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# ESSENTIAL WORDS FOR THE IELTS®

**2ND EDITION**

Dr. Lin Lougheed

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**BARRON'S**

**ESSENTIAL WORDS FOR THE**

**IELTS®**

Introduction

**Tracks 1-30**

Listening Exercises  
for Units 1-30



**MP3**  
AUDIO

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# Introduction

*Barron's Essential Words for the IELTS* will help familiarize you with the vocabulary you will find in the reading and listening sections of the IELTS exam (International English Language Testing System). As the number of words you understand when you are reading and listening increases, your speaking and writing vocabulary will improve as well.

## VOCABULARY AND THE IELTS

Vocabulary is not tested directly on the IELTS. There are no questions on the IELTS that ask specifically for the meaning of a word. However, comprehension is tested. Can you understand what you read? Can you understand what you hear? The more words you know, the more you will understand. The more words you know, the more fluently you will be able to speak and write.

*Essential Words for the IELTS* will teach you 600 words that you might find on the exam in reading and listening and that you might use in writing and speaking. You will also learn how to use various clues for understanding the meaning of new words.

- **Context clues.** The context provides clues about the meaning of a word. These clues may be in the same sentence or in the same paragraph. You will learn to look for definitions, synonyms, or paraphrases within the text.
- **Punctuation.** This can be helpful because a definition or synonym is often set apart by parentheses, commas, dashes, or a colon.
- **Compound words, prefixes, and suffixes.** These can help you analyze a word to determine the meaning. You will learn to recognize common prefixes and suffixes and understand how words are joined together to form new words.
- **Word families.** These are the different parts of speech—noun, verb, adjective, and adverb—that share a similar meaning. The book presents word family charts to help you learn the most common forms.
- **Dictionary.** If none of the above have helped you understand the meaning of a word, you can use a dictionary designed for learners of English.

In *Essential Words for the IELTS* you will practice one very effective vocabulary strategy that will improve your comprehension. This effective strategy is to use a word four ways: **Read** the word, **write** the word, **listen** to the word, and **speak** the word. Every activity in each chapter will help you develop this skill.



Keep a notebook of new words you are learning. Each vocabulary list in this book consists of twenty words selected from the accompanying reading passage. You will probably find additional words in each reading passage that are new to you. You can keep your own lists of these words and other words you come across. You can apply the same skills and strategies to learning these words as you do to the vocabulary word lists in the book.

When you learn a new word, you should practice the same strategy. If you hear a new word, write the new word in a sentence. Read the sentence to yourself. Say the sentence aloud. Every chance you get, review the words you are learning. Say them, write them, read them, and listen to them.

## IELTS STUDY CONTRACT

You must make a commitment to study English. Sign a contract with yourself. You should never break a contract—especially a contract with yourself.

- Print your name below on line 1.
- Write the time you will spend each week studying English on lines 4–8. Think about how much time you have to study every day and every week, and make your schedule realistic.
- Sign your name and date the contract on the last line.
- At the end of each week, add up your hours. Did you meet the requirements of your contract?

### MY IELTS STUDY CONTRACT

I, \_\_\_\_\_, promise to study for the IELTS. I will begin my study with *Barron's Essential Words for the IELTS*, and I will also study English on my own.

I understand that to improve my English I need to spend time on English.

I promise to study English \_\_\_\_\_ hours a week. I promise to learn \_\_\_\_\_ new words every day.

I will spend \_\_\_\_\_ hours a week listening to English.

I will spend \_\_\_\_\_ hours a week writing English.

I will spend \_\_\_\_\_ hours a week speaking English.

I will spend \_\_\_\_\_ hours a week reading English.

This is a contract with myself. I promise to fulfill the terms of this contract.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## SELF-STUDY ACTIVITIES

Here are some ways you can improve your English vocabulary on your own. Check the ones you plan to try. Add some of your own ideas.

