Integrative Oncology. "Belief in a treatment, especially one that is wildly expensive and hard to get, can have a powerful effect on how a patient feels," she says.

In any event, John Hume believes no rhinos need to die to supply the rhino horn to those who want it. The 69-year-old entrepreneur has **amassed** one of the largest privately owned rhino herds in the world, and currently has more than 700 rhinos on two farms in South Africa. "We take wool from sheep, why not horn from rhinos?" he asks. "If you cut the horn about three inches above its base, it will grow back in two years. That means there is a never ending supply of rhino horn."

Hume suggests harvesting rhino horn is the next step in preserving the animals. Conservationists argue that legalizing rhino horn won't change the essential economics of poaching—that poached horn is always going to be cheaper than farmed horn. Hume disagrees: As buyers become confident in the availability of legal horn, prices will fall, which will prompt crime syndicates to leave the business. "The fundamental difference is that poachers go after rhino horn for easy short-term profit. Farmers are in it for years of steady returns."



Traditional medicine shops, like this one in Namibia, usually sell shaved rhino horn by weight.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 What is the article mainly about?
- **a** recent scientific evidence of the medicinal powers of rhino horn
- **b** how demand for rhino horn has led to a decrease in population numbers
- **c** how African countries are unable to regulate their rhino populations
- **d** how Vietnam has saved its rhino population from extinction

2 Which statement is true about white rhinos in 2007?
- **a** They were nearly extinct.
- **b** They were more numerous than black rhinos.
- **c** Their range was expanding.
- **d** They could only be found in Kenya.

3 Can someone bring rhino horn into Vietnam legally?
- **a** Yes, if it was purchased in South Africa.
- **b** Yes, if it was hunted in South Africa on a legal safari.
- **c** Yes, if it's imported through a third country.
- **d** No, it's illegal to bring all rhino horn into Vietnam.

4 Which statement would Mary Hardy probably agree with?
- **a** There is proof that rhino horn cures illnesses such as cancer.
- **b** Rhino horn prices should be lowered so more people can afford it.
- **c** Rhino horns may not cure cancer, but they can have a benefit.
- **d** No one should take rhino horn until we know that it's safe.

5 What does John Hume suggest as a solution to the problem of poaching?
- **a** Make people more aware that rhino horn does not cure cancer.
- **b** Remove part of the horn of captive rhinos so it can grow back.
- **c** Allow the harvesting of rhino horn from wild rhinos as part of a safari.
- **d** Do away with the black market by shutting down the crime syndicates.

B **Complete the sentences with information from the passage.**

1 Rhino horn can be more valuable than _____ on the black market.
2 From the 1990s onwards, actions by _____ and _____ had helped reduce the demand for rhino horn.
3 For centuries doctors in Asia have prescribed rhino horn to _____ and treat other illnesses.
4 Mary Hardy thinks an otherwise ineffective treatment can work if the patient _____.
5 John Hume feels that _____ if buyers of rhino horn feel more confident about its availability.

Critical Thinking

C **Discuss the following questions with a partner.**

1 Do you think there should be more research into possible medical benefits of rhino horn and other animal parts? Why, or why not?
2 What do you think of John Hume's idea? Do you think it could help reduce rhino poaching?

Vocabulary Comprehension
Words in Context

A **Complete the following news articles using the correct form of the words in the box. The words are from the passage.**

ruthless	triumph	comply	trophy	alleged
recruit	inconclusive	efficacy	let alone	amass

Students Take Action to Ban Bear Hunts

A class of fifth graders has started a "Ban the Bear Hunt" campaign and are collecting signatures in person and online. So far the young and eager **(1)**_____ to the cause have **(2)**_____ over 15,000 signatures. The students also want to see the practice of hunters keeping the paws as **(3)**_____ of their kill banned. If the students succeed in pressuring politicians to ban bear hunts, it will be a major **(4)**_____ for grass-roots conservation efforts everywhere. Conservationists have long been against the **(5)**_____ hunting of bears for sport, but hunters insist they **(6)**_____ with all laws and claim that the bear population is thriving.

Slimming Aids Not Effective?

A recent review on selected slimming products on the market has concluded there is little or no medical evidence of their **(7)**_____. The **(8)**_____ effects of these slimming products include an increase in one's metabolism to burn calories, appetite control, and the release of stored fat. Only one of the products studied was shown to be effective, but it can only be prescribed by doctors to severely overweight individuals. Studies on the safety of the ingredients, **(9)**_____ its effects on long-term users, are still **(10)**_____, but health professionals generally warn against the use of such aids for healthy weight loss.

B **Answer the following questions, then discuss your answers with a partner.**

1. Have you ever gotten a trophy? What was it for?
2. If someone refuses to comply with anti-poaching laws, what should happen to that person?
3. Do you think a politician needs to be ruthless in order to be successful?
4. What is something you have done that you would consider a personal triumph?
5. Does someone who amasses a large fortune have a responsibility to share with less fortunate people?

www.ieltstep.com

A **Match the words in the box to the correct definitions. Write a–j.**

a fiction	**b** discriminatory	**c** verbal	**d** payment	**e** stop
f violent	**g** flammable	**h** fatal	**i** conformist	**j** profit

1 ____ forcible or rough; severe
2 ____ prejudiced; marked by unfair treatment
3 ____ capable of burning quickly
4 ____ someone who behaves according to a group's usual expectations and standards
5 ____ to pause or stay in place
6 ____ financial gain or benefit
7 ____ spoken or expressed aloud in words
8 ____ type of story or writing that is about imaginary characters and situations
9 ____ money given in exchange for a service or goods
10 ____ leading to death

B **Complete the following sentences by adding the prefix *non* to the correct words from A.**

1 My favorite form of literature is _____. I especially love reading autobiographies.
2 Their landlord sued them in court for _____ of three months' rent.
3 Gregory prides himself on being a _____. He tends to have opinions that are different from the majority.
4 By taking the _____ flight to Sydney, I'll get there two hours earlier than the flight that goes via Brisbane.
5 Our company is highly regarded by others in the industry in terms of its _____ policies on gender, race, and religion.
6 Gestures such as waving and pointing are examples of _____ communication.
7 Delia is volunteering this summer for a _____ wildlife organization.
8 Three students suffered severe but _____ injuries after their car collided with a tree.

C **Now use the remaining words in A to write two sentences of your own. Share your ideas with a partner.**

1 _____
2 _____

Vocabulary Skill

The Prefix *non-*

In this chapter, you read the word *nonexistent*. This word begins with the prefix *non*, meaning *not*. This is a common negative prefix that can come before nouns, verbs, adjectives, and adverbs to form many words in English. Some of these words are hyphenated, others are not.

Real Life Skill

Animal Terminology

The names used to describe animals and their offspring often bear little or no resemblance to those of the adult. For example, a baby koala or kangaroo, like all marsupials, is called a *joey*. A group of the same animal also has a special name, such as a *herd* of rhinos, and groups of very different animals can share the same name. When we use these terms the plural form of the animal name is always used.

A **With a partner, match the names of these animals to their young. Write a–j. You may use a dictionary to help you.**

1	____ cat	**a**	fawn
2	____ dog	**b**	kid
3	____ horse	**c**	calf
4	____ cow	**d**	lamb
5	____ bird	**e**	foal
6	____ frog	**f**	chick
7	____ bear	**g**	tadpole
8	____ deer	**h**	puppy
9	____ sheep	**i**	kitten
10	____ goat	**j**	cub

B **Now write the plural form for each of these anir. ıls. You may use a dictionary to help you.**

1 a mouse; two _____
2 a goose; many _____
3 a fish; ten _____
4 an ox; a pair of _____
5 a puppy; three _____
6 a wolf; several _____

C **With a partner, write the plural forms for the correct animals on the appropriate line. Then do an Internet search to check your answers.**

wolf	bird	ox	cow	dolphin
seagull	sheep	bat	whale	horse

1 A herd of _____
2 A flock of _____
3 A pod of _____
4 A pack of _____
5 A colony of _____

Motivational Tip: Find a role model. Do you know someone who is a strong reader? What learning skills or strategies do they employ to ensure they read fluently? Find someone in your class who is a strong reader and ask them for help or advice on improving your reading.

What do you think?

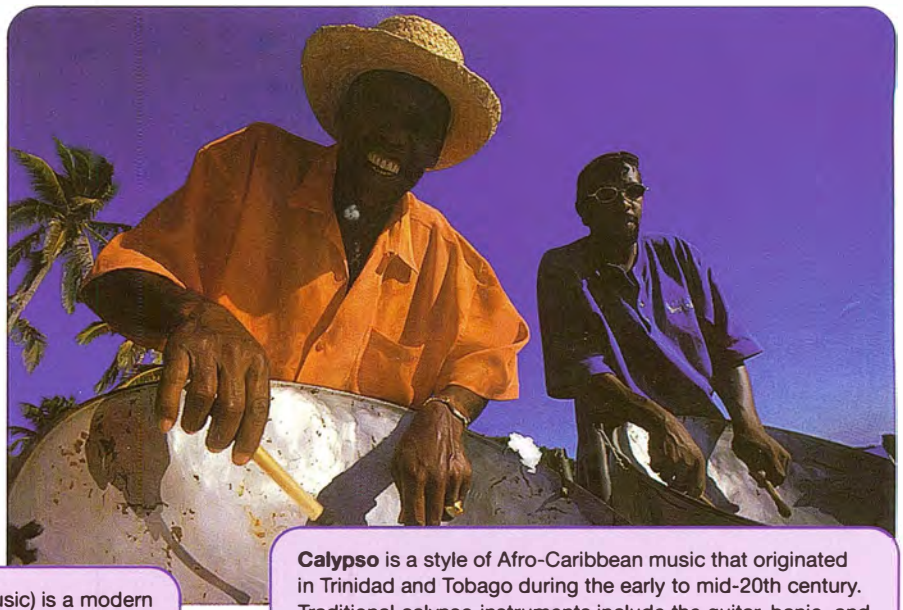
1 Which animal species would you most like to study? Why?
2 Are there any endangered animals in your country? Whose responsibility is it to help them?
3 What are some pros and cons of keeping animals in zoos?

www.ieltstep.com

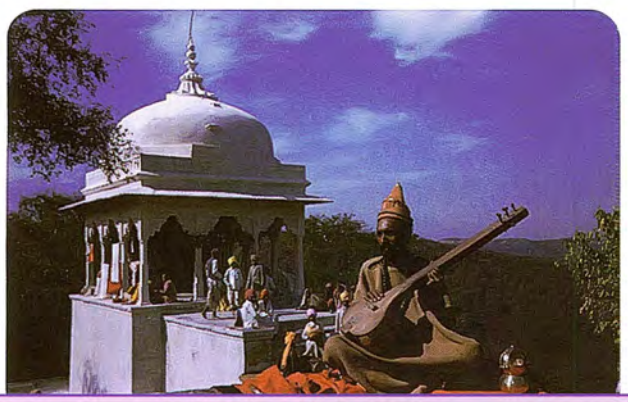
Global Beats



Guangdong music (also known as Cantonese music) is a modern form of Chinese folk music. It actually started in Shanghai in the 1920s and '30s, even though most of the performers were from Guangdong. The *gaohu* is the most common lead instrument.



Calypso is a style of Afro-Caribbean music that originated in Trinidad and Tobago during the early to mid-20th century. Traditional calypso instruments include the guitar, banjo, and steel drum.



Hindustani Sangeet is practiced from Bangladesh through northern and central India into Pakistan and as far as Afghanistan. It combines ancient musical traditions like Vedic chanting (religious speaking or singing of words), which dates back more than three thousand years. The sitar is a well-known Indian instrument.



Polka music is a form of dance music which originated in Bohemia (now an area within the Czech Republic). It was brought to the United States by Eastern European immigrants. A basic polka has a very upbeat sound which is great for dancing. The accordion is most frequently associated with polka.

Getting Ready

Discuss the following questions with a partner.

1 Do you know any of the music styles or instruments described above? Which would you most like to listen to, and why?
2 Does your country or culture have a distinctive style of music? What does it sound like?
3 What style of music do you like best? Where do most of your favorite artists come from?

UNIT 12

CHAPTER 1 Brazil: A Musical Melting Pot

Before You Read

Basic Brazil Facts



Brazil
Location: eastern South America
Official language: Portuguese
Religions: Roman Catholic, Protestant, native religions
Key cities: São Paulo, Rio de Janeiro, Salvador, Brasília (capital city)
Most popular sport: soccer
Popular musical styles: samba, bossa nova, rock
Most famous celebration: Carnaval

A **Read the facts about Brazil, then answer the following questions.**

1 What else do you know about Brazil?
2 Have you heard any Brazilian music? How would you describe it?
3 What sports, music, and celebrations is your country known for?

B **Discuss your answers with a partner.**

Reading Skill

Identifying Meaning from Context

You can often guess the meaning of unfamiliar words in a passage by using the following strategy: **1.** Think about how the word is related to the topic. **2.** Identify the part of speech of the word. **3.** Look at how the word relates to the rest of the information in the paragraph. **4.** Use your knowledge of prefixes, suffixes, and word roots to identify the basic meaning of the word.

