

2 ▶ Food for thought

food for thought something that makes you think carefully: *The teacher's advice certainly gave me food for thought.* (Longman Exams Dictionary)

In this unit you will practise

- Talking about diet and eating habits
- Listening and answering multiple-choice questions; completing forms
- Interpreting and presenting data from graphs
- Paragraphing; cohesion; logical and grammatical links

Key Language

Names of tenses
Adjectives describing change
Reporting tenses

Exam Focus

Speaking: Part 1

Listening: Sections 1, 2

Writing: Tasks 1, 2

Lead-in

1 Who eats more healthily: men or women? Look at the following table which compares eating habits for men and women in England, and then discuss these questions with another student.

- 1 Which of the eating habits are healthy? Which ones are unhealthy? Why?
- 2 Which group has a healthier diet, men or women? Why?

Check your answers to question 1 on page 253.

Eating Habits

ENGLAND

	Percentages	
	Women	Men
a) Eat vegetables or salad at least daily	70	64
b) Add salt in cooking	68	67
c) Usually drink skimmed/semi-skimmed milk	66	60
d) Eat fruit at least daily	54	44
e) Eat high-fibre cereal	44	37
f) Take sugar in coffee	31	48
g) Take sugar in tea	27	46
h) Usually eat wholemeal bread	27	21
i) Eat confectionery at least daily	17	19
j) Use solid cooking fat	13	14

Source: Social Focus on Men and Woman, Crown copyright

Focus on writing I *Interpreting data*

KEY LANGUAGE

Names of tenses

▶ p. 211, ex. 2



EXAM BRIEFING

Academic writing: introduction

There are two tasks. In Task 1 you have to look at a graph, chart or diagram and write a 150-word summary of the information. Task 2 is a discursive essay, which will be introduced in more detail in Unit 4.

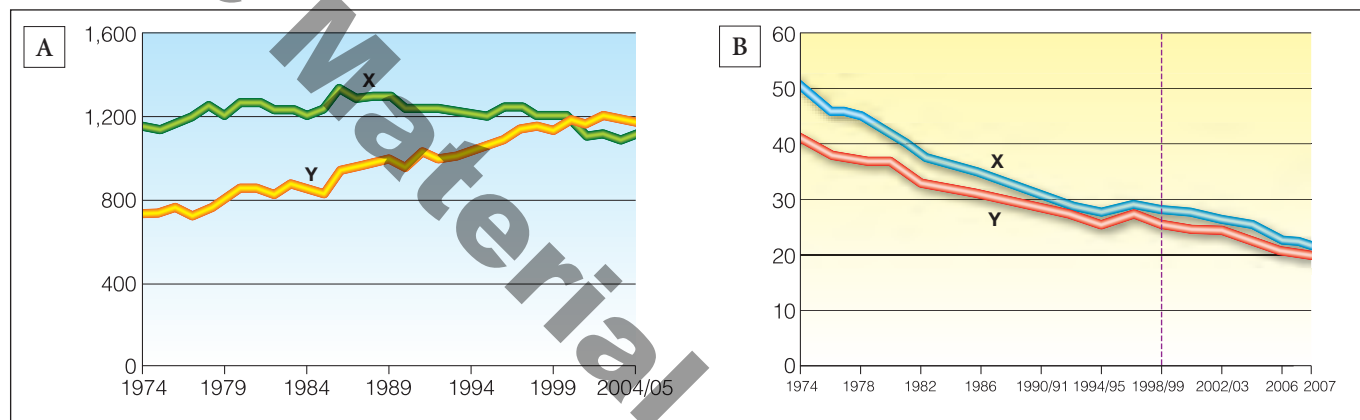
GRAPHS

Task 1

Graphs A and B below show trends in two activities in Britain.

consumption of fruit and vegetables (vegetables v fruit)

cigarette smoking (male vs female)



- Fill in the chart by matching Graphs A and B to the following short paragraphs. Then say which activities you think each graph represents.
 - There was a **steady downward trend** in both X and Y **between 1974 and 1994**. Both activities then **levelled out** briefly before continuing to **fall**.
 - Activity X **remained** fairly **steady over the period**, reaching a small **peak** in about 1986. Meanwhile there was an **increase in** Activity Y, which **exceeded** Activity X for the first time in 2000.

Graph	Paragraph	Activity
A		
B		

Make sure you can match each expression in bold to features on the graphs.

2 a Read through the language in the *Useful language* box and check any expressions you don't know.

b Find another way of saying the following.