### Internet-Based Self-Study Activities:

#### LISTENING

- ☐ Podcasts on the Internet
- ☐ News websites: CNN, BBC, NBC, ABC, CBS
- ☐ Movies in English
- ☐ YouTube
- ☐ Ted.com

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#### SPEAKING

- ☐ Use Skype to talk to English speakers (<http://www.skype.com>)

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#### WRITING

- ☐ Write e-mails to website contacts
- ☐ Write a blog
- ☐ Leave comments on blogs
- ☐ Post messages in a chat room
- ☐ Use Facebook and MySpace

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#### READING

- ☐ Read news and magazine articles online
- ☐ Do web research on topics that interest you
- ☐ Follow blogs that interest you

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### Other Self-Study Activities

#### LISTENING

- ☐ Listen to CNN and BBC on the radio
- ☐ Watch movies and TV in English
- ☐ Listen to music in English

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### **SPEAKING**

- \_\_\_ Describe what you see and do out loud
- \_\_\_ Practice speaking with a conversation buddy
- \_\_\_ Sing or recite song lyrics

\_\_\_  
\_\_\_

### **WRITING**

- \_\_\_ Write a daily journal
- \_\_\_ Write a letter to an English speaker
- \_\_\_ Make lists of the things you see every day
- \_\_\_ Write descriptions of your family and friends

\_\_\_  
\_\_\_

### **READING**

- \_\_\_ Read newspapers and magazines in English
- \_\_\_ Read books in English
- \_\_\_ Read song lyrics

\_\_\_  
\_\_\_

### **Suggestions for Self-Study Activities**

Whether you read an article in a newspaper or on a website, you can use that article in a variety of ways to improve your vocabulary while you practice reading, writing, speaking, and listening in English.

- Read about it.
- Paraphrase and write about it.
- Give a talk or presentation about it.
- Record or make a video of your presentation.
- Listen to or watch what you recorded. Write down your presentation.
- Correct your mistakes.
- Do the same again.

### **PLAN A TRIP**

- Go to *www.concierge.com*.
- Choose a city, choose a hotel, go to that hotel's website and choose a room, and then choose some sites to visit (*reading*).
- Write a report about the city. Tell why you want to go there. Describe the hotel and the room you will reserve. Tell what sites you plan to visit and when. Where will you eat? How will you get around? Now write a letter to someone recommending this place (*writing*).

- Pretend you have to give a lecture on your planned trip (*speaking*). Make a video of yourself talking about this place. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another city and do this again.

### SHOP FOR AN ELECTRONIC PRODUCT

- Go to [www.cnet.com](http://www.cnet.com).
- Choose an electronic product and read about it (*reading*).
- Write a report about the product. Tell why you want to buy one. Describe its features. Now write a letter to someone recommending this product (*writing*).
- Pretend you have to give a talk about this product (*speaking*). Make a video of yourself talking about this product. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another product and do this again.

### DISCUSS A BOOK OR A CD

- Go to [www.amazon.com](http://www.amazon.com).
- Choose a book or CD or any product. Read the product description and reviews (*reading*).
- Write a report about the product. Tell why you want to buy one or why it is interesting to you. Describe its features. Now write a letter to someone and recommend this product (*writing*).
- Pretend you have to give a talk about this product (*speaking*). Make a video of yourself talking about this product. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another product and do this again.

### DISCUSS ANY SUBJECT

- Go to [http://simple.wikipedia.org/wiki/Main\\_Page](http://simple.wikipedia.org/wiki/Main_Page). This website is written in simple English.
- Pick any subject and read the entry (*reading*).
- Write a short essay about the topic (*writing*).
- Give a presentation about it (*speaking*). Record the presentation. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Choose another topic and do this again.



### **FOLLOW THE NEWS**

- Go to <http://news.google.com>. Google News has a variety of links.
- Pick one event and read the articles about it (*reading*).
- Listen to an English-language news report on the radio or watch a news program on TV about the same event (*listening*). Take notes as you listen.
- Write a summary of what you read and heard. Then write a short essay about the event (*writing*).
- Pretend you are a news reporter. Use the information from your notes to report the news (*speaking*). Record the presentation. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another event and do this again.

### **EXPRESS AN OPINION**

- Read a letter to the editor in the newspaper (*reading*). You can read sample letters to the editor at [www.publishaletter.com](http://www.publishaletter.com).
- Write a letter in response in which you say whether or not you agree with the opinion expressed in the first letter. Explain why (*writing*).
- Pretend you have to give a talk explaining your opinion (*speaking*). Record yourself giving the talk. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then read another letter to the editor and do this again.

