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新东方雅思指定辅导教程

Complete IELTS

剑桥雅思

中级教程

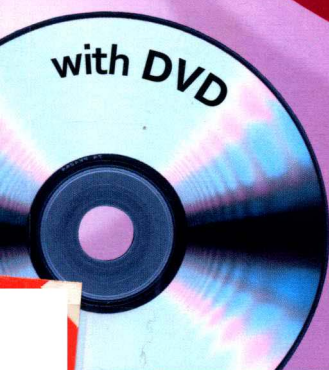
Bands 5.5–6.5



Student's Book *with Answers*

(英) Guy Brook-Hart

(英) Vanessa Jakeman 编著



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Unit title	Reading	Listening	Speaking
1 Starting somewhere new	Reading Section 1: <i>Australian culture and culture shock</i> <ul style="list-style-type: none"> • True / False / Not Given • Table completion 	Listening Section 1: Joining an international social club <ul style="list-style-type: none"> • Form completion • Multiple choice 	Speaking Part 1 <ul style="list-style-type: none"> • Answering questions about yourself • Giving reasons and extra details
2 It's good for you!	Reading Section 2: <i>Organic food: why?</i> <ul style="list-style-type: none"> • Matching headings • Pick from a list 	Listening Section 2: A welcome talk <ul style="list-style-type: none"> • Multiple choice • Labelling a map or plan 	Speaking Part 2 <ul style="list-style-type: none"> • Giving a talk • Introducing the points • Beginning and ending the talk
Vocabulary and grammar review Units 1 and 2			
3 Getting the message across	Reading Section 3: <i>Why don't babies talk like adults?</i> <ul style="list-style-type: none"> • Yes / No / Not Given • Summary completion with a box • Multiple choice 	Listening Section 3: A student tutorial <ul style="list-style-type: none"> • Pick from a list • Matching • Short-answer questions 	Speaking Part 2 <ul style="list-style-type: none"> • Using discourse markers
4 New media	Reading Section 1: <i>The World Wide Web from its origins</i> <ul style="list-style-type: none"> • True / False / Not Given • Note completion • Short-answer questions 	Listening Section 4: A lecture on journalism <ul style="list-style-type: none"> • Sentence completion • Flow-chart completion 	Speaking Parts 2 and 3 <ul style="list-style-type: none"> • Using relevant vocabulary • Giving a full answer • Giving reasons and examples
Vocabulary and grammar review Units 3 and 4			
5 The world in our hands	Reading Section 2: <i>Out of Africa: solar energy from the Sahara</i> <ul style="list-style-type: none"> • Matching information • Matching features • Summary completion 	Listening Section 1: Booking an eco-holiday <ul style="list-style-type: none"> • Note completion • Table completion 	Speaking Parts 2 and 3 <ul style="list-style-type: none"> • Preparing notes • Using adjectives • Talking in general about a topic
6 Making money, spending money	Reading Section 1: <i>The way the brain buys</i> <ul style="list-style-type: none"> • Labelling a diagram • True / False / Not Given • Flow-chart completion 	Listening Section 2: A talk about banks and credit cards <ul style="list-style-type: none"> • Matching • Labelling a diagram 	Speaking Parts 2 and 3 <ul style="list-style-type: none"> • Using reasons and examples • Strategies for self-correction and expressing oneself more clearly
Vocabulary and grammar review Units 5 and 6			
7 Relationships	Reading Section 2: <i>The truth about lying</i> <ul style="list-style-type: none"> • Matching headings • Matching features • Sentence completion 	Listening Section 3: A student discussion about a project <ul style="list-style-type: none"> • Multiple choice • Flow-chart completion 	Speaking Part 1 <ul style="list-style-type: none"> • Using openers • Paraphrasing
8 Fashion and design	Reading Section 3: Passage about restoring a dress <ul style="list-style-type: none"> • Multiple choice • Yes / No / Not Given • Matching sentence endings 	Listening Section 4: A lecture on Japanese stitching <ul style="list-style-type: none"> • Sentence completion 	Speaking Parts 2 and 3 <ul style="list-style-type: none"> • Making comparisons • Providing a list of points • Supporting a view with reasons • Structuring a Part 3 answer
Vocabulary and grammar review Units 7 and 8			

