

1

READING

Leisure Activities

- **Exam tasks** ► Matching headings to paragraphs; summary completion; short-answer questions
► **Skills** ► Approaching the text; skim reading for main ideas; scan reading for keywords

1 Introduction

A Discuss these questions with a partner.

- When was the last time you went on holiday?
- What did you do on holiday?
- Was your holiday stressful or relaxing? Why?
- What would your perfect holiday be?

B Categorise the following into three groups. Label the words: calm (C), quite stressed (Q) or stressed (S).

a little frustrated	pretty anxious	somewhat nervous	slightly edgy
relaxed	really stressed out	incredibly uptight	utterly unstressed

C Think of situations or activities that make you feel some of the above emotions. Compare your ideas with a partner. Then ask questions to find out more about your partner.

2 Approaching the text

A Look at the title, subtitle, photo and first paragraph of the passage on the opposite page. Tell your partner what you think the text is about. Then skim the passage to decide the main theme. Were your predictions correct?

B Who do you think the article is aimed at? Where might you see this type of text? Discuss your ideas with a partner.

IN THE EXAM Academic Reading module

The IELTS Reading module consists of three passages taken from books, magazines, journals or newspapers. The passages cover a variety of topics from scientific to historical interest, though the material will be targeted at a general, non-specialist audience.

The text will include titles and sometimes captions, photos and illustrations, which can help you to grasp the general meaning of the text. The total word length of all the texts can vary between 2,000 and 2,750 words.

There are forty questions in total, based on a variety of task types, such as matching headings to paragraphs, short-answer questions, multiple-choice and sentence completion.

The Reading module lasts one hour. No extra time is allocated at the end of the exam for transferring your answers onto the separate answer sheet, so it is recommended that you fill in your answers on the answer sheet as you complete each question. Pay careful attention to completing your answers in the correct order.

The getaway blues



Formula explains why it takes so long to relax on holiday

- A** With so much to do, going on holiday is certainly no vacation. First there's the flight to arrange, then the hotel or villa to book, and that's before you've sorted out the delicate matter of the beach outfit, evening wear and reading material.
- B** For much of the year we fantasise about a long break from the relentless drive of the everyday grind. But making our dream holiday a reality is what makes the stress really kick in, so it is little wonder it takes most holidaymakers a good few days to relax after their arrival. No matter how idyllic the surroundings, there's no immediate way to simply forget all about work, the children's schooling, the leaking roof and all those other domestic issues we long to escape.
- C** Susan Quilliam, psychologist, body language expert, and regular TV and radio commentator, states that stress creates actual changes in the body's hormonal balance, which in turn leads to a changed psychological state. She continues by pointing out that stress caused by trying to arrange a holiday can be responsible for these hormonal changes in the body and that this can lead to dramatic mood alteration. These changes in mood can range from anxiety and irritability to a range of more serious psychological problems including mild depression.
- D** As if that weren't bad enough, Ms Quilliam goes on to say that these hormonal changes do not rectify themselves immediately when the stressful situation is removed. It can take the body a certain amount of time to regain its hormonal balance and for the individual to become relaxed again. That is why if we get stressed before the holiday, we may not be able to relax sufficiently to enjoy ourselves – often for several days after our arrival. We can be lying on a beach in the sunshine, but feeling stressed!
- E** So how many days of our holiday are going to be wasted recovering from going on holiday? Is it worth going on holiday at all? To answer these questions we now have a formula to calculate the amount of holiday time needed to recover from the stress of preparing for what should be our annual period of rest and recuperation. The formula, devised by Ms Quilliam, is calculated thus: time spent preparing for the holiday, multiplied by the level of stress caused by the preparation (on a scale of 0 to 9), then divided by the stress level of the holiday (on a scale of 1 to 15). The result is the number of recovery hours needed before relaxation is possible.
- F** Ms Quilliam points out that today's pressurised lifestyles mean that going on holiday is a lot more stressful. Taking a holiday is no longer a question of catching a bus to the nearest seaside resort with your bucket and spade. We not only have to organise foreign travel and negotiate long, complex journeys, we also have to settle our home and work matters before we go. Add in

potential tension with travel partners and the psychological pressures of high expectations, and by the time we arrive at our destination, we're stressed to the max!

