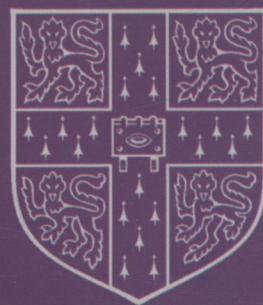


●●● 剑桥雅思高分突破系列

Michael Black (英) 编著  
Annette Capel (英)



CAMBRIDGE

# 剑桥雅思高分突破 OBJECTIVE IELTS

## 高级教程 强化练习册

外研社·剑桥  
雅思考试培训教程

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS  
剑桥大学出版社  
CAMBRIDGE UNIVERSITY PRESS



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## OBJECTIVE

## IELTS

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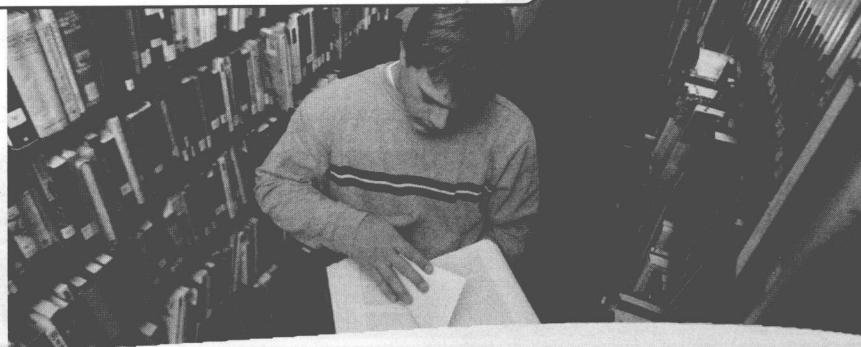
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### Reading

- 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 G 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.





### Reading

- 1 Read this extract from an article that appeared in the journal *Scientific American* in July 2004, just before the Athens Olympic Games. Time yourself as you read.

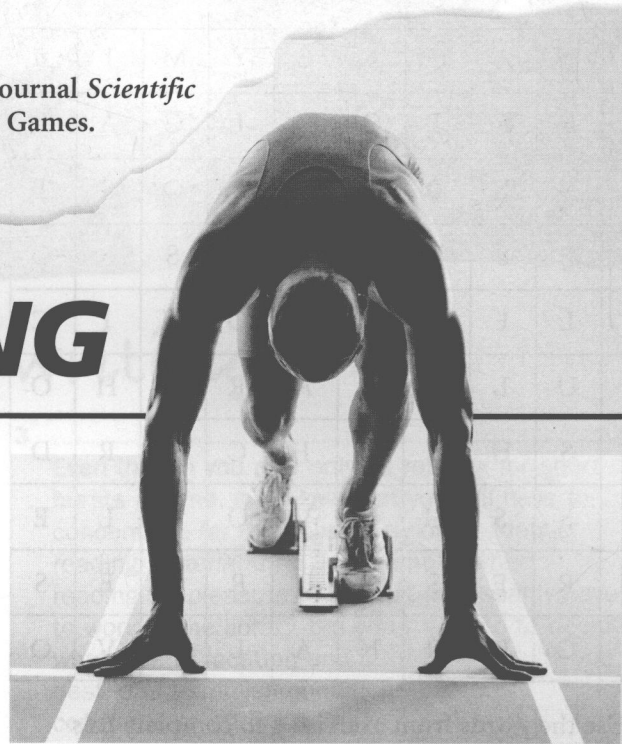
⌚ about 300 words

## GENE DOPING

Athletes will be going to Athens next month to take part in a tradition begun in Greece more than 2,000 years ago. As the world's finest specimens of fitness test the extreme limits of human strength, speed and agility, some of them will probably also engage in a more recent, less inspiring Olympic tradition: using performance-enhancing substances. Despite repeated scandals, doping has become irresistible to many athletes, if only to keep pace with competitors who are doing it. Where victory is paramount, athletes will seize any opportunity to gain an extra few split seconds of speed or a small boost of endurance.

Sports authorities fear that a new form of doping will be undetectable and thus much less preventable. Treatments that regenerate muscle, increase its strength and protect it from degradation will soon be entering human clinical trials for muscle-wasting disorders. Among these are therapies that give patients a synthetic gene, which can last for years, producing high amounts of naturally occurring muscle-building chemicals.