Writing	Vocabulary	Pronunciation	Key grammar
Writing Task 1 <ul style="list-style-type: none"> • Introduction to graphs and charts • Writing an introduction • Selecting important information • Planning an answer 	<ul style="list-style-type: none"> • <i>Problem</i> or <i>trouble</i>? • <i>Affect</i> or <i>effect</i>? • <i>Percent</i> or <i>percentage</i>? 	Sentence stress 1: stressing the words which answer the question	Making comparisons
Writing Task 2: A task with two questions <ul style="list-style-type: none"> • Analysing the task • Brainstorming ideas • Organising ideas into paragraphs 	Word formation	Intonation 1: using intonation to indicate new information and to finish what you are saying	Countable and uncountable nouns
Writing Task 1 <ul style="list-style-type: none"> • Summarising trends in graphs and tables 	<ul style="list-style-type: none"> • <i>Teach, learn</i> or <i>study</i>? • <i>Find out</i> or <i>know</i>? • Study-related vocabulary 	Confused consonant sounds	<ul style="list-style-type: none"> • Tenses: past simple, present perfect simple and present perfect continuous • Prepositions in time phrases and phrases describing trends
Writing Task 2: To what extent do you agree or disagree? <ul style="list-style-type: none"> • Answering the question • Writing an introductory paragraph • Analysing paragraphs • Using linkers 	<ul style="list-style-type: none"> • <i>Cause, factor</i> and <i>reason</i> • Internet-related vocabulary 	Chunking: pausing between word groups	Articles
Writing Task 1 <ul style="list-style-type: none"> • Summarising a diagram • Analysing the task • Writing in paragraphs • Ordering information • Using sequencers 	<ul style="list-style-type: none"> • <i>Nature, the environment</i> or <i>the countryside</i>? • <i>Tourist</i> or <i>tourism</i>? • Descriptive adjectives 	Sentence stress 2: emphasis	The passive
Writing Task 2: Discussing advantages and disadvantages <ul style="list-style-type: none"> • Introducing and linking ideas in paragraphs • Constructing the middle paragraphs of an essay 	<ul style="list-style-type: none"> • Verb + <i>to do</i> / verb + <i>doing</i> • Words connected with shops and shopping • Words connected with finance 	Word stress	Relative pronouns and relative clauses
Writing Task 1 <ul style="list-style-type: none"> • Analysing similarities and differences in charts / graphs • Writing an introductory paragraph • Using reference devices 	<ul style="list-style-type: none"> • <i>Age(s)</i> / <i>aged</i> / <i>age group</i> • Words related to feelings and attitudes 	Sentence stress 3: emphasis and contrast	Zero, first and second conditionals
Writing Task 2: Discussing two opinions <ul style="list-style-type: none"> • Including your own opinion • Introducing other people's opinions • Concluding paragraphs 	<i>Dress</i> (uncountable) / <i>dress(es)</i> (countable) / <i>clothes</i> / <i>cloth</i>	Linking and pausing	Time conjunctions: <i>until</i> / <i>before</i> / <i>when</i> / <i>after</i>



Introduction

Who this book is for

Complete IELTS Bands 5.5–6.5 is a short preparation course of 50–60 classroom hours for students who wish to take the Academic module of the International English Language Testing System (IELTS). It teaches you the reading, writing, listening and speaking skills that you need for the exam. It covers all the exam question types, as well as key grammar and vocabulary which, from research into the Cambridge Learner Corpus, are known to be useful to candidates doing the test. If you are not planning to take the exam in the near future, the book teaches you the skills and language you need to reach an upper-intermediate level of English (Common European Framework (CEF) level B2).