### **REVIEW A BOOK OR MOVIE**

- Read a book (*reading*). Think about your opinion of the book. What did you like about it? What didn't you like about it? Who would you recommend it to and why?
- Pretend you are a book reviewer for a newspaper. Write a review of the book with your opinion and recommendations (*writing*). You can find examples of book reviews at [www.powells.com/review](http://www.powells.com/review).
- Give an oral presentation about the book. Explain what the book is about and what your opinion is (*speaking*). Record yourself giving the presentation. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then read another book and do this again.
- You can do this same activity after watching a movie (*listening*). You can find links to movie reviews to use as models at [www.mrqe.com](http://www.mrqe.com).

### **SUMMARIZE A TV SHOW**

- Watch a TV show in English (*listening*). Take notes as you listen.
- After watching, write a summary of the show (*writing*).



- Use your notes to give an oral summary of the show. Explain the characters, setting, and plot (*speaking*). Record yourself speaking. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then watch another TV show and do this again.

### LISTEN TO A LECTURE

Listen to an academic speech or other type of lecture on the Internet. Go to any of the following or similar sites and look for lectures on topics that are of interest to you:

<http://lecturefox.com>  
<http://freevideolectures.com>  
<http://podcasts.ox.ac.uk>  
<http://www.ted.com/talks>

Listen to a lecture and take notes as you listen. Listen again to check and add to your notes (*listening*). Use your notes to write a summary of the lecture (*writing*).

Pretend you have to give a lecture on the same subject. Use your notes to give your lecture (*speaking*). Record yourself as you lecture. Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the lecture again. Then listen to another lecture and do this again.

### HOW TO USE THIS BOOK

The book is divided into ten units, each one focusing on a different theme. There are three topics per unit, and each introduces twenty new vocabulary words in the context of the unit theme. You will practice these vocabulary words by doing exercises that look just like the questions on the IELTS. You can use this book in conjunction with *Barron's IELTS* and *Barron's IELTS Practice Exams* to reinforce the skills practiced in those books and improve your performance on the practice tests.

You can study the units in any order you like. Many of the words introduced in earlier units are repeated in later units. For this reason, you may find it helpful to study the units in order, but it isn't necessary.

#### NOTE

The book includes many footnotes to show you the British English equivalents of American English words. You will also hear a variety of accents on the audio so that you can become more comfortable with the variations in English. Both British English and American English spelling are acceptable on the exam.



Each unit follows the same format:

### *Words and Definitions*

Each lesson begins with a list of twenty vocabulary words and a separate list of twenty definitions, followed by a reading passage. You will look for the vocabulary words as you read the passage and use the context to help you match each word with its correct definition.

### *Reading Comprehension*

The reading passage is followed by IELTS-style reading comprehension questions that focus on the vocabulary words of the unit. There are a variety of question types throughout the book so you will have an opportunity to practice most of the types of reading comprehension questions that appear on the IELTS.

### *Word Families*

Next you will find word family charts—noun, verb, adjective, and adverb forms of five or six words selected from the unit vocabulary list. You will practice these words in an exercise that asks you to select the correct form of a word to complete each sentence.

### *Dictionary Skill/Word Skill*

This section uses one or two words from the vocabulary list to help you practice using a dictionary or analyzing a word to determine its meaning.

### *Listening*

You will listen to a talk or conversation and answer IELTS-style listening comprehension questions that focus on words from the unit vocabulary list. The different types of talks and conversations and the different question types found in the four listening sections of the IELTS are distributed throughout the book, so you will get practice with listening comprehension from all four sections of the IELTS listening test.

### *Writing*

You will write in response to an IELTS-style writing task that uses words from the unit vocabulary list. This is also an opportunity for you to use some of the vocabulary words in your response. IELTS Task 1- and Task 2-type writing tasks are evenly distributed throughout the book.

### *Speaking*

You will practice speaking in response to two or three IELTS-style speaking questions that use words from the unit vocabulary list. This is also an opportunity for you to use some of the vocabulary words in your response.



# Unit 1: The Natural World

## ENVIRONMENTAL IMPACTS OF LOGGING

### Words

Write the letter of each definition with the word it defines. If you don't know the definition, use the context of the reading passage to help you. Look for the words in bold as you read the passage.

