

Sam McCarter

IELTS Introduction

Student's Book



MACMILLAN EXAMS

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Introduction

IELTS Introduction is designed to help prepare you for the Academic version of the International English Language Testing System (IELTS). The coursebook aims to take students with a global IELTS band score of 3 through to score band 4, and contains a wide range of activities to introduce you to IELTS in a gentle way. The book will help you improve your English to take you up to the level of IELTS Foundation.

Contents of the units

There are 12 units with additional Grammar and Vocabulary exercises at the end of the coursebook. There is also a Writing section with comments and examples of model answers, and a copy of the audioscripts. The book covers a wide range of tasks in all the four main skills, gradually and gently increasing in difficulty as you progress through the course. Throughout the course, the reading and listening tests are shorter than the exam, but they increase in difficulty as the course progresses. The same applies to the writing – you will not need to write full answers until the end of the coursebook, when you should be ready to cope with longer writing, reading and listening tasks.

Grammar and vocabulary

The grammar and vocabulary included in the coursebook have been chosen for importance in all four skills. The grammar and vocabulary are integrated with the four skills so that you are able to recycle the language you learn. The coursebook also aims to help you transfer the language and skills you learn from one main skill to another.

Other features

There is a Study skills section at the end of each unit to help you improve certain skills. The book also contains advice and tips about strategies for the IELTS exam.

Overview of the Academic version of IELTS

Listening module (approximately 30 minutes)

The Listening module has 40 questions and lasts approximately 30 minutes.

The module contains four sections with ten questions in each. The first two sections are of a social nature. Section 1 is a conversation between two people and Section 2 is usually a monologue. However, Section 2 can also be a conversation between two people. Sections 3 and 4 are connected with education and training. Section 3 is a conversation involving up to four people and Section 4 is usually a monologue.

Each section is played once only. You answer the questions in the question booklet in the exam as you listen. At the end of the test, you have 10 minutes to transfer your answers to the answer sheet.

The types of question used are: multiple choice, short-answer questions, sentence completion, notes/form/summary/flowchart completion, labelling a diagram/plan/map, classification and matching.

Your spelling needs to be accurate. You must not write unnecessary words in your answers.

Academic Reading module (1 hour)

In the Academic Reading module, there are three passages from various sources such as books, journals, magazines and newspapers. At least one of the three passages contains a detailed logical argument. The passages do not require specialist knowledge for you to understand them.

The range of question types that are used in the Reading module are: choosing suitable paragraph headings from a list, identification of information using True, False, Not Given questions, identification of the writer's views/claims using Yes, No, Not Given questions, multiple choice, short-answer questions, sentence completion, notes/summary/flowchart/table completion, labelling a diagram, classification and matching.

Academic Writing module (1 hour)

The Academic Writing test has two tasks. You are advised to spend 20 minutes on Task 1 and asked to write at least 150 words. For Task 2 you are advised to spend 40 minutes and asked to write at least 250 words.

Assessment for Task 1 is based on your ability to summarize, organize and compare data where possible; to describe the stages of a process; describe an object or event; or explain how something works. Your range of vocabulary, ability to use a range of grammatical structures, accuracy, the coherence of your writing and your ability to complete the task are assessed.

In Task 2 you are given a point of view, argument or problem. Assessment is based on your ability to write a solution to the problem; present and support your opinion; compare and contrast evidence and opinions; evaluate and challenge ideas, evidence or arguments; and write in an appropriate style.

In both Tasks 1 and 2 you are assessed on your ability to write in a style that is suitable for the task.

See page 162 for information about the writing tasks in this coursebook.

Speaking module (11–14 minutes)

The IELTS Speaking test lasts between 11 and 14 minutes and consists of three parts. The exam is recorded.

The Examiner assesses your ability to communicate effectively in English and specifically assesses:

- Fluency and coherence: how well you speak without hesitating and the organization of your answers.
- Lexical resource: the range of vocabulary you use.
- Grammatical range and accuracy: the range of grammar you use, for example the range of structures and complex sentences using connecting words, eg, *because, for instance, and so, but* and *so on*.
- Pronunciation: how clear and intelligible you are when you speak.

1 Finding out about the world

Vocabulary 1

Places to visit

- 1 Work in pairs. Take turns to describe a picture to your partner. Guess which picture is being described.



A



B



C



D

- 2 Now match the pictures to the sentences 1–4.

- 1 I like trips to museums.
- 2 We stay in the countryside during the summer.
- 3 I spend time by the sea in the school holidays.
- 4 We go for excursions into the mountains in summer.

- 3 Work in pairs. Take turns to ask why people go to the places in exercise 1. Use these phrases. There is more than one answer.

to relax to have a good time to have a break from work to see new places
to get away from the heat to see something different

Why do people visit places like the seaside?

To relax.

- 4 Only two of the nouns in *italics* match the group of nouns opposite. Write the nouns next to the correct group. Use a dictionary for the words you do not know.

- | | | |
|----------------------|---|-----------------------------------|
| 1 <i>city</i> | → | grass, flowers, plants, birds |
| 2 <i>garden</i> | → | sea, waves, shells, sand dunes |
| 3 <i>countryside</i> | → | trees, fields, rivers, lakes |
| 4 <i>beach</i> | → | roads, offices, museums, theatres |
| 5 <i>mountain</i> | → | rocks, valley, cave, waterfall |

- 5 Explain your answers to a partner.

6 Complete the sentences using words from exercise 4.

1 I visit the seaside a lot because I like the sea. I lie on the and listen to the

2 My family owns a house in the mountains. When I am there, I climb over the and explore the caves.

3 I love the because I like fields with flowers and I like small rivers with cool water.

4 I don't like the countryside. I prefer cities with museums, and cinemas.

5 I spend a lot of time in the at home. When I sit among the trees and flowers and listen to the, it is very relaxing.

7 Make three questions about the sentences in exercise 6. Work in pairs and answer the questions using the sentences in exercise 6.

Why do you visit the seaside? Why do you go to the mountains?

Listening 1

IELTS Listening Section 1: Numbers and letters

1 In Section 1 of the Listening module you often have to write down numbers and letters. Work in pairs and decide how to say the following numbers and letters.

- 1 WJVNVRG 2 193859237 3 FFFNECEF
4 RLGHTIVS 5 6639489451J 6 DRT775FFJ

2 Work in pairs. Take turns to dictate several of the numbers and letters in exercise 1. You can read them backwards or forwards.


3  Listen and complete the notes with numbers and letters.

flight number 0 *TA 5557*
flight number 1
booking reference 2
mobile number 3
My address is 4 Malory Park.
The code is 5

4 Work in pairs and compare your answers. Then listen again and check.

Listening 2

IELTS Listening Section 1

1  Follow the instructions and answer questions 1–10.

Questions 1–5: Multiple choice

Choose the correct letter A, B or C.

Example

- 0 As part of his preparation for the trip, John
A has packed his luggage.
B doesn't want to pack his luggage.
C has almost finished packing.

- 1 What will the weather be like during the holiday?
A 30 degrees Celsius and cloudy
B 30 degrees Celsius and sunny
C 13 degrees Celsius and raining

- 2 What does John **not** want to do on his holiday?
A sleep all day B visit historical places C lie on the beach

Strategy

Before you listen, look at the questions. Decide which word in the question you need to listen for so you can find the information.

Exam information

In the IELTS Listening module, there are four sections. Sections 1 and 2 are usually about social topics, while Sections 3 and 4 are more academic. There are 10 questions in each section. You need to use the correct spelling in your answers.

3 Which symbol is on the sign for the restaurant?



4 What time is the flight?

A 4 pm B 6 pm C 8 pm

5 What is the baggage allowance on the flight?

A 20 kg B 25 kg C 30 kg

Questions 6–8: Choosing items from a list

What three things does John need to take with him?

- | | |
|---|-----------------------------|
| A guidebook | D currency |
| B passport | E telephone number of hotel |
| C hotel address and reservation details | F sunglasses |

Question 9 and 10: Sentence completion

Complete the sentences below. Write **NO MORE THAN ONE WORD** for each answer.

9 Ann is leaving home to go to the airport at pm.

10 The booking reference is

Speaking 1

IELTS Speaking Part 1

Exam information

Part 1 takes between four and five minutes. Both you and the examiner introduce yourselves, the examiner will check some basic information (name/nationality) and then he/she asks you about yourself, your family, your job/studies, your interests and a variety of familiar topics.

1 Work in pairs. Complete the examiner's questions. Use the answers to help you.

Transport in your country

- | | |
|---|---|
| 1 Can you tell me your | <i>My name is Mohamed Ahmed.</i> |
| 2 are you from? | <i>I'm from Egypt.</i> |
| 3 Describe the main types of transport in your | <i>People travel by car and coach a lot, ...</i> |
| 4 Were the of transport the same when you were a child? | <i>People travel by car more now, ...</i> |
| 5 What type of do you like? | <i>I like motorcycles because they are very fast.</i> |

2 Take turns to ask and answer the questions in exercise 1. Develop the answers briefly in your own words.

Language focus 1

Talking about the present

1 Look at these two statements from Listening 1. Which statement uses the present simple and which uses the present continuous?

- 1 'I'm just putting the last few things in my suitcase.'
- 2 'When I'm on holiday I always lie on the beach and read books and listen to music.'

2 Which tense describes a habit and which describes a temporary action?

3 Work in pairs. Decide what the sentences 1–6 describe. Label them a–f. Use the Grammar on page 150 to help you.

- 1 I am tall. *d*
- 2 You are studying this book. *e*
- 3 I play tennis every weekend.
- 4 I think swimming is good for you.
- 5 The sun rises in the East.
- 6 I am studying French. I go to classes every evening.

- a a habit/repeated action
- b an opinion
- c a fact
- d permanent state
- e a temporary action (happening at this moment)
- f a temporary action happening around now

4 Underline the best alternative.

- 1 In your town, how *do people get/are people getting* to work each day?
- 2 The train *departs/deparrts* every day at 8 am.
- 3 Something is wrong. What *happens/is happening?* The train isn't moving.
- 4 My sister *tours/is touring* around Europe. She is in Berlin now.
- 5 I *don't swim/'m not swimming* a lot. I walk in order to keep fit.
- 6 People *have/are having* problems checking in at the airport at the moment.

5 Complete the sentences using the correct form of the verbs in brackets.

- 1 My brother (read) many travel books, but I (read) detective novels.
- 2 In my home town, people (eat) traditional food, but fast food (become) more common.
- 3 People (not fly) much. They (travel) by bus or car.
- 4 (you watch) travel or nature programmes a lot?
- 5 Young people generally (study) computer science in my country, but I (take) a course in business tourism.

6 Decide why the present simple or present continuous is used in each sentence in exercise 5. Use the descriptions a–f in exercise 3 to label each sentence.

7 Work in pairs. Add the missing word to each question.

- 1 What you studying at the moment?
- 2 Where do spend your time in the holidays?
- 3 You learning a language at the moment?
- 4 Do you lie on the beach when you on holiday or do you go to museums?
- 5 Do you travel to class each day?

8 Work in pairs. Take turns to ask and answer the questions in exercise 7.

Word building: Adjectives for describing places

- 1 Look at this comment from Listening 1. The adjective *relaxing* shows what the speaker feels about the beach.
'We can spend some time on the beach. It's very relaxing.'
- 2 Work in pairs. Decide what adjectives you can use to describe the photo.



- 3 Complete the table with the correct form of the words.

Adjective	Noun	Verb	Synonym
exciting	1	excite	thrilling
2	appeal	3	fascinating/interesting
boring	4	bore	dull
5	6	interest	fascinating
relaxing	7	relax	peaceful/soothing
8	9	attract	pleasant
10	11	impress	striking

- 4 Complete the sentences with words from the table in exercise 3. Do not repeat words in the questions which are in the answers.
 - 1 'Do you find beaches places?' 'Yes, I find them very soothing.'
 - 2 'Amusement parks are full of Do you agree?' 'Oh yes, they're very thrilling and exciting.'
 - 3 'What kind of places do you find ?' 'Mmm, I think large cities like Tokyo are very striking.'
 - 4 'What is the of modern buildings, in your opinion?' 'They are very pleasant because they are very colourful.'
 - 5 'Does the countryside you in any way?' 'No, I don't think it's appealing at all. I like cities.'
 - 6 'Some people say walking helps them to Do you agree?' 'Yes, I find it very calming.'
 - 7 'Do you think visiting museums is ?' 'No, I find them fascinating.'
- 5 Work in pairs. Take turns to ask and answer two or more of the questions in exercise 4. Develop the answers in your own words.

Speaking 2

Strategy

Try to visualize the place or person you are talking about. Use the minute to make brief notes. As you speak, keep eye contact with the examiner and glance at your notes to help you organize what you are saying.

IELTS Speaking Part 2

Exam information

In Part 2 of the Speaking module the examiner gives you a card with some prompts. You are usually asked to talk about a person, an event, a place or an object. You have **1** minute to make notes and then you speak for **1–2** minutes. The examiner does not ask you any questions.

- 1 Look at the Part 2 Task Card and a student's notes, which are jumbled. Write the notes next to the appropriate part of the card.

Part 2

Describe somewhere that you like to visit.

You should say:

where the place is
when you visit the place
who you visit the place with
and explain why you like the place.
.....

relax study

impressive lake

countryside

weekends

friends appeal

attractive

peaceful

- 2 Complete the text with the notes in exercise 1.

I'd like to describe a
1 in the **2** near my home, which I
visit at **3** I go there with my **4** and sometimes
my family. Some people find the countryside boring, but we don't find it dull. We are
attracted to the place because it is very **5** there and it is a good place to
6 I take my books and I go there to **7** when the weather is fine.
The lake and its surroundings **8** to me a lot because there is no traffic so there is only the
noise of the countryside. Another reason I find the place **9** is that very few people go
there, especially during the week when people are working. We swim in the lake. It is just
like being by the beach. I also love the lake and its surroundings, because there
are very **10** views of the mountain from there.

- 3 Underline phrases in the text in exercise 2 which you can replace with the following.

- 1 I'm going to talk about
- 2 There are some people who think
- 3 it is a great spot to
- 4 attract me enormously
- 5 What also attracts me is

- 4 Spend **1** minute making brief notes to describe somewhere you like to visit. Write no more than 10–12 words.
- 5 Work in pairs. Take it in turns to describe your places to each other.
- 6 Give each other feedback. Talk about the adjectives your partner used and the organization of what he/she said.

Reading

Exam information

In the Reading module there are three reading passages, with a maximum of about 2,700 words in total. Each passage has 12–14 questions.

Strategy

Read the title, if there is one, and skim the passage. Then skim all the questions. Gradually, train yourself to look at the nouns and verbs as you skim.

Pre-reading

1 Answer the questions about each section of the text.

Look at section A.

- 1 Is this section about rock art? Is it about Africa or the whole world?
- 2 Is the section an introduction? Does it contain general information about rock art?

Look at section B.

- 1 Does this section contain place names in Africa?
- 2 Are the places spread all over Africa? Or are they only in the north or south?

Look at section C.

- 1 Is this section about the people who created the rock art or the places where it is found?
- 2 How do you know? Give examples of words from the text.

Look at section D.

- 1 Does this section describe examples of rock art or give possible explanations of the art?
- 2 How do you know? Give examples of words from the text.

Reading

2 Follow the instructions and answer questions 1–13.

Questions 1–4: Matching headings

The reading passage has four sections, A–D. Choose the correct heading for each section from the list below. Write the correct number, i–vi, next to the items in the list.

List of Headings

- | | | | |
|-----|-------------------------------------|---|-----------------|
| i | how the rock art has been preserved | 1 | Section A |
| ii | the discovery of the first rock art | 2 | Section B |
| iii | the significance of rock art | 3 | Section C |
| iv | an overview of rock art in Africa | 4 | Section D |
| v | the extent of rock art in Africa | | |
| vi | the identity of the artists | | |

Rock art: A journey into Africa's rich past

A Every continent, except Antarctica, has rock art, but Africa has more rock art and the greatest range of art of any of them. It also has some of the oldest art. Almost every country in Africa has rock art but the greatest number of examples occur in North Africa's Sahara Desert and in Southern Africa. There are two kinds of art: rock paintings and rock engravings.

In North Africa, some of the earliest works were over 8 metres high and were very well made by Stone-age people, who had no knowledge of writing. Later, paintings and engravings in the Sahara were made by pastoralists. In Central and Eastern Africa works were made by ancestors of the Twa and Sandawe/Hadza-type people. Rock art sites with more than 100 images are very common and sites

with over 1,000 images not uncommon, especially in South Africa, Namibia and the Sahara.

B Most of North Africa's rock art is found in the Sahara Desert, and other north- and west-African countries. The richest of all is Algeria, where some of the world's most varied and extraordinary rock art occurs.

In East and Central Africa, examples of rock art are found in most countries although not in the numbers found in the north or south. Tanzania has the most art but Kenya, Uganda, Ethiopia, the Central African Republic, Congo and Gabon all have rock art. Meanwhile, every southern African country has rock art. Much of the art in these countries is thought to have been made by ancestral Bushmen.

C Because rock art was made so long ago, we do not know who the earliest artists were. However, there are some exceptions to this. We know that most of southern Africa's rock art was made by ancestors of modern San people.

In North Africa, we know that the earlier art, dating from more than 7,000 years ago, was made by people who hunted and gathered wild food. Paintings, including those of cattle dating from between 7,000 and 4,500 years ago, may have been made by ancestors of Black West Africans. Much of the art of the last 3,500 years, particularly the engravings of Niger and Mali, was produced by ancestors of the Amazie people.

D Rock art is the only way we can tell how our ancestors thought and how they saw their world. However, because most rock art belonged to cultures that disappeared long ago, it is now difficult to understand why the artists painted and carved, or what their art meant to them. Many researchers believe that the art had religious connections, expressing the artist's thoughts of reality and their position in the world around them.

It must have been a means of communication, but with whom? Bushmen artists showed their visions of a combined natural and spiritual world. Did they do this to tell others what they saw during dream-like states or was it a means to contact the earth's spirit and control nature? During the 20th century in eastern and central Africa, people used and still use rock paintings to bring rain, strengthen themselves and assist their souls through those difficult moments of birth, becoming adults, sickness and death. Perhaps our modern beliefs have ancient origins.

Glossary

- occur – to exist or be found somewhere
- engraving – a picture which is made by cutting into rock or metal
- Stone-age – relating to a period of time when people made tools and weapons from stone
- pastoralists – people who raise cattle and other domestic animals
- ancestors – someone who is related to you and lived a long time ago
- site – a place

Questions 5–8: Identifying information – True/False/Not Given

Do the following statements agree with the information given in the text? Write

- TRUE** if the statement agrees with the information in the passage
- FALSE** if the statement contradicts the information in the passage
- NOT GIVEN** if there is no information about the statement in the passage

- 5 Rock art is found in all the continents of the world.
- 6 In Africa, rock art is only located in the north and south of the continent.
- 7 The most colourful rock art is in Algeria.
- 8 Rock art is present throughout South Africa.

Questions 9–11: Choosing items from a list

Choose **THREE** letters, **A–F**. Which **THREE** types of early rock artists or possible rock artists are mentioned by the writer in the passage?

- A** ancestors of the Amazie
- B** ancestors of later East African people
- C** early South African people
- D** early Black West Africans
- E** late Central African people
- F** ancestors of Tanzanians

Question 12 and 13: Short-answer questions

Answer the questions below. Choose **NO MORE THAN TWO WORDS** from the text for each answer.

- 12 What do researchers believe rock art had?
- 13 What does the writer suggest our modern beliefs have?

Past simple

- 1 Look at this example of the past simple from the reading passage on pages 12 and 13 and answer the questions.

... some of the earliest works were over 8 metres high and were very well made by Stone-age people, who had no knowledge of writing.

- 1 Is the verb *were* regular or irregular? Is the verb *had* regular or irregular?
- 2 How do you form questions in the past simple?
- 3 How do you form the negative in the past simple?

- 2 Look at the text on pages 12 and 13 again and find further examples of the past simple. For further information, look at the Grammar on page 150.

- 3 Complete the sentences using the correct past simple form of the verbs in brackets.

- 1 I (make) a short journey to see my family when I (go) home.
- 2 you (have) a good time when you (be) on holiday?
- 3 How much the air fare (cost)?
- 4 Tourism (grow) dramatically in my country during the 1990s.
- 5 My brother (write) many blogs about his travels when he (go) away.
- 6 Where you (visit) when you (stay) in China?
- 7 I (not fly). I (catch) the train instead.

- 4 Put the words in *italics* in the correct places in the questions.

- 1 What were your favourite games when you young? *were*
- 2 Did you spend your weekends when you were at secondary school? *how*
- 3 Why you start to learn English? *did*
- 4 Did you live in a town or the countryside you were a child? *when*
- 5 Who did most admire when you were young? *you*
- 6 What hobbies did you as a child? *have*

- 5 Work in pairs. Take turns to ask and answer two or more questions in exercise 4.

Writing

IELTS Writing Task 1

Exam information

In Task 1 you are asked to describe a graph, a chart, a map, a diagram of how something works, or a process. Sometimes there is more than one set of data, but the different sets are always connected in some way. You need to write a minimum of 150 words and write in paragraphs. If you do not, it will affect your score. Your introduction needs to paraphrase the description in the instructions.

- 1 Work in pairs. Look at Writing Task 1 on page 15 and underline the best alternative.

- 1 The diagram in the task is called *a graph/a bar chart*.
- 2 The data is presented as *percentages/numbers*.
- 3 The data provides information about holidays to *Europe only/Europe, North America and All other countries*.
- 4 The holidays were taken from *1995 to 2007/1993 to 2007*.
- 5 The word(s) *illustrates/provide information of* can replace the word 'show'.
- 6 The rubric asks you to *summarize the information/list all the details* in the data.
- 7 The rubric asks you to write about the *main characteristics/every detail*.
- 8 You can write *more/less* than 150 words.

Strategy

Look for trends and striking features in the data and make sure you summarize and compare the data in your answer. You should not list all the data, but you should write about all the relevant and important data in your answer. You can, for example, write about the data for the beginning and the end of lines in line graphs and data for special features.

TIP

Number the main points on the graph that you want to write about.

Writing Task 1

You should spend about 20 minutes on this task.

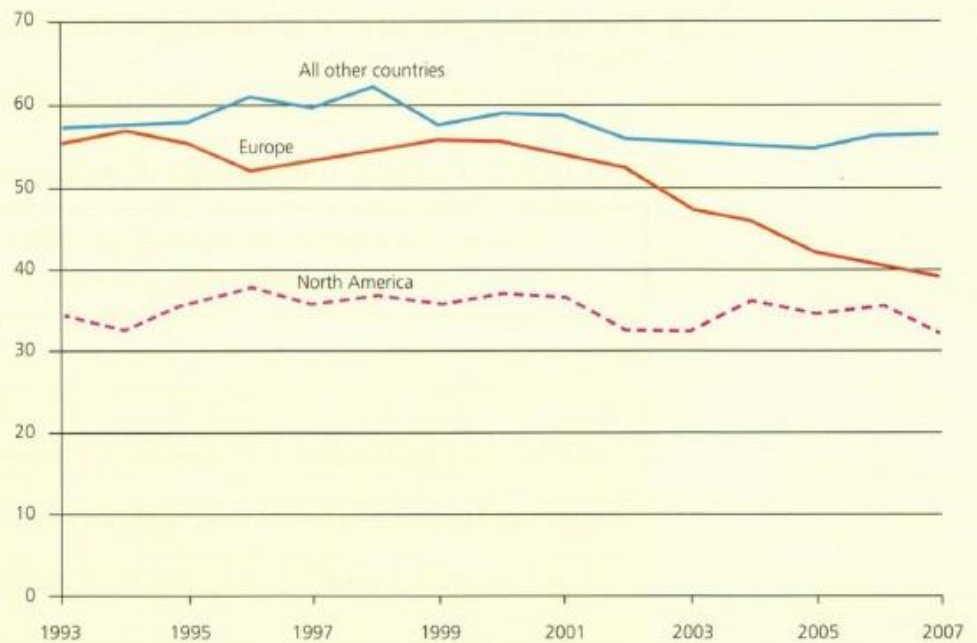
The graph below shows the proportion of holidays to different destinations which were taken as package holidays by UK residents.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

UK residents' package holiday visits abroad¹

United Kingdom
Percentages



¹As a proportion of all holidays to the destination.

2 Work in pairs. Complete the table with the correct heading, a–c.

a North America **b** All other countries **c** Europe

1	2	3
<ul style="list-style-type: none"> – more people took package holidays than non-package holidays to ... – peaked at about 62% around 1998 – the most popular type of holiday 	<ul style="list-style-type: none"> – fell significantly between 1999 and 2007 – dropped from just above 55% to just under 40% – a greater proportion went on holiday to ... – dipped around 1996 – became less popular 	<ul style="list-style-type: none"> – fluctuated between 30% and 40% – in 1996 the percentage peaked – approximately 35% in 1993 went on package holidays to ... – in 2007 package holidays fell to just over 30%

3 Underline the verbs in each phrase in exercise 2. Then add them to the correct list below.

- 1** rise,
- 2** fall,
- 3** go up and down,

4 Add these words and phrases to the correct list in exercise 3.

increase hit a low decrease rise and fall climb go up hit a peak vary
decline grow go down be erratic

5 Decide which verbs in the lists in exercise 3 can also be nouns. Use a dictionary to help you.

6 Work in pairs. Find at least one example of the three categories in exercise 3 in the diagram.

Between 1993 and 1995, the number of package holidays to North America rose.

7 Work in pairs. Complete the beginning of the answer using these phrases.

became less popular fell significantly 55% to just under 40%
provides information about

The chart **1** the proportion of holidays to different countries taken as package holidays by UK residents between 1993 and 2007.

Generally speaking, it seems that package holidays **2** over the period. More package holidays were to Europe than North America.

However, the proportion of such holidays to Europe **3** between 1999 and 2007. It dropped from just above **4** It is also noticeable that there was a dip in the proportion of European package holidays around 1996.

8 Look at the text in exercise 7 again. Find one example of a verb from exercise 3 used as a noun with a preposition.

9 Work in pairs. Write your own sentences about North America and All other countries. Use the information in exercise 2 to help you. Compare your answers with another pair.

Regarding North America, the proportion of package holidays ...

By contrast to All other countries, most package holidays ...

Study skills

TIP

It is important to note the numbers and letters that cause you confusion. Also, keep a list and practise saying them now and again and dictating them to a partner.

33

0207 956 7844

09874 260076 444

15.55 PGCDYOOFF

3.45 pm



Listening: Numbers and letters

It is important to learn to say numbers and letters which can cause you confusion. If you learn to say the numbers/letters, it will help you to be able to hear them.

- Learn to distinguish certain numbers: 13/30, 14/40, etc.
- Learn how to say and listen for the same numbers repeated: 22/*double two*, 222/*two double two/double two two/triple two*.
- Learn to say and listen for 0: 0/*zero*, 00/*double zero*.

- 1 Work in pairs. How do we say the numbers and letters on the left in English?
- 2 Write at least five lists with a mixture of numbers and letters. Use a maximum of 9 characters. *FG397688P*
- 3 Dictate your numbers and letters to another pair of students. You can reverse the order if you like. *FG397688P* or *P886793GF*
- 4 Choose five names from your own language and dictate them to a partner using the Roman alphabet. *Vladimir Tolstoy, Chen Ling, David Okonkwo, Hiro Miyaki*
- 5 Listen and write down the numbers and letters only.

- | | |
|---|------------------------|
| 1 flight number | 4 bus number |
| 2 The flight to Paris will depart from gate | 5 reference |
| 3 mobile number | 6 departure gate |
| | 7 £ |

Writing/Describing: rise and fall

Some verbs can be used as nouns (eg, *rise* and *fall*). These nouns are useful in all four skills but especially in Writing Task 1. To build your vocabulary, keep a list of verbs that can be used as nouns and examples of how they can be used.

- 1 Look at these verbs. Write 'R' for verbs that describe a rise and 'F' for verbs that describe a fall.

1 plummet	3 plunge	5 dive	7 leap
2 soar	4 jump	6 rocket	8 sink
- 2 Look at the verbs in exercise 1 again. Tick (✓) the verbs that can be used as nouns.
- 3 Write at least four sentences to describe the graphs.

In 2010, visitor numbers to the market rose dramatically and then fell again.

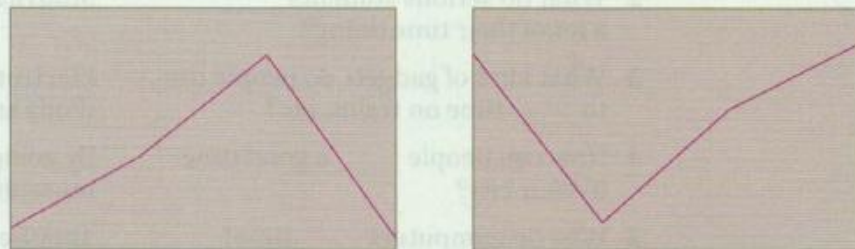
In 2010, there was a dramatic rise in visitor numbers to the market and then a fall.

In 2010, visitor numbers soared and then fell again.

Visitors to Newtown market

2010

2011



2 In search of time

Vocabulary 1

Collocations with *time*

1 Work in pairs. Match these words to the pictures A–D.

a calendar a sundial a diary a watch



A



B



C



D

2 Describe the pictures in exercise 1 in your own words. What do we use these things for?

The sundial is pretty, but it looks big and heavy. We use it to tell the time.

3 Do you use any of the items in exercise 1? Why/Why not? What are their advantages and disadvantages?

I have a watch, but I don't wear it very often. I use my mobile phone instead to tell the time.

Watches look nice if you're going out somewhere special, but I worry that I will lose mine.

4 Add the following verbs to the questions below. Use the answers to help you choose the correct verb.

save spend kill take drag have fly

Questions

- When does time *drag* ?
- What do serious students a lot of their time doing?
- What kind of gadgets do people use to time on trains, etc?
- How can people a good time in your city?
- Why do computers time?
- When you are doing your homework, do you your time?
- When does time ?

Answers

When people are bored or when they're waiting for something or someone.

Studying.

Electronic gadgets like mobiles, iPods and iPads.

By going to places like parks or museums.

They help people work faster.

Yes, I spend a lot of time doing it.

When people are having a good time.

- 5 Cover the answers in exercise 4. Take turns to ask and answer the questions.
- 6 Expand the answers in exercise 4 to make them more interesting. Match the information a–g to the answers.
 - a like chatting to friends/visiting museums/parks/the cinema
 - b to send messages or surf the net, watch videos or read books
 - c in libraries or in cafés
 - d For example, I write a draft. Then I check it using a dictionary.
 - e and so they have time for other activities.
 - f where they can play games, relax and look at art
 - g and especially when a bus or a friend is late!
- 7 Work in pairs. Take turns to ask and answer the questions in exercise 4 again. Add the extra information from exercise 6 and any other information you can think of.

Speaking 1


IELTS Speaking Part 1: Sentence stress

Strategy

To help you speak fluently, it is important to be aware of and use the correct sentence stress. Note that the content words such as nouns and verbs need to be stressed, whilst the grammar words such as *a, in, at* do not need to be stressed.

- 1 Look at the question. Notice how the main stress 'O' is on *name* and the secondary stress 'o' is on *What's*.

o O

0 What's your name?
- 2 Work in pairs. Mark the main stress and secondary stress in each question/statement. The number of stresses (main and secondary) is given in brackets.
 - 1 What are you studying? (2)
 - 2 Describe how people spend their free time in your home country. (7)
 - 3 Do young people have the same leisure activities as in the past? (7)
 - 4 How do you spend your free time? (4)
- 3  1.4 Listen and check.
- 4 These are the stressed words in the answers to the questions in exercises 1 and 2. Read the words to each other. Then make sentences using the words.
 - 0 name, Marco, Luca
My name's Marco.
 - 1 studying, English
 - 2 watch TV, go, cinema, theatre, visit, friends, family
 - 3 think, spend, lot, time, Internet, playing, computer games
 - 4 use, iPad, surf, net, chat, friends, read, books
- 5 Work in pairs. Take turns to ask and answer the questions in exercise 2.

Listening

Strategy

Skim the questions before you start in order to find out what the section is about. Underline words that will help you listen for the answer.

Exam information

In Section 2, there is usually a monologue (one person speaking). The content is usually of a general nature, such as a radio programme or information about a place. There will be a short break at the beginning and in the middle to give you time to read the questions.

IELTS Listening Section 2

Pre-listening

- Work in pairs. Read question 1 below and answer these questions.
 - Which words do you listen for in the stem?
 - Can you think of a synonym for the word *exhibition*?
 - Which words can you use instead of *opened*?
 - What does *very recently* mean? Does *five weeks ago* mean *very recently*?
- What questions can you ask about questions 2 and 3 below?
- Which answer is a number and which is a noun or noun phrase in 4 and 5?
- What words can you use to replace the adjectives A–H in 6–10?

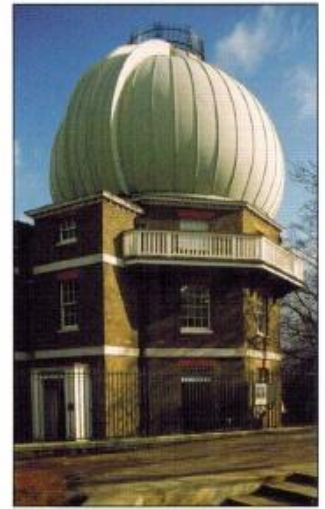
Listening

- 5  1.5 Follow the instructions and answer questions 1–10.

Questions 1–3: Multiple choice

Choose the correct letter A, B, or C.

- The exhibition on the history of time opened
 - very recently.
 - a long time ago.
 - five weeks ago.
- Entry to the exhibition
 - is expensive.
 - is fairly cheap.
 - costs nothing.
- The visit is especially appealing for children because
 - there are exhibits they can play with.
 - they are given a range of free gifts.
 - there is a large play area.



Questions 4 and 5: Completing a table

Complete the table below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Timetable

Bus stop	Time
the station entrance	4 and 40 minutes past the hour
the 5	15 and 45 minutes past the hour

Questions 6–10: Matching

What comments did the public make about each place? Choose **FIVE** letters, A–H. Write the correct letter next to the questions 6–10.

- A very peaceful
 B fairly modern
 C very exciting
 D really fascinating
 E really unforgettable
 F very attractive
 G fairly boring
 H fairly cheap

- 6 the exhibition
- 7 the restaurant
- 8 the shop
- 9 the 3D cinema
- 10 the Observatory

Present perfect

- 1** Look at this sentence from the Listening. Why do we use the present perfect? Match the underlined phrase to a purpose, a–e. Look at the Grammar on page 150.
- Yesterday, we checked out the new exhibition on the history of time which has just started at the restored house at the Observatory by the river. In fact, it started three days ago.*
- to describe a recent action/event with a present result
 - to describe an action or experience that happened sometime before now
 - to describe a period or series of actions/events which started in the past and which continue up to now
 - to describe a period which started and finished in the past (we do not know when the period was)
- 2** Match the sentences 1–4 to a purpose in exercise 1, a–d.
- I have lived here for three months now.
 - A new art gallery has just opened.
 - I have visited Turkey once in the past.
 - I have often visited the museum.
- 3** Work in pairs. Complete the sentences with the correct form of the verbs in brackets. Use the past simple and the present perfect once in each sentence.
- The government *has just increased* (just increase) the length of time people have to work. They *announced* (announce) it yesterday.
 - I (already be) to Greece on holiday. 'When you (go) there?'
 - Since they (announce) the concert yesterday, fans (buy) nearly all the tickets.
 - I (start) work here two years ago. How long you (work) here now?
 - I (have) a long summer break. I (go) away two months ago.
 - I (not see) any of these photos. you (have) a good time when you went on the cruise?
- 4** Decide whether both answers (a and b) are correct for 1–3. Then take turns to ask and answer the questions. Develop the answers in your own way.
- How has free time changed for young people in your country?
 - It changed a lot in the past.
 - It has become much more exciting.
 - What effect has the Internet had on people's lives in general?
 - It has had an enormous effect.
 - As soon as it became cheap to use, it started changing everyone's lives.
 - Have you ever visited ruins in your country?
 - Yes, a lot. I visited an old castle last week.
 - I have travelled around the country and visited many old sites.
- 5** Work in pairs. Use these verbs and the phrases 1–5 to make questions. Add your own ideas.
- | |
|--|
| study live come visit read see be travel use spend |
|--|
- Have you ever ?
 - How long have you ?
 - Why have you ?
 - Where have you ?
 - What have you ?
- 6** Work with a different partner. Swap questions and take turns to ask and answer two or three questions.

Synonyms

- 1 Work in pairs. Decide how useful/effective/important these devices are.

electronic smart-board electronic game digital camera computer iPad 3DTV

- 2 Complete the sentences with the devices from exercise 1. Use the plural form if necessary.
- 1 The is very useful. It is smaller than a laptop and you can use it to read books as well as surf the net.
 - 2 Watching the latest is very enjoyable because they bring films to life.
 - 3 are very interesting as you can play them anywhere in your free time.
 - 4 The is an invaluable piece of equipment. It can save teachers a lot of time and energy.
 - 5 The is an efficient device because it means you produce pictures and videos quickly.
 - 6 Some people think can be dangerous as they can cause health problems.
- 3 Which adjective in the sentences in exercise 2 is negative?
- 4 Match the adjectives 1–6 to the adjectives in exercise 2. There may be more than one answer.
- 0 *helpful – useful*
- 1 satisfying
 - 2 fascinating
 - 3 practical
 - 4 important
 - 5 harmful
 - 6 effective
- 5 Work in pairs. Think of different devices from exercise 1 and others like mobile phones you can use in the questions below.
- 1 'How effective do you think a(n) is?' 'I think it's (not) very efficient because ...'
 - 2 'Are harmful?' '(Yes) (No) I (don't) think they are dangerous because ...'
 - 3 'How enjoyable do you find (watching)?' 'I find it really satisfying because ...'
 - 4 'Do you think are fascinating?' 'Yes, they're really interesting because ...'
 - 5 'Why do you think are convenient?' 'I think they're practical because ...'
 - 6 'Is the useful?' '(Yes) (No) It (is) (not) helpful because ...'
 - 7 'Do you think a(n) is invaluable?' '(Yes) (No) It (is) (isn't) important because ...'
- 6 Take turns to ask and answer questions about the devices. Develop the answers in your own way.

Speaking 2

Strategy

Remember that you have only **1** minute to make notes. A paper and pencil are provided. You do not have to make notes, but they can help you organize your answer. Make your notes quickly and briefly, then read through them once before you start to speak. You are allowed to look quickly at your notes as you speak, but you must not read sentences from the cards or stare at them.

IELTS Speaking Part 2


- 1 Work in pairs. Read the Part 2 Task Card and write notes. Write 10–12 words.

Part 2

Describe an electronic device that has changed your life.

You should say:

- what it is
- where you first saw it/acquired it
- when you acquired it
- and explain why it is important to you.

- 2  **1.6** Listen to a student doing the task in exercise 1. Number the phrases in the order you hear them.

- a I have read more books since I bought the e-book
- b It is very convenient because
- c I bought it just three months ago
- d It is important to me because
- e I'm going to describe an e-book reader
- f It is really useful as it has also saved me a lot of time
- g I saw (it) for the first time when

- 3 You can use adjectives to help you make notes for a Task Card. Underline the adjectives in a–g in exercise 2.

- 4 Work in pairs. Take turns to follow these instructions.

Student A: Describe an electronic device that has changed your life. Use the notes you made in exercise 1 or change them by adding adjectives. Use phrases from exercise 2 in your description.

Student B: Time your partner to see how long he/she speaks for. Write down the adjectives and phrases your partner uses.

Reading

Pre-reading

- 1 Work in pairs. Look at the title of the reading passage on page 24 and answer the questions 1–3. Give reasons for your answers.

- 1 Is the passage about something to with time?
- 2 Is it about the past?
- 3 Is it about recording time?

- 2 Quickly look at the first two paragraphs and find words that support your answers in exercise 1.

- 3 Scan (look quickly at) the reading passage to find the words 1–6. Then choose the correct meaning.

- | | |
|-----------------------------|--|
| 1 existence (paragraph 1) | <i>human life/living conditions</i> |
| 2 scratched (paragraph 2) | <i>painted/cut</i> |
| 3 cycles (paragraph 3) | <i>sizes/phases</i> |
| 4 devised (paragraph 3) | <i>created/thought about</i> |
| 5 compensated (paragraph 7) | <i>made up for/cancelled</i> |
| 6 portable (paragraph 9) | <i>quick to use/able to be carried</i> |

Reading

4 Follow the instructions and answer the questions 1–13.

ANCIENT CALENDARS

Heavenly bodies — the Sun, Moon, planets, and stars — have helped us to measure the passage of time throughout our existence. Ancient civilizations relied upon the motion of these bodies through the sky to determine seasons, months and years.

We know little about the details of timekeeping in prehistoric times, but wherever we turn up records and man-made objects, we usually discover that in every culture, some people were very interested in measuring and recording the passage of time. Ice-age hunters in Europe over 20,000 years ago scratched lines and made holes in sticks and bones, possibly counting the days between cycles of the moon. Five thousand years ago, Sumerians in today's Iraq had a calendar that divided the year into 30-day months, divided the day into 12 periods (each period equal to two of our hours), and divided these periods into 30 parts (each like four of our minutes).

The earliest Egyptian calendar was based on the Moon's cycles, but later the Egyptians realized that the "Dog Star" rose next to the Sun every 365 days, about when the yearly flooding of the Nile began. Based on this knowledge, they devised a 365-day calendar that seems to have begun around 3100 BC, which thus seems to be one of the earliest years recorded in history.

Before 2000 BC, the Babylonians (in today's Iraq) used a year of 12 alternating 29-day and 30-day lunar months, giving a 354-day year. In contrast, the Mayans of Central America relied not only on the Sun and Moon, but also the planet Venus, to establish 260-day and 365-day calendars. Their calendars later

became portions of the great Aztec calendar stones. Our present civilization has adopted a 365-day solar calendar with a leap year occurring every fourth year.

A revolution in timekeeping

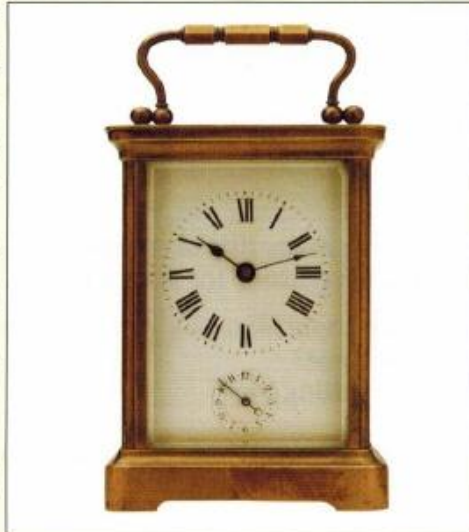
In Europe during most of the Middle Ages (roughly 500 AD to 1500 AD), technological advancement almost stopped. Sundial styles developed, but didn't move far from ancient Egyptian principles.

During these times, simple sundials placed above doorways were used to identify midday and four "tides" (important times or periods) of the sunlit day.

By the 10th century, several types of pocket sundials were used. One English model even compensated for changes of the Sun's height.

Then, in the first half of the 14th century, large mechanical clocks began to appear in the towers of several large Italian cities. We have no evidence or record of the working models before these public clocks.

Another advance was the invention of spring-powered clocks between 1500 and 1510 by Peter Henlein of Nuremberg. Replacing the heavy weights used earlier permitted smaller portable clocks and watches. Although they ran slower, they were popular among wealthy individuals due to their small size and the fact that they could be put on a shelf or table instead of hanging on the wall or being housed in tall cases. These advances in design were early models of truly accurate timekeeping.



Glossary

lunar – related to the moon

TIP

Put a box around the names in the text.

Questions 1–5: Sentence completion

Complete the sentences below. Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

- 1 Little is known about recording time in
- 2 Ice-age hunters recorded the passing of time by marking
- 3 The Sumerians divided the day into
- 4 The first Egyptian calendars were connected with the
- 5 The Egyptians realized that the rose next to the Sun once every 365 days.

Questions 6–8: Identifying information – True/False/Not Given

Do the following statements agree with the information given in the text? Write

- TRUE** if the statement agrees with the information in the passage
FALSE if the statement contradicts the information in the passage
NOT GIVEN if there is no information about the statement in the passage

- 6 The Egyptians created the earliest 365-day calendar.
- 7 The Babylonian calendar was not identical to the early Egyptian calendar.
- 8 The Mayans relied only on the Sun and Moon to create their calendars.

Questions 9–13: Matching – classifying

Classify the following as occurring

- A before 1500 AD
 B after 1500 AD
 C neither before nor after 1500 AD
- 9 the production of clocks that could be carried around
 - 10 a long period of almost no technological development
 - 11 advances leading to more precise recording of time
 - 12 the introduction of pocket sundials
 - 13 the construction of models of working mechanical clocks

Strategy

To help you in classifying the information, put a box around the dates and periods, e.g. *14th century*, in the reading passage. This helps you refer to the information and helps you control your reading.

Reading discussion

5 Work in groups and answer these questions.

- 1 Do you think it's important to study history? Why/Why not?
- 2 Which type of history is important: local, national or international? Give reasons.
- 3 Does the past help us to understand the present? How? Give examples.

IELTS Writing Task 2

Strategy

Make a brief list of three or four main ideas. Then support the ideas with reasons and examples.

1 Work in groups. Answer these questions about Writing Task 2 below.

- 1 How many main parts are there in the task in *italics*? 1, 2, 3 or 4?
- 2 For each part of the question, what do you need to include?
- 3 How long should the introduction be?
- 4 Do you need a conclusion?
- 5 How many paragraphs should you write for your answer?
- 6 How long should each paragraph be, excluding the introduction and conclusion?
- 7 How many main ideas do you need?

You should spend about 40 minutes on this task. Write about the following topic:

Some people think that the use of computers in primary and secondary schools makes education more enjoyable and efficient, while others believe that too much dependence on computers causes both physical and emotional problems.

Discuss both points of view and give your opinion.

Give reasons for your answer and include any relevant examples from your own knowledge and experience. Write at least 250 words.

2 Choose the best introduction for the essay.

1 Some people believe that using computers in primary and secondary schools makes education better for children, while others believe that depending too much on computers creates both physical and emotional problems. I agree with both opinions, but I think that technology does more harm than good.

2 Computers are increasingly common in schools everywhere. While the benefits of such technology are obvious, there are also some people who believe that relying on technology is harmful. I personally believe that technology has a role to play in schools, but needs to be used with care.

3 Tick the reasons why the introduction you chose in exercise 2 is better.

- 1 It uses different words/synonyms.
- 2 It copies the words in the rubric.
- 3 It mentions all three parts of the question.
- 4 It uses different grammatical structures.
- 5 It doesn't copy the words in the rubric.
- 6 It shows the structure of the rest of the answer clearly: positive, negative, opinion.
- 7 It uses the same grammatical structures.

Exam information

In Writing Task 2, you have to write an essay on a general academic subject. You do not need to have any specialist knowledge. You are often asked to discuss other people's ideas and give your own opinion.