A **Read the following extract from the passage on the next two pages. Write the part of speech for the words in bold.**

The 1960s were **(1) tumultuous** political times in Brazil. Worsening economic problems and weak political leadership led to the armed forces seizing power in 1964. Life under the military government was restrictive, and artists who spoke out against the government **(2) repression** found themselves in prison or in exile. As tensions relaxed in the 1970s and Brazil opened up to the world, its music scene embarked on its most **(3) prolific** era of the 20th century. An enormous amount of music was created and combined with jazz, classical, rock, and other forms. This musical **(4) melting pot** of artists and genres embraced virtually anything and everything from Brazil and beyond. It made possible numerous collaborative opportunities between Brazilian artists and their international peers.

1 _____ 3 _____
2 _____ 4 _____

B **Circle the words or phrases that work with or affect the words in bold. Write a simple definition for each word or phrase.**

1 _____ 3 _____
2 _____ 4 _____

C **Discuss your answers with a partner. Then use a dictionary to check your answers.**

D **Now read the entire passage carefully. Then answer the questions on page 205.**

www.ieltstep.com

ieltStep



Brazil: A Musical Melting Pot

Brazil is a country overflowing with music. It plays a vital role in the lives of ordinary Brazilians and can be heard playing in every corner of the country. Brazilian music represents a vibrant mix of different cultures, largely because of its complex history. While indigenous[1] music from the original inhabitants of the area is present in modern form, it is mixed with foreign influences, namely from Portuguese colonizers and their African slaves who landed on Brazilian shores in the 19th century.

As a vast country of many states, Brazil's music is regional, with each section contributing distinct musical genres. Portuguese song forms such as *fado* are **prevalent** in Brazilian music, and Portuguese influences can be found in the **mournful** and poetic lyrics, the exquisite melodies, and the use of accordions, guitars, and violins. While Portugal has contributed greatly to the culture and of course the language, Brazil also witnessed the arrival of settlers from Germany, Italy, and many other countries, including Lebanon and Japan.

The African influences include energetic drumming and dancing forms. These are largely expressed through communal traditions like circle dances, with people gathering to make music together. This **potent** music also drives the energy in martial art forms such as *capoeira*. As in Cuba and Haiti, Brazilian Africans were able to retain a great majority of their music, dance, and spiritual traditions. These traditions, combined with other elements, have resulted in some of the most vibrant and celebrated music in Brazil. This music was often accompanied by dance elements that were viewed as indecent back then because of the close contact between dancers. Nevertheless, both music and dance became increasingly popular and were eventually embraced by the public. Centuries later, Brazil would again "shock" the world with dance forms such as *samba*.



Traditional drumming is performed at many African ceremonies.



A samba band practicing on Ipanema Beach, Rio de Janeiro

Samba is a distinct music and dance genre that dates back to the colonial period. Perhaps one of the most popular music and dance styles ever to emerge from Brazil, samba evolved in Rio de Janeiro by the early 20th century and grew to become the **quintessential** music and dance form associated with Rio's Carnaval.[2] Carnaval has since grown to become Brazil's biggest and best-known festival, with 5.3 million people taking part in street parties and an estimated 1.1 million people visiting Rio. The popularity of samba also gave rise to many sub-styles, leading to one of the country's most popular genres to date: samba-reggae.

[1] If people or things are **indigenous** to a place, they are originally from there.
[2] **Carnaval** is a festival that is celebrated 40 days before Easter, and is one of the biggest festivals in Brazil.

IeltStep



Brazilian music legend João Gilberto performing at the famous Carnegie Hall in New York City

Another important development that followed from samba took place in the late 1950s and would spark the second international wave of popularity for Brazilian music: the development of *bossa nova*. It evolved as a softer, more **refined** musical form with an emphasis on singing, featuring lyrics that reflected the romantic and **nostalgic** side of Brazilian life. One of its pioneers was composer Antônio Carlos Jobim, the man responsible for the classic song *The Girl from Ipanema*. His rich and unconventional bossa nova, with its sophisticated harmonies, explored the influences of American jazz, but with a less dramatic vocal style. When artists such as João Gilberto first recorded bossa novas in the late 1950s, music critics called it "music for out-of-tune singers." The genre would go on to become one of the most celebrated Brazilian styles worldwide.

Another distinct musical and dance style, commonly known as *forró*, can be found in Brazil's northeast region. This accordion-driven music is part of the region's popular dance forms and dates back to the late 19th century, when cowboys would celebrate the end of the dry season. Over time, the specific rhythm attached to this style would inspire a couples' dance accompanied by accordion, drum, and triangle. The leading pioneer of the style, Luiz Gonzaga, made the first recordings in the mid-1940s. Forró lost **momentum** during the bossa nova period of the 1960s, but would gain a new generation of fans in the 1980s. Popular artists such as Caetano Veloso and Gilberto Gil recorded modern versions of some of Gonzaga's most popular tunes.

The 1960s were **tumultuous** political times in Brazil. Worsening economic problems and weak political leadership led to the armed forces seizing power in 1964. Life under the military government was restrictive, and artists who spoke out against the government repression found themselves in prison or in exile.[3] As tensions relaxed in the 1970s and Brazil opened up to the world, its music scene embarked on its most **prolific** era of the 20th century. An enormous amount of music was created and combined with jazz, classical, rock, and other forms. This musical melting pot of artists and genres embraced virtually anything and everything from Brazil and beyond. It made possible numerous collaborative opportunities between Brazilian artists and their international peers. Even samba found a new audience outside of the Carnaval. More modern harmonies and electric instruments brought it into nightclubs to be enjoyed by a new, younger audience.



Seu Jorge is a popular Brazilian musician who has collaborated with many international artists, including David Bowie.

While native tribes in the Amazon retain their ancient musical traditions dating back centuries, Brazilian music continues its extraordinary journey from tradition to modernization. It keeps the world moving to its **infectious** beat.

[3] Someone who is **in exile** is not given permission to enter an area, usually their country, and/or is threatened with imprisonment or death upon return.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Choose the correct answer for the following questions.**

1 What is the article mainly about?
- **a** music in Brazil before the arrival of the Portuguese
- **b** the influences and evolution of Brazilian music
- **c** how recent politics is affecting Brazilian modern music
- **d** Brazilian musicians and their collaborations with international artists

2 Which of these statements in true about samba?
- **a** It started in the 20th century.
- **b** It evolved from reggae music.
- **c** It is the signature sound of Carnaval.
- **d** Its music is not usually accompanied by dance.

3 Which adjective best describes bossa nova music?
- **a** angry
- **b** gentle
- **c** lively
- **d** dramatic

4 What caused forró to gain a new generation of fans?
- **a** A new couples dance was created to accompany the music.
- **b** Luiz Gonzaga recorded music using modern instruments.
- **c** It borrowed melodies from bossa nova and samba.
- **d** Popular artists began to record modern version of older songs.

B **Read the following sentences and put them in the correct order from 1–6, with one being the earliest event.**

_____ A new and distinctive music genre called samba emerges.
_____ Luiz Gonzaga, a forró musician, starts recording.
_____ Bossa nova, a new genre of Brazilian music, is criticized as "music for out-of-tune singers."
_____ A new military government takes over Brazil.
1 The Portuguese arrive in Brazil, bringing African slaves with them.
_____ The government becomes less restrictive and Brazil opens up to the world.

Critical Thinking

C **Discuss the following questions with a partner.**

1 Why do you think Brazilian music is so popular compared to music from other countries? What factors contribute to its appeal?
2 Do you know of other music genres that are intimately connected with dance? Why do you think music and dance go so well together?

Vocabulary Comprehension

Odd Word Out

A **Circle the word or phrase that does not belong in each group. The words in blue are from the passage.**

1	potent	vigorous	fragile	dynamic
2	ambiguous	mournful	sad	sorrowful
3	isolated	limited	rare	prevalent
4	minor	ideal	ultimate	quintessential
5	rough	obscene	refined	coarse
6	pace	blockage	energy	momentum
7	tumultous	calm	orderly	peaceful
8	fun-loving	nostalgic	longing	sentimental
9	fruitful	unusual	prolific	productive
10	distinctive	infectious	unique	extraordinary

B **Complete the following sentences using the words in blue from A. You might have to change the form of the word.**

1 Her laughter is really _____; we can't help but laugh along with her.
2 It's been a(n) _____ period for global stock markets; prices have risen and fallen dramatically in the space of a few weeks.
3 One of the _____ summer activities is going to the beach.
4 The artist has a(n) _____ painting technique that took him years to cultivate.
5 The film star's career lost _____ after two unsuccessful movies.
6 The medicine was _____ enough to send me to sleep right away.
7 Whenever I hear that song, I feel _____ for my childhood.
8 The author was most _____ in the years just before his death, putting out two books and countless poems.
9 The slow, _____ violin music was the perfect soundtrack to such a sad movie.
10 Heart disease is more _____ in populations with high rates of obesity.

Motivational Tip: Reflect on your goals. Reflect back on the goals that you set for yourself as you have made progress through this book. Are you achieving your goals? Why, or why not? If you are achieving your goals, find a way to celebrate! If you are not achieving your goals, determine what you need to do to improve.

Vocabulary Skill
The Prefix *ad-*

In this chapter, you read the words *adjacent* and *aspect*. These words begin with the prefixes *ad-* or *as-*, meaning *to*, *toward*, and *next to*. These common prefixes are used with nouns, verbs, adjectives, and adverbs to form many words.

A **Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.**

Word	Part of Speech	Definition
1 adjoining		
2 adhere		
3 admit		
4 adverse		
5 adverb		
6 assimilate		
7 assertive		
8 assistant		
9 ascertain		
10 ascribe		

B **Complete the following sentences using the correct form of the words from A.**

1 As Seow Lin only returned from New York last night, I think we can _____ her bad mood to a classic case of jet lag.
2 Our flight has been delayed due to the _____ weather conditions.
3 The detective was able to _____ that the thief had entered through the window.
4 An _____ is a word that can be used in English to modify many other words.
5 Many countries require immigrants to _____ into the dominant culture.
6 Sulinko has decided to take a job as a teaching _____ for a year to help her decide if she wants to become a full-time teacher.
7 When asked directly, Pamela _____ she didn't practice at all before her musical recital.
8 After many years of ignoring his doctor's advice, Karl now has to _____ to a strict diet in order to improve his health.
9 As China's economy and influence gets stronger, it has taken on a more _____ role in international politics.
10 We plan to renovate our house so that every bedroom will have an _____ bathroom.

CHAPTER 2 Hip-Hop Planet

Before You Read

Hip-Hop Culture

A **Answer the following questions.**

1 Do you listen to hip-hop music? Which hip-hop musicians do you know?
2 Is hip-hop popular in your country? Who is it popular with?
3 What other aspects of culture can be described as "hip-hop"? How does hip-hop influence things like art or fashion?

B **Discuss your answers with a partner.**

Reading Skill

Identifying Main Ideas Within Paragraphs

Many paragraphs are constructed around a main idea. This main idea is usually contained in a sentence within the paragraph, or can be inferred by quickly skimming the paragraph. Identifying the main idea will increase your speed of reading and comprehension.

A **Skim the passage on the next two pages. Then read the following sentences and write the paragraph numbers next to the correct main idea. Not all the paragraphs are listed below.**

_____ Hip-hop is now a major force in many societies.
_____ The author only recognized the impact of hip-hop much later.
_____ A group of talented teenagers invented hip-hop back in the '70s.
_____ The author's first encounter with rap left him unimpressed.
_____ It is very hard to explain or define hip-hop.
_____ Hip-hop, at its best, exposes social and moral problems.
_____ The history of hip-hop can be traced back to America's roots in slavery.

B **Discuss your answers in A with a partner. Then read the paragraphs again to check your answers.**

C **Now read the entire passage carefully. Then answer the questions on page 211.**

Motivational Tip: Reviewing Reading Skills. Turn to the Contents section at the beginning of the book. Review all of the Reading Skills that you have practiced in the 12 units in this book. Identify two of the reading skills that you feel you have developed well. Why do you think that you have developed these reading skills so well? Identify two reading skills that you feel you have not yet fully developed. What will you do to continue to improve in these skills? Share your ideas with your teacher and classmates.

www.ieltstep.com

Hip-Hop Planet



The Sugarhill Gang are still going strong.

1 I remember when I first heard rap. I was at a party in Harlem[1] in 1980. Somebody put a record on the turntable,[2] which drew people out onto the dance floor. It made me, a jazz lover, **cringe**. The same four bars looped over and over. On top of this loop, a kid rhymed about how he was the best disc jockey[3] in the world. It was called "Rapper's Delight" by a rap group called the Sugarhill Gang. I thought it was the most ridiculous thing I'd ever heard.

2 For the next 26 years, I avoided that music. I heard it pounding out of cars and alleys from Paris to Abidjan, yet I never listened. It came out of boomboxes[4] from Johannesburg to Osaka, yet I pretended not to hear. In doing so, I missed the most important cultural event of my lifetime.

3 Not since the arrival of jazz in the 1930s has American music exploded across the world with such force. Not since the Beatles invaded America has a music crashed against the world with such impact. This **defiant** culture of song, graffiti, and dance, collectively known as hip-hop, has **permeated** every society it has touched. In Brazil, rap is nearly as popular as samba. In China, teens spray-paint graffiti on the Great Wall.

4 Its structure is unique, complex, and at times **bewildering**. Whatever music it eats becomes part of its vocabulary. It is a music that defies definition, yet defines our societies. To many of my generation, despite all attempts to exploit it, classify it, and analyze it, hip-hop remains an **enigma**. It is the music of race and class, and for that reason it is full of people who claim to know the facts, when the reality of race is dependent on time, place, circumstance, and who's telling the history.