This kind of gene therapy could transform the lives of the elderly and people with muscular dystrophy.



Unfortunately, it is also a dream come true for an athlete bent on doping. The chemicals are indistinguishable from their natural counterparts and are only generated locally in the muscle tissue. Nothing enters the bloodstream, so officials will have nothing to detect in a blood or urine test.

Is gene therapy going to form the basis of high-tech cheating in athletics? It is certainly possible. Will there be a time when gene therapy becomes so commonplace for disease that manipulating genes to enhance performance will become universally accepted? Perhaps. Either way, the world may be about to watch one of its final Olympic Games without genetically enhanced athletes.

- 2 Find paraphrases in the text for the statements below. Underline the relevant part of the text. The statements follow the order of information in the text.

EXAMPLE: A few athletes are likely to take drugs to improve their ability.

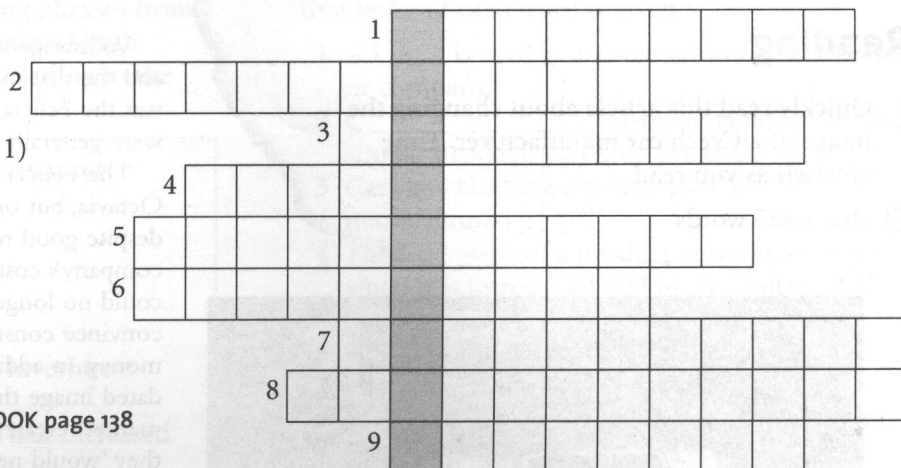
- Athletes often feel they have to take drugs in order to match their peers.
- Athletes are happy to do whatever it takes because winning is all that matters.
- Those in charge of sport believe that it will be far harder to stop athletes from trying gene therapy.
- Gene therapy is about to be tested on people whose muscles are very weak.
- Gene therapy is a very fortunate development for athletes wishing to cheat.
- The man-made substances are identical to those that exist in the body.
- Athletes at the Athens Olympics may be among the last generation to compete without gene therapy.



## Vocabulary

3 Scan the text to find words that match the definitions below to complete the word puzzle. Which word from the text is revealed vertically?

- 1 artificial (paragraph 2)
- 2 equivalents (paragraph 3)
- 3 undoubtedly (paragraph 4)
- 4 discover (paragraph 3)
- 5 impossible to refuse (paragraph 1)
- 6 remedies (paragraph 2)
- 7 the process of becoming weaker (paragraph 2)
- 8 tampering with (paragraph 4)
- 9 shocking events (paragraph 1)



## Grammar G STUDENT'S BOOK page 138

### Perfect tenses

4 Put the verbs in the following sentences into a suitable simple or continuous perfect tense.

EXAMPLE: Thompson (not/make) hadn't made the first team all season, but last Wednesday he was finally selected.

- 1 The football club (struggle) ..... to stay in the upper half of the table this year.
- 2 How long (David/play) ..... tennis this morning?
- 3 The company (sign) ..... an agreement to broadcast all live ice-hockey matches during next season.
- 4 (you/set) ..... the video to record the highlights while we're out?
- 5 We (try) ..... to organise a diving competition, but it's proving very difficult to fix a date.
- 6 Harry (not/expect) ..... to reach the play-off, so he was thrilled by the result.
- 7 (the college/enter) ..... a team in the volleyball championship?
- 8 Lance Armstrong (win) ..... the Tour de France more than once.

5 Correct any errors in perfect tenses in these sentences written by IELTS candidates, which are taken from the *Cambridge Learner Corpus*. One sentence is correct.