4 Continue to work in groups. Add the ideas a–c for the second paragraph to the table in a suitable place.

- a they can work fast b useful tool
c interesting/exciting – colourful images, videos

Organization	Ideas
Topic	1 computers convenient/save time for students and teachers
Reason	2
Example 1	3 children/tasks like drawing, emails, letters, projects on subjects like animals, calculation, etc
Example 2	4 also make
Result	5 enjoy learning
Conclusion	6 definitely

5 Decide whether these words and phrases are adverbs or conjunctions.

for example as a result because moreover (... can ...) so

6 Match the words and phrases in exercise 5 to the ideas 2–6 in the table.

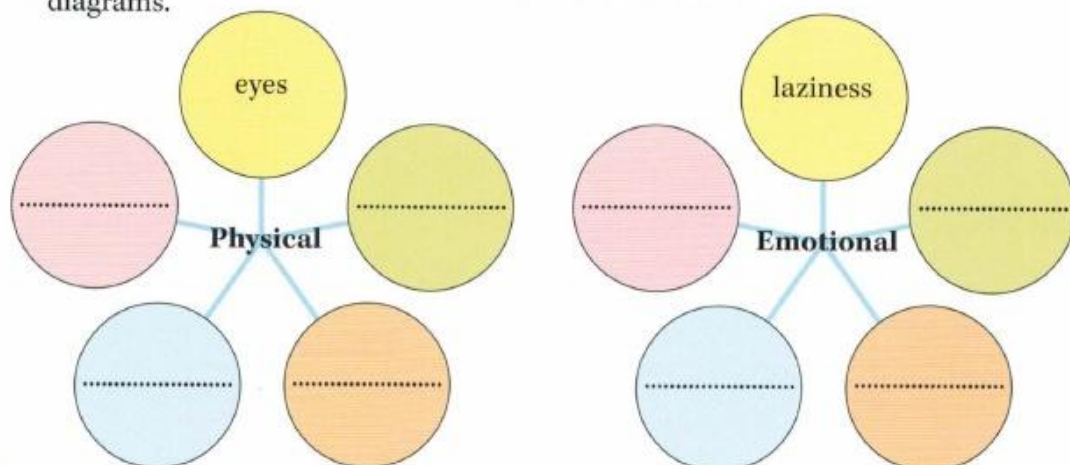
7 Work in pairs. Decide what type of word or phrase (noun, verb, conjunction or adverb) is required in each space in the model paragraph.

The main 1 is that computers are very convenient and
2 a lot of time for both teachers and children,
3 the children are able to work fast and do more tasks.
4 , they can draw and write emails, which they
5 send to friends, and do 'electronic' projects on subjects
6 animals and plants. 7 , the teacher can make
education enjoyable by using colourful images and videos from the Internet.
8 , both the teacher and the children will enjoy learning.
9 , technology is a very useful tool.

8 Complete the model paragraph in exercise 7 using these words.

can like moreover as a result so because advantage
saves for example

9 Add ideas for physical and emotional problems caused by technology to the diagrams.



- 10 Work in pairs. Compare and explain your ideas using the organization column in the table in exercise 4.
- 11 Write a paragraph for either physical or emotional problems. Work in pairs. Check each other's paragraph using the table in exercise 4.
However, there are several problems. The main drawback is ...

Speaking 3

IELTS Speaking Part 3

Exam information

In Speaking Part 3, you will have a discussion with the examiner that lasts between 4 and 5 minutes. Note that this is a two-way discussion and the examiner will ask you questions about what you say. The discussion is about abstract ideas. You should not use personal information, examples, etc.

- 1 Work in groups. Read the discussion topics and questions below and choose one of the topics.

Part 3

Discussion topics

Technology and education

Example questions:

Do you think technology is useful in schools and universities? Why/Why not?

What kinds of technology are used in education in your country?

How has technology improved the education system?

Technology in entertainment

Example questions:

What kinds of technology do young people use for entertainment today?

How has technology affected the entertainment and leisure industries today?

In terms of leisure, what disadvantages does technology have?

- 2 Look at exercise 4 on page 27. Decide how you can develop the ideas for at least one question in exercise 1 above.
- 3 Find a partner in another group who chose different questions. Ask each other the questions and develop them in any way.

Strategy

When the examiner asks you questions, develop your answers by giving examples and reasons just as you do in Writing Task 2. Remember, examples help to give the examiner a clear picture of what you are talking about.

Reading: Skimming and scanning

- 1 Which is a definition of *skimming* and which is a definition of *scanning*?
 - a ... is where you look quickly for individual items like words, numbers or names. You do not look at the other words in the text. You just look for a picture of the item you are looking for.
 - b ... is where you try to find the general meaning a part of a text such as a paragraph or a whole text. You look only at content words like nouns or verbs.
- 2 Which words would you skim in the following text? Why do you ignore the other words?

Since the time of the ancient Greeks, mapmakers have divided the surface of the Earth into an imaginary fixed grid of equally spaced horizontal and vertical lines called a graticule. This allows any place in the world to be pinpointed using just two coordinates. The horizontal lines of the grid, running parallel to the equator, are called lines of latitude. The vertical lines, each running between the north and south poles, are called meridians of longitude.
- 3 Scan the paragraph for these words.

mapmakers horizontal pinpointed meridians
- 4 Were the words in exercise 3 easy to find? Why/Why not?
- 5 Scan the text on page 24 for these words.

culture Sumerians doorways invention
- 6 How did you scan for them?
- 7 In the last four paragraphs, scan for the words *technological*, *sunlit*, *mechanical*, *permitted* and *popular*. Start at the end of the line and scan backwards so you do not see the meaning, but the word.

←

In Europe during most of the Middle Ages (roughly 500 AD to 1500 AD), technological advancement...

- 8 Work in pairs. Take turns to ask your partner to find a word in the reading passage on pages 12 and 13 in **Unit 1**.

Writing: Speaking and writing

- 1 Work in groups. Look at this question from exercise 1 in IELTS Speaking Part 3 on page 28. Make a list of examples of technology and of ways/ideas.

How has technology improved the education system?

... (has made) education more entertaining ...
- 2 Work with a student from another group. Take turns to ask and answer the question in exercise 1.

Technology has made ... / There are many improvements ...
- 3 With the same partner, write a paragraph of three or four sentences about one of the improvements.

The main improvement is (that) ...
- 4 Compare your answer with another pair of students.

3 Giving structure to our world

Listening

IELTS Listening Section 3

Pre-listening

- 1 Work in groups. Decide which building A–C would be suitable to hold a special event like an awards ceremony. Give reasons using these words or phrases.

I like/don't like ... very much/a lot/at all. I'm not sure.
modern/attractive/boring/fascinating/exciting



A



B



C

Strategy

Read the questions and listen to the information about the dialogue to help you predict the contents of the conversation. Underline or circle key words in the questions. For example, in multiple-choice questions, circle words that signal that you are about to hear the answer. In questions 5–7 and 8–10, listen for the names.

Exam information

In Listening Section 3, you will hear a dialogue between at least two people about an academic subject. This dialogue can be two students talking about a project or an essay. It can also be a tutorial between a tutor and (a) student(s). In the exam, you will hear the recording once only.

- 2 Work in pairs. Have you ever organized an event such as a party or a trip? Describe what you enjoyed about organizing the party or trip and mention any difficulties.

- 3 You are going to listen to two students talking about organizing a fashion event. Choose at least three things you think the students will talk about. Give reasons and examples.

- providing food
- the flowers
- advertising
- the invitations
- transport
- the presenters
- the time of the event
- booking the venue

- 4 1.7 Compare your answers with other students. Then listen and check.

Listening

- 5 1.7 Follow the instructions and answer questions 1–10.

Questions 1–4: Multiple choice

Choose the correct letter, A, B or C.

- 1 Dr Ahmed thought Harry's essay was
A organized. B disorganized. C interesting.
- 2 Christine is slightly anxious because she has to deal with
A many different people. B a lot of information.
C various difficult problems.
- 3 Harry suggests that they should make a list of
A things to be done. B people to contact. C things already done.
- 4 The fashion event will last
A two days. B three days. C five days.

Questions 5–7: Completing a table

Complete the table below. Write **NO MORE THAN THREE WORDS** for each answer.

Name of presenter	Information
Debbie Maine	5 enjoys telling about fashion
Barry Stockport	presents very well and very 6
Marilyn Tiny	7 presenter of the

Questions 8–10: Matching

What opinion does Christine express about each catering company? Write the correct letter next to questions 8–10.

- | | |
|--------------------------------------|------------------------|
| A it has the most reliable staff | 8 Master Caterer |
| B it is the most expensive | 9 Silver Service |
| C it has the friendliest staff | 10 Foodwise |
| D more people know about the company | |
| E it is the cheapest company | |
| F it gives huge discounts | |

Language focus 1

Likes/dislikes and preferences

- Look at these sentences from the Listening. Underline the verbs.
1 I enjoy *planning* events and parties ... 2 I don't like *organizing* people ...
- Add the verbs from the sentences in exercise 1 to the table in the correct place. Which verbs are positive and which are negative? For further information, look at the Grammar on page 151.

Verbs that are followed by a <i>to-</i> infinitive	want
Verbs that are followed by an <i>-ing</i> form	fancy, dislike, detest
Verbs that take both	can't bear/stand, hate, love, prefer

TIP

Practise making questions using new vocabulary and structures. Model your questions on Speaking Part 1 or Part 3 questions.

- Underline the best alternative. Sometimes both alternatives are possible.
 - I like *to watch/watching* programmes on TV about architecture.
 - I dislike *to plan/planning* parties, but I like going to them.
 - I really enjoy *to go/going* to parties, but I don't like organizing them.
 - My father loved *to build/building* models of ships, but I don't like doing it.
 - I prefer *to read/reading* books to making things using my hands.
 - I hate *to arrange/arranging* journeys or preparing to go on trips.
- Work in pairs. Decide whether the words in brackets are necessary.
 - Do you like (to) surfing the Internet?
 - Do you love (to) play games like chess?
 - What places (do) tourists enjoy visiting in your home country?
 - Do you prefer (to) live in a hot or cold country?
 - Have you ever organized a party? Did you enjoy (to) doing it?
 - Do you think people like (to) do volunteer work such as helping build a school or community centre?
- Work in pairs. Take turns to ask and answer the questions in exercise 4. Give at least one reason and an example for each answer.
- Write at least three sentences about your likes and dislikes with reasons and examples. Compare your sentences with other students.

IELTS Speaking Part 2

- 1 Look at the Task Card. Add the phrases in the box to the extract from a student's answer below.

Part 2

Describe a subject you liked or disliked at school.

You should say:

- what the subject was
 - when you first studied the subject
 - where you studied the subject
- and explain why you liked or disliked the subject.

you don't like doing it you might love doing it didn't enjoy studying
I'm going to describe a subject what I really liked doing
I thought it was for boys rather than girls I loved doing different experiments



- 1 that I started to study at secondary school when I was 14 years old. The subject was chemistry. At first, I 2 chemistry because 3, but half the pupils were girls. I didn't know what to do very well and it was very messy. However, within a very short time, I started to like it. 4 They were just like doing cookery! But 5 was carrying out my first experiment by myself. What made this special for me was that it gave me a real sense of achievement to see how things were linked. Now I realize that it is easy to misjudge something initially and say 6 You have to try it first and then 7 and would like to ...

- 2 The items below were the student's notes for the extract in exercise 1. Find the items in the extract and decide why you think the student chose the words.

secondary 14 chemistry first didn't enjoy experiments myself
achievement try ... first

'Secondary' is a note about the time when the student studied the subject.

- 3 Work in pairs. Use the notes in exercise 2 and take turns to practise the answer. Use your own words where possible.
- 4 Write your own notes for the task in exercise 1. Write 10–12 words. Then take turns talking about the card.

Vocabulary 1

Collocations: Words related to organizing

- 1 In the Listening section on pages 30–31, the speakers used words to do with organizing. Read these examples.

'Organizing people and events is not easy.'

'Oh, I enjoy planning events and parties and dealing with people.'

The verb *organize* typically goes with the nouns *people* and *events*.

The verb *plan* typically goes with *events* and *parties*.

- 2 Use a dictionary to find other words that *organize* and *plan* typically go with.
- 3 Complete the sentences with these phrases.

for any trips my essays on my room sorting out papers and notes
a large party for a meeting with my tutor organizing trips

- 1 I like to other countries. We went to Tanzania last year.
- 2 I'm planning a friend's birthday next month.
- 3 I arranged at the college for 10.00 am.
- 4 I prepare the computer. I prefer typing to writing.
- 5 I hate, so I always put them in order when I get them.
- 6 I always get ready several days in advance.
- 7 I don't like tidying up

- 4 Select one sentence you agree with or disagree with in exercise 3. Explain your decision to a partner, giving reasons and examples.



Speaking 2

IELTS Speaking Part 2

Part 2

Describe an event that you organized.

You should say:

- what the event was
- when you organized it
- where the event was
- and explain how you organized it.

- 1 1.8 Read the Task Card below and the phrases 1–7. Decide which words you should stress in the phrases. Then listen and check.

- 1 I'd like to talk about a party I organized ...
- 2 ... when I was at school.
- 3 The party was at my parent's house.
- 4 I asked friends to help me.
- 5 I bought lots of food.
- 6 We played lots of games and listened to music.
- 7 The party was very entertaining.

- 2 Spend 1 minute preparing notes about the Task Card. Write no more than 10–12 words.
- 3 Work in pairs. Take turns to talk about the Task Card. Then give feedback to each other. Use the table below to help you.

Name	Comments
Organization	
Stress	
Did he/she complete the task?	

Pre-reading

1 Work in groups and describe the picture below. Use these words to help you.

build construct use branches rocks river

2 Scan the text for words which mean the same as the following words.

Paragraph A

- 1 homes
- 2 passage underground
- 3 throw away

Paragraph B

- 4 approach
- 5 waterproof
- 6 hole in the ground

Paragraph C

- 7 put at risk
- 8 choices

Paragraph D

- 9 kind (of animal)
- 10 skilfully make use of

3 Choose at least three words from the text to remember for the future. Compare your words with a partner.

Reading

4 Follow the instructions and answer questions 1–13.

Beaver

Master Mound Builder



A Beavers vary their dwellings according to local conditions. The inner chamber of their mound dwelling is positioned according to the level of the river in which it is situated. Once the mound is built the water rises up to meet the lodge or dwelling. During construction, they dig an upward sloping tunnel into the riverbank which ends in a larger

chamber underground, about three feet across and two feet high. There is also usually a feeding chamber located near the entrance. Feeding generally occurs at night inside this chamber or outside on the river's edge and all food thrown away from feeding is disposed of directly into the water.

B Another strategy is to attach the structure to existing trees or large rocks and further support these by heavy stones brought to the site. Gaps in the wall of the dam are filled with small branches, leaves and other small materials and covered with mud or clay to make the dam completely watertight. The walls of the underwater entrance are smooth and steep. In front of the entrance is a clever deep pit where materials are gathered. The pit also acts as a water current protection by reducing the speed and force of the water, protecting the structure.

C When the surrounding water level rises, threatening its home, beavers have several options. They can go to the source of the problem – the water – and lower the top of the dam where the water runs over, thus lowering the water level. If this is not enough, they can remove chewed materials from the ceiling of the structure to build up the floor. Similarly, soil and small branches can be used to create a thicker and higher floor level. If the water level continues to rise, more twigs and mud can be added to the original structure. The main chamber can also be dug out further up, keeping the same angle of entry. In some areas, as in shallow, slow-moving ponds, the beaver creates an island of branches, twigs and mud. If a hole develops in the dam they immediately find

and repair the damage. Their mounds can reach a height of six to ten feet with hollowed-out living chambers inside, and entrances below water level. The largest recorded dam is in the Voronesh region of the former Soviet Union and measured about 3,800 feet long, 3 feet high and wide. In the swamps of the Mississippi basin and the Jefferson River in Montana, beavers build dams over a thousand feet long which are strong enough to carry a person on horseback!

D Few species have the ability to manipulate the environment to their own ends as the beaver does. The dam, lodge, winter food store, canals and runways are all part of a completely designed environment. The beaver and its dam, which at first might seem to be destructive rather than constructive, have wide effects on the ecology of the surrounding countryside. The dam raises the water table and slows drainage at the base of the dam by maintaining a steady flow of water in headstreams. The dam also prevents soil from washing downstream. And the rich soil that builds up soon supports a variety of plants that will attract other animals. Similarly, the systems of dams and pools provide food and habitat to other creatures, which in turn attract predators and the whole web of life is enriched.

Exam information

Another type of question that is introduced here is matching statements to paragraphs. Sometimes the statements refer to a whole paragraph or one piece of information or part of a paragraph. The statements are similar to paragraph headings. There is often a noun + prepositional phrase or a clause. In most cases, but not all, the words in the statements are paraphrased in the text.

Questions 1–5: Matching information

The text has four paragraphs, **A–D**. Which paragraph contains the following information? You may use any letter more than once.

- 1 how the beaver copes with rising water
- 2 an alternative method of mound building
- 3 the benefits of the beaver dam to the environment
- 4 the location of the feeding chamber
- 5 how leftover food is disposed of

Questions 6–10: Identifying information – True/False/Not Given

Do the following statements agree with the information given in the text? 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

- 6 The beaver builds only one type of mound.
- 7 The beaver uses different materials in the mound construction to keep out water.
- 8 The beaver has the ability to remain under water without breathing for a long time.
- 9 Beavers can use different techniques to protect their homes from danger.
- 10 The dams take several weeks to build.

Questions 11–13: Short-answer questions

Answer the questions below. Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

- 11 What is the maximum height that mounds can reach?
- 12 Which structure made by the beaver brings benefits to the local countryside?
- 13 What do the dams and pools provide for other animals?

Language focus 2

Comparative and superlative adjectives

- 1 Look at the following examples of comparative and superlative adjectives from the reading passage. Which is a comparative adjective and which is a superlative? For further information, look at the Grammar on page 151.

- 1 *The largest recorded dam is ...*
- 2 *... to create a thicker and higher floor level.*

- 2 Put the adjective in *italics* into the correct comparative form. One sentence may have more than one answer.

- 1 The Sahara Desert is *big* than any other desert on the planet.
- 2 The Shard is *tall* than any other building in the UK.
- 3 Visiting cities is *exciting* than visiting the countryside for some people.
- 4 Mexico City is *large* than London.
- 5 Did cities develop *early* in Syria and Iraq than in Europe?
- 6 Is travelling by train *common* in your country?
- 7 I don't think that the road systems in my country are *good* than here.
- 8 Using public transport is *popular* in my country than other places.

- 3 Correct the mistakes in these questions.

- 1 Why do people always want to buy latest electronic gadgets like satnavs ?
- 2 Is the Nile the longer river in the world?
- 3 What is the interestingest documentary about the planet you have ever seen?
- 4 Is the Paris train system the better in the world?
- 5 Are family parties like weddings the difficult type of event to plan?
- 6 Are the Himalayas largest mountain range in the world?

- 4 Work in pairs. Write three questions about your home town/country using these structures.

bigger than more exciting than better than the most

- 5 Work with a different partner. Swap questions and take turns to ask and answer your questions. Give reasons and examples in your answers.

Collocations: General nouns

- 1 Look at the extracts below from the reading passage on pages 34 and 35. Which of the nouns in **bold** can be replaced with these words?

way a huge impact measure method choices solution play a role in

Another **strategy** is to attach the structure to existing trees or large rocks and further support these by heavy stones brought to the site.

When the surrounding water level rises, threatening its home, beavers have several **options**.

- 2 Underline the correct meaning of the nouns 1–6.

- | | |
|------------|----------------------------------|
| 1 strategy | <i>way/option/solution</i> |
| 2 factor | <i>fact/reason/effect</i> |
| 3 role | <i>way/part/cause</i> |
| 4 benefit | <i>advantage/drawback/option</i> |
| 5 link | <i>chain/effect/connection</i> |
| 6 effect | <i>impact/link/solution</i> |

- 3 Complete the phrases with nouns 1–6 from exercise 2. Use a dictionary if necessary.

- 1 bring enormous/economic to ...
- 2 establish a clear/strong between ...
- 3 develop an effective/alternative to ...
- 4 be a major/key that contributes to ...
- 5 have a beneficial/major on ...
- 6 play a major/key/crucial in ...

- 4 Work in pairs. Match the sentence beginnings 1–6 to the endings a–g. You may use each item once only.

- 0 Young people nowadays have different job
- 1 Many key
- 2 Learning languages at school brings enormous
- 3 Improving people's living conditions in villages is an effective
- 4 Planning plays an important
- 5 There is a clear
- 6 Does studying for a degree at university have a

- a benefits to young people in the long term.
- b link between architecture and happiness.
- c health strategy.
- d factors influence the development of people's lives.
- e dramatic effect on young people's lives?
- f options to choose from compared to their parents.
- g role in doing research into any subject.

IELTS Writing Task 2

Strategy

In Task 2, read the essay question carefully and use the various parts of the essay title to help you plan your answer.

Exam information

In the exam you have **40** minutes to write a minimum of 250 words. There are different types of essay questions. Usually two sides of a situation or problem are given, followed by an instruction such as: *Discuss both these views and give your own opinion. What are the advantages and disadvantages of this?* Remember to write in paragraphs.

- 1 Work in pairs. Describe what is happening in the pictures and say how they are related to learning and studying.



A



B

- 2 Look at the essay question and complete the table below to help you plan your answer.

Children at secondary school are often taken on visits to museums, zoos and concerts and sometimes even to other countries. What do you think the advantages and disadvantages of such visits are?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

1 general topic	<i>taking secondary school children on visits</i>
2 general noun to help you organize your essay (1)	advantages
3 general noun to help you organize your essay (2)
4 number of paragraphs	about
5 words/ideas for introduction	trips to various places,
6 focus of essay	many and disadvantages
7 first sentence of second paragraph	The main benefit is ...
8 first sentence of third paragraph	Another is that ...
9 first sentence of fourth paragraph	To some people such visits have some
10 conclusion	As we have seen, the advantages outweigh the disadvantages.

- 3** Choose the most suitable introduction for the essay in exercise 2. Compare your answers with a partner. Explain your choice using the table in exercise 2.

1 I liked going on visits outside school because they were very enjoyable and I can't see any disadvantages of such trips. I think they are very useful for pupils and also for teachers.

2 Trips to various places outside schools such as museums and even travelling abroad are becoming more common in secondary schools compared to the past. There are many advantages, but also some disadvantages of such visits.

3 There are many advantages and disadvantages to going on school visits at secondary school, for example, going to the zoo or visiting museums or even travelling abroad to various countries like France.

- 4** Sort the ideas for the essay in exercise 2 into advantages and disadvantages. Decide whether you agree with the ideas.



- 5** Read the second paragraph of the essay below and decide which advantage(s) from exercise 4 is (are) mentioned. Ignore the numbers in the text.

The main benefit **1** for secondary school children is that they are educational, because children learn **2** by seeing and doing even more than from books. For example, if children **3** are taken to a museum **4** they can see real objects and watch films **5**. As a result, they are more likely to remember **6** knowledge **7**.

- 6** Write out the paragraph and at 1-7, add these phrases to improve the text.

- a** such as the Natural History Museum in London
- b** than if they had just read books
- c** factual
- d** in the UK
- e** about animals' lives, past history or geology
- f** about how the world works
- g** of such visits

- 7 Work in pairs. Compare your paragraphs and decide how the extra information improves the paragraph.
- 1 It makes the paragraph more general.
 - 2 It makes the information in the paragraph more specific.
- 8 Write your own a paragraph about another advantage or disadvantage. Check your paragraph using the example in exercise 5.
- Another advantage is that visits can help students interact with the real world. Take for example children from the UK who go abroad to visit France. They ...*

Speaking 3

IELTS Speaking Part 3



Strategy

Try to begin your answer well. This will help you organize what you are going to say. Also, try to pick out the key words like adjectives, eg, *important* or nouns, eg, *factors*, in the question. When you answer try to use a synonym of these words rather than just repeating them.

Exam information

The third part of the Speaking Module is a two-way discussion with the examiner about abstract topics. This means that the content is not about personal information. This part of the speaking test lasts about 4–5 minutes.

- 1 Here are some Speaking Part 3 questions. For each question 1–4, choose the most suitable way to begin the answer to each question, a–d.
- 1 Do you think it is important for students to like the subjects they study? Why/Why not?
 - 2 What are the main factors that influence young people's choice of subjects at university?
 - 3 What are the advantages of studying at university?
 - 4 How can education at secondary school be made interesting for pupils?
- a There many strategies, but the best way is to ...
 - b Yes, I think it's crucial, because ...
 - c There are many influences, but perhaps the most important one ...
 - d I think the first benefit is ...
- 2 Decide which words the examiner will stress in the questions in exercise 1.
- 3 1.9 Listen and check.
- 4 Work in pairs. Take turns to ask and answer the questions in exercise 1. Develop the answers in your own way.

Study skills

Speaking

1 Work in pairs. Choose one of the Task Cards, A or B, for Speaking Part 2.

A

Part 2

Describe a game that you liked or disliked at school.

You should say:

- what the game was
- when you first played the game
- where you played the game
- and explain why you liked or disliked the game.

B

Part 2

Describe a team sport that you liked or disliked at school.

You should say:

- what the team sport was
- when you first played the team sport
- where you played the team sport
- and explain why you liked or disliked the team sport.

TIP

Keep a list of your notes for different types of Speaking Part 2 Task Cards to help you with revision.

- 2 Write notes for your Task Card. Write 10–12 words.
- 3 Compare your notes with students who choose the same card. Make any changes to your notes.
- 4 Find a student who chose a different card and take turns to talk about your topic.

Reading

1 Complete the text with suitable nouns. Look at the upside-down words below if necessary.

1 Well-planned cities bring considerable to our lives. Good infrastructure such as roads and railways and facilities like electricity and water can make working and living easier. Leisure facilities and amenities like parks can also improve people's lives enormously.

2 There are many involved in organizing social events like parties. A venue to hold the event needs to be hired, along with caterers, decoration and furniture. The people helping out at the event need to know exactly what to do; this may include people who have been specially employed for the event or family members or friends.

3 And what are the main for young people planning their future after obtaining a degree? Further study is one possibility, but this may not be suitable for all students. Many will want to go into work to establish a career. In the present competitive job market it may not be possible for new graduates to find a job they want immediately.

4 The on the transport system of reducing fares will be huge. More people will use the system, which is essentially positive, but if the system is not able to cope with the increase in passenger numbers, problems will arise. The main consequence is likely to be overcrowding unless more frequent services are introduced at the same time.

benefits options effects factors

TIP

As you study for the IELTS exam, notice general nouns like *role*, *link*, *effect* and *strategy* which appear often. Note where they are used in all four skills. Check a collocation dictionary for verbs, adjectives and prepositions which you can use with the nouns.

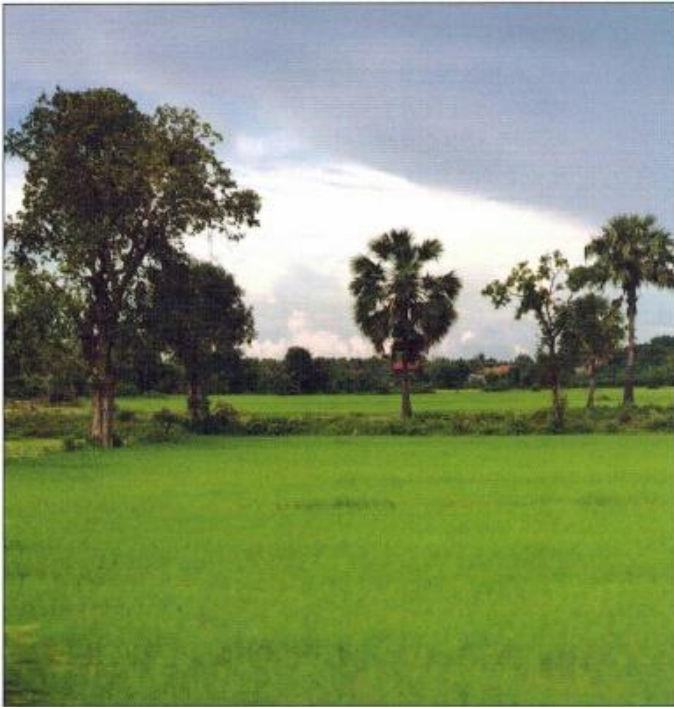
2 Work in pairs. Use the information in each paragraph to explain why you chose your word.

4 The land

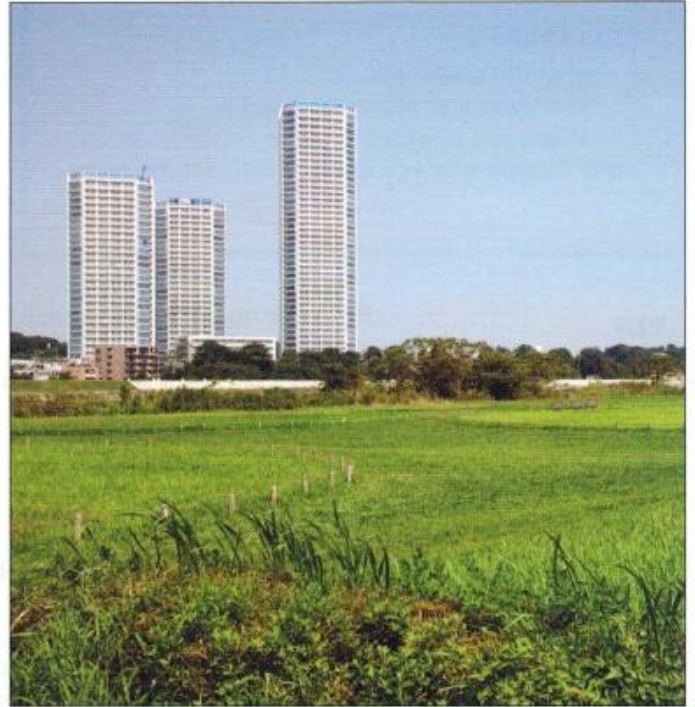
Speaking 1

IELTS Speaking Part 1

1 Work in pairs. Compare the pictures.



A



B

2 Choose the best comparison and give reasons.

- 1 Not many changes have taken place. The buildings are smaller than in the past and there are fewer people. The place is definitely greener than before and much quieter now as well. There are more trees and open spaces compared to the first picture.
- 2 There has been a complete transformation of the area. The area is noisier and more built-up with taller buildings. All the trees have been chopped down in the area. It was also quieter in the past with fewer people and now it is much busier with more offices and cars.
- 3 The place has changed dramatically. There are lots of trees and the place is very open. It was a much more pleasant place in which to live in the past, but now the buildings have spoiled it. It has been completely transformed.

3 Answer these questions about the pictures.

- 1 What changes do you see?
- 2 Which picture is more pleasant to you? Which image do you prefer/dislike?
- 3 Which picture is more built-up?

4 Work in pairs. Take turns to ask and answer these questions.

- 1 What changes have taken place in your country since you were a child?
- 2 Do people like the changes? Why/Why not?
- 3 Is your home town more built-up than in the past?
- 4 Do you like or dislike the developments that have taken place?

IELTS Listening Section 4

Pre-listening

- 1 Look at the photo and decide whether it shows a street market, a supermarket or a fair.
- 2 Work in pairs. Describe similar markets in your country.
- 3 Look at questions 1–6 in the Listening section below. Find and underline these words.



aims	conducted	advantages	beneficial	creating
	disadvantage	as a result of		

- 4 Match these words to their synonyms in exercise 3.

1 did	5 benefits
2 drawback	6 providing
3 good	7 wants
4 because of	
- 5 Decide which of these things might happen in relation to the map for questions 7–10 on page 44. Check your predictions after you have answered questions 7–10.
 - 1 the market is transformed
 - 2 a building is knocked down
 - 3 one type of building replaces another
 - 4 a factory has been built
 - 5 something new has been built
 - 6 a party is held

Listening

Exam information

In Section 4, you will usually listen to a lecture on an academic topic but this will be of a general nature and no specific knowledge is required. Sometimes there is an interview of an academic nature. In this section in the exam there is no pause in the middle to read the questions. There is only a brief gap of several seconds.

Strategy

Skim the questions in advance and circle or underline the words that warn you that the answer is about to come. Remember that in many cases you will have to listen for synonyms. Listen to the description of the contents of the talk at the beginning.

- 6 1.10 Follow the instructions and answer questions 1–10.

Questions 1–3: Multiple choice

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

- 1 Dr Deacon's talk is on
 - A the newest London street markets.
 - B current changes in London street markets.
 - C the history of London street markets.
- 2 Dr Deacon aims to show
 - A the benefits of street markets.
 - B the dangers of street markets.
 - C the differences between street markets.
- 3 Dr Deacon conducted a survey of
 - A one hundred people.
 - B under one hundred people
 - C more than a hundred people.

Questions 4–6: Completing notes

Complete the notes below. Write **NO MORE THAN THREE WORDS** for each answer.

Survey results

Advantages

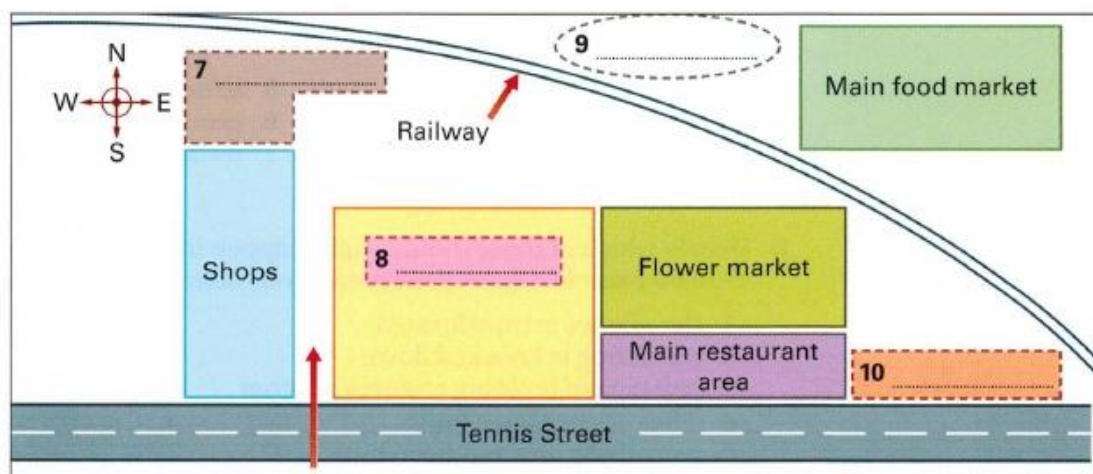
beneficial for the 4
helped the local community by creating work and encouraging 5
fresh produce
a reduction in waste and packaging
cultural benefits

Main disadvantage

fewer local people as a result of 6

Questions 7–10: Map labelling

Label the map below. Write **NO MORE THAN THREE WORDS** for each answer.



Listening discussion

7 Work in groups. Ask each other two questions from each list, A and B. Develop the answers in your own way, giving reasons and examples.

A Do you like street markets or do you prefer shops?

What kinds of markets do you like?

Do you prefer small shops or large shops?

B Do you think large multinational supermarkets are a positive development?

Why do people pay higher prices in small, organic shops?

What attracts people to supermarkets?

What kinds of shops are popular among young people?

Language focus 1

The passive

1 Look at these three phrases from the Listening and answer the questions. For further information, look at the Grammar on pages 151 and 152.

1 'I would like to look at part of Tabard market and show how it has been transformed.'

2 'This plan on this new slide here shows part of the transformation that is taking place.'

3 '... there is a house that was knocked down ...'

a Which two of the underlined verbs are in the passive? Which tense is used?

b Why is the passive used? Is it because the focus is on the action, or is it because the focus is on the person who did the action?

c Which of the verbs are transitive and which is intransitive?

2 Decide whether these verbs are transitive or intransitive. Some verbs can be transitive **and** intransitive. Write T, I or T/I.

- | | |
|-------------|------------|
| 1 become | 7 lie |
| 2 construct | 8 help |
| 3 build | 9 demolish |
| 4 change | 10 happen |
| 5 replace | 11 grow |
| 6 open | 12 add |

3 Complete the sentences with the correct active or passive form of the verbs in brackets. More than one answer may be possible.

- 1 The trees were cut down and the house (demolish).
- 2 The street market (grow) so much that it soon spread into a field.
- 3 A new hospital (construct) in the suburbs two years ago.
- 4 The café (replace) with an expensive restaurant.
- 5 A new extension (add) to the school since I was there last.
- 6 The park (become) very popular with young families.
- 7 The town (change) forever when the airport opened.

4 Write at least 5 sentences about a place you know well that has changed.

5 Work in pairs. Choose one sentence from exercise 4. Take turns to ask and answer questions beginning *Did* or *Was/Were* to find out what happened in the place your partner chose.

Did they chop down the trees? Were the trees chopped down?

Speaking 2

IELTS Speaking Part 2

1 Write notes for the Task Card below. Remember to write between 10 and 12 words.

Part 2

Describe someone who changed your life.

You should say:

- who the person was
- when you first met the person
- where you met the person
- and explain how the person changed your life.

2 Work in pairs and compare your notes.

3 Decide how you can use three or more of these expressions to explain your notes.

The person I'm going to talk about	I'd like to	transformed my life	
it happened	He/She helped me	I became	He/She opened
	played a key role in		

4 Take turns to describe the person you chose.

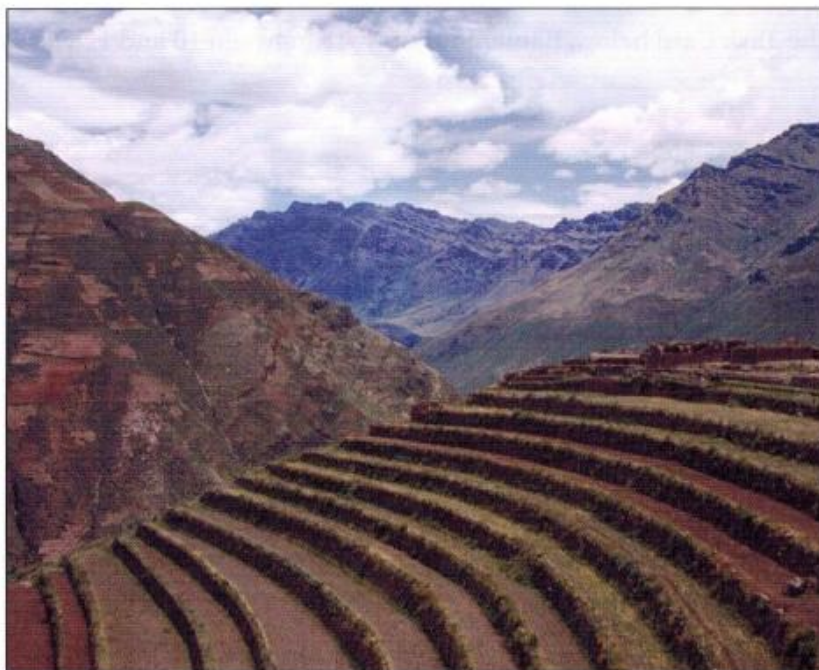
Pre-reading

- 1 Look at the title and the photo below. Predict which four of the following topics the reading passage contains.
 - 1 climate and geography
 - 2 agriculture
 - 3 the manufacturing industry
 - 4 economic advantages
 - 5 differences between various regions
- 2 Skim the passage and check your answers.
- 3 Work in pairs. Scan the passage for words with these meanings.
 - 1 type of weather a region has
 - 2 strong movements of water
 - 3 water or dampness in the air
 - 4 different/separate
 - 5 narrow piece
 - 6 height
 - 7 regions
 - 8 not easy to guess
 - 9 a severe shortage of water

Reading

- 4 Follow the instructions and answer questions 1–13.

The Andes Mountains



A The Andes create an environment of extreme climate and weather conditions. The region's climate is influenced by water and air currents that flow north from Antarctica along the Pacific coast. The ocean current, called the Peru Current, brings extremely cold water that is full of food to the surface, supporting a rich supply of fish, birds and sea life. But the cold Peru Current causes clouds to release moisture before they reach land, creating one of the driest deserts in the world along the west coast of South America. The winds, cooled by the Peru Current, then warmed by the coastal plains, do not produce significant amounts of rain until they rise high into the Andes, where rain falls at certain times in the mountain valleys of the western slope.

B The Andes Mountains stretch from Colombia to Chile, creating three distinct areas — the *costa* (coast), the *sierra* (mountains), and the *selva*

(tropical rainforest). The *costa* is a strip of land bordered by the Pacific Ocean to the west. One of the driest deserts in the world, it is crossed by many rivers that run down from the mountains and can be used for irrigation. The western slope of the *sierra* is extremely dry.

C Between the two mountain slopes lies the *altiplano*, a dry, high plain in southern Peru and northern Bolivia. Areas above 10,000 feet are called the highlands. They are above the tree-line and consist of grassland. Villages extend up to about 1750 feet. The eastern slopes of the Andes, called the *ceja de selva* ("eyebrow of the rainforest"), enjoy warmer, wet weather that supports thick, low vegetation. To the east lies the *selva*, the beginning of the Amazonian rainforest.

D Although the Andes create extreme weather conditions and make transport difficult, they have hidden advantages that Andean people have learned to use. The difference in altitude between the mountain tops and valley bottoms can be thousands of feet, creating wide differences in temperature and rainfall at different altitudes. This creates a variety of ecological zones which are situated one on top of the other where

different types of animals and plants can survive. So, instead of having to travel hundreds of miles to arrive in a different climate, Andean people can walk as little as 60 miles to go from a tropical forest in the lowlands to the frozen highlands. An Andean family group might make its base in the temperate zone located in the highlands, where family members would grow maize, beans and garden vegetables.

E This system, called a "vertical economy," has many advantages in the harsh Andean climate. First, it gives a community access to a wide variety of foods and other products. Second, it protects them against the impact of harsh and unpredictable weather conditions – if frost or drought destroy the crop at one place, the community can fall back on the harvest in another. Andean farmers also plant several (sometimes dozens) of varieties of one crop like potatoes in a single field so that at least some plants will survive the season's unpredictable temperature and rainfall.

Glossary

irrigation – the process of watering plants
slope – the side of a hill that rises up

Questions 1–5: Matching information

The reading passage has five paragraphs, A–E. Which paragraph contains the following information?

- 1 the ease of movement between climate zones in the Andes
- 2 a farming method to survive in an unreliable climate
- 3 the number of geographical regions the Andes contain
- 4 what makes the *altiplano* different from the *selva*
- 5 a detailed description of the Andean climate

TIP

Put a box around the two names in A and B in the reading passage. Then check for each item after the names you have put a box around. Before you choose C, make sure there is no mention of the items near the words you have put in a box.

Questions 6–9: Matching – classifying

Classify the following features according to whether the writer states they are found in

- | | |
|--|-------------------------------------|
| A the 'costa' | 6 thick low vegetation |
| B the 'altiplano' | 7 a number of rivers |
| C neither the 'costa' nor the 'altiplano' | 8 open countryside |
| | 9 dense tree growth |

Questions 10 and 11: Short-answer questions

Answer the questions below. Write **NO MORE THAN THREE WORDS** from the passage for each answer.

- 10 What does the extreme weather conditions in the Andes make difficult?
.....
- 11 In which area high in the Andes might a family live?

Questions 12 and 13: Multiple choice (with more than one answer)

Which **TWO** advantages of the 'vertical economy' are mentioned?

- A** It safeguards them against climate extremes.
- B** It provides considerable revenue.
- C** Food crops rarely fail.
- D** It supports a wide range of food and produce.

Nouns and verbs

TIP

When you make nouns from verbs, you can use these endings: *-ment, -sion, -ation, -tion, -th*. Some verbs do not change their form when we use them as nouns.

1 Look at these sentences. How are the underlined words related?

Verb: *This creates a variety of ecological zones.*

Noun: *This leads to the creation of a variety of ecological zones.*

2 Complete the table. Use a dictionary if necessary.

Verb	Noun
change	change
1	replacement
expand	expansion
grow	2
3	transformation
convert	4
extend	5
develop	6
7	construction

3 Correct the incorrect verb or noun in each sentence. There may be more than one answer.

0 The house was replaced, so it became very large.

The house was extended, so it became very large.

1 The city has transformed along the coast to the east and west.

2 There were many new growths in the village.

3 The change of the skyscraper began last year.

4 There has been rapid spread in my home town since I was a child.

5 The swimming pool was expanded with a supermarket because people stopped using it.

6 My home country has converted dramatically in recent years.

7 The bank was extended into a restaurant.

8 The area has undergone a complete construction.

4 Work in pairs. Match these question beginnings to the sentences in exercise 3 and make questions. There may be more than one question for each sentence.

What has happened/happened ... ? How has/did ... ? What was/were ... (into)? Why/has/did/was ... ? When did ... ? Where has ... (to)?
--

O What happened to the house?

5 Join with another pair. Take turns to ask and answer your questions.

6 Write at least five sentences about your street/neighbourhood/village/town/country. Find someone in your class who doesn't know your street, etc. Use your sentences to describe it to your partner.

Locations on maps

1 Look at this sentence from the Listening section.

To the west of this there are seats and tables for people to have a rest.

To describe locations of places we can also say *west of* instead of *to the west of*.

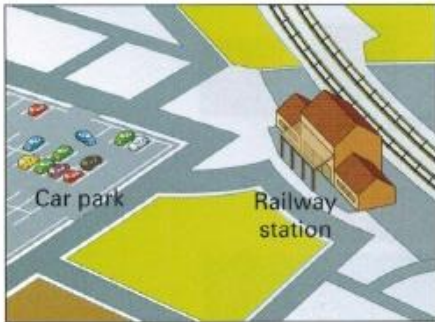
West of this, there are seats and tables ...

We can also use the verbs *lie/locate/be/situate*.

West of this seats and tables are located/situated.

West of this lie/are seats and tables ...

2 Write at least one sentence for each picture below using the words in brackets. Look at the Grammar on page 152 to help you.



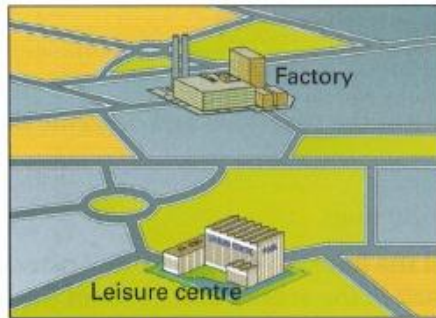
A



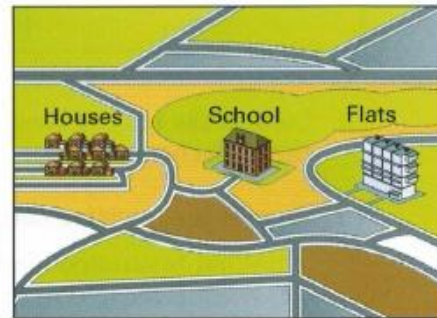
B



C



D



E

0 (east of/situate)

The railway station is situated east of the car park.

1 (lie/to the west of)

.....

2 (north of/locate)

.....

3 (to the south of/situate)

.....

4 (east of/locate/west of)

.....

