

READING SKILLS

Completing summaries with wordlists
 Selecting statements from a list
 Answering global multiple-choice questions

EXAM PRACTICE

Completing summaries with wordlists
 Completing multiple-choice questions



Completing summaries with wordlists

- 1 Look at the photo and answer questions a–d.
 - a What aspect of modern life does the photo suggest?
 - b To what extent is the gap between the capabilities of older and younger people real?
 - c Do young people take on responsibilities at an earlier age than they did in the past? If so, is this a good development?
 - d Which age group – young adult, middle aged, elderly – would you associate the adjectives below with? Explain why.

creative analytical responsible curious
 flexible spontaneous sensible

- 2 Skim the title of the reading passage on page 39. What can you predict about the topic of the reading passage from the title?
- 3 Read the summary, which is taken from a Summary task with a wordlist. Then answer questions a and b below.
 - a Which words in the summary will help you scan for the beginning and the end of the relevant section of the text?
 - b Skim the reading passage and decide where the summary begins and ends.

Technique

Learn to work out whether the summary relates to part of a reading passage or a whole reading passage. For example, a summary with a heading is likely to relate to part of a passage. The rubric may also tell you which paragraphs the questions relate to, so always check the rubric.

According to a recent report, young people aged 8–18 are wasting
 1 of time by multi-tasking. In fact, they are spending as much
 as 50 per cent longer than if they did the same tasks 2 Some
 young people are juggling a larger and larger array of 3 as
 they study, while surfing the net, sending 4 , answering the
 phone and listening to music simultaneously. Other studies have shown
 that this 5 is affecting the way families operate, with young
 people too self-absorbed to talk to other family members or to eat at the
 family table. The electronic 6 is also apparently having a
 7 on young people's studies and work.

Excessive demands on young people

Being able to multi-task is hailed by most people as a welcome skill, but not according to a recent study which claims that young people between the ages of eight and eighteen of the so-called 'Generation M' are spending a considerable amount of their time on fruitless efforts as they multi-task. It argues that, in fact, these young people are
 5 frittering away as much as half of their time again as they would if they performed the very same tasks one after the other.

Some young people are juggling an ever larger number of electronic devices as they study. At the same time as they are working, young adults are also surfing the Internet, or sending out emails to their friends, and/or answering the telephone and listening to
 10 music on their iPods or on another computer. As some new device comes along, it too is added to the list rather than replacing one of the existing devices.

Other research has indicated that this multi-tasking is even affecting the way families themselves function as young people are too wrapped up in their own isolated worlds to interact with the other people around them. They can no longer greet family
 15 members when they enter the house, nor can they eat at the family table.

All this electronic wizardry is supposedly also seriously affecting young people's performance at university and in the workplace. When asked about their perception of the impact of modern gadgets on their performance of tasks, the overwhelming majority of young people gave a favourable response.

The response from the academic and business worlds was not quite as positive. The former feel that multi-tasking with electronic gadgets by children affects later development of study skills, resulting in a decline in the quality of writing, for
 20 example, because of the lack of concentration on task completion. They feel that many undergraduates now urgently need remedial help with study skills. Similarly, employers
 25 feel that young people entering the workforce need to be taught all over again, as they have become deskilled.

While all this may be true, it must be borne in mind that more and more is expected of young people nowadays; in fact, too much. Praise rather than criticism is due in respect of the way today's youth are able to cope, despite what the older generation
 30 throw at them.

- 4** Complete the summary in exercise 3 as far as you can without looking at the passage again. To what extent is it possible to predict the meaning of the missing words in the summary without reading the passage? Give reasons for your answer.



- 5 Complete the summary in exercise 3 using items A–M from the wordlist below.

Wordlist

- | | | |
|----------------|-------------------|-----------------------|
| A in sequence | B revolution | C beneficial effect |
| D much | E messages | F letters |
| G electronics | H negative impact | I electronic gizmos |
| J behaviour | K development | L significant amounts |
| M all together | | |

- 6 Using the following notes to help you, check the items you have selected from the wordlist for questions 1–7.
- 1 something to do with quantity
 - 2 something to do with order
 - 3 something to do with electronic things
 - 4 something to do with things you send electronically
 - 5 something to do with the way of doing things
 - 6 something which has happened to do with electronics
 - 7 something to do with the effect of 5 and 6
- 7 Underline the words in the reading passage which are paraphrases of the answers 1–7 above.
- 8 Make a checklist of techniques to help you complete summaries. Revise the checklist as you continue to prepare for the exam.

Selecting statements from a list

- 1 In the IELTS exam, you may be asked to select True statements from a list about a passage. Skim the statements about the reading passage on page 39 and answer questions a–c.
- a Which part of the passage do you think the answers are likely to be in?
 - b Which statements can you predict to be true?
 - c Which words can you use to scan? Can you use *electronic gadgets*? Why/Why not?

The list below gives some opinions about electronic gadgetry.