### PARAGRAPH 1

Words	Definitions
1 ..... logging	<b>A</b> n., the natural world
2 ..... array	<b>B</b> n., damage to air, water, etc.
3 ..... environment	<b>C</b> n., the cutting down of trees for commercial use
4 ..... habitat	<b>D</b> n., a large number; a collection
5 ..... pollution	<b>E</b> n., the natural area where a plant or animal lives
6 ..... extend	<b>F</b> v., to disappear
7 ..... fell	<b>G</b> n., the goodness in food
8 ..... nutrients	<b>H</b> adj. living in the water
9 ..... terrestrial	<b>I</b> adj., living on the land
10 ..... aquatic	<b>J</b> v., to cut down
11 ..... vanish	<b>K</b> v., to reach past; get bigger

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### PARAGRAPH 2

Words	Definitions
12 ..... myriad	<b>L</b> adj., whole; complete
13 ..... intact	<b>M</b> adj., many; numerous
14 ..... intercept	<b>N</b> n., loss of soil from the action of water or wind
15 ..... stabilize <sup>1</sup>	<b>O</b> v., to keep from changing; maintain
16 ..... erosion	<b>P</b> v., to catch; to interrupt the progress of something

<sup>1</sup>BrE: stabilise



## PARAGRAPHS 3-5

Words	Definitions
17 ..... vegetation	<b>G</b> n., plants
18 ..... inhibit	<b>R</b> n., the removal of all trees from a large area
19 ..... defense <sup>1</sup>	<b>S</b> v., to prevent; slow down
20 ..... deforestation	<b>T</b> n., protection

## Reading

## Environmental Impacts of Logging

(1) **A**

From shipping crates to paper bags, the **logging** industry supplies the raw materials for an **array** of products. However, this is not without untold harm to the **environment**. The damage includes **habitat** loss, **pollution**, and climate change, with the effects spanning the globe from the rainforests of Central Africa, Southeast Asia, and South America to the northern forests of Canada and Scandinavia. The effects of logging **extend** beyond just the **felling** of a swath of trees. **Nutrients**, water, and shelter for plants, animals, and microorganisms throughout the ecosystem are also lost; many life forms—both **terrestrial** and **aquatic**—are becoming endangered as forests **vanish**.

(2) **B**

Trees protect the soil beneath them; thus, tree loss can affect its integrity. For example, the rainforest floor, home to **myriad** plant life as well as insects, worms, reptiles, amphibians, and small mammals, relies on a dense canopy of branches and leaves to keep it healthy and **intact**. The canopy prevents surface runoff by **intercepting** heavy rainfall so that water can drip down onto the porous earth. Tree roots also **stabilize** the soil and help prevent **erosion**. In return, a healthy soil encourages root development and microbial activity, which contribute to tree growth and well-being. A major factor in logging-related soil damage comes from road building, with trucks and other heavy equipment compressing the spongy soil, creating furrows where water collects, and disrupting the underground

<sup>1</sup>BrE: defence



water flow. Eventually, the topsoil wears away, leaving behind an infertile layer of rocks and clay.

(3) **C**

Logging can also damage aquatic habitats. **Vegetation** along rivers and stream banks helps maintain a steady water flow by blocking the entry of soil and other residue, while tree shade **inhibits** the growth of algae. Removing trees obliterates these benefits. When eroding soil flows into waterways, the organic matter within it consumes more oxygen, which can lead to oxygen depletion in the water, killing fish and other wildlife.

(4) **D**

Trees provide a natural **defense** against air pollution. They remove carbon dioxide from the atmosphere while they emit oxygen, and their leaves filter pollutants from the air. Cutting down trees keeps pollutants airborne, where they can mix with water vapor<sup>1</sup> and form acid rain. Water quality in nearby streams and rivers also deteriorates as tree loss contributes to increased sedimentation.

(5) **E**

In a healthy forest ecosystem, trees draw moisture from the soil and release it into the atmosphere while they provide shade to lessen evaporation. Thus, **deforestation** affects rainfall patterns, leading to flooding as well as drought and forest fires. Deforestation is responsible for about one-fifth of carbon dioxide emissions worldwide, making it a major contributor to climate change—in particular, global warming. In the Amazon basin alone, deforestation is responsible for millions of tons of carbon being released into the atmosphere annually. Some logging companies burn large tracts of forest just to facilitate access to one area—a practice<sup>2</sup> that discharges even more carbon dioxide.