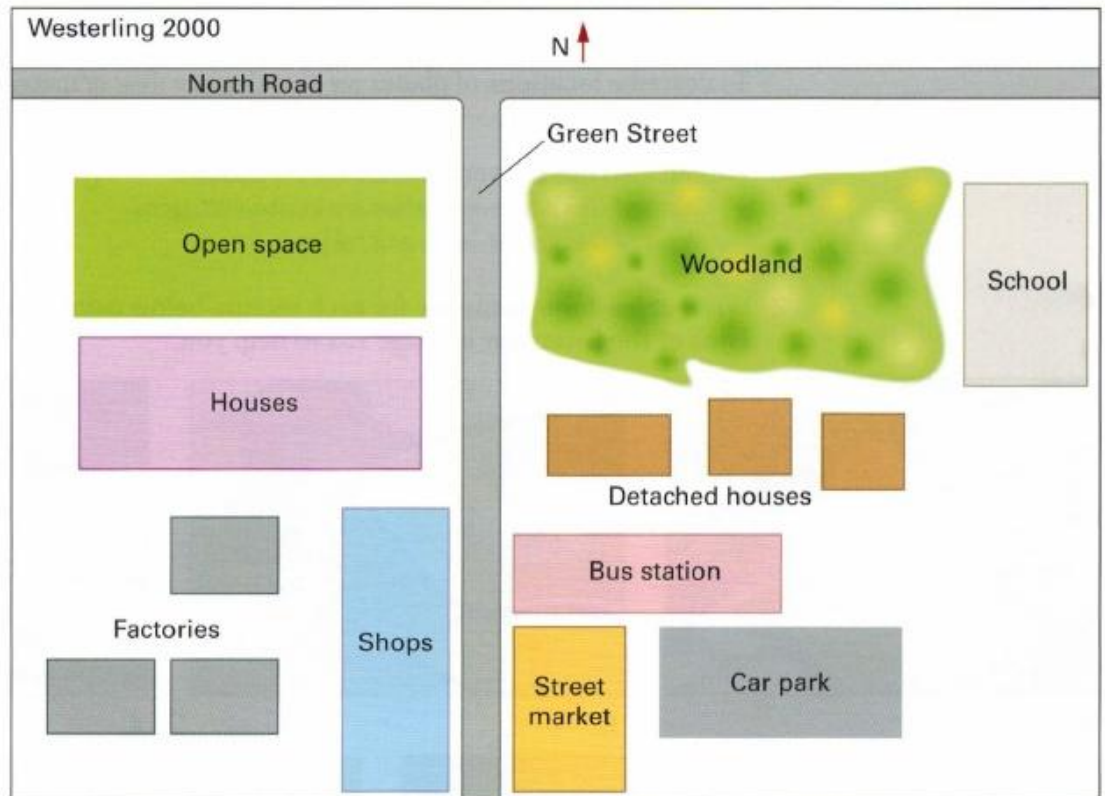
3 Write one sentence of your own for each picture in exercise 2.

4 Work in pairs. Take turns to ask each other questions about the places in exercise 2.

'Where is the (school) located?' 'It's (located) ...'

Exam information

In Task 1 you sometimes have maps to compare and contrast. There may be one map or two maps to describe.

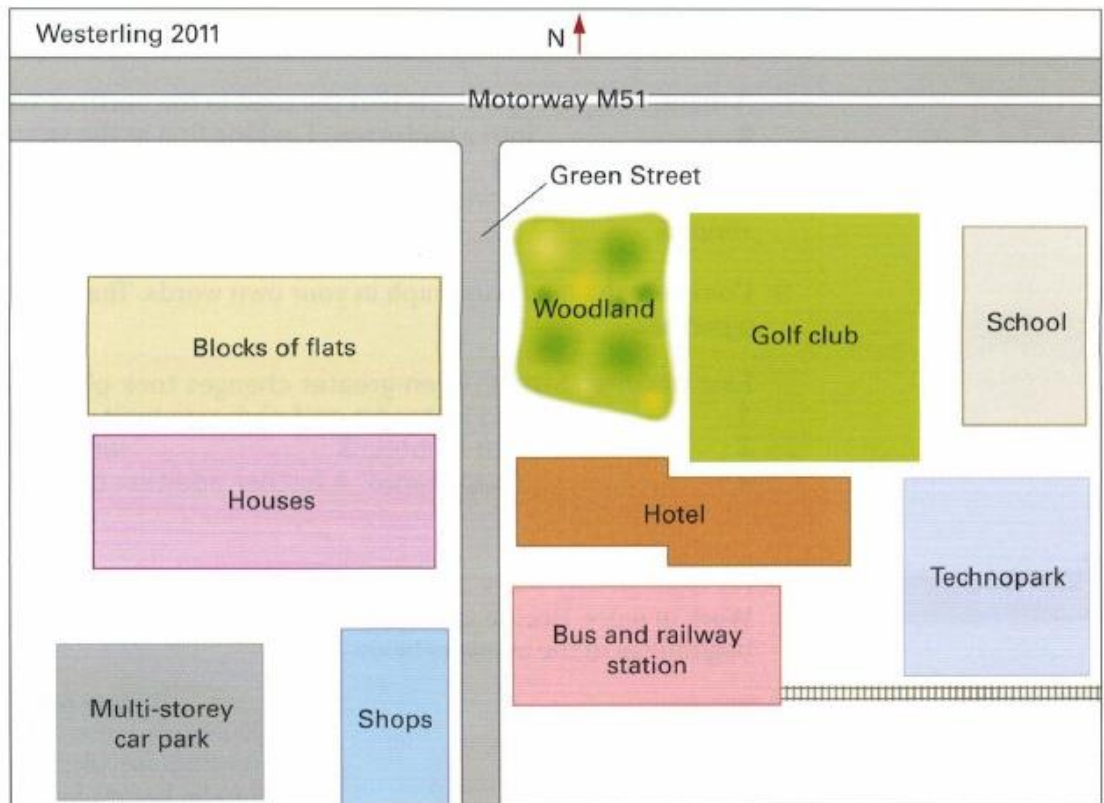


- 1 Look at the map of Westerling in the year 2000 and describe the location of at least three places.
- 2 Answer the questions about the map.
 - 1 What is situated north of the houses in the west of Westerling?
 - 2 What is located to the west of the school and north of the houses in the east of Westerling?
 - 3 What runs along the north of Westerling?
 - 4 What lies to the west of the shops?
 - 5 What is located to the east side of Green Street opposite the shops?
 - 6 Where is the car park?
 - 7 What is the location of the bus station?
- 3 Work in pairs. Take turns to ask and answer the questions in exercise 2.
- 4 Write sentences to show the location of the items below. There is more than one answer in each case.
 - 1 woodland/school
 - 2 detached houses/bus station
 - 3 street market/car park
 - 4 factories/houses
 - 5 woodland/open space

TIP

Use different words and structures to paraphrase the instructions.

- 5 Work in pairs. Compare the 2011 map of Westerling with the 2000 map. How many differences can you find?

**Strategy**

Write a paraphrase of the rubric. Write an overview or summary of all the information, then use the details in the map to prove your overview. It is better to put the overview at the beginning of the second paragraph. It is also better to put the general information first and then specific information later.

- 6 Look at the Task 1 question for the two maps. Then decide which is the best introduction, 1, 2 or 3. Give reasons for your answer.

The maps show the changes that took place in Westerling between 2000 and 2011. Summarize the information by selecting and reporting the main features and make comparisons where relevant.

1 The maps illustrate how Westerling developed over a decade up to 2011.

2 The maps illustrate the changes that took place in Westerling from 2001 to 2011.

3 The diagrams illustrate the changes that took place in Westerling over a decade.

- 7 Choose the best overview for the two maps.

1 Overall, Westerling changed a lot over the period with many things happening.

2 Overall, Westerling underwent a complete transformation with new additions to the town.

3 Overall, Westerling developed with different changes and is better than before.

8 Complete the paragraph using these words and phrases.

was replaced with were demolished development a multi-storey car park
was converted occurred

A major 1 is that the road in the north of Westerling
2 into a motorway. Looking first at the west of Green Street, a
number of changes 3 For example, the open space which was
situated in the northwest 4 blocks of flats. The factories west of the
shops 5 and turned into 6

9 Complete the next paragraph in your own words. Then compare your answer with a partner.

East of Green Street, even greater changes took place. Most of the woodland
1 and instead a golf club was built. The detached houses
2 into a hotel. 3 remained the same, but
4 disappeared. A further addition to the town 5

Speaking 3

IELTS Speaking Part 3

1 Work in pairs. Decide what you think the examiner's questions were for the beginnings of the answers below.

Examiner:

1
.....?
.....

It plays a key role
in people's mood, because if the
surroundings are pleasant then people are
likely to be happy. For example, planting
trees in streets can transform an
area completely.

Student:

Examiner:

2
.....?
.....

I'd say the countryside
is much better, because life is slower
and less stressful. It can therefore bring many
benefits. For example, moving to the countryside
to live from a city can help people enormously
by slowing them down.

Student:

Examiner:

3
.....?
.....

I'd say the main
reason is that they are familiar with
these places, which means that there are
fewer surprises.

Student:

2 Add the questions to the correct place in the conversation in exercise 1.

- a Why do people choose to visit the same places when they go out or go on holiday? Are there any disadvantages to this?
- b How does the physical environment affect people's mood?
- c In terms of relaxation, which is better: urban or rural settings? In what ways?

3 Work in pairs. Practise roleplaying the dialogue. Develop the answers in your own way.

Study skills

TIP

Classifying information or ideas is a technique you need for all the main skills in IELTS, not just reading. It can help you organize your ideas in writing and speaking. In Writing Task 2 and Speaking Part 3, you can summarize and classify ideas and activities using adjectives. Build your own vocabulary list of adjectives like those in exercise 1 to use in your writing and speaking.

Reading: Summarizing and classifying

1 Classify the list of ideas/activities below using these adjectives. Where possible, use more than one adjective.

economic physical financial environmental developmental rural social
urban educational

- 0 visiting friends, talking in groups, meeting relatives, talking on the phone
social
- 1 putting money into a bank, spending money, saving money, buying a car
- 2 streets, infrastructure, roads, public transport, traffic lights, shopping centres,
buildings
- 3 trees, fields, lakes, mountains, rivers
- 4 pollution, recycling, alternative energy, air, water
- 5 studying, reading, using the computer, watching films
- 6 alterations, growth, transformation of an area, changes, conversions

2 Look at the following extracts and use adjectives to classify the information.

1 The surroundings for all of us are of considerable importance. Obviously, the two main areas where our immediate environment affects us most is at home and at work, as these are the two places where we spend much of our time. A pleasant home environment with modern facilities makes life easier.

2 There are many activities that students are involved in during their daily routine at the college. There is a well-equipped library with a wide range of books and electronic media. Students can access the Internet for free and have access to tutors to help with their language on a workshop basis.

TIP

Keep a vocabulary list of words and phrases which you can use again in similar tasks. For example, you can keep a list of synonyms for verbs to describe changes in maps.

Writing: Map language

1 Underline the two words or phrases in each group that are synonyms of the words 1–8. Use a dictionary if necessary.

- | | |
|--------------|--|
| 0 replace | <u>take the place of/adjust/build instead of</u> |
| 1 transform | amend/change/modernize |
| 2 construct | build/erect/raise |
| 3 change | modify/alter/form |
| 4 grow | develop/spread/shrink |
| 5 knock down | demolish/tear down/cut down |
| 6 convert | turn into/make/make into |
| 7 extend | reduce/lengthen/make bigger |
| 8 expand | become bigger/shorten/spread |

2 Replace the underlined words with a synonym from exercise 1. There is more than one answer in each case. You may have to change active verbs to passive verbs.

- 1 The town has altered considerably over the years.
- 2 The town spread in all directions.
- 3 The houses were pulled down to make way for a supermarket.
- 4 The area was completely modernized.
- 5 Several new buildings have been erected in the centre of the city.
- 6 Many industrial buildings in the city have been converted into flats.

5 The processes in life

Vocabulary 1

Word building: Adjectives and nouns

1 Work in pairs. Answer these questions.

- 1 What kinds of hobbies are popular in your country?
- 2 Do people enjoy hobbies where they make things? Why/Why not?
- 3 What kinds of things do people make? Have you ever made anything? Did you enjoy making it?

2 Match the pictures 1-5 to the speech bubbles a-e.



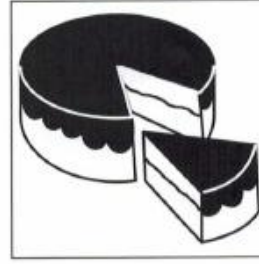
1



2



3



4



5

a It was very satisfying to make, because it meant I could tidy up my room and put all my books in one place.

b I loved making it. I ate it at home with my flatmates.

c The class was good fun. The teacher was very encouraging and now I have something beautiful to put flowers in.

d Some people don't like building them, but I enjoy making anything electronic. Recently, I built my own.

e I made it in an art class. I am very proud of it. I was amazed when I finished it. It now sits on my desk.

3 Complete the table with the correct adjective or noun.

Adjective	Noun
fascinated	fascination
interested	interest
relaxed	1
2	satisfaction
excited	3
4	surprise
5	amazement
6	boredom
disappointed	7

- 4 Work in pairs. Make a questionnaire using the adjectives from exercise 3 and four more activities (eg, *cooking, reading, playing sport*).

Activity	Adjective
1 making things	<i>boring ...</i>
2	
3	
4	
5	

- 5 Work with a different partner. Ask your partner questions about the activities. Put a tick next to the adjective in the table he/she chooses. Ask further questions and make notes about your partner's answer. Develop your answers in your own way.
When you make things, how does it make you feel: bored, relaxed or excited?

Listening

IELTS Listening Section 1


Pre-listening

- 1 Work in pairs. Look at questions 1–10 in the Listening section below and decide what kind of answer is required. Use these words.

number date adjective noun mixture of numbers and letters

- 2 Underline the words in questions 1–10 that help to show the answer is about to come.

Listening

- 3  Follow the instructions and answer questions 1–10.

Questions 1–10: Completing notes

Complete the notes below. Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Classes

Example Information about:	Answer <i>Carpentry classes</i>
-------------------------------	------------------------------------



Afternoon classes

Monday and Wednesday:

1 to pm

Two evening classes

Tuesday and Thursday:

6.00 to 9.00 pm

Monday and Wednesday:

2 to pm

Class levels:

3 and advanced

Age range:

4 upwards

Cost:

5 £ for 10 weeks

Including:

6

Classes begin:

7

Maximum number of students:

8

Janet Blake

Telephone number:

9

Address:

23C Oldham Way

Postcode:

10

Speaking 1

IELTS Speaking Part 2

- 1 Work in pairs and look at the Task Card below. Decide which list, 1 or 2, contains suitable words for notes about the card. Give reasons.

- 1 enjoyable, childhood, school, friend, art class, happy
- 2 bookcase, last month, home, satisfying, tidy, achievement, convenient, time/money-saving

TIP

Keep your notes short: use one word or short phrases of two words. Short notes are easier to look at quickly as you speak.

Part 2

Describe something you enjoyed making.

You should say:

- what it was
- when you made it
- where you made it
- and explain why you enjoyed making it.

TIP

As you prepare for Speaking Part 2, keep a list of phrases that you can reuse to begin your answer, as in the example. Also keep a list of phrases that you can reuse to help you organize your answer.

- 2 In the extract below, put the words in italics in the correct order.

0 a to bookcase I'm describe going I made at home last month. I made it myself, because 1 a bookcase cheaper than it was buying. It wasn't difficult to make, even though it was quite large. I enjoyed making it because 2 I very felt final product satisfied looked at the when I. When I attached it to the wall, 3 was it an achievement such. I was really amazed, as it looked so good. I was able to tidy up a lot of books and papers. Everyone thinks the bookcase is well made. To me it's very convenient. I saved a lot of money, but 4 a lot I also of time saved, because it is easier to find my books now. Most of my friends are also surprised when they see it, but 5 to make for unfortunately them one they now me want!

0 I'm going to describe a bookcase

- 3 Find words and phrases in the extract in exercise 2 that have the same meaning as these words.

- 1 on my own
- 2 fairly
- 3 constructing
- 4 fixed
- 5 surprised
- 6 organize
- 7 handy

- 4 Write your own notes for the Task Card in exercise 1.
- 5 Work in pairs. Take turns to talk about the card. Pay attention to the adjectives your partner uses when he/she talks about making the object, and give feedback to each other about the adjectives.

Vocabulary 2

Cause and effect

1 Work in pairs. Add these words in an appropriate place to the answers below.

everyone transforms can easier people's + wealth huge

0 What are the main influences in our lives?

I Think that TV and the Internet affect us considerably.

1 Why are people worried about pollution?

It harm the environment and people's health.

2 How can we improve the world that we live in?

We can make sure in the world is educated.

3 What role does technology play in young people's lives?

It has a impact on young people by giving them new skills and opportunities.

4 What is the benefit of education for children?

It their lives by giving them opportunities in life.

5 What happens when new gadgets are invented?

They make people's lives.

6 What does exercise do?

It improves health.

7 What happens when we have a healthy, productive population?

People generate.

2 Underline the words and phrases related to cause and effect in exercise 1.

3 Work in pairs. Cover the answers in exercise 1. Take turns to ask and answer the questions. Develop the answers in your own way.

Speaking 2

IELTS Speaking Part 3

1 Work in pairs. Look at the examiner's questions 1 and 2 and decide which answer, A or B, is better. Explain your answer.

1 **Examiner:** Do you think change is happening more rapidly nowadays than in the past?

A Yes, I do, because technology is affecting the way we live and work. It's definitely got a lot of benefits, but it has some drawbacks. For example, some people find it stressful and difficult to deal with. But like everything there are always solutions.

B Yes. Technology makes people develop a lot and improves their lives.

2 **Examiner:** What can people do to help them cope with the rapid pace of change?

A They can do exercise and go to classes. These will transform people's lives. They make people happy and healthy and they affect people's lives generally. They're definitely good, I think.

B They can do exercise, for example. Mmm, exercise like walking or swimming improves people's general health and can have a huge effect on people's lives generally. It can make them feel more relaxed. If they are relaxed and happy, then they may be more productive at work as well.

Reading

3 Follow the instructions and answer questions 1–13.

From flax to linen



There are over 200 varieties of flax plants that, depending on the regional conditions and climate, range in length (from 25 to 125 cm), shape and maturity periods (from fast-growing varieties spread in the north latitudes and mountainous regions to slower-growing varieties cultivated on irrigated soils in Asia).

Flax blooms in clusters of flowers that open up at dawn and close and fall at around noon when heat sets in. Each flower blooms for a few hours. Bees collect close to 15 kg of honey from one hectare of flax field.

Commercially grown flax crops are grouped into two main types – fiber flax and seed flax, the former is also referred to as long-stalked flax and the latter as crown flax. Long-stalked flax is grown for fiber and cultivated as a spring crop on mainly silt or clay in a moist and warm climate. It is traditionally grown in no more than twenty countries worldwide. Compared to fiber flax, crown flax tends to require more sunlight and less moisture and is mainly cultivated for linseed oil (producing up to 52% of linseed oil by weight).

Flax is believed to be one of the most ancient agricultural crops. An archeological dig carried out at the site of Neolithic lake dwellings in Switzerland turned up burnt remains of food prepared from flaxseed, and the remains of linen threads, ropes, cloth and fishing nets. So man had already been growing flax as far back as Neolithic times. Traces of flax cultivation relating to the Bronze Age were found in archeological digs in Spain. However, most of the finds of early flax cultivation relate to the Iron Age. They show that narrow-leafed flax was cultivated all across Europe as far as Scandinavia.

Domestication of fiber flax to say nothing of seed flax occurred in India and China before that of cotton – more than 5,000 years ago. There is evidence that as far back as 3,000–4,000 years BC flax was grown for fiber in Mesopotamia and Egypt where the finest linen cloths were made. The ancient historian Herodotus mentions linen cloths where each thread consisted of 360 of the finest threads presented as a gift to Athena of Rhodos, a Greek goddess.

After harvesting flaxseed, the flax straw is subjected to a biological treatment to break down the binding between the fibrous and woody portions of the plant. For this purpose flax is spread on the ground or made wet in special tanks. Fermentation breaks up the substances that bind together the fiber and the woody portion. Depending on the method of treatment, it takes from two to three weeks to complete the process of separating fibers from the wood. The resultant straw, called stock, is dried in special machines and then mechanically treated to separate long and short fibers. This process consists of three stages.

Firstly, the straw stems are spread into a continuous even layer and turned at a certain angle to make sure each stem is parallel. Secondly, they undergo a process where the straw stems are first crushed and broken in breaking machines to separate the woody central portion of the flax stem. The wood breaks up while the fiber bends and remains intact. The resultant straw coming from the breaking machine is called crude fiber.

The final and most important operation of obtaining the long fiber is carried out by special machines. The crude fiber is held tightly near one end while the free end is subjected to a beating and scraping action. This completes the process where the long fiber is separated from the woody portion. The long fiber is then quality-graded and pressed together. The shorter fiber is used for making boards and panels.

Glossary

varieties – types

blooms – flowers

clusters – groups

long-stalked – of a plant or flower, having a long stem

Neolithic – New Stone Age

Questions 1–6: Summary completion

Complete the summary using the list of words, A–L, below.

The nature of flax

There are many different types of flax with different 1 depending on the area they are produced in. The flowers last for only a few hours, but one hectare can produce about 15 kilos of 2 Fiber flax, also known as long-stalked flax, and seed flax, also known as crown flax, form the two main types of flax grown. Long-stalked flax, which is produced for fiber, is cultivated as a 3 and requires 4 By comparison, crown flax is mainly grown for linseed oil. It usually needs 5 Evidence of the use of flax in 6 has been found in Switzerland and Spain.

- | | | |
|-------------------|------------------------|------------------------|
| A points | B limited | C spring crop |
| D characteristics | E honey | F commercial purposes |
| G farming | H damp, warm weather | I lots of water |
| J ancient times | K bright, arid weather | L sunnier cold climate |

TIP

Read sentences A–G and underline the key words such as *linen/ancient times/very fine*. Look for words in the text that mean the same or the opposite. Also ask yourself what part of the text the information might be in, eg, Is sentence A connected with history?

Questions 7–9: Choosing items from a list

Choose **THREE** letters, A–G. Which **THREE** facts are mentioned as true about flax?

- A The linen produced in ancient times was not very fine.
- B The ancients could produce very fine linen cloth.
- C There are many different types of flax plants.
- D There is no evidence to suggest that flax was used for food production.
- E Separating fiber from the woody portion of flax straw requires at least two weeks.
- F Flax is believed to be the most ancient agricultural crop.
- G Flax cultivation in Europe was restricted to the warmer southern countries.

Questions 10–13: Completing a flowchart

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

The process to separate long and short fibres

Straw stems spread out 10 to one another
↓
Stems crushed mechanically
↓
Wood breaks up
↓
Separated from 11 (flexible and does not break)
↓
One end of crude fibre held tightly: Other undergoes beating and 12
↓
13 then graded and pressed together
↓
Short fibre used for making boards and panels

TIP

Find the part of the reading passage which contains the information. Circle each step of the flowchart as you complete it. This can help you focus on the process.

Exam information

In the reading passages in the IELTS exam, you may have to complete flowcharts. The flowcharts are often in note form and require a specific number of words to complete. Always remember the number of words.

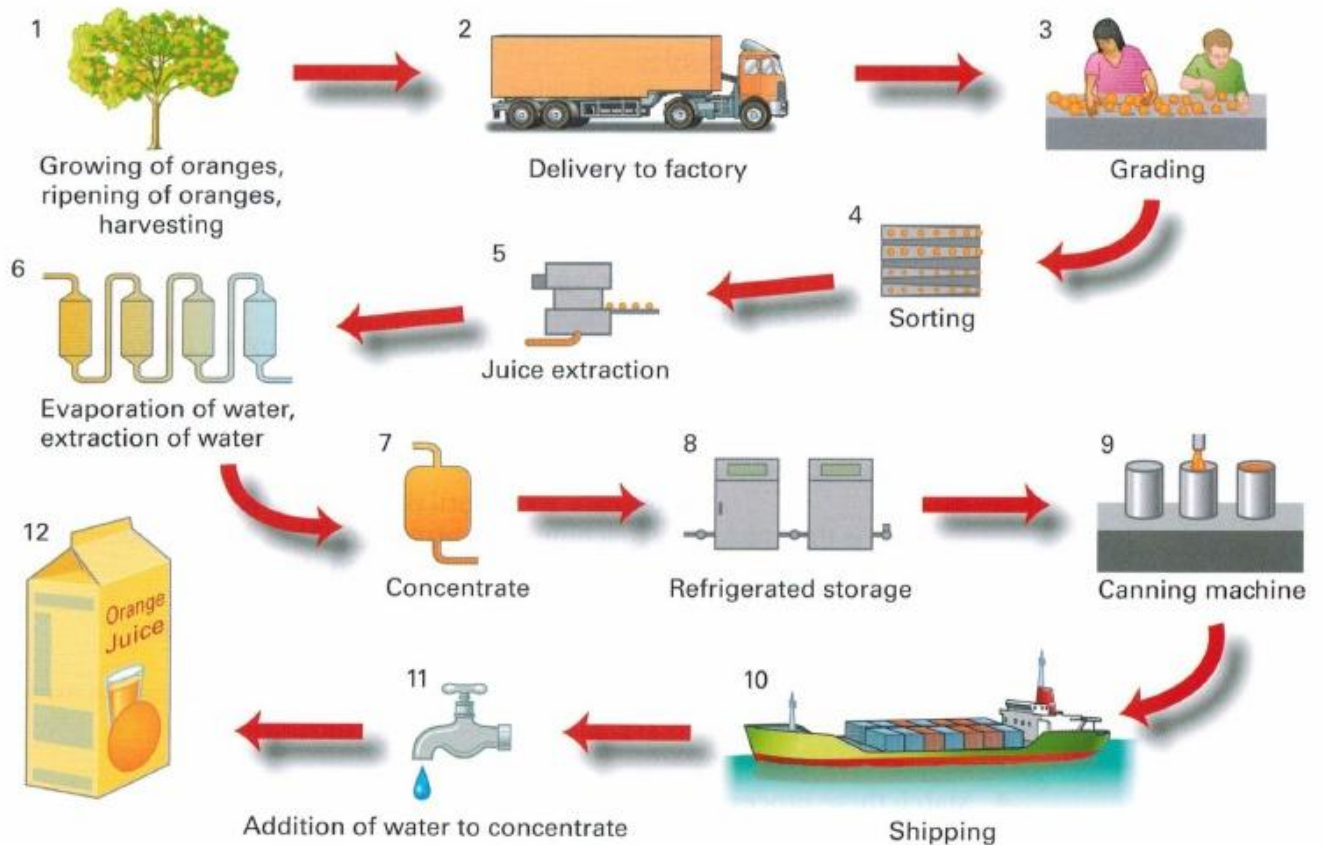
Intransitive/transitive verbs

1 Look at these sentences from the reading passage on page 59. Underline the verbs which are transitive (take an object) and circle the verbs which are intransitive (don't take an object).

- 1 Firstly, the straw stems are spread into a continuous even layer and turned at a certain angle to make sure each stem is parallel.
- 2 Secondly, they undergo a process where the straw stems are first crushed.
- 3 Each flower blooms for a few hours.

2 What is the tense and why? Look at the Grammar on page 152 to help you.

3 The diagram shows the various stages for producing concentrated orange juice. Decide which stages need a verb in the passive.



4 Match these sentences to stages in the diagram.

- a The water in the orange juice is evaporated.
- b The orange trees are planted.
- c The fruit is harvested.
- d The harvested fruit is transported to a factory.
- e The concentrated juice is put into refrigerated storage.
- f The oranges ripen.

5 Write sentences about the following stages.

0 the planting of oranges trees
The orange trees are planted.

- 1 the delivery of the oranges
- 2 the sorting of the oranges
- 3 the shipping of the orange juice

- 4 the canning of the orange juice
- 5 the addition of water
- 6 the bottling of the orange juice

- 6 Work in pairs. Take turns to ask and answer questions about the diagram.
What happens first/next? What happens at the next stage? What happens at the canning/harvesting/storage stage?

Vocabulary 3

Process language: Nouns and verbs

- 1 Match these nouns that describe stages of a process to the underlined phrases in sentences 1–8.

condensation	delivery	evaporation	storage	harvesting	transportation
	irrigation	packaging	bottling		

- 0 *Bottling*: The olives are grown until they are ripe. Then they are picked and processed to make oil. The processed oil is put into bottles before it is shipped abroad.
- 1 : The water drips down and is collected in tanks where it is stored until it is needed.
- 2 : The stored water is used for drinking and for watering vegetables and trees in gardens and farms.
- 3 : Once the parcels are posted and sorted, they are taken by the postman to the relevant addresses.
- 4 : The sun rises and heats the water. The heated water evaporates and rises up into the atmosphere.
- 5 : The warm air comes into contact with a cold surface and condenses forming water droplets.
- 6 : Once the goods have been made, they are packaged and then transported by lorry or container to markets.
- 7 : The biscuits are sorted, put into special boxes, wrapped and then put into large cardboard boxes before they are put into storage or delivered to the shops.
- 8 : The oranges grow until they are the right size and colour. The crop is then picked by machine or an army of pickers. Next, the oranges are taken to a warehouse where they are sorted and stored.
- 2 Which processes in exercise 1 are natural and which are man-made?
- 3 What are the verbs and the adjectives for each of the nouns you used in exercise 1?
bottling – bottle (the orange juice), bottled (the bottled orange juice)
- 4 Match these processes to the stages of production 1–3.

the production of a music DVD	the production of tea
	the making of apple juice

- 1 growing, ripening, harvesting, sorting, squeezing, canning/bottling, storage, delivery to shops
- 2 growing, picking, sorting, grading, drying, blending, testing, packaging, shipping, delivery to shops
- 3 writing, recording/filming, editing, production, designing cover, packaging, storing, delivery, selling
- 5 Work in pairs. Choose a process in exercise 4 and describe it to your partner.

Writing 2

Exam information

In Task 1, you might be asked to describe a process, using one or more diagrams. The process can be a natural process or a manufacturing process or a combination of both.

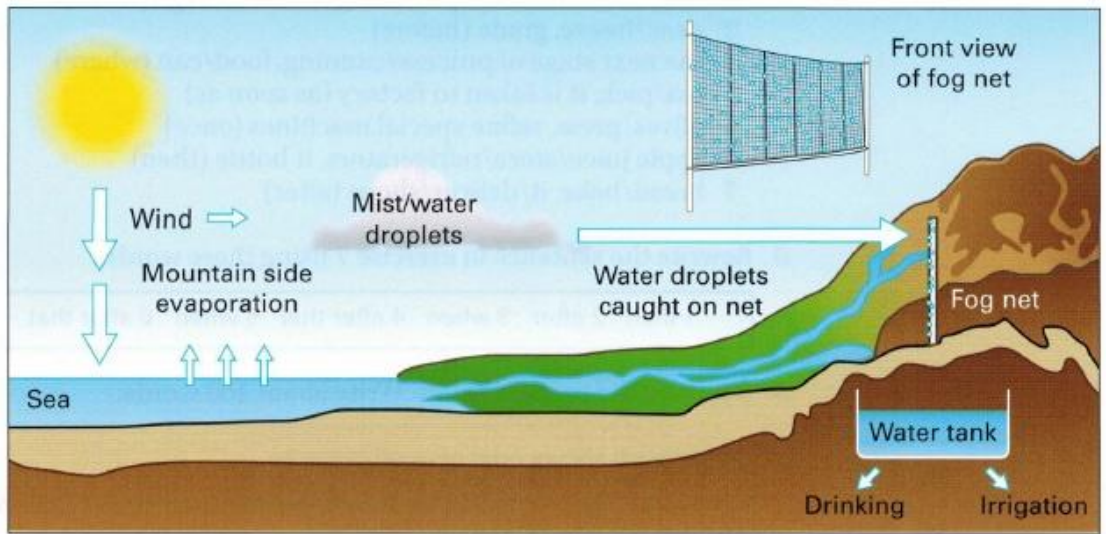
TIP

Learn the difference between transitive and intransitive verbs and use linking devices to join the stages. Where possible, use nouns for the various stages in processes.

IELTS Writing Task 1: Describing a process

1 Look at the diagram below and decide what it shows.

- 1 the process of irrigating farmland
- 2 how water for irrigation and human consumption is produced from sea mist



2 Work in pairs. Count and name the stages in the process. Use nouns (including nouns from verbs in the *-ing* form).

1 heating, 2 evaporation

3 Complete the description of the process in exercise 1. Use verbs from list A or B.

- A: active verbs forms, illustrates, occurs, condenses, form
- B: passive verbs are caught, is used, is fed, is carried along

The diagram 0 illustrates the process of capturing water from sea mist for human consumption and agricultural use. It is clear that there are a number of stages involved before the water 1 on farms and is drunk by people. The first stage of the process 2 when the sea water is heated by the sun. After that, evaporation takes place when the heated moisture rises into the air. Once the air cools, the moisture in the air 3 and a mist 4 which is full of water droplets. The mist 5 by the wind towards the land. At the next stage, the mist reaches the mountainside where it passes through a series of special nets. The droplets in the mist 6 by the nets and 7 larger drops. These then drip into the tank where the water is stored. Finally, the water in the storage tank is used for drinking or it 8 into the farm irrigation system where it is used to grow vegetables.

4 Find these words in the text in exercise 3.

before when (x2) then where (x3) finally after that once

5 Decide whether the words in exercise 4 are adverbs or conjunctions.

6 Which words in exercise 4 can be replaced by these words?

- 1 as soon as
- 2 subsequently
- 3 after
- 4 next

7 Write sentences linking the two stages or parts of an explanation. Make any necessary changes.

0 air cool/moisture in the air condense (once)

Once the air cools, the moisture in the air condenses.

1 concentrate/made, put/refrigerated storage (when)

2 peas/freeze, grade (before)

3 the next stage of process/canning, food/can (where)

4 tea/pick, it is taken to factory (as soon as)

5 olives/press, refine special machines (once)

6 apple juice/store/refrigerators, it bottle (then)

7 bread/bake, it/deliver/shops (after)

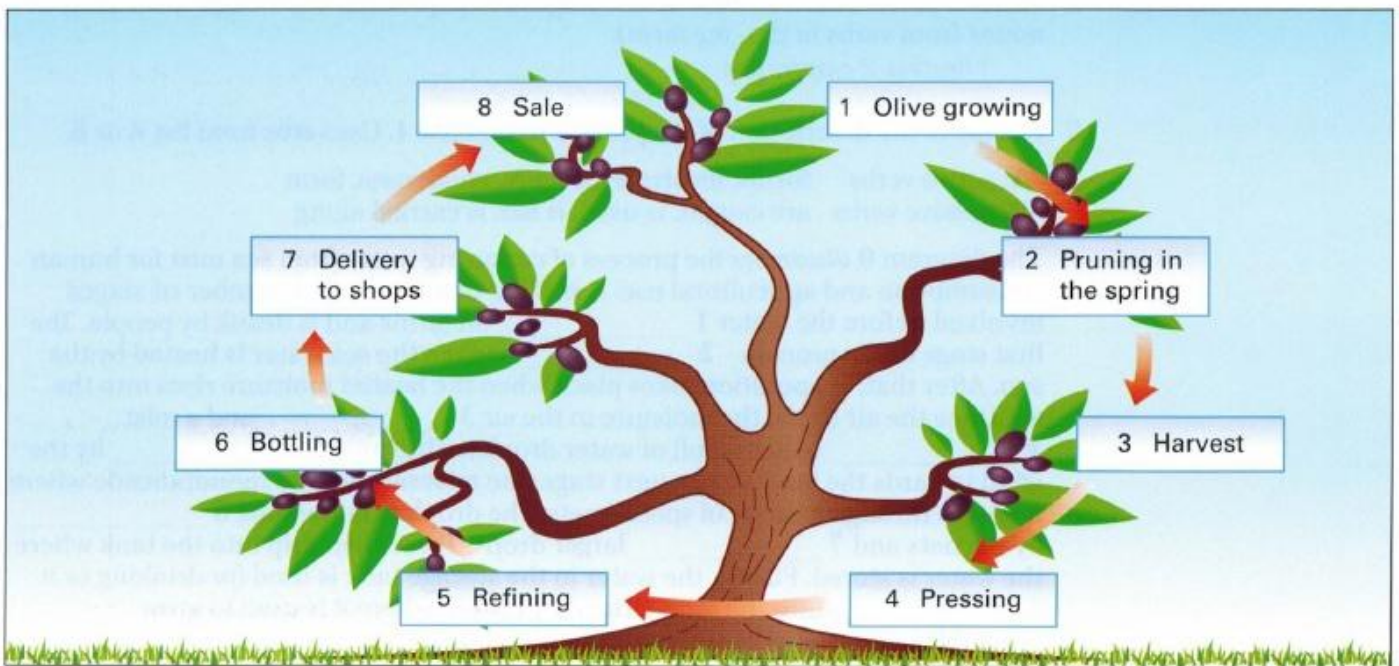
8 Rewrite the sentence in exercise 7 using these words.

1 then 2 after 3 when 4 after that 5 when 6 after that 7 as soon as

9 Describe the process below. Write about 100 words.

The diagram shows how olive oil is made.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



10 Compare your answer with a partner. Check all the verbs

- to see if you have used the correct tense
- to see if you have used the correct voice
- for subject verb/agreement.

Study skills

Writing: Making a revision card for process language

- 1 Work in groups. Complete the revision card to keep as a record. Use a dictionary if necessary.

Other words for <i>stage</i>	
Phrases/verbs with <i>stage</i>	At the first stage ... occurs/takes place where ... At the next stage ... where ...
Common transitive verbs in processes	store
Common intransitive verbs in processes	
Verbs – transitive and intransitive	
Common nouns	storage
Common adverbs	then
Common conjunctions	when

TIP

Make your own electronic revision card.

Speaking Part 3: Cause and effect chains

- 1 Changes in life often happen in cause and effect sequences, like processes. Decide which verbs can be used for each stage below in answer to the question.

What is the effect of learning a language on the learner?

- 1 learning a language like English → confident *make*
- 2 confident → friends
- 3 friends → social life/parties
- 4 parties → happy
- 5 happy → confidence
- 6 confidence → better/more English

- 2 Work in pairs. Take turns to ask and answer the following question about the information in exercise 1.

What is the effect of learning a language on the learner?

Learning a language like English can make people more confident. And when people are confident, they can ...

Strategy

When you revise for speaking, you can make similar revision chains for Part 3 questions.

6 Read what you want

Vocabulary 1

Collocations related to reading

- 1 Work in groups. Look at the pictures and say which of the following you enjoy reading.



A



B



C



D

- 2 Answer these questions, giving reasons and examples.

- 1 Do you read something every day?
- 2 What are the most popular things to read in your home country?
- 3 Are attitudes to reading changing? Why/Why not?

- 3 Complete the questions with the correct form of the verb *read*.

- 0 Do you find books in English easy to *read*?
- 1 Do you do much in your own language?
- 2 Are you a very fast in your own language?
- 3 What do you for pleasure?
- 4 Do you widely in English and in your own language?
- 5 What do you have for bedtime ?
- 6 Are you a newspaper ?
- 7 Do you through your homework after you have finished it?

- 4 Match the questions in exercise 3 to the answers a–h.
- a Yes, I do. To check for mistakes.
 - b Not very widely, but a bit. I only read a lot in my own language.
 - c No. I read quite slowly.
 - d Yes. I read two per day.
 - e Sometimes. It depends on the subject.
 - f I'm a keen reader of science fiction.
 - g Yes, a lot. I read at least once a day.
 - h Sometimes a newspaper, but most of the time nothing. I'm too tired to read.
- 5 Choose three questions from exercise 3. Swap your questions with a partner and take turns to ask and answer your questions about reading. Develop your answers in your own way.

Speaking 1

IELTS Speaking Part 2

- 1 Make notes about the Task Card.

Part 2

Describe something you enjoyed or didn't enjoy reading.

You should say:

- what it is
 - when you read it
 - where you read it
- and explain why you enjoyed or didn't enjoy reading it.

TIP

When you speak, your answer should be organized. Make sure that each point you make is explained or you give a reason and/or an example.

- 2 Which part of the card do these phrases relate to?

Another reason why it appealed to me was because when I was 12
 What I'm going to describe is/I'd like to describe
 and I loved it/didn't like it at all It was very enjoyable because
 I read it in secondary school.

- 3 Work in pairs. Take turns to give your description. Use your notes from exercise 1 and give each other feedback.

Listening

IELTS Listening Section 2

Pre-listening

- 1 Work in groups. What do you expect to find at a book fair?
- stands with exhibits
 - crowds of people
 - digital displays
 - book displays
 - journalists
 - cafés
 - seminars
 - talks

Listening

2  1.13 Follow the instructions and answer questions 1–10.

Questions 1–4: Sentence completion

Complete the notes below. Write **ONE WORD AND/OR A NUMBER** for each answer.

The International Book Fair



TIP

Think of the type of word you need for each answer and try to predict a possible answer. You can then listen for a synonym.

- 1 The book fair lasts for days.
- 2 There are 20 stands from the
- 3 For students up to 25 years old, entrance is on the second day.
- 4 Young people were most attracted to the stands showing for reading.

Questions 5–7: Matching

When can you attend the following at the fair? Write the correct letter, **A**, **B** or **C**, next to questions 5–7.

- | |
|-------------|
| A Tuesday |
| B Wednesday |
| C Thursday |

- 5 encouraging boys to read
- 6 live broadcast
- 7 writing children's books

TIP

Listen for the name and then what each person says.

Questions 8–10: Matching

Who says the following? Write the correct letter, **A**, **B** or **C**, next to questions 8–10.

Who

- | |
|--|
| A thinks visiting the book fair was very valuable? |
| B intends to visit the book fair again? |
| C says the book fair is successful? |

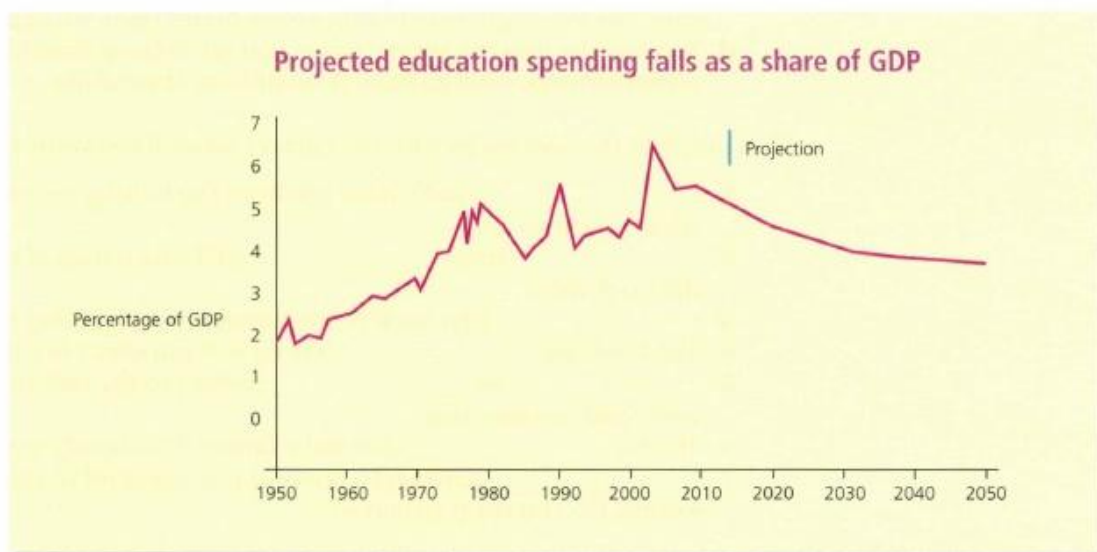
- 8 Angus Dean
- 9 Maria Lopez
- 10 Cheng Ming

The future

- 1** Look at the examples of ways to talk about the future in English. Match the sentences 1–4 to the explanations a–d. For further information, look at the Grammar on pages 152 and 153.
- 1 It'll be the most successful fair ever, according to the organizers.
 - 2 Tomorrow, Tuesday, there are over 10 talks during the day.
 - 3 I'm personally planning to go to a talk.
 - 4 I'm going to visit the fair again.
- a You use the present continuous to talk about definite plans and arrangements in the future.
 - b You can use *will* when you predict something about the future. You don't think about the prediction beforehand.
 - c You use *be going to* to talk about intentions, which may or may not happen. We can also use *be going to* to talk about predictions we expect to happen.
 - d You use the present simple when you are talking about definite future arrangements, such as fixed schedules or timetables.
- 2** Complete the sentences with the correct form of the verbs in brackets.
- 1 I (read) these books in the holidays next week. At least that's what I want to do.
 - 2 they (sell) the books at a discount at the end of the book fair?
 - 3 I (fly) back to my home town on Friday morning.
 - 4 The book fair (close) at 8 pm every evening.
 - 5 we (listen) to the talk this evening? Not everybody seems sure.
 - 6 The fair (not be) a failure. It's already very successful.
 - 7 I (arrange) a party at the weekend to celebrate the end of the exams. Do you want to come?
- 3** Work in pairs. Make questions using these stems.
- 1 When do you finish ...?
 - 2 How will you spend ...?
 - 3 What will you do after ...?
 - 4 What are you planning ...?
 - 5 Why are you going to ...?
- 1 *When do you finish your present English course?*
- 4** Take turns to ask and answer your questions from exercise 3. You can change the future form in your answer.
- 'What will you do after you course finishes?'*
'I'll (probably) stay here and work.'
'I'm planning to stay here and work (too).'
- 5** Write 5 sentences about yourself and the future.
- I'm planning to go to university next year.*
- 6** Work in pairs. Compare your sentences and explain them, giving reasons and examples.

IELTS Writing Task 1: Future projections

- 1 Look at the graph, which shows how much money was spent on education in New Zealand from 1950 to 2050. Decide which statements, 1–6, have the same meaning.
 - 1 There was a rise in expenditure on education until around 2005, from around 2 per cent to around 6 per cent of GDP.
 - 2 Expenditure on education peaked around 2005.
 - 3 Despite the projected decline between 2011 and 2050, the trend in expenditure over the whole period is still upward.
 - 4 It is predicted that expenditure on education will decline between 2011 and 2050.
 - 5 Expenditure on education is expected to fall between 2011 and 2050.
 - 6 Expenditure on education rose until around 2005, from around 2 per cent to around 6 per cent of GDP.



TIP

Always quote the data in your answers.

- 2 You can use *It is forecast/predicted/estimated/projected that + will* to describe the future based on graphs. Rewrite sentence 5 in exercise 1 using this structure.
- 3 Which sentence in exercise 1 is a summary of the graph?
- 4 Rewrite sentences 2 and 5 in exercise 1 using the words *peak* and *fall* as nouns. Use sentence 1 as a guide to help you.
- 5 Work in pairs. Take turns to ask and answer these questions, mentioning the data where appropriate.
 - 1 What does the graph show?
 - 2 What is the overall trend?
 - 3 What happened to expenditure on education between 1950 and about 2005?
 - 4 What happened to expenditure in the late 70s? Mention the percentages.
 - 5 What happened to expenditure during the 80s?
 - 6 How can you describe the increase in the late 80s? Was it sharp or gradual?
 - 7 What is predicted to happen to expenditure on education after 2011?
 - 8 What is the decline in expenditure expected to be like between 2011 and 2050?
- 6 Write about 100 words describing the data in exercise 1. Begin with these words.
The graph shows the past and projected expenditure on education as a percentage of GDP in New Zealand between 1950 and 2050.

Collocations: Evaluating adjectives

1 You can use adjectives like *big/small* to describe something. You can also use adjectives to evaluate something (give your opinion about something). Look at these phrases from the Listening section and underline the evaluating adjectives.

- 1 ... exciting reports ...
- 2 ... how we can encourage young people ...
- 3 The stands are all very lively, modern and appealing.
- 4 ... the most popular one [talk] ... This will be very stimulating.

2 Complete the sentences with these adjectives. Use each adjective once only.

successful suitable beneficial convenient **stimulating** invaluable useless

- 0 The book fair was a very *stimulating* event. It made me think a lot.
- 1 This film is considered to be especially for children. It is at exactly the right level.
- 2 I found the books absolutely They helped me study for my exam.
- 3 The e-book reader I bought was a completely device. It broke down almost immediately.
- 4 The event was arranged at a very time of the year. It was the right time for everyone.
- 5 Learning to read fluently in English had an enormously effect on my exam results.
- 6 The exhibition we prepared was extremely and enjoyable. It worked extremely well.