- 1 As the information age had arrived, people's work and lives have becoming more and more dependent on computers.
- 2 It happened for the past two weeks, at the same time every evening.
- 3 I used my lighter to light the candle, but unfortunately I've also lit a book I just read!
- 4 We have been waiting for 20 minutes before someone came to give us a menu.
- 5 The computer is one of those inventions that had changed the way we live.
- 6 Technology has been advancing rapidly at the expense of our traditional skills.
- 7 There were recent cases in other sports events in which people have injured themselves because of unsafe equipment.

6 Report these sports soundbites, using the past perfect tense.

EXAMPLE: 'Arsenal have beaten Crystal Palace 4-1.'

They announced that Arsenal had beaten Crystal Palace 4-1.

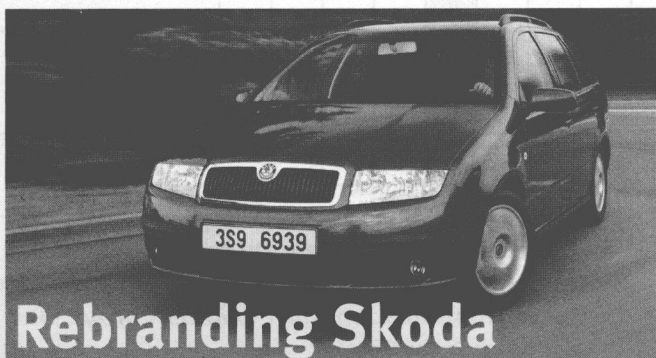
- 1 'Ian Thorp broke the world record for the 50m freestyle earlier today.'  
They said that .....
- 2 'Rusdski has been cleared of drug-taking and the charges against him dropped.'  
They announced that .....
- 3 'Builders have almost completed work on the new stadium.'  
They said that .....



## Reading

- 1 Quickly read this article about changing the image of a Czech car manufacturer. Time yourself as you read.

⌚ about 425 words



Back in the 1980s, when I bought my first car, I could only afford a Skoda. It caused great amusement among my friends, who delighted in telling me the jokes going around, jokes like 'Why does a Skoda have a heated rear

- 5 windscreen? Answer: To keep your hands warm when you push it.' Although I put a brave face on it, I had to agree: Skoda owners couldn't claim to be leaders of fashion. I would never have predicted that, by the end of the century, Skoda would be one of Britain's fastest-growing car brands.
- 10 The company's change in fortunes began when the Czech government, Skoda's owner, decided the business needed foreign investment. In 1991, it went into partnership with the German car manufacturer Volkswagen, which took full control of Skoda ten years later.

Volkswagen invested over £2 billion in the business, 15 and the first model to be launched by the 'new' Skoda was the Felicia, in 1994. Although motoring journalists were generally positive about it, UK sales were poor.

The Felicia was followed four years later by the Octavia, but only 6,000 cars were sold in its first year, 20 despite good reviews. One reason was that the company's costs were greater now than before, so it could no longer afford to be a cheap brand: it had to convince consumers that Skoda cars gave value for money. In addition, the company still had an out- 25 dated image that no longer matched its products, and market research found that 60% of people claimed they 'would never buy a Skoda'.

The Skoda brand must have seemed a liability to Volkswagen, as the UK is a large car market. However, 30 the cars sold well in Eastern Europe and were moderately successful in most Western European countries. In the UK, Skoda at least had the advantage of high 'brand awareness' – that is, many people recognised the name, even if they remembered it for 35 the wrong reasons.

March 2000 saw the launch of the Fabia, with an advertising message that gently made fun of British consumers' perceptions: 'The Fabia is a car so good 40 that you won't believe it's a Skoda'. The car was an instant success. There was also a shift in the image of Skoda cars in Britain, with the 60% who would not consider buying one falling to 42%. Skoda has successfully been rebranded: now, for many UK 45 customers, a Skoda is a cut-price Volkswagen, and a purchase well worth considering.

And me? Well, I'm again an owner of a Skoda, but this time I'm proud to be one.

- 2 Do the following statements reflect the claims of the writer in the passage? ... TF2

Write

**YES** if the statement reflects the claims of the writer  
**NO** if the statement contradicts the claims of the writer  
**NOT GIVEN** if it is impossible to say what the writer thinks about this

EXAMPLE: There was good reason for the jokes made about Skoda cars in the 1980s. **YES**  
 (See underlined text.)