(6) **F**

Forests, especially the tropical rainforests, are a vital natural resource with extensive biodiversity and irreplaceable wildlife habitats. More responsible logging practices would help ensure that they are protected for future generations.

<sup>1</sup>BrE: vapour

<sup>2</sup>BrE: practice *n.*, practise *v.*



Answer the questions about **Environmental Impacts of Logging**.

### Questions 1–4

The reading passage contains six paragraphs, **A–F**. Which paragraphs discuss the following information?

Write the correct letter, **A–F**.

..... **1** The impact of logging on the weather

..... **2** How trees inhibit soil erosion

..... **3** How deforestation contributes to air pollution

..... **4** The impact of erosion on fish

### Questions 5–8

Complete the summary using words from the list below.

aquatic  
arrays

defense  
fells

habitats  
intercepts

myriad  
vegetation

The logging industry **5**..... trees to get the wood that is used to make many products. This practice has **6**..... effects on the environment. The natural **7**..... of many terrestrial and aquatic animals are damaged. Trees protect the environment in many ways. They are an effective **8**..... against both air pollution and soil erosion.

## Word Families

### A

Complete each sentence with the correct word from the word family chart. Make nouns plural where necessary. Use the correct form of verbs.

noun	noun	verb
defense	defender	defend

- 1 The shade of trees provides a .....against the drying effects of the sun.
- 2 Fish cannot ..... themselves from the effects of water pollution.
- 3 A ..... of the environment works to protect plants and animals from damage caused by logging.

noun	adjective	adverb
environment	environmental	environmentally

- 4 It is important to develop more ..... friendly logging practices.
- 5 Logging causes a great deal of ..... damage.
- 6 The ..... needs to be protected from the effects of logging.

noun	verb
erosion	erode

- 7 When soil ....., there are no nutrients left to help plants grow.
- 8 Soil ..... leads to the pollution of streams and rivers.



noun	verb	adjective	adverb
extent	extend	extensive	extensively

- 9 The Amazon Rainforest ..... from Brazil into neighboring countries.
- 10 The Amazon Rainforest is the most ..... rainforest in the world.
- 11 The ..... of environmental damage caused by logging is frightening.
- 12 Rainforests around the world have been ..... logged.

noun	noun	verb
pollution	pollutant	pollute

- 13 Factories add ..... to the air and water.
- 14 Eroding soil ..... water.
- 15 Deforestation contributes to the effects of both air and water  
..... .

noun	noun	verb
stability	stabilize	stable

- 16 If the banks of the river continue to erode, they will no longer be ..... .
- 17 The ..... of the natural environment depends on the interaction of many factors.
- 18 We need to ..... the damage caused by logging before it gets any worse.

**Word Families****B**

Choose the correct word family member from the list below to complete each blank.

<b>1</b> environment	environmental	environmentally
<b>2</b> pollution	pollutants	pollutes
<b>3</b> extent	extend	extensive
<b>4</b> stability	stabilizes	stable
<b>5</b> erosion	erode	eroded
<b>6</b> Defenses	Defenders	Defends

Modern industry has caused damage to our natural **1**..... in many ways. The air and water are filled with **2**..... . One result of this is acid rain, which has caused **3**..... damage to vegetation in many areas. When large amounts of vegetation die off, the environment loses **4**..... . If there are no plants to hold the soil, it starts to **5**..... . This leads to myriad problems, including water pollution and habitat loss. **6**..... of wildlife work hard to prevent further damage to natural areas.



## Word Skill

Prefix *de-*

The prefix *de-* can mean "remove."

*Read the sentences. Write a definition for each underlined word.*

- 1 When we deforest an area, many animals lose their habitat.

*deforest:* .....

- 2 You can debone a chicken before cooking it.

*debone:* .....

- 3 I had to deice the windshield before I could drive.

*deice:* .....

## Listening

Track  
1

*Listen to the lecture. Choose the correct letter, A, B, or C.*

- 1 Trees provide a habitat for .....