3 In each sentence in exercise 2 there is an adverb before each adjective: *very, especially, etc.* Can you use the adverbs *very, hugely* and *extremely* with all the adjectives? Use a dictionary to help you.

4 Write three sentences to talk about events or items in your life. Use these expressions: *I found ..., I went to ..., I visited ..., (I couldn't believe it) It was ...*

5 Work in groups. Explain one of your sentences to the other group members.

Pre-reading

1 Look at the title of the reading passage on page 72 and the image. What is the theme of the reading passage?

2 Decide what types of words 1-7 are. Then find the opposites of the words in the reading passage as quickly as you can.

	Type of word	Opposites
1 praised (x2)	<i>verb</i>	<i>blamed/</i>
2 lost
3 negative
4 myth
5 oppose
6 narrow
7 useless

3 Answer these questions.

- 1 Look at the title again. Is it positive or negative?
- 2 Which words from the text in exercise 2 are negative?
- 3 Where are the negative words and the positive words in the text: the beginning or the end?
- 4 Is the writer criticizing supporting the reading of comics? Why?

Reading

4 Follow the instructions and answer questions 1–14.

Questions 1–5: Matching headings

The reading passage has five sections, A–E. Choose the correct heading for each section from the list below. Write the correct number, i–viii, next to the sections.

List of Headings

- i Different skills children learn from reading comics
- ii How children with learning problems can benefit from comics
- iii An introduction to other types of reading through comics
- iv The social problems caused by reading comics
- v A change in attitude towards comics
- vi The importance of prediction in reading comics
- vii The positive effect of images in comics
- viii How reading comics affects second language learners

- | | |
|-------------------|-------------------|
| 1 Section A | 4 Section D |
| 2 Section B | 5 Section E |
| 3 Section C | |

**READING
COMICS IS
GOOD
FOR YOU**



A Since their first appearance on newsstands more than 75 years ago, comic books have been blamed for a range of social problems including juvenile delinquency and have been condemned and even censored. But in recent years comics have gained an extraordinary level of recognition, being transformed into Hollywood blockbusters, entering bestseller lists (as “graphic novels,” the name for their more grown-up version) and receiving literary awards from the Pulitzer Prize (for Art Spiegelman’s *Maus*) to the Guardian First Book Award for Chris Ware’s *Jimmy Corrigan*. But have comic books and graphic novels truly shaken off their image as “low culture”? And if so, can they play a positive role in the development of young people’s reading skills?

B One common myth about comics is that reading them can replace the reading of other types of reading materials. Research shows that worry is mistaken. Boys who read comic books regularly also tend to

read more text-based material and report higher levels of overall reading enjoyment, compared to boys who do not read comic books (Ujiie & Krashen, 1996). In fact, some evidence supports the idea that comic books provide a “gateway” to other types of reading material. For example, some researchers have argued that the language of comic books can help young people make the change from informal everyday language to formal written language (Krashen, 1993).

C Another popular myth is that the visual element of comic books makes them more suitable for immature readers. In fact, comics can help readers develop a number of useful language and literacy skills. The extensive use of images in a comic book requires readers to develop two kinds of literacy: visual literacy and comics literacy. Visual literacy is the ability to interpret the meaning of various kinds of illustrations (Fenwick, 1998). Comics literacy refers to the ability to understand a sequence of

Glossary

newsstands – small shops on streets where newspapers are sold
juvenile delinquency – anti-social acts done by young people
censored – removed
blockbusters – successful films/ videos, etc
bestseller – books/ comics, etc, that sell well
immature – childish
dyslexia – a medical condition affecting the brain that makes it difficult for someone to read and spell words correctly

events or images, to interpret characters' non-verbal gestures, to understand a story's plot and to make inferences (Lyga, 2006).

D Comic books allow children to develop many of the same skills as reading text-based books such as connecting narratives to children's own experiences, predicting what will happen next and working out what happens between individual picture panels. Even before children are ready to read text, comic books can give them practice in making meaning from material printed on a page, tracking left to right and top to bottom, interpreting symbols, and following the sequence of events in a story (Edmunds, 2006).

According to L. Starr (2004), comic books have been shown to be useful for beginning readers, since the reduced text makes the language manageable. Comics expand children's vocabulary by giving

contexts to words that the child would not normally have been exposed to (Grant, 2006). New readers can also learn story elements through reading comics. Like novels, comics have a beginning, middle and end, main characters that develop through conflicts and story climax. Comics thus introduce the concepts of narrative structure and character development (Grant, 2006).

E Comic books can help children with learning or reading difficulties. Research highlights how a number of the features found in comics can be of benefit to those with dyslexia and similar challenges, particularly the left-to-right organization of comics' panels, the use of upper case letters, and the use of symbols and context to help with comprehension. As well, the research indicates that learners who can read well and those with reading problems are equally attracted to comics.

TIP

When you have to match names to information in the text, put a box around all the names. Then use the boxes to limit the amount of text you look at for each name.

Questions 6–10: Matching

Look at the following statements (6–10) and the list of names below. Match each statement with the correct name, A–E.

- 6 Comics help as an introduction to written texts.
- 7 Visual literacy means being able to interpret the meaning of different images.
- 8 It is possible that comics help children understand printed material before they can read text.
- 9 Fewer words in comics make the language easier for new readers.
- 10 Boys who read comics generally enjoy reading.

- A Ujje & Krashen
- B Krashen
- C Fenwick
- D Edmunds
- E Starr

TIP

Look at the stem each time you read an alternative A–D. As you practise for the exam, use a piece of paper to reveal the alternatives one at a time. You can then concentrate on them.

Questions 11–14: Multiple choice

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


- 11 According to the writer in paragraph 1, comic books have been criticized for
 - A causing social problems.
 - B slowing down readers.
 - C making reading too easy.
 - D making reading silly.
- 12 According to Fenwick, the comic images help the development of
 - A many literacy skills.
 - B one type of literacy.
 - C two types of literacy.
 - D no literacy skills.
- 13 According to Grant, comics help increase children's
 - A grammar knowledge.
 - B confidence in reading.
 - C reading speed.
 - D vocabulary range.
- 14 The writer's attitude to comics is generally
 - A negative.
 - B indifferent.
 - C positive.
 - D not constant.

First conditional

- 1 Look at sentences 1–4. Which two sentences are wrong and why? Use the Grammar on page 153 to help you.
- 1 If more visitors turn up tomorrow, the book fair will be very busy this year.
 - 2 Provided more visitors will turn up tomorrow, the book fair will be very busy this year.
 - 3 If more visitors don't turn up tomorrow. The book fair will not be very busy this year.
 - 4 Unless more visitors turn up tomorrow, the book fair will not be very busy this year.
- 2 Five of the sentences below are wrong. Find the mistakes and correct the sentences.
- 1 If children only read on the computer, they will not want to use books.
 - 2 Unless the majority of young people go to university, the workforce will not be well educated.
 - 3 Provided children are able to read and write well at a young age. They will develop fast.
 - 4 If you will go through your homework afterwards, then you will find some mistakes.
 - 5 Provided young people don't study, their chances in life will not be good.
 - 6 If the government doesn't invest money in libraries, it will affect general education.
 - 7 If children don't read for pleasure, they will develop their imagination.
 - 8 Unless young people are not computer literate, they will not find a good job nowadays.
- 3 Write four sentences about your own future using *if*, *if not*, *provided* and *unless*.
- 4 Work in pairs. Take turns to ask each other questions about your sentences. Develop the answers in your own way.
- 'If I pass my exams, I'll go to university.'*
'Where will you go?'

Speaking 2**IELTS Speaking Part 3**

- 1 Work in pairs. Decide which three alternatives, A–D, are suitable ways to begin the answers to the examiner's questions.
- 1 Do you think being able to read is important? Why/Why not?
 - A Yes. It's vital to be able to read nowadays because ...
 - B I think it's crucial to have the ability to read because ...
 - C Yes, I do, I think so as it's an invaluable skill.
 - D Yes. It is. It is important. Being able to read is important.
 - 2 What are the benefits of being literate?
 - A I think the main advantages are ...
 - B There's a wide range of benefits and one of them is that it ...
 - C The main one is that it gives ...
 - D There're obviously many advantages, but probably the main one ...
 - 3 What kinds of material do people read nowadays?
 - A The different types of reading materials are ...
 - B There are many different types of material ...
 - C People read a wide range of ...
 - D It depends on people's age, but I'd say ...
- 2 Take turns to ask the questions in exercise 1. Begin the answers in different ways.

- 3  1.14 When you speak fluently you stress the main words and run together certain words. Listen and pay attention to the underlined words.

Yes, it's vital to be able to read nowadays because ...

- 4 Read the question and answer below. Underline the words in the answer you can run together.

'Do people read less now than in the past? Why/Why not?'

'No, I don't think so at all. I think it's the opposite because there is so much competition. And so young people especially want to have good jobs and earn a lot of money. And if they do, they can have a good lifestyle.'

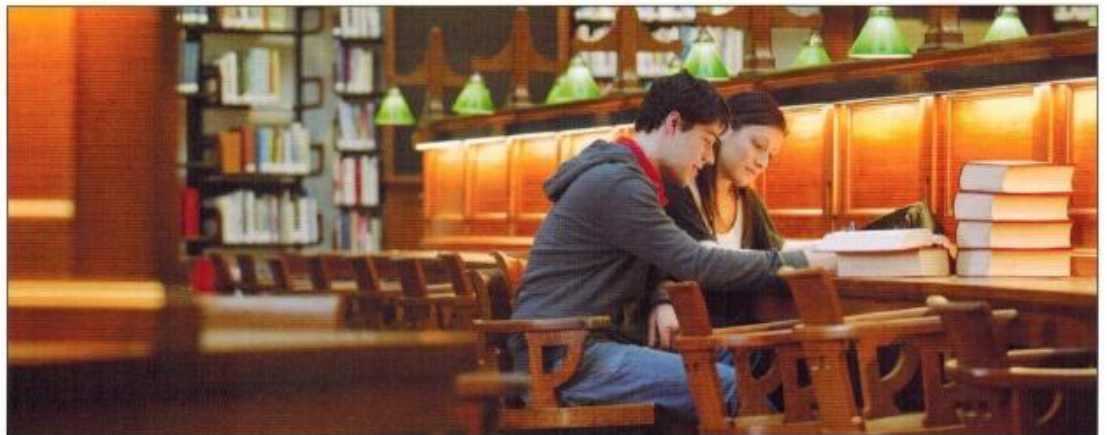
- 5 Complete the cause and effect chain for the answer in exercise 4.

→ good jobs → → good lifestyle

- 6 Take turns to practise asking and answering the question in exercise 4.
- 7 Work in groups of three: a candidate, an examiner and an observer. Take turns to play each of the roles and ask each other the questions in exercises 1 and 4. The observer gives feedback about the beginning of the answers and running the words together.

Writing 2

IELTS Writing Task 2



- 1 Work in pairs. Look at the essay question. In addition to encouraging parents to read, choose from the list below, the three best ways to encourage secondary school pupils to read.

Some people think that the best way to encourage pupils at secondary school to read more is to encourage their parents to read.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

- 1 encouraging pupils to join school and local libraries
- 2 creating a book club at school
- 3 having book reading competitions
- 4 having a wide range of books in schools
- 5 having classes in the library in school
- 6 taking children on visits to libraries and exhibitions
- 7 encouraging pupils to read on the Internet

TIP

Write an introduction that does not copy the essay question word for word. Divide your essay into a maximum of 5 paragraphs. Develop your ideas by giving examples and reasons. One way to do this is to use *if* clauses to make yourself write complex sentences.

2 Choose the best introduction for the essay in exercise 1.

- 1 Persuading children to read is not easy. In fact, it is one of the greatest challenges facing teachers at secondary school nowadays. There are many ways to encourage children to read. Encouraging parents to read is a good idea.
- 2 Persuading parents to read as a way to promote reading among secondary school pupils is certainly a good idea. However, I think there are many other ideas that also need to be considered.
- 3 I agree that to encourage pupils at secondary school to read more, their parents need to be encouraged to read.

3 Discuss why you chose your answer in exercise 2. Use these reasons.

- 1 The introduction is too similar to the essay question.
- 2 The introduction does not use the same words.
- 3 The introduction changes the structure of the essay question.
- 4 The introduction states the writer's opinion.
- 5 The introduction is too much like spoken English.
- 6 The introduction shows that the writer is going to write about different ways to encourage pupils to read.

4 Complete the paragraph with these phrases.

- | |
|---|
| <ol style="list-style-type: none"> a I think that parents can play a positive role in b certainly a useful way to improve c if children see their parents reading d provided parents take their children with them to libraries to borrow books |
|---|

Encouraging parents to read is 1 their children's reading. For example, 2, children will come into contact with books. They will then perhaps borrow books themselves. Moreover, 3, they will possibly copy them. So 4 the development of secondary school pupils' reading.

5 Which phrases a–d in exercise 4 show the writer's opinion? How?**6** Which notes are the best summary of the paragraph?

- 1 visit library → contact with books → borrow books
- 2 see parents reading → copy them → good lifestyle

7 Write a paragraph about creating a book club at school to help improve reading. Use these phrases.

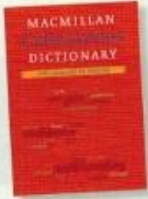
<p>Another useful way is to ... If, for example, ... Provided ... Moreover, ... So play an important role ...</p>

8 Check your paragraph for mistakes. Give your paragraph to a partner. Write a summary of your partner's paragraph as in exercise 6.

Study skills

TIP

For revision, keep examples of cause and effect sentences you come across.



Reading/Writing: Cause and effect

1 Recognizing cause and effect in reading passages is important. Work in pairs. Decide whether the items below are causes or effects.

- 1 Reading newspapers daily can lead to ...
- 2 He became much more educated as a result of ...
- 3 Competition between different companies reduces ...
- 4 ... improved by spending on education.
- 5 ... and the bridge then collapsed.
- 6 With the increase in pollution, the water ...
- 7 People demonstrated when ...

2 Complete the sentences in exercise 1 in your own words.

3 Use a dictionary and find the following about the word *effect*.

- 1 An adjective to describe *effect* which means *negative*.
- 2 An adjective to describe *effect* which means *good*.
- 3 An adjective to describe *effect* which means *bad*.
- 4 A verb which can replace *have*: to **have** an effect on.
- 5 A synonym for *effect*.
- 6 An adjective that you can make from *effect*.

Speaking: Developing ideas – using *if* clauses

1 You saw in Unit 5 Study Skills that you can develop ideas with *if* chains, which you can then adapt. Look at the following sequence about reading comics. Use *if* to join the ideas.

enjoy reading comics → read more → buy comics/visit library → contact with other books/newspapers → borrow books → read some → read more → learn more

If children enjoy reading comics, then they will want to read more and will buy comics or visit a library. If they visit a library, they will come into contact with ...

2 Improve the development of the ideas by making simple changes to remove repetition.

*If children enjoy reading comics, then they will want to read more and will buy comics or can be encouraged to visit a library. **When they are there**, they will come into contact with ...*

3 Work in pairs. Take turns to ask and answer this question.
How can we encourage children to read more?

4 Work in pairs. Choose another question from Speaking 2 on page 74 and make an *if* chain as in exercise 1. Compare your chains with other students. Practise answering the questions by yourself and/or with other students. Try not to learn the answers by heart.

7 The mind

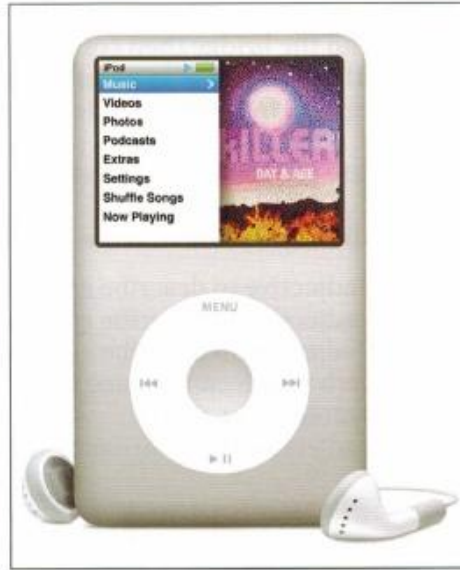
Speaking 1

IELTS Speaking Part 1

1 Work in pairs. Describe the pictures, saying what the items are.



A



B



C

2 Say how frequently you use the items in exercise 1. Use these expressions to help you.

daily once/twice a week once a month sometimes often frequently
usually every day always not often rarely never

3 Ask at least three students about the following and tick the appropriate box. Begin: *How often do you read/use ...?*

	Sometimes	Often	Rarely	Never
Newspapers				
Newspapers online				
Films/games/books on a mobile/ the Internet				
Games online				
Apps				

4 Take turns to ask and answer these questions.


- 1 Have you ever watched the news/a film on the Internet/your mobile? When/Why/Why not?
- 2 Where do young people find out information about the world nowadays? Why?
- 3 What kinds of websites are you/your friends interested in? Why?
- 4 Do you think reading a website in English is a good way to learn a foreign language? Why/Why not?
- 5 How often do you use a mobile or other electronic device for news and entertainment?

5 As a whole class, discuss how modern media such as mobile phones/electronic tablets/apps are changing our lives. Give reasons and examples.

Listening

IELTS Listening Section 3


Pre-listening

- 1 Work in groups. Look at the questions 1–10 below and discuss what you think the topic of the recording is.
- 2 Compare your ideas with other groups.
- 3  2.1 Listen and check your ideas, without answering the questions 1–10 below.

Strategy

Follow the steps in Pre-listening each time you do a section of the listening test.

Listening

- 4  2.1 Follow the instructions and answer questions 1–10.

Questions 1–4: Multiple choice

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

- 1 The purpose of Caroline's presentation is to show how technology affects
 - A the way people live.
 - B the human brain.
 - C problem-solving skills.
- 2 Caroline chose the topic of her presentation because she's fascinated by how
 - A technology is used.
 - B people make decisions.
 - C the brain works.
- 3 According to Caroline, there is
 - A lots of information on the negative effects of technology.
 - B little information on the negative effects of technology.
 - C equal amounts of information about the positive and negative effects.

Questions 4–6: Table completion

Complete the notes below. Write **NO MORE THAN TWO WORDS** for each answer.

	Slides 1–5	Slides 6–8	Slides 9–12	Slides 13–20
Topic	technology statistics	4 regarding virtual worlds	manual skills	memory and thinking
Effect		being an avatar improves people's 5	helps motor skills	changes in people's 6

TIP

Listen carefully as Caroline speaks and mentions something to do with *taking time/ages*.

Questions 7 and 8: Choosing items from a list

Choose **TWO** letters, **A–E**. Which **TWO** areas did Caroline spend a long time on?

- A finding the topic
- B making the slides
- C doing the research
- D writing the notes
- E preparing the handouts

Questions 9 and 10: Choosing items from a list

Choose **TWO** letters, **A–E**. Which **TWO** suggestions does Henry make to improve the presentation?

- A have fewer slides
- B practise going through the presentation
- C use colour on the slides
- D make notes for the slides
- E reduce the word count on each slide

Vocabulary 1

TIP

Try to learn collocations rather than just individual words.

Collocations: Technology

1 Complete the sentences with these words.

skills developed revolution state-of-the-art technology solar

- 0 *Technology* is becoming more and more reliable.
- 1 technology will one day save the planet.
- 2 Intelligence is not enough to obtain a job nowadays; young people need a wide range of technological
- 3 In the near future technology will be to enhance the brain.
- 4 All schools should have technology, the most up-to-date available.
- 5 A technological is taking place in human development.

2 Work in groups. Decide whether you agree or disagree with the statements in exercise 1. Give reasons and examples for your answers.

3 Work in pairs and give an example of the following.

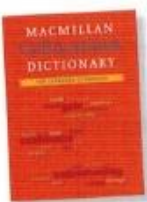
- 1 digital technology
- 2 green technology
- 3 low-carbon technology
- 4 educational technology
- 5 the most reliable technology you have
- 6 a technology you'd like to see adopted
- 7 state-of-the-art technology you want to have



4 Write a sentence about each item in exercise 3.

1 An example of digital technology is a digital camera (which produces very good pictures).

5 Work in groups. Make a revision card for the word *technology*. Find other examples in a dictionary.



		Notes/Examples
Adjectives	modern:	<i>up-to-date</i>
	type:	<i>agricultural</i>
	good:	
Verbs	environmental:	
	use	
	start to use	

Language focus 1

Second conditional

1 Look at these examples of the second conditional from the Listening section. Then complete the pattern below. For further information, look at the Grammar on page 153.

'I think if I had to choose my course again, I'd do psychology as my main course.'

'... if I were you, I'd then make notes on paper copies of the slides ...'

The pattern for the second conditional is: + past simple, *would* + infinitive without *to*

2 Match the sentence beginnings 1–7 to the endings a–g.

- | | |
|---|--|
| 1 If I were you, | a wouldn't that support your results? |
| 2 I think you'd get a seat | b provided you arrived there early enough. |
| 3 We wouldn't be able to fit you in | c then I could check the Internet. |
| 4 If I had my phone with me, | d I'd make the presentation shorter. |
| 5 If you did an experiment on memory, | e unless you came after 8.00 pm. |
| 6 What would you do | f this problem would be much easier to solve. |
| 7 Were I able to think like a computer, | g if you obtained a good grade for the seminar presentation? |

3 Decide which of the sets of words in brackets is not needed.

- 0 If you (were) able to use technology to increase your memory, would you (to) do it?
- 1 If mobile phones (did) harmed people's brains, they still (wouldn't) stop using them.
- 2 It (would be impossible to) pass a medical theory exam unless you did (do) the proper preparation.
- 3 The country would (not) be better off provided people's talents (were) used fully.
- 4 (If) people had telepathy, (unless) they wouldn't need mobile phones.
- 5 If we understood the human brain completely, we (would be) (will be) able to do amazing things.

4 Work in pairs. Complete these questions in your own way.

- | | |
|-------------------------------|-----------------------------------|
| 1 What would you do if ...? | 3 When would you ...? |
| 2 How would you react if ...? | 4 If you ... , what would you do? |

5 Find another partner. Take turns to ask and answer your questions from exercise 4.

Speaking 2

IELTS Speaking Part 2

1 Read the Part 2 Task Card and write notes.

Part 2

Describe a TV programme which you liked or disliked.

You should say:

- where and when you saw the programme
- why you chose the programme
- what the programme was about and explain why you enjoyed watching the programme.

- 2 Compare your notes with another student. Make suggestions for improvements.
- 3 Read this part of an answer to the question in exercise 1. What part of the Task Card does it relate to? Ignore any mistakes in the answer.

Another reason why I liked the programme was that it was stunning watch. It use the latest technology to show how the human brain work. The images were very effective. It was exciting than an adventure film. If the documentary were shown in 3D, I love to see it again. And I can say that I definitely recommend it my friends to watch.

- 4 Read the extract in exercise 3 again. Find seven mistakes and correct them.
- 5  2.2 Compare your answers with a partner. Then listen and check.
- 6 Work in pairs. Take turns to talk about the Task Card in exercise 1. Say whether you'd recommend the programme to anyone else. Ask your partner to give you feedback on the organization, fluency or accuracy of your answer.

Reading

TIP

In the reading module in the exam you will come across words you do not know. You are expected to answer questions even when there are words that are not familiar to you. Learn to focus on the words you know, and use the context to help you guess the meaning of words you don't know.

TIP

Read the passage and answer the questions without looking at the glossary, if you can. Then look at the glossary when you have finished.

Pre-reading

1 Work in groups. Find these words and phrases in the reading passage. Try to work out what they mean from the context. Discuss your ideas.

- 1 enhancing
- 2 sheds
- 3 findings
- 4 integrating
- 5 in the long run
- 6 spatial
- 7 nap
- 8 nappers

2 Check the meaning of the words in exercise 1 in a dictionary.

3 Look at the title of the article and the sentences in *italics*. Is the writer positive about the information in the article? Which words show this?

Reading

4 Follow the instructions and answer questions 1–13.

To Learn Better, Take a Nap

(and Don't Forget to Dream)

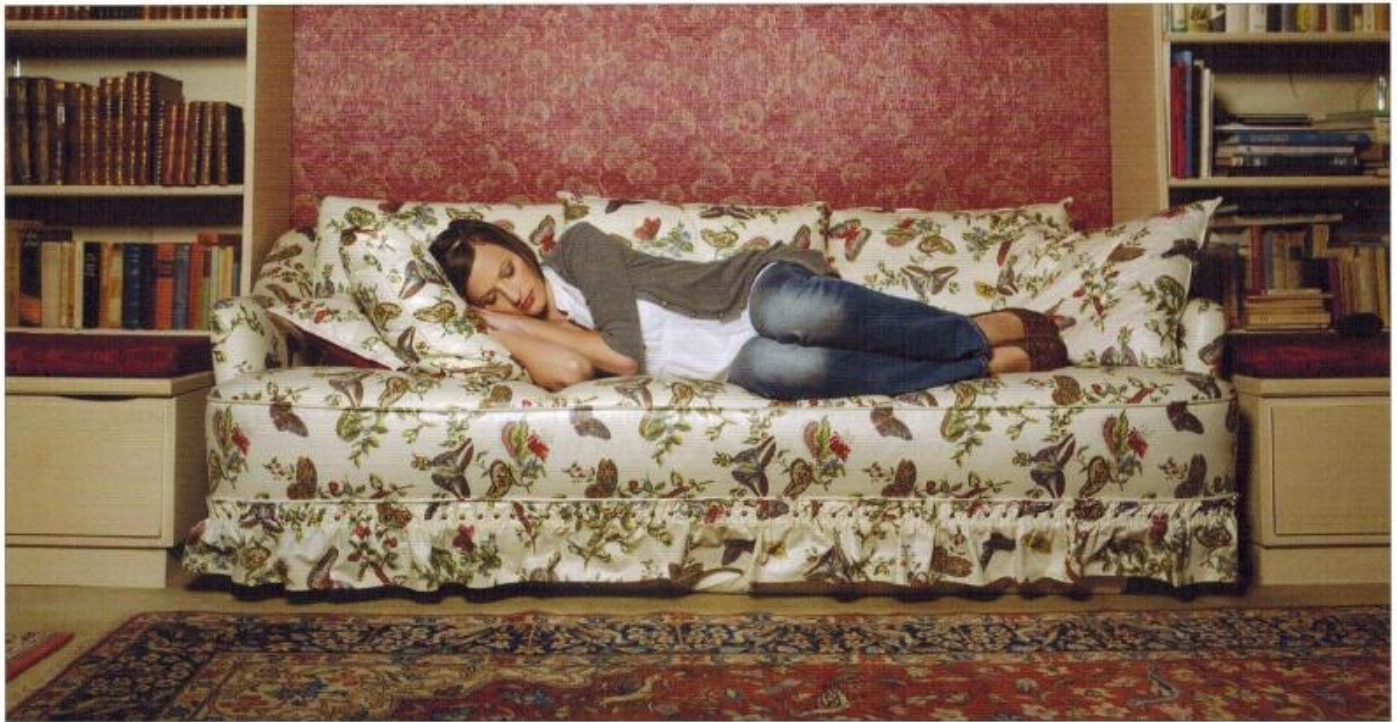
It is by now well established that sleep can be an important tool when it comes to enhancing memory and learning skills. And now, a new study sheds light on the role that dreams play in this important process.

The new findings suggest that dreams may be the sleeping brain's way of telling us that it is hard at work on the process of integrating our recent experiences to help us with performance-related tasks in the short run and in the long run.

"What's got us really excited is that after nearly 100 years of debate about the function of dreams, this study tells us that dreams are the brain's way of processing, integrating and really understanding new information," explains senior author Robert Stickgold at Harvard Medical School. "Dreams are a clear sign that the sleeping brain is working on memories at many levels, including ways that will directly improve performance." Initially, the authors put forward the theory that dreaming about a learning experience

during non-rapid eye movement (NREM) sleep would lead to improved performance on a spatial memory task.

To test this theory, the investigators had 99 subjects spend an hour training on a "virtual maze task", a computer exercise in which they were asked to find their way through and learn the layout of a complex 3D maze with the goal of reaching an endpoint as quickly as possible. Following this initial training, participants were asked to either take a 90-minute nap or to engage in quiet activities but remain awake. At various times, subjects were also asked to describe what was going through their minds, or in the case of the nappers, what they had been dreaming about. Five hours after the initial exercise, the subjects were retested on the maze task.



The results were striking.

The non-nappers showed no signs of improvement on the second test – even if they had reported thinking about the maze during their rest period. Similarly, the subjects who napped, but who did not report experiencing any maze-related dreams or thoughts during their sleep period, showed little, if any, improvement. But, the nappers who described dreaming about the task showed dramatic improvement, 10 times more than that shown by those nappers who reported having no maze-related dreams.

“These dreamers described various scenarios – seeing people at checkpoints in a maze, or even just hearing the background music from the computer game,” explains first author Erin Wamsley, a postdoctoral fellow at Harvard Medical School. These interpretations suggest that not only was sleep necessary to “consolidate” the information, but that the dreams were an outward reflection that the brain had been busy at work on this very task.

Of particular note, says the authors, was that the subjects who performed better were not more interested or motivated than the other subjects. But, they say, there was one distinct difference that was noted.

“The subjects who dreamed about the

maze had done relatively poorly during training,” explains Wamsley. “Our findings suggest that if something is difficult for you, it’s more meaningful to you and the sleeping brain therefore focuses on that subject – it ‘knows’ you need to work on it to get better, and this seems to be where dreaming can be of most benefit.”

Furthermore, this memory processing was dependent on being in a sleeping state. Even when a waking subject “rehearsed and reviewed” the path of the maze in his mind, if he did not sleep, then he did not see any improvement. This suggested that there is something unique about the brain’s physiology during sleep that permits this memory processing.

“In fact,” says Stickgold, “this may be one of the main goals that led to the evolution of sleep. If you remain awake [following the test] you perform worse on the subsequent task. Your memory actually decays, no matter how much you might think about the maze.

“We’re not saying that when you learn something it is dreaming that causes you to remember it,” he adds. “Rather, it appears that when you have a new experience it sets in motion a series of parallel events that allow the brain to consolidate and process memories.”

Glossary

tool – device

virtual – not real/
imaginary

participants – people
who take part or are
involved in something

initial – first/early

consolidate – combine

Strategy

Read the rubric carefully. Note that the statements are about claims, ie, what comments the writer makes about something. Check the grammar in each statement and underline important words that help you work out the meaning, eg, in 1 *no clear link*, in 2 *more easily than*. Then look for words and phrases that will help you scan for the answer in the reading passage. See Reading: Yes/No/Not Given in Study skills, page 89.

Questions 1–6: Identifying writer's claims – Yes/No/Not Given

Do the following statements agree with the claims of the writer in the reading passage? Write

- YES** if the statement agrees with 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

- 1 There is no clear link between sleep and the improvement of memory and learning skills.
- 2 According to Robert Stickgold, dreams help people deal with fresh knowledge more easily than old knowledge.
- 3 The computer task required subjects to find their way around a virtual maze.
- 4 Some of the subjects were allowed to sleep after the initial task.
- 5 Retesting took place after subjects had rested or performed other tasks.
- 6 The outcome of the task was not very clear.

Questions 7–9: Sentence completion

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

- 7 With the subjects who stayed awake after the experiment, there was no at all in the second test.
- 8 Nappers who about the task showed a tenfold improvement.
- 9 According to Erin Wamsley, those who dreamt about the task described a variety of

Questions 10–13: Multiple choice

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

- 10 According to Wamsley, those who had dreams about the maze
 - A did the training well.
 - B didn't like the training.
 - C didn't do well in the training.
 - D didn't finish the training.
- 11 To process memory, the subjects in the experiment needed to
 - A keep awake.
 - B go to sleep.
 - C do exercises.
 - D think about the maze.
- 12 Stickgold thinks that there is perhaps
 - A a link between memory processing and sleep.
 - B no connection between memory processing and sleep.
 - C a link between memory and daily work activities.
 - D no connection between memory and daily work activities.
- 13 The writer's attitude towards the work of the researchers and their findings is
 - A neutral.
 - B indifferent.
 - C negative.
 - D positive.

Defining and non-defining clauses

- 1 Look at the underlined clauses from the Listening section and the reading passage. Decide which are defining and which are non-defining.

- 1 Similarly, the subjects who napped, but who did not report experiencing any maze-related dreams or thoughts during their sleep period, ...
- 2 the nappers who described dreaming about the task showed dramatic improvement ...
- 3 Samuel Johnson, the dictionary writer, who lived and worked in the 17th century, once said ...

- 2 Match the sentence beginnings 1–5 to the endings a–e. There may be more than one answer.

- | | |
|----------------------------------|--|
| 1 The restaurant | a he gave me about the problem-solving exam was very useful. |
| 2 The psychotherapy class, | b that I am going to describe is one I went to last week. |
| 3 The seminar, | c which was based on a Greek myth, made the film seem very modern. |
| 4 The storyline, | d which actually was very good, was yesterday. |
| 5 The information | e which I have to say was brilliant, lasted two hours. |

- 3 Match 1–2 to a–b to make correct definitions. Look at the Grammar on page 154 to help you.

- 1 A defining relative clause
 - 2 A non-defining relative clause
- a says which person, thing, animal or idea we are talking about.
b gives us additional information about a person, thing, animal or idea.

- 4 Complete the sentences 1–6 with *who*, *whose*, *that*, *which* or *-*. There may be more than one answer.

- 1 The presentation she gave on the mind was extremely well organized.
- 2 My aunt, husband is a psychiatrist, is coming this evening.
- 3 The friend I want to talk about is someone I met at medical school.
- 4 The bookcase I made for my therapy books fell down yesterday.
- 5 That is the very book on the human brain I was talking about.
- 6 Mario, is an excellent therapist, won the article competition.

- 5 Complete one sentence about yourself.

- 1 The book that when I was a child ...
- 2 A journey, which taught me a lot about ...
- 3 An art class I helped me ...
- 4 An exhibition, which I influenced me ...
- 5 I love games I ...

The book that I really loved when I was a child was The Hobbit.

- 6 Work in pairs. Take turns to say your sentences and ask each other questions.

Why do you like that particular book?

Why did that art class help you?

Did you go on other interesting journeys?

IELTS Writing Task 2

- 1 Insert six commas and three full stops in the correct places in the text below. Then underline the defining clauses and circle the non-defining clauses.



The world wide web which we generally now call the Internet was introduced at the end of the last century. Since that time its use which was initially quite limited has spread rapidly. So every home in the developed world now has an Internet connection the benefit of the Internet that appeals to most young people is the possibility of being able to connect to social websites like Facebook such sites which have millions of users link people all over the world people who move to other countries can also keep in contact using video links on the web.

- 2 Write a paragraph about how the web helps people develop links with the rest of the world. Write about 60 words.
- 3 Check the punctuation in your paragraph and check it for mistakes. Compare your paragraph with a partner.

Vocabulary 2

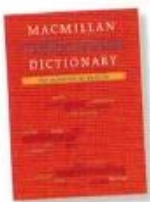
Word building: Nouns and adjectives

- 1 Work in groups and discuss these questions. Then compare your answers with the rest of the class.
- 1 Do you think it is important to be intelligent, creative, or both in the modern world? Give reasons.
 - 2 What kind of people do you think are creative or talented? Give examples and explain why.

- 2 Complete the table.

Noun	Adjective
intelligence	1
talent	talented
ability	2
imagination	3
flexibility	4
5	clever
gift	gifted
creativity	6

- 3 Check that you understand all the words in the table. Use a dictionary if necessary. Which nouns have similar meanings?



4 Complete the sentences below with words from the table. Use each word only once.

1 I am going to describe my grandfather who was someone who was enormously In fact, he had many talents or gifts. He wasn't a rigid person, even though he was old. He was very and was open to new ideas.

2 I don't think he had any at all. He didn't have any ideas. He definitely wasn't creative either.

3 She is a very person. I admire her a lot. She can paint, make anything, even furniture. But she isn't creative or imaginative.

4 My sister is definitely She's creative, imaginative and plays the violin really well. It's not just intelligence or cleverness she has; it's something else.

5 Work in pairs. Choose two qualities from the table in exercise 2 that you think you have. Describe why you think you have the qualities. Alternatively, describe someone you know. Give examples.

Speaking 3

IELTS Speaking Part 3

- Work in pairs. Prepare an answer for one of the questions below. Make very brief notes.
 - Does education improve children's imagination or does it reduce it? Why?
 - What can schools do to improve children's imagination and creativity?
 - How does culture and family help children to be creative and imaginative?
- Work with another partner. Take turns to answer the question you have prepared. As you speak, do not look at your notes.
- Exchange your notes with your partner. Did your answer match your notes?

Writing 2

TIP

Look for patterns in the tables and any striking features. For example, are there similar items in both tables? Are men's attitudes more positive than women's?

IELTS Writing Task 1

- Study the two tables which show the perception of local condition by sex in 2001 and issues the public think government should be dealing with in different years. Then answer the questions 1–8.

A

Perception of local conditions: by sex, November 2001 (%)				
Great Britain				
% of local population	Males		Females	
	Good	Poor	Good	Poor
Level of crime	46	32	40	31
Street lighting	64	19	63	22
Personal safety at railway stations	48	11	32	21

B Issues the government should be dealing with

% of respondents			
	1986	1996	2001
Crime	17	19	30
Environment	8	15	25
The economy	4	8	11

TIP

Note there are no trends in these tables, unlike graphs, which show change over time.

- 1 Are women more satisfied with local conditions than men?
- 2 Are any of the items in both tables?
- 3 Are men more positive than women about crime and safety?
- 4 Which local conditions are both genders most satisfied with?
- 5 Are women less satisfied with personal safety at railway stations than men?
- 6 Is there a difference in statistics between both genders for personal safety at railway stations?
- 7 Was a greater proportion of the public concerned with crime in 2001 than in 1986?
- 8 Is there a clear link between the two tables? Is crime the only issue where the public's concern grew?

2 Work in pairs. Take turns to ask and answer the questions in exercise 1.

3 Choose the best introduction about the tables.

- 1 The tables provide information about the public's attitude to various local conditions and about issues that should be resolved by the government.
- 2 The two tables show people's perception of some local conditions by sex in November 2001 and people's views about various issues the government should tackle.
- 3 The two tables show details about local conditions and issues people are worried about.

4 Choose the best overview of the tables.

- 1 Generally speaking, there is no clear link between both lists.
- 2 Overall, men are more satisfied with local conditions than women.
- 3 Generally speaking, street lighting is the local condition that people are most satisfied with.

5 Write out the introduction and overview and then write at least 120 words describing the two tables, using the questions in exercise 1 to help you.

6 Check your answer for mistakes.

Reading: Yes/No/Not Given

Strategy

Yes/No/Not Given statements are used to test whether you understand the claims or the opinions of a writer.

A claim is a statement which someone makes:

He claimed the bus arrived late. (It arrived on time.)

The water began to boil at 80 degrees Centigrade. (This may be wrong, but it is still a claim.)

When you analyse a claim, you are not deciding whether it is right or wrong. You are deciding whether the writer made it and whether the statement agrees with it.

- 1 Skim the text below and decide what the general topic is.

In the near future, it is possible that human beings will be able to use implants in their brains to enhance their mental performance. This could be in the form of a microchip inserted into the brain. Alternatively, this could be done by using nano-, or small, particles that are injected directly into the brain to upgrade information already stored there. Humans could also have permanent devices in their heads, into which upgrades of information or functions are fed, just like a computer. Whilst this seems very much like science fiction, there are already many different types of implants available for the heart and other parts of the body. We already drink coffee and other mild stimulants, so the next step to enhance performance is not that far away.

- 2 Work in pairs. Decide whether these statements agree with the claims of the writer in the text in exercise 1. Write

YES if the statement agrees with 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

- 0 **A** Humans will definitely have brain implants soon to improve their performance. *NO*
B Humans may have brain implants soon to improve their performance. *YES*
C Humans may have brain implants to improve their performance within the next few years. *NOT GIVEN*
- 1 **A** One possible method is for microchips to be inserted into the brain.
B The best way is for microchips to be inserted into the brain.
C Inserting a microchip into the brain is not possible.
- 2 **A** The nano-particles need to be injected into the bloodstream.
B Nano-particles have no harmful effects.
C The purpose of the nano-particles is to upgrade information already there.
- 3 **A** Body implants do not exist yet.
B There is a range of body implants available.
C Body implants are useful, but risky.

TIP

Be careful not to allow your own opinion to affect your judgement.

8 A world with water

Vocabulary 1

Adjectives and nouns related to the environment

- 1 Work in pairs. Look at the pictures and decide what types of environment are shown. Use these adjectives.

urban marine rural industrial commercial natural residential built-up



A



B



C



D

- 2 Decide which of the following phrases you associate with the pictures in exercise 1.

- 1 tall trees
- 2 high buildings
- 3 built-up environment
- 4 wild animals
- 5 fields and farms
- 6 congested roads
- 7 beautiful beaches and clean water
- 8 open countryside

- 3 Take turns to describe the photos, using the phrases in exercise 2.

- 4 Replace the underlined phrases with one of these adjectives. Make any necessary changes to the sentence. More than one answer may be possible.

industrial (x2) urban residential built-up commercial rural natural public

- 0 I live in an area in the city where there are many industries, but it's also got lots of trees.

I live in an industrial area in the city, but it's also got lots of trees.

- 1 New parks with lots of different industries are often located outside towns.
- 2 It's an organization that helps young people who live in areas that have few green spaces but lots of buildings.

- 3 The place where I was brought up used to be surrounded by open countryside and trees and fields, but it is now very urban.
- 4 My neighbourhood is full of houses and flats, with only one or two shops and no businesses. It's very quiet and peaceful.
- 5 To improve an environment that has lots of buildings, trees plants and flowers can be used.
- 6 The district with lots of businesses and shops is right in the centre of my home town.
- 7 The environment where all the wildlife lives is being destroyed all over the world.
- 8 Open spaces in cities and towns that are used by the general public should be attractive and relaxing.

5 Work in pairs. Take turns to describe the neighbourhood where you live.

Speaking 1

IELTS Speaking Part 1


- 1 Work in pairs. Underline the verbs in these questions and decide which are positive and which are negative. Some verbs are made up of phrases.
 - 1 How can we protect the rural environment?
 - 2 What do you think has harmed urban environments more: cars or factories?
 - 3 What can we do to look after wildlife around the world?
 - 4 In what way can we improve public spaces in cities?
 - 5 How can we make residential areas in cities attractive to young people?
 - 6 Does rubbish from cities damage the countryside? How?
 - 7 If we build more skyscrapers in cities, will we destroy city life? How?
 - 8 How can we save the marine environment from harm?
- 2 Take turns to ask and answer the questions in exercise 1. Use your own ideas or the ideas below.

by reducing fishing by building playing fields by making it dirty
 by making it unattractive by making the air dirty by banning new houses
 by educating children by planting trees and plants

We can protect the rural environment by banning new houses. This measure will protect ...

Listening


IELTS Listening Section 4 Pre-listening

- 1 Work in pairs. What synonyms can be used for these words and phrases? Use a dictionary if necessary.
 - 1 divided
 - 2 networks
 - 3 large
 - 4 connections
 - 5 next to the water
 - 6 purpose
 - 7 jewels
- 2  2.3 You are going to listen to a talk on waterways. Listen to the talk and check your answers to exercise 1. Ask for the recording to be stopped and replayed where necessary.
- 3 As a whole class, give as much detail as you can about the contents of the talk.

TIP

As you study, collect synonyms or words with the same or similar meaning as words you know. Don't just collect new words.

Listening

4  2.3 Follow the instructions and answer questions 1–10.

TIP

Try to concentrate only on the main information. 'Scan' what is being said for the main details or words and phrases just as you scan in reading.

Questions 1–3: Multiple choice

Choose the correct letter, A, B or C.

- The speaker's talk is about rivers and canals in
 - rural environments.
 - urban environments.
 - commercial environments.
- Information about the Suez and Panama canals
 - will be included in the talk.
 - will be given in a handout.
 - will not be included in the talk.
- How many parts is the talk divided into?
 - two
 - three
 - four

Questions 4–7: Completing notes

Complete the notes below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

UK Waterways

Extensive network totalling 3,100 km/2,225 miles

London – Facts and figures

Waterways provide employment and 4

Length of network: 161 km with 5 in British Waterways ownership

Four links to the Thames

128 employees

nearly 6 million people living near London's waterways

2002/3: 16 million visitors

740,000 6

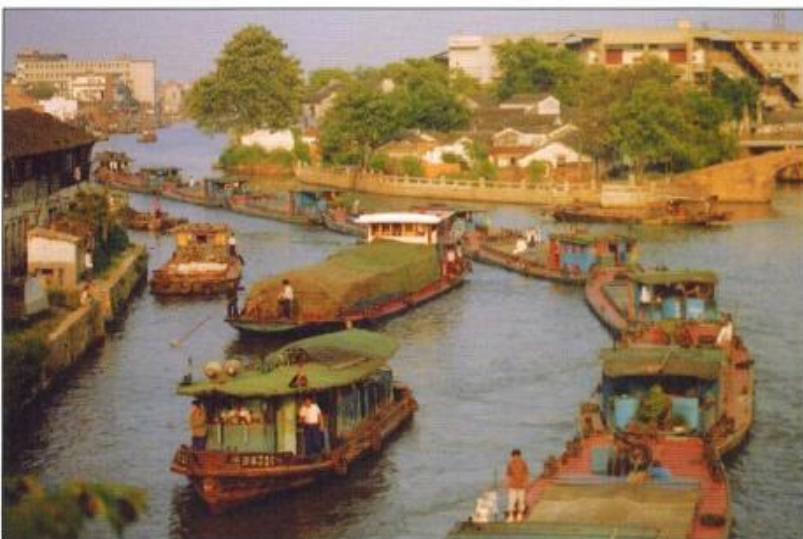
Future

involvement of various organizations

possible developments: new attractions with local 7

Questions 8–10: Matching

What comment does the speaker make about each of the following places? Write the correct letter A–E next to questions 8–10.



Comments

- It has many beautiful bridges.
- It is restoring many old canals.
- It is constructing wider canals.
- It has narrow canals.
- It is used for agricultural purposes.

Places

- The Grand Canal, China
- St Petersburg, Russia
- Venice, Italy

IELTS Speaking Part 2


- 1 Work in pairs. Look at the Task Card below and discuss what you would talk about.

Part 2

Describe an organization you admire.

You should say:

- what the organization is
- what the organization does
- when you first noticed the organization
- and explain why you admire the organization.

- 2  2.4 Listen to a candidate talking about the Task Card. In 1–6, circle the words the candidate uses.



- | | | |
|-----------------------------------|-------------------------------|--------------------------------|
| 0 a volunteer organization | b charity | c company |
| 1 a swimming | b running | c walking |
| 2 a refrigerators | b rubbish | c bicycles |
| 3 a improve | b harm | c save |
| 4 a tidy | b entertaining | c pleasant/healthy |
| 5 a swimming/picnics | b swimming/walking | c swimming/lying |
| 6 a new organizations | b bigger organizations | c similar organizations |

- 3 Use the phrases in exercise 2 to talk about the Task Card in exercise 1.
- 4 Write your own notes about one of these Task Cards.

A

Part 2

Describe a (commercial) company you admire.

You should say:

- what the company is called
- what the company does
- when you first noticed the company
- and explain why you admire the company.

B

Part 2

Describe a sports team or any group of people you admire.

You should say:

- who the team is
- what the team does
- when you first noticed the team
- and explain why you admire the team.