- | | |
|-------------------------|----------------------|
| 1 a very small increase | 4 to rise quickly |
| 2 from 2000 until 2003 | 5 to reach a maximum |
| 3 a steep decline | 6 to stop falling |

► Focus on Academic Skills
for IELTS pages 11–13

KEY LANGUAGE
Adjectives describing change
► p.212, ex. 3

Useful language: Describing data

Adjectives

slight
steady / gradual
sharp / steep / rapid
marked / significant

Nouns

increase / rise (in)
decrease / decline /
fall / (in)
upward/downward
trend (n)
recovery

Verbs

rise / increase
fall / decline / decrease
be at / reach a peak
level out
remain steady
exceed

Adverbs

slightly / steadily /
gradually
sharply / steeply /
significantly / rapidly

Time expressions

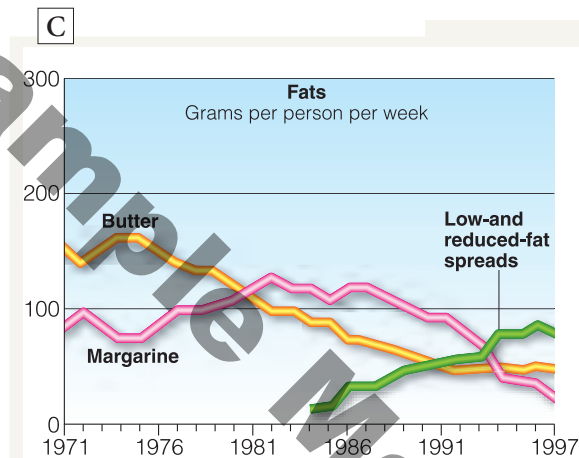
in 2000 / recent years, etc.
since (point of time) July / 2000, etc.
for (period of time) several months / ten years, etc.
during / over the year / the period 1999 to 2009, etc.
between May and December / 1999 and 2009, etc.

House prices have fallen steadily since the beginning of 2008.

Car sales reached a peak during the month of June.

There was a slight increase in the cost of living between 2005 and 2007.

- 3 Complete the description of Graph C using terms from the *Useful language* box. When you've finished, compare your answers with another student.



Over the period 1971 to 1997 as a whole, there was 1 in the consumption of butter and margarine and a 2 in the consumption of low-fat spreads. Butter was the most popular fat at the beginning of the period, and consumption 3 of about 150 grams per person per week in about 1975. Since then, there has been 4 In 1981, the consumption of margarine 5 that of butter for the first time, but since 1987 there has been 6 in the consumption of margarine, which seems set to continue. Low-fat spreads were introduced 7 and there has been 8 in their consumption since then, so that by about 9 they were more popular than either butter or margarine.

KEY LANGUAGE
Reporting tenses
▶ p.212, ex. 4

- 4 Now write five sentences describing Graph D (see page 253).

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for IELTS page 19

Focus on speaking *Eating habits*

Part I: Interview

In the Interview, it's important to notice the **tense or verb form** in the examiner's questions as this can help to guide your reply.

- 1 Answer the questions below.

- What tense and/or particular verb form would you be likely to use in replying to questions beginning:

a) What do you usually ...?	e) Where would you ...?
b) When did you last ...?	f) How long ago ...?
c) Do you enjoy ...?	g) How interested are you in ...?
d) How long have you ...?	h) When you finish your studies, ...?
- Complete each question in a suitable way and then ask and answer in pairs.

- 2 Work in pairs to discuss the following questions.

- What are your favourite and least favourite foods?
- What did you eat the last time you invited a friend for a meal?
- Do you prefer eating at home or in a restaurant? Why?
- What special dish from your country would you recommend to a visitor?

▶ Focus on Academic Skills
for IELTS pages 16–17

Focus on listening I *Students' Union survey*▶ **EXAM BRIEFING** **Listening: Sections 1 and 2**

There are four sections, which become harder as the test goes on. The first two sections are concerned with everyday social activities. Section 1 is always a conversation between two speakers. In Section 2 you will hear a talk by one speaker.

Section 1: Multiple choice;
form completion

You are going to hear a student being interviewed as part of a survey.
Before you listen, look through the questions carefully. For questions 2 and 3,
study the drawings and think of words to describe them.

Questions 1–7

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

Example What is the survey about?

- A** study methods
B leisure activities
C eating habits

- 1** What is the Students' Union planning to produce?
A a report
B a leaflet
C a newsletter

- 2** What is the student's favourite food?
A **B** **C**



- 3** What is his least favourite food?
A **B** **C**



- 4** Which meals does he eat in a day?

- A** just breakfast
B just lunch
C just dinner

- 5** How many eggs does he eat a week?

- A** none **B** one **C** two

- 6** How often does he eat fresh fruit?