- 1 In the 1980s, Skodas were the least popular cars in Britain.
- 2 The Czech government negotiated with several foreign companies before deciding to work with Volkswagen.
- 3 Sales of the Felicia were lower than they deserved to be.
- 4 The Octavia seemed out-dated.
- 5 Very few British people had heard of Skoda in the 1990s.
- 6 The Fabia was a better car than the Felicia and Octavia.
- 7 Many British customers believe Skoda and Volkswagen cars are of a similar quality.



## Cleft sentences

- 3 Complete the sentences below using phrases from the box. Make sure that each sentence is both grammatically correct and true according to the passage.

a partnership with another manufacturer  
at the end of the century  
high 'brand awareness'  
in 1994  
in its first year  
in the 1980s  
that the business needed foreign investment  
the Fabia  
the fact that the company's costs had increased  
the Felicia  
the Octavia

- 1 It was ..... that was an instant success.
  - 2 It was ..... that I bought my first car.
  - 3 It was ..... that Skoda became one of Britain's fastest-growing car brands.
  - 4 It was ..... that was launched in 1994.
  - 5 What the Czech government decided was .....
  - 6 What led to a rise in Skoda prices was .....
  - 7 What Skoda benefited from in the UK in the 1990s was .....
- 4 Complete each sentence with the correct ending from the box.

A that they are memorable.  
B that companies carry out market research.  
C that we bring meaning into our lives.  
D that Hear'Say was created.  
E that there may be very little difference between rival products.  
F that companies can maximise their sales.  
G that they were a manufactured group.

- 1 It was through a television contest ...
- 2 What made many journalists interested in Hear'Say was ...
- 3 Some people believe it is by buying products ...
- 4 It is by paying careful attention to marketing ...
- 5 It is to identify consumers' perceptions of their products ...
- 6 What makes some logos effective is ...

## Vocabulary

- 5 Complete these sentences using words from Unit 3 of the Student's Book or the passage on page 8. The first letter of each word is given.

- 1 A l \_ \_ \_ is used as a visual reminder of a brand or company.
- 2 C \_ \_ \_ \_ \_ \_ \_ \_ \_ between manufacturers of similar products can keep prices down.
- 3 Cars and clothing are examples of manufactured g \_ \_ \_ \_.
- 4 The l \_ \_ \_ \_ \_ of a product onto the market is when it is introduced and made available for the first time.
- 5 A person who buys items to meet their own needs is a c \_ \_ \_ \_ \_ \_.
- 6 M \_ \_ \_ \_ \_ \_ \_ is an activity concerned with encouraging people to buy a company's products.
- 7 The word 'p \_ \_ \_ \_ \_ \_' can mean 'to buy', 'the act of buying' or 'something bought'.
- 8 People's opinion or mental picture of something, for example of a brand, is its i \_ \_ \_ \_.
- 9 Unlike car manufacturers, banks and training companies sell a s \_ \_ \_ \_ \_.
- 10 Shops, market stalls and kiosks are all examples of r \_ \_ \_ \_ \_ outlets.



### Vocabulary

- 1 These words occur in the Vocabulary section of 4.1 of the Student's Book (page 27). Complete each sentence with one word or phrase from the box. You may need to make the word plural.

accent	acronym	collocation	false friend	idiom
jargon	nonverbal communication	proverb	slang	

- Some ..... are pronounced as words, e.g. *radar*, while others consist of letters that are pronounced separately, such as *DJ*.
- ..... which is deliberate, such as smiling and waving, is usually easy to interpret, but when it is involuntary, there is a danger of misinterpreting it.
- Nick* (= prison) and *a screw* (= prison warder) are ..... expressions that originated in British prisons.
- The ..... *sour grapes* comes from one of Aesop's fables, written about 2,500 years ago.
- One of the challenges of a foreign language is learning ....., for example, that *traffic* is usually described in English as *heavy*, and not as *strong* or *big*.
- People who have not studied law generally have difficulty understanding legal ....., with words like a *tort* meaning *harm done to another person or their property*.



He was as sick as a parrot.

### Grammar G STUDENT'S BOOK page 139

#### Adverbial clauses

- 2 Put each of these introductory words and phrases into the right column. Then use a dictionary to check how to use them – ones in the same column don't necessarily have the same meaning.

after	although	as (×2)	as soon as	because	before	even if (×2)
even though	if	once	since (×2)	so that	though	unless
when	whenever	where	whereas	wherever	while (×2)	

Time	Place	Reason	Purpose	Condition	Concession
• .....	• .....	• .....	• .....	• .....	• .....
• .....	• .....	• .....		• .....	• .....
• .....		• .....		• .....	• .....
• .....					• .....
• .....					• .....
• .....					• .....
• .....					• .....
• .....					• .....
• .....					• .....
• .....					• .....