5 Here's the real story: In the mid-1970s, New York City was nearly broke. The public school system was forced to cut arts funding. Gone were the days when you could walk into the band room, rent an instrument for a small fee, and go home to play it.

[1] **Harlem** is a neighborhood in New York City.
[2] A **turntable** is the part of the record player that turns the record.
[3] A **disc jockey** (DJ) is a person who introduces and plays recorded music, especially on the radio or at a nightclub.
[4] A **boombox** is a casual term for a large portable cassette or CD player with two or more speakers.

www.ieltstep.com

IeltStep



Grandmaster Flash still performs regularly at events, like here in New York City, June 2012.

6 The kids of the South Bronx[5] and Harlem, used to making do with what they had, **improvised.** In the summer of 1973, a black teenager named Afrika Bambaataa set up a speaker in his mother's living room window, ran a wire to the turntable in his bedroom, and set the neighborhood alight with party music. At the same time, a Jamaican teenager named Kool DJ Herc was starting up the scene in the East Bronx, while a technical **whiz** named Grandmaster Flash was doing the same a couple of miles south. The Bronx became a music center for Puerto Ricans, Jamaicans, Dominicans, and black Americans. These early pioneers would get together to do "battle"—dance, trade rhymes, check out each other's records and equipment—not knowing that they were writing musical history. Among them was a man named Lovebug Starski, who was said to use the phrase "hip-hop" between breaks to keep time.

7 This is how it worked: A DJ played records on two turntables. Someone else served as master of ceremonies, or MC. DJs moved the record back and forth under the needle to create a "scratch," or to drop the needle on the record where the beat was the hottest, playing "the break"[6] over and over. MCs "rapped" over the music to keep the party going. Dance styles were created; in fact, the focus initially was not on the MCs, but on the dancers. Radio stations ignored it, so DJs sold mix tapes out of their cars. "Rapper's Delight" made its way onto the radio in 1979. That is the short history.

8 Here is the long history. Spoken-word[7] music made its way to the U.S. on slave ships centuries ago. Hip-hop's roots can be traced to the dance, drum, and song of these West African storytellers—the painful journey of slaves **manifested** in its pairing of word and music. The spiritual music of early slaves drew on common elements of African music, such as call and response.[8] The verbal duels, rhymes, and stories of blacks outsmarting whites were defensive, **empowering** strategies.

9 After 26 years, I have come to embrace this music. Hip-hop culture is not mine, yet I own it. Much of it I hate, and yet I love it, the good of it. To confess a love for a music that, at least in part, embraces violence isn't an easy thing to do. At its best, hip-hop speaks to a lost and angry youth—a youth living in a world where two percent of the Earth's adult population owns more than 50 percent of its household wealth. This music that first exposed the inner culture of America's greatest social problem, its **legacy** of slavery, has taken its message and its dream to the world.

[5] **South Bronx** is an area of New York City, located to the north of Manhattan.
[6] The **"break"** is a term to describe the instrumental section or interlude during a song.
[7] **Spoken word** is a form of poetry (traditionally in the first person) that uses metered verse to comment on social issues.
[8] **Call and response** is a style of singing in which the melody sung by one singer is responded to or echoed by another or others.

www.ieltstep.com

Reading Comprehension
Check Your Understanding

A **Read the following sentences. Check (✓) whether they are true (T) or false (F). If a sentence is false, change it to make it true.**

		T	F
1	The author first saw the Sugarhill Gang play live in 1980.		
2	Hip-hop culture includes song, graffiti, and dance.		
3	By the mid-70s, New York schools could not afford to rent instruments to kids any more.		
4	By the early 1970s, Afrika Bambaataa, Kool DJ Herc, and Grandmaster Flash had released hip-hop albums.		
5	The job of the DJ is to rap over the music.		
6	Commercial radio did not want to play hip-hop music initially.		
7	The author claims America's greatest social problem is its lost and angry youth.		

B **Complete the following sentences using information from the passage.**

1 The author compares the arrival of hip-hop to when the band _____ first became popular in the United States.
2 The music scene for many Puerto Ricans, Jamaicans, Dominicans, and black Americans revolved around a place called _____.
3 It is believed that the phrase "hip-hop"' can be attributed to _____, who would use the phrase to _____.
4 A record is moved under the needle on the turntable to make a _____" and the "_____" is the part of the song that is commonly repeated.
5 Hip-hop music has its roots in the _____ music of African slaves, involving the combination of _____.
6 The author finds it especially difficult to admit to liking music that embraces _____.



Critical Thinking

C **Discuss the following questions with a partner.**

1 What gender, race, age, and class do you think the author is? Why? Explain your answer.
2 Why do you think the author describes hip-hop as an enigma? Do you think it is a genre of music that is hard to define?

Vocabulary Comprehension
Definitions

A **Match the words in the box to the correct definitions. Write a–j. The words are from the passage.**

a cringe	**b** improvise	**c** defiant	**d** permeate	**e** bewildering
f enigma	**g** whiz	**h** legacy	**i** empower	**j** manifest

1 ____ confusing
2 ____ a person, thing, or situation that is mysterious, puzzling, or ambiguous
3 ____ to make, provide, or arrange from whatever materials are readily available
4 ____ something handed down from the past
5 ____ to show embarrassment or dislike
6 ____ someone who is an expert or has great skill in something
7 ____ to spread through
8 ____ to give confidence or authority to
9 ____ refusing to obey someone or something
10 ____ to make clear or obvious to the eye or mind

B **Complete the following sentences using the correct form of the words from A.**

1 My brother _____ whenever I tell his friends about all the embarrassing things he did when he was younger.
2 The virus may not _____ itself immediately, so you won't see any symptoms until much later.
3 Education is the key to _____ people to take control of their lives.
4 We were forced to open the windows as the smell of broken eggs _____ the corridor.
5 If you forget your lines during the play, you should try and _____ instead of remaining silent in front of the audience.
6 The young protestors were _____ in the face of the advancing police and refused to leave.
7 The recently-deceased prime minister remains a(n) _____ as she was fiercely protective of her personal life. However, she left a great _____ to her country through her extensive political reform.
8 The taxi driver looked _____ when I told him where I wanted to go. He said he had never heard of that road in all his years of driving.
9 The boy was a(n) _____ at math and was already studying for university-level exams in high school.

www.ieltstep.com

Vocabulary Skill

Phrasal Verbs with *up* and *out*

In this chapter, you read the phrasal verbs *set up*, *start up*, *draw out*, and *check out*. In English, many verbs can be combined with the prepositions *up* and *out* to form phrasal verbs that are used in a wide variety of contexts.

A **Look at the verbs in the box. Write them in the chart depending on whether they fit with *up*, *out*, or both. You may use a dictionary to help you. Discuss your answers with a partner.**

take	think	draw	cheer	hurry	save	pull	tear	throw
hang	burn	point	set	keep	ask	let	give	cut

Up	Both *up* and *out*	*Out*

B **Complete the following story using some of the phrasal verbs from A. You might have to change the form of the word. Discuss your answers with a partner.**

The Club

When I was just nine years old, my friend Noah and I **(1)** _____ a great club. We **(2)** _____ to build a place where we could **(3)** _____ by ourselves—just us, no parents, siblings, or anyone else disturbing us. When we told my mother about our plan, she **(4)** _____ that we had a big old box in the basement that we could use, if we wanted. We **(5)** _____ plans on how we could design our clubhouse. First we decided to paint the box, so we **(6)** _____ all our paints and decided on a color scheme. We then **(7)** _____ pictures from lots of different magazines—photos of our favorite pop stars, actors, and actresses, pictures of animals, and photos of our favorite foods. We **(8)** _____ two flaps on the box so that we could easily go in and out. We also **(9)** _____ our pocket money to buy things for our little hideaway. Needless to say, the club was a great success. In summer, we would **(10)** _____ the box and put it in the back yard, and in winter we would bring it indoors to the basement. Whenever I was having a bad day, hiding in that box would always help me **(11)** _____. To this day, my father keeps threatening to **(12)** _____ the box, but my mom, knowing how much it still means to me, always persuades him to leave it right where it is—in a cozy corner of our basement.

Real Life Skill

The Orchestra

A full orchestra usually has many different instruments belonging to different musical families, and is divided into sections. If you are looking for a concert in which you will hear a particular type of instrument, you need to be familiar with these terms.

A **Read about the different sections of instruments in an orchestra.**

strings: instruments that create sound through vibrating strings
brass: instruments that are usually made of metal and played by blowing into a mouthpiece; the sound is created by the vibration of the player's lips
woodwind: instruments that are or used to be made of wood, or that are played by blowing through a mouthpiece containing a small piece of wood that vibrates to create sound
percussion: instruments that are played by striking or hitting them

B **Match these orchestra instruments to the correct section by writing them on the correct line. You may use a dictionary to help you. Can you think of other instruments to add to each section?**

French horn	cymbals	cello	violin	trumpet	clarinet	tuba
drum	piano	oboe	trombone	harp	double bass	

strings: _____
brass: _____
woodwind: _____
percussion: _____

C **Discuss the following questions with a partner.**

1 Which types of instruments do you enjoy listening to? Are there any that you dislike? Explain your answers.
2 Can you play any musical instruments? Are there any that you would like to learn to play?
3 Which instrument do you think is the easiest to learn to play? Which do you think is the most difficult?

What do you think?

1 Should children be encouraged to appreciate traditional or folk music? Why, or why not?
2 Do you think hip-hop is here to stay? Do you think it will be as popular in ten years as it is now?
3 Do you think music is something that is universally enjoyed by all cultures? Why, or why not?

www.ieltstep.com

ieltStep

Review Unit 4

Fluency Strategy: Reading ACTIVEly

In order to become a more fluent reader, remember to follow the six points of the **ACTIVE** approach—before, while, and after you read. See the inside front cover for more information on the **ACTIVE** approach.

Activate Prior Knowledge

Before you read, it's important to think about what you already know about the topic, and what you want to get out of the text.

A **Look at the passage on page 217. Read only the title and look at the pictures and accompanying captions. What do you think the article is about? What do you think a "language survivor" is?**

B **Now read the first paragraph of the passage. Do you know of a language that is extinct? What are some factors that cause a language to become extinct? Discuss with a partner.**

> Currently, linguists estimate that there are between 6,000 and 7,000 languages in the world. Some experts have sounded the alarm that, by the year 2100, at least 3,000 of those languages could be wiped out forever. With so many languages on the brink of extinction, the efforts of social activists, educators, government officials, and many others have converged to try to solve this difficult problem. From their accumulated experiences, it has become clear that easy answers are hard to find, and the unique and complex situation of each language has to be taken into consideration if a language is to experience a revival.

Cultivate Vocabulary

As you read, you may come across unknown words. Remember, you don't need to understand all the words in a passage to understand the meaning of the passage. Skip the unknown words for now, or guess at their meaning and come back to them later. Note useful new vocabulary in your vocabulary notebook—see page 6 for more advice on vocabulary.

IeltStep

A **Now read the first paragraph of the passage again. Circle any words or phrases you don't know. Can you understand the rest of the paragraph even if you don't understand those items?**

B **Write the unknown words/phrases here. Without using a dictionary, try to guess their meaning. Use the words around the unknown word and any prefixes, suffixes, or word roots to help you.**

New word/phrase	I think it means...

Think About Meaning

As you read, think about what you can infer, or "read between the lines," for example, about the author's intention, attitudes, and purpose for writing.

Read the opening paragraph again and discuss these questions with a partner.

- Where do you think you might see this piece of writing?
- Who do you think it was written for?
- Who do you think might join with social activists, educators, and government officials to solve the problem of disappearing languages?
- Do you think the author believes that a language can return from near extinction?

Increase Reading Fluency

To increase your reading fluency, it's important to monitor your own reading habits as you read. Look again at the tips on page 8. As you read, follow these tips.

Now read the entire passage *Language Survivors*. As you read, check your predictions from "Think About Meaning."

Verify Strategies

To build your reading fluency, it's important to be aware of how you use strategies to read, and to consider how successfully you are using them.

Use the questions in the Self Check on page 219 and 220 to think about your use of reading strategies.

www.ieltstep.com

ieltStep

Language Survivors

Currently, linguists estimate that there are between 6,000 and 7,000 languages in the world. Some experts have sounded the alarm that, by the year 2100, at least 3,000 of those languages could be wiped out forever. With so many languages on the brink of extinction, the efforts of social activists, educators, government officials, and many others have converged to try to solve this difficult problem. From their accumulated experiences, it has become clear that easy answers are hard to find, and the unique and complex situation of each language has to be taken into consideration if a language is to experience a revival.



Some Hawaiian children attend Pūnana Leo or "language nest," which is credited for growing the number of Hawaiian language speakers under the age of 18 from less than 50 to over 10,000 today.

The Hawaiian Language

The Hawaiian language belongs to a related but not mutually intelligible group of languages spoken by Pacific islanders. It was the only language spoken in Hawaii until Captain Cook's ships descended on the islands in 1778 and disturbed their peaceful isolation. The Hawaiian language eventually developed a writing system, and it flourished under the Kingdom of Hawaii, which existed from 1795 to 1894. It is shocking to think that the number of native Hawaiian speakers has declined from about 500,000 when Captain Cook arrived to a mere 1,000 today.