What the book contains



In the **Student's Book** there are:

- **eight units for classroom study**, each containing:
 - one section on each of the four papers in the IELTS exam. The units provide language input and skills practice to help you to deal successfully with the tasks in each section.
 - a range of enjoyable and stimulating speaking activities designed to enable you to perform to the best of your ability in each part of the Speaking test and to increase your fluency and your ability to express yourself.
 - a step-by-step approach to doing IELTS Writing tasks.
 - key grammar activities and exercises relevant to the exam. When you are doing grammar exercises, you will sometimes see this symbol: . These exercises are based on research from the Cambridge Learner Corpus and they deal with the areas which cause problems for students in the exam.
 - vocabulary related to IELTS topics. When you see this symbol  by a vocabulary exercise, the exercise focuses on words which IELTS candidates confuse or use wrongly in the exam.
 - a unit review. These contain exercises which revise the vocabulary and grammar that you have studied in each unit.
- **Speaking and Writing reference sections** which explain the tasks you will have to do in the Speaking and Writing papers. They give you examples, together with additional exercises and advice on how best to approach these two IELTS papers.
- a **Language reference section** which clearly explains all the areas of grammar and vocabulary covered in the book and which will help you in the IELTS exam.
- a complete **IELTS practice test**.
- eight photocopiable **word lists** (one for each unit) containing topic-based vocabulary found in the units, accompanied by a definition supplied by a corpus-informed Cambridge dictionary.
- complete **recording scripts** for all the listening material.
- complete **answer keys**.

In the **Workbook** there are:

- **eight units for homework and self-study**. Each unit contains **full exam practice** in one part of the IELTS Reading and Listening papers.
- **further practice** in analysing the tasks from the Writing paper and writing answers.
- further practice in the **grammar and vocabulary** taught in the Student's Book.

Also available:

- a **DVD** containing:
 - a **CD-ROM** which provides you with many **interactive exercises**, including further listening practice exclusive to the CD-ROM. All these extra exercises are linked to the topics in the Student's Book.
 - all the **listening material** for the Student's Book and the Workbook. The listening material is indicated by different coloured icons in the Student's Book as follows:  Album 1,  Album 2.

IELTS Academic Module: content and overview

part/timing	content	test focus
LISTENING approximately 30 minutes	<ul style="list-style-type: none"> • four sections • 40 questions • a range of question types • Section 1: a conversation on a social topic, e.g. someone making a booking • Section 2: a monologue about a social topic, e.g. a radio report • Section 3: a conversation on a study-based topic, e.g. a discussion between students • Section 4: a monologue on a study-based topic, e.g. a lecture <p>Students have ten minutes at the end of the test to transfer their answers onto an answer sheet. The recording is heard ONCE.</p>	<ul style="list-style-type: none"> • Candidates are expected to listen for specific information, main ideas and opinions. • There is a range of task types which include completion, matching, labelling and multiple choice. • Each question scores 1 mark; candidates receive a band score from 1 to 9.
READING 1 hour	<ul style="list-style-type: none"> • three sections • 40 questions • a range of question types • Section 1: a passage with 13 questions • Section 2: a passage divided into paragraphs with 13 questions • Section 3: a passage with 14 questions <p>At least one passage contains arguments and/or views. This is usually Section 3.</p>	<ul style="list-style-type: none"> • Candidates are expected to read for / understand specific information, main ideas, gist and opinions. • Each section contains more than one task type. They include completion, matching, paragraph headings, True / False / Not Given and multiple choice. • Each question scores 1 mark; candidates receive a band score from 1 to 9.
WRITING 1 hour	<ul style="list-style-type: none"> • two compulsory tasks • Task 1: a 150-word summary of information presented in graphic or diagrammatic form • Task 2: a 250-word essay presenting an argument on a given topic <p>Candidates are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2, which is worth twice as many marks as Task 1.</p>	<ul style="list-style-type: none"> • Candidates are expected to write a factual summary and a discursive essay. • Candidates are assessed on a nine-band scale for content, coherence, vocabulary and grammar.
SPEAKING 11–14 minutes	<ul style="list-style-type: none"> • three parts • one examiner + one candidate • Part 1: The examiner asks a number of questions about familiar topics such as the candidate's studies/work, hobbies, interests, etc. <i>4–5 minutes</i> • Part 2: After a minute's preparation, the candidate speaks for two minutes on a familiar topic provided by the examiner. <i>3–4 minutes</i> • Part 3: The examiner and the candidate discuss some general questions based on the theme of the Part 2 topic. <i>4–5 minutes</i> 	<ul style="list-style-type: none"> • Candidates are expected to be able to respond to questions on familiar and unfamiliar topics and to speak at length. • Candidates are assessed on a nine-band scale for fluency, vocabulary, grammar and pronunciation.
All candidates who take the test receive an Overall Band Score between 1 and 9 that is an average of the four scores for each part of the test. For information on courses, required band scores and interpreting band scores, see www.ielts.org .		