- 3 In the reading passage below, underline the adverbial clauses and write their functions in the margin. Remember that clauses must contain a verb. They are used in this order.

1 time

3 time

5 reason

7 reason

2 time

4 condition

6 condition

8 condition

## Reading

- 4 This passage, which comes from a non-specialist book about the English language, is about clichés – words and phrases that are overused. Read it quickly, concentrating on understanding the points that the writer is making: it isn't necessary to understand all the clichés that he uses. Remember to time yourself as you read.

⌚ about 600 words

# Clichés

A cliché is a phrase that has been used so many times that it comes out of the mouth or the computer without causing a ripple in the mind of the speaker, the typist, the listener or the reader. (A)

- 5 **The word was part of the technical jargon of the French printing trade in the 19th century, the name for a plate used in the printing process,** and it is still used with that meaning in English and other languages. By the middle of the same century, the word was being
- 10 used in French, shortly followed by English, as a metaphor for frequently used expressions.

(B) **Clichés can be classified according to whether they were originally idioms, similes and proverbs, expressions from trades or invented phrases.**

- 15 Many idioms have been so indiscriminately overused that they have been weakened – phrases like *far and wide*, *by leaps and bounds* or *safe and sound*. Our second category could be similes and proverbs that now fall off the lips with little
- 20 meaning, (C) **similes like *as cool as a cucumber* – which dates back around 400 years – *as fit as a fiddle*, and the proverb *don't put the cart before the horse*.**

- A large category is drawn from the jargons of trades and professions, sports and games, and other
- 25 national concerns. (D) **Many are nautical clichés, as is fitting for the British, as an island nation, with examples like *to leave a sinking ship*, *to know the ropes*, *to stick to one's guns*.**

- Our last broad category of clichés might be
- 30 phrases which were striking when they were first coined, but have become ineffective through constant use. (E) **When a football manager, asked how**

he felt about the defeat of his team, said that he was *as sick as a parrot*, a reference to the sensational cases of psittacosis from West Africa in the early 1970s, it was a sharp, amusing phrase. Since then, it has been so overused that it has lost its shine. *To explore every avenue* and *to leave no stone unturned* are two political clichés of this class. No politician with any sensitivity for language could use either of those phrases seriously, yet you hear them at it still, all the time.

(F) **No doubt we could elaborate the classes of clichés into further subdivisions until the cows come home.** But there is no need to. We all agree that clichés are to be avoided by careful writers and speakers at all times, do we not? Well, actually, no, not I. Life, and language, are so full of clichés that silence will reign supreme if you deny us the use of cliché. (G) **So many millions of people have spoken and written so ceaselessly that it is almost impossible to find ideas and phrases that have not been used many times before.**

Poets and philosophers mint brand new language. The rest of us have to make do with the common currency. It is often the case that clichés become popular because they are the best way of saying something. *Castles in Spain* and *a white elephant* vividly express ideas that would otherwise require far more words. (H) **You would be cutting off your nose to spite your face if you denied yourself the use of the brightest, most economical and most beautiful phrases invented, simply because they were clichés.** In short, I am determined to have my cake and eat it, to have my finger in every pie, and to reserve my right to pull a cliché out of the vast cupboard of the English language, if it is the best way of saying what I want to say.

- 5 The information on the right is found in the parts of the passage printed in bold. Which part (A–H) contains the following information? Consider all eight parts before choosing your answer. Note: In the Reading Modules, the relevant parts of the passage are *not* in bold. ... TF4

- 1 a claim concerning the difficulty of avoiding clichés
- 2 examples of clichés originally used in a particular occupation
- 3 a way of distinguishing between types of clichés
- 4 a suggestion that clichés should sometimes be used
- 5 an account of the origin of a particular cliché
- 6 the original meaning of the word *cliché*

### Reading

1 Read this article that appeared in *New Scientist*. Time yourself as you read.

⌚ about 500 words

## WRAPPERS SMARTEN UP TO PROTECT FOOD

*Active packaging will tell you instantly if your groceries are fresh.*



Unwrapping your shopping to find you have bought mouldy bread, rotten fruit and sour milk could soon become a thing of the past, thanks to a range of emerging 'active packaging' technologies. While conventional packaging simply acts as a barrier that protects food, active packaging can do a lot more. Some materials interact with the product to improve it in some way, or provide better information on the state it is in. For instance, they may soak up oxygen inside a wrapper to help prevent food spoilage or show whether potentially dangerous foods like red meat and chicken have been stored at unsafe temperatures.