There is good news, however. Hawaiians have adopted an idea from the Maori people called a "language nest." This is a preschool where children spend time with native speakers of the language. There has been a distinct resurgence in second language speakers of Hawaiian: from 8,000 in 1993 to 27,000 in 2003.

The Tjapukai Language

The Tjapukai language is spoken by the Tjapukai people. They inhabited the Kuranda region of northern Queensland, Australia, for 10,000 years. When western settlers attempted to build a railroad through their land to connect the metropolitan areas of Cairns and Herberton, the Tjapukai people fought back. For this, they were forced to move off their land to give up their way of life, and to do farm work and hard labor. Their culture destroyed, their language soon followed, until only a few Tjapukai speakers remained.

In 1987, an educator named Michael Quinn, and Roy Banning, one of the last Tjapukai speakers, joined forces to revive the Tjapukai language. With the help of an artist, they created materials for language teaching and tried to get people interested in the dying language. Their efforts paid off: many older Tjapukai began to remember their forgotten language, while younger people started to take pride in their native tongue. Then, in 2004, the Tjapukai were given land in a national park to live on. The resurgence of their language and culture has since been an extraordinary success.



The Tjapukal (or Djabugay) people are trying to revive their language and culture after over a century of decline.

Evaluate Progress

Evaluating your progress means thinking about how much you understood from the passage, and how fluently you were able to read the passage to get the information you needed.

Check how well you understood the passage by answering the following questions.

1 Why did the author decide to write about the Hawaiian and Tjapukai languages?
- **a** because they are both examples of successful language revival
- **b** because they both very old languages
- **c** because they are both taught in the same way
- **d** because they are both probably going to go extinct

2 According to the passage, how many languages could be wiped out this century?
- **a** 2,100
- **b** 3,000
- **c** 6,000
- **d** 7,000

3 Why are there no easy answers to the problem of language revival?
- **a** There are too many opinions.
- **b** There aren't enough language teachers.
- **c** It's a complex problem and different for each language.
- **d** It's too expensive to revive languages.

4 Before Captain Cook arrived in Hawaii, which of these statements was true?
- **a** There was an independent Kingdom of Hawaii.
- **b** The Hawaiian people already spoke a little English.
- **c** There were only about 1,000 speakers of the Hawaiian language.
- **d** There was no writing system for the Hawaiian language.

5 Why is a "language nest" probably effective?
- **a** because people will be forced to speak the language
- **b** because young children can learn from native speakers
- **c** because language nests use excellent textbooks
- **d** because both English and Hawaiian are used together

6 Why did western settlers initially want the Tjapukai land?
- **a** They wanted to do farm work.
- **b** They wanted to build schools for the Tjapukai.
- **c** They wanted to create a national park.
- **d** They wanted to build a railroad.

7 What did Michael Quinn and Roy Banning do to help the Tjapukai language?
- **a** They created language teaching materials.
- **b** They made a writing system for the Tjapukai language.
- **c** They gave the Tjapukai land to live on.
- **d** They created a Tjapukai language nest.

www.ieltstep.com

SELF CHECK

Answer the following questions.

1 Will you use the ACTIVE reading strategy outside of English class?

☐ *Yes* ☐ *No* ☐ *I'm not sure*

2 Do you think the ACTIVE strategy is helpful? Why, or why not?

☐ *Yes* ☐ *No* ☐ *I'm not sure*

3 Which of the six reading passages in units 10–12 did you enjoy most? Why?

_____

_____

4 Which of the six reading passages in units 10–12 was easiest? Which was most difficult? Why?

_____

_____

5 What do you know now that you didn't before studying units 10–12?

_____

_____

6 What else would you like to know about any of those topics?

_____

_____

7 How will you try to improve your reading fluency from now on?

_____

_____

IeltStep

B **Here is a list of all the reading skills in *Active Skills for Reading Student Book 4*. For each skill, say whether you found the skill useful, not useful, or if you need more work with it. Check (✓) the appropriate box.**

	Useful	Not useful	Needs work
Arguing For and Against a Topic			
Identifying Cause and Effect			
Identifying Fact Versus Opinion			
Identifying Main and Supporting Ideas			
Identifying Main Ideas Within Paragraphs			
Identifying Meaning from Context			
Inferring Personality			
Predicting			
Previewing			
Recognizing Simile and Metaphor			
Scanning			
Scanning for Names and Numbers			
Skimming			
Skimming for Content			
Skimming for Main Ideas			
Understanding Inference			

C **Here are the four fluency strategies covered in the Review Units. For each strategy, say whether you found it useful, not useful, or if you need more work with it. Check (✓) the appropriate box.**

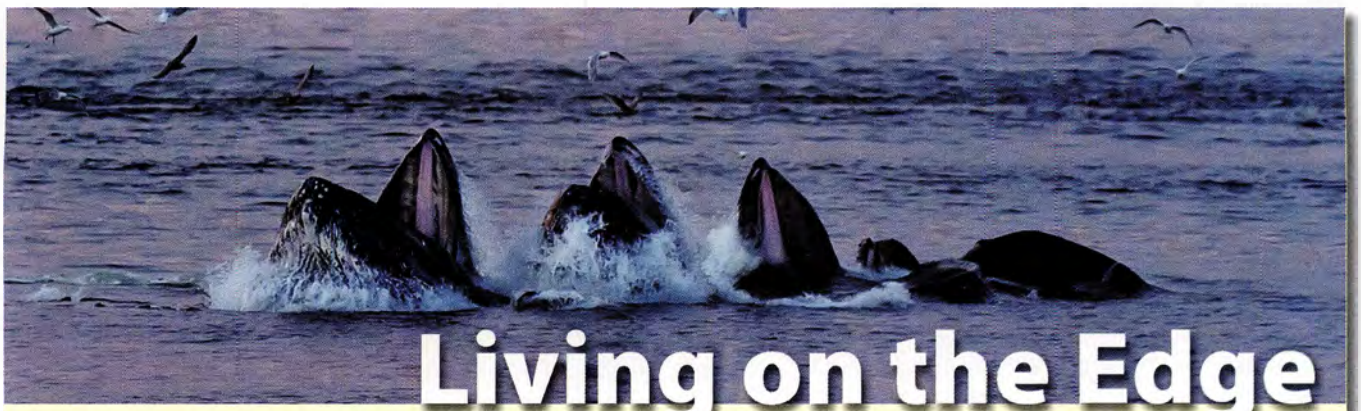
	Useful	Not useful	Needs work
Muscle Reading			
SQ5R			
PARCER			
Reading ACTIVEly			

D **Look again at the *Are You an Active Reader?* quiz on page 10 and complete your answers again. How has your reading fluency improved since you started this course?**

www.ieltstep.com

Fluency Practice

Time yourself as you read through the passage. Write down your time, then answer the questions on page 223. After answering the questions, correct your responses and write down your score. Record your performance on the Reading Rate Chart on page 240.



Living on the Edge

There has been an increase in animal conservation efforts over the last 50 years, and human intervention has helped the population of many animal species to recover. These six success stories show that while humans have often been instrumental in condemning a species to death, we are also able to bring species back from the brink of extinction.

Whales

During the past two centuries many species of whales have been commercially hunted, primarily for their meat and fat, which is used to produce oil. After commercial hunting was banned internationally, many whale populations began to recover. For example, more than 1,700 blue whales can now be found off the Pacific coast of North America. Some 200,000 humpback whales were killed in southern seas alone in the 20th century, and an estimated 95% of its population wiped out, but they now number approximately 8,000. Gray whales, fin whales, and bowhead whales have all seen an increase in their numbers. Not every country signed or complies with the treaty banning the hunting of whales, but the recovery of whale numbers have proven the effectiveness of the ban. However, the plight of the whales is not over, and while some species have healthy numbers, others remain vulnerable.

The Arabian Oryx

The Arabian Oryx once roamed the Arabian Peninsula, and was an animal highly evolved for the dry and punishing desert plains. However, due to hunting for both food and sport, numbers rapidly declined and the last wild oryx was shot in 1972. The species persisted only in captivity for a decade. One of the earliest, most successful captive breeding programs of its kind began at the Phoenix Zoo in 1962. From just nine individuals, over 200 Arabian oryx were bred. These were eventually sent to zoos around the world, and were bred in their respective zoos to form substantial herds. The first group of oryx was released back into



The Arabian Oryx, extinct in the wild, has been successfully reintroduced from zoo populations.

the wild in 1982 in Oman. For over two decades they were carefully monitored as their numbers increased. There are now over a thousand oryx living in the wild in Oman and Saudi Arabia. In 2007, 100 oryx were released into protected areas in the United Arab Emirates, a first step to reintroducing another 500 oryx to the wild. It's likely that, with more re-introduction programs currently taking place, this range will increase into other countries within the Arabian Peninsula.

The Otter

Over 30 years ago, otters in Britain were believed to be nearly extinct. They once lived all over the country, but by the 1970s only small remnants of once large populations were found. Today, however, they can be found across the entire country, and number in the thousands. Their recovery is the result of a successful ban on a type of pesticide in the 1970s. Improved water quality in rivers has made their watery habitat cleaner and healthier for the animals. Otters were also placed on the government's protected species list. Sadly, the biggest threat to otters today is urbanization. Many otters risk their lives crossing busy roads to get from one river stream to the next, and many end up being hit by vehicles. Conservationists have persuaded the government to build special tunnels in certain areas to help otters make the crossing.

The Golden Lion Tamarin

The golden lion tamarin is a small monkey known for its vibrant golden fur and sociable nature. They are native to the Atlantic coastal forests of Brazil, and are a national symbol for the country. Thirty years ago, there were fewer than 200 of these tiny monkeys. Thanks to the National Zoo, other zoos, conservation organizations, and Brazil's government, there are now about 1,600 living in the wild. The primary threat to their survival has been habitat loss, and having their populations separated by urban and agricultural development. Now, about 1,500 golden lion tamarins live in the wild, most in or around the Reserva Biologica de Poço das Antas in Rio de Janeiro. Another 450 live in captivity worldwide. While the number of golden lions has increased, they will need to double their population to leave the list of endangered species.



Golden Lion Tamarins live in the heavily populated coastal region of Brazil.

The Gray Wolf

Until 1967, when they were listed as endangered, ruthless hunting by trophy hunters had killed most of the gray wolves in the lower 48 states of the United States. There have been numerous efforts to increase the wolf population since the early 1980s, such as a program to reintroduce them to parks in the Rocky Mountains. In fact, these efforts actually became too successful, and gray wolf populations started to expand beyond the mountain areas and started to threaten livestock in farming areas. In 2011, the gray wolf was no longer listed as endangered; this has allowed states to reduce their populations and keep their numbers in check. Their populations in some states are now controlled by hunting and trapping. Currently there are about 5,000 wolves in the lower 48 states of the U.S., plus at least 10,000 in Alaska.

829 words **Time taken** _____

www.ieltstep.com

Reading Comprehension

1 What was the author's purpose in writing this article?
- **a** to show how scientific developments can help conservation efforts
- **b** to convince the reader to be more active in local conservation efforts
- **c** to inform the reader about some wildlife conservation success stories
- **d** to explain why some endangered species are more worthy of saving than others

2 Which position regarding the ban on whale hunting would the author probably support?
- **a** The author would like to see the ban remain in place.
- **b** The author would like the ban to be lifted for most whale species.
- **c** The author would like the ban to be lifted for all whale species.
- **d** The author would prefer to have the effectiveness of the ban challenged and tested.

3 What was the crucial first step in reviving the oryx population?
- **a** Zoos around the world bred oryx to form herds.
- **b** A small number were bred successfully in the Phoenix zoo.
- **c** Nine of them were released into the wild and allowed to breed.
- **d** Their territory in the United Arab Emirates was monitored.

4 Which of these has NOT contributed to an increase in otter numbers?
- **a** the banning of a type of pesticide
- **b** an improvement in river water quality
- **c** the removal of dangerous roads near rivers
- **d** their listing as a protected species

5 How are wild gray wolf numbers in the lower 48 states being controlled?
- **a** by restricting them to the Rocky Mountains
- **b** by putting them back on the endangered species list
- **c** by hunting and trapping
- **d** by moving more wolves to Alaska

6 Which animal species benefitted from a captive breeding program?
- **a** the Arabian oryx
- **b** the otter
- **c** the gray wolf
- **d** whales

7 Which is NOT mentioned as a threat to the animal populations in the passage?
- **a** hunting
- **b** disease
- **c** loss of habitat
- **d** pollution from pesticides

8 What do the Arabian oryx, gray wolf, and whales have in common?
- **a** They have all had their numbers in the wild reduced by hunting.
- **b** They are each a national symbol of a particular country.
- **c** All of them can now be hunted under certain restrictions.
- **d** They all have healthy numbers and are no longer under any threat.

Review Reading 8: Music and Advertising

Fluency Practice

Time yourself as you read through the passage. Write down your time, then answer the questions on page 226. After answering the questions, correct your responses and write down your score. Record your performance on the Reading Rate Chart on page 240.



Music and Advertising

Advertisers know that music has the power to enhance advertisements and help them to stick in people's minds. Music can also be used to target specific groups within the population. From the early days of stage performances to modern television commercials, music has played an essential role in selling products and services of all kinds. Because of the increasing role of music in ads these days, modern recording artists are much more involved in the business of advertising. Today some programming on music-focused broadcasters such as MTV seem to have blurred the line between advertising and the content of the show.