- 5 Describe your chosen company or team to a partner and give each other feedback about one of the following.

- | | |
|--------------------|-----------------------|
| 1 organization | 3 fluency |
| 2 range of reasons | 4 range of vocabulary |

Modal verbs and adjectives

- 1 Look at this extract from Speaking 2. Underline two phrases that express possibility and one that expresses probability. Use the Grammar on page 154 to help you.

It is now possible for people to enjoy the river by going swimming and having picnics on the river banks, as most of the rubbish has been removed. This is a big difference as in the past it was very dirty. I think that similar organizations could soon be set up all over the country. In fact, I think it is highly likely.

- 2 Underline the best alternative.

- 1 The old buildings *may/should/must* be converted into a natural history museum. We don't know what will happen at all.
 - 2 The trees in this park *cannot/might not/need not* be chopped down as they are protected.
 - 3 People *don't have to/can/shouldn't* make their own lives better by measures such as recycling.
 - 4 The environment *should/shouldn't/mustn't* improve dramatically in the near future.
 - 5 The new park *mustn't/might/needs to* be completed on time. We're not sure.
 - 6 The government *could/mustn't/shouldn't* subsidize fares on public transport. It's a good measure.
 - 7 The city streets *may/can/might* be made attractive. Only flowers, plants, seats and fountains are needed.
 - 8 Special areas like coral reefs *must/might/could* be protected by law. It's essential.
- 3 Look at the sentences in exercise 2 again. Summarize the sentences as *possible/impossible/likely/unlikely/necessary/unnecessary*.

- 4 Rewrite the sentences in exercise 2. Use these phrases.

It is possible/likely/unlikely that ... will ... It is possible for ...
It is impossible for/necessary/unnecessary ... to be ...

1 *It is possible that the old buildings will be converted into a natural history museum.*

- 5 Write at least three sentences about your present studies or work. Write about things that are *possible/impossible/likely/unlikely/necessary/unnecessary*.
- 6 Work in groups. Compare and discuss your sentences.

IELTS Speaking Part 3: Building an answer

- 1 Work in pairs. Make the answer to the examiner's question below clearer by adding more details. Use the information in the box if necessary, but first try it on your own.

Examiner:

Do you think it's good to involve local people in keeping waterways such as rivers, canals and lakes in cities clean?

Candidate:

I personally think it's definitely a good idea. For example, people are then more likely to keep the water environment clean by taking action themselves. It is also possible to involve groups like primary and secondary school children.

– by showing them how important the water environment is in school lessons
– such as preventing their children throwing rubbish into waterways
– as this will have a number of important advantages

- 2 Take turns to ask and answer these questions. Develop the answers by giving as much detail as possible.
- 1 Do you think the marine environment is more at risk than the land environment? Why/Why not? How?
 - 2 What do you think will happen to the marine environment in the future?
 - 3 Which types of environment are most at risk in the modern world?

Vocabulary 2

Collocations: Research

- 1 Work in pairs and discuss one of these questions. Then compare your answers with the rest of the class.
 - 1 Do you think it is better for governments to spend money on space research or education? Why/Why not?
 - 2 What kinds of research should governments finance? Give reasons.
 - 3 Does performing research on any subject appeal to you? Why/Why not?
- 2 In sentences 1–10, find synonyms for these words. The form may be different.

detailed finance carry out (x2) programme ongoing joint concentrate
support report on

- 1 The government funded the research for five years.
 - 2 When they were finished, the researchers published the results of their study.
 - 3 The research focused on the marine environment.
 - 4 The research project lasted for only one year, as money ran out.
 - 5 The researchers performed their research under extreme conditions in the Arctic Ocean.
 - 6 Current research shows that the climate is undergoing dramatic changes.
 - 7 The team conducted research into water shortages in the region.
 - 8 Collaborative research is performed among university researchers around the world.
 - 9 They performed extensive research in the field of geology over a long period.
 - 10 The latest research has confirmed scientists' theories about the intelligence of whales.
- 3 Conduct a class survey into whether the government should finance research into these areas. Ask each person you interview to explain why they agree or disagree.

Questionnaire

Research into:	Agree ✓	Disagree ✗	Comment
the environment			
crime			
poverty			
space travel			
education			
climate change			
new forms of energy			

- 4 Work in groups and discuss the results.

Reading

TIP

Practise writing down the answers on a separate piece of paper as you read the passage. Check you have written the answer against the correct number.

Pre-reading

- 1 Work in pairs. Ignore words you do not know. Read the title only of the reading passage and predict what the topic will be.
- 2 Look at questions 1–4 on the opposite page. Find four pieces of true information in the passage about hotspots.
- 3 Look at questions 5–9. Which parts of the world are mentioned? Use the information given to describe the places.
- 4 Look at questions 10–13. Choose one statement each and explain it in your own words.
- 5 Work with another pair of students and share the information you have. Ask your teacher about any words you do not know.

Reading

- 6 Follow the instructions and answer questions 1–13.

Ocean biodiversity:

Depths of ignorance

It is two decades since Norman Myers at the University of Oxford created the concept of biodiversity hotspots. Since then, around 25 hotspots have been identified as main targets for conservation. In contrast, the first major marine biodiversity survey dates back just six years. Then, researchers led by Callum Roberts at the University of York in the UK looked at the global distribution of more than 3000 species of coral and reef animals. "This is still the best analysis," says Roberts, and it is being used to direct conservation efforts.

It is hardly surprising that coral reefs are the best-studied underwater ecosystems since they are quite easy to access. Building a similar picture for the open oceans is much more difficult. Nevertheless, when Boris Worm at Dalhousie University, Halifax, Canada, was wondering whether biodiversity hotspots might exist further out to sea – and how to investigate this – he realised that useful information did already exist, from one of the biggest threats to some fish: long-line fishing.

So, what makes a hotspot for these fishes? Worm had expected to find that plentiful food was essential. Easter Island proved him wrong. "Who'd have guessed that one of the biggest biodiversity hotspots would be in a region that has less food at the surface than almost any other place on Earth?" In fact, he found sea surface temperature was the strongest forecaster of both species richness and the density of big fish. Warmer waters, with an ideal of about 22°C, generally allow for more species of large fish, provided there is sufficient oxygen in the water. These conditions seem to provide a biological optimum in which these big fish can best maintain their high metabolic rate. Easter Island aside, nutrients do seem to matter too. Another factor Worm found is that the location of most hotspots coincides with the presence of geological or water features that create currents in the water. These tend to concentrate plankton – the key nutrient at the base of the food chain.





Glossary

concept – an idea of something that exists
 hotspots – a place where there is a lot of a certain thing
 coral – a small sea creature that looks like a plant, found in warm water
 reef – a long line of rock or coral in the sea
 ecosystems – all the plants and animals in a particular area, which depend on one another

Fish are not the only species drawn to such oceanographic “edges”. Marine mammals such as dolphins behave similarly, according to Lisa Ballance of the National Oceanic and Atmospheric Administration (NOAA) in La Jolla, California. At a meeting of the Society for Marine Mammalogy (SMM) in Cape Town, South Africa, last December she revealed the most detailed map of their diversity and distribution to date, based on information gathered by NOAA research vessels operating in the eastern tropical Pacific between 1986 and 2003. It covers 29 species of cetaceans over an area of more than 20 million square kilometres.

“When I went into this, I had no idea whether there would even be any hotspots, never mind where they might be,” says Ballance. Her team found three distinct regions where the density of cetaceans peaked significantly, and all were on edges. The Costa Rica Dome – an area to the west of the country measuring almost 200 kilometres north to south and 560 kilometres east to west – is in a region where the border between the warm surface water and the cold deep water is close to the sea surface, trapping nutrients near the top and making it an ideal place for plankton to gather. A second hotspot of similar size, around the Galapagos Islands, is located on the equatorial front where the warm waters of the northern and cool waters of the southern hemispheres meet. The third, in the waters to the west and east of the Baja California peninsula in Mexico, is where the California current intersects with the equatorial countercurrent, and also has a high concentration of plankton.

Questions 1–4: Identifying information – True/False/Not Given

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

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 1 Callum Roberts invented the idea of biodiversity hotspots.
- 2 Worm first thought that the quantity of food would be a factor in the creation of hotspots.
- 3 There is a link between hotspots and ocean features that affect water currents.
- 4 A constant change in water temperature helps the development of plankton.

Questions 5–9: Table completion

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

Biodiversity hotspots

Location	Environment	Comments
The Costa Rica Dome	Where the warm surface water and the cold deep water meet, close to the 5	best environment for 6
Around the Galapagos Islands	The meeting point of the 7 of the northern and southern hemispheres.	X
Around the Baja California peninsula in 8	The meeting point of the California current and the equatorial countercurrent.	high plankton 9

Questions 10–13: Matching

Look at the following statements (questions 10–13) and the list of researchers below. Match each statement with the correct researcher(s), **A–D**.

- 10 Marine mammals act in a similar way to fish.
- 11 The study on hotspots is still influencing conservation work to protect the environment.
- 12 The expense of protecting some remote hotspots could lead to the extinction of certain species.
- 13 Water temperature and the presence of oxygen are key factors controlling the range and numbers of big fish.

List of researchers

- A Callum Roberts
- B Boris Worm
- C Lisa Ballance
- D None of the above

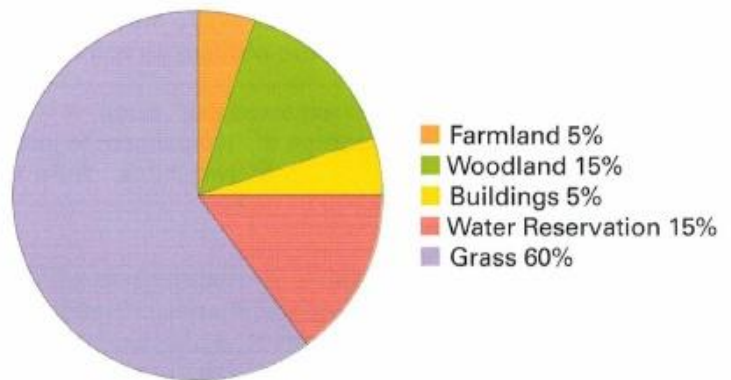
Reading discussion

- 7 Work in groups. Discuss the information in the reading passage. Does the destruction of the oceans worry you? Why/Why not? How do you think people can be made more aware of conservation of the oceans?
- 8 Compare your answers with the rest of the class.

IELTS Writing Task 1: Pie charts, proportions and the future

- 1 Decide whether the statements about the first pie chart opposite are true or false. Correct the false answers.
 - 1 The largest proportion of the land devoted to grass is 60 per cent.
 - 2 A greater proportion of the land consists of grass (60 per cent) than all the other elements together.
 - 3 A small proportion of the land (20 per cent) consists of water.
 - 4 Woodland constitutes a smaller proportion of the Ocean Park compared to farmland; 10 per cent and 15 per cent respectively.
 - 5 Buildings account for a small proportion of the land (5 per cent).
 - 6 Sixty per cent of Ocean Park consists of farmland.

Ocean Park 2011

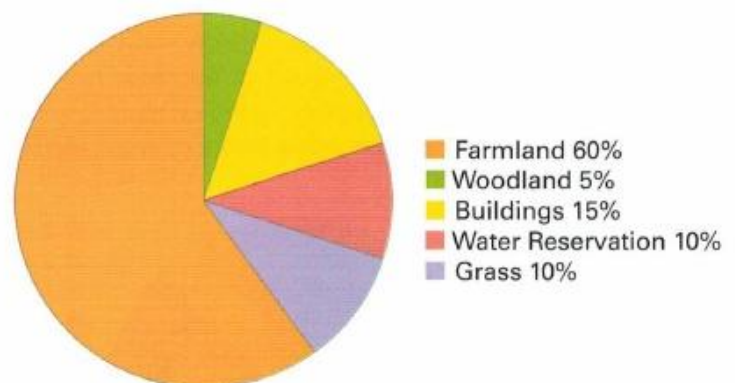


- 2 Write a sentence of your own about each part of the pie chart in exercise 1. Use the sentences in exercise 1 to help you.

Grass constitutes the largest proportion of the land (60 per cent).

- 3 Look at the pie chart for 2011 in exercise 1 again. Then look at the pie chart for 2025 below and answer the questions.

Ocean Park 2025



- 1 What proportion of Ocean Park is expected to be used for water reservation by 2025?
- 2 How much is it expected that the proportion of farmland will increase to?
- 3 Is it estimated that the proportion of built-up land will increase or decrease? To how much?
- 4 Is the woodland forecast to increase or decrease in size? To how much?
- 5 How much is the forecasted drop in the area devoted to grass expected to be? Is it a small or significant drop?
- 6 Will buildings constitute a smaller or larger proportion of parkland than in 2011?

TIP

Remember to make the introduction different from the exam instructions. Also, remember to write an overview to get a good mark. The overview can be at the beginning or end.

TIP

Always make sure you show a range of vocabulary and grammar in your answers.

- 4 Work in pairs. Make three questions of your own about the pie charts. Take turns to ask and answer the questions.
- 5 Complete the introduction and overview for the two pie charts using one word or a number for each blank space. There may be more than one answer.

The charts 1 how Ocean Park is 2 to change between 3 and 2025.

Overall, Ocean Park is expected to undergo a 4 change over the period with the most striking development being the 5 in the 6 of farmland.

- 6 Work in pairs. Write out the text below adding these phrases to improve it. Use as many of the phrases as you can and make any necessary changes.

it is expected that huge it is predicted that Similarly, it is projected that
 proportion of (60 per cent to just 10 per cent) from 15 per cent to 10 per cent
 by two-thirds from 15 per cent to 5 per cent by 2025

As regards farmland, there will be an increase in land devoted to farming. Farmland will increase from just 5 per cent in 2011 to 60 per cent. Conversely, the land devoted to grass is forecast to decrease significantly. The proportion of land covered by the water reservation will fall, while the area of built-up land will increase (from 5 per cent to 15 per cent). Moreover, the proportion of land devoted to woodland is also expected to shrink.

As regards farmland, it is expected that there will be a huge increase in land devoted to farming.

- 7 Write an answer for the task below, using the plan.

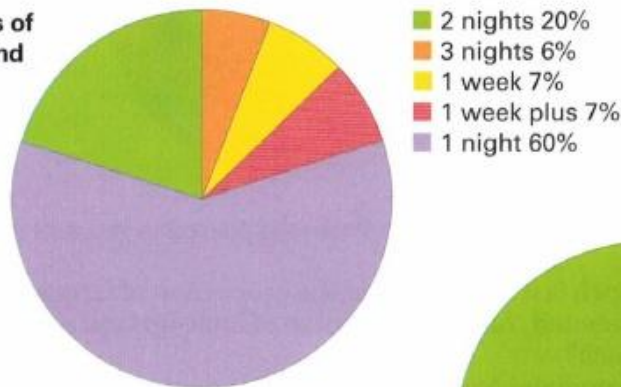
TIP

Remember to compare and contrast as you follow the plan.

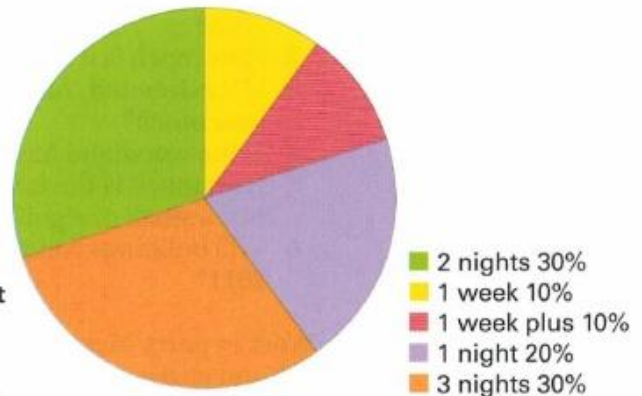
The pie charts below show the forecasts for the lengths of stay at the eco-tourist seaside resort of Kingsland now and in five years' time.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.

Current lengths of stay at Kingsland



Five-year projection for lengths of stay at Kingsland



Plan

Stages	Useful expressions
Introduction – paraphrase	... the estimated changes in ...
Overview	... projected ... stay for longer
Data – 1 night	(By contrast) ... are projected to ... from ... to ...
Data – 2 and 3 nights	... both expected to ... from ... to ...
Data – 1 week	(While) ... will increase
Data – 1 week plus	... will also be a rise to

Strategy

Put all the most important data in your answer to achieve a good score. Remember not just to list, but to compare and contrast data.

Study skills

TIP

Always keep the amount of information on the card brief.

Writing: Proportion

- 1 Make an electronic or paper revision card which summarizes how to describe proportion.

Revision card: Proportion

Synonyms:

Verbs:

Examples of sentence structures

1

2

3

Mistakes I normally make

.....

.....

- 2 Compare your revision card with other students. Update the card when you find more information.
- 3 Print out the card and put it in a folder. Ask a partner to question you about the card.

TIP

When you prepare to answer questions in IELTS Speaking Part 3, think about the organization as well as the contents of your answer. The contents may vary considerably, but the organization is fairly limited.

Speaking: Developing ideas

- 1 Work in pairs. Look at the questions. Decide which of the items 1–8 are useful to include in your answer.

Do you think water pollution is more serious than air pollution? Why/Why not?
What measures can be taken to increase awareness of water conservation?

- 1 reasons
- 2 examples
- 3 results/conclusions
- 4 complex sentences
- 5 contrast
- 6 personal details
- 7 abstract details
- 8 other

- 2 Give at least two examples of language you can use for the items 1–5 in exercise 1.

.....

.....

TIP

Before you practise Speaking Part 3 in future, make a very quick note of at least three of the items in exercise 1.

Listening



IELTS Listening Section 1
Pre-listening

- 1 Work in groups. Look at the picture of someone conducting a survey. What do you think she is asking questions about?
- 2 Discuss at least two of these statements.
 - 1 Cash is used more than cards nowadays.
 - 2 Younger people prefer paying for items electronically.
 - 3 It is better to have only one currency worldwide.
 - 4 Buying goods online is popular among all ages.
 - 5 People use only credit cards when they travel abroad.
- 3 Skim questions 1–10 below and describe the topic of the listening section. Give reasons and examples.

Listening

- 4 2.5 Follow the instructions and answer questions 1–10.

Questions 1–10: Completing a form

Complete the form below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Travel questionnaire	
Example	Answer
On behalf of	0 <u>Finance</u> Survey
Trips abroad	
Last three months:	1 times
Places:	Africa/America/Asia/Australia/ <u>Europe</u>
Currency bought	
First trip:	300 euros
Second trip:	2 euros
Travel abroad	
between four and	3 a year
Work :	No/ <u>Yes</u>
Leisure:	No/ <u>Yes</u>
Currencies held	
Euros:	1–50
Dollars:	at least 4
Others:	not 5
Cash and cards	
Cash to pay for:	taxis, newspapers and 6
Cards to pay for:	7 and
Promotional literature	It's 8
Contact details	
Doesn't want to give out:	9
Mobile telephone:	10


Speaking 1

IELTS Speaking Part 1

1 Work in pairs. Make questions about your home country using the words in 1–5.

- 1 like/travel/overseas
- 2 countries/popular/young
- 3 often/trips/abroad
- 4 people/pay/electronically/now/past
- 5 cash/popular/credit cards

1 Do people in your home country like travelling overseas?

2  2.6 Listen to students asking and answering the questions in exercise 1. Circle the part of the sentence where the candidate makes the mistake in the answers below.

- 1 It depends on age.
- 2 I think they probably mainly go to Australia.
- 3 At least three times a year.
- 4 I'm sure they do.
- 5 The latter are more popular among young than older people.

3 Work with a different partner. Take turns to ask each other the questions in exercise 1. Ask additional questions using these words and phrases.

Why/Why not ...? Where ...? How ...? When ...? Can you give me ...?

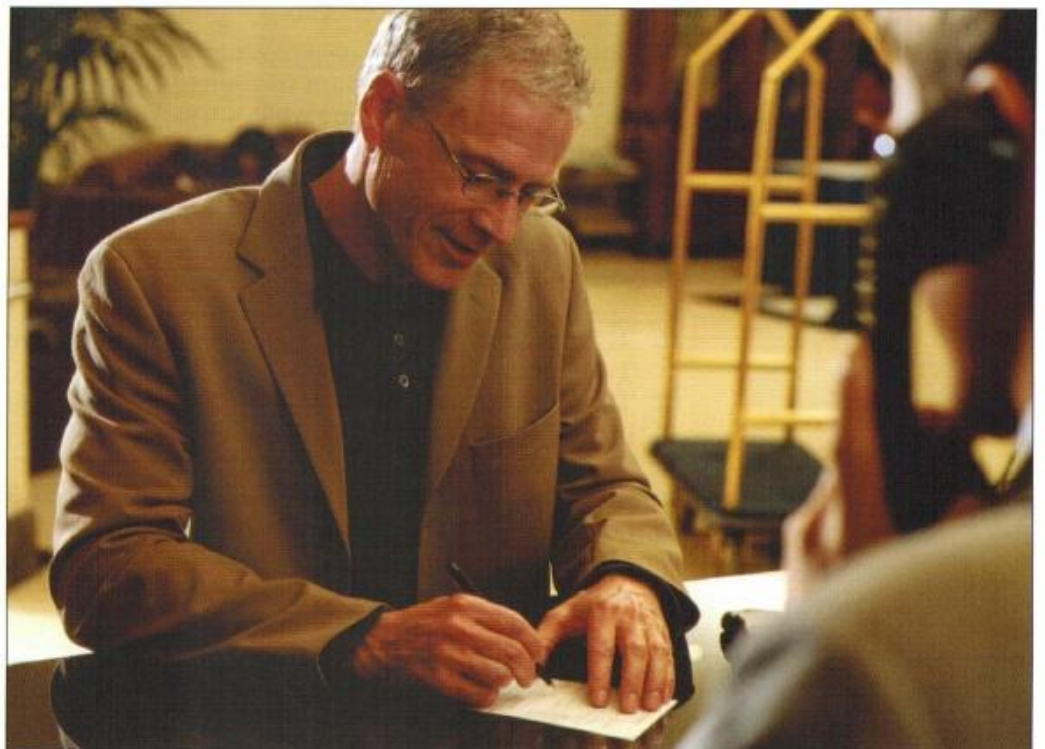
4 Give each other feedback about one mistake that you noticed.

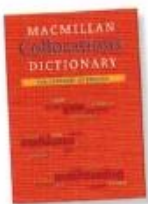
Vocabulary 1

Words and phrases related to pay

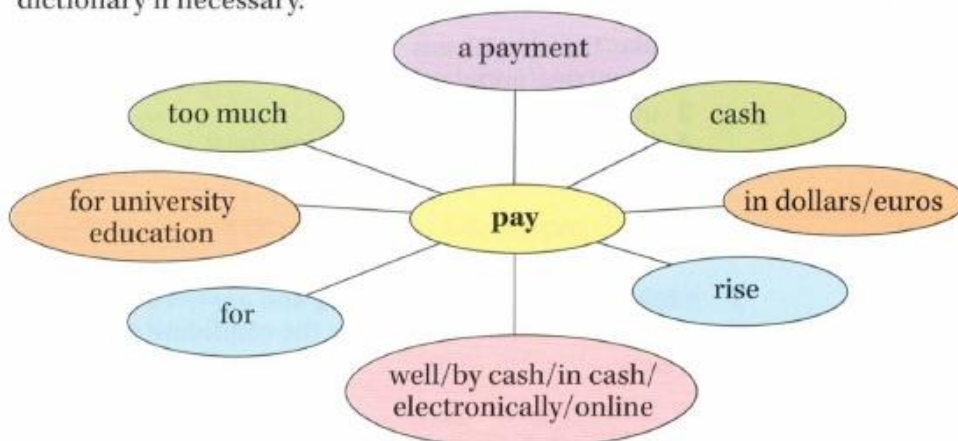
1 Look at the sentences. Match the statements 1 and 2 to the explanations of the use of *pay* and *pay for*, a and b.

- 1 I use credit cards to pay for hotels, if they are not paid for in advance, and meals.
- 2 I use credit cards to pay hotel bills, if they are not paid in advance, and meals.
- a You use it when you talk about a service.
- b You use it when you talk about an item.





2 Look at the diagram for the word *pay* and answer the questions 1–9. Use a dictionary if necessary.



- 1 What noun can you make from the verb *pay*?
- 2 Do you put *pay* before or after the word *rise*? Which verb goes with this phrase: *receive* or *make*?
- 3 What prepositions follow the word *pay*?
- 4 What adverbs can you use with *pay*? Give a sentence as an example.
- 5 Do you *pay for* a service like university education or just *pay university education*?
- 6 Do you *pay bills* or *pay for bills*?
- 7 Do you *pay cash* or *pay for cash*?
- 8 Which phrase in the diagram relates to currency?
- 9 Which phrase in the diagram relates to amount?

3 Complete the sentences using these phrases.

pay for goods such as newspapers improve pay and conditions
 cash payments will disappear pay too much for entertainment
 By cash safe generally to pay for goods online
 will pay for everything electronically students pay university fees
 job that pays well pay for small items

- 0 How do people *pay for goods such as newspapers*? *By cash* or credit card?
- 1 'Is a good salary important to young people?' 'It depends. Some want a and some want job satisfaction.'
- 2 'Should?' 'Not at all. University education should be free.'
- 3 'When do people generally use cash?' 'When they
- 4 'Is it?' 'Most of the time it's safe on the Internet, but people need to be careful.'
- 5 'Do you think in the future?' 'Yes, soon people There will be no cash.'
- 6 'Is it possible to for all workers to make working life better?' 'I don't see why not.'
- 7 'Do you think people compared to the past?' 'Yes, but there is more entertainment available nowadays.'

4 Work in groups and answer the questions in exercise 3. Develop the answers in your own way, giving examples and reasons.

O By cash, generally. But this is changing, because now it is possible to pay for small items electronically by card and by mobile phone.

IELTS Speaking Part 2

- 1 Tick the adjectives that describe how you feel about the jobs below. Compare your answers with other students. Give reasons and examples.

	exciting	interesting	thrilling	boring	other
1 teaching					
2 banking					
3 being a pilot					
4 being a computer engineer					
5 working in the business world					

- 2 Match the reasons a–e to the jobs in exercise 1.

- a because being ... would pay very well
- b because being ... would give me a chance to travel
- c because ... would give me a lot of job satisfaction
- d because I'd be able to travel a lot
- e because meeting different people would be very interesting

- 3 Make notes for the Task Card below. Then take turns to talk about the card, using the reasons in exercise 2 where possible.

Part 2

Describe a job or career that you would like to have.

You should say:

- what the job or career is
 - where you would like to work
 - what type of work is involved in the job
- and explain why you would like to have the job or career.

- 4 Give each other feedback about the reasons you gave. Could you improve the reasons?

Language focus

Complex sentences: Concession

- 1 Look at this statement. Does the speaker think that promotional literature is OK? Does he/she agree to receive it?

Although I don't think there's anything wrong with promotional literature, I try to keep receiving things to a minimum.

- 2 Look at this statement. How is it different from the statement in exercise 1? Use the Grammar on page 155 to help you.

I don't think there's anything wrong with promotional literature, but I try to keep receiving things to a minimum.



- 3 You can also use *while/whilst/nevertheless/though* instead of *although/but*. Which words can replace *but* and which *although*? Do you need to change the punctuation?
- 4 Some of the clauses in *italics* below are in the wrong place. Write out the sentences putting the clauses in the right place.
- 0 Although credit cards are becoming more common, *but there is still poverty everywhere. older people still use them less than young people.*
 - 1 Even though the workforce in my country is better educated than in the past, *the economy is not performing well.*
 - 2 While mathematics is taught at school, *older people still use them less than young people.*
 - 3 Whereas energy costs are rising year by year, *pay rises are not increasing at the same pace.*
 - 4 My home city is certainly richer than ever before, *it doesn't mean that people are good at managing their finances.*
 - 5 Cash is still used by many people to make small and large payments. *Nevertheless, there is still a shortage of skilled workers.*
 - 6 More and more young people are now taking vocational qualifications. *Though, this situation is likely to change in the near future.*
 - 7 People in some countries are generally richer. *They are still not happier than previous generations.*
- 5 Rewrite the sentences in exercise 4 using these words.

- | | |
|----------------|------------|
| 0 but | 4 although |
| 1 nevertheless | 5 while |
| 2 but/still | 6 whereas |
| 3 nevertheless | 7 may/but |

0 Credit cards are becoming more common, but older people still use them less than young people.

- 6 Make questions using the first part of each sentence in exercise 4. Ask your questions to at least one other student. Develop your answers in your own way.

'Do you think credit cards are becoming more common?'
'Yes, but older people still use them less than young people.'

Writing 1

IELTS Writing Task 2

- 1 Work in groups. Look at this Task 2 question and decide which of the statements 1–5 are true.

Teaching financial education at secondary school is the best way to help children understand the increasingly complex financial world we live in.

To what extent do you agree or disagree?

What other measures do you think might be effective?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

- 1 The task asks you to write about one solution.
- 2 The task asks you to write about the solution in the rubric and other solutions.
- 3 You can ignore the solution mentioned and write about other solutions.
- 4 The task asks you to state your opinion.
- 5 The question asks you to give the causes of the problem.



2 Here are some other ways to help children understand finance. Apart from 1, what are the two best ideas? Explain why.

- 1 teaching finance in schools
- 2 encouraging parents to teach their children about money
- 3 having competitions between schools
- 4 starting money clubs in secondary schools
- 5 introducing business clubs
- 6 encouraging parents to become involved in the clubs
- 7 savings incentives for children and families

3 Write an introduction for the essay task in exercise 1, using these notes. Add your own words.

*modern world/complex/people generally/from financial point of view/
teaching finance/school/important/other equally important measures*

4 Label the paragraph with these words. Draw arrows to the correct part of the text.

topic sentence example (x2) concession result reason

topic sentence

Teaching finance in schools is undeniably important because people need to make more financial decisions in their lives than in the past. For example, if children are taught how to manage money from an early age, it will help them in later life. While children may not have a lot of money, even pocket money, they can still create virtual scenarios where imaginary money is used. They can, for instance, set up scenarios on the computer to manage household finances or create imaginary shops. As a result, they will be better prepared for the real world.

- 5 Choose the best alternative **a** or **b** to develop the next paragraph.

Paragraph 2

Topic sentence: Another possible measure is to create finance or money clubs in every school. 1 2 3 4

- 1a Although these clubs are part of the school, they can be run by the students themselves.
- 1b These clubs are part of the school, they can be run by the students themselves.
- 2a Students can organize the activities they want to do. The best way to learn is to be involved in something.
- 2b For example, students can organize the activities they want to do, because the best way to learn is to be involved in something.
- 3a Moreover, they can hold competitions. They can set up pretend companies.
- 3b Moreover, they can hold competitions with other schools and even set up pretend companies with business plans, etc.
- 4a This is useful because it helps prepare students for the real world.
- 4b It can help prepare students for the real world.

- 6 Now write your own paragraph about parents teaching their children about money. Use these phrases to help you.

Although teaching financial education in schools and running money clubs are important, ...
Parents can also help ... because children may receive money from their parents.
So ...
For example, if children receive pocket money/If children are given too much money ...

Speaking 3

IELTS Speaking Part 3: Complex sentences

- 1 Work in pairs. Underline the part of the answer where the candidate agrees with the examiner. Circle the part where the candidate adds something new.

Examiner:

Do you think money plays a significant role in our lives?

Candidate:

Yes, for some people it does. But, although it is of great importance, there are other things like happiness and job satisfaction which are equally important.

- 2 Answer the examiner's question. Use these notes to help you.

Examiner:

Do you think skills and education make the world go round more than money? Or is money more important?

skills and education important → but → money vital
Or:
money important → but → skills and education vital

- 3 Take turns to ask and answer the questions below. Give each other feedback about the complex sentences you use.
- 1 Some people think money is the root of all evil. Do you agree?
 - 2 What are the advantages of teaching finance at school?
 - 3 Do you think street surveys are a good way to find out about people's opinions?

Vocabulary 2



Writing 2

Opinion

- 1 Look at these statements from Speaking 3. The phrase *I think* has been added. Do the statements work better because they contain *I think*? Why/Why not?

Yes, ***I think*** for some people it does.

... ***I think*** there are other things like happiness and job satisfaction which are equally important.

- 2 Work in pairs. Decide which two statements are NOT opinions and explain why.
 - 1 Education is an invaluable tool in the fight against poverty.
 - 2 In my opinion, basic literacy and numeracy play a key role in improving living standards.
 - 3 There are poor people even in the richest countries of the world.
 - 4 Setting up a business could be a very effective way of learning about people and the world.
 - 5 Personally, I feel that the wealth of the richest countries should be shared with the poorest.
 - 6 It seems to me that giving aid is only a temporary solution to a problem.
 - 7 There are many currencies in the world.
- 3 Underline the words that indicate opinion in exercise 2. What other expressions to give opinion do you know?
- 4 Work in groups. Discuss one or more of the statements in exercise 2, giving your opinion.

IELTS Writing Task 2

- 1 Work by yourself. Look at the Writing Task 2 below and follow these steps.
 - 1 Decide whether you agree or disagree with the statement in the task.
 - 2 Alternatively, decide whether you agree that the measure in the statement is important, but it is not the best.
 - 3 List two or three other measures.
 - 4 Make a list of synonyms for the word *measures*: *solutions*, ...
 - 5 Write three topic sentences for your main paragraphs. See Writing 1, exercises 4 and 5 on pages 107 and 108.
 - 6 Write your introduction, paraphrasing the essay question.

Some people think that the best way to solve the problem of poverty in many countries is to set up businesses and improve trade links with rich countries.

To what extent do you agree or disagree?

What other measures do you think might be effective?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

- 2 Write at least 150 words about the task question in exercise 1.
- 3 Work in pairs. Take turns to explain your opinion about the writing task in exercise 1. Ask each other questions.

Why do you think so? Can you explain a little more? Can you give me another example/reason/result?
- 4 After your discussion, check your answer in exercise 2 again. Make any changes or corrections.

Pre-reading

- 1 Work in groups. Make a list of the types of numbers you use each day (eg, telephone numbers) and explain what you use them for.
- 2 Scan the reading passage and answer these questions.
 - 1 Which number is the passage about?
 - 2 Who developed the first counting system?
 - 3 What does '0' mean in the number 1025?
 - 4 Who did Egyptians pass on knowledge of maths to?
 - 5 What do 'sunya' and 'kha' mean?
 - 6 When did 'zero' reach Europe?

Reading

- 3 Follow the instructions and answer questions 1–13.

The story of zero

The Sumerians in Mesopotamia were the first to develop a counting system to keep an account of their goods – cattle, horses, and donkeys, for example. The Sumerian system was to do with position; that is, the placing of a particular symbol in a particular place showed its value. The Sumerian system was handed down to the Akkadians around 2500 BC and then to the Babylonians in 2000 BC. It was the Babylonians who first thought of a mark to signify that a number was absent from a column; just as 0 in 1025 signifies that there are no hundreds in that number. Although zero's Babylonian ancestor was a good start, it would still be centuries before the symbol of zero as we know it appeared.

The renowned mathematicians among the Ancient Greeks, who learned the basics of their math from the Egyptians, did not have a name for zero, nor did their system have a placeholder as did the Babylonian one. They may have pondered it, but

there is no definite evidence to say the symbol even existed in their language. It was the Indians who began to understand zero both as a symbol and as an idea.

Brahmagupta, around 650 AD, was the first to formalize arithmetic operations using zero. He used dots underneath numbers to indicate a zero. These dots were alternately referred to as 'sunya', which means *empty*, or 'kha', which means *place*. Brahmagupta wrote standard rules for reaching zero through addition and subtraction as well as the results of operations with zero. The only error in his rules was division by zero, which would have to wait for Isaac Newton and G.W. Leibniz.

But it would still be a few centuries before zero reached Europe. First, the great Arabian voyagers would bring the texts of Brahmagupta and his colleagues back from India along with spices and other exotic items. Zero had reached Baghdad by 773 AD and



The Mesopotamian city-state of Sumer hosted the first appearance of the concept of zero as a placeholder in recording numbers.

Glossary

renowned – famous and admired for a special skill or achievement
formalize – to make something official
dots – very small spots of ink or colour
equations – in maths, a statement that two sets of numbers, letters or symbols are equal
assets and liabilities – possessions and debts

would be developed in the Middle East by Arabian mathematicians who would base their numbers on the Indian system. In the ninth century, Mohammed ibn-Musa al-Khwarizmi was the first to work on equations that equaled zero, or algebra as it has come to be known. He also developed quick methods for multiplying and dividing numbers known as algorithms (a corruption of his name). Al-Khwarizmi called zero 'sifr', from which our *cipher* comes. By 879 AD, zero was written almost as we now know it, an oval – but in this case smaller than the other numbers. And thanks to the conquest of Spain by the Moors, zero finally reached Europe; by the middle of the twelfth century, translations of Al-Khwarizmi's work had arrived in England.

The Italian mathematician, Fibonacci, built on Al-Khwarizmi's work with algorithms in his book *Liber Abaci*, or "Abacus book," in 1202. Until that time, the abacus had been the most common tool to perform arithmetic operations. Fibonacci's developments were quickly noticed by Italian merchants and German bankers, especially the use of zero. Accountants knew their books were balanced when the positive and negative amounts of their assets and liabilities equaled zero. But governments were still suspicious of Arabic numerals because of the ease with which it was possible to change one symbol into another. Though forbidden, merchants continued to use zero in secret messages, thus the origin of the word *cipher*, meaning code, from the Arabic *sifr*.

Questions 1–5: Completing a summary

Complete the summary using the list of words, A–I, below.

The early history of zero

The purpose of the Sumerian counting system was to record their **1**
It was, however, the Babylonians who first used a **2** to show that
a number was not present in a column. It then took a **3** before
the arrival of the modern symbol of zero. Unlike the Babylonians, Ancient Greek
mathematicians did not use a **4** in their counting system. It is
possible that they considered using a placeholder, but no **5** exists.

A sign	B belongings	C possessions
D hundreds of years	E prove	F proof
G considerable time	H idea	I placeholder

Questions 6–9: Identifying writer's claims – Yes/No/Not Given

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

YES	if the statement agrees with 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

- The Indians were the first to understand both the concept of zero and the symbol itself.
- Brahmagupta used a symbol very similar to the modern zero.
- All of Brahmagupta's rules about achieving zero were correct.
- The history of the origins of zero needs to be re-examined.

Questions 10–13: Matching sentence endings

Complete each sentence with the correct ending, A–G, below.

- Knowledge of zero was first spread by
- The knowledge from India about zero was advanced by
- Algebra was invented by
- Fibonacci's work was noticed by

- A** Mohammed ibn-Musa al-Khowarizmi
- B** Arabian mathematicians
- C** Indians
- D** his colleagues
- E** Arabian travellers
- F** governments
- G** Italian merchants and German bankers

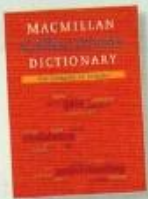
Reading discussion

- Work in groups. Discuss how important numbers are in our lives. Think about whether it is easy to function today without numbers, and the importance of money and financial systems in our lives.
- Compare your ideas with the rest of the class.

Study skills

TIP

When you study you need to know as much about common words as possible. It is better than learning words you will probably never see again. You can focus on a word like *pay* and make a summary of the word.



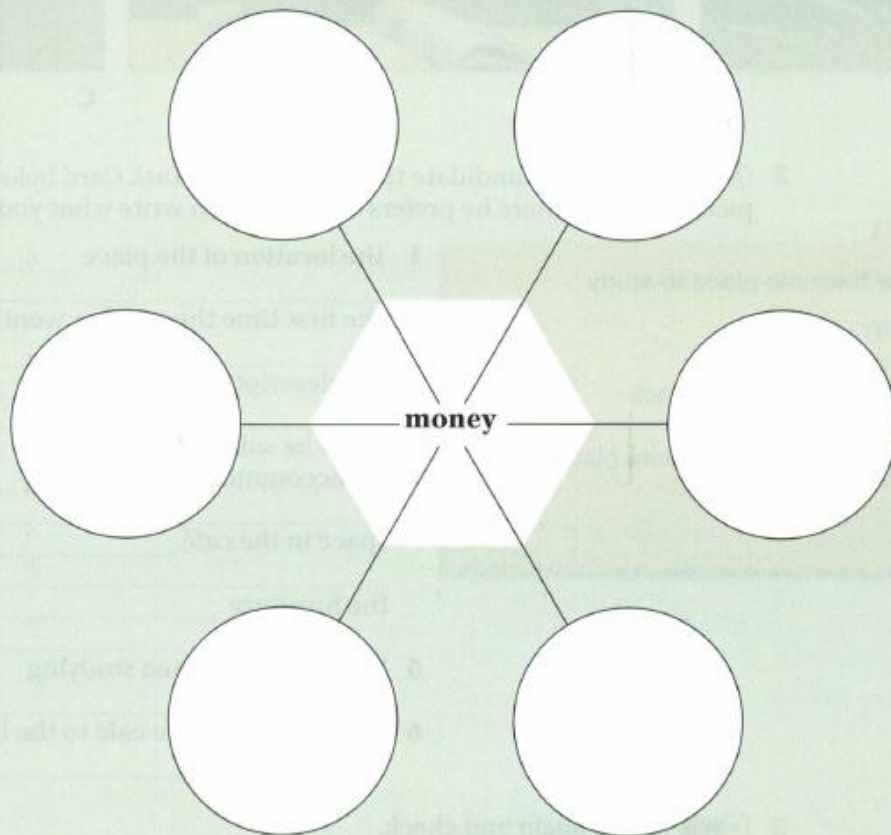
Vocabulary: Word association

1 You can build a picture by thinking of words that you associate with a word. Write down words that you associate with these words.

- 1 spend:
- 2 money:
- 3 finance:

2 You can make a summary of a word. Use the diagram to make a summary of the word *money*. Use a dictionary and add this information to the diagram.

common verbs you use before the word *money*
two common adjectives two idioms two meanings of money, eg, *cash*
a noun you can put after the word *money*
a verb that you use after the word *money*



TIP

There are similarities in the structure and the skills required for IELTS Speaking Part 3 and Writing Task 2. In both, you need to be able to use English fluently, and compare and juggle ideas in a flexible way. When you write, for example, a complex sentence using *although*, always think of at least two other ways of writing it.

Speaking and writing: Rewriting sentences

1 How many ways can you rewrite the sentence below?

Although money is an essential part of our lives nowadays, job satisfaction and happiness are also very important.

10 Nature and science

Speaking 1

IELTS Speaking Part 2

1 Work in pairs and describe the pictures.



A



B



C

2 2.7 Listen to a candidate talking about the Task Card below. Decide which picture shows where he prefers to study. Then write what you remember about 1–6.

Part 2

Describe your favourite place to study.

You should say:

- where the place is
- when you first went to the place
- what the place is like
- and explain why it is your favourite place.

- 1 The location of the place
- 2 The first time the speaker went there
- 3 The description of the place
- 4 What he said about:
his accommodation
- space in the café
- the furniture
- 5 What he does when studying
- 6 Why he prefers the café to the library

3 2.7 Listen again and check.

4 Choose one of the following Task Cards. Write brief notes and practise talking about the card with a partner. Give feedback about the reasons your partner used.

A

Part 2

Describe your favourite place when you were a child.

You should say:

- where the place is
- when you first went to the place
- what the place was like
- and explain why it was your favourite place.

B

Part 2

Describe a place you'd like to visit.

You should say:

- what the place is like
- where the place is
- when you would like to go there
- and explain why you would like to go there.

Countable and uncountable nouns

- 1 Look at these extracts from Speaking 1. Which underlined nouns are countable and which are uncountable?
- 1 I really enjoy spending time there.
 - 2 And there is plenty of space in the café ... I can usually even find a space at one of the tables ...
 - 3 I spend a lot of time in science laboratories doing research ...
- 2 Decide whether the following words are countable (C), uncountable (U) or both (B). Use the Grammar on page 155 to help you.
- | | | |
|-------------------|--------------------|-------------------|
| 1 work | 5 crime | 9 advice |
| 2 research | 6 nature | 10 business |
| 3 space | 7 rubbish | 11 time |
| 4 knowledge | 8 technology | 12 medicine |
- 3 Work in pairs. Match these uncountable nouns to the lists of words 1–10.

luggage	knowledge	money	music	accommodation	furniture	technology
			fruit	nature	litter	

- | | | | |
|---------|-----------------------------|----------|-----------------------------------|
| 1 | : apartments, flats, houses | 6 | : facts, data, details |
| 2 | : apples, oranges | 7 | : computers, laptops, GPS systems |
| 3 | : hills, trees, birds | 8 | : papers, plastic bottles |
| 4 | : tables, chairs | 9 | : coins, notes |
| 5 | : suitcases, bags | 10 | : jazz, pop, blues |
- 4 Replace the underlined words below with a suitable word or words from exercise 3. Change the form of the verb.
- 0 New apartments and houses are being built and this is transforming the land.
New accommodation is being built and this is transforming the land.
 - 1 Modern accommodation needs to be in harmony with nature.
 - 2 In modern cities, trees flowers and especially wild animals are often absent.
There's usually lots of concrete.
 - 3 Apples, oranges and bananas are widely available in the town markets.
 - 4 Computers and laptops are undergoing rapid change.
 - 5 Scientific facts have to be learnt by heart.
 - 6 Papers and plastic bottles thrown out of cars make the countryside ugly.
 - 7 Tables and chairs make it easy for people to have picnics in the countryside and enjoy nature.
- 5 Remove any indefinite articles in brackets that are not necessary in 1–6.
- 1 In the modern world, we are surrounded by (a) noise from machines and (a) technology that is unnatural. It is (a) major problem.
 - 2 (A) research into different aspects of (a) medicine is useful for (a) humanity.
 - 3 (A) space in any city is (a) valuable asset, so spaces for parking vehicles are expensive.
 - 4 He bought (a) furniture for the garden.
 - 5 What I am studying combines (a) scientific knowledge and (a) lot of facts.
 - 6 I don't like seeing (a) litter on the streets or in (a) park.
- 6 Work in pairs. Choose one of these topics for your partner to talk about for one minute.

accommodation	music	technology	travel	space
---------------	-------	------------	--------	-------

Noun phrases: Nature and natural

1 Work in pairs. Decide which word can be used to make a noun phrase. Use a dictionary if necessary.



- | | |
|-------------------------------------|----------------------------------|
| 0 <i>nature/natural</i> reserve | 5 <i>nature/natural</i> trail |
| 1 <i>nature/natural</i> resources | 6 <i>nature/natural</i> state |
| 2 <i>nature/natural</i> ingredients | 7 <i>nature/natural</i> products |
| 3 <i>nature/natural</i> habitat | 8 <i>nature/natural</i> ability |
| 4 <i>nature/natural</i> study | |

2 Complete the questions with suitable noun phrases.

- 1 Do you prefer to see animals in their or in zoos?
- 2 Do you think such as oil will run out in your lifetime?
- 3 Do you check food packets to see if there are in the food?
- 4 Did you ever do a when you were at school?
- 5 Do you think being good at mathematics is a ?
- 6 Have you ever visited a with wild animals running around?

3 Take turns to ask and answer the questions in exercise 2. Explain your answers where possible.

IELTS Listening Section 4

Pre-listening


1 Work in groups. Discuss how you think modern science helps nature.

Science can help protect wild animals that are in danger of extinction. It can find ways to help them reproduce.

2 Look the diagram for questions 4–7 opposite. Decide whether the statements 1–5 are true, false or if the information is not given.