Unit 1

Starting somewhere new

Starting off

1 Work in small groups. Match the reasons for studying in a different country (a–d) with the photos (1–4).

- a to get internationally recognised qualifications
- b to learn a foreign language
- c to experience living in a different culture
- d to make friends with people from other countries

2 Now discuss these questions.

- Which reason for studying abroad would be the most important for you?
- What other reasons do people have for studying abroad?

Listening Section 1

Exam information

- You hear a conversation between two people on a social or practical topic.
- In this section only, you are given an example at the beginning.
- You write your answers on the question paper while you listen.

1 Work in pairs. You are going to hear a conversation with a woman who wants to join an international social club. Before you listen, look at the advert below.

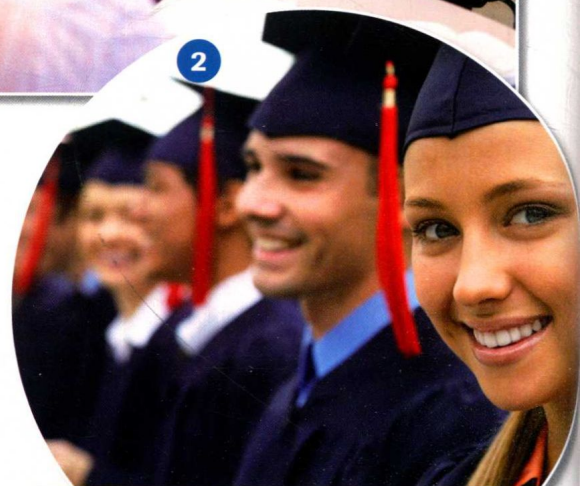
- 1 What is an international social club?
- 2 Would you enjoy being a member? Why? / Why not?

International Social Club



Meet people from around the world at the International Social Club!

We organise events for people from different countries to meet and share ideas and experiences. If you want to widen your horizons by meeting people of different nationalities in a social atmosphere, click [here](#) to join.



- 2 Work in pairs. Read Questions 1–5 in this Listening task. Decide what information you will need for each gap; for example, which answers might need numbers? Which might need the name of an activity?



Questions 1–5

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

International Social Club

Application form

Name: Jenny Foo
Age: 21
Nationality: 1
Address: 2 Road, Bondi
Mobile phone: 3
Occupation: 4
Free-time interests: Singing and 5

- 3 01 Now listen and answer Questions 1–5.

Exam advice Form completion

- While you read the questions, think what type of information you need for each gap.
- You will often hear someone spell a name or say a number. Make sure you know how to say letters and numbers in English.
- Write numbers as figures, not words.

- 4 Read Questions 6–10. Underline the key idea in each question.

Questions 6–10

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

- 6 According to Don, what might be a problem for Jenny?
A her accent
B talking to her colleagues
C understanding local people
- 7 How many members does the club have now?
A 30
B 50
C 80
- 8 How often does the club meet?
A once a week
B once every two weeks
C once a month
- 9 What is the club's most frequent type of activity?
A a talk
B a visit
C a meal
- 10 The main purpose of the club is to help members to
A meet Australians.
B learn about life in Australia.
C enjoy themselves together.

- 5 02 Now listen and answer Questions 6–10.

Exam advice Multiple choice

- Before you listen, underline the key idea in each question.
- The correct answer is often expressed using different words from the words in the question.

- 6 Work in pairs. Imagine that you want to join the International Social Club. Take turns to interview each other to complete the form in Exercise 2.