Which **THREE** opinions are mentioned by the writer of the text?

- A According to students, electronic gadgets are now an inevitable part of the university landscape.
- B Academics feel multi-tasking with electronic gadgets affects children's subsequent acquisition of study skills.
- C Academics feel students are offered help with their writing and study skills.
- D Most young people see no problems related to using electronic gadgets.
- E Computer use at school fails to prepare students for academic life at university, according to academics.
- F Employers feel that the use of electronic gadgets among children affects capacity to perform in the work environment.
- G Employers think that overuse of computers and other gadgets definitely affects job prospects later in life.

Technique

Skim all of the statements when you have to select statements from a list. Try to predict possible answers after skimming the reading passage. Work out which part of the passage the statements relate to – the whole passage or just part of it. Use nouns/noun phrases to help you with the organization and functions of the reading passage.

- 2 Choose three opinions A–G mentioned by the writer in exercise 1. Use your predictions to help you.

Answering global multiple-choice questions

- 1 The question below is a Global multiple-choice question. Read the question and then answer questions a–c.

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

The writer concludes that

- A the use of electronic gadgets at school is affecting academic study.
- B more is required of young people today and they cope well in the circumstances.
- C the use of electronic gadgets at school needs to be controlled.
- D electronic gadgets should be totally banned as they harm young people's job prospects.

- a Look at the stem of the multiple-choice question. What does it tell you about the location of the answer?
- b What does the title of the passage tell you about the writer's opinion?
- c Which alternatives can you eliminate?

- 2 Using your answers to question 1, complete the Global multiple-choice question.

Technique

- 1 Global multiple-choice questions can ask: about the purpose of the text, its source, about the writer's overall opinion, to choose the best title or to select the writer's conclusion.
- 2 Read the stem and the alternatives, remembering that the question refers to the whole text and not just a part of it, unless it is a conclusion.
- 3 Do not start re-reading a specific part of the text, as this may confuse you, again unless it is the conclusion. If you are really stuck, for all types of global questions, look at the conclusion.
- 4 Do not do this type of question before you have answered all the others.

Improve your IELTS word skills

- 1 Which of the following suffixes are used to form nouns and which are used to form adjectives?

-al ■ -ic ■ -ion ■ -ment ■ -ing

- 2 Find words in the reading passage on pages 43 and 44 that end with the suffixes listed in exercise 1.

- 3 Add the suffixes in exercise 1 to the following words to form nouns. You may need to make some small spelling changes.

act ■ detect ■ fulfil ■ train ■ compete ■ produce ■ settle

- 4 Add the suffixes in exercise 1 to the following words to form adjectives. You may need to make some small spelling changes.

strategy ■ energy ■ democracy ■ habit ■ benefit ■ influence

- 5 Add the correct suffix to the words below. Decide if the words become nouns or adjectives.

-ful -less -al -ous

courage ■ deny ■ price ■ use ■ survive ■ wonder ■ worth

- 6 Complete the text by adding suffixes to the words in brackets.

A workforce made up entirely of young people is not necessarily the key to success and there is a growing 1 _____ (aware) among employers of the special 2 _____ (contribute) that older people can make. Yet while attitudes in the workplace may have changed, it seems that the 3 _____ (advertise) industry continues to look the other way. TV advertisements still often show older people in a negative or 4 _____ (stereotype) way and tend to feature younger users.

This, however, makes no sense. Older people usually have a higher income than the young and it is fairly easy to adjust the image of a product to make it more 5 _____ (attract) to them.

For example, mobile phones can be presented as a way to maintain 6 _____ (friend) across distances, a welcome 7 _____ (propose) to older people who often fear

8 _____ (lonely) in their later years. Showing more older people using a product not only makes good 9 _____ (finance) sense but it can also play a wider role in society in general by challenging age 10 _____ (discriminate).

Reading passage 5

1 You should spend 20 minutes on questions 1–13, which are based on Reading Passage 5.

Youth: The Future of Travel

Young people are invariably at the leading edge of change and innovation – and the travel industry is no exception. Young people think outside the box, push boundaries and experiment with the new. In an era of unprecedented challenge for the travel industry, youth travel represents not just an important market segment, but also a vital resource for innovation and change.

The travel industry is itself undergoing rapid change. Traditional vertical distribution chains are giving way to a more complex value network involving a wide range of different suppliers from within and beyond the travel sector. Travel is no longer solely dependent on the infrastructure of the old economy – airline seats, hotel beds and travel agents' shelves. We are entering a new, flexible, networked economy in which information and communications technology (ICT), local culture and society, education, work and play have become part of the tourism value chain. In fact, the inter-relationships between travel, other economic sectors and society as a whole have become so integrated that we might conceive of a 'value web' rather than the old value chain.

New value web

In the new tourism value web, value is created by linking actors inside and outside the tourism sector in different combinations to create and exploit new opportunities. Young people are often at the forefront of such innovation, because they are willing to cross boundaries and make new links. As early-adopting, heavy users of new technology, young people are pioneering the use of social networking sites and mobile media in searching for travel information and purchasing products.