One of the new breed of packaging technologies that has just gone on the market in France is a 'time temperature indicator'. Stores where the product has already been introduced report that far fewer consumers are returning spoilt food. The indicator is basically a label that tracks the temperature a package has been kept at and for how long. The label has a dark ring around a lighter circle. The central ring contains a chemical which polymerises, changing colour as it does so from clear to dark. If the package stays

cool, the reaction is slow, but increasing the ambient temperature speeds up the polymerisation. When the inner circle darkens, it means the product is no longer guaranteed fresh.

Other indicators are being developed to monitor the gases being given off inside frozen-food packages, causing deterioration – perhaps because of a freezer breakdown. The National Center for Toxicological Research in Arkansas, USA, has developed a plastic disc impregnated with a dye that sits inside food packaging and changes colour if gases produced by decay are present.

Smart packaging can also control the atmosphere inside a container. For instance, the make-up of oxygen ( $O_2$ ) and carbon dioxide ( $CO_2$ ) within packaged vegetables will influence their freshness. This can be hard to control in a sealed package, since vegetables consume more oxygen and give off more carbon dioxide as the package gets warmer. A firm in California is trying to solve the problem with a membrane wrapper it calls 'Intelimer', which changes its permeability as the temperature changes in a way that keeps different products at their optimal  $O_2/CO_2$  concentrations.

Decay can also be decelerated by controlling the environment inside a package with an 'oxygen scavenger'. Currently, this is achieved by placing a sachet filled with iron powder in the package – any oxygen in the package is consumed by the iron as it oxidises. However, consumers don't like finding sachets marked 'Don't eat' in their food, so a company in New Jersey is making a wrap that itself scavenges oxygen. The material includes an inner layer of an oxidisable polymer that traps oxygen in the same way as iron.

It is predicted that between 20 and 40 per cent of all food packaging will soon be active.



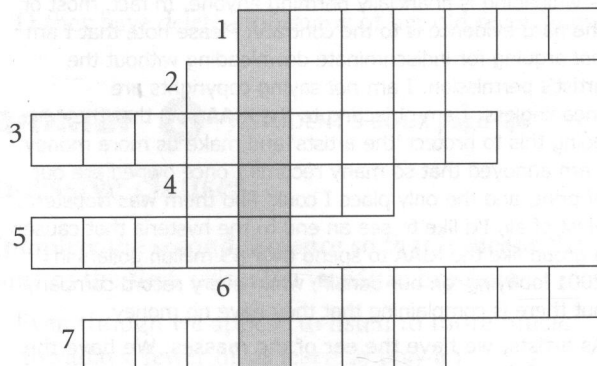
- 2 Complete the sentences with one or two words from the passage. Remember to check your spelling. ... TF4

- 1 Active packaging offers far more benefits than ..... kinds, which merely cover food up.
- 2 New wrapping materials are being developed to ..... whatever they are covering, for the benefit of the consumer.
- 3 A recently developed device that alerts consumers to a product's storage profile is triggered by the rate of a chemical .....
- 4 In the event of mechanical failure in storage, one new product that is ..... a colorant can reveal whether food is rotten.
- 5 The key to keeping packaged vegetables at their best lies in ..... of oxygen and carbon dioxide.
- 6 One innovative type of wrapping has an ..... which absorbs oxygen.

## Vocabulary

- 3 Scan the text to find verbs that collocate with the nouns and adjective below. Use them to complete the word puzzle. Write all the verbs in their infinitive form. Which verb from the text's title is revealed vertically?

- 1 spoilage (paragraph 1)
- 2 temperature (paragraph 2)
- 3 a product (paragraph 2)
- 4 cool (paragraph 2)
- 5 deterioration (paragraph 3)
- 6 oxygen (paragraph 4)
- 7 the environment (paragraph 5)



## Passives

- 4 Complete the sentences with a verb from the box, writing it in the passive form given in brackets.

be	find	invent	keep	make	relate
use					

EXAMPLE: Food storage (*modal perfect passive*)  
must have been very different before the invention of plastics.