- A** never **B** very rarely **C** regularly

- 7** What's his opinion of organic food?

- A** He thinks it's a waste of money.
B He thinks it's poor quality.
C He would eat it if he could afford it.

Questions 8–10

Complete the form below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Name (Optional): *Jamie* **8** _____
Course: **9** _____
Faculty: *Business Studies*
Year: **10** _____

Focus on listening 2 *Healthy eating*

▶ EXAM BRIEFING **Listening: completion tasks**

In a completion task, you have to fill in missing information in **notes**, **sentences**, a **summary**, a **table** or a **flow-chart**. You can use up to three words/or a number in your answer and correct spelling is essential. Occasionally you have to choose the correct letter A, B, etc. from a box of answers.

Section 2: Note completion

TASK APPROACH

You will hear a short talk about healthy eating and you have to complete a set of notes. Before you start, read the *Task Approach* below.

- Read the **instructions** carefully. Notice how many words you can write.
- Identify the **topic** by looking quickly at the heading (if there is one) and the questions.
- Study the first few questions. Underline **key words** and think about **possible answers**. This will help you 'tune into' the topic so that you listen more effectively.
- Remember to check your **spelling**.

Before you listen, work with another student to guess the answer to each question. Fill in your guesses in pencil.

▶ Focus on Academic Skills
for IELTS pages 14–15

While you listen, check your answers. If your guess was correct, put a tick (✓) next to it. If not, write in the correct answer.

Questions 1–10

Complete the notes below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Healthy Eating

Very important to eat a **1** diet

People in Europe and the US eat **2** more sugar now than in 1800

Try to eat plenty of fresh fruit and veg – **3** servings a day, if poss.

Avoid foods containing a lot of sugar, especially **4** drinks

Cut down on fat – eat lean meat, poultry, fish and low-fat **5**

Eat no more than **6** eggs a week

In cooking, use lemon juice instead of **7**

Try to eat **8** a day

Most nutritious fruit is **9**

contains: • 165 calories per 100g

• **10** protein as milk

• more vitamins A, B and C than milk

Focus on writing 2 Paragraphing

Task 2

WHAT IS A PARAGRAPH?

- 1 a Divide the following text into three paragraphs.

Almost all food, with the exception of water and salt, provides some energy, and this is measured in calories. About half the calories we consume are used for physical activity and half for growth, breathing, digestion and other bodily processes. The reason people put on weight is simple — they consume more energy than they use up in daily activities. Any excess energy is stored as body fat for later use. Too much body fat puts a strain on the heart and can cause pain in the back and joints. Surveys show that although our energy intake has decreased by about a third over the past 40 years, we're still getting heavier. That's because our energy expenditure is lower than ever; we drive to the shops, use lifts and escalators, and have increasingly sedentary jobs.

- b Compare your answer with another student and discuss these questions.

- 1 What kind of text should be divided into paragraphs, and why?
- 2 How do you decide when to begin a new paragraph?

COHESION

- 2 Which of the two following paragraphs is preferable? Why?

A *Pizza is made with flour, yeast, salt and water. Pizza can be compared with Greek and Middle Eastern flat breads. Pizza is most firmly associated with Naples in Italy.*

B *Pizza, which is made with flour, yeast, salt and water, can be compared with Greek and Middle Eastern flat breads, but it is most firmly associated with Naples in Italy.*

EXAM TIP Good linking between sentences is essential for successful writing in the IELTS writing test.

Well-written texts are *cohesive*. This means that ideas are connected using *reference links*, which can be logical or grammatical.

LOGICAL LINKS

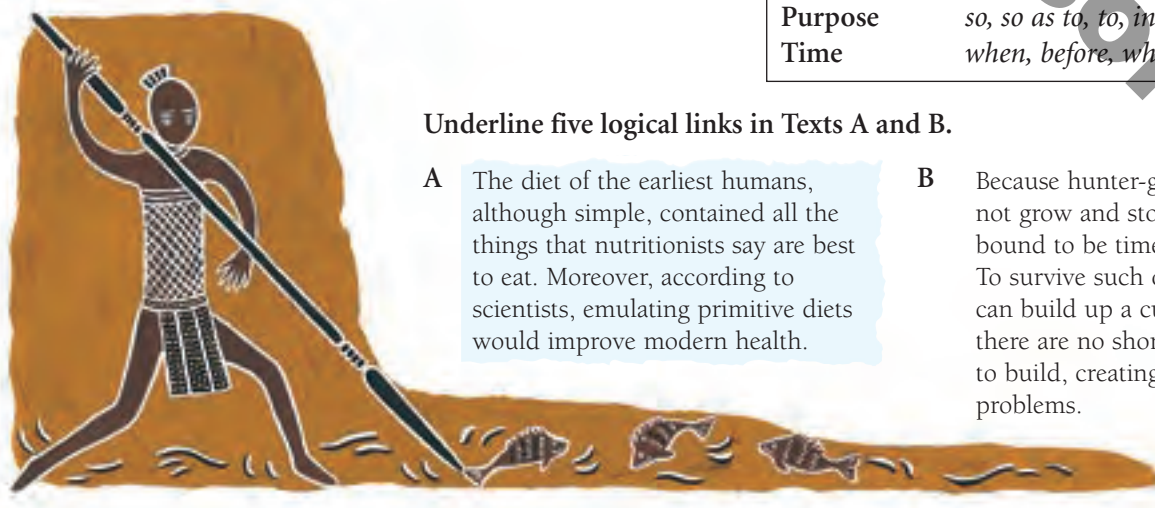
- 3 Logical links include:

Addition	and, in addition, as well as
Cause/Result	because, since, due to, therefore
Contrast	while, whereas, on the other hand
Concession	but, despite, however
Purpose	so, so as to, to, in order to
Time	when, before, while, during

Underline five logical links in Texts A and B.

A The diet of the earliest humans, although simple, contained all the things that nutritionists say are best to eat. Moreover, according to scientists, emulating primitive diets would improve modern health.

B Because hunter-gatherer societies do not grow and store crops, there are bound to be times of short supply. To survive such occasions, humans can build up a cushion of fat. When there are no shortages, fat continues to build, creating its own health problems.



GRAMMATICAL LINKS

4 Study the following *Useful language*.

KEY LANGUAGE

Cohesion: reference links
 ► p. 217, ex. 10

Useful language: Grammatical links

Personal pronouns e.g. *it, they, this, that, these, her, him, us*

Relative pronouns e.g. *who, which, that, where*

Other substitutions e.g. *so, such, thus, there, then*

Articles e.g. *Evidence was found ... the evidence suggested ...*

► Focus on Academic Skills
 for IELTS page 45

Underline eight grammatical links in Texts C and D.

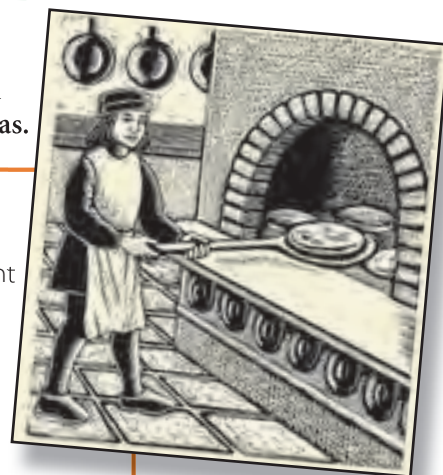
C Plants have only been cultivated for food in the last 30,000 years. Before that, hunter-gatherer societies dominated the earth. A few such societies, including the Kalahari bushmen of southern Africa, still exist. These communities live primarily in warm inland climates, similar to those prevailing when man first evolved. They rely for food on wild nuts and berries, and meat from wild animals.

D Although meat accounts for between 30% and 80% of primitive diets, the meat eaten is different from that found in today's butchers' shops. Wild animals have five times less fat than domestic livestock, which are specially bred to satisfy the modern taste for tender meat.

5 Rewrite the following paragraphs using logical links and grammatical links to connect the ideas.

A We know that pizzas were eaten in ancient Pompeii. Brick pizza ovens have been uncovered in Pompeii by archaeologists. Early pizzas would have lacked one of their main modern ingredients. The first tomato seeds were not brought to Europe from Peru until 1,500 years later.

B Tomatoes were held in low esteem by most Europeans. The poor people of Naples added tomatoes to their yeast dough. The people of Naples created the first modern pizza. By the 17th century, pizza was popular with visitors. Visitors would go to poor neighbourhoods to taste pizza. Pizza was a peasant dish. Pizzas were made by men called pizzaioli.



SPOT THE ERROR

6 The following phrases and sentences contain common errors. Identify and correct the errors.

Errors

- 1 Prices remained steady between 2001 to 2005.
- 2 I only had statistics which they were out of date.
- 3 The graph shows an increase of expenditure.
- 4 The rate of inflation was fallen last year.
- 5 Accident rates have been rising since ten years.
- 6 Sales of MP3s have raised in recent years.
- 7 We often go for swimming together.
- 8 There was a slightly decrease in sales in May.

Corrected version

between 2001 and 2005

.....