Secrets of Advertising with Music

Advertisers are willing to pay top dollar for a good tune. It might seem strange for advertisers to spend large amounts of money on music alone. After all, the direct connection between music in a commercial and the amount of money the company will make from it is difficult to quantify. But advertisers know that a memorable song will do most of the work of catching and keeping people's attention, sometimes regardless of the product. Catching people's attention can be much more important to sales than trying to get any particular information across about the product or service being advertised.

Music also has the power to be retained in a person's memory long after it has been heard. We've all had the experience of trying to get a catchy song out of our head. Knowing this is empowering to advertisers, and they frequently use this method to "get inside the head" of customers.

www.ieltstep.com

One very important reason for using popular music and popstars in commercials is to have a direct message permeate a particular demographic, or group, within the general population. For example, it doesn't take a marketing whiz to know that young people are the main consumers of soft drinks. This leads soft drink makers to choose recording artists who are popular with young people to help sell their product. In the same way, popular musicians and styles of music from the 1970s might be used to sell luxury cars or other items for more sophisticated tastes. Those are the things that nostalgic, middle-aged customers might be more likely to check out and buy.

Highlights in the History of Music and Advertising

It was during World War II that the first advertising jingle—a short piece of music that includes a slogan or product name—was broadcast over the radio in the United States. It was for a soda called Pepsi-Cola, and it was entitled "Pepsi-Cola hits the spot." Soon after that, the jingle for Chiquita bananas became popular. It was played nearly 400 times a day on various radio stations, but was so catchy that people never seemed to tire of it. It was even recorded by several famous singers, and remains one of the most successful jingles of all time.



The Chiquita Banana song was used to educate people on what was once considered an exotic fruit. The lyrics have changed over time and, in 1999, were completely rewritten for a more modern audience.

By the 1960s, the connection between popular songs and commercials was even stronger. In 1964, a song entitled "Little GTO" was a big hit in the United States. It was a song about a type of car, and the song was reportedly written at the request of the car company. In 1966, Hertz, a major car rental company, managed to have its jingle "In the Driver's Seat" played by over 30 college marching bands. The jingle was heard by over 3.5 million fans at college football games across the United States.

The next step for advertisers was to move beyond jingles and to obtain rights and control over the music catalogues of top artists in order to use these freely in advertisements. In the 1980s, the Rolling Stones, Madonna, and even Michael Jackson all formed close alliances with advertisers. Many Beatles fans were angry when the song "Revolution" was used to sell sports shoes—a song that was written by John Lennon who was, ironically, very against consumerist society. Some people cringed at the idea of a favorite song being associated with a product. Others were bewildered that these already-successful artists would be so quick to "sell out." Nonetheless, these relationships were successful and advertisers continue to hunt for potential hits. Some artists remain defiant and refuse to allow their songs to be used, but many, especially young and struggling bands, have chosen to embrace advertisers.

It is important to mention an important new trend in advertising, which is the idea that advertising is programming, and programming can be advertising. We are all familiar with infomercials—television shows that are actually long commercials. Now, new programs are produced through the cooperation of television producers, advertisers, and retailers that have appeared on certain television networks such as MTV. These shows further confuse the difference between advertising and content. One day, we may be watching TV shows which seem to have no advertisements at all, but only because you won't be able to tell the difference between the advertising and the entertainment!

819 words **Time taken** _____

Reading Comprehension

1 What is the main message about music and advertising?
- **a** Music should remain separate from advertising.
- **b** Advertising usually needs music to make an impact.
- **c** Music needs advertising in order to entertain us.
- **d** Advertisers are slowly trying to reduce the amount of music in ads.

2 According to the passage, why is it strange to pay recording artists for music in ads?
- **a** because recording artists don't deserve so much money
- **b** because the ad should only contain product information
- **c** because it's hard to measure the contribution music makes to ads
- **d** because it's much cheaper to produce their own music

3 Which is NOT mentioned as an advantage of having music in ads?
- **a** It makes an advertisement memorable.
- **b** It helps with the targeting of customers.
- **c** It catches people's attention.
- **d** It gives additional information about a product.

4 What do advertisers do to target a particular demographic in the population?
- **a** Choose music that is written specially for the product.
- **b** Choose music that potential customers would enjoy.
- **c** Choose dynamic music that attracts attention.
- **d** Choose a style of music that most people like.

5 Which of the following best describes an advertising jingle?
- **a** a short, catchy song that sells a product
- **b** a bell that is used in television commercials
- **c** a song by a famous recording artist
- **d** music that is played a great many times on the radio

6 Which of the following is true about the Chiquita banana jingle?
- **a** It was the first radio advertising song.
- **b** It was played by college marching bands.
- **c** It was recorded by several famous singers.
- **d** It was actually written for a car company.

7 Which song was definitely not written for an advertisement?
- **a** "Pepsi-Cola Hits the Spot"
- **b** "Litte GTO"
- **c** "In the Driver's Seat"
- **d** "Revolution"

8 Which statement would the author probably agree with?
- **a** Conventional advertising as we know it might disappear.
- **b** Television networks will hold the power when it comes to music.
- **c** Advertisers will pay even more money to recording artists.
- **d** Advertisements will be much longer and feature several songs.

www.ieltstep.com

Vocabulary Glossary

Unit 1

Chapter 1

attain /əˈteɪn/ *v.* to succeed in achieving something after trying for a long time: *Practicing yoga can help you attain great strength and flexibility.*

cosmopolitan /ˌkɒzməˈpɒlɪtn/ *adj.* having people from many different parts of the world: *London is a very cosmopolitan city.*

tenacity /təˈnæsɪti/ *n.* determination, or resolve: *She works on her project with tenacity.*

tolerance /ˈtɒlərəns/ *n.* willingness to allow people to do, say, or believe what they want without criticizing or punishing them: *The police in this town have no tolerance for drunk driving; even on your first offense you might be sent to jail.*

heritage /ˈherɪtɪdʒ/ *n.* the traditional beliefs, values, customs etc of a family, country, or society: *Old buildings are part of our heritage.*

horizon /həˈraɪzən/ *n.* the line far away where the land or sea seems to meet the sky: *From our house on the beach we have a clear view of the horizon.*

literally /ˈlɪtərəli/ *adv.* according to the most basic or original meaning of a word or expression: *This is literally my first time on an airplane.*

ironic /aɪˈrɒnɪk/ *adj.* unusual or amusing because the opposite of what is expected happens: *It is ironic that his enormous dog is called "Tiny."*

surreal /səˈriəl,-ˈril/ *adj.* very strange and difficult to understand, like something from a dream: *Salvador Dali's paintings of melting clocks are very surreal.*

adversely /ædˈvɜːrsli/ *adv.* not good or favorable: *Dirt and other tiny particles in the air can adversely affect your health.*

Chapter 2

clarification /ˈklærəˌfɪkeɪʃən/ *n.* an explanation or correction: *Government officials often issue clarifications of their earlier statements.*

complement /(n.) ˈkɒmpləmənt; (v.) ˈkɒmpləˌment/ *v./n.* different but goes well together: *The new lamps really complement the living room.*

concise /kənˈsaɪs/ *adj.* giving information clearly and in a few words: *The speaker made a concise statement expressing his ideas.*

deliberate /diːˈlɪbərɪt/ *adj.* done on purpose: *That was no accident; it was deliberate!*

inconsistency /ˌɪnkənˈsɪstənsiː/ *n.* something that is different or does not fit well with the others: *There were many inconsistencies in the statement she gave to the police.*

sarcastic /sɑːrˈkæstɪk/ *adj.* meaning the opposite of what is actually said (usually intended to mock or insult someone): *Your sarcastic tone of voice shows that you don't respect your father.*

rapport /ræˈpɔr,-ˈpoʊr,rə-/ *n.* a friendly, sympathetic relationship between people: *Our teacher has a good rapport with her students.*

resume /rɪˈz(j)uːm/ *v.* to begin again: *The TV show will resume after this commercial.*

tact /tækt/ *n.* consideration, care in dealing with others, especially not to offend or shock: *She is a psychologist who uses tact in her relationships with her patients.*

think on your feet /θɪŋk ən jər fiːt/ *exp.* react quickly: *Paramedics need to think on their feet while on the job to make the right diagnoses and treatment plans.*

Unit 2

Chapter 1

assert /əˈsɜːrt/ *v.* to put oneself forth forcefully, become aggressive: *She finally asserted herself and gained the attention of her superiors.*

cue /kyuː/ *n.* an action or event that is a signal for something else to happen: *The band director gave the cue for the solo performer to start playing.*

dominate /ˈdɒməˌneɪt/ *v.* to have or use power or command over: *Women are no longer dominated by men.*

intimate /ɪntəmɪt/ *adj.* very close or familiar: *We have had an intimate friendship since we were young.*

malicious /məˈlɪʃəs/ *adj.* with intent to cause harm or pain: *He was spreading malicious lies about his ex-girlfriend.*

perceive /pərˈsiːv/ *v.* to understand or think of something or someone in a particular way: *A person who is colorblind does not perceive colors the way most people do.*

perpetrator /ˈpɜːrpɪˌtreɪtər/ *n.* a person who commits a crime: *The police arrested the perpetrator soon after he stole the watch.*

relinquish /rɪˈlɪŋkwɪʃ/ *v.* to give up, hand over, to surrender: *The author relinquished all rights to the book in exchange for a million dollars.*

replicate /ˈreplɪˌkeɪt/ *v.* to make a copy of something, to reproduce: *Scientists are trying to replicate the experiment to make sure it achieves the same outcome.*

rationale /ˌræʃəˈnæl/ *n.* reason(s) to do something, the purpose for an action: *There's no rationale for buying a new car when you have a perfectly good one already.*

Chapter 2

cordial /ˈkɔːrdʒəl/ *adj.* warm, friendly: *Everyone at the party was cordial to each other.*

counter /ˈkaʊntər/ *adv.* in the opposite direction or in conflict with: It's very hard to trust Eric as his actions always run counter to what he tells people.

cunning /ˈkʌnɪŋ/ *adj.* clever and deceitful: *Poker is a game where you have to be cunning and able to fool people to win.*

decline /diːˈklaɪn/ *v.* to refuse, usually politely: *He declined our invitation to dinner.*

groomed /gruːmd/ *adj.* how neat and tidy (*well-groomed*) or badly kept (*badly-groomed*) something is: *They hired a gardener who kept the garden beautifully groomed.*

immaculate /iːˈmækyələt/ *adj.* perfect, without any mistakes or bad parts: *The ballet dancer's performance was immaculate.*

mangle /ˈmæŋgəl/ *v.* to damage badly, to mutilate or deform: *Our photocopy machine mangles pieces of paper when it is not working correctly.*

play along /pleɪ əˈlɒŋ/ *phr. v.* pretend to agree or cooperate: *I decided to play along with his joke for a while to see what would happen.*

prodigy /ˈprɒdɪdʒi/ *n.* a genius, someone of great natural ability: *She was a child prodigy on the violin.*

vandalism /ˈvændlˌɪzəm/ *n.* the crime of deliberately damaging things, especially public property: *Vandalism, such as breaking windows, is a problem in this neighborhood.*

Unit 3

Chapter 1

decipher /dɪˈsaɪfər/ *v.* to puzzle out, figure out the meaning of something: *His handwriting is so bad that I can't decipher his note.*

exclaim /ɪkˈskleɪm/ *v.* to cry out or shout: *"I'm insulted!" he exclaimed.*

www.ieltstep.com

fervently /ˈfɜːrvənt/ *adv.* believing or feeling something very strongly and sincerely: *The actor fervently denied reports that he was leaving the film industry.*

giggle /ˈgɪgəl/ *v.* to laugh in a childlike way, usually when nervous, amused, or embarrassed: *The fans giggled when the rock star shook their hands.*

inquire /ɪnˈkwaɪər/ *v.* to ask about something: *I inquired about job openings via the company's website.*

jaded /ˈdʒeɪdɪd/ *adj.* bored, tired, or unenthusiastic, usually from doing something for too long: *He can sound really jaded at times.*

lapse /læps/ *v.* to fall gradually into doing something: *The patient lapsed into unconsciousness.*

pristine /ˈprɪstiːn/ *adj.* pure, especially in nature, unspoiled: *We hiked through pristine wilderness in Alaska.*

radiant /ˈreɪdiənt/ *adj.* having a bright shine, glowing: *The faces of the bride and groom were radiant at their wedding.*

streak /striːk/ *n.* a long stripe or mark on something: *The little boy had a streak of mud running across his face.*

Chapter 2

capacity /kəˈpæsɪti/ *n.* the ability to do something: *Human beings have a great capacity to adapt to their living situations.*

conviction /kənˈvɪkʃən/ *n.* a very strong belief or opinion: *Peter has such strong convictions on politics that you will never change his mind.*

eradicate /ɪˈrædɪˌkeɪt/ *v.* to get rid of something (like a disease or a problem) completely: *It's hard to eradicate a disease like malaria in developing countries.*

gregarious /grɪˈgeəriəs/ *adj.* friendly and outgoing: *Melissa has school friends; she is a very gregarious child.*

initial /ɪˈnɪʃəl/ *adj.* happening at the beginning: *Heather's wedding was initially planned for June but had to be postponed until August.*

mind-set /ˈmaɪndˌset/ *n.* someone's general attitude, and the way in which they think about things and make decisions: *If you want to be happy you'll need to have a positive mind-set.*

motto /ˈmɒtoʊ/ *n.* a short sentence or phrase explaining the aims or beliefs of a person or group: *"Do it right or don't do it at all" is my motto.*

obscure /əbˈskyʊər/ *adj.* not well known: *You probably haven't heard of my favorite band; they're a bit obscure.*

philanthropy /fɪˈlænθrəpi/ *n.* the practice of giving money and help to people who are poor or in trouble: *Amanda got involved with philanthropy by working with a local charity.*

scale /skeɪl/ *n.* the size or extent of something, usually describing something big: *The company didn't realize the scale of the problem until customers started complaining.*