- 1 The horizontal lines represent levels.
- 2 The diagram is a front view of a building.
- 3 The answers at 5 and 6 are something to do with farm produce.
- 4 The answer at 7 probably relates to something technical.
- 5 The front of the building slopes and faces south to catch the sun.

Listening

3  2.8 Follow the instructions and answer questions 1–10.

Questions 1–3: Multiple choice

Choose the correct letter, A, B or C.

- The presentation is about
 - the negative impact of science on nature.
 - how science helps nature.
 - what nature teaches science.
- The presentation will last
 - 30 minutes with 10 minutes for questions.
 - 20 minutes with 10 minutes for questions.
 - 25 minutes with 5 minutes for questions.
- The amount of new land needed to feed the world in the future will be
 - just smaller than the area of Brazil.
 - the size of the country of Brazil.
 - larger than the area of Brazil.

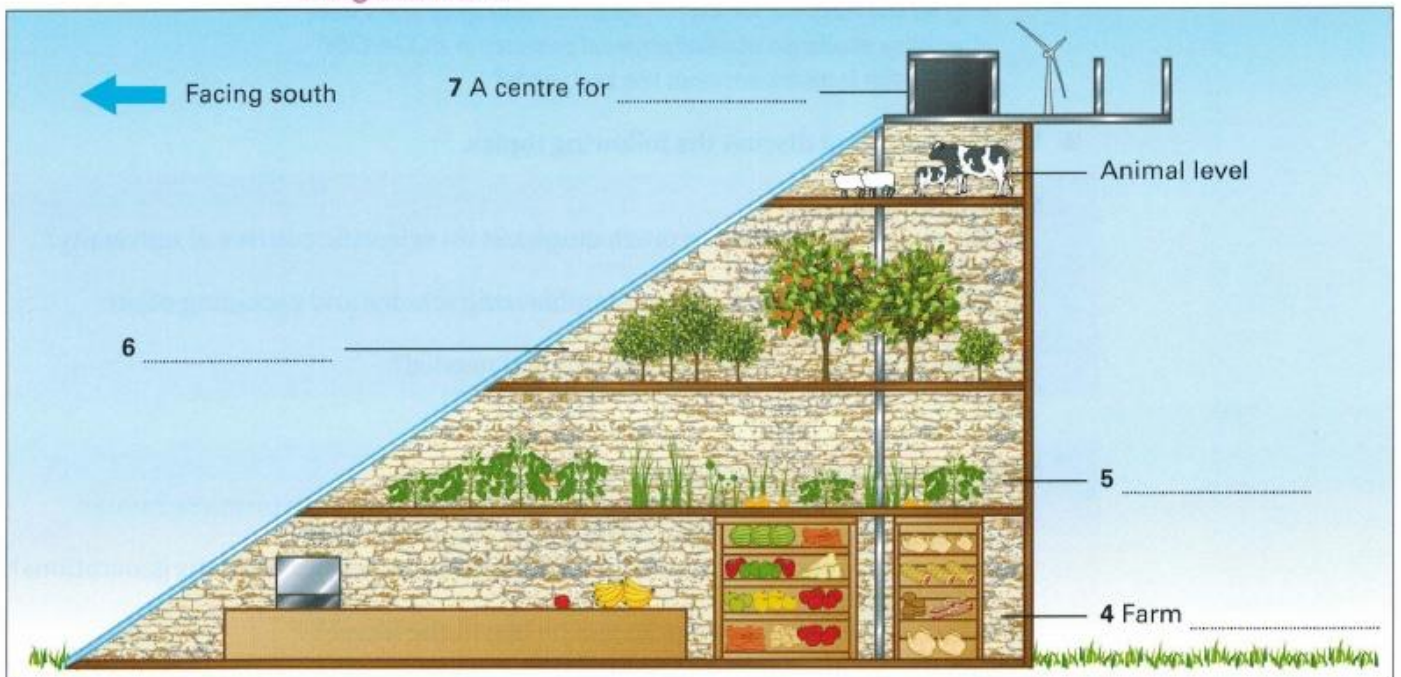
Questions 4–7: Labelling a diagram

Label the diagram. Write **NO MORE THAN TWO WORDS** for each answer.

Strategy

Study the diagram and find the starting point of the description. Think of the type of words that are missing and possible answers. To do this, use the title and the other words in the diagram.

Diagonal farm



Questions 8–10: Matching

What time period do the following developments in tracking animals relate to? Write the correct letters, A, B or C, next to questions 8–10.

- | |
|----------------------|
| A the present |
| B the near future |
| C the distant future |

- | |
|--|
| 8 the use of unmanned aircraft |
| 9 the development of cameras that float in the air |
| 10 using satellite tracking to monitor animals |

IELTS Speaking Part 3

- 1 Look at the table. What does it show? Which year(s) does the table represent?

Student enrolment on higher education courses in the United Kingdom (thousands)

	2004/05	2005/06	Percentage change 2004/05 to 2005/06
Undergraduate			
Medicine & dentistry	38.4	41.0	7%
Biological sciences	100.0	104.6	5%
Agriculture & related subjects	9.7	10.0	4%
Physical sciences	48.0	49.8	4%
Mathematical sciences	20.1	20.8	3%
Computer science	73.5	65.5	-11%
Engineering & technology	75.7	75.9	0%
Total Science	539.2	550.4	2%

TIP

Tables can contain trends, just like graphs and charts. Look for trends and striking features and any patterns that can help you organize your answer.

- 2 Work in pairs. Make 5 questions about the table. Take turns to ask and answer your questions.

*How many undergraduate students studied science in total?
 Why do the numbers for each subject not add up to the total?
 How many students studied physical sciences in 2004/05?
 What is the increase between the two years?*

- 3 Work in pairs and discuss the following topics.

Science education

- 1 Do you think there is too much emphasis on scientific courses at university? Why/Why not?
- 2 What are the dangers of over-emphasizing science and excluding other subjects at university?
- 3 Is society able to cope with the changes needed?

Nature and human development

- 1 Do you think it is more important to protect nature or to promote human developments such as new technology? Why/Why not?
- 2 Do young people care more about the environment than previous generations? Why/Why not?
- 3 What do you think the planet will be like in the future?

- 4 When you have finished, share your ideas with the whole class.

Writing 1

IELTS Writing Task 1

- 1 Work in pairs. Write at least 150 words describing the table in Speaking 2. Use this plan.
 - 1 Write an introduction.
 - 2 Write an overview – describe trends.
 - 3 Include data about a selection of the subjects – give numbers and percentages.
 - 4 Compare and contrast the subjects.
 - 5 Compare and contrast the years.
 - 6 Check your answer for mistakes.
 - 7 Compare your answer with another pair of students.

Reading

Pre-reading

- 1 Work in pairs. Find the words 1–10 in the reading passage on pages 120–121. Then try and work out the meaning from the context. Look at the words around the word itself.

Strategy

When you are working out the meaning of a word you do not know, first check if you know any parts of the word like roots, prefixes or suffixes. Then, look at the other words around the word itself, as the context can help you. Check if synonyms of the words are used in the text. Also think if the word is positive, negative or neutral.

- 1 synthetic
- 2 algae
- 3 devised
- 4 convert
- 5 capture
- 6 emissions
- 7 prototypes
- 8 launching
- 9 unpredictable
- 10 sweltering

- 2 Match the definitions a–j to the words in exercise 1.

- a early examples
- b a vegetable material from the sea
- c to do with releasing material
- d difficult to forecast
- e very hot
- f to do with being artificial
- g connected with change
- h to do with planning
- i to collect
- j to do with sending a rocket into space

Reading

3 Follow the instructions and answer questions 1–13.

Questions 1–6: Matching headings

The reading passage has six sections, A–F. Choose the correct heading for each section from the list of headings below.

List of Headings

- i A clever use of mirrors
- ii How materials painted on buildings can prevent absorption of the sun's rays
- iii The benefits of low energy and cost efficiency
- iv The cost of running the artificial trees
- v Untested solutions to reduce carbon levels
- vi An attempt to gain support for the research
- vii A view of the future
- viii The most effective technique for reducing carbon in the atmosphere

- | | |
|-------------------|-------------------|
| 1 Section A | 4 Section D |
| 2 Section B | 5 Section E |
| 3 Section C | 6 Section F |

Synthetic trees and algae can counter climate change, say engineers

Artificial trees would collect CO₂ through their 'leaves' and convert it into a form that could be stored.

A Giant fly-swat shaped "synthetic trees" line the road into the office, where blooms of algae grow in tubes up the walls and the roof reflects heat back into the sky – all reducing the effects of global warming.

All this could be a familiar sight within the next two decades, under proposals devised by the Institution of Mechanical Engineers to alter the world's climate with new technology.

B It says that the most promising solution is offered by artificial trees, devices that collect CO₂ through their "leaves" and convert it to a form that can easily be collected and stored. Tim Fox, head of environment and climate change at the institution, said that the devices were thousands of times more effective at removing carbon from the atmosphere than real trees.

In the first report on such geo-engineering by practising engineers, the institution calculates that 100,000

artificial trees – which could fit into 600ha (1,500 acres) – would be enough to capture all emissions from Britain's homes, transport and light industry. It says that five million would do the same for the whole world.

C Dr Fox said that prototypes had been shown to work using a technology, developed by Klaus Lackner of Columbia University in New York, that isolated CO₂ using low levels of energy. "The technology is no more complex than what is used in cars or air-conditioning units," he said.

Professor Lackner estimates that in production the units would cost \$20,000 (£12,000) each, while the emissions associated with building and running each unit would be less than 5 per cent of the CO₂ it captures over its lifetime.

D The report recommends that algae is grown in plastic tubes down the side of

buildings, where it would take in CO₂ from the air. The algae could even be used as fuel in photo-bioreactors, providing energy to generators while using the CO₂ emitted to grow more algae. This technology has yet to be tried as a working system, however.

More elaborate solutions, such as launching giant mirrors into space to reflect the sun's rays, are ruled out by the report, which says they are too expensive, unpredictable and could have dangerous side-effects on weather systems such as rainfall.

E However, the institution does recommend more limited use of reflective surfaces on buildings. Although this would not reduce global warming overall, it would cool sweltering cities and reduce energy used in air-conditioners by between 10 and 60 per cent, the report says. At its simplest, this could involve simply painting walls and roofs white.

But smart materials could reflect infra-red light – which makes up about half of solar radiation – without dazzling people.

F Dr Fox emphasised that geo-engineering should not be a substitute for cutting emissions. But the institution is lobbying the Government to drop its opposition to supporting research into such technology and contribute between £10 million and £20 million to research. “We are urging government not to regard geo-engineering as a plan B but as a fully integrated part of efforts against climate change,” Dr Fox said. A spokesman for the Department of Energy and Climate Change said: “Our primary aim must be to deliver a global deal which cuts global emissions. It’s clear that geo-engineering technologies are undeveloped and untested and at present remain a long way from being practical solutions to an urgent problem.”

Questions 7–10: Identifying claims – Yes/No/Not Given

Do the following statements agree with the claims of the writer in the reading passage? Write

YES	if the statement agrees with the claims of the writer
NO	if the statement contradicts the claims of the writer
NOT GIVEN	if it impossible to say what the writer thinks about this

- 7 It is possible that artificial trees will be common in the coming years.
- 8 The Institution of Mechanical Engineers aims to change the climate of the earth through the use of technology.
- 9 Synthetic trees will prevent climate change reaching unacceptable levels.
- 10 Professor Lackner says the use of artificial trees would not be cost-effective.

Questions 11–13: Choosing items from a list

Choose **THREE** letters, **A–F**. Below are listed facts about future solutions to carbon emissions. Which **THREE** of these facts are reported by the writer of the text?

NB your answers may be given in any order.

- A** Special materials on outside walls could reflect half of the radiation from the sun.
- B** Space mirrors could affect weather patterns on the planet.
- C** Space mirrors are cost-effective.
- D** Algae could be used as a source of energy.
- E** Increasing the use of wave technology needs more research.
- F** The use of white paint on exterior walls has little effect.

Word and phrase building: Advantage and disadvantage

1 Complete this table. Use a dictionary if necessary.

Noun	Adjective	Verb	Phrases
benefit	beneficial	benefit	be of great benefit
advantage	1	X	be advantageous to/give sb an advantage
disadvantage	2	disadvantage	be 3 to
4	5	prevent	take 6 measures
7	helpful	help	to be of great 8
9	assisting	10	give assistance to
11	12	13	give support to
hindrance	hindering	hinder	14
15	opposing	16	express their strong 17 to
defend	18	19	provide an effective 20

2 Look at the words in *italics* in 1–8. Find five incorrect words and change the form.

- 1 There is no doubt that science has brought a range of *beneficial* to the world.
- 2 The government faced strong *opposing* to the decrease in spending on science.
- 3 Nature receives *assistance* in many forms from science.
- 4 The university was very *supporting* of the research into the impact of science on nature.
- 5 Interacting with nature is *advantageous* to all of us.
- 6 *Preventing* measures need to be taken to prevent science and technology inhibiting creativity, especially in young people.
- 7 Local communities should be offered *help* to conserve natural resources like woodlands and open spaces.
- 8 If the majority of students study science-related subjects at university, it is hugely *disadvantaged* to society.

3 Write sentences using these words. Use the correct form of the words in *italics*.

- 1 builders/*oppose*/plans/new supermarket
- 2 volunteer groups/*help*/protect/nature/harm
- 3 *prevent* measures/take/stop/people/rely/too much/machines
- 4 relaxing outside/*benefit*/everyone
- 5 government/not *support of*/environmental groups

4 Work in groups. Discuss whether you think the ideas in the reading passage are realistic. Would you like see artificial trees being used? Would they bring any advantages to the human race/nature?

IELTS Writing Task 2

1 Look at the following writing task and the two sample paragraphs below it, A and B. Match 1–3 to the correct paragraph, A or B.

- 1 supporting the idea that young people are isolated from nature
- 2 supporting the idea that the situation cannot be changed
- 3 writer's opinion



Some people feel that young people spend too much time cut off from nature and that they should be encouraged to interact with natural life more. Others feel that this is a fact of modern life and cannot be changed.

Discuss both views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own experience.

Write at least 250 words.



A Some people argue that young people are isolated from nature in the modern world. They argue that this problem has arisen because increasing numbers of the young generation live in cities. This means that they have little contact with nature, as they spend most of their time inside buildings in enclosed spaces, working and playing on computers or other electronic gadgets.

B This situation is hindering the development of young people. One solution to the problem is to help pupils and students spend some time outside at school and university. This can be facilitated not just by the promotion of sporting activities but also by doing activities to improve their surroundings.

Strategy

When you are writing in both tasks, always make sure that your sentences are connected together. When you finish a sentence ask yourself if you can use a pronoun, a noun with *the*, *this* or *that* to refer back to the previous ideas. This will help you avoid repetition.

- 2 Look at the two paragraphs in exercise 1 again. Decide which words 1–5 below relate to.

- 1 They
- 2 This (means that)
- 3 This situation
- 4 (One solution to) the problem
- 5 This

Does *they* in sentence 2 in paragraph A relate to *some people* or *young people* or *the modern world* in sentence 1?

- 3 Replace the underlined phrases 1–6 with these words and phrases to reduce repetition.

this situation this development this is to do this they (x2)

Although both sides of the argument are very compelling, I feel, however, that the reality is a mixture of both. **1** The mixture of both has arisen because as life for young people is becoming more sedentary at home, so **2** young people are more cut off from the outside world.

3 The fact that life for young people is becoming more sedentary at home, so young people are more cut off from the outside world is a fact of life. However, there are many ways to remedy **4** the fact that life for young people is becoming more sedentary at home, so young people are more cut off from the outside world so young people can benefit from interacting with nature. **5** Young people need to be encouraged to take advantage of the transport links to the countryside. If young people cannot afford **6** to take advantage of the transport links to the countryside, then such trips could be organized by schools and colleges and subsidized.

4 Underline the best alternative.

- 1 The world is becoming much smaller with the help of scientific advances. This *problem/development/idea* will certainly continue.
- 2 The government has put money into a study to monitor the decrease in bird numbers. This *research/studies/development* will be published soon.
- 3 The number of people living in the countryside is decreasing. This *idea/measure/problem* can be addressed by a number of policies.
- 4 The problem of overcrowding in cities and food shortages will increase in future. The *idea/situation/fact* can be addressed in a number of ways.
- 5 Building vertical or diagonal farms in cities could reduce food shortages. This *solution/problem/study* could benefit many people.

5 Write at least 250 words for the task below, using the checklist.

Strategy

As you prepare for the exam, always make sure you write at least 250 words. If you don't, it will affect your grade. As you write, follow the checklist below as a rough guide.

Some people feel that developments in science are happening so fast that it is difficult for people to appreciate the effects of such advances. Others feel we should trust scientists more and stop worrying.

Discuss both views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own experience.

Write at least 250 words.

Checklist

Guidelines	Notes
1 Make a list of three main ideas.	
2 Write an introduction of about 30 words.	
3 Write one general topic sentence for each idea.	
4 Write about 65 words for each idea in total.	
5 Write a conclusion of about 30 words.	
6 Count the number of words that you have written.	
7 Check your answer to make sure you use suitable linking devices between sentences.	
8 Give your answer to another student to check.	

Reading: Matching paragraph and section headings

Paragraph and section headings help you to find your way around a reading passage. They can often help you locate the answers to discrete or specific questions which come after the headings. Here are some simple strategies to help you match headings to paragraphs and sections. Try them with other paragraphs in this unit and other books.

Word strategies

- 1 Work in groups and try at least 4 or 5 of the strategies 1–7 for the heading and section B below from the reading passage on pages 120–121.
 - 1 When you are studying, underline all the nouns in the paragraph to help get the gist of the paragraph.
 - 2 Underline only one or two nouns per line or put a box around the nouns and see if you can get the meaning of the paragraph. If you can't, underline a few more words.
 - 3 Underline the nouns only in paragraph headings.
 - 4 Match the nouns to other nouns or synonyms in the paragraphs.
 - 5 If there are clauses in the headings, change the clause into a noun.
How materials can be painted → *Painting methods*
 - 6 Check if there is a topic sentence at the start of the paragraph. Check the nouns in the sentence.
 - 7 Keep a list of general nouns like *technique*, *solution*. The range of nouns used in headings is limited.

The most effective technique for reducing carbon in the atmosphere

B It says that the most promising solution is offered by artificial trees, devices that collect CO₂ through their “leaves” and convert it to a form that can easily be collected and stored. Tim Fox, head of environment and climate change at the institution, said that the devices were thousands of times more effective at removing carbon from the atmosphere than real trees.

In the first report on such geo-engineering by practising engineers, the institution calculates that 100,000 artificial trees – which could fit into 600ha (1,500 acres) – would be enough to capture all emissions from Britain’s homes, transport and light industry. It says that five million would do the same for the whole world.

Post-test strategy

- 2 Work in groups and follow the steps relating to section B and the heading in exercise 1.
 - 1 When you have finished doing a heading/section matching exercise, leave it for a few days and try it again by yourself.
 - 2 To help you become faster at doing matching exercises, work out why the heading matches the paragraph or section.
 - 3 Look at the answer and the paragraph and ask yourself questions about the heading.
 - 4 Look at the heading for section B in exercise 1. Underline the three nouns in the heading.
 - 5 Which two nouns are more specific? Which one is general?
 - 6 Which word does the word *technique* match in the first line? Is this word a general noun? Is it something physical like *carbon* or *tree*?
 - 7 Look at the adjective in the heading. Which word in the paragraph matches the adjective?
 - 8 Can you find words in the reading passage on pages 120–121 related to *carbon*, *atmosphere* and *reducing carbon*?

11 Culture and the arts

Vocabulary

Art

1 Work in groups. Describe the pictures showing different forms of art. Say which form of art appeals to you most and give reasons and examples.

A



B



C



D

2 Decide which word 1–4 fits each sentence in the groups below. You may have to make the word plural. Use a dictionary if necessary.

1 festival

2 exhibition

3 event

4 performance

0

- 1 I went to a music *event* last night.
- 2 The society has organized a programme of *events*.
- 3 There is a wide range of *events* taking place during the festival.
- 4 The social *event* was held in a large field.

1

- 1 We saw an outstanding live at the rock concert.
- 2 Many people go to dance They are very popular among all age groups.
- 3 He's a well-known artist. He performs on the streets.
- 4 The stage of the play was disappointing.

2

- 1 We attended a(n) of Colombian art.
- 2 The photographs were displayed in a large hall.
- 3 A large proportion of young people attended art
- 4 The was housed in an old building near the river.

3

- 1 The organizers were very pleased with the yearly event.
- 2 An arts is held every two years with a series of films and other events in the town.
- 3 An annual takes place to celebrate the poet's birth.
- 4 The programme lists all the events, performances and exhibits.

3 Find and correct the mistakes in some of these sentences. Tick (✓) the correct sentences.

- 1 I attended an alive performance at the music festival at the weekend.

- 2 Have you visited the exhibition on art from Afghanistan?
- 3 The organizers festival were happy with the results of the event.
- 4 She's a brilliant artist performance. I've seen her perform in the square several times.
- 5 The exhibition art opens tomorrow afternoon.
- 6 I think the stage performance was rather disappointing.
- 7 The programme festival has a number of mistakes in it about the venues.

4 Complete the questions. Use the verb in the preceding sentence.

- 0 The play was outstanding. Why did it *stand out* ?
- 1 The performance I saw was memorable. Why do you think you will ?
- 2 The festival was really impressive. Why did ?
- 3 The documentary on Picasso's life was disappointing. Why did ?
- 4 The art exhibition was stunning. Why did it ?

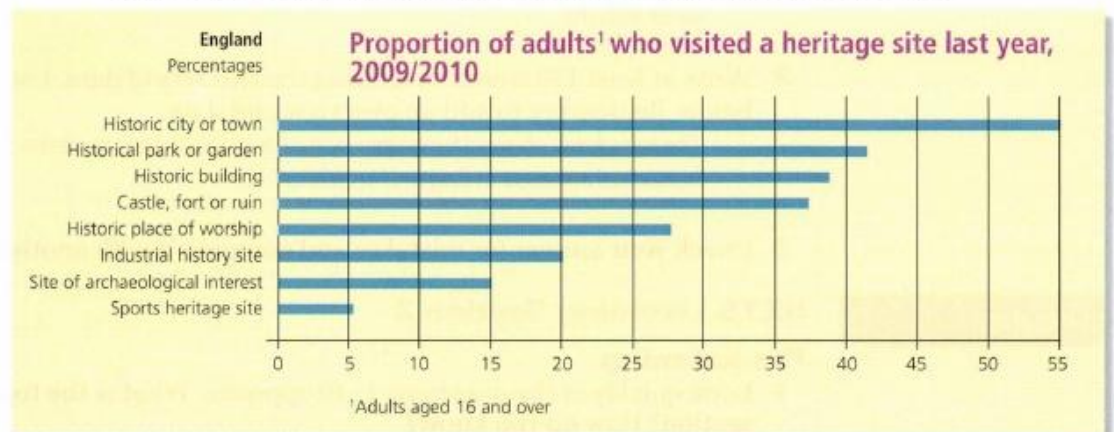
5 Work in groups. Discuss an event/festival/performance/exhibition that you went to recently. Use the statements and questions in exercise 5 to make comments and ask each other questions.

Speaking 1

IELTS Speaking Part 1

1 Work in pairs. Ask each other questions about the bar chart.

What proportion of adults visited/went to ...? What are the four most popular ...? What is the most ...? What general statement can you make about the data?



Glossary

fort – a type of castle
ruin – remains of an old building
heritage – related to tradition

2 Which types of places in the bar chart have you visited/are you likely to visit?

3 2.9 You are going to listen to an examiner asking questions. Listen and match the examiner's questions to the answers a–d.

- a There are many types of festivals, like music and poetry festivals.
- b I think that they are very interesting because they are very attractive and show people how we have developed.
- c They probably like the latter more, but I think it depends on the age group and the country.
- d The most popular are probably exhibitions of famous painters and sculptors. But as many people have cameras nowadays, photography is also popular.

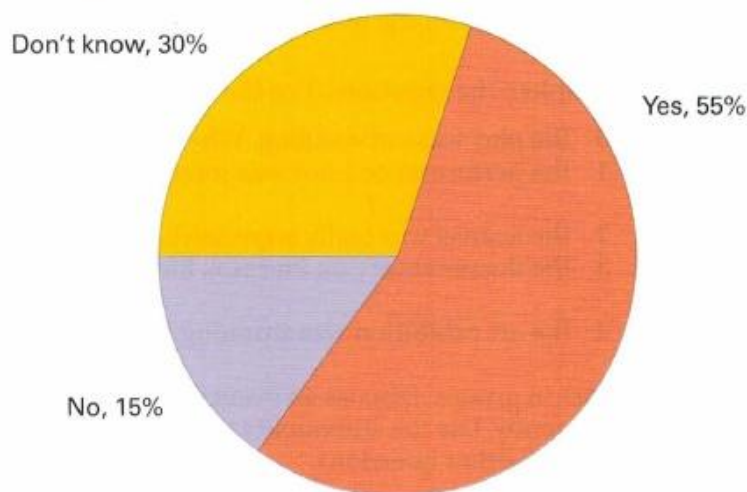
4 2.9 Listen again and make notes about each question. Then work with a partner and write out the questions.

5 Take turns to ask and answer the questions.

IELTS Writing Task 1

- 1 Look at the pie chart. Decide which sentence 1–3 shows how the information in the pie chart is connected with the bar chart in Speaking 1.

Percentage of people likely to visit a historical site in the next 6 months



Strategy

When you have two or more sets of data, they are always linked in some way. As you study, build up a list of words, phrases and sentences that you can use to link data.

- 1 The pie chart gives different data about people's opinions and historical sites.
- 2 People will continue to be interested in historical sites in the future.
- 3 The pie chart reflects the continued interest in visiting historical places in the near future.

- 2 Write at least 150 words describing the two sets of data. Use the introduction below. Remember to add an overview and data.

The bar chart shows the proportion of adults who made visits to different places of historical interest in England in 2009/10.



- 3 Check your answer for mistakes and compare it with another student.

IELTS Listening Section 3

Pre-listening

- 1 Look quickly at the questions 1–10 opposite. What is the topic of this listening section? How do you know?
- 2 Look at the flowchart opposite and answer these questions.
 - 1 Is the flowchart written in note form or in full sentences?
 - 2 What types of words (nouns, verbs, etc) are required to complete each blank space?
 - 3 Can you predict any of the answers?
 - 4 One of the answers contains a number. Can you predict which one?
 - 5 Which words at each step in the flowchart help to warn you the answer is about to be given?
- 3 Look at the table opposite. Which words help you answer the questions?

Listening

4   Follow the instructions and answer questions 1–10.

Questions 1–3: Multiple choice

Choose the correct letter, A, B or C.



- The students are choosing materials for
 - their student portfolios.
 - their internal assessment.
 - the annual exhibition.
- According to the tutor, how many students have already chosen their art work?
 - almost half
 - just over half
 - nearly all
- The maximum number of pieces of art work the students can choose is
 - two.
 - three.
 - four.

Questions 4–7: Flowchart completion

Complete the flowchart below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Process for assessing exhibition art work

selection of pieces of art



exhibition organizers – make sure right **4**



art in exhibition hall – assessment by **5**



criteria: originality, theme, impact and **6**



public will be like the **7**

Strategy

When you complete a table, read the headings at the top and the words in the first column. Use these words to guide you through this part of the listening test. Always notice the order of the numbering of the blanks in the table (downwards and left to right).

Questions 8–10: Table completion

Complete the table below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Student choices

	Carla	Wills	Tutor's comments
drawing	building design	X	– good size – very fine
painting category	X	watercolour of 8 in North Africa	– wonderful – stands out
film category	a short film on 9	<i>Mess and creation</i>	judges won't be disappointed
electronic media	electronic painting	X	– will 10

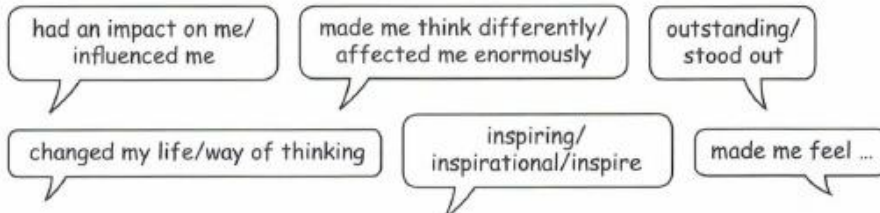
Speaking 2

IELTS Speaking Part 2

- 1 Think of one example of three of these items. Compare your ideas with a partner.

a favourite film a TV series/programme a piece of music a work of art
a favourite photograph a book a festival a party a recent documentary

- 2 Prepare a description of one of the items in exercise 1. Use these reasons.



- 3 Make a Task Card for yourself about one of the items you chose in exercise 1.



- 4 Make notes for your Task Card. Describe your chosen item to your partner. Give feedback to your partner about the reasons he or she used.

Reading

Pre-reading

- 1 Look at the title of the reading passage and the picture opposite. What do you think the topic will be?
- 2 In no more than two minutes, skim the passage. Then close your book. Work in pairs and share the information you remember from the reading passage.
- 3 Find words in the passage which mean the same as 1–8.
- 1 welcomed/accepted
 - 2 accord/agreement
 - 3 agreed with/was consistent with
 - 4 appointed/hired
 - 5 symbols/images
 - 6 shapes
 - 7 affluence
 - 8 characterized

Reading

- 4 Follow the instructions and answer questions 1–13.

A new style for a new age



At its height exactly one hundred years ago, Art Nouveau was an attempt to create an international style based on decoration. It was developed by a brilliant and energetic generation of artists and designers, who sought to fashion an art form appropriate to the modern age. During this extraordinary time, urban life as we now understand it was established. Old customs, habits, and artistic styles sat next to new, combining a wide range of contradictory images and ideas. Many artists, designers, and architects were excited by new technologies and lifestyles, while others turned back to the past.



Art Nouveau was in many ways a response to the Industrial Revolution. Some artists welcomed technological progress and embraced the artistic possibilities of new materials such as cast iron. Others disapproved of the poor quality of mass-produced machine-made goods and aimed to raise the decorative arts to the level of fine art by applying the highest standards of craftsmanship and design to everyday objects. Art Nouveau designers also believed that all the arts should work in harmony to create a "total work of art,": buildings, furniture, textiles, clothes, and jewelry all conformed to the principles of Art Nouveau.



Paris was the most important artistic center in Europe at this time, and many key developments in the formation of Art Nouveau took place there. From the mid-1890s, works by emerging young designers were exhibited at Bing's gallery, Maison de L'Art Nouveau. And the city hosted the World's Fair of 1900, which also helped to bring Art Nouveau to center stage. At this time Hector Guimard, perhaps the most prominent Parisian Art Nouveau designer, was commissioned to design entrances for the city's new subway system. With their organic style and use of cast iron for both structural and decorative purposes, they are among the most famous icons of the Art Nouveau style. Artist Henri de Toulouse-Lautrec, also connected with Art Nouveau circles, was particularly

active in the graphic arts. His posters for café-concerts such as the *Divan Japonais* reveal the influence of Japanese art in their strong outlines and bold, flat patterns.



Brussels was also at the center of the development of Art Nouveau: many of its earliest and most important creations were either made or exhibited in the city. At this time Brussels enjoyed a new prosperity from the wealth it had gained during the Industrial Revolution and Belgium's colonial expansion in Africa. The city underwent great change, and Art Nouveau became the style most representative of the transformation. In 1893 Victor Horta, the leading architect-designer in Brussels, designed Tassel House, the first fully developed example of architecture in the Art Nouveau style.



Although Art Nouveau was not generally embraced in England, the style developed in exciting new directions in the Scottish city of Glasgow. Elements of vigorous industrialism, modernity, and ethnic pride all played their part in the particular strain of Art Nouveau that emerged there. The work of Charles Rennie Mackintosh and other artists and designers of the Glasgow school is typified by a linear restraint. Inspired by Japanese art, they introduced into their designs a strict geometry, along with stylized plant and figurative forms.



Art Nouveau in Vienna was known as the Secession style after Viennese artist Gustav Klimt led the city's progressive artists and designers into forming the Vienna Secession group in 1897. Members of the group broke free from the restrictions of existing Viennese art establishments by breaking down the barriers between art, design, and craft. Influenced by the geometry of the Glasgow school and the simplicity of Japanese design, the work of the Viennese designers is characterized by a restrained linearity and elegance.

Glossary

contradictory – opposing

mass-produced – made in a factory for a large number of people

hosted – held

Questions 1–5: Identifying information – True/False/Not Given

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

TRUE if the statement agrees with the information in the passage
FALSE if the statement contradicts the information in the passage
NOT GIVEN if there is no information about the statement in the passage

- 1 Art Nouveau artists aimed to create a style that reflected local traditions.
- 2 Not all artists were excited by new developments in technology and changes in lifestyle.
- 3 Art Nouveau had a great impact on the design of manufactured goods.
- 4 Art Nouveau designers believed in the integration of all the arts to form one style.
- 5 According to the writer, Art Nouveau is the most attractive art style ever.

Questions 6–9: Short-answer questions

Answer the questions below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

- 6 What happened in Paris as Art Nouveau formed?
- 7 Whose work was shown at Bing's gallery?
- 8 What took place in Paris in 1900?
- 9 Which new network did Guimard design the entrances for?

TIP

Remember to put a box around the words A–C in the reading passage.

Questions 10–13: Matching – classifying

Classify the following descriptions about the artists of Art Nouveau as occurring in

- A Brussels
- B Glasgow
- C Vienna

- 10 They used geometry, plant shapes and figurative shapes in their designs.
- 11 They were influenced by the work of artists in Glasgow and Japan.
- 12 They produced some of the first works of Art Nouveau.
- 13 They created a new art group.

Reading discussion

5 As a whole class, discuss these questions.

- 1 Do you like Art Nouveau? Why/Why not?
- 2 What type of art is most popular where you live?
- 3 What is your favourite type of art (eg, paintings, sculpture)? Why?

Definite and indefinite articles

- 1 Look at these extracts from the reading passage and underline examples of the indefinite article (*a/an*).
- 1 It was developed by a brilliant and energetic generation of artists and designers, ...
 - 2 ... urban life as we now understand it was established.
 - 3 Paris was the most important artistic center in Europe at this time, ...
- 2 In the extracts in exercise 1, find 1–4. Use the Grammar on pages 155–156 to help you.
- 1 an example of names that don't need an indefinite or definite article
 - 2 an uncountable noun that is general and doesn't need any articles
 - 3 countable nouns which are plural and general and don't need any articles
 - 4 a countable noun which is general and needs an article
- 3 Cross out the unnecessary articles in **bold** in these sentences. In one sentence, both articles can be crossed out.
- 0 I like **the** pictures of **the** sun rising over water.
 - 1 When I was **a** child, I painted **the** moons in every picture I made.
 - 2 Every year there are **the** many cultural events in **the** UK.
 - 3 **A** Paris, **the** capital of France, is famous for its architecture.
 - 4 **The** computers can be used to create **a** digital art.
 - 5 I don't really like **the** plays, but **the** play last night was thrilling.
 - 6 **The** documentary I saw was about **a** famous poets from Iran.
 - 7 **A** research is needed into the effect of **the** arts on an urban lifestyle.
 - 8 **An** artist's life tends to be full of **the** interesting events.
- 4 Underline the best alternative. In one answer, both alternatives are possible.

I went to see 1 *a/the/-* photography exhibition last week in 2 *a/the/-* Perth. 3 *A/The/-* exhibition was about 4 *a/the/-* contemporary art in 5 *an/the/-* Australia and all of 6 *a/the/-* paintings were painted by 7 *a/the/-* school children. There were also 8 *a/the/-* sculptures and different machines. I didn't like 9 *a/the/-* sculptures very much, but 10 *a/the/-* machines were astonishing. At first, they looked very complicated, but in fact they were very simple devices. It was 11 *an/the/-* amazing exhibition – well worth 12 *a/the/-* visit!

- 5 Choose a type of art you like or don't like and describe it in at least two sentences. Use these phrases.

Generally I like/don't like films/photography ... , but the last film/exhibition I saw/went to ...

Films/Art/Photography/Painting generally doesn't interest me, but the film/exhibition ... I saw ...

Speaking 3

IELTS Speaking Part 3

1 Work in pairs. Match the questions 1–3 to two ideas a–c.

1 Do you think it's important to preserve old buildings? Why/Why not?

- a The preservation of the past is important for future generations so that they can appreciate history.
- b Modern buildings are as important as old buildings and perhaps the answer is to try to combine both.
- c Architecture is not a very exciting subject for young people to study.

2 What kinds of leisure activities will be popular in the future?

- a Television and radio are things of the past and are not as popular as they were.
- b I think it depends on age, but probably the present interest in music will continue to grow.
- c Besides sport, I think people will become more involved in activities like photography and different forms of digital media.

3 How do you think music improves people's lives?

- a Music can make people's lives better in many ways such as helping people to relax.
- b There are other skills that are more important than learning music.
- c Learning to play a musical instrument can improve skills in other areas.

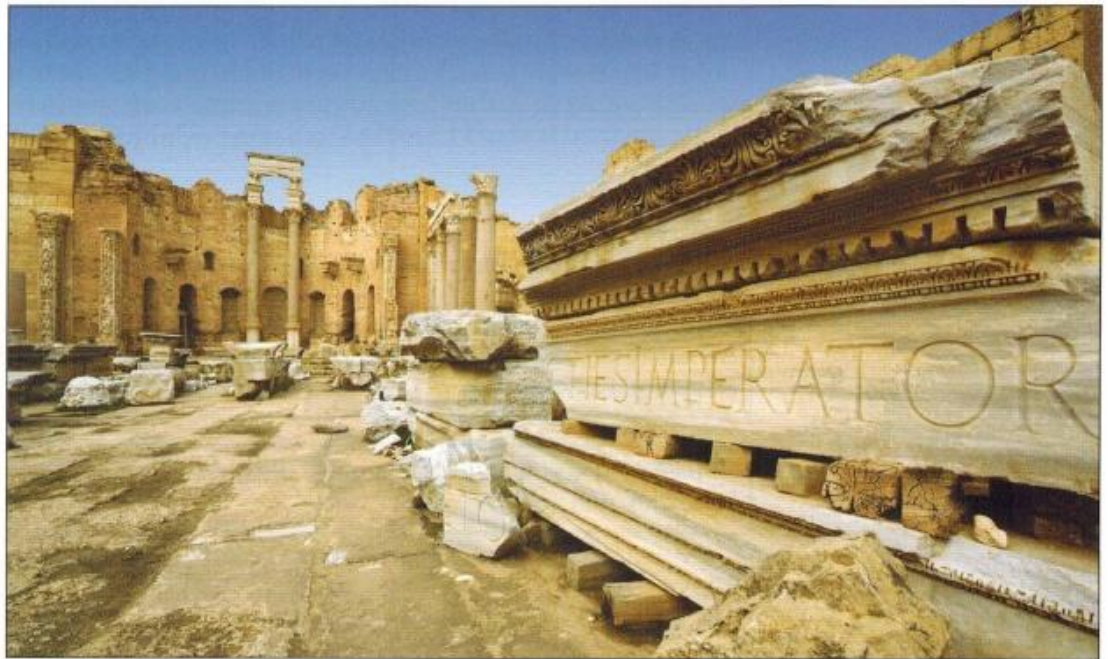
2 Work with a different partner. Compare your answers and explain your choices.

3 Work in groups of three: a candidate, an examiner and a monitor. Take turns to ask and answer one of the questions each in exercise 1. The monitor listens and writes down in note form at least three reasons and examples mentioned by the candidate.

4 When you have finished, the monitors take turns to describe the reasons and examples they wrote down.

Writing 2

IELTS Writing Task 2



1 Work in pairs. Look at the Task 2 question opposite. Make a list of ideas that support the first sentence or second sentence.

Some people think that we should be more concerned about preserving our archaeological heritage than developing new infrastructure and homes. Others think the latter should always take priority.

Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

- 2 Work with a pair of students who wrote down ideas about the other sentence. Discuss your ideas, giving reasons and examples.
- 3 Work on your own. Decide whether the ideas in note form below support sentence 1 or sentence 2 in exercise 1.
 - a happier humanity
 - b teach(es)/show(s) people history
 - c waste of money
 - d country becomes richer economically/socially
 - e human needs are a priority

Strategy

As you develop your ideas in Task 2, always remember to include reasons and examples. Develop these by giving results. Ask yourself these questions: What reason(s) can I give? What example can I give? What is the result or effect of this/these?

- 4 Complete the table with the ideas a–e from exercise 3.

Argument	Reason	Example	Result
preserve the past	1	children in school – visit castles/ruins	view of history/tradition/culture pride
invaluable resource	– shows human development – attracts people – tourist revenue	tourist infrastructure helps development/ gives employment/ facilities	2
3	– human life more important – old buildings a luxury	homeless people	4
cost prohibitive	5	– remote building – crumbling buildings – many examples dangerous	– waste of resources – better use of resources

- 5 Work in pairs. Connect the ideas for at least two of the arguments in exercise 4. At this stage, do not write anything down.

Keeping old buildings helps preserve the past, because such buildings ...

For example, children at primary and secondary schools can visit old castles and ruins where they can ...

- 6 Write an introduction for the task in exercise 1. Use these guidelines.

- 1 Write a general statement about (i) some people's views that it is crucial to protect old buildings as well as creating new roads, etc, and new accommodation; (ii) the fact that other people feel that the emphasis should be on the latter.
- 2 Write a sentence about the fact that there are arguments on both sides. Also state your opinion: for preservation or for new developments, or for a mixture of both.

- 7 Look at this text in favour of the first argument in exercise 4. In each line there is one word missing. Write the missing words at the ends of the lines.

Keeping old buildings such castles and ruins helps preserve
past, because such buildings show the present generation and
future generations what the past like. For example, children at
primary and secondary can visit old castles, they can learn
about how people lived. As a result, the children will have
view of history and this helps reinforce the traditions of
country and make them proud their culture.

- 1
- 2
- 3
- 4
- 5
- 6
- 7

- 8 Write two more paragraphs about the other arguments in exercise 4.
- 9 When you have finished, check your answer for mistakes. Compare your answers with at least two other students and discuss how you can improve your answers.



Study skills

TIP

When you write an answer for Task 2 and answer Speaking Part 3 in the IELTS exam, you need to have ideas and be able to develop them. You can build a bank of ideas that are suitable for many different contexts. You can look at the bank of ideas before you write and speak to help you and also as a way to trigger other ideas.

Writing and speaking: Collecting and developing ideas

- 1 Look at this list of very different topics for speaking and writing. Can you write about the role of education in all of them?

measures to encourage recycling preserving old buildings
going to art galleries benefits of learning a musical instrument
travelling around the world using the computer

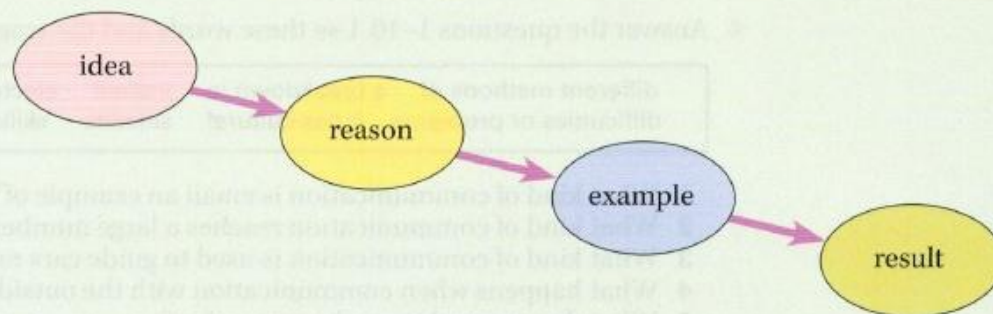
- 2 Make an electronic table of ideas and the subjects they can relate to. Add two more which apply to all or most of the topics in exercise 1.

Ideas	Notes about topics	Some useful phrases
1 Role of education	<i>encouraging recycling, ...</i>	... plays an important/crucial role in ...
2		
3		
4		
5		
6		
7		
8		
9		
10		

TIP

You can build up the bank of ideas gradually rather than adding them all in one go.

- 3 Once you have collected notes and phrases for speaking and writing, you need to be able to develop the ideas spontaneously and fluently, especially in speaking. Make cards with notes about developing ideas. Look back at the table in Writing 2 on page 135 for examples of ways to do this.



- 4 Make a paper or an electronic revision card about the importance of teaching the arts in secondary schools.

12 Communication and language

Vocabulary

Collocations: Communication

1 Work in groups. Describe the pictures below and discuss:

- 1 how each is connected with communication.
- 2 what other means of communication are available nowadays.
- 3 how useful the devices are.



A



B



C

2 In the list a–f, rank the top three reasons for studying communication skills as part of a university course.

- a helpful in the modern world
- b improves confidence
- c develops interpersonal skills
- d enhances career opportunities
- e provides opportunities for meeting people
- f improves performance on other courses

3 Compare your answers in groups, then with the rest of the class.

4 Answer the questions 1–10. Use these words and the word *communication*.

different methods of a breakdown in instant electronic and non-verbal
difficulties or problems cross-cultural satellite skills improve mass

- 1 What kind of communication is email an example of?
- 2 What kind of communication reaches a large number of people?
- 3 What kind of communication is used to guide cars nowadays?
- 4 What happens when communication with the outside world stops?
- 5 What do you need to work as a teacher?
- 6 What do electronic devices such as mobile phones give you?
- 7 What do you have when communication works but doesn't work well?
- 8 What are newspapers, TV and radio?
- 9 What kind of communication goes across cultures?
- 10 If communication with other countries is poor, what do we need to do?

5 Complete the beginnings of these examiner and candidate dialogues. Use one word from exercise 4 for each answer.

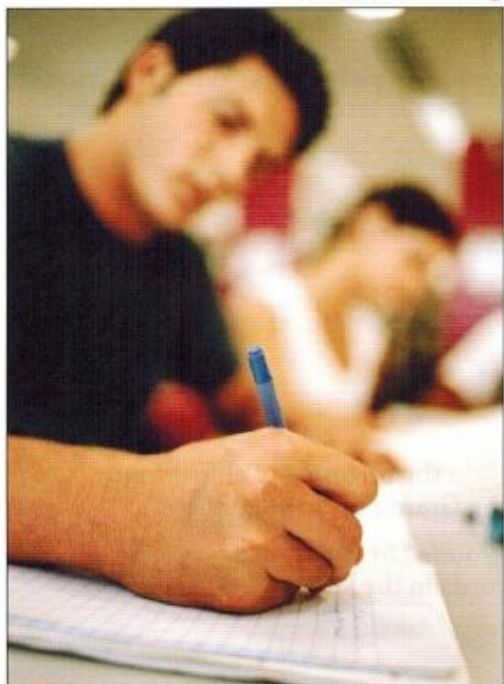
- 1 **Examiner:** Do you think it is important to have good communication _____ when looking for a job?
Candidate: Yes, I think they are very important, especially at interviews.
- 2 **Examiner:** What _____ of communication will be common in future?
Candidate: I think there will be more _____ communication, for example by video, and less person-to-person communication and more _____ communication.
- 3 **Examiner:** What do you think is the difference between _____ nowadays and in the past?
Candidate: Even in the recent past, people had communication _____ because even in rich countries people didn't have landline telephones, so everything was much slower than today.
- 4 **Examiner:** How do you think communication between countries can be _____ ?
Candidate: _____ communication is one way. For example, people can take part in exchanges of ideas.
- 5 **Examiner:** Do you think _____ communication like newspapers will change in the future?
Candidate: Yes, definitely. At the moment we have ...