- G** So according to Ms Quilliam, the secret to a stress-free holiday is planning, choosing the right kind of holiday and having realistic expectations. This means concluding any unfinished work in the office and ensuring the little ones are sufficiently entertained during the trip. You must prepare and plan well in advance, don't leave things to the last minute, make a list of the things that you need to do, and cross them off one by one. If you feel it's all too much, then book an all inclusive holiday where you are transferred to the hotel, you don't have to negotiate lots of different restaurants with the children, and you have a travel rep on hand to help you with any problems.
- H** The results of a survey commissioned by Lloyds TSB bank and carried out by Ms Quilliam have confirmed her theories; today's holidaymakers really are stressed out. More than 83 percent of people surveyed admitted to getting 'severely stressed' in the run-up to their holiday. More than a quarter of people admitted to needing the first few days of their holiday to recover. Some became so anxious they left without making essential arrangements and forgot things such as feeding the cat (11 per cent), taking out travel insurance (20 per cent), and cancelling the milk (12 per cent). Amazingly, a tiny minority of travellers (a little over 1 per cent) actually forgot to tell their bosses they were going on holiday!

Adding up the stress

$$\frac{P \times S}{H} = R$$

KEY

P = Time spent preparing (hours)

S = Stress level of preparation (scale 0–9)

- | | |
|-------------------------------|-------------------------------|
| 0: utterly unstressed | 5: somewhat nervous |
| 1: relaxed | 6: pretty anxious |
| 2: reasonably calm | 7: really stressed out |
| 3: a little frustrated | 8: incredibly uptight |
| 4: slightly edgy | 9: stressed to the max |

H = Stress level of the holiday

If your holiday is a high-pressure tour, divide by 5; if medium stress, by 10; if laid back, by 15.

R = Time needed before you can relax enough to enjoy the holiday (hours)

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3 Skim reading for main ideas

Express Tip

Skim reading involves 'running your eyes over the text' quickly to get a general idea of the text. Read the topic sentences more closely – these sentences will give you an overview of the text.

Express Tip

Write keywords that summarise each paragraph to the left of the text. These words then become a 'map' to the text and will help you find your way to the answers more easily.

A Skim the passage a second time and focus on the highlighted sentences in paragraphs A–D. These are known as topic sentences as they contain the main idea or 'topic' for each paragraph. Underline the topic sentence in each of the remaining paragraphs E–H.

B A good topic sentence is a paragraph summary which gives the general meaning of the paragraph.

1 Select the sentences that best summarise the following four paragraphs.

Paragraph A

- a Preparing for a holiday is hard work.
- b Holidays can be fun.

Paragraph B

- a With so many things to worry about, it's impossible to relax immediately on holiday.
- b People dream about the perfect holiday.

Paragraph C

- a Hormonal changes in the body cause stress and moodiness.
- b The stress of arranging a holiday creates hormonal changes in the body that cause moodiness.

Paragraph D

- a If we get stressed on holiday, we might not be able to relax for several days.
- b There can be a time delay between arriving on holiday and feeling relaxed.

2 Write sentence summaries for paragraphs E–H in the passage.

C The topic sentence is generally supported by an explanation, examples or facts that support the main idea of the paragraph. The IELTS exam tests your ability to distinguish between the main ideas and supporting ideas.

Here are the supporting examples for the main idea of Paragraph B. Find the supporting ideas for the other paragraphs. Write them in your own words.

Paragraph B

Main idea

With so many things to worry about, it's impossible to relax immediately on holiday.

Supporting idea

- Examples of the stresses we take with us on holiday: work problems, leaking roof, children's schooling.

D Using the formula in the passage, calculate how much time you would need before you could enjoy a holiday.

4 Scan reading for keywords

When looking for specific information to answer questions, you need to scan the passage to locate relevant keywords. Don't expect to find an exact word match between the passage and the exam question – look for synonyms, too.

Express Tip

You often scan read in everyday life, for example when you look at a train timetable. You don't read every word on the page, you simply *look for* the relevant information.

Express Tip

Find the answers quickly using a combination of skim and scan reading. Skim reading is useful for understanding the layout of the ideas. Scan reading is useful for locating specific words.

- A** Scan the text and count how many times you find the name 'Quilliam'. To do this quickly, don't *read* the text – only *look for* the word.
- B** Read the following gapped sentences, then scan the passage for synonyms or paraphrases for the keywords underlined. You should ignore the gaps in the sentences at this stage.
- 1 All year, we imagine how wonderful it would be to have a from our daily working lives.
 - 2 Ms Quilliam is not only a leading psychologist, she is also an authority on
 - 3 Ms Quilliam's survey found that over 25 per cent of people use the beginning of their holiday to
- C** Complete the sentences above by filling in the gaps with words from the passage. Look for the answers near to the synonyms and paraphrases that you found in **B**.
- D** Read the following questions and underline the keywords which you would scan for in the passage.
- 1 As well as selecting a swimming costume and more formal clothes for dinner, what else do holidaymakers need to choose?
 - 2 What three psychological symptoms are associated with stress?
 - 3 Who asked Ms Quilliam to carry out her research?

Now scan the passage quickly for the relevant section and answer the questions using words from the passage.