Unit 4

Chapter 1

astonished /əˈstɒnɪʃt/ *adj.* very surprised, amazed: *I continue to be astonished at how much food my teenage son can eat.*

build /bɪld/ *n.* the shape and size of someone's body: *Even as a child, Janice had a larger build than the other girls.*

chilling /ˈtʃɪlɪŋ/ *adj. disturbing or* frightening: We heard chilling news of a murder in our small town.

disconcerting /ˌdɪskənˈsɜːrtɪŋ/ *adj. causing someone to feel anxious, confused, or embarrassed: It was disconcerting how calm the child was at her mother's funeral.*

www.ieltstep.com

engrossed /enˈgroʊst/ *adj.* having all one's attention or interest absorbed by someone or something: *Tony didn't sleep all night because he was too engrossed in his book.*

fear the worst /fɪər ðə wɜːrst/ *exp.* to think something unpleasant might have happened: *We feared the worst for his safety after not hearing from him in a week.*

imprint /ɪmˈprɪnt/ *n.* the mark left after being pressed: *A peach is so soft that even picking one up can leave an imprint.*

puzzled /ˈpʌzəl/ *adj.* confused and unable to understand: *Jack hired a car to pick him up at the airport and was puzzled when it didn't show up.*

unsuspecting /ʌnˈsəspektɪŋ/ *adj.* not knowing that something is happening or going to happen: *She threw a surprise party for her unsuspecting husband.*

vanish /ˈvænɪʃ/ *v.* disappear suddenly or in a way that cannot be explained: *The police are trying to locate the car that vanished from the murder scene.*

Chapter 2

indifferent /ɪnˈdɪfrənt/ *adj.* not caring, without feeling: *It is hard to remain indifferent to the suffering of others.*

nerve-racking /ˈnɜː rvˌrækɪŋ/ *adj.* stressful; causing fear and nervousness: *The flight was nerve-racking because of the storm.*

prevailing /prɪˈveɪlɪŋ/ *adj.* usual, frequent: *The prevailing wind is from the west in this area.*

recount /riːˈkaʊnt/ *v.* to tell someone a story or describe a series of events: *The men recounted the events of the day around the campfire.*

rouse /raʊz/ *v.* to awaken and get up: *Deaf people can use a kind of alarm clock that will gently shake the bed and rouse them from their sleep.*

summon /ˈsʌmən/ *v.* to urgently call upon or send for: *My boss summoned me over to discuss the work crisis.*

swear /sweər/ *v.* to make a solemn promise or vow: *He swears that he wil do everything he can to help us.*

taunt /tɔːnt/ *v.* to tease with unkind remarks; to mock: *The crowd at the local football stadium taunted the opposing team.*

torment /tɔːrˈment,ˈtɔrment/ *v.* to cause extreme mental suffering or to make miserable: *Memories of her childhood sometimes returned to torment her.*

vengeance /ˈvendʒəns/ *n.* a harmful act in revenge: *He is seeking vengeance for the murder of his brother.*

Unit 5

Chapter 1

anecdote /ˈænɪkˌdoʊt/ *n.* short story, especially about one's own experiences: *The sailor tells amusing anecdotes about his travels.*

arbitrary /ˈɑːrbɪˌtreri/ *adj. based on personal or random choice,* without any reason or plan: *We picked the first hotel we found online; it was completely arbitrary.*

exquisite /ɪkˈskwɪzɪt/ *adj.* extremely beautiful: *The view from the top of the mountain was exquisite.*

facet /ˈfæsɪt/ *n.* part, aspect: *The issue that we're facing now has many legal and financial facets.*

insight /ˈɪnˌsaɪt/ *n.* a clear understanding of something: *The consultant was hired to give the team insight into how to move their business to Asia.*

precision /prɪˈsɪʒən/ *n.* something that is done exactly the way it should be: *The dress was made with precision; every stitch is perfect.*

presume /prɪˈzum/ *v.* to think that something is true, although you are not certain; assume: *Lorie did not know who was knocking on the door but presumed it was Mrs. Peterson.*

www.ieltstep.com

profound /prəˈfaʊnd/ *adj.* intellectually deep, wise: *The book had a simple but profound message that all life, no matter how small, had value.*

reinforce /ˌriːɪnˈfɔːrs/ *n.* to add strength to something, make it stronger: *Having steel rods in the concrete structures helps reinforce the building.*

sparse /spɑːrs/ *adj.* small in number or amount: *The sparse vegetation will not support much wildlife.*

Chapter 2

amuse /əˈmyuːz/ *v.* to entertain or make someone laugh or smile: *One way to amuse a cat is to give it a ball of yarn to play with.*

basis /ˈbeɪsɪs/ *n.* the facts, ideas, or things from which something can be developed: *The questions at the back of the book can form the basis of our book club discussion.*

diagram /ˈdaɪəˌgræm/ *n.* a drawing with markings to show how something is put together or works: *The engineer drew a diagram of a telephone circuit (a machine, ventilation system, etc.)*

divorced /dɪˈvoʊrs/ *adj.* no longer married to your wife or husband: *He is divorced, with a young son.*

exaggerated /ɪgˈzædʒˌreɪtɪd/ *adj. larger,* better, worse, or more important than it really is: Fears of a terrorist attack are greatly exaggerated.

in terms of /ɪn tɜːrm əv/ *exp.* used to introduce a detail or specific part of an event or situation: *Taichung is a better place to live than Taipei, in terms of weather conditions.*

infant /ˈɪnfənt/ *n.* a baby: *The mother held an infant in her arms.*

plot /plɒt/ *n.* the main events of a story: *The movie had an interesting plot, but I didn't like any of the characters.*

set out /setaʊt/ *v.* to start something with a goal in mind: *The school hockey team set out to win the national championships.*

settle on /ˈsetlɒn/ *phr. v.* decide on something: After looking through many designs, we finally settled on the one which was quite reasonably priced.

Unit 6

Chapter 1

across the board /əˈkrɔs ðə ˈbɔːrd/ *adj.* applies to everyone: *The government announced that there would be tax cuts across the board.*

astute /əˈstyuːt/ *adj.* intelligent and well-judged: *She is an astute investor in the stock market and always knows which stocks to avoid.*

empathy /ˈempəθi/ *n.* the ability to share or understand another person's feelings (attitudes, reasons, etc.): *Even very young children are capable of empathy.*

endow /enˈdaʊ/ *v.* to have or to be given something: *He is lucky to be endowed with good looks and intelligence.*

impulse /ˈɪmpʌls/ *n.* a sudden urge or desire to do something without thinking carefully first: *She couldn't resist the impulse to look at him.*

prone to /proʊn tuː/ *adj.* inclined toward, likely to do something: *He is prone to forgetting his car keys.*

rational /ˈræʃənl/ *adj.* based on reason rather than emotion: *Drinking alcohol prevents people from making rational decisions.*

restraint /rɪˈstreɪnt/ *n.* not acting with full force, and in control of emotions or power; moderation: *Even though the mother was very angry, she acted with restraint and didn't yell at her child.*

www.ieltstep.com

stability /stəˈbɪlɪti/ *n.* a state of very little change or upset: *There is political stability in the country, now that the war is over.*

track down /træk daʊn/ *phr. v.* to find someone or something after a long or difficult search: *Paul finally managed to track down his old friend from high school.*

Chapter 2

allude to /əˈluːd tuː/ *phr. v.* to mention something in an indirect way: *The politician alluded to the media that she might not run for office again.*

conceive /kənˈsiːv/ *v.* to think of a plan or idea and work out how it can be done: *He conceived his business plan a year ago but hasn't done anything to advance it.*

criteria /kraɪˈtɪəriə/ *n.* rule used to judge something; standard of measurement: *Many people have a very narrow criteria of success which usually includes having a prestigious job and making lots of money.*

dynamics /daɪˈnæmɪks/ *n.* the forces or factors that shape a situation or relationship: *The psychologist has a good understanding of family dynamics.*

fine-tune /ˈfaɪnˈ t(j)uːn/ *v.* make small adjustments in order to improve something: *The engineering team fine-tuned the race car to make it go faster.*

forefront /ˈfɔːrˌfrʌnt/ *n.* a leading or influential position: *They have been at the forefront of the movement for political change.*

gifted /ˈgɪftɪd/ *adj.* having a special natural ability: *She is a gifted violinist.*

hypothesis /haɪˈpɒθəsɪs/ *n.* a working theory: *Scientists do experiments to see if their hypotheses work.*

in conjunction with /ɪn kənˈdʒʌŋkʃən wɪθ/ *exp.* working or happening with something else: *The study was done in conjunction with the national auto worker's association.*

novelty /ˈnɒvəlti/ *n.* something new and unusual: *It is a novelty to visit an amusement park for the first time.*

Unit 7

Chapter 1

adhere to /ædˈhɪərtuː/ *phr. v.* to obey; to follow strictly: *The vehicle accident rate in my country is high because people don't really adhere to traffic laws.*

bulk /bʌlk/ *n.* majority: *The bulk of my income comes from my job at the local restaurant.*

correlate /ˈkɒrəˌleɪt/ *v.* a close similarity or connection between things: *Cell phone use correlates with age; younger people use them much more often.*

intake /ˈɪnˌteɪk/ *n.* the amount of food or drink put into one's body: *Your intake of sugar increases with the amount of soda you drink.*

rule out /ruːlaʊt/ *phr. v.* to decide something is not possible: *Since we have ruled out the possibility of buying a new car, we must get the old one fixed.*

sparingly /ˈspeərɪŋli/ *adv.* used in very small amounts: *The doctor says I have high blood pressure and should use salt sparingly in my food.*

staple /ˈsteɪpəl/ *n.* common or important item: *Olive oil is a staple of the Greek diet.*

therapeutic /ˌθerəˈpyuːtɪk/ *adj.* healing, curative: *The mineral waters of the spa have a therapeutic effect on people with arthritis.*

validate /ˈvælɪˌdeɪt/ *v.* to confirm; to prove or confirm something: *A witness validated the man's story about the robbery.*

yield /yiːld/ *v.* to produce a result: *The discussion yielded many new ideas.*

www.ieltstep.com

Chapter 2

alert /əˈlɜːrt/ *v.* to bring to the attention: *We alerted the hotel staff to the suspicious package in the hall.*

ambiguity /ˌæmbɪˈgyuɪti/ *n.* something that is not clear and has more than one meaning: *The ambiguity of the case made it hard for the jury to make a decision.*

attribute to /əˈtrɪbjuːt tə/ *phr. v.* to be credited; be the reason for: *His success can be attributed to his talent and hard work.*

eliminate /ɪˈlɪməˌneɪt/ *v.* to completely remove something unnecessary or unwanted: *The editor went through the manuscript and cut sentences that were unnecessary.*

generate /ˈdʒenəˌreɪt/ *v.* to make something happen; to produce: *Advertising has generated a big increase in demand for the product.*

mandatory /ˈmændəˌtəri,-ˌtoʊri/ *adj.* required; dictated by law; compulsory: *The law makes it mandatory for children to go to school until they reach the age of 16.*

progressive /prəˈgresɪv/ *adj.* new or modern: *Jack sends his son to a progressive school that does not assign any homework.*

proponent /prəˈpoʊnənt/ *n.* a supporter; someone who favors something: *That senator is a proponent of lowering taxes.*

revolve around /rɪˈvɒlv əˈraʊnd/ *phr. v.* to center upon or have as a focus: *His life revolves around his family.*

texture /ˈtekstʃər/ *n.* the visual pattern and degree of smoothness or roughness of a material: *Wool flannel has a smooth, soft texture.*

Unit 8

Chapter 1

catastrophic /ˌkætəˈstrɒfɪk/ *adj.* terrible, involving destruction and suffering: *The bombing in the town square caused catastrophic damage.*

deploy /dɪˈplɔɪ/ *v.* to put in place and be ready for use: *The military deployed troops to help with rescue operations after the earthquake.*

disrupt /dɪsˈrʌpt/ *v.* interrupt, stop, or disturb something: *The child's outburst disrupted their conversation.*

divert /dɪˈvɜːrt/ *v.* to change in direction: *Tom diverted his gaze so Julie wouldn't realize he had been staring at her.*

entangle /enˈtæŋgəl/ *v.* to be twisted ot caught in something: *Dolphins frequently get entangled in fishing nets meant for catching tuna.*

hurtle /ˈhɜːrtl/ *v.* to move toward something very fast, usually in a violent way: *The woman saw the baseball hurtling toward her and managed to avoid it.*

mere /mɪər/ *adj.* emphasizes that something is small or unimportant; only: *The ice cream cost a mere fifty cents.*

spectacular /spekˈtækyələr/ *adj.* very impressive: *The fireworks display was spectacular.*

squash /skwɒʃ/ *v.* press or crush with enough force to injure or damage someone or something: *The dog lay in the flower bed and squashed my grandmother's prized flowers.*

surge /sɜːrdʒ/ *v.* a sudden increase: *The applause from the audience gave the actors a surge of energy.*