6 Work in pairs. Take turns to ask and answer the questions in exercise 5. The student answering the questions should not look at the answers. Develop the answers in your own way.

Listening


IELTS Listening Section 3

Pre-listening



- 1 You are going to listen to a final tutorial between two students and a teacher. Look at questions 1–10 below and on page 140. Find questions that relate to a–d. Give reasons for your answers.
- a The students ask for advice about exam preparation.
 - b One student says what he liked about the course.
 - c The tutor makes comments about the postgraduate institutions the students are planning to go to.
 - d One student says why she changed courses.

Listening

- 2  2.11 Follow the instructions and answer questions 1–10.

Questions 1 and 2: Choosing items from a list

Choose TWO letters, A–E. Which TWO things does Alan say about the course in communication skills and language?

- A He enjoyed the weekly seminars.
- B The lectures interested him a lot.
- C Doing the course project was very enjoyable.
- D He liked the school visits better than anything.
- E The visiting lecturers were outstanding.

Questions 3 and 4: Choosing items from a list

Choose **TWO** letters, **A–E**. What **TWO** reasons does Fatima give for changing to the communication skills and language course?

- A The course generally had a very good reputation.
- B The tutors on the course were well known.
- C The cost of the course was lower than all the others.
- D The tutorials were held frequently.
- E There was a practical component on the course.

Questions 5–7: Multiple choice

Choose the correct answer, **A, B, C** or **D**.

- 5 What does Alan say about reading for the exams?
- A He's bored of reading and can't read anymore.
 - B He hasn't read enough in some areas.
 - C He hasn't read his notes again.
 - D He's read too much and is tired.
- 6 What advice does the tutor give the students about studying just before the exams?
- A They can continue working up to each exam in a leisurely manner.
 - B They should concentrate on the notes they took rather than books.
 - C They ought to go to the gym or to the cinema.
 - D They should stop working about a day before every exam.
- 7 The tutor gives the students
- A a printed copy of an exam preparation advice sheet.
 - B a last-minute checklist for revision.
 - C a checklist of dos and don'ts in the exam.
 - D some ideas for relaxation before each exam.

Questions 8–10: Matching

What does the tutor say about each of the postgraduate institutions? Write the correct letter, **A, B** or **C** next to questions **8–10**.

- A only one previous student has gone there
- B some previous students went there
- C no students at all have gone there

Institution

- 8 Rockham College
- 9 Bart's Institute
- 10 St John's School of Languages

Language focus

Ellipsis and substitution

- 1 Underline the correct words in *italics* to explain the meaning of ellipsis and substitution. For more information look at the Grammar on page 156.
- 1 Ellipsis occurs when words are *left out of/added to* a sentence.
 - 2 Substitution occurs when you replace words in the sentence with *another word/punctuation*.

- 2 Look at the examples from the Listening section and answer the questions 1–3.

1

Fatima: And I changed over to the communication skills and language course ...

Tutor: And are you glad you did so?

2

Alan: I think that I could've spent more time on reading for some of the modules.

Fatima: I'm sure we all could have, ...

3

Alan: Yes, but I'm not very good under exam pressure. I panic more now, but when I was at school I didn't.

1 In 1, what does the word *so* refer to?

2 In 2, when Fatima says *we all could have*, what does she mean?

3 In 3, what does *I didn't* mean?

- 3 Decide whether the examples in exercise 2 show ellipsis or substitution. Use the Grammar on page 156 to help you.

- 4 Remove any unnecessary words from these sentences. In one sentence, add a substitution word.

0 I text a lot, but my mother doesn't text a lot.

I text a lot, but my mother doesn't.

1 I find it difficult to communicate by video, but my sister doesn't find it difficult to communicate by video.

2 Although people used to write lots of letters in the past, they don't write letters anymore.

3 Some people don't think that learning languages is valuable, while many believe it is.

4 People often try to leave their mobile phones at home, but they find that they aren't able to leave them at home.

5 People used to design products by hand rather than on computers, but nowadays they can't design products by hand rather than on computers even if the computer breaks down.

6 The human race wants to communicate with beings on other planets, but if they do communicate with beings on other planets, will we be at risk?

7 Languages have disappeared from the school curriculum in some schools, but here they haven't disappeared from the school curriculum in some schools.

8 The government hasn't spent as much money as other countries on making broadband available to everyone, but they should have spent as much money as other countries.

- 5 In the sentences in exercise 4, replace unnecessary words with a verb or auxiliary verb + *so*.

I text a lot, but my mother doesn't do so.

- 6 Work in pairs. Take turns to ask and answer the following questions. Develop the answers in your own way.

0 Does everyone have a mobile phone nowadays?

I think most do, especially young people and business people, but maybe older people don't.

1 Should communication skills be taught in all schools?

2 Can everyone learn a foreign language?

3 How easy is it to use Skype on the Internet?

4 Did people use to write more letters in the past than now?

IELTS Speaking Part 2

1 Choose one of these Task Cards, A–D.

A Part 2

Describe your favourite medium for learning, eg, using books, discussions, electronic devices.

You should say:

- what the medium is
 - when you first used the medium
 - when you use the medium
- and explain why you prefer the medium to other media.

B Part 2

Describe the method of communication you use to keep in contact with your friends or family.

You should say:

- what the method of communication is
 - when you first used the method
 - how often you use the method of communication
- and explain why you like using the method.

C Part 2

Describe a documentary that taught you something about the world.

You should say:

- what the documentary was
 - when you saw the documentary
 - who you saw it with
- and explain why you think the documentary taught you something about the world.

D Part 2

Describe a game you like which taught you a skill.

You should say:

- what the game is
 - when you first played the game
 - how often you played the game
- and explain why/how the game taught you a skill.

2 Write notes for your chosen card. Then practise giving your answer to yourself. Decide which of the following ideas might be relevant to your answer.

- 1 I learnt how my own country was influenced by other cultures.
- 2 It taught me how to communicate with other team members.
- 3 It is easier to carry around.
- 4 It changed my attitude to other cultures.
- 5 I can see them even though they are far away.
- 6 I learnt how to respect other people when communicating.
- 7 It is more exciting than other media.
- 8 It's better than just listening to them on the phone.

3 Find a partner who has prepared a different card. Take turns to give your answers for your chosen cards.

Reading

Pre-reading

- 1 Work in pairs. Write down at least three facts that you know about whales. Then form a group with another pair and compare your answers.
- 2 Scan the passage and find as much information as you can about the facts your group listed.

Reading

- 3 Follow the instructions and answer questions 1–13.

A The sound of Baleen Whales is the loudest produced by any animal on earth and travels for many kilometres underwater. It may be used for long-range contact, meeting calls, in their search for mates, as a greeting, threat or individual identification. They produce mostly low-frequency sounds, which are for long-distance communication, orientation and navigation. Whale communication occurs through low-frequency moans, as well as high-frequency whistles that are produced by the whales. Whales also communicate by means of body language such as slapping their tails. Whale noises such as forceful spouts of water may signal annoyance, and the slapping of flippers indicates excitement or aggression.

B Whales use beautiful lyrical sounds called whale song to communicate with each other. As whales are so large and powerful, they make very loud sounds that can be heard for many kilometres. Whales have been known to generate about 20,000 acoustic watts of sound at 163 decibels.

C Some whale species produce a pattern of regular and predictable whale sounds, the most notable being the Humpback Whale. It has been compared with human music, with these creatures being the 'composers'. On the other hand, most toothed whales do not produce whale song, but instead produce rapid bursts of high-frequency clicks and whistles. Single clicks are known to be used in echolocation; however, a collection of clicks together is for communication. Male Humpback Whales make these sounds during

Whale song



the mating season, which suggests that the purpose of their songs is to select a mate. It is unknown whether it is also their means of defining territory or even flirting between males and females.

D Whales occupying the same geographical location tend to sing similar whale songs, only varying them slightly. However, whales from different areas sing different songs. A study over a period of 19 years found that the same song combinations never occurred, suggesting that whales never reuse old song patterns. Whales in one area sing the same song at any point in time, a song which constantly and slowly changes over time. Over any given period, one song will start with increasing frequency but may slowly flatten to become more constant. A

whale will typically repeat the same phrase of song over and over again for two to four minutes at a time. This is known as a theme, of which a collection makes a song. The whale repeats the same song, which may last up to 30 minutes and even for days at a time.

E The mechanisms used by whales to produce sound vary from one species to another. Most whales produce whale sounds by passing air through a structure in the head called the phonic lips. The lips vibrate as the air passes through them and these vibrations can be consciously controlled with great sensitivity. They pass through to the melon of the head, which shapes and directs the sound into a beam for echolocation. The air may be recycled back to be used for sound creation yet again, or passed out through the blowhole. All toothed whales, except for the Sperm Whale, have two sets of phonic lips; therefore they are capable of making two sounds independently. Baleen Whales do not have phonic lip structures, only a larynx that appears to play a role in producing whale sound.

F Marine creatures are largely dependent on sound for communication and sensation, as their other senses are limited due to their watery habitat. Environmentalists appear to be concerned about whales being harmed and not being able to find mates because of the increased noise levels at sea caused by ships and other sources. The Humpback Whale songs for instance are often disrupted and this causes immense panic in the group.

Questions 1–6: Matching information

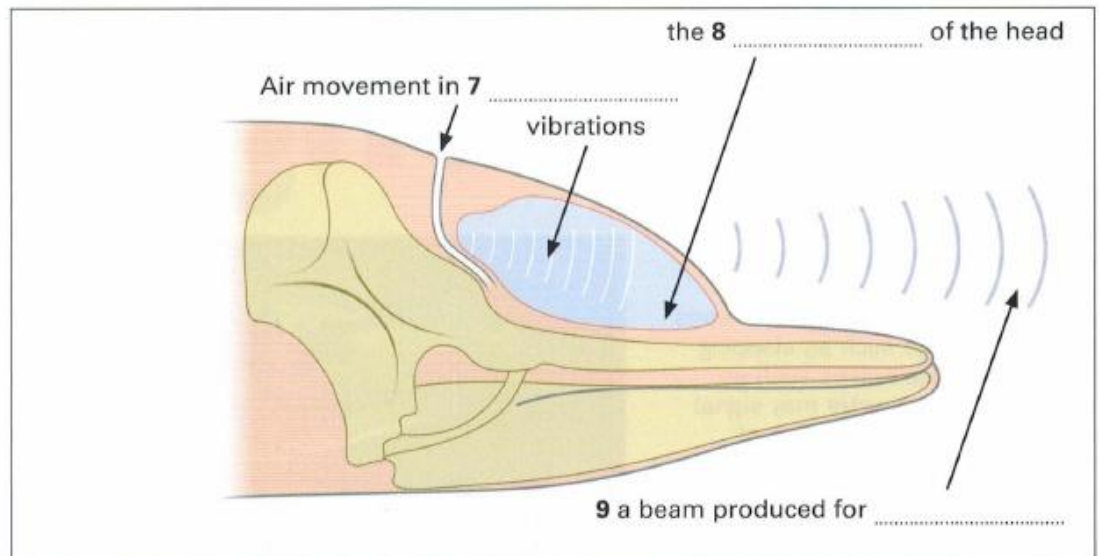
The reading passage has six paragraphs, **A–F**. Which paragraph contains the following information? You may use any letter more than once.

- 1 a detailed description of whale song
- 2 the possible connection between whale communication and breeding
- 3 the fact that noise pollution may disrupt the mating activities of whales
- 4 different methods of communication among whales
- 5 a reference to the effect on whales of human activity
- 6 the fact that sounds made by all species of whales are very loud

Questions 7–9: Labelling a diagram

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

Sound production in whales



Questions 10–13: Matching sentence endings

Complete each sentence with the correct ending, **A–G**, below.

- 10 Baleen Whales may produce sound for
- 11 Whales also communicate by
- 12 Whales in the same area usually have
- 13 Whales do not possess

- A the same mechanism for making sounds.
- B a wide range of purposes.
- C extraordinary eyesight.
- D long distances.
- E the use of their bodies.
- F many predators.
- G songs that are alike.

Reading discussion

- 4 Work in groups and discuss these questions. Then share your answers with the whole class.
 - 1 Did you find anything in the reading passage surprising? In what way?
 - 2 Has the reading passage changed your attitude to whales? In what way?
 - 3 Do you know how other kinds of animals communicate? Give examples?

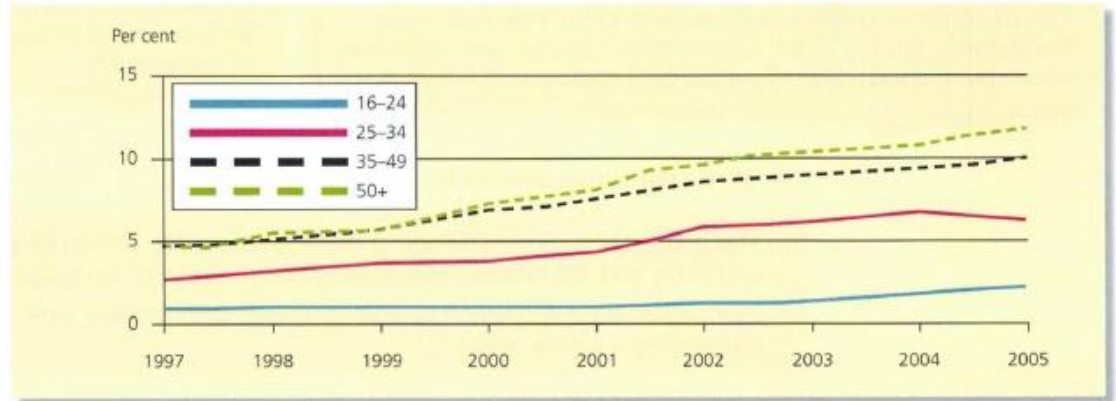
IELTS Writing Task 1

1 Work in pairs. Describe in your own words the data for the Task 1 question below.

The charts show the rates of involvement in teleworking in the UK by age group and the proportion of teleworking in different industries.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

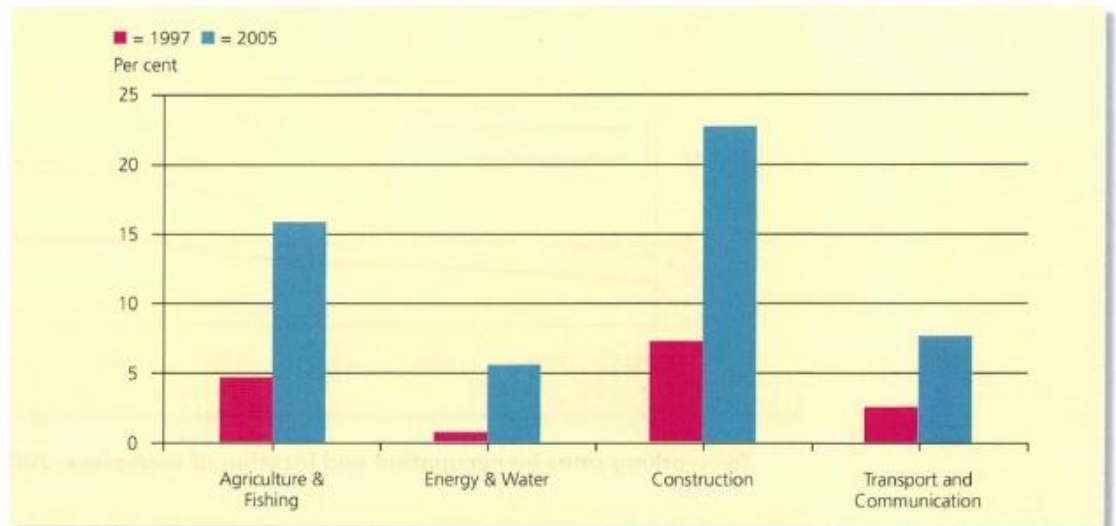
Involvement in teleworking in the UK by age group



Glossary

teleworking – work where people work away from an office, eg, at home or another office

Teleworking rates by industry in the UK, 1997 and 2005



2 Make corrections to this introduction to improve it in any way.

The graph show proportion of people in different ages groups involved in teleworking in the united Kingdom between 1997 to 2005 along with the rates of involvement in various industries in 1997 and 2005.

3 Rewrite this overview in one sentence, using the word in brackets.

There is a slight decline in the proportion of those aged 25–34. It happens towards the end of the period. The rates of involvement in teleworking for all ages are upwards. (Despite)

4 Work in pairs. Rewrite the rest of the answer below, using the hints in version B.

A Take the 50+ group. It had the highest proportion of teleworking. The rate of teleworkers rose from just under 5 per cent in 1997 to approximately 12 per cent in 2005. A similar pattern was seen in those aged 35–49. The rate in 2005 was 10 per cent. The rates for the two age groups with the lowest proportions of teleworkers, the 16–24 and the 25–34 age groups, went up. It rose from just above 0 per cent to about 2 per cent and 3 per cent to about 6 per cent respectively.

The rising trend in teleworking is seen in the selected areas illustrated in the bar chart. Construction, energy and agriculture and fishing almost all quadrupled the proportion of teleworkers.

B Take those aged 50+, who There was a from about about The 35–49 saw with the rate climbing Similarly, there was an increase in groups, who from

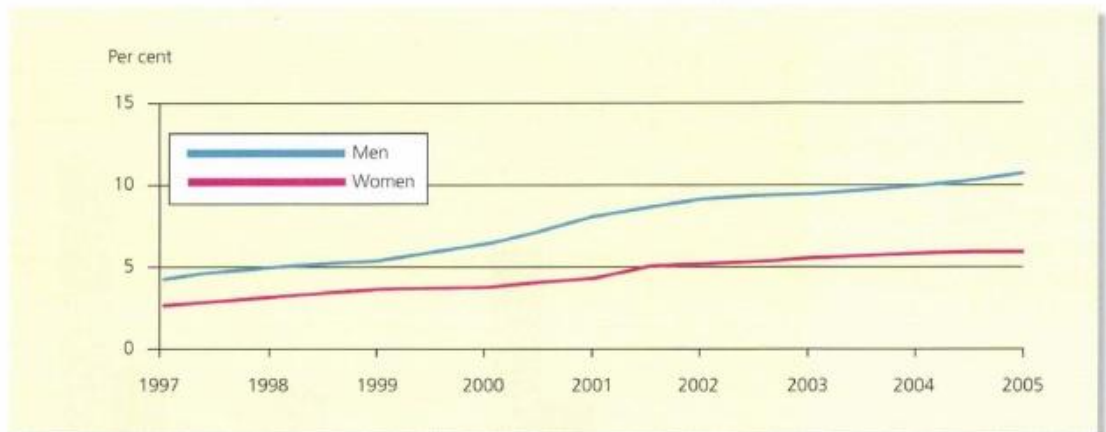
The bar chart clearly reflects Construction, energy and agriculture and fishing almost all quadrupled the proportion of teleworkers.

5 Write your own answer for this Task 1 question.

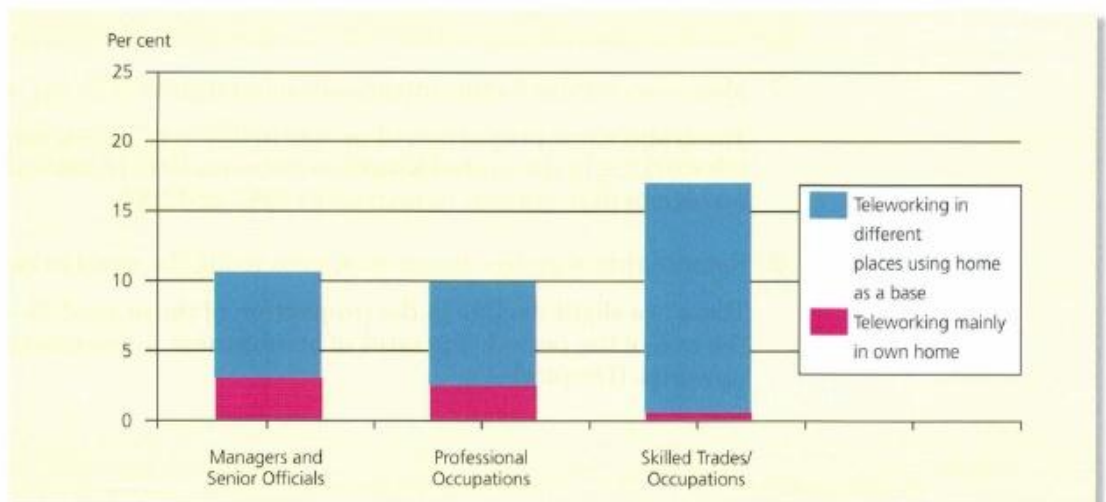
The graph shows the teleworking rates by sex in the United Kingdom between 1997 and 2005 and the rates by occupation and location of workplace in 2005.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Teleworking rates by sex in the United Kingdom, 1997–2005



Teleworking rates by occupation and location of workplace, 2005



Speaking 2

IELTS Speaking Part 3

1 Work in pairs. Complete the table with these reasons and beginnings of answers.

<p>Reasons</p> <ul style="list-style-type: none"> - passport to further study - both, although not everyone is suited to languages or science - broadens their minds - less popular now than technology or science <p>Beginning of the answer</p> <ul style="list-style-type: none"> - I think it's very popular/common, especially as ... - I think so. It's crucial because it ... - They are both equally important/essential, but ... - I'd say that they are less so now ...

Languages

Question	Reason	Beginning of the answer
Do you think it is important to learn other languages at secondary school? Why/Why not?	0 <i>broadens their minds</i>	00 <i>I think so. It's crucial because it ...</i>
Are foreign languages popular among school children in your country? Why/Why not?	1	2
How popular is learning English where you were brought up?	3	4
Is it more important to teach languages or science subjects at secondary school level?	5	6

- 2 Take turns to ask the questions and reply with the beginnings of the answers only.
- 3 Work with a different partner. Take turns to ask and answer at least two of the questions in exercise 1. Develop your answer using the reason given and your own reason(s).
- 4 Give each other feedback about how fluently your partner answered the questions.

Writing 2

IELTS Writing Task 2

- 1 Work in pairs. Choose one of the three Task 2 essay questions A–C below. Use the points 1–5 to discuss your ideas and make notes.
 - 1 what the two sides of each question are
 - 2 whether you are being asked to give an opinion
 - 3 how many main ideas you need
 - 4 what the main ideas might be
 - 5 what examples and reasons you can give for each idea

A

Some people think that languages should only be taught in school if they have commercial benefit, while others feel that languages should be taught for their own sake.

What in your opinion should be the main function of teaching languages?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

B

Some people think that it is better to have one international language, while others believe that this is not possible.

Discuss both points of view and give your opinion.

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

C

Communication around the world is becoming easier and easier.

What factors have contributed to this?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

- 2** Look at these notes for Task A in exercise 1. Give an example for each of the reasons.

Commercial benefit

- better for business
- communication
- easier overseas travel on business
- improved diplomatic relations

Languages for their own sake

- personal enjoyment
- stimulating
- travelling
- studying
- learn about language(s) in general

better for business: can talk to business people in their own languages, eg, French/Chinese/English/Japanese

- 3** Decide what your own opinion is for Task A in exercise 1.

- 4** Underline the two sentences in *italics* that fit the rest of the paragraph below. Decide which side of the argument in exercise 2 the paragraph relates to.

1 *To some people learning another language is beneficial for one's personal development/Learning a foreign language has great economic value.* This is because learning languages can help business people when they are communicating with business partners on the telephone or abroad. For example, Japanese or British business people can speak to French or Chinese businesses selling goods such as cars or any machinery in their own language. They then don't need to rely on interpreters or counterparts speaking their language. At the same time, knowing a language also improves appreciation of a culture. **2** *As a result, trade relations can be improved enormously, showing the economic value of learning other languages/Therefore, those who learn at least one foreign language will develop within themselves and feel more confident in themselves.*

- 5** Write your own paragraph for Task A. Use the other two sentences in *italics* in exercise 4 to begin and end your paragraph.

IELTS Writing Task 2 Test

- 6** Write your own answer for essay question B or C in exercise 1.

Writing Task 2: Planning

Writing Task 2 covers a wide range of topics. However, the types of task you are asked to write about in relation to the topics is fairly limited. To help you prepare for the exam, make a list of the types of tasks. Follow these steps.

1 Collect a list of questions from this unit and other units in the book.

2 Make a list of the different types of tasks.

What in your opinion should be the main function of teaching languages?

3 As you prepare, make a plan for the different types of questions. Look at the plan below for Writing Task A on page 147 and match the different stages to the essay question.

Introduction: (*While some people/other people ...*)

30/35 words

Topic sentence: (*On the one hand/To some people/Some people think that ...*)

65/70 words

Topic sentence: (*On the other hand, others believe ...*)

65/70 words

Topic sentence: (*In my opinion, however, ...*)

65/70 words

Conclusion: (*As we have seen, ...*)

25/30 words

4 Make a plan for Writing Task B on page 148 as above.

5 Make plans for different types of questions. Use the plans to make notes about specific topics.

TIP

Use the suggestions for the words in each paragraph as a guide only. Paragraphs do not have a specific length.

Grammar

Unit 1

Talking about the present

You use the present simple for:

- a habit/repeated events.
I get up at 7 am every day.
The bus leaves at 8.15 am.
- an opinion.
I think the house is beautiful.
I agree with the plan.
- a fact or permanent state.
The sun rises in the East and sets in the West.
South America has many high mountains.

You use the present continuous for:

- an action which is happening as you are writing or speaking.
You are reading this page now.
- a temporary action which is happening around now and may not last a long time.
The climate is changing all around the world.

Make sentences from the prompts 1–6. Write one sentence in the present simple and one sentence in the present continuous for each list below.

- 0 Many people/build/houses/in this area
Many people/build/houses/in this area/at the moment
Many people build houses in this area.
Many people are building houses in this area at the moment.
- 1 I/do/exercises/in the gym/every weekend
I/do/exercises/in the gym/so I can't really talk now
- 2 The airport/not close/as it is open 24 hours a day
The airport/not open/today at all
- 3 She/not work/today/as she's ill
She/not work/today/as it's her day off
- 4 The river/flow/very fast today
The river/have/lot of islands in the middle
- 5 I/spend/the summer here/every year
I/only/spend/the summer here/this year
- 6 Passenger numbers on trains/increase/this year
Passenger numbers on trains/increase/when petrol prices rise

Past simple

You use the past simple for:

- completed actions in the past.
I bought a new watch.
- repeated actions in the past that are not connected with now.
I went to the gym every week last year.
- a completed action or event at a particular time.
I stayed in Moscow for two months in 2010.

Negative: *I didn't stay in the library for a long time.*

Question: *Did you stay in the library for a long time?*

Irregular verbs: *I spent two hours in the library.*

Underline and correct the five mistakes in these sentences.

- 1 Did you spent a lot of time studying for the exam last week?
- 2 When he went to Canada he didn't flew because he was afraid of flying.
- 3 I studed science when I was at secondary school.
- 4 I watcht the documentary on different cultures by myself.
- 5 I made a chair in a carpentry class.
- 6 The students asked a lot of questions about life in Melbourne.
- 7 I answered about 20 emails to friends on a social networking site this morning.
- 8 I began to learn English and Russian when I was 14.
- 9 How long you stay in the library yesterday?

Unit 2

Present perfect

You use the present perfect:

- to describe a recent action/event with a present result.
I've bought a new book. (Look, here it is.)
- to describe an action or experience that happened sometime before now.
I've seen that film already.
- to describe a period or series of actions/events which started in the past and which continue up to now.
I've attended the English classes regularly.
- to describe a period which started and finished in the past. We do not know when the period was and/or it is not important.
I've lived for a short time in Nigeria.

Negative: *I haven't stayed in America for a long time.*
Question: *Have you stayed in America for a long time?*
Irregular verbs: *I've spent two months in America.*

Complete the dialogue by putting a-j in the correct place.

Sarah: How long	1 <i>c</i>	a <i>have you visited</i>	in London?
Ahmed: Oh, I	2	b <i>came here</i>	three months ago.
Sarah: And	3	c <i>have you been</i>	all the sights?
Ahmed: Not all, but I	4	d <i>you enjoy</i>	to the British Museum.
Sarah: Did	5	e <i>'ve been</i>	going there?
Ahmed: Yes, I	6	f <i>visited</i>	last week.
I	7	g <i>went with friends</i>	it because it had lots of interesting rooms about Iraq.
I	8	h <i>haven't been</i>	to any other museums,
but I	9	i <i>have you visited</i>	Oxford in my first month.
Sarah: But	10	j <i>liked</i>	Cambridge?
Ahmed: Not yet ...			

Unit 3

Likes/dislikes and preferences

You can use the following verbs with the *-ing* form of a verb (the gerund) or the infinitive with *to*: *can't bear/stand, like, hate, love, prefer*
 You can only use the *-ing* form of the verb (the gerund) after these verbs: *enjoy, fancy, dislike, detest*

Find the jumbled words in *italics* below and write out the sentences.

- 0 I *readinglikethehistoryabout* of famous cities of the world.
I like reading about the history of famous cities of the world.
- 1 I *aroundlikecitiestowalk* because it helps me learn where everything is.
- 2 I *aroundlovecountrysidewanderingthe* with no roads or buildings.
- 3 I *footballanddislikेरugbyplaying* as I don't like team sports.
- 4 As I am studying engineering, I *ondocumentarieswatchingenjoyarchitecture*.
- 5 My friends *travelbyhatecarto*. They generally prefer travelling by train as it's more relaxing.
- 6 *housesorDopreferpeopleflatslivingin* in your home town?
- 7 *bearSomeinthepeoplecan'tlivingcountryside*, as there are not enough amenities or entertainment.

Comparative and superlative adjectives

Complete the sentences using a comparative or superlative adjective. There may be more than one answer.

- 0 The Pyrenees are high, but the Himalayas are *higher*.
- 1 Paris is large, but Tokyo is ..

- 2 TVs are common in my country, but radios are ..
- 3 Sci-fi films are exciting, but thrillers are the .. type of film.
- 4 Hollywood films are popular in India, but Bollywood films are even ..
- 5 The roads in the countryside are good, but in the town they are ..
- 6 The .. places to reach are mountain villages, while the least difficult to reach are the main towns.

Unit 4

The passive

You form the passive like this:
 Subject + *to be* + past participle
The market has been transformed.
The house was knocked down.

You can only use transitive verbs or verbs that are transitive and intransitive in the passive.

Complete the sentences with the active or passive form of the verbs in brackets.

- 0 The school *was extended* when a teaching block *was added*. (add/extend)
- 1 The old building .. and .. into a cinema. (renovate/convert)
- 2 The new houses .. and the tower blocks .. (construct/pull down)
- 3 A railway line .. and the town and the city .. (build/connect)
- 4 The town .. larger as more people .. from the countryside. (become/move)
- 5 The village .. dramatically over the period as the area .. (change/transform)

- 6 As the population , many old houses (grow/knock down)
- 7 The market and with a supermarket. (demolish/replace)

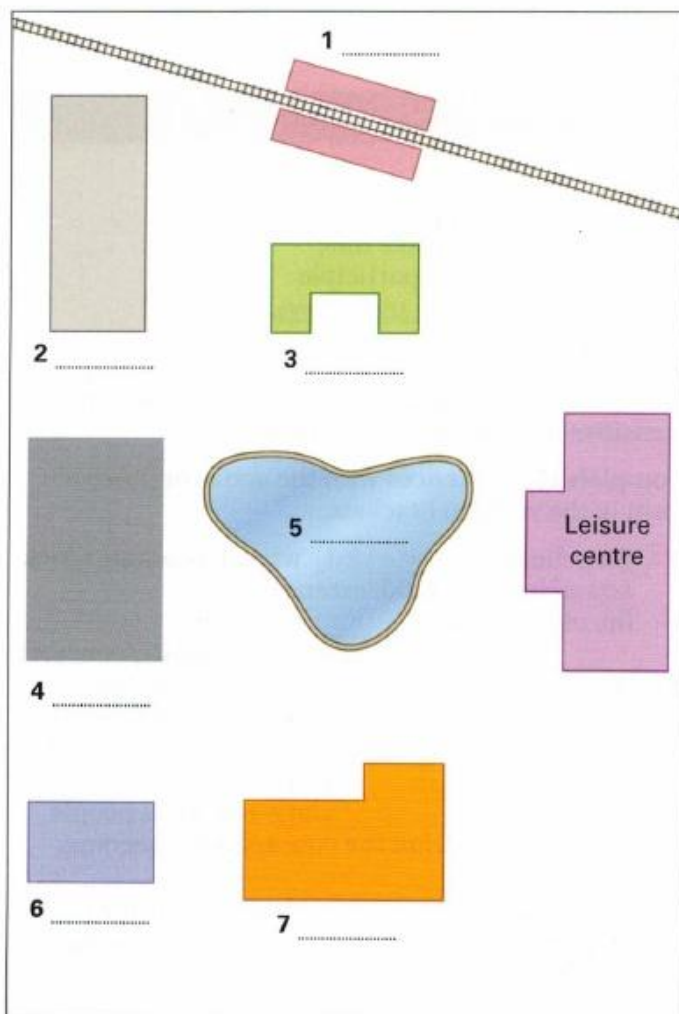
Locations on maps

When you compare the location of places on a map to other places, you can use these phrases to indicate location.

north of south of east of west of
to the north of to the south of to the east of to the west of

Read the text and label the map.

In the centre of the town there is an artificial lake. Northwest of the lake is located a large tower block. To the east of this tower block and immediately north of the artificial lake lies the school. The railway station is situated north of the school and east of the tower block. To the east of the lake there is a large leisure centre. South of the lake is a supermarket and the cinema is situated west of the supermarket. North of the cinema and south of the tower block lies the car park.



Unit 5

Intransitive/transitive verbs

You use an object after transitive verbs. You do not use an object after intransitive verbs. Some verbs are both transitive and intransitive.

- You can use transitive verbs in the active.
The company makes orange juice.
- You can use transitive verbs in the passive.
Orange juice is made by the company.
- You cannot use transitive verbs in the active without objects.
The company makes.
- You can use intransitive verbs in the active.
Apple prices rose last year.
- You cannot use intransitive verbs in the passive.
Apple prices were risen last year.
- Some verbs can be transitive and intransitive.
The farmer grows apples on the farm.
Apples are grown on the farm.
Apples grow on the farm.
- You can use certain verbs like *become* and *look* with adjectives and nouns after them.
The fruit becomes ripe. (become + adjective)
The flowers become seeds. (become + noun)

Choose one of the lists 1–4 and write a short paragraph containing the information. Decide whether you need to use a transitive or intransitive verb, or whether you can use both. Use the linking devices in the box.

first of all secondly then next after that when
as soon as

- the growing of mangos, the ripening of mangos, the harvesting of mangos, the crushing of mangos, the bottling of mango juice
- the heating of the seawater, the evaporation of water, the drying of the salt, the collection of the salt
- the collection of water, the storage of water, the irrigation of fields, the growth of vegetables
- the disposal of cans, the collection of cans, the crushing of cans, the recycling of cans

Unit 6

The future

- You use the present continuous to talk about definite plans and arrangements in the future.
I'm flying to Paris on Saturday.

- You can use *will* when you predict something about the future. You don't think about the prediction beforehand.
I think I'll fly there. It'll be quicker.
- You use *be going to* to talk about intentions, which may or may not happen.
I'm going to fly to Paris on Saturday, if I can get a seat.
- You also use *be going to* to talk about predictions we expect to happen.
I'm going to visit the Eiffel Tower when I get to Paris.
- You use the present simple when you are talking about definite future arrangements, such as fixed schedules or timetables.
The first flight leaves at 7 am tomorrow.

Complete the sentences using the correct future form of the verbs in brackets.

- 0 The government *is investing* (invest) more money in literacy, but *will* it *increase* standards? (increase)
- 1 The Book Show *will open* (open) at 5 pm, but I *won't get* (not get) there until 6 pm.
- 2 The term *will end* (end) in three weeks, but I think I *will stay* (stay) here a little longer.
- 3 I *will do* (do) a workshop at the conference on encouraging reading, which *will start* (start) tomorrow.
- 4 E-books *will change* (change) education dramatically in the future, but people *will still use* (use) books as well.

First conditional

You use the first conditional to talk about something we think is possible in the future, and its result. You form the first conditional like this:
If (not)/Provided/Unless + present simple + will + infinitive without to

Note: You cannot use *will* in the *if*-clause.

- If more visitors turn up tomorrow, the book fair will be very busy this year.*
Provided more visitors turn up tomorrow, the book fair will be very busy this year.
If more visitors don't turn up tomorrow, the book fair will not be very busy this year.
Unless more visitors turn up tomorrow, the book fair will not be very busy this year.

Complete the sentences with one verb from each box.

present simple	is given/are made/are only sold/ value/are developed
future with <i>will</i>	will appeal to/will disadvantage/ will be/will grow/will also improve

- 1 Unless parents *provide* books and education, it *is* difficult to encourage children to read.
- 2 If children's reading skills *improve*, their achievement in other subjects *will increase*.
- 3 If libraries *become* more attractive and modern, they *will attract* young people.
- 4 Provided everyone *has* a chance of a good education, then the country *will develop* economically and culturally.
- 5 If books and newspapers *are available* electronically, it *will help* certain people.

Unit 7

Second conditional

You can use the second conditional to talk about imaginary or unreal situations in the present or future. You form the second conditional like this:

If + past simple + would + infinitive without to
If I studied languages at university, I'd be very happy.

You can also begin with *were*. This is more formal:

Were + subject + infinitive + would + infinitive without to

Were I to study languages at university, I'd be very happy.

Rewrite the sentences using the words given.

- 0 It would be impossible to attend the job interview unless you did the psychometric test.
You need to do the psychometric test to attend the job interview.
- 1 If children exercised their minds more by doing problem-solving exercises, they would learn faster.
Were
- 2 If subjects like psychology were not studied at university, it would certainly affect the education system.
The education system
- 3 If the focus of university education were learning for pleasure, then students would be happier.
.....
.....
.....
need to focus on
- 4 If I didn't have a good memory, I'd have to work harder.
As I
- 5 Unless I practised speaking Russian regularly, I wouldn't learn to speak it fluently.
I need to
- 6 Were people generally more active physically and mentally, they'd have fewer health problems.
Provided

Defining and non-defining clauses

Relative clauses are parts of sentences. Two types of clause are defining and non-defining relative clauses.

Defining clauses

- Defining clauses give us essential information which cannot be left out. The information identifies who or what is being referred to. There are no commas before or after the clause.

The author who wrote the book I gave you is now on TV.

The play that/which we will see this evening is sold out.

- You can leave out the relative pronoun if it is the object of the clause.

The play (that/which) we will see this evening is sold out.

Non-defining clauses

- Non-defining clauses give us extra information, which can be left out. The sentence still makes sense without the non-defining clause. There are commas before and after the clause.

The house, which is not very big, has sold for a million pounds.

- You cannot leave out the relative pronoun in non-defining clauses.

~~The house, is not very big, has sold for a million pounds.~~

- You cannot use the word *that* to introduce a non-defining clause.

The house, ~~that~~ is not very big, has sold for a million pounds.

That/which

You use *that* or *which* to refer to things. You use *which* with prepositions.

The house, for which he paid a lot of money, has increased in value.

The house, for ~~that~~ he paid a lot of money, has increased in value.

Add commas where necessary to these sentences.

- The book on thinking skills that you lent me was very good.
- Freud who was a famous psychoanalyst, lived in London.
- The speaker whose lecture on the human mind we went to is doing another one this week.
- I'd like to describe a teacher who taught us how to think rather than just learn.
- Philosophy which many people think is difficult is very enjoyable to study.
- I'd like to talk about computer games which I don't normally play as I generally don't like them.
- Tasks which train children to use their brains should be the part of every course from primary school.
- The subject that I found the most challenging at school was music.

Modal verbs and adjectives

You can use adjectives to replace modal verbs.

Possible → can/might/may

It is possible to improve the park. → The park can be improved.

Impossible → cannot

It is impossible for the park to be improved/to improve the park. → The park cannot be improved.

Likely/probable → should

It's likely (that) the park will be improved next year. →

The park should be improved next year.

Unlikely → shouldn't

It's unlikely (that) the park will be improved next year. →

The park shouldn't be improved next year.

Necessary → need

It's necessary for the park to be improved next year. →

The park needs to be improved next year.

Unnecessary → not need

It's unnecessary for the park to be improved next year.

→ The park doesn't need to be improved next year.

Replace the items 1–7 with the phrases in the box.

it's possible	it's possible that it will be
it's also likely to	it'll be possible for people to
we might also	humans won't be able to
it could	it's necessary for humans to

Examiner: Do you think **0 people will be able to** *it'll be possible for people to* live on other planets in the future?

Candidate: Mmm ... some people think that **1 it'll be impossible for humans** in the near future, because we don't have the right technology. But I personally think **2 it's likely to** happen one day.

Examiner: Why do you think human beings will travel to other planets?

Candidate: Mmm ... maybe for adventure, but **3 it's also possible that we'll** run out of resources, like oil and even water. And so **4 we must** be prepared to move to other planets in the solar system or beyond, if **5 we can**

Examiner: What do you think life will be like on other planets?

Candidate: **6 It might be** very strange indeed, but **7 it should also** be very exciting.

Unit 9

Complex sentences: Concession

Conjunctions

- You can use linking devices like *although/though/while* to agree with someone's idea, then you add your own.
Although/though money is an important factor in life, it is not the most important.
- You can use the modal verbs *may* and *might* with *although/though* to make concessions.
Although/though money may be an important factor in life, it is not the most important.
- You can also use *may/might* with *but*.
Money may be an important factor in life, but it is not the most important.

Adverbs

You can use adverbs like *nevertheless/nonetheless* to make concessions.

Making money is often criticized. Nevertheless/Nonetheless, it is an essential part of life.

Underline the best alternative.

- Although the cost of going to university is becoming more expensive year by year, it puts students off going to university/it is still attractive to many students.
- Although many countries are rich in resources, the infrastructure is an enormous asset in economic development/the lack of infrastructure prevents them from becoming very wealthy.
- People may generally be more educated than in the past, but numeracy skills are becoming more of a problem/many adults are still numerate.
- While the standard of living is increasing in rich countries,/While wealth generally is decreasing, poorer countries are not keeping pace.
- Many people are against having one international currency. Nevertheless, it definitely won't happen/ Nevertheless, I think it's inevitable.
- Though billions of dollars are spent each year on health research, many diseases are still dangerous/ medicine is curing many diseases.
- Whilst investment in other forms of energy costs a lot of money/Whilst expenditure on alternative energy is desirable, it is likely that reducing energy consumption is more beneficial.

Unit 10

Countable and uncountable nouns

Countable nouns are nouns you can count. They have a singular and a plural form.

I have a book./I have two books.

Uncountable nouns often refer to materials, liquids and general concepts. They do not usually have plural forms.

- You use a singular verb with uncountable nouns.
The information is in the leaflet.
- You use certain phrases to count uncountable nouns.
The article contains two important pieces of information.
- Some group nouns have singular and plural verbs depending on whether you want to focus on the group or the individuals.
The government is/are preparing for the next election.
The family is/are very happy with the new house.

Note: Some words are uncountable in English, but countable in other languages.

Information is available online./The weather is very bad today.

Find the uncountable nouns in the box below as quickly as possible. Can any of the nouns be countable and uncountable?

coin, furniture, apartment, space, orange, technology, note, paper, fruit, bag, table, noise, plastic, business, bottle, data, money, flat, music, apple, blues, medicine, fact, accommodation, detail, knowledge, suitcase, chair, jazz, luggage, house, litter

Unit 11

Definite and indefinite articles

You use the indefinite article

- with singular countable nouns.
I can see a house over there.
- when you introduce a noun for the first time.
I watched a film yesterday.
- with a noun which is one of a group.
I read a chapter in the book.
- for someone's occupation.
He's a scientist.
- with certain numbers.
About a hundred people came to the party.
- with hours, days, weeks, years, decades.
I went there twice a week.

You use the definite article

- with singular and plural countable nouns and uncountable nouns.
The shoes didn't fit him very well.
- with uncountable and countable nouns mentioned before.
I watched a film yesterday. The film was boring.
- when it is clear what the context is for the noun.
I had a break in a café. The coffee was nice. (The coffee in the café.)
- when there is only one of something.
The sun was high in the sky.
- with geographical names for countries with abbreviations, plural countries, mountain ranges, rivers, seas.
the UK, the Netherlands, the Himalayas, the Atlantic
- with groups.
The Irish have migrated to many different countries.
- with classes of people, items, instruments.
the old, the computer, the lion, the piano
- with superlatives.
the best/worst, the only, the same

You use the zero article (no article)

- with countable and uncountable nouns when you are talking generally.
I don't buy fruit every day. Accommodation is expensive.
- with names of cities, countries, roads, etc.
Paris, Croatia, on Silver Street
- with days, months, companies, seasons, special times of the year.
Saturday, March, Yahoo, spring, Ramadan, Easter
- with meals.
Let's go out for lunch. (Compare: The lunch we had was very expensive.)

Complete the questions using *the/-*.

- 1 What are main kinds of art that are popular among young in today's world?
- 2 Who is most famous pop singer in world today?
- 3 Is sculpture more beautiful than painting, in your opinion?
- 4 Is knowledge of visual arts such as painting useful nowadays?
- 5 Is documentary as appealing as adventure film to general public?
- 6 What are benefits for children of studying drama at school?

Ellipsis and substitution

- Ellipsis occurs when words are left out of a sentence.
- Substitution occurs when you replace words in the sentence with another word.

Continue the sentences below in your own words. There is more than one answer.

- 0 Many people don't like writing letters to friends nowadays, but *I do*
- 1 I like speaking foreign languages, but my friend
- 2 Some countries are building high-speed rail links, but more countries
- 3 Although English is now spoken in many countries of the world, other European languages
- 4 Some people enjoy using the Internet to communicate with friends and others
- 5 I think questionnaires are a useful means of finding out about peoples' opinions, but not everyone
- 6 The government reduced spending on education, but I don't think
- 7 Young people should try to learn at least one foreign language, if they
- 8 Few people have studied dead languages such as Sanskrit and Latin, but perhaps more

Vocabulary

Unit 1

Places to visit

1 Complete the sentences with these words.

city beach countryside (x2) mountains

- 0 I like being in the countryside in the summer because it is cooler there.
 - 1 People like going to the _____ around where I live as the landscape is very beautiful. The area is famous for its lakes and rivers. There are also lots of woods with trees.
 - 2 I like the seaside because I can sit on the _____ and watch the waves and look for shells. It's a good place to relax.
 - 3 The _____ are very popular among tourists and local people. There are valleys with waterfalls and caves to explore. People go there in the summer to get away from the heat.
 - 4 The museums and theatres in the capital _____ are extremely popular with people of all ages. People even come to see the new office buildings, which are very modern.
- 2 Which of the places in exercise 1 answer the following IELTS Speaking Part 1 question?
What kind of places are popular among tourists where you live?

Word building: Adjectives for describing places

Rewrite the sentences below using the words in brackets.

- 0 Does everyone find old buildings attractive? (attract)
Do old buildings attract everyone?
- 1 Adventure holidays excite people of all ages. (exciting)
- 2 Some people find the countryside boring to visit as they think there is nothing to do there, but it always interests me. (bore/interesting)
- 3 Do you think sightseeing in cities appeals to people generally? (appealing)
- 4 I find beaches very peaceful. It is always very relaxing being at the seaside. (relax)
- 5 Which is more fascinating to people: exploring the countryside or visiting historical places? (fascinate)
- 6 The mountains in Peru really made an impression on me. I'll never forget them. The whole experience was a real thrill. (impress/thrilling)

Unit 2

Collocations with time

The words in **bold** are in the wrong places. Move the verbs in bold to make correct sentences. You may need to change the form of the verb.