- 1 This product (*modal present passive*)  
 ..... fresh for at least two weeks if sealed in plastic and stored in the fridge.
- 2 Nowadays, many clothes (*present simple passive*)  
 ..... from a blend of cotton and polyester, which is a form of plastic.
- 3 The story of plastic dates back to 1870, when a material known as celluloid (*past simple passive*)  
 .....
- 4 A German study found that 400% more material by weight would need (*passive infinitive*)  
 ..... if plastic did not exist.
- 5 No correlation (*present perfect passive*)  
 ..... between vinyl manufacturing and cancer.
- 6 Up to three million full-time jobs in the USA (*present simple passive*) ..... in some way to the plastics industry.
- 5 Finish the second sentences so that they mean the same as the first, using passive forms. The agent with *by* is not always needed.

EXAMPLE: Active packaging keeps food fresh for longer.  
 Food is kept fresh for longer by active packaging.

- 1 They are producing more goods in plastic.  
 More goods .....
- 2 Our local council has just introduced a plastics recycling scheme.  
 A plastics recycling scheme .....
- 3 They use plastics in the manufacture of pills.  
 Plastics .....
- 4 They are about to launch a new type of biodegradable plastic bottle.  
 A new type of biodegradable plastic bottle .....
- 5 The factory might shut down its glassmaking division, to concentrate on plastic.  
 The factory's glassmaking division .....
- 6 If someone hadn't invented plastic, what materials would we be using today?  
 If plastic .....

### Reading

- 1 Read this article about downloading music from the Internet by the musician Janis Ian, which comes from her website [www.janisian.com](http://www.janisian.com). Note the informal style, which is appropriate for the Internet. Time yourself as you read.

⌚ about 825 words



### THE INTERNET DEBACLE – AN ALTERNATIVE VIEW

When I research an article, I normally send 30 or so emails to friends and acquaintances asking for opinions and anecdotes. I usually receive between 10 and 20 in reply. This time, I sent 36 emails requesting opinions and facts on free music downloading from the Net. I stated that I planned to adopt the viewpoint of devil's advocate: free Internet downloads are good for the music industry and its artists. I've received, to date, over 300 replies, every single one from someone 'in the music business'.

- 10 What's more interesting than the emails are the phone calls. I don't know anyone at NARAS (home of the Grammy Awards), and I know Hilary Rosen (head of the Recording Industry Association of America, or RIAA) only vaguely. Yet within 24 hours of sending my original email, I'd received two messages from Rosen and four from NARAS requesting that I call to 'discuss the article'.

The NARAS people told me downloads were 'destroying sales', 'ruining the music industry' and 'costing you money'. Costing *me* money? I don't think so. Ms Rosen stressed that she was only interested in presenting the RIAA's side of the issue, and was kind enough to send me a fair amount of statistics and documentation, including a number of focus-group studies the RIAA had run on the matter. However, the problem with focus groups is the same problem anthropologists have when studying peoples in the field – the moment the anthropologist's presence is known, everything changes. Hundreds of scientific studies have shown that any experimental group *wants to please the examiner*. For focus groups, this is particularly true.

- The premise of all this nonsense is that the industry (and its artists) are being harmed by free downloading. I don't agree. My site ([www.janisian.com](http://www.janisian.com)) gets an average of 75,000 hits a year. Not bad for someone whose last hit record was in 1975. I've found that every time we make a few songs available on my website, sales of all the CDs go up. Realistically, why do most people download music? *To hear new music or records that have been deleted and are no longer available for purchase*. Not to avoid paying \$5 at the local used CD store or taping it off the radio, but to hear music they can't find anywhere else.

In the hysteria of the moment, everyone is forgetting the main way an artist becomes successful – *exposure*.

Without exposure, no one comes to shows, no one buys CDs, no one enables you to earn a living doing what you love. Again, from personal experience: in 37 years as a recording artist, I've created 25+ albums for major labels, and I've *never once* received a royalty check that didn't show I owed *them* money. So I make most of my living from live touring, playing for 80–1,500 people a night, doing my own show. I spend hours each week doing press, writing articles, making sure my website tour information is up to date. So when someone writes and tells me they came to my show because they'd downloaded a song and gotten curious, I am thrilled!