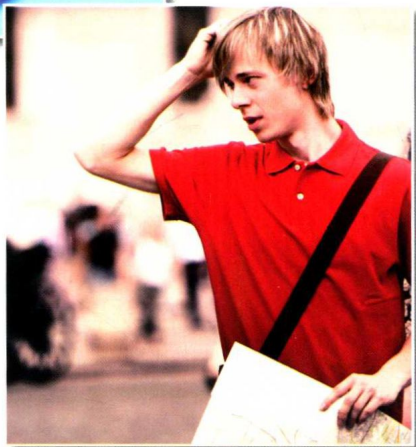
Reading Section 1

Exam information

- Reading Passage 1 is usually a factual text.
- You need to find specific information.
- It is usually easier than the other parts, so it's a good idea to do it first.

1 Work in small groups. Look at the list of things people do when they live or study in a different country. Which do you think are quite easy and which are more difficult? Why?

- eating different food
- understanding people
- getting to know local people
- using public transport
- missing family and friends
- obtaining the correct papers



2 You are going to read a passage about culture shock. Read the title of the passage and the subheading in *italics*. What do you think *culture shock* is?

3 Read the whole passage quickly. Which stage of culture shock seems to be the most uncomfortable?

Australian culture and culture shock

by Anna Jones and Xuan Quach

Sometimes work, study or a sense of adventure take us out of our familiar surroundings to go and live in a different culture. The experience can be difficult, even shocking.

Almost everyone who studies, lives or works abroad has problems adjusting to a new culture. This response is commonly referred to as 'culture shock'. Culture shock can be defined as 'the physical and emotional discomfort a person experiences when entering a culture different from their own' (Weaver, 1993).

For people moving to Australia, Price (2001) has identified certain values which may give rise to culture shock. Firstly, he argues that Australians place a high value on independence and personal choice. This means that a teacher or course tutor will not tell students what to do, but will give them a number of options and suggest they work out which one is the best in their circumstances. It also means that they are expected to take action if something goes wrong and seek out resources and support for themselves.

Australians are also prepared to accept a range of opinions rather than believing there is one truth. This means that in an educational setting, students will be expected to form their own opinions and defend the reasons for that point of view and the evidence for it.

Price also comments that Australians are uncomfortable with differences in status and hence idealise the idea of treating everyone equally. An illustration of this is that most adult Australians call each other by their first names. This concern with equality means that Australians are uncomfortable taking anything too seriously and are even ready to joke about themselves.

Australians believe that life should have a balance between work and leisure time. As a consequence, some students may be critical of others who they perceive as doing nothing but study.

Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends. While people may volunteer such information, they may resent someone actually asking them unless the friendship is firmly established. Even then, it is considered very impolite to ask someone what they earn. With older people, it is also rude

to ask how old they are, why they are not married or why they do not have children. It is also impolite to ask people how much they have paid for something, unless there is a very good reason for asking.

Kohls (1996) describes culture shock as a process of change marked by four basic stages. During the first stage, the new arrival is excited to be in a new place, so this is often referred to as the "honeymoon" stage. Like a tourist, they are intrigued by all the new sights and sounds, new smells and tastes of their surroundings. They may have some problems, but usually they accept them as just part of the novelty. At this point, it is the similarities that stand out, and it seems to the newcomer that people everywhere and their way of life are very much alike. This period of euphoria may last from a couple of weeks to a month, but the letdown is inevitable.

During the second stage, known as the 'rejection' stage, the newcomer starts to experience difficulties due to the differences between the new culture and the way they were accustomed to living. The initial enthusiasm turns into irritation, frustration, anger and depression, and these feelings may have the effect of people rejecting the new culture so that they notice only the things that cause them trouble, which they then complain about. In addition, they may feel homesick, bored, withdrawn and irritable during this period as well.

Fortunately, most people gradually learn to adapt to the new culture and move on to the third stage, known as 'adjustment and reorientation'. During this stage a transition occurs to a new optimistic attitude. As the newcomer begins to understand more of the new culture, they are able to interpret some of the subtle cultural clues which passed by unnoticed earlier. Now things make more sense and the culture seems more familiar. As a result, they begin to develop problem-solving skills, and feelings of disorientation and anxiety no longer affect them.