Chapter 2

bleak /bliːk/ *adj.* cold and hopeless: *Clara's prospects of finding a decent job were bleak in the current economic climate.*

congregate /ˈkɒŋgrɪˌgeɪt/ *v.* to gather or come together in a group: *We're no longer allowed to congregate in the pantry.*

www.ieltstep.com

fling /flɪŋ/ *v.* to throw roughly or with a lot of force: *The boy got in trouble for flinging his book at a classmate.*

impediment /ɪmˈpedəmənt/ *n.* something that makes movement, development, or progress difficult: *There is no legal impediment to the marriage.*

prospect /ˈprɒspekt/ *n.* the possibility that something will happen: *There is little prospect of getting answers to these questions.*

reside /riːˈsaɪd/ *v.* to live in a particular place: *Clyde resides in a giant apartment complex on the west side of town.*

revelation /ˌrevəˈleɪʃən/ *n.* a surprising fact that was once unknown: *It came as a revelation that Jack was married because he never wore a wedding ring.*

span /spæn/ *v.* to last a period of time: *My parents' relationship spanned almost their entire lives—they met as teenagers.*

startling /ˈstɑːrtlɪŋ/ *adj.* very unusual or surprising: *Mold grows at a startling rate.*

voracious /voʊˈreɪʃəs/ *adj.* having a very strong desire to do or have a lot of something: *A voracious reader, Barb could always be found at the library.*

Unit 9

Chapter 1

depiction /dɪˈpɪkʃən/ *n.* a piece of writing or art that describes something or someone: *The biographer talked to many people who knew the king in order to write an accurate depiction of the man.*

diminish /dɪˈmɪnɪʃ/ *v.* to make smaller; reduce: *Jack's enthusiasm for his job diminished as the years went by.*

enthrall /enˈθrɔːl/ *v.* to get the complete attention or interest of someone: *The cartoon enthralled young children.*

fragment /ˈfrægmənt/ *n.* a small piece or part: *People collect fragments of the Berlin Wall.*

humiliation /hyuːˌmɪliˈeɪʃən/ *n.* shame and great embarrassment: *Brad felt a wave of humiliation knowing thousands of people had seen him trip and fall off the stage.*

pivotal /ˈpɪvətl/ *adj.* describing a role, point, or figure that is very important: *I'd like to thank Sarah, who played a pivotal role in getting this book out on time.*

quarter /ˈkwɔːrtər/ *n.* referring to one part of a town or city: *Most of the city's tourist attractions can be found in its ancient quarter.*

sacred /ˈseɪkrɪd/ *adj.* special or holy: *The townspeople considered the land surrounding the temple sacred and only used it for religious ceremonies.*

sensation /senˈseɪʃən/ *n.* extreme excitement or interest: *The death of the pop singer caused a worldwide sensation.*

submerge /səbˈmɜːʤ/ *v.* to completely cover with water: *We can test whether the watch is waterproof by submerging it in water.*

Chapter 2

capitalize on /ˈkæpɪtlˌaɪz ɒn/ *phr. v.* gain by turning something that already exists into an advantage: *Dale thought he could capitalize on his extensive knowledge of traveling India by being a tour guide.*

drought /draʊt/ *n.* a severe lack of rain: *The lake had almost completely dried up after the long drought.*

dynasty /ˈdaɪnəstiː/ *n.* a series of rulers from one family, or the period in which one family ruled: *The museum will feature art created during the Ming Dynasty starting in June.*

fate /feɪt/ *n.* what happens to someone in the future that is believed to be predetermined or unavoidable: *Penny believed her fate was determined at her time of birth.*

www.ieltstep.com

flee /fliː/ *v.* to escape or run away: *The robbers had a car ready to help them flee the scene of the crime.*

flourish /ˈflʌrɪʃ/ *v.* do very well; to grow and achieve success: *She flourished in college because she became more self-confident.*

insight /ˈɪnˌsaɪt/ *n.* accurate or deep understanding of a situation or problem: *Please share any insight you might have into the situation.*

lethal /ˈliθəl/ *adj. very* harmful; often causing death: *Some snakes release a lethal poison when they bite their prey.*

obliterate /əˈblɪtəˌreɪt/ *v.* completely destroy: *If a meteor hit Earth with enough force, it could obliterate our planet.*

subdue /səbˈduː/ *v.* to overcome or bring under one's control by superior force: *It took six men to subdue the angry bull.*

Unit 10

Chapter 1

colloquial /kəˈloʊkwiəl/ *adj.* used to described informal spoken language, usually unique to a certain place, region, or people: *Many Brazilian people use colloquial forms of Portuguese in conversation.*

converge /kənˈvɜːrdʒ/ *v.* to gather at a common point: *On hot days, people converge at the town fountain to cool off.*

divergence /dɪˈvɜː rdʒəns/ *n.* the state of being separated and going off in different directions, especially in conflict: *Because of divergence in political opinions, several political parties were formed.*

dwindle /ˈdwɪndl/ *v.* to gradually become less until there is no more: *Severe depression can cause a person's spirit and health to dwindle to nothing.*

encompass /enˈkʌmpəs/ *v.* to include (a wide range of ideas or topics): *The book encompasses fitness-related topics like diet, exercise, and mental health.*

intelligible /ɪnˈtelɪdʒəbəl/ *adj.* can be understood: *Darwin wrote in a way that was intelligible to non-scientists.*

on the brink of /ɒn ðə brɪŋk əv/ *exp.* very close to: The economy is in such bad shape that it is on the brink of disaster.

resilience /rɪˈzɪlyəns/ *n.* the ability to become strong, happy, or successful again after a difficult situation or event: *I was amazed by the resilience of the earthquake survivors and their determination to rebuild their lives.*

resurgence /rɪˈsɜːrdʒəns/ *n.* a rise or increase that happens after a time of no or slow movement; an upward trend: *A resurgence of growth in the economy is always good news.*

suppression /səˈpreʃən/ *n.* the act of stopping or preventing something from continuing or developing: Many people complained that there was too much suppression of the press; the newspaper were controlled by the government.

Chapter 2

acquire /əˈkwaɪər/ *v.* to gain: *She acquired some knowledge of Spanish while living in Latin America.*

arduous /ˈɑːrdyuəs/ *adj. very* difficult and tiring: *The refugees made an arduous journey through the mountains.*

degree /dɪˈgri/ *n.* the extent to which something happens: *The children in Mrs. Thomas' class enjoy reading but not to the same degree as the children in Mr. Heckle's class.*

descend on /dɪˈsend ɒn/ *phr. v. to* arrive suddenly, usually in a group: *The rock star's fans descended on him, begging for autographs.*

www.ieltstep.com

elusive /ɪˈluːsɪv/ *adj.* hard to see or get a hold of: *He is an elusive man. We never know what he is doing or where he is going.*

gesture /ˈdʒestʃər/ *n. any action, courtesy, communication, etc., intended for effect or as a formality: I extended my hand as a gesture of friendship, but he refused to shake it.*

maneuver /məˈnuːvər/ *v.* to move or turn with skill: *It was difficult to maneuver our car over the rough terrain.*

mastery /ˈmaːstəri/ *n.* thorough understanding or great skill: *A gymnast usually has complete mastery of his body.*

notion /ˈnoʊʃən/ *n.* an idea or belief: *He has a silly notion to get rich by winning the lottery.*

embark on /emˈbɑːrk ɒn/ *phr. v.* to start something new, difficult, or exciting: *Quitting your job can be scary but it means you can embark on a new journey.*

Unit 11

Chapter 1

afflicted /əˈflɪkt/ *adj.* severely affected, especially by disease: *So many people were afflicted by the Ebola virus that there wasn't enough time or space to bury the bodies.*

coexist /ˌkoʊɪgˈzɪst/ *v.* to have two things live together or in harmony: *Can you imagine cats and dogs coexisting in a small space?*

deftly /deftli/ *adv.* skillfully and quickly: *The dancers moved deftly across the stage, making barely a sound.*

ferocious /fəˈroʊʃəs/ *adj.* violent, dangerous, and frightening: *Tigers and bears are ferocious animals.*

grasp /grɑːsp/ *v.* to take and hold something tightly: *The waiter grasped the tray to keep it from falling.*

inhabit /ɪnˈhæbɪt/ *v.* to live in a place: *Snakes inhabit the rain forest floor, while birds can be found in nests high in the trees.*

plight /plaɪt/ *n.* difficult situation: *The documentary described the plight of children working in factories and sweatshops.*

plummet /ˈplʌmɪt/ *v. to* fall straight down sharply and quickly: *The airplane plummeted to the ground when the engine caught fire.*

remnant /ˈremnənt/ *n. small* parts left over, usually from something that has been destroyed: *The tsunami swept through the town, leaving only remnants of buildings.*

vibrant /ˈvaɪbrənt/ *adj.* healthy, bright and strong: *Wendy wore a vibrant red dress to the party.*

Chapter 2

alleged /əˈledʒɪd/ *adj.* said to be true but not yet proven: *Tom is being investigated for alleged involvement in the fire that burned down the school.*

amass /əˈmæs/ *v. to* gradually collect a large amount of something: *He claims he has amassed the largest coin collection in the world.*

comply /kəmˈplaɪ/ *v.* to do what is expected; to follow the rule or law: *The farmer complied with local environmental laws and used only the accepted kinds of pesticide.*

efficacy /ˈefɪkəsi/ *n.* the ability of something to do what it is supposed to: *The goal of the experiment is to test the medicine's efficacy.*

inconclusive /ˌɪnkənˈklusɪv/ *adj.* not leading to a clear decision or result: *The results of the competition were inconclusive because the girl who came first has been accused of cheating.*

let alone /let əˈloʊn/ *exp.* used after a negative statement to say that the next thing mentioned is even more unlikely: *The team isn't ready to compete, let alone win.*

www.ieltstep.com

recruit /rɪˈkruːt/ *n. a new member of a group or organization*: The firm's growing reputation has attracted many new recruits this year.

ruthless /ˈruːθlɪs/ *adj. having or showing no pity or compassion for others*: *He was a ruthless opponent and did not care if he had to play dirty to win competitions.*

triumph /ˈtraɪʌmf/ *n.* victory or success (after a difficult struggle): *She felt a sense of triumph after completing a marathon for the first time.*

trophy /ˈtroʊfi/ *n.* an award for winning a competition, to prove one's success: *My dad loves to show off his golfing trophies.*

Unit 12

Chapter 1

infectious /ɪnˈfekʃəs/ *adj. able to* spread quickly from one person to another: His laughter is so infectious; we all started laughing along with him.

momentum /moʊˈmentəm/ *n.* the ability to keep moving, increasing, or developing: *I don't like to take breaks when working because I tend to lose momentum.*

mournful /ˈmɔːrnfəl/ *adj.* very sad: *A dog's howl tends to sound very mournful.*

nostalgic /nəˈstældʒɪk/ *adj.* longing for familiar things or things of the past: *Sometimes I feel nostalgic for the fashions of my youth.*

potent /ˈpoʊtnt/ *adj.* powerful and effective: *One sip of this potent energy drink and you'll be able to work out harder in the gym.*

prevalent /ˈprevələnt/ *adj.* very common among a particular group of people or in a certain place: *Single parent households are becoming increasingly prevalent.*

prolific /prəˈlɪfɪk/ *adj.* producing many things or existing in large numbers: *My grandfather was a prolific painter who produced countless pieces of art in his lifetime.*

quintessential /ˌkwɪntəˈsenʃəl/ *adj.* being a perfect example of something; typical: *The banjo is the quintessential instrument in American bluegrass music.*

refined /riːˈfaɪnd/ *adj.* improved; to belong to a higher social class: *He had a refined way of speaking that signaled that he was from a wealthy family.*

tumultuous /tuˈmʌltʃuəs/ *adj.* full of activity, confusion, or violence: *The years following the civil war were tumultous for the country.*

Chapter 2

bewildering /bɪˈwɪldərɪŋ/ *adj.* confusing and surprising: *A bewildering number of people signed up for the basket weaving class, which was listed in the university catalog as a joke.*

cringe /krɪndʒ/ *v.* a physical reaction when embarrassed or uncomfortable: *Seeing my brother try to flirt with my friends makes me cringe.*

defiant /dɪˈfaɪənt/ *adj.* refusing to obey someone or something: *The child was defiant and refused to do what her parents told her to.*

empowering /emˈpaʊərɪŋ/ *adj.* to give confidence or authority to: *The book was very inspirational and empowering to me as a young woman.*

enigma /ənɪgmə/ *n.* a person, thing, or situation that is mysterious, puzzling, or ambiguous: *The new boy is quite an enigma; he never says much in class.*

improvise /ˈɪmprəˌvaɪz/ *v.* to make or do something without any preparation, due to unexpected circumstances: *I didn't prepare a speech so I'll just have to improvise.*

legacy /ˈlegəsi: / *n.* something that happens or exists as a result of things that happened at an earlier time: *Wilson started his company in hopes of providing a legacy for his children.*

manifest /ˈmænəˌfest/ *v.* to make obvious or apparent to the eye or mind: *Stress can manifest itself in all kinds of ways.*

permeate /ˈpɜ:rmiˌeɪt/ *v.* to spread through: *The smell of the stinky blue cheese permeated the room.*

whiz /wɪz/ *n.* someone who is an expert or has great skill in something: *The computer shop is looking to hire someone who is a whiz at fixing electronics.*