Young people are the future of travel

Youth travel has grown rapidly in recent decades as living standards have risen and the populations of developing countries are starting to travel for the first time. Indeed, these first-time travellers are often characterized by being young and comparatively affluent. The global youth travel industry is now estimated to represent almost 190 million international trips a year, and the youth travel industry has grown faster than global travel overall. By 2020 there will be almost 300 million international youth trips per year, according to UNWTO forecasts.

The youth market therefore represents a major opportunity for future growth in the travel industry. With effective development and marketing, the potential of the youth market can be increased still further.

Why youth travel is important

Youth travel is important because it is a market for the future – not just for the future development of the young people themselves, but also the places they visit. WYSE Travel Confederation research shows that young travellers often spend more than other tourists and they are likely to return and give more value to the destination over their lifetime. Moreover, young travellers are a growth market globally, while the spending power of older generations in Western economies may decline in the long term. Another reason why young people are important is that they are less likely to be discouraged from travelling by factors such as disease or natural disasters. They are also the pioneers who discover new destinations and are at the cutting edge of using new technology. Last but not least, young travellers gain cultural benefits from their travel, and contribute to the places they visit.



UNWTO and WYSE Travel Confederation are convinced that youth travel has moved far beyond its original status as a specialized travel niche to become an important element of the travel mix in any tourism destination. One of the reasons for this is that travel underpins many different aspects of youth lifestyles. For young people:

- 45 · Travel is a form of learning
- Travel is a way of meeting other people
- Travel is a way of getting in touch with other cultures
- Travel is a source of career development
- Travel is a means of self-development
- 50 · Travel is part of their identity – you are where you've been.

Young people see travel as an essential part of their everyday lives, rather than just a brief escape from reality. This has far-reaching consequences for the places they visit. Because of the way they travel, the social and cultural consequences of hosting young people are becoming even more important than the economic effects. So the added value to be extracted from youth travel lies in innovation, positioning, 55 cultural links, international trade and exchange, social support, education, learning support for local communities, and so on.

Questions 1–7

Complete the summary below using the list of words, (A–O) from the box below.

Youth travel: a force for change

In all fields, including the travel industry, young people are usually at the forefront of any new 1 They set trends and so are a 2 for innovation and change. This is important as the travel industry is also experiencing its own 3 The modern travel industry is not about airline seats and hotel beds any more, but a new more open economy where factors such as local culture and society have a 4 in tourism. Indeed, the 5 of travel and other parts of the economy and society means that traditional vertical distribution chains have been replaced by a 6, or value web. Due to increased numbers of fairly rich young travellers from developing countries, 7 now accounts for nearly 190 million trips annually.

- | | | |
|------------------|-----------------|--------------------|
| A transformation | B impact | C developments |
| D transforming | E crucial force | F conflict |
| G interest | H block | I role |
| J network | K link | L older travellers |
| M integration | N circumstances | O youth travel |

Technique

Summary with wordlist

- 1 Scan the reading passage for the section which relates to the summary.
- 2 Skim the summary and try to complete the spaces with your own words.
- 3 Look for words/ideas from the list that collocate with words in the text.
- 4 Find words/phrases in the list which are opposites. Find words that you can eliminate from the list.
- 5 Read the relevant section of the text and complete the answers.
- 6 Look at the end of the summary for clues about where the summary might end in the reading passage.
- 7 Note that some of the words in the summary answers may be the same as in the passage.

*Questions 8–10**Choose three letters, A–G.*

Which **THREE** of the following reasons for the importance of youth travel are given by the writer of the text?

- A They make use of the latest technology that is available.
- B They spend a large proportion of their money on travelling worldwide.
- C They avoid conflicts with local people more than older people.
- D They will probably return to the places they have visited later in their lives.
- E They are more likely to learn the local language than older people are.
- F They are experiencing a rapid increase in their disposable income.
- G They give something back to the destinations they have been to.

*Questions 11–13**Choose the correct letter, A, B, C or D.*

- 11 Travel is central to young people's lifestyle, partly because
- A it helps them to relax.
 - B it is an educational experience.
 - C it improves their confidence.
 - D it makes them more mature.
- 12 According to the writer, the economic impact of hosting young people is
- A of no consequence compared to the social and cultural effects.
 - B of greater consequence than the social and cultural effects.
 - C of lesser consequence than the social and cultural effects.
 - D just as valuable as the social and cultural effects.
- 13 The writer concludes that
- A youth travel is not an important area for the travel industry.
 - B the main contribution of young people to the travel industry is in innovation.
 - C young people value the cultural links gained from travelling more than anything else.
 - D there is a wide range of additional benefits to be derived from youth travel.

- 2 What is your reaction to the contents of the reading passage? Do you agree with the reasons given for why travel is important for young people? Why/Why not?