5 Matching headings to paragraphs

for this task – exam strategy

- ▶ For this question type you are asked to find a suitable paragraph heading from a list to match to the appropriate paragraph in the text.
- ▶ Not all the headings will match the paragraphs in the text, so there are extra headings which you do not need to use.
- ▶ Skim the text to identify the topic sentence and the main idea of each paragraph. Take care not to confuse the main idea with the supporting ideas. Then write your own summary in the margin. This will help you locate information more quickly.
- ▶ There are two types of headings: headings that summarise the information of a paragraph and headings that pick out key information in the paragraph. Read through the list of headings and match any obvious headings to the paragraphs, making sure you cross off each heading as you do so.
- ▶ Delete any headings which are distractors. These might include supporting information such as a sentence which contains information from a paragraph that is not part of the main idea of the paragraph and therefore not the correct answer.



Questions 1–8

The reading passage has eight paragraphs **A–H**.

Choose the correct heading for each paragraph from the list of headings below. Write the correct numbers **i–x** next to the paragraphs.

- List of Headings**
- i** Holiday stress statistics
 - ii** Stressful 'perfect holidays'
 - iii** Complex holiday preparations
 - iv** Holiday complaints
 - v** Good advice for happy holidays
 - vi** A mathematical model
 - vii** Times have changed
 - viii** How to relax after a holiday
 - ix** Delayed relaxation
 - x** Physical and psychological effects of stress

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F
- 7 Paragraph G
- 8 Paragraph H

6 Summary completion

for this task – exam strategy

- ▶ There are two types of summary completion questions. In the first type you must complete the gaps with exact words from the passage; do not use synonyms. In the second type you must take words from a given list. These are often synonyms or paraphrases of keywords in the passage. Be careful of your spelling and check for a maximum word limit.
- ▶ Read the gapped summary carefully and decide if it is a summary of the whole passage or just one part. If the summary refers to one part only, quickly locate the part of the passage it refers to.
- ▶ Read the gapped sentence and select the best word(s) based on meaning and grammatical compatibility: which word class is required? Do you need a gerund or infinitive? etc.



Questions 9–13

Complete the summary below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

A leading psychologist has **9** a simple mathematical equation to work out the number of hours required at the beginning of a holiday to get over the stress of all the preparation before departure. The problem is that taking a holiday these days is much more of a stressful experience than it was in the past as a result of our **10** However, stress levels can be decreased by having **11** of the holiday and making sure you complete **12** before leaving. This was illustrated in the survey results, which showed that some holidaymakers didn't even remember to **13** before setting out on holiday.

7 Short-answer questions

for this task – exam strategy

- ▶ Short-answer questions usually refer to a particular part of the passage, so try to locate the relevant section in the text quickly. Remember that the questions will always follow the same order as the text.
- ▶ Focus on the keywords in the question. These are usually synonyms or paraphrases of keywords in the passage. Look for these and they will help you locate the answer accurately.
- ▶ Answer the questions using words taken directly from the text as far as possible.



Questions 14–16

Answer the questions below using **NO MORE THAN THREE WORDS** for each answer.

- 14** When is it important to keep the children occupied?
- 15** What kind of vacation has everything included?
- 16** Who can assist you with any difficulties you might have on holiday?




► **Exam focus** ► Speaking Part 1: Introduction and interview; Part 2: Individual long turn
 ► **Skills** ► Giving personal information; providing additional information; organising your talk


1 Introduction

Interview your partner to find out some personal information about his/her life. Ask about home, family, work and study, future plans and free-time activities. Ask follow-up questions, for example *Where are you from? How long have you been living there?*

2 Giving personal information

 **1.1** Listen to seven exam candidates answering some questions (1–7). You will hear the answers only. What question do you think the examiner asked each candidate? Write the questions down, then role-play the questions with a partner. Take it in turns to play the role of examiner and candidate.

3 Providing additional information

 **A 1.1** The candidates you heard in Exercise 2 extend their answer by giving additional information. What extra information do they give? Listen again and make notes.

- 1 One brother
- 2 I really enjoy speaking it
- 3 Not really
- 4 I work in McDonald's
- 5 I don't know exactly what I want to do
- 6 I'm from São Paulo in Brazil
- 7 I really enjoy science subjects

Express Tip
 There is no right or wrong answer in this section. Extend your answer to make the listener interested in what you are saying.

B Ask and answer the questions in Exercise 2 again with a different partner. This time include additional information to give fuller answers.

IN THE EXAM Speaking module: overview – Parts 1 and 2

The Speaking module consists of three parts. In all three parts, you will be evaluated on fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. In Parts 1 and 2 you will use a variety of speech functions, including giving personal information, describing and explaining and expressing preferences.

This unit deals with Parts 1 and 2, which comprise personal questions relating to the candidate. You might be asked about your family, home, job, studies or other familiar topics. There are no right or wrong answers, but you will be expected to give full responses. This part of the module lasts about 4–5 minutes.