Prefixes, Roots and Suffixes

Prefixes **ad** next to: ***ad**jacent;* **con, com** with or together: ***con**nection, **com**municate*; **cross-** across: ***cross**-country, **cross**-cultural*; **de, dis, div** not, negative: ***de**duct, **dis**approve, **dis**grace*; **fore** before: ***fore**cast, **fore**word*; **em/en** (to put) into or to cover: ***em**power, **en**hance* ; **ex** upwards, completely, without, or former: ***ex**hausting, **ex**perience, **ex**clusive*; **im, in, il, ir** not, negative: ***im**possible, **in**secure, **il**literate*; **im, in, ir** related to inside or inwards: ***in**flation, **in**spect, **ir**rigate*; **inter** between two or more places or groups: ***Inter**net, **inter**national*; **intro** within: ***intro**duce*; **kilo** a thousand: ***kilo**gram, **kilo**meter*; **micro** very small: ***micro**phone*; **milli** related to thousand: ***milli**on, **milli**liter, **milli**meter*; **mis** badly or wrongly: ***mis**erable, **mis**lead, **mis**guided*; **non** not: ***non**stop*; **ob, op** against: ***ob**struct, **op**ponent*; **off** away from, out of, not on: ***off**-season, **off**-site*; **over** more: ***over**estimate, **over**pay*; **pre** done before or in advance: ***pre**caution, **pre**dict, **pre**paid*; **re** again or back: ***re**turn **re**turn, **re**call, **re**trieve*; **retro** coming back, from the past: ***retro**active, **retro**grade*; **sub** below or under: ***sub**mit*; **tele** far: ***tele**vision, **tele**phone*; **trans** across: ***trans**portation, **trans**form*; **un** not, negative: ***un**aware, unethical, **un**identified, **un**thinkable*; **under** less: ***under**way, **under**weight*; **uni** one: ***uni**versity, **uni**ted*; **well-** done well or a lot: ***well**-known, **well**-liked*

Root Words **bio** related to life: ***bio**logy, **bio**graphy*; **cap** take: ***cap**ture*; **cent** hundred: ***cent**ury* **dec** ten: ***dec**ade* **dic, dict** say, tell, speak: ***dict**ate, **dic**tionary*; **duo** two: **du**et; **fic, fice** to do or to make, related to the suffix *-fy*: *bene**fic**ial, suff**ic**ient, magni**fy**;* **gen** origin: ***gen**esis;* **geo** related to the earth: ***geo**graphic, **geo**logy*; **graph, graphy** to write or record: *para**graph**, calli**graphy***; **lit, lex** read, gather: ***lit**erature, **lex**icon;* **ject** throw: *eject*; **mill** thousand: *millennium*; **mit** send, let go: *trans**mit***; **mort** death: ***mort**uary*; **mono** one: ***mono**tonous* **phon** related to the sound: ***phon**ics*; **physio** nature/body: ***physio**logy*; **plic pli, plex, ply** fold or bend: *im**plic**ate, **pli**able* **post, pon put,** place: *pro**pose**, **pos**ition* **psych** related to the mind: ***psych**ologist*; **pub** related to people: ***pub**licity, **pub**lic*; **quad** four: ***quar**ter*; **rupt** break apart: *disrupt*; **sist, stat, stit** to exist or last: *ex**ist**, re**sist***; **socio** related to the culture: ***socio**logy*; **scribe** write: *de**scribe*** **spec, spect** to observe or to watch: ***spec**ulation, in**spect*;** **ten, tain** hold on or persist: *at**tain**, **ten**acity*; **tend** stretch, pull: *ex**ten**sion*; **tri** three: ***tri**angle*; **vac** empty: *evacuate*; **vit, viv** life: ***vit**amin, **viv**id*

Suffixes **able** full of: *beat**able**, believ**able***; **al** used to make an adjective from a noun: *additiona**l**, personal, nationa**l**, vita**l**;* **an, ian** relating to: *Americ**an**, Australi**an**, Itali**an**;* **ant, ent** indicating an adjective: *extravag**ant**, afflu**ent**;* **ate** used to make a verb from a noun: *associ**ate**, decor**ate**, origin**ate**;* **ation, ution, ition** used to make a noun from a verb: *combina**tion**, resolu**tion**, competi**tion**;* **dom** state of being: *free**dom**, king**dom**;* **eer** one who does something: *pion**eer**, volunt**eer**;* **en** used to form verbs meaning to increase a quality: *hard**en**, threat**en**, fright**en**;* **ence** added to some adjectives to make a noun: *confid**ence**, excell**ence**;* **ent** one who does something: par**ent**, *stud**ent**;* **er/or** someone or something that does something: *advertis**er**,*

*competit**or**, report**er***; **er** (after an adjective) more: *fast**er**, saf**er***; **est** (after an adjective) most ever any: *saf**est***; **ful** filled with: *careful, power**ful***; **hood** state of: *child**hood**, neighbor**hood***; **ion, sion, tion** indicating a noun: *admira**tion**, competi**tion***; **ine** indicating a verb: *comb**ine***; **ish** relating to: *Engl**ish**, distingu**ish**, Jew**ish***; **ism** an act of or process, state or condition: *plagiar**ism**, patriot**ism***; **ist** one who does something: *art**ist**, psycholog**ist**, tour**ist***; **ity** used to make a noun from an adjective: *char**ity**, ident**ity***; **ive** indicating an adjective: *aggress**ive**, negat**ive***; **ize, ise** to make or cause to become: *fertil**ize**, surpr**ise***; **less** without, not having: *hope**less**, rest**less***; **ogy, ology** the study of: *geo**logy**, techno**logy***; **ly** used to form an adverb from an adjective: *especial**ly**, quick**ly***; **mate** companion: *room**mate**, class**mate***; **ment** used to make a noun from a verb: *improve**ment**, measure**ment**, govern**ment***; **ness** used to make a noun from an adjective: *aware**ness**, busi**ness**, friendli**ness***; **ous, ious** relating to: *adventur**ous**, curi**ous**, vari**ous***; **some** full of: *awe**some**, hand**some***; **th** indicating an order: *eighteen**th**, six**th***; **ure** indicating some nouns: *cult**ure**, temperat**ure**, candidat**ure***; **y** indicating an adjective: *flash**y**, healthy*

Text Credits

Pages 19–20 *Job Interview Types* © 2001 CareerBuilder, LLC. Reprinted with permission. **Pages 27–28** This article was adapted from *Unmasking Virus Writers and Hackers* by Sarah Gordon. First published by Symantec Corporation © 2002. Reprinted with permission. **Pages 33–34** This article was adapted from *Female Hacker Packs Punch* by Rick Lockridge for TechTV © 2002. Reprinted with permission. **Pages 41–42** This article first appeared in Salon.com at http://www.Salon.com. An online version remains in the Salon archives. Reprinted with permission. **Pages 67–68, 73–74** © 2013 Stephen Wagner (http://paranormal.about.com). Used with permission of About Inc. which can be found online at www.about.com. All rights reserved. **Pages 81–82** This article was adapted from *What IS a Short Story?* by Alex Keegan © 1999. Reprinted with permission. **Pages 87–88** This interview was used with permission of © 2013 Amazon.com Inc. and its affiliates. All rights reserved. **Pages 95–96** This article was adapted from *The Author Talks About Emotions—Success Depends on Self-Control, He Says* by Patricia Holt. First published by the San Francisco Chronicle © 1995. Reprinted with permission. **Pages 101–102** This article was adapted from *Left Brains, Right Brains, and Board Games: Cranium Turns the Board Game Industry on Its Head* by Jennifer LeClaire © 1999. Reprinted with permission. **Pages 121–122** This article was adapted from *Mediterranean Diet* from *The Gale Encyclopedia of Alternative Medicine* by Douglas Dupler, © The Gale Group, 2001. Reprinted by permission. **Pages 127–128** This article was adapted from *The Fuss Over Genetically Modified Food* by Leanne Hachey for CBC News Online© 2002. Reprinted with permission. **Pages 175–176** This article has been updated by Jessica Kwik from her original article *The Exodus of Languages: How the loss of languages is much like the loss of a species* © 1998. Reprinted with permission. **Pages 181–182** This article was adapted from *When Tarahumaras SPEAK . . . James Copeland Listens* by David D. Medina for Rice News © 1996. Reprinted with permission.

Reading Rate Chart

Use this graph to record your progress for each of the eight Review Reading passages. Find the intersection of your reading rate and your comprehension score. Write the number of the review reading on the chart. Your goal is to place in Quadrant 4.

335	**Quadrant 2**				**Quadrant 4**
320					
305					
290					
275					
260					
245					
230					
215					
200					
185					
170					
155					
140					
125					
110					
95					
80					
65					
50	**Quadrant 1**				**Quadrant 3**
	1 (20%)	2 (40%)	3 (60%)	4 (80%)	5 (100%)

Calculating your words-per-minute (wpm) At the end of each passage you see the number of words in the text (i.e., Practice Reading #1 = 175 words). Divide your time into the number of words in the passage to get your wpm. For example, if you read Practice Reading #1 in 45 seconds, your wpm equals 233 wpm (175/.75 = 233).

Quadrant 1: You are reading slower than 200 wpm with less than 70% comprehension.
Quadrant 2: You are reading faster than 200 wpm with less than 70% comprehension.
Quadrant 3: You are reading slower than 200 wpm with greater than 70% comprehension.
Quadrant 4: You are reading faster than 200 wpm with greater than 70% comprehension.

ieltStep

ACTIVE Skills for Reading, Third Edition



INTRO

Text	978-1-133-30812-6
Text/Audio CD Package	978-1-133-90747-3
Classroom Audio CDs	978-1-133-30814-0
Teacher's Guide	978-1-133-30813-3
Assessment CD-ROM with Exam*View*®	978-1-133-30802-7



Level 1

Text	978-1-133-30799-0
Text/Audio CD Package	978-1-133-90778-7
Classroom Audio CDs	978-1-133-30801-0
Teacher's Guide	978-1-133-30800-3
Assessment CD-ROM with Exam*View*®	978-1-133-30802-7



Level 2

Text	978-1-133-30803-4
Text/Audio CD Package	978-1-133-90749-7
Classroom Audio CDs	978-1-133-30805-8
Teacher's Guide	978-1-133-30804-1
Assessment CD-ROM with Exam*View*®	978-1-133-30802-7



Level 3

Text	978-1-133-30806-5
Text/Audio CD Package	978-1-133-90750-3
Classroom Audio CDs	978-1-133-30808-9
Teacher's Guide	978-1-133-30807-2
Assessment CD-ROM with Exam*View*®	978-1-133-30802-7



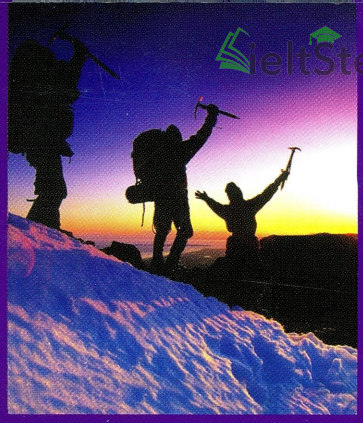
Level 4

Text	978-1-133-30809-6
Text/Audio CD Package	978-1-4240-9422-6
Classroom Audio CDs	978-1-133-30811-9
Teacher's Guide	978-1-133-30810-2
Assessment CD-ROM with Exam*View*®	978-1-133-30802-7

IeltStep

THIRD EDITION

ACTIVE SKILLS FOR READING 4



CEF Level 4: C1

ACTIVE Skills for Reading is an exciting five-level reading series that develops learners' reading comprehension and vocabulary skills. Written by reading specialist Neil J Anderson, the new edition of this best-selling series uses an ACTIVE approach to help learners become more confident, independent — and active — readers.

ACTIVE Reading

- **A** = Activate Prior Knowledge
- **C** = Cultivate Vocabulary
- **T** = Think About Meaning
- **I** = Increase Reading Fluency
- **V** = Verify Strategies
- **E** = Evaluate Progress

What's New in the Third Edition of *ACTIVE Skills for Reading*?

- **New readings!** A substantial number of the reading passages have been replaced. All other readings retained from the previous edition have been revised and updated.
- **New Motivational Tips!** Each chapter contains a tip box with Neil J Anderson's suggestions to students on ways to boost their motivation and become stronger readers.
- **New!** Full-color design and photographs to engage students' interest.
- **New!** Completely revised assessment CD-ROM with Exam*View*® test generator software.

Level 4

Text	978-1-133-30809-6
Text/Audio CD Package	978-1-4240-9422-6
Classroom Audio CDs	978-1-133-30811-9
Teacher's Guide	978-1-133-30810-2
Assessment CD-ROM with Exam*View*®	978-1-133-30802-7

NATIONAL GEOGRAPHIC LEARNING | HEINLE CENGAGE Learning

National Geographic Learning, a part of Cengage Learning, provides customers with a portfolio of quality materials for PreK-12, academic, and adult education. It provides instructional solutions for EFL/ESL, reading and writing, science, social studies, and assessment, spanning early childhood through adult in the U.S. and global markets. Visit **NGL.cengage.com**

ISBN-13: 978-1-133-30809-6
90000
9 781133 308096

www.ieltstep.com