In Kohls's model, in the fourth stage, newcomers undergo a process of adaptation. They have settled into the new culture, and this results in a feeling of direction and self-confidence. They have accepted the new food, drinks, habits and customs and may even find themselves enjoying some of the very customs that bothered them so much previously. In addition, they realise that the new culture has good and bad things to offer and that no way is really better than another, just different.

adapted from *Intercultural Communication for Students in the Faculty of Economics and Commerce*, University of Melbourne

4 Read the paragraph in **blue** in the passage and say which of these statements is **TRUE**, which is **FALSE** and which is **NOT GIVEN**.

- 1 Culture shock affects most people who spend time living in another country.
- 2 Culture shock affects certain types of people more quickly than others.
- 3 Culture shock only affects how people feel.

5 Use the **underlined** words in Questions 1–6 below to find the relevant part of the passage. Then read those parts of the passage carefully to answer the questions.

Questions 1–6

Do the following statements agree with the information given in the reading passage?

Write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

- 1 Australian teachers will suggest alternatives to students rather than offer one solution.
- 2 In Australia, teachers will show interest in students' personal circumstances.
- 3 Australians use people's first names so that everyone feels their status is similar.
- 4 Students who study all the time may receive positive comments from their colleagues.
- 5 It is acceptable to discuss financial issues with people you do not know well.
- 6 Younger Australians tend to be friendlier than older Australians.

Exam advice True / False / Not Given

- If the passage expresses the same information, write **TRUE**.
- If the passage expresses the opposite information, write **FALSE**.
- If the passage does not include the information expressed in the question, write **NOT GIVEN**.

6 Work in pairs. Look at Questions 7–13 below.

- 1 Will you need to read the whole passage again to answer the questions?
- 2 What type of word(s) (noun, adjective, verb) do you need for each gap?
- 3 What type of information do you need for each gap?

Questions 7–13

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

THE STAGES OF CULTURE SHOCK

	name	newcomers' reaction to problems
Stage 1	7	They notice the 8 between different nationalities and cultures. They may experience this stage for up to 9
Stage 2	Rejection	They reject the new culture and lose the 10 they had at the beginning.
Stage 3	Adjustment and reorientation	They can understand some 11 which they had not previously observed. They learn 12 for dealing with difficulties.
Stage 4	13	They enjoy some of the customs that annoyed them before.

7 Now read the relevant sections of the passage and answer Questions 7–13.

8 Work in small groups.

- Have you ever lived or travelled abroad? If so, how did you feel about the different culture? Did you suffer from culture shock to start with?
- How is your culture similar to or different from Australian culture as described in the passage?

Exam advice Table completion

- Check how many words you are allowed to use.
- Use words exactly as they are spelled in the passage.
- Check that your answers are grammatically correct.

Vocabulary

Problem or trouble? Affect or effect?

- 1** IELTS candidates often confuse **problem/trouble** and **affect/effect**. Read these extracts from the *Cambridge Advanced Learner's Dictionary (CALD)* and the *Cambridge Learner's Dictionary (CLD)*. Then circle the correct word in sentences 1–4.

trouble or problem?

Problem means 'a situation that causes difficulties and that needs to be dealt with'. You can talk about **a problem** or **problems**.

Tell me what the **problem** is.

He's having a few **problems** at work.

Trouble means 'problems, difficulties or worries' and is used to talk about problems in a more general way. **Trouble** is almost always uncountable, so do not use the determiner **a** before it.

We had some **trouble** while we were on holiday.

affect or effect?

Affect is a verb which means 'to cause a change'.

Pollution seriously **affects** the environment.

Use the noun **effect** to talk about the change, reaction or result caused by something.

Global warming is one of the **effects** of pollution.

- 1 They may have some problems / troubles, but usually they accept them.
- 2 They notice only the things that cause them a problem / trouble.
- 3 Feelings of disorientation and anxiety no longer affect / effect them.
- 4 These feelings may have the affect / effect of people rejecting the new culture.