**A** birds only.  
**B** a myriad of animals.  
**C** aquatic animals.

- 2 ..... are a source of nutrients for birds.

**A** Insects  
**B** Roots  
**C** Leaves

- 3 Trees provide aquatic animals with a defense from .....

**A** coolness.  
**B** rain.  
**C** heat.

- 4 ..... inhibit soil erosion.

**A** Branches  
**B** Roots  
**C** Trunks

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**Writing**  
**(Task 2)**

**Deforestation caused by human activity is happening in many parts of the world, with serious results for the environment. What do you think can be done to solve this problem?**

Support your opinion with reasons and examples from your own knowledge and experience.

Write at least 250 words.

**Speaking**

*Talk about the following topics.*

What kinds of natural environments do you enjoy spending time in?

What do you think can be done to solve the problems caused by environmental pollution?



## BIRD MIGRATION

### Words

Write the letter of each definition with the word it defines. If you don't know the definition, use the context of the reading passage to help you. Look for the words in bold as you read the passage.

#### PARAGRAPH 1

Words	Definitions
1 ..... migration	<b>A</b> n., movement from one place to another
2 ..... inhabit	<b>B</b> v., to interest greatly
3 ..... fascinate	<b>C</b> n., a priority; an urgent need
4 ..... observer	<b>D</b> v., to live in
5 ..... imperative	<b>E</b> n., a person who watches something
6 ..... evolve	<b>F</b> v., to develop and change

#### PARAGRAPH 2

Words	Definitions
7 ..... breed	<b>G</b> v., to reproduce
8 ..... optimal	<b>H</b> n., one half of the Earth; one half of a sphere
9 ..... hemisphere	<b>I</b> adj., best; most favorable <sup>1</sup>
10 ..... species	<b>J</b> n., type; a basic group in biological classification

#### PARAGRAPHS 4-6

Words	Definitions
11 ..... windswept	<b>K</b> v., to provide energy
12 ..... endure	<b>L</b> v., to live under difficult conditions
13 ..... fuel	<b>M</b> adj., unprotected from the wind
14 ..... aspect	<b>N</b> n., a difficult act or achievement
15 ..... feat	<b>O</b> n., a part or feature

<sup>1</sup>BrE: favourable

## PARAGRAPH 6

Words	Definitions
16 ..... nocturnal	<b>P</b> adj., active during the day
17 ..... obscure	<b>Q</b> adj., active at night
18 ..... stray	<b>R</b> v., to leave the correct route; to become separated from the group
19 ..... diurnal	<b>S</b> v., to make difficult to see
20 ..... navigation	<b>T</b> n., finding and following one's route

## Reading

## Bird Migration

- (1) **Migration** is the regular movement of animals between their breeding grounds and the areas that they **inhabit** during the rest of the year. Many types of animals migrate, but bird migration in particular has **fascinated observers** for centuries. Migration is an excellent example of how nature has responded to the biological **imperative** for species to **evolve** and spread out into all possible ecological niches that can provide the conditions necessary for species to breed and raise young.
- (2) The most common form of bird migration involves traveling<sup>1</sup> to higher latitudes to **breed** during the warm season and then returning to lower latitudes during the non-breeding period. This form of migration allows birds to breed in areas that provide **optimal** conditions for nesting and feeding their young. Because of the way in which the continents are placed upon Earth, migration of this type takes place primarily into the higher latitudes of the Northern **Hemisphere**. No land birds are known to migrate into the higher latitudes of the Southern Hemisphere; only **species** of seabirds migrate to the Southern Hemisphere to breed.
- (3) Although most bird migration takes place between the lower and higher latitudes of the Northern Hemisphere, many species are trans-equatorial, living in the Northern Hemisphere during the breeding season and in the Southern Hemisphere during the rest of the year. A well-known example of trans-equatorial migration is the arctic tern. This tern, which breeds in the arctic regions and winters in antarctic waters, travels 24,000 miles a year during migration.