If you think about it, the music industry should be rejoicing at this new technological advance! Here's a fool-proof way to deliver music to millions who might otherwise never purchase a CD in a store. The cross-marketing opportunities are unbelievable. It's instantaneous, costs are minimal, shipping non-existent ... an obvious vehicle for higher earnings and lower costs. Instead, they're running around like chickens with their heads cut off, bleeding on everyone and making no sense.

There is *zero* evidence that material available for free online downloading is financially harming anyone. In fact, most of the hard evidence is to the contrary. Please note that I am *not* arguing for indiscriminate downloading without the artist's permission. I am *not* saying copyrights are meaningless. I am objecting to the RIAA spin that they are doing this to protect 'the artists' and make us more money. I am annoyed that so many records I once owned are out of print, and the only place I could find them was Napster\*. Most of all, I'd like to see an end to the hysteria that causes a group like the RIAA to spend over 45 million dollars in 2001 lobbying 'on our behalf', when every record company out there is complaining that they have no money.

As artists, we have the ear of the masses. We have the trust of the masses. By speaking out in our concerts and in the press, we can do a great deal to calm this hysteria, and put the blame for the sad state of our industry right back where it belongs – in the laps of record companies, radio programmers and our own apparent inability to organise ourselves in order to better our own lives – and those of our fans. If we don't take charge, no one will.

\* a file-sharing music website, now operating as a legal company



2 Answer these questions by choosing the correct letter, A, B, C or D.

1 Why does Janis Ian reject the views of the RIAA's focus groups? (paragraph 3)

A She thinks the RIAA failed to invite enough people to take part.

B She saw no supporting documentation from the RIAA about them.

C She feels the groups only told the RIAA what they wanted to hear.

D She heard that the RIAA had not run the exercise scientifically.

2 What does Janis Ian say about her website? (paragraph 4)

A It has helped to promote her new hit record.

B She is unable to include her own songs on it.

C It has increased the sales of her recordings.

D She is disappointed by the number of visitors.

3 How has Janis Ian been able to keep earning money as a musician? (paragraph 5)

A thanks to her recording companies

B due to how she publicises herself

C because of large royalty checks

D through touring with other bands

4 According to Janis Ian, the music industry should be positive about the Internet because (paragraph 6)

A it has already reduced delivery charges.

B it allows existing customers to be contacted.

C it has provided better access to music stores.

D it offers a completely different market.

5 Janis Ian is particularly angry with the music industry because (paragraph 7)

A they have wasted money fighting the downloading issue.

B they have not asked her for her permission.

C they have not done enough to protect her sales.

D they have deleted too many of her old recordings.

3 Most artists are in favour of downloading, but the band Metallica are opposed to it. (whereas) Most artists see downloading as a good thing, ..... not.

4 Despite having practised those chords a lot, I find them too difficult. (even though) I find those chords too difficult ..... practised them a lot.

## Vocabulary

4 Complete the table with related forms of the words given. The first five words have related forms in the second half of the article, and the rest revise words from the Student's Book.

Noun	Adjective	Adverb
realism		
	artistic	
technology		
finance		
		meaninglessly
effect		
	unpredictable	
universe		
		scientifically
	manipulative	

Writing Workout 2 on page 46 practises some of these words.

5 Write adjectives from the Student's Book (page 40) for the definitions given in brackets. Each adjective starts with the last letter of the adjective to its left and ends with the first letter of the one to its right.

EXAMPLE: OPTIMISTIC c a r e f r e e ELATED  
(without any worries or problems)

1 MISERABLE \_\_\_\_\_ DEPRESSED  
(unable to relax because of something pleasant that is going to happen)

2 BORING \_\_\_\_\_ YOUNG  
(dark or unhappy)

3 IDIOSYNCRATIC \_\_\_\_\_ LIVELY  
(happy and positive about life)

4 POWERFUL \_\_\_\_\_ DANGEROUS  
(entertaining or amusing, and not serious)

5 INNATE \_\_\_\_\_ LOUD  
(having strong feelings)

## Grammar STUDENT'S BOOK page 140

### Concessive clauses

3 Complete the second sentence so that it means the same as the first, using the words in brackets.

1 Even though we appear to listen to more music nowadays, fewer of us learn to play an instrument. (despite)

Nowadays, ..... that we appear to listen to more music, fewer of us learn to play an instrument.

2 Although the singer Rod Stewart is in his 60s, he gave a solid live performance at last night's concert. (in spite of)

..... in his 60s, the singer Rod Stewart gave a solid live performance at last night's concert.

### 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.