2 Five of these sentences contain a mistake made by IELTS candidates. Find and correct the mistakes.

- 1 Many students' studies are effected by difficulties with language. *affected*
- 2 Overseas students have accommodation problems.
- 3 Modern lifestyles have an affect on our health.
- 4 Other countries effect our customs.
- 5 Immigrants have an affect on the local economy.
- 6 Most children can deal with their own troubles.

Speaking Part 1

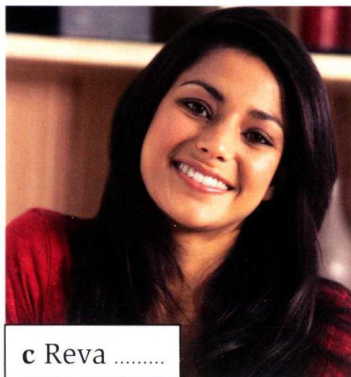
Exam information

- The examiner asks you about yourself, your home, work, studies and other topics.
- This part lasts between four and five minutes.

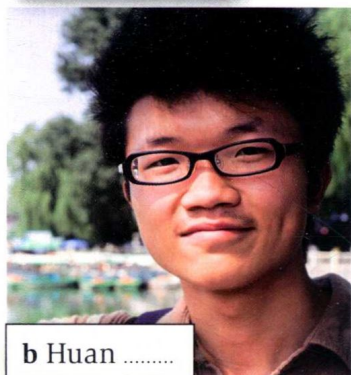
1 ⁰³ Listen to four IELTS candidates – Svetlana, Huan, Reva and Mateusz – each answering one of the questions below. Which question does each candidate answer?



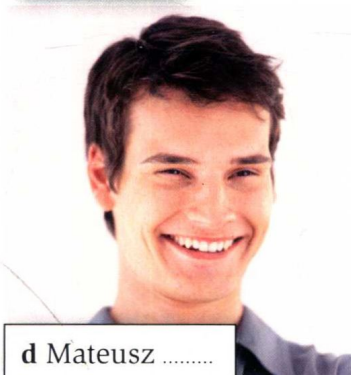
a Svetlana ³



c Reva



b Huan



d Mateusz

- Can you tell me a little bit about your home town / where you are from?
- How long have you been living here/there?
- What do you like about living here/there?
- Is there anything you find difficult about living here/there?
- How do you get to school/college/work?
- Tell me a little bit about what you study.
- What do you like about your studies? Is there anything you dislike?
- Have you travelled to another country? (Which one?)
- Do you enjoy travelling? Why? / Why not?
- What's your favourite form of travel? Why?

2 Work in pairs. Which of these statements are good things to do in Speaking Part 1? Tick (✓) the boxes.

- Answer each question as briefly as possible in two or three words. ☐
- Give reasons for your answers. ☐
- Offer extra details. ☐
- Sound interested in what you are saying. ☐
- Repeat the exact words of the question. ☐
- Speak clearly so that the examiner can hear you easily. ☐

3 ⁰³ Listen to the four candidates again. Which of the things in Exercise 2 do they all do?

Pronunciation: *Sentence stress 1*

4 Think about how you would answer questions 1–10 in Exercise 1 and write notes.

Example: *Moscow, large city, western Russia*

5 Work in pairs. Take turns to interview each other using the questions in Exercise 1.

Exam advice Speaking Part 1

- Give reasons for your answers.
- Offer extra details.
- Use your own words when possible.

Pronunciation

Sentence stress 1

You should put the stress on the words you think give the most important information. When you answer a question, you normally stress the words which give the answer.

1 ⁰⁴ Read and listen to these extracts from the four candidates' answers in Speaking Part 1. Underline the stressed words in each extract.

- Well, I think the people here are very friendly and I've made a lot of new friends.
- Well, I'm not too keen on flying because you spend too long at airports.
- I find it hard being away from my family and not seeing my friends.
- I've been here since I came to university, so for about two years.

2 Work in pairs. Take turns to read the candidates' answers in Exercise 1.