4 Introduction and interview

for this task – exam strategy

- ▶ Introduce yourself briefly.
- ▶ Listen to the examiner's questions carefully.
- ▶ Add extra information to extend your answers.
- ▶ Keep your answers relevant to the question.
- ▶ Use a variety of speech functions.
- ▶ Keep the marking criteria in mind.
- ▶ Speak fluently, connecting your ideas together logically.
- ▶ Make longer, more grammatically complex sentences.
- ▶ Use a wide range of vocabulary.
- ▶ Ensure you pronounce keywords correctly.



Work with a partner. In pairs, role-play Part 1 of the Speaking module.

Student A: You are the examiner. Choose some questions from Exercise 2. For each question, think of follow-up questions and interview Student B for four to five minutes. Listen to Student B's answers carefully. Do they extend their answers? What extra information is given?

Student B: You are the candidate. Imagine you are in the exam. Introduce yourself briefly, then listen to the questions and answer as fully as possible. Give extra information for each question. When you have finished, change roles.

5 Organising your talk

A In Part 2 of the Speaking module, you are given a topic card asking you to describe an event or experience and then explain something connected with that event or experience.

Look at this topic card from Part 2 of the Speaking module.

Describe a sporting event that you have been to.

You should say:

- what it was
- why you went there
- what you saw exactly

and explain why you enjoyed or didn't enjoy it.

In the exam you will be given one minute to prepare your talk. Here are a candidate's notes for the topic card above. With a partner, decide which points should be included in the answer. Put the relevant points in the correct order. Are any points irrelevant?

- * he won the breaststroke – very exciting – I felt proud
- * swimming – keep fit
- * went to see my boyfriend in swimming competition – charity event
- * I used to play tennis at school
- * lots of races – freestyle, breaststroke, backstroke, butterfly
- * I wanted to support him – first big competition

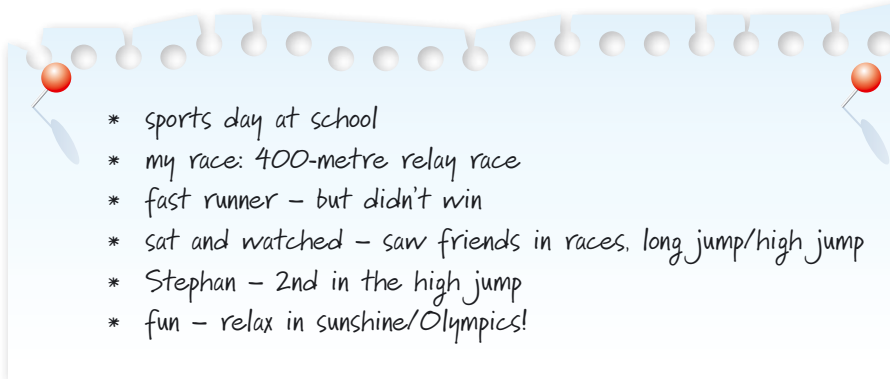


B 1.2 Now listen to the candidate answering the question in the exam. Check your answers and listen for any extra information the candidate gives.

Express Tip

Referring to your notes while you are speaking will help you provide more information and give a fuller answer.

C Here are another candidate's notes for Part 2 of the Speaking module.



1.3 Listen to the candidate answering the question. Read the candidate's notes as you listen and underline the information you hear. What does the speaker forget to mention? Is any extra information added? What follow-up questions did the examiner ask?

D Make your own notes for the topic card in 5A. Remember you only have one minute in the exam. Then practise your talk with a partner. When you have finished, change roles.

6 Individual long turn

for this task – exam strategy

- ▶ Use the one-minute preparation time to make notes and organise your thoughts before you speak.
- ▶ You will be asked to speak continuously for 1–2 minutes. Make sure your answer is relevant to each point on the card. You should try to cover each point on the card and make your ideas flow; connect them together in the order they appear on the topic card.
- ▶ Answer the examiner's round-off questions briefly.

Express Tip

Use the card to help structure your talk. Remember to cover each point in the same order as the topic card.

Describe a sport or free-time activity that you enjoy doing.

You should say:

- what it is
 - why you started doing it
 - what it involves exactly
- and explain why you enjoy doing it.**



In pairs practise the interview for 2–3 minutes.

Student A: You are the candidate. Use your notes to speak for 1–2 minutes. Follow the advice in the *for this task – exam strategy* box and the *Express Tip* boxes.

Student B: You are the examiner. Listen to Student A's answers carefully. Ask one or two brief questions to round off the candidate's long turn. Did he or she follow the advice in the *for this task – exam strategy* box and the *Express Tip* boxes?

When you have finished, change roles.