<sup>1</sup>BrE: travelling



- (4) Not all migration is long distance. Some species exhibit altitudinal migration. Their breeding areas are in higher elevations, near or at the peaks of mountains, while they spend the non-breeding season in neighboring<sup>1</sup> valleys or other nearby low country. This variety of migration is typical of many grouse species, including the ptarmigan, a form of arctic grouse. Many rock ptarmigan never leave the high arctic tundra, spending their breeding season atop **windswept** arctic peaks and the winter season in nearby valleys, **enduring** some of the coldest conditions on earth.
- (5) During migration, most birds fly for a limited period each day, probably about six to eight hours, typically flying distances of several hundred miles. Some birds, however, undertake much longer flights when their routes include crossing large bodies of water or other geographic features such as deserts and mountains. For example, many species regularly cross the Gulf of Mexico, a trip that requires a continuous flight of over 1,000 miles and takes from twenty-four to thirty-six hours or longer. An extreme example of non-stop bird migration is done by the bar-tailed godwit, which makes a continuous flight of over 11,000 miles from Alaska to New Zealand each year. At the start of its trip, about 55 percent<sup>2</sup> of its bodyweight is made up of the fat necessary to **fuel** this amazing journey.
- (6) How birds manage to unerringly travel between distant locations is one **aspect** that has fascinated observers for centuries. Modern-day researchers have attempted to understand this **feat**. Most studies have found that migratory birds all have some ability to navigate and an innate drive to travel in a particular direction. **Nocturnal** migrants, those species that travel at night, seem to take their navigational cues from the stars. When the stars are **obscured** by clouds, nocturnal migrants become confused and may return to earth or **stray** off course. **Diurnal** migrants, those migrating during the day, take their cues from the location of the sun. In addition, diurnal migrants have also been shown to use geographic features such as mountain ranges or sea coasts as other cues for **navigation**. Because the stars and the sun move constantly over the course of twenty-four hours, this suggests that migrating birds also have a sense of time.

<sup>1</sup>BrE: neighbouring

<sup>2</sup>BrE: per cent

Answer the questions about **Bird Migration**.

### Questions 1–4

Do the following statements agree with the information 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 in the passage.

- ..... **1** Trans-equatorial birds cross from one hemisphere to the other when they migrate.
- ..... **2** Many migratory birds breed in the Southern Hemisphere.
- ..... **3** Migrating birds spend the warm months where conditions for breeding are optimal.
- ..... **4** Many birds fail in their migration because they do not have enough body fat to fuel the journey.

### Questions 5–8

Look at the following descriptions of migratory habits. Match each type of bird with the correct description.

Write the correct letter, **A** or **B**.

- A** Diurnal species of birds  
**B** Nocturnal species of birds

- ..... **5** They navigate by looking at the sun.
- ..... **6** They navigate by looking at the stars.
- ..... **7** They may stop flying when clouds obscure the sky.
- ..... **8** They navigate by looking at landforms.



## Word Families

### A

Complete each sentence with the correct word from the word family chart. Make nouns plural where necessary. Use the correct form of verbs.

noun	verb	adjective
evolution	evolve	evolutionary

- 1 Scientists believe that birds ..... from dinosaurs.
- 2 Our research plans have gone through many ..... and are now quite different from our original plans.
- 3 Through the ..... process, birds have developed adaptations that allow them to survive in different environments.

noun	verb	adjective
fascination	fascinate	fascinating

- 4 The study of birdsong is a ..... subject.
- 5 The study of the lives of birds ..... many people.
- 6 There are several birdwatchers in his family, so his ..... with birds is not hard to understand.

noun	noun	verb	adjective
migration	migrant	migrate	migratory

- 7 Bird ..... generally takes place twice a year, in the spring and the autumn.
- 8 Scientists study the habits of ..... birds.
- 9 Some birds ..... thousands of miles to reach their summer breeding grounds.
- 10 ..... stop to rest several times during their journey.

noun	noun	verb	adjective
navigation	navigator	navigate	navigational

- 11 Migratory birds are born with ..... skills; they don't have to learn them.
- 12 Migratory birds are amazing .....
- 13 Birds use landforms as well as the sun and stars for .....
- 14 Birds ..... by looking at the sun and stars.

noun	noun	verb	adjective
observation	observer	observe	observant

- 15 Many people ..... birds as a hobby.
- 16 If birds become aware of the presence of an ....., they quickly fly away.
- 17 We can learn a great deal about the lives of birds through simple .....
- 18 You have to be really ..... to spot most types of birds.