- 0 I **waste** spend a lot of time visiting friends and family at the weekend. I love it.
- 1 Sometimes I **fly** _____ time by playing games on my mobile.
- 2 Learning something new like a language **has** _____ time.
- 3 Time **kills** _____ when life is boring.
- 4 Waiting for buses in cities can **save** _____ time. It's better to walk!
- 5 I never **take** _____ time to surf the Internet. I'm always too busy.
- 6 For me time **drags** _____ when I'm in class. I love it.
- 7 Using computers **spends** _____ time so people have more time for other activities.

Synonyms

Use these words to replace suitable words in the text below.

important practical helpful efficient harmful
enjoyable fascinating

Technology has had a huge impact on the world of entertainment and leisure. What do you think are the main effects?

Technology has changed the entertainment and leisure world enormously. First of all, technology such as the latest mobiles and tablets, which the public find very interesting, are invaluable means of entertainment, especially among young people. New tablets are effective devices for storing and delivering not just music and films, but also games and books. This makes them very convenient.

Some people argue that technology can be dangerous to people's health, but devices like tablets are useful, as there is no need to carry lots of heavy materials like CDs and books around. People find them very satisfying to hold just like books. This helps explain why they are so appealing.

*First of all, technology such as the latest mobiles and tablets, which the public find **fascinating**, ...*

Unit 3

Collocations: Words related to organizing

1 Make as many phrases as possible by combining the verbs 1–5 with the words a–h.

0 get ready for a, b, c, f, h

1 plan

2 sort out

3 tidy up

4 organize

5 prepare

a a trip abroad

b an exciting party

c a long journey

d my room

e letters and papers

f an important meeting

g an essay

h events like conferences

2 Work in pairs. Take turns to ask each other questions about items 1–5 in exercise 1.

What can you ... ? What kinds of things can you ... ?

Collocations: General nouns

Choose a noun from each box that you can use with the phrases 1–4 below and write a sentence. There may be more than one answer and you may have to make changes to the verb.

A investment in transport railways
reducing the number of weapons
workers' conditions people's surroundings

B rural areas of a country remote towns
world peace economic development their mood

0 ... play a crucial role in ...

Workers' conditions play a crucial role in economic development.

1 ... bring economic benefit to ...

2 ... establish a strong link between

3 ... be a key factor in contributing to ...

4 ... have a major effect on ...

Unit 4

Nouns and verbs

1 Complete the table with the correct noun or verb.

Noun	Verb
change	0 <u>change</u>
replacement	1
2	expand
3	grow
transformation	4
conversion	5
6	extend
development	7
8	construct

2 Rewrite these sentences. Change the underlined verb to a noun, or vice versa.

0 The house was extended.

An extension was added to the house./There was an extension added to the house.

1 The leisure centre was extended.

2 My neighbourhood has undergone a complete transformation.

3 There has been rapid growth in the economy in the last decade.

4 The large house was converted into a hotel.

5 The construction of the motorway was very quick.

6 The town developed very slowly over the years.

7 The street did not change over the period.

Unit 5

Word-building: Adjectives and nouns

1 Complete the sentences using one of these adjectives.

fascinated (x2) relaxed disappointed satisfied
amazed

0 I was very interested in geography at school. I became really fascinated with it.

1 I didn't feel very happy after I failed the exam. I felt really

2 I couldn't believe the exam results when they arrived. I was completely

3 People quickly become really interested in the Internet once they start using it. They become so that they can't stop using it.

- 4 City environments can be calm, if they are designed carefully. The aim of designers should be to make the public
- 5 Education needs to teach young people about issues that are relevant to real life. Otherwise, they will not be
- 2 What feeling is being described in items 1–5 in exercise 1?

Cause and effect

Make sentences using each of these phrases once only.

education can improve electronic communication
private vehicles is harming city life
enormous wealth a healthy population generates
in our lives than in the past travelling easier
knowing foreign languages makes
TV plays a smaller role people's career prospects
the increase in has a huge impact on businesses

A healthy population generates enormous wealth.

Process language: Nouns and verbs

- 1 Look at the eight stages of a production process below. Which produce do you know that goes through these stages?
- 1 harvesting 2 transportation 3 sorting
4 processing 5 bottling 6 storage
7 delivery 8 selling
- 2 Choose a type of produce that fits the stages in exercise 1. Write sentences about each stage of the process. Begin with one of these phrases.

At the first/next stage the ... is harvested. The first/next stage is ... , where the ... is harvested.
The harvesting stage is where the ... is picked.

Unit 6

Collocations related to reading

Complete the dialogue below by reordering and expanding the jumbled lists of words.

Examiner: And how do you think we can encourage 0 *children to read for pleasure?* (read/pleasure/children)

Candidate: Mmm ... one way is encouraging them to start with comics, magazines, newspapers and short stories, as they 1 (easier/read) Then gradually they might 2 (readers/novels/become/keen)

Examiner: Do you think people 3 ? (compared/past/much/nowadays/read) Why?

Candidate: Oh, I think that they read more nowadays. I think 4 (young/read widely/people/have to) but they don't read deeply. And maybe 5 (some/fast/become/readers), but they make mistakes.

Examiner: And why is this, do you think?

Candidate: Mmm ... it's ...

Collocations: Evaluating adjectives

Match the sentence beginnings 1–6 to the endings a–g. You may use each item once only.

- 0 Book are still popular g
1 E-books are extremely convenient for travelling
2 Video games are very suitable for teaching children
3 Learning to read another language is hugely beneficial
4 The festival was very successful
5 Films can be educational and extremely stimulating
6 I think using electronic devices for reading is useless
- a because many people turned up.
b if you don't want to carry lots of books.
c provided they make students think.
d because they make learning fun.
e unless the words are very clear.
f because it helps you to understand other cultures.
g because people like holding them.

Unit 7

Collocations: Technology

Write out and improve the text below by adding these words and phrases in a suitable place.

such as state-of-the-art computers innovations in
technological a wide variety of be able to use
develops and advanced

In recent years, a revolution has been taking place around the world. Technology now plays an important role in our lives. It has changed the way people work, so that most people applying for jobs need skills. For example, workers need to understand the latest technology in the workplace like new software and new devices. As technology becomes more widespread, people's lives will be improved enormously.

In recent years, a technological revolution has ...

Word building: Nouns and adjectives

Answer the questions with one word.

- 0 What quality does a clever person possess?
cleverness
- 1 If you are imaginative, what do you have?
- 2 If a job demands flexibility, what do you need to be?
- 3 What quality do creative artists have?
- 4 How do you describe someone who has lots of gifts?
- 5 What distinguishes humans from other creatures?
- 6 How do you describe someone who has the ability to do things?
- 7 What do you possess if you are talented?

Unit 8

Adjectives and nouns related to the environment

- 1 What kind of environment is each speaker describing below?

0 It has no houses or shops or open spaces, just factories. *industrial*

1 It has lots of factories with no parks or open public spaces.

2 It's right in the middle of the district where all the shops, restaurants and businesses are. It's very lively and busy all day long.

3 There are roads with tall office buildings and shops with no open spaces. There is no place to relax.

4 There are streets with beautiful houses and gardens. There are no shops or businesses, so it's quiet except for the noise of children.

5 It's right in the heart of the city near the river. It's a very pleasant mixture of offices, shops and private residences.

6 I grew up in the countryside surrounded by open fields and woodland.

- 2 Work in pairs. Take turns to describe the type of area you like.

I like areas which have/where there is/are ...

Collocations: Research

Cross out the word in *italics* which is not suitable in each sentence.

- 0 The current research seems to *confirm/support/hold* the government's environment strategies.
- 1 The research into the decline in fish numbers was *financed/moneyed/funded* by donations.
- 2 The government *carried/carried out/conducted* research on the impact of water pollution.
- 3 The research *scheme/programme/project* on the use of canals in the UK hasn't started yet.
- 4 The student performed *extensive/big/detailed* research into the use of river boats for transport.
- 5 The *latest/most recent/nowadays* research into water shortages cost a lot of money.
- 6 *Joining/Collaborative/Joint* research between institutions is usually cheaper than doing it alone.
- 7 Researchers need to *focus/concentrate/fix* on ways to save the planet from destruction.

Unit 9

Words and phrases related to pay

- 1 Find these types of mistakes in the sentences below and correct them.

missing word (x2) wrong word form (x3)
wrong word missing preposition
additional preposition

- 0 I don't like using Internet.
missing word: the
 - 1 I believe we pay much for using the Internet, but soon it may be free.
 - 2 Payment and conditions should be good for all workers.
 - 3 I'd like a job that pays good when I finish studying at university.
 - 4 Although credits cards are common, I like to pay by cash small and large items.
 - 5 I don't think it's safe to pay for goods electronical or online.
 - 6 Cash pay will be around for a long time to come.
 - 7 Students should not pay for their education. They definitely shouldn't pay for university fees.
- 2 Work in pairs. Choose one of the statements in exercise 1 and explain why you agree or disagree with it.

Opinion

Work in pairs. Take turns to ask and answer questions 1–5. Use these phrases to help you.

In my opinion As far as I'm concerned
 From my point of view Personally I feel
 It seems to me ... is (more) ... than ...
 I think ... is very (effective/important/crucial)

- 1 Do you think life is more expensive now than in the past?
- 2 Do you think people place too much emphasis on working to buy material goods like cars?
- 3 Should wealthy nations invest more money in poor nations to relieve poverty?
- 4 In terms of career, is it important to have a university degree?
- 5 Do you think universities should concentrate on business and finance courses rather than languages?

Unit 10

Noun phrases: *Nature and natural*

- 1 Work in pairs. Give examples related to each of the items below.
- 0 natural products *products that don't have artificial ingredients added such as apples and oranges*
- 1 nature reserve 5 nature study
- 2 natural resources 6 natural state
- 3 natural ingredients 7 natural ability
- 4 natural habitat
- 2 Work in pairs. Talk for one minute about one of the items in exercise 1.

Word and phrase building: *Advantage and disadvantage*

Choose a word from the box and match the two parts of the sentences. There may be more than one answer.

benefits preventative help supportive
 disadvantageous hinder

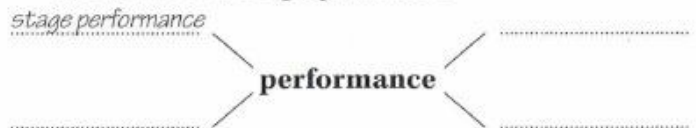
- 0 We cannot hinder b
 - 1 The government needs to be more
 - 2 Learning about science and nature is of great
 - 3 Scientific research can bring a range of
 - 4 Governments could easily take
 - 5 The lack of young scientists is hugely
- a measures to stop the disappearance of animal life.
 b the development of science.

- c to the human race.
- d to the economy.
- e of the natural environment.
- f to the development of all children.

Unit 11

Art

- 1 Complete the diagram by adding words you can use with the word *performance*.



- 2 Make your own diagram for the words *festival*, *exhibition*, *event*.

Unit 12

Collocations: *Communication*

Add the word *communication* in suitable places to the text.

communication

- A Electronic \setminus is here to stay. Each year different methods of become available. However, there are often so many different varieties to choose from that selecting one is difficult.
- B The disadvantage of relying on electronic and non-verbal such as email and text messaging is that they can be easily misunderstood. Sometimes, breakdowns in also occur, when electronic devices like mobiles or laptops do not work. Developments in video technology, however, can now help overcome such difficulties or problems.
- C In the modern world, the fact that we can have instant with anywhere in the world thanks to satellite is a benefit to the public, but especially to business. However, mass does not mean that everyone will communicate properly, so training in skills is relevant for everyone.

Writing

Task 1

In this part of the academic writing module, you are introduced to describing different types of data that are relevant to the IELTS examination. In earlier units the writing tasks you are required to do are short but are the foundations for more complex tasks later in the coursebook. Towards the end of the book more complex and longer answers are given. Throughout, comments are made about the writing task.

Task 2

Task 2 follows the same gradual build-up of difficulty as you progress through the book. For both tasks, at the beginning of this book it is not advisable to try to write full IELTS answers to both writing tasks. However, by the end of the course you should be able to write longer answers.

Unit 1

Model answer for Writing on pages 14–16

Regarding North America, the proportion of package holidays fluctuated between 30 and 40 per cent. In 1993, the proportion of such holidays was approximately 35 per cent, but the proportion fell to just over 30 per cent in 2007. It is noticeable that the peak year for package holidays to North America was 1996, at about 38 per cent.

By contrast, package holidays to All other countries were by far the most popular holiday over the period. The proportion fluctuated, peaking at about 62 per cent around 1998.

Comments

Note how the answer moves on to North America from Europe. The writer uses *Regarding*. The answer does not list all of the information: the answer focuses on the range (between 30 and 40 per cent), data relating to the fall (approximately 35 per cent to just over 30 per cent), the beginning and end percentages and the noticeable peak at 38 per cent. The writer uses a phrase to make a contrast.

Unit 2

Model answer for Writing on pages 26–28

Physical problems

However, there are several problems. The main drawback is that using technology can cause physical problems for people of all ages, including children. For

example, using the computer too much to play games or surf the Internet can lead to children becoming overweight. This, in turn, can lead to other problems. In addition, sitting at a computer can cause posture problems without the right furniture and cause hand problems for children.

Comments

Notice the organization. The paragraph has a general sentence (sentence 1) and then a topic sentence. The paragraph is developed with an example, a result and another example. The paragraphs in the main part of an IELTS essay can be any length, but around 65 words is a good average to aim for. This paragraph is 71 words long.

Unit 3

Model answer for Writing on pages 38–40

Another advantage is that visits can help students interact with the real world. Take for example children from the UK who go abroad to visit France. They are interacting with the real world because they are listening to and possibly speaking another language. For example, if the children want to buy souvenirs, they have to communicate with French people. As a result, the trips are more memorable.

Comments

Notice the organization: topic sentence, example, reason, example, result. Notice how the first sentence states what the paragraph is about and the rest of the paragraph explains this by giving examples and results. The examples help make the paragraph clear and easy to understand. Note there are two examples. The paragraph is 67 words long.

Unit 4

Model answer for Writing on pages 50–52

East of Green Street, even greater changes took place. Most of the woodland was cut down and instead a golf club was built. The detached houses to the south of the woodland were converted into a hotel. The school east of the woodland remained the same, but the street market and the car park disappeared. A further addition to the town by 2011 is the technopark.

Comments

The paragraph describes the changes that happened east of Green Street. Note the summary statement in the first sentence. The rest of the paragraph explains this statement by giving specific examples. Note the use of the passive in each sentence. Notice the comparative in sentence 1, the contrast with *but* in sentence 4 and the additional information in sentence 5.

Unit 5

Model answer for Writing 1 on page 58

TV also has a negative role to play in old people's lives, because it can make them less active. For example, while it is possible for TV to help elderly people, it can make old people sit at home too much, which may affect their health. Moreover, it sometimes prevents old people from going to social occasions, which can harm their mental and physical health.

Comments

The paragraph follows the same pattern as the paragraph in exercise 1. Notice that the paragraph contains a reason in the first sentence (*because ...*). In the second sentence there is an example, which is followed by an effect (*which may ...*). In the third sentence, there is another reason (*Moreover, it sometimes prevents ...*), followed by an effect (*which can harm ...*).

Model answer for Writing 2 on pages 63–64

The diagram illustrates the production of olive oil.

It is clear from the diagram that there are a number of stages involved in the process of making olive oil. First of all, the olive trees grow and produce olives. During the spring, the olive trees are pruned. At the next stage, when the olives are ready, they are harvested.

After harvesting, they are sent to a factory where they are pressed to remove the oil from the olives. The olive oil is then refined to make it purer, and is put into bottles. After the bottling stage, the olive oil is delivered to shops where it is sold to customers.

Comments

Note this answer is not the full exam length (it is 110 words long). There is a simple introduction. In sentence 1 of paragraph 2, there is a clear overview. Then the information is described in order. Notice the connecting words/phrases and the use of the passive. Notice the use of paragraphs. It is not possible to make comparisons here.

Unit 6

Model answer for Writing 1 on page 70

The graph shows the past and projected expenditure on education as a percentage of GDP in New Zealand between 1950 and 2050.

Generally speaking, it is forecast that the expenditure on education will rise over the whole period, but that it will decline gradually from about 2011 to 2050. For example, there was a rise in expenditure on education until around 2005, from around two per cent to around 6 per cent of GDP. The rise was erratic. It is predicted that expenditure on education will decline gradually between 2011 and 2050, from approximately 6 per cent of GDP to about 5 per cent.

Comments

Note this is not a full exam answer. You can put the overview, or summary, at the beginning or the end of your answer. If you forget to write one at the end or don't have time, it will lower your score. Note sentences 3 and 4 contain summaries of the trends with nouns, followed by the specific data. Always try to summarize and then add the data.

Model answer for Writing 2 on pages 75–76

Another useful way is to create a book club at school. If, for example, a club is created after school hours in the library, it will give children the opportunity to read books outside the classroom. Provided the club is relaxed, children will probably want to read books. Moreover, famous writers can be invited to talk to the children. So clubs can play an important role in encouraging children to read.

Comments

Notice the organization with a topic sentence, examples, etc. Note how the paragraph follows the plan in the exercise. The paragraph uses a range of complex sentences to develop the 'measure' in the topic sentence, sentence 1. You can increase your score in IELTS by having good organization and by using a range of grammatical structures.

Unit 7

Model answer for Writing 1 on page 86

The use of the web, which has spread rapidly in recent years, is very useful because it helps people of all ages to keep in contact with friends and family all over the world. For example, a Russian student who is studying English outside his/her own country, perhaps in Canada, can easily contact friends by email and video or phone links.

Comments

The paragraph contains complex sentences with relative clauses, reasons and examples.

Model answer for Writing 2 on pages 87–88

The tables provide information about the public's attitude to various local conditions and about issues that should be resolved by the government.

Overall, men are more satisfied about local conditions than women. Both genders considered street lighting good (64 per cent for men and 63 per cent for women) with only 19 and 22 per cent respectively thinking it was poor. By contrast, while the same pattern is seen for crime levels, the proportion of both sexes thinking it was poor was much higher (32 per cent for men and 31 for women) with the latter less satisfied at 40 per cent considering levels good against men at 46 per cent. There is a big difference between women's satisfaction about railway station safety compared to men; 32 per cent compared to 48 per cent for men.

Concern about crime at a local level is reflected in the issues the government should be dealing with. Apprehension about crime almost doubled from 17 to 30 per cent. Fears about the environment and the economy trebled, but from a lower point, from 8 to 25 and 4 to 11 per cent respectively.

Comments

Note that the answer with the introduction and overview is at least 150 words in length. The answer contains relevant data which proves the overview. Notice the answer does not just list the information, but contrasts it (*By contrast, while and there is a big difference between*). Also note that the second table is linked with the concern about crime at a local level.

Unit 8

Model answer for Writing on pages 98–100

The charts show the estimated changes in the length of time that people will stay at Kingsland five years from now.

Overall, it is projected that people will stay for longer periods of time. For example, the proportion of one-night breaks is projected to decrease from 60 to 20 per cent over the period. By contrast, as regards two- and three-night stays, they are both expected to increase, rising from 20 and 6 per cent respectively, to 30 per cent each. Turning to the proportion of breaks of one week and one week plus, there will also be a rise to 10 per cent in each case, from 7 per cent.

Comments

Note this is not a full answer. The introduction paraphrases the instructions. The overview is clear and the second paragraph proves or explains the overview. Note the paragraph uses a range of structures to talk about the future and a range of verbs and nouns. Therefore there is a range of vocabulary and little repetition.

Unit 9

Model answer for Writing 1 on pages 106–108

Although teaching financial education in schools and running money clubs are important, parents also have a part to play. Parents can also help their children to understand how to deal with money, because children may receive pocket money from their parents. Children will need to learn how to save and to control their spending. For example, if children are given too much money, this can cause problems, because they may not then understand the value of money. So when they grow up they may not be able to manage their finances.

Comments

This paragraph follows the notes supplied and so it is well organized. Note the paragraph is longer than other examples – it has 91 words. There is no specific length for a paragraph. You can aim for about 65 words, but if you write longer paragraphs but don't write too much overall that is OK. In the exam, write a minimum of 250 words overall and a maximum of about 280 words.

Model answer for Writing 2 on page 109

Establishing new companies in poor countries and increasing business between rich and poor nations to reduce poverty is a good idea. However, in my opinion there are other equally good steps which can be taken.

Large international companies can help poor countries by starting up new companies. For example, car manufacturers from Europe or America can assemble or build new cars completely in poorer nations in Europe or Asia. This will give people jobs and money to spend, which will benefit the local economy. Moreover, food companies could help local agriculture in poor areas in Africa and Asia to improve supplies for local consumption and for export.

Although setting up such businesses is beneficial, it is clear that improving education in poor countries is equally, if not more, important. For example, if people are taught reading, writing and mathematics, they can improve their own lives without outside help. It is possible for them to set up their own small businesses making local goods such as furniture, which can be sold even for export. In this way, they can improve the local economy.

[Another measure is to improve the infrastructure in poorer countries. ...]

Comments

The text above contains an introduction which paraphrases the exam question. There are two paragraphs, which develop separate ideas. Each paragraph begins with a topic sentence, containing a measure. The first paragraph is about setting up businesses in poor countries. The second paragraph is about education. Both paragraphs explain why the measure in the topic sentence is good by giving examples and results. The topic sentence of the third paragraph is given in brackets. Note this is an extract from a full exam answer. In the exam, you need to write at least 250 words.

Unit 10

Model answer for Writing 1 on page 119

The table gives a breakdown of the numbers and percentages of undergraduates enrolled on a range of science courses in higher education in the UK in 2004/05 and 2005/06 along with data for all science enrolments.

It is clear that there is an increase overall in student numbers with all the subjects increasing, except on computer science courses. The overall increase in science subjects was 2 per cent, from 539,200 to 550,400 students. For example, medicine and dentistry enrolments increased from 38,400 to 41,000 from 2004/5 to 2005/06, a rise of 7 per cent. By contrast, computer science enrolments experienced an 11 per cent fall from 73,500 to 65,500. It is also noticeable that engineering & technology enrolments remained fairly stable with a negligible change from 75,700 to 75,900.

The increase in enrolment for the other subjects in the table followed a similar pattern. The rise ranged between 3 and 5 per cent in biological sciences (5 per cent), agriculture & related sciences and physical sciences (4 per cent) and mathematical sciences (3 per cent).

Comments

Notice how the answer is divided into paragraphs with a clear overview at the beginning of paragraph 2 (it is also possible to put this at the end). The exception to the general trend (computer science) is given. The essential data is supplied, with contrasts (*by contrast, ...*), a striking feature (*It is noticeable ...*), a noun in the sentence instead of a verb (*... experienced an 11 percent fall*), a comparison and summarizing statement in sentence 1 of paragraph 3. The length is at least 150 words.

Model answer for Writing 2 on pages 122–124

The general public is not able to keep up with changes in the world of science and so some people have begun to mistrust scientists. Other people think, however, that the public should have more faith in scientists.

Some people argue that the developments in the world of science are not clear to the general public. This is because there are too many happening at once and because they are too complicated for people to understand. For example, advances and research related to genetics or other areas of health are not fully understood, so people either ignore them or worry about them. And so, scientists face strong opposition to any developments.

To other people, scientists have brought enormous benefits to society because they have helped many people. Besides improving public health, scientists are involved in other areas which make our lives easier, such as transport and engineering. Cities in countries such as Japan and France are now better connected with high-speed trains with all the latest facilities like TVs and Internet connections. So people should be grateful for what scientists do.

In my opinion, while it is important to allow scientists to continue making advances, we should monitor any developments, especially in the field of medicine and technology such as artificial intelligence, more carefully. In this way, we can make sure that we do not end up with monsters which are a combination of humans and machines, as in some science-fiction or horror films.

In conclusion, if the public were more informed about any scientific developments, they might accept them more.

Comments

This answer shows that you do not have to write long complicated paragraphs. The introduction and the conclusion are short and the three middle paragraphs, or body of the essay, are around 65 words long. Remember the paragraph word lengths are just guidelines, as there is no specific word length. Note the structure of the essay matches the question: paragraphs 2 and 3 discuss both views and paragraph 4 gives the writer's own opinion.

Unit 11

Model answer for Writing 1 on page 128

The bar chart shows the proportion of adults who made visits to different places of historical interest in England in 2009/10.

Generally speaking, visits to heritage sites appear to be popular. The sites that interested people most were historic cities or towns, with 55 per cent of those surveyed visiting such sites. These were followed by historic gardens; historic buildings; and castles, forts or ruins, at approximately 43, 38 and 37 per cent respectively. A smaller proportion visited historic places of worship (about 27 per cent). The least popular places to visit were industrial history sites, sites of archaeological interest and sports heritage sites (approximately 20, 15 and 5 per cent respectively).

The pie chart reflects the continued interest in visiting historical places in the near future. The majority (55 per cent) said they are likely to visit historical sites in the next six months with only 15 per cent saying they would not and 30 per cent undecided.

Comments

Notice the total word length: with the introduction it is at least 150 words and the answer is divided into paragraphs. There is a clear overview. There are three examples of comparatives/superlatives in the second paragraph. The first sentence of the third paragraph links the two sets of data. Both paragraphs contain the relevant data.

Model answer for Writing 2 on pages 134–136

Some people feel that protecting old buildings has a lower priority than human needs. They think that human life is much more important. For example, they argue that money should not be spent on preserving old houses when there are many homeless people with children who require homes, even in rich cities like New York. New accommodation with modern facilities would lead to a happier nation.

Another argument against the protection of old buildings is that the cost is prohibitive, which means that it is a waste of money. There are many old buildings around the UK, for example, which may be in remote areas and are falling down. In many cases, they are also dangerous. So trying to repair them is not a sound use of money and the resources could be better used on human beings.

Comments

The paragraphs follow the information in the plan. There is a specific example of a city and there are examples to support the arguments stated at the beginning of each paragraph. Together, the paragraphs have a range of structures and vocabulary. Notice how the second paragraph contains different evaluative adjectives to develop ideas: *prohibitive, dangerous, not sound, better used*.

Unit 12

Model answer for Writing 1 on pages 145–146

The data compares the involvement of both genders in teleworking and of various professions by location in the United Kingdom between 1997 and 2005.

It is clear that the participation of workers generally in teleworking increased steadily over the period with men being more involved than women. In 1997, for example, just under 5 per cent of men did teleworking, but by the end of the period that proportion increased more than twofold to approximately 12 per cent. A similar pattern is seen for women where there was also an approximate twofold rise from about 3 per cent to about 6 per cent.

As regards the bar chart, a greater proportion of workers are involved in teleworking away from home but using home as a base, than those working mainly at home. This is clearly seen among skilled trades/occupations, with about 17 per cent teleworking in different places and about 1 per cent working mainly from home. For managers and senior officials and professional occupations, the pattern is the same, about 7 per cent compared to 3 per cent in both cases.

Comments

The answer contains the minimum number of words and is divided into paragraphs. The introduction is a paraphrase of the instructions and there is an overview, which is supported by data. There is a range of comparative language and structures. The information is summarized well and is not presented as a list. There is a range of vocabulary and structures with the use of nouns and verbs of rise and fall.

Model answer for Writing 2 on pages 147–148

Essay C

The world is now a smaller place than it was at the end of the last century, as people all over the world are able to communicate with each other more quickly than ever before. There are many reasons for this, but the main ones are related to technology.

Even in the poorest parts of the world, such as in Africa and Asia, mobiles are available. This is because gradually the cost of using mobile phones is decreasing. When such phones were first introduced the cost was high. Now, as networks have spread all around the world thanks to advances in satellite technology, people can text or speak by video to friends, colleagues and relatives almost anywhere.

Another factor is the spread of the Internet and access to technology. People of all ages are able to communicate with anyone anywhere by email and increasingly by Skype. Provided people are connected to the Internet, contact is almost instant. As the networks become faster the quality of visual communication will increase, which, in turn, is likely to lead to greater use of video links.

Easier transport links have also played major roles in the development of mass communication. Business people are able to travel easily nowadays and establish and maintain links physically and electronically with colleagues. So the need for effective communication links has grown to meet the demands of the marketplace. Students have also contributed to the need for more efficient communication, as have tourists and migrants, in general.

So technological developments and human migration in general have changed mass communication in our world.

Comments

The text is divided into paragraphs and satisfies the minimum word length requirements. The ideas in each of the three main body paragraphs are developed clearly. The introduction and the conclusion are clear and simple. There is a range of grammatical structures and some very good examples of collocations (*establish and maintain links, have also played major roles*).

Audioscripts

1 Finding out about the world

1.1

- 0 flight number TA5557
 1 flight number TLM 19772
 2 booking reference XY331373TV
 3 mobile number 07967 55 33 79
 4 My address is 49 Malory Park.
 5 The code is BE5 9KV.

1.2

(A = Ann; J = John)

- A: Hi, John, is that you?
 J: Yes, Ann?
 A: Yes, it's me. Did you pack everything last night?
 J: Yes, I did. But I'm just putting the last few things in my suitcase here at work, like books and things.
 A: It's really exciting. I can't wait to get there.
 J: Me neither.
 A: I had a look at the weather forecast for the holiday and it looks as if it's going to be wonderful. It's going to be 30 degrees Celsius and sunny with no clouds at all.
 J: That's fantastic!
 A: Yeah! The beaches there are marvellous with white sand, large sand dunes and blue sea and no offices or skyscrapers. We can spend some time on the beach. It's very relaxing.
 J: Definitely. So don't forget your sun cream. When I'm on holiday I always lie on the beach and read books and listen to music. Then I do some shopping and I eat a lot; in fact, I do all the things that I don't really have time to do here.
 A: Me too, but I want to visit a few historical sites as well.
 J: As you know, you'll have to do that on your own! I just lie around and do nothing.
 A: No problem. I find it difficult just sitting or lying around all day doing nothing at all.
 J: Yeah. OK. So where shall we meet and when?
 A: I think it's best at the airport itself. Let's meet on the departure level.
 J: But where?
 A: Well, there's a shopping area just on the left as you come to the departure level.
 J: Yeah. I think I know it.

- A: And the first restaurant as you go in on the left is Chinese. It's got this map of China with one big star on it.
 J: Are you sure I won't miss it?
 A: You won't. I can't remember the name, but anyway, we'll have our mobile phones.
 J: Yes, so no need to worry.
 A: OK. What time then?
 J: Say 5 pm?
 A: But the plane doesn't depart until 8 o'clock.
 J: Yes, but we are supposed to be there two hours before check-in and security checks. That can take a good hour at least.
 A: Yeah. I suppose so.
 J: One thing. Do you think that they're strict about the baggage allowance?
 A: Yes, I think so. We're only allowed 25 kilograms each.
 J: I thought it was more.
 A: Try putting some heavy things in your hand luggage, but don't overdo it!
 J: Yeah, that's an idea.
 ...
 A: Remember not to forget your passport and currency. You know what you're like about things like that.
 J: I won't. I've already packed them!
 A: Don't forget the mmm ... the guidebook!
 J: Oh yes. It's still in the drawer here at work. I'm getting it out now as we're talking. Just as well you reminded me.
 A: I knew you'd forget something!
 J: So what time are you leaving the flat?
 A: Mmm ... I think I'd better leave about three.
 J: Yeah, that'll give you plenty of time. I can leave work at three if I want, but as we're not that far from the airport, it won't take me as long. So, I'll leave the office at about four.
 A: Are you sure that's going to give you enough time?
 J: Yeah, plenty.
 A: OK. And what's the ticket reference?
 J: Yes, we need the ticket reference to collect the tickets from the machine. Here it is, in my diary. It's ZB7334921G.
 A: I think I'll write it down too just in case. ZB7334921G. Is that right?
 J: Yes, that's it.

1.3

- 1 Flight number GV976 to Baghdad will depart from gate ...
 2 The 907776 flight to Paris will depart from gate 22.
 3 07551 66 63 33 is my mobile number.
 4 Catch the bus number 24.
 5 The booking reference is PB3379132F.
 6 The flight will depart from gate number 27.
 7 That will cost £17.40.

2 In search of time

1.4

- 1 What are you studying?
 2 Describe how people spend their free time in your home country.
 3 Do young people have the same leisure activities as in the past?
 4 How do you spend your free time?

1.5

Good morning, and welcome to today's programme. As it's the beginning of the school holidays we are focusing on events and activities to occupy the kids and to give them a memorable day out. Yesterday, we checked out the new exhibition on the history of time which has just started at the restored house at the Observatory by the river. In fact, it started three days ago. A visit is well worthwhile and something to do for a special occasion like a birthday.

And what has made the house and the exhibition so popular? Well, first of all, entry to all the Observatory facilities and the exhibition is free. And what's more, it is suitable for people of all ages, catering for both children and adults. It is an unforgettable day out for the whole family, especially the children. What makes it interesting for children is that there are loads of activities that have some kind of interactive element, while at the same time there are lots of seats throughout the area in case people get tired, and the organizers have provided places for people to have snacks.

As for transport, there is also a bus to and from the local station, which leaves 20 and 40 past the hour from the entrance, until 6 pm. The train station

is very close so those of you feeling energetic might want to walk – it takes about 20 minutes. All you have to do is follow the signposts along the way. It is a very pleasant walk through a park with lots of trees and open spaces. The bus back to the station leaves from the car park and departs at 15 and 45 minutes past the hour.

...

The local newspaper, *The Clarion*, has reviewed all the facilities. And I can read you what it has said about the top six facilities that they mentioned. First of all, it says the exhibition on the history of time at the restored house is really thrilling with lots of activities for children. There are examples of early English and European clocks and also early examples of clocks from the Arab world and India and China. There are also exhibits on the history of watches from around the world.

The restaurant has been given a very good rating indeed. People generally found it really beautiful, as it had many old features. People said they wanted to sit there for ages, but they couldn't as there is so much to see.

The shop was not considered very expensive, with lots of interesting toys and souvenirs for people of all ages that were all good value.

The gardens are very relaxing. There are many different types of gardens and lots of open places to sit and relax and have a picnic and lots of lawns for the children to run around and burn up some energy.

Another facility which received a good rating was the 3D cinema which people found thoroughly interesting. It fascinated them a lot.

As regards the Observatory building itself, people felt it was really a place to remember. They said they wouldn't forget it. It is very old and very ornate and filled with old instruments which were modern gadgets in their day. Special events like public celebrations are held there as the rooms are spacious and very impressive.

1.6

I'm going to describe an e-book reader which I saw for the first time when I was at an airport about a year ago. I bought it just three months ago, before I started this course. And it has been brilliant. It is very convenient because it is very light. I can carry it everywhere with me. I don't have to carry lots of books. It is important to me because it has helped me study. At first it was

difficult to pass exams. Since I bought it I have downloaded lots of books. It is really useful as it has also saved me a lot of time and money. In the past I carried three or four books with me everywhere I went and I had to go out and search for books. Now I just download them when I want them. I have read more books since I bought the e-book reader, including real books, and my English has improved.

Some of my friends don't like it, but I think it is a very effective device and I recommend it.

3 Giving structure to our world

1.7

(H = Harry; C = Christine)

H: Christine, hi. How are you?

C: Oh, Harry, hi. I'm OK, thanks. Just trying to get together the plan for this fashion event I'm helping to organize as part of my work placement. And you?

H: I'm very well. I've just finished writing my essay on the various things that help give structure to our lives like transport, education and different buildings.

C: Sounds very interesting.

H: I managed to get it in earlier than expected. And Dr Ahmed said it looked better than my last essay as the structure was good.

C: Great! Well, if you've got time, you can perhaps give me some advice here.

H: Well, yes. So, where are you now with the plan?

C: Well, mmm, we've done most of the preparation, but I'm feeling a bit worried as there are so many details.

H: Organizing people and events is not easy. I don't like organizing people, even if it's just for an evening out.

C: Oh, I enjoy planning events and parties and dealing with people.

H: Why don't we make a checklist and then you can see how much you've done?

C: Ah, OK. That sounds like a good idea.

H: First of all, I see you've got the date and the venue.

C: Yes. It's in six months' time, in June, right in the middle of the fashion season and it's at the local college of fashion in Chelsea Avenue. We've got the venue for three days, Wednesday to Friday. On the Wednesday we have the day to set everything up and then the event itself is on the next two days.

H: You seem to have a lot arranged already.

C: Mmm, it doesn't feel like it.

H: So what about presenters?

C: We've got two for the show and then one for the awards on Friday evening.

H: Who are they?

C: Well, they're on this table here on the computer. Yes, ... here they are. We've managed to get the designer, Debbie Maine.

H: She'll be very good.

C: Yes, I've seen her at events before and the public love listening to her. She enjoys telling funny stories about the fashion world. Then there's Barry Stockport. Barry's ... mmm ... a very good presenter and is really popular.

H: I don't know him.

C: Barry hasn't been involved in the fashion world for long. But he enjoys organizing and he presented at the Global Fashion event.

H: Yes. That went very well. And the third person?

C: Well, we've managed to get an actress, Marilyn Tiny, which is very exciting.

H: Great.

C: She's presenting the awards on the Friday evening.

H: She'll attract a lot of people to the event. Are the invitations ready?

...

C: And the seating, the flowers, they're all done. But it's the caterers for the award dinner I'm worried about. I've got three firms, all of whom are willing to do it.

H: OK, so what's the problem?

C: The price.

H: Ah.

C: Master Caterer costs the most, but they are very professional and will provide all the equipment, waiters and waitresses. They want an advance of 50 per cent of the cost and the balance at the end of the event.

H: And the others?

C: Silver Service costs less than the other two companies, and will provide the same service. I found them on the Internet, but I don't know much about them.

H: And the other one? What's their name?

C: Foodwise.

H: Ah yes.

C: They are more well known than the other two. They are good, but I prefer Master Caterer. What do you think?

H: Well to be on the safe side, I'd go for Master Caterer.

1.8

- 1 I'd like to talk about a party I organized ...
- 2 ... when I was at school.
- 3 The party was at my parent's house.
- 4 I asked friends to help me.
- 5 I bought lots of food.
- 6 We played lots of games and listened to music.
- 7 The party was very entertaining.

1.9

- 1 Do you think it's important for students to like the subjects they study? Why/Why not?
- 2 What are the main factors that influence young people's choice of subjects at university?
- 3 What are the advantages of studying at university?
- 4 How can education at secondary school be made interesting for pupils?

4 The land

1.10

Good afternoon, my name is Dr Deacon and today I am going to give you a short presentation on my research so far into developments that are taking place in street markets in London. I am going to examine different markets around London to show the main advantages of street markets to local communities, an example of a market undergoing change and the factors driving change in the markets.

So what are the main advantages of street markets in cities? Well, I did a survey where I asked over a hundred people in a day at Tabard Market in south London to rank the main advantages that street markets brought to local areas and if there were any disadvantages.

The main advantages given were that they were good for the local area and that they were not just about businesses from outside the area making money. Also they were not just for commercial purposes but they also benefited the local community by providing jobs and encouraging regeneration. Seventy-three per cent of people thought this was the main benefit. A large proportion of people thought that providing fresh produce was also a key advantage, despite the fact that sometimes the food on sale was quite expensive. The proportion of people who cited this was sixty-nine per cent. This was followed by an advantage which concerns us all nowadays, a reduction in waste. Sixty-three per cent of people thought that generally street

markets were good because they reduced packaging and so they had a positive impact on the environment, despite the transport costs. Fifty-six per cent of people thought that street markets encouraged good health by providing fresh fruit and vegetables, and fifty-five per cent thought that it was good for cultural benefits such as promoting the local area. But some people thought that the main drawback was local people would not come to the market because of the tourist numbers.

...

Before going on to other studies into this very interesting area, I would like to look at part of Tabard Market and show how it has been transformed. This plan on this new slide here shows part of the transformation that is taking place. You can see that a railway goes through the market – that is this double line going from the bottom right to the top left. If we go into the market from Tennis Street at this arrow here at the bottom we can see that on the left is a row of shops. At the end of this row of shops there is a house that was knocked down and replaced with a restaurant. If we look opposite the row of shops we can see a large block where there are many market stalls and in the middle of this block a new information centre for visitors has been built.

If we move above the railway line to the northern part of the market, we can see a large area which is the main food market. This area was enlarged. To the west of this there are seats and tables for people to have a rest. Then down here in the southeast corner of the plan is a fish market next to the main restaurant area. And then finally just north of the restaurant area is the flower market.

5 The processes in life

1.11

(J = Janet; R = Receptionist)

- J:** Good morning. I don't know if I'm in the right building, but I'm looking for information about the carpentry classes.
- R:** Yes, you are. How can I help you?
- J:** Well ... I'm looking for classes ... in the evening or late afternoon.
- R:** Yes, we have classes in the morning, afternoon, evening and at weekends.
- J:** What're the times for the afternoon classes?
- R:** Well, let's see. Here we are. Monday and Wednesday ... afternoons three to six.
- J:** Mmm, I can't do that as I finish work at four. I can make it here by 4.30.

- R:** Well, there're two evening classes, one is Tuesday and Thursday from six to nine and the other is Monday and Wednesday five to eight.
- J:** Both of those would suit me. Are they both beginners level?
- R:** The Tuesday/Thursday class is intermediate level. The other one is more advanced. We don't have any classes for beginners.
- J:** I'll go for that Tuesday/Thursday class.
- R:** Have you done carpentry before?
- J:** Yes, I've done a little, but not a lot.
- R:** It's very relaxing.
- J:** Yes. I always felt relaxed after carpentry classes. Things like that always give you enormous satisfaction. I was amazed at how much I learnt. I even made a small box which I've still got.
- R:** Are you sure the intermediate class won't be too simple for you?
- J:** Oh no. It'll be perfect.
- R:** We get a lot of women doing the carpentry class. It's usually a good mix of men and women of all different ages.
- J:** What is the age range?
- R:** It can be anything, but the minimum age for the evening classes is 18 ... there's no upper limit.
- J:** ... Oh, I see. And how much is it?
- R:** The prices this year are not going up, which is surprising. It's ... mm ... £135 for ten weeks.
- J:** Oh, that's quite reasonable.
- R:** And ... that includes materials.
- J:** Do I have to bring tools or anything?
- R:** No, everything like that is supplied.
- J:** When do the classes start?
- R:** The 1st of October.
- J:** The class is three hours ... is there a break?
- R:** There's a 15-minute break in the middle, around 7.30.
- J:** That sounds really reasonable. In fact, very reasonable.
- R:** So would you like to register now or would you like to come on the main registration day?
- J:** Is the course generally booked up?
- R:** Sometimes. We only take 15 students on each course so it might be wise to book now. We already have eight people booked and paid.
- J:** OK.
- R:** I'll send you details by email, if you want.
- J:** I can take the brochure now. Can I just leave my name and address now and pay a deposit?
- R:** Yes.

- J:** My name is Janet Blake. My telephone number is 0321 875 987722.
- R:** OK. And your address?
- J:** It's 23C Oldham Way, that's O-L-D-H-A-M and then W-A-Y.
- R:** OK. And your postcode?
- J:** It's OD7 4PT.
- R:** And how much do you want to pay by way of deposit?
- J:** I can pay £50 now and the balance when I come to complete the registration. Oh, and do I get a certificate at the end of the class?

1.12

(E = Examiner; C = Candidate)

- E:** Do you think change is happening more rapidly nowadays than in the past?
- C:** Yes, I do, because technology is affecting the way we live and work.

6 Read what you want

1.13

Welcome to *The Book Corner*. My name is David Horne and as always we have some exciting reports for you today. We're going to look at whether literacy does matter and how we can encourage young people, especially boys, to read more in this digital age. And what better way to start the show than news about The International Book Fair here in London which runs for four days, including today.

There are 20 major publishers' stands from the UK and another 30 from around Europe and another 30 from around the world. With some publishers having more than one stand to exhibit their publications, there are 110 stands, including 30 stands in the digital zone, devoted to electronic media, including devices and software. The fair is open to all members of the public, and all ages over 16. To encourage young people to come to the fair, entrance, which normally costs £10, is free on day two of the fair for those under 25. This is the first year that the book fair has introduced such a scheme. So if you are under 25, get down there with your student card and proof of age tomorrow for your free entrance.

At lunch time today, when we were at the fair, there were large crowds of visitors of all ages, including many young people. If more visitors turn up tomorrow, the book fair will be very busy this year. By far the most popular stands for young people were those devoted to electronic devices for reading books and surfing

the net, etcetera. The stands are all very lively, modern and appealing. It will be the most successful fair ever, according to the organizers.

Over the four-day period of the fair there are many different events taking place ranging from seminars, talks and workshops to advice sessions for young and old amateur writers. Tomorrow, Tuesday, there are over 10 talks scheduled during the day, but I think the most popular one will be on writing children's books by the famous children's author Charles Shaker. This will be very stimulating. Then on Wednesday, if the talk is not full, I'm personally planning to go to a talk on encouraging boys to read by the well-known TV presenter, Edward Chaucer. This should be a very interesting talk. On Thursday, everyone on our show, *The Book Corner*, is planning to visit the fair and we will broadcast live from the fair. If you are there, we'll be happy to meet you and have a chat. So come and see us.

...

We've already had some messages on Twitter, emails and instant messages about the show. Angus Dean, the organizer of the fair, has written: *Show a huge success. Hoping to see you all there over the next couple of days.* And from Maria Lopez we have a message, ... she says *If you go to the fair, you'll love it. I'm going to visit the fair again.* Let's see if we can find another message from someone else. Ah, yes, here we are. This is a message from Cheng Ming who visited the Book Fair this morning and he says: ... *My visit was an invaluable experience. All young people should make use of the free day.*

1.14

Yes, it's vital to be able to read nowadays because ...

7 The mind

2.1

(H = Henry; C = Caroline)

- H:** Hi Caroline!
- C:** Oh hi, Henry!
- H:** Do you mind if I join you?
- C:** No, by all means. I'm just sitting here thinking about what to do for this presentation next week. I've been in the library all morning.
- H:** Ah ... I know what you mean. What are you doing the presentation on?
- C:** Oh, it's mmm, something for my psychology module. My aim is ... mmm ... to show how modern

technology has an impact on people's brains, such as memory, skills and so on.

- H:** Wow. Sounds interesting! But why did you choose that topic?
- C:** Oh, mmm ... I'm just fascinated by the way the brain functions. I think if I had to choose my course again, I'd do psychology as my main course.
- H:** Really?
- C:** I can't believe how interesting it is. There're masses of data on the negative effects of technology, ... like making people lazy, ... because they don't have to remember everything like telephone numbers.
- H:** Even Samuel Johnson, the dictionary writer, who lived and worked in the 17th century, once said there are two types of knowledge: the one you know and the one you know where to find.
- C:** Oh, that sounds good. Can I use that in one of my slides?
- H:** Yeah, sure. I'll have to find where it came from. I can't remember.
- C:** I've got a plan here of my talk.
- H:** That looks very organized.
- C:** It's only a plan! The first five slides are about statistics relating to the use of technology and then slides six to eight are basically on background details regarding unreal or virtual worlds on the Internet. Just by chance I found an article on how being avatars in these virtual worlds works.
- H:** OK.
- C:** In virtual worlds or 'unreal worlds' on the Internet, people ... mmm ... people become virtual people with a different personality.
- H:** Ah, OK.
- C:** And they adopt this personality and way of life, etcetera, in this world. It's like a game.
- H:** That sounds weird, but very interesting. Can you send me a copy of the article?
- C:** Yeah. But there is an interesting effect and that is that even if people are avatars for only a short period of time, it increases their confidence in the real world.
- H:** Yes, that *is* interