

# OBJECTIVE

# *IELTS*

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***Workbook with Answers***

***Advanced***

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## 1

# Information overload

## Reading

- 1 Read this passage quickly to get a general idea of its meaning. Don't worry if you don't understand every word. Time yourself as you read.

🕒 about 350 words



## Reading as part of writing

- 1 .....  
 One of the techniques of writing successfully in an academic environment is to be able to integrate the important points of what you have read into your own writing. To do this, you must have a clear picture of what you have read, and this in itself entails active and focused reading. With academic reading, it is necessary to maintain a constant grip on what the author is saying. Yet many academic texts are densely written in unfamiliar ways, which make them much more difficult to manage than, for example, a novel or a magazine article.
- 2 .....  
 Although sometimes there may be reasons why you need to skim-read an article or book, this is likely to be only to get the gist of what is being said, as a way of deciding whether it is appropriate reading material or not. In general, skim-reading is not a particularly useful strategy for a student, but you may well be used to doing this in other contexts, for example, skimming through a newspaper article or surfing the web. Instead of skim-reading, you will be developing ways of concentrating on large chunks of quite dense text and making sense of them.
- 3 .....  
 Even though you may only be reading for short bursts of time, it is likely that you will have to concentrate far more intensely on academic reading material than, for example, when reading for pleasure. You don't necessarily have to work in the library, but you will need to decide what type of location and atmosphere suits you best, and establish conditions that are conducive to effective study.
- 4 .....  
 The initial stumbling block that most students face is choosing their reading. The first thing to do is to consult the reading list you have been given for books and articles that seem relevant to your particular assignment. Doing a library search, by key words or subject, is also useful if the references on your reading list are already on loan from the library. Your tutor should also be able to advise you as to which are the most relevant publications or websites.

- 2 Decide on a suitable heading (A–E) for each paragraph. There is one heading you will not need.
- A Selecting your sources  
 B Creating the optimum environment  
 C Taking on the scholastic challenge  
 D Approaching your first essay  
 E Choosing the most suitable reading skill
- 3 Find words or phrases in the text that mean the same as these.
- 1 involves (paragraph 1)  
 2 keep hold of (paragraph 1)  
 3 the general meaning (paragraph 2)  
 4 on different occasions (paragraph 2)  
 5 extensive extracts (paragraph 2)  
 6 decoding (paragraph 2)  
 7 is right for you (paragraph 3)  
 8 advantageous (paragraph 3)  
 9 hurdle (paragraph 4)  
 10 borrowed (paragraph 4)

## Vocabulary

- 4 Find ten more words in the wordsearch to do with visiting a library. The words go horizontally and vertically (→↓).

S	W	A	G	L	E	Y	M	I	Z
P	E	R	I	O	D	I	C	A	L
I	N	E	O	A	R	B	O	S	T
N	E	S	F	N	D	J	S	R	O
E	L	E	C	T	R	O	N	I	C
B	U	L	S	E	A	R	C	H	O
A	S	H	E	L	F	C	A	R	D
I	S	S	U	E	V	O	T	L	E
N	R	E	S	O	U	R	C	E	S
J	O	U	R	N	A	L	A	V	O

- 5 Use the words from exercise 4 to complete this text for library users.

Welcome to the college library! Use our  
 1 ..... tools to locate the publications you need. The three-digit  
 2 ..... tells you which part of the library to go to. For books, you will then have to look for the catalogue number, which is displayed on the book's 3 ..... . If you need to order a  
 4 ..... or 5 ..... , you must fill in a form, stating the 6 ..... month and year. Should a book you need already be out on 7 ..... , you can put in a request for it. Simply enter your library 8 ..... PIN on screen. Please note that our staffing  
 9 ..... are limited. You can help by returning all books to the correct  
 10 ..... when you have finished with them.

## Grammar STUDENT'S BOOK page 138

### Modality

- 6 Choose the correct verb in these sentences.

- 1 You *needn't / mustn't* leave books on the library tables.
- 2 Students applying for grants *should / might* submit their forms no later than Friday 20 July.
- 3 I *haven't / needn't* any alternative but to give you a formal warning.
- 4 Sam *must / had to* go to a tutorial yesterday afternoon.
- 5 It *might / can* be possible to have your paper printed in this journal.
- 6 The university admissions office *ought to / needs to* see the originals of all your certificates by Friday.
- 7 I *shouldn't / couldn't* find anything useful on the website you recommended.
- 8 It *may / should* be necessary to cancel Dr Jefferson's ten o'clock lecture.

- 7 Complete the sentences with a suitable modal perfect.

- EXAMPLE: Sally ..... *can't have* ..... felt well yesterday because she didn't attend class.
- 1 It looked like Dr Roberts, but it ..... been him because he's away at a conference.
  - 2 My essay got such a low mark that the only possible explanation is that I ..... misunderstood the question completely.
  - 3 There ..... been a bug in the original software, but the new version I've downloaded seems fine.
  - 4 Candidates in the listening test ..... been affected by the noise of building work, but it's impossible to be certain of this.
  - 5 You ..... been very careful in checking your essay – it's full of spelling mistakes!
  - 6 The poor results from your experiment suggest that you ..... measured the amounts properly.



## 7

## Worlds to explore

## Reading

- 1 Read this extract from a book about how babies explore the world around them.  
 Time yourself as you read.

🕒 about 625 words

## How babies think



The similarities between babies and scientists become particularly vivid when we consider how babies learn about things. In science, and even in ordinary life, we look beyond the surfaces of the world and try to infer its deeper patterns. We look for the underlying, hidden causes of events. We try to figure out the nature of things.

It's not just that we human beings *can* do this; we *need* to do it. We seem to have a kind of explanatory drive, like our drive for food. When we're presented with a puzzle, a mystery, a hint of a pattern, something that doesn't quite make sense, we work until we find a solution. In fact, we intentionally set ourselves such problems, like crossword puzzles, video games or detective stories. As scientists, we may stay up all night in the grip of a problem, even forgetting to eat, and it seems rather unlikely that our salaries are the sole motivation.

We see this same drive to understand the world in its purest form in children. Human children in the first three years of life are consumed by a desire to explore and experiment with objects. In fact, we take this for granted as a sometimes exhausting fact of parenting. We childproof our houses and say, with a sigh, that the baby is 'always getting into things'.

From the time human babies can move around, they are torn between the safety of a grown-up

embrace and the irresistible drive to explore. Toddlers in the park seem attached to their mothers or fathers by invisible bungee cords: they venture out to explore and then, in a sudden panic, race back to the safe haven, only to venture forth again some few minutes later.

Seen from an evolutionary point of view, children's exploratory behaviour is rather peculiar. Not only do babies expend enormous energy in exploring the world, their explorations often endanger their very survival. The explanation seems to be that, for our species, the dangers of exploration are offset by the benefits of learning. The rapid and profound changes in children's understanding of the world seem related to the ways they explore and experiment. Children actively do things to promote their understanding of disappearances, causes and categories.

Fortunately, these aspects of the physical world are so ubiquitous that babies can do their experiments quite easily and for the most part safely. The cot, the house, the garden are excellent laboratories. For instance, we can see babies become interested in, almost obsessed with, hiding-and-finding games when they are about a year old. Babies also spontaneously carry out solo investigations of the mysterious Case of the Disappearing Object.

We once recorded a baby putting the same ring under a cloth and finding it 17 times in succession, saying 'all gone' each time. In our experiments, babies often begin by protesting when we take the toy to hide it. But after one or two turns, they often start hiding the toy themselves or give the cloth and toy to us with instructions to hide it again. Eighteen-month-olds, who are not renowned for their long attention span, will play this game for half an hour.

By the time babies are one or two years old, they will quite systematically explore the way one object can influence another object, for instance experimenting with using a rake to pull a toy towards them. The toy itself isn't nearly as interesting as the fact that the rake moves it closer.

A key aspect of our developmental picture is that babies are actively engaged in looking for patterns in what is going on around them, in testing hypotheses and in seeking explanations. They aren't just amorphous blobs that are stamped by evolution or shaped by their environment or moulded by adults.

2 Complete each sentence with the correct ending from the box. ... TF4

- 1 Crossword puzzles
- 2 Salaries
- 3 Parents
- 4 Young children
- 5 The benefits of learning
- 6 Children's experiments

A may try to prevent exploration.  
 B may compensate for the risks that exploration involves.  
 C show that our development is determined by evolution and environment.  
 D satisfy our need to look for explanations.  
 E may be ways of understanding relationships between objects.  
 F do not always demonstrate the value of exploration.  
 G are probably not an adequate reason for exploring.  
 H provide insight into successful ways to explore.  
 I may alternate attempts to explore with a return to safety.

3 Complete the summary below. Choose NO MORE THAN ONE WORD from the passage for each answer. ... TF10

**Experiments by babies and young children**

Babies use their surroundings as 1 ..... where they can investigate the world, and their experiments – or games – can occupy their 2 ..... for a surprisingly long time. One baby is reported to have repeated an experiment 17 times, using a 3 ..... to hide a toy. Another common activity is for children to move a toy towards them with a 4 ..... It is clear that babies and young children try to find 5 ..... of what they see.

## Vocabulary

4 The verbs in the box come from the reading passage. Complete the sentences below using the verbs in the correct form. Use each verb once only.

carry out   endanger   make   offset   promote   seek  
 shape   take   test   underlie

- 1 We generally ..... it for granted that children will grow up with an understanding of the world around them, but we do not consider how this comes about.
- 2 A considerable amount of research has been ..... into how babies learn that an object can still exist after it has disappeared.
- 3 Research usually involves first formulating a hypothesis and then ..... it.
- 4 Television programmes about children do a great deal to ..... understanding of their needs.
- 5 When something strange happens, we try to find an explanation that will ..... sense of it.
- 6 Even after we have ..... explanations of mysterious occurrences, we may not know their true cause.
- 7 Our genes and our environment help to ..... our personalities.
- 8 A lack of opportunity to explore as a child may ..... a person's weaknesses as an adult.
- 9 Babies may be ..... by their efforts to explore their surroundings.
- 10 The cost of childproofing a home may be ..... by the resulting reduction in damage.

## Style Extra

### *It* replacing a clause

- 5 Combine these pairs of sentences by making the first one the subject or object of the other, and using *it*. Make any other changes that are necessary.

EXAMPLE: Nearly every successful civilisation has been willing to explore. This has been noted.

*It has been noted that nearly every successful civilisation has been willing to explore.*

- 1 We are driven to ensure the success and continuation of not just our own genes, but of the species. This appears to be the case.
- 2 The Earth rotates on its axis once a day and travels round the sun once a year. This was asserted by Copernicus in 1530.
- 3 The planets orbit round the sun. Most people in the 16th century found this hard to believe.
- 4 A large comet or asteroid will hit the Earth. This is unlikely.
- 5 We have extended our knowledge of the universe. Radio telescopes have made this possible.
- 6 We will establish settlements on the moon. This will take a great deal of time, effort and money.

## Writing workout 1: Structuring an essay

### Academic Writing Task 2

- 1 Decide which parts of the advice below on essay writing are helpful. Write 'Y' if you agree with the statement and 'N' if you disagree.

- 1 Make a plan to organise your ideas before you start writing.
- 2 Check that all your ideas are relevant to the topic.
- 3 Repeat the actual words from the question wherever possible.
- 4 Include an introduction that indicates your views on the topic.
- 5 Use only minimal paragraphing.
- 6 Make extensive use of rhetorical questions.
- 7 Restate your overall opinion in a conclusion.
- 8 Leave enough time to check spelling and grammar.

- 2 Read this task and tick all the sentences (A–J) that seem relevant to the topic.

Write about the following topic.

***In today's world, the dominance of global product brands is increasingly threatening our identity as individuals.***

***How far do you agree or disagree with this statement?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- A At the same time, not every branded product carries the same importance when it comes to a declaration of lifestyle.
- B Most supermarkets sell their own brand of products alongside those made by other companies.
- C Even the most globally available products have to be advertised differently in different parts of the world.
- D Some individuals in the world of entertainment function like brand names.
- E The favouring of global brands is sometimes itself a reaction against tradition and upbringing.

- F Sometimes people choose a certain brand because they associate it with positive images of life.
- G Brand names appear to be largely irrelevant when it comes to everyday products.
- H Take Coca-Cola, for example, which is sold virtually everywhere.
- I People become 'de-personalised' in an institution such as a prison.
- J It erases cultural differences and makes the world less interesting as a result.

- 3 Now read this sample answer. Think about possible missing content in the numbered spaces and then choose suitable sentences from those in exercise 2.

It is true that some branded products can be bought all over the world. **1** ..... Does its popularity as a soft drink mean that we are losing our identity? Considered on its own, probably not, but the combination of many branded products may indeed have some impact on our way of life.

**2** ..... For instance, others may make assumptions about who you are according to the type of car you drive, but they will be far less likely to judge you on the basis of which toilet paper you buy. **3** .....

In addition, although many international brands are becoming more and more widespread, they still have to conform to local conditions and expectations. **4** ..... This clearly proves that our identity is 'alive and well', rather than being under threat.

Is 'identity' only defined by what we buy? Surely there are other influences shaping us as individuals, such as parents and teachers.

**5** ..... This undermining of local values is perhaps a more crucial issue than that of the individual. **6** .....



4 Rewrite the following pairs of sentences as one sentence, using the word or phrase in brackets and making any other changes needed.

1 Companies are investing in international sales and marketing campaigns. Some brands are now available globally. (because)

.....

.....

.....

2 Coca-Cola is popular everywhere. Many local soft drinks are popular, too. (although)

.....

.....

.....

3 International brands may not sell worldwide. International brands are marketed competently. (unless)

.....

.....

.....

4 International products are advertised locally. Adverts for international brands must conform to local expectations. (when)

.....

.....

.....

5 Identity is partly defined by what we buy. Identity is also influenced by our relationships. (if)

.....

.....

.....

5 Choose the best underlined alternative to complete this introduction to the answer in exercise 3.

1 Although / Unless it is true that 2 noticeably / extremely well-known international brands are becoming more readily available, there is little evidence that they 3 should / could destroy a person's identity, 4 according to me / in my opinion. The reasons for this are 5 sketched / outlined below.

6 Correct the ten spelling errors in this conclusion to the answer in exercise 3.

*To conclud, it is definitely the case that global brands are increaseingly present in the lifes of many peopel around the world, but they do not neccessarily threaten a person's identity. Personaly, what I find of greater concern is the likly affect on local cultur and customs.*

7 Read this task and make notes of your ideas using the paragraph plan.

Write about the following topic.

**Email and text messaging have transformed communication, but they are seriously threatening the status of written language.**

**How far do you agree or disagree with this statement?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

**Paragraph plan**

- Introduction

.....

.....

.....

.....

- Communication methods before the invention of email and mobile phones

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- Benefits of email and text messaging

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- Possible threats to written language

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- Conclusion

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## Writing workout 2: Developing language range

### Academic Writing Tasks 1 and 2

- 1 Complete this paragraph, using one word only in each space.

For 0 ..... *both* ..... tasks in the Academic Writing Module, it is important to use as wide a variety of language 1 ..... possible. By doing 2 ..... , you will be able 3 ..... give the examiner a better idea 4 ..... your language range. This means using different structures – such 5 ..... conditionals, adverbial clauses and passive forms – and a lot of different vocabulary. 6 ..... particular, good use of a variety of adjectives and adverbs will demonstrate your vocabulary range. It may 7 ..... matter if you spell some of these words inaccurately, since what matters above 8 ..... is that you are showing your knowledge of different words.

- 2 Form an adjective or adverb related to the word in brackets to complete each sentence.

- 1 There are many new gadgets available for those of us who are more (technology) ..... minded.
- 2 It is (meaning) ..... to label plastics as being dangerous to our health without quantifying any actual risks.
- 3 The singer is very (manipulation) ..... and always manages to upset the performers who have to work with him.
- 4 (real) ..... , man will not explore beyond the solar system within our lifetime.
- 5 Many scientists regret the fact that they have not developed their (artist) ..... side to any extent.
- 6 All the members of the band behave very (prediction) ..... during live concerts, and their manager often has to apologise for the damage caused.
- 7 Plastics are now being used most (effect) ..... in the manufacturing of new fashion fabrics.
- 8 (finance) ..... speaking, the restaurant is struggling to survive, but it has had some excellent reviews recently.

- 3 Read the task and sample answer, ignoring the spaces for the moment. Does the writer agree or disagree with the statement?

Write about the following topic.

***Due to the success of convenience food and ready-made meals, we are failing to pass on adequate culinary skills to the next generation.***

***To what extent do you agree or disagree with this statement?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

In today's 1 ..... world, where both parents are usually working full time, the 2 ..... dependence on ready-made meals should come as no surprise. Even people without children show little desire to cook a 3 ..... meal after working all day, which is entirely 4 ..... . If they are earning and can afford to buy convenience food or go out to restaurants, why shouldn't they? At the same time, it cannot be denied that because of this, we are losing the ability to cook 5 ..... meals at home.

The fact is that ready-made meals are not usually that good for us. They contain high levels of salt and sugar, not to mention 6 ..... preservatives and artificial colorants. A diet that is exclusively made up of such food is bound to be unhealthy.

Moreover, it is extremely important for children to learn how to cook, so that they will be fully 7 ..... when they grow up. Given that schools have no time to devote to cooking on the curriculum, the only place where children can learn 8 ..... culinary skills is in the home.

Speaking personally, I have always enjoyed experimenting in the kitchen, by cooking slightly 9 ..... meals. Whatever recipe I decide on, I only use 10 ..... seasonal ingredients. Both my mother and father cook at home, and I have learned a lot of useful tips from them. If I have children of my own, I shall make sure that they learn how to cook as soon as they are old enough to enjoy the experience.

In conclusion, although some use of convenience food is natural, no one should rely on it exclusively at the expense of home-cooked food. Not only is this unhealthy but it is also threatening important skills with extinction.

4 Choose the best adjective, A, B or C, to fill spaces 1–10 in the answer in exercise 3. Where more than one adjective is possible, choose the less common one. Use a dictionary to check meaning if necessary.

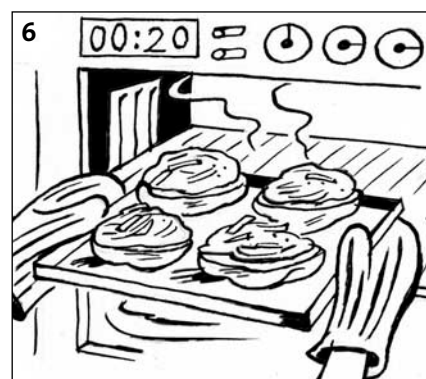
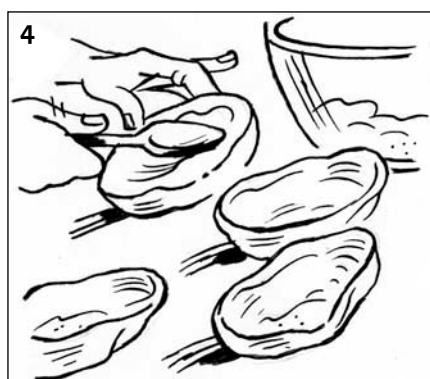
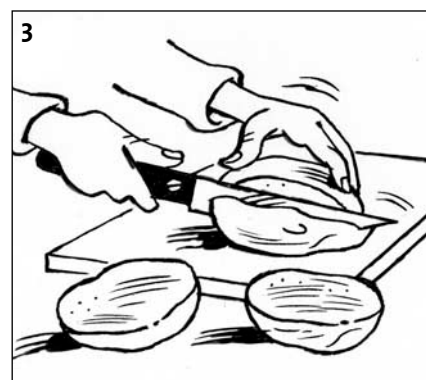
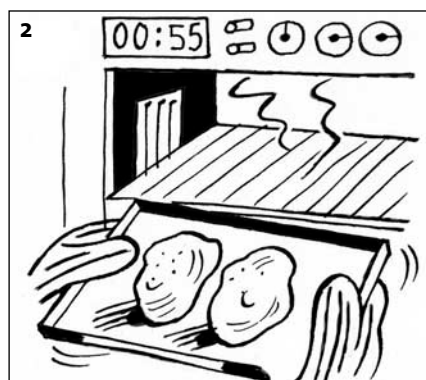
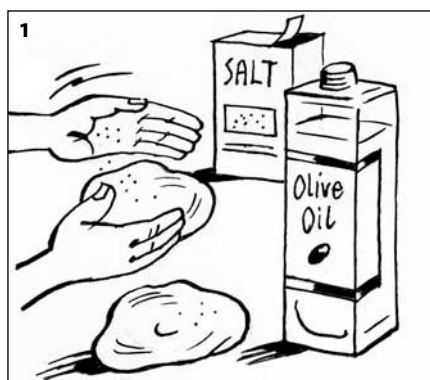
- |                 |                |                  |
|-----------------|----------------|------------------|
| 1 A slaving     | B stressful    | C unrelaxing     |
| 2 A advanced    | B multiplied   | C increased      |
| 3 A complicated | B difficult    | C problematic    |
| 4 A sympathetic | B intelligible | C understandable |
| 5 A nutritious  | B supportive   | C good           |
| 6 A bad         | B harmful      | C deadly         |
| 7 A alone       | B single       | C independent    |
| 8 A basic       | B top          | C main           |
| 9 A improbable  | B disorderly   | C unconventional |
| 10 A pure       | B fresh        | C new            |

5 Use passive forms of the verbs in brackets to complete this rewritten conclusion to the answer in exercise 3.

*In conclusion, although it is natural for some use*  
 1 (make) ..... of convenience food, it 2 (rely) ..... on  
 exclusively at the expense of food 3 (prepare) ..... at home.  
 Not only is this unhealthy but also means that important skills  
 4 (threaten) ..... with extinction.

6 Look at the illustrations below. They show a simple recipe for twice-baked potatoes. Write a description of the process based on the pictures, using a range of passive forms of the verbs in the box. Start as shown below.

bake	combine	cut	leave	mash	place	put
remove	return	rub	scoop	stuff		



*Large potatoes should be chosen for this recipe. Having been washed and dried, each potato ...*