Check your answers by referring to the *Useful language* on page 20 and/or the *Error Hit List* on page 26.

ERROR HIT LIST

do/play/go

x

He makes several sports.
You should make more exercise.
I play a lot of sport.
We often do swimming.

✓

He does several sports.
You should do/take more exercise.
I do a lot of sport.
We often go swimming.

- Use the verb **do** with the general word *sport*.
- **Play** can be used when the actual sport is named, e.g. *I play a lot of tennis*.
- Use the verb **go** before sports ending in *-ing*.
- Use the verbs **do** or **take** with *exercise*.

which

x

Pizza, which it was invented in Italy,

✓

Pizza, which it was invented in Italy,

- When **which** is a relative pronoun, don't use another pronoun after it.

increase/decrease

x

A decrease of the consumption of fish ...
Standards of living have increased.
The number of accidents has been increased.

✓

A decrease in the consumption ...
Standards of living have risen.
The number of accidents has ~~been~~ increased.

- As nouns, **increase** and **decrease** normally take the preposition *in*. For specific figures we can say: *an increase of 10%*.
- As verbs, they may take various prepositions, e.g. *Houses increased in value; Prices increased from \$2 to \$3 / by 20%*, etc.
- Don't use the verbs **increase** or **decrease** to refer to the level or standard of something. Use *go up/rise* or *fall*, e.g. *The level of crime has gone up*.
- The verbs **increase** and **decrease** don't normally occur in the passive form.

rise/raise/fall

x

There has been a fall of spending on books.
The cost of living raised by 5% last year.

✓

... a fall in spending ...
The cost of living rose ...

- The nouns **rise** and **fall**, when referring to amount, rate, standard, etc., normally take the preposition *in*. For specific figures we can say: *a rise of 10%*.
- As verbs, **rise** and **fall** may take various prepositions, e.g. *Houses have fallen in value; Prices rose from \$2 to \$3 / by 20%*, etc.
- Don't confuse the verbs **rise** (become more) with **raise** (make something rise), e.g. *Interest rates are set to rise. The Bank of England has raised the interest rate*.

Reflective Learning I What is reflective learning?

What is reflective learning

Reflective learning means giving careful attention to the way you study. It includes noticing tasks which you do well and less well, and thinking about the reasons, as well as trying new approaches to study and assessing the results.

Reflective learning will help you prepare for the IELTS test more effectively by becoming a more independent learner. In the longer term, it will enable you to go on learning after the course has finished, and prepare you for success in academic study.

Good learning habits

1 Work in pairs to study the list below. Put a tick (✓) after the learning habits which are characteristic of a good learner. Discuss why the remaining habits may be less helpful.

1	Is afraid to make mistakes	
2	Relies on the teacher to set learning goals for them	
3	Is willing to experiment with new learning techniques	
4	Tries to analyse and correct mistakes	
5	Doesn't like making guesses about meaning	
6	Looks for opportunities for extra practice outside class	
7	Is more interested in an overall mark for written work than in the teacher's comments	
8	Monitors their own progress	
9	Prefers working alone to working with fellow students	
10	Plans how to do a task and reviews it carefully afterwards.	

Ideas for Reflective Learning

Try to get into the habit of reviewing your learning experiences on a regular basis. This will help you develop a more focused approach to learning.

2 Look through the guidelines below, then use them to discuss recent learning experiences with another student.

Successful learning

- Think of some new language you have learnt in the last week and ask yourself:
 - How will this help me? (e.g. in the exam/in my work/for general communication)
 - What factors helped me to learn? (e.g. something I/my teacher/my fellow students did)
 - What do I need to do in future to consolidate this learning? (e.g. check/revise/use the new language)

Learning in progress

- Think of something you have not fully learnt yet, or find difficult, and ask:
 - Is there something which is preventing me from learning this?
 - What have I done so far to help myself learn this?
 - What steps could I take in future to help myself learn this?

Feelings

- For each of the following, think about reasons for your feelings. Is there a way of changing negative feelings?
 - a classroom activity that you find particularly enjoyable or useful
 - a classroom activity that you particularly dislike
 - an aspect of English or the IELTS exam that you are concerned about

Setting goals

3 On the basis of exercises 1 and 2, consider how much you reflect on your learning at present and give yourself a score out of 10. Aim to continue doing what you already do well but write down three things you can do to help yourself learn more effectively.

- 1
- 2
- 3

Reviewing goals

Having set goals for yourself, it's essential that you review progress on a regular basis. This is called a **Plan/Do/Review** cycle. Each Reflective Learning section in this book will give you the opportunity to review progress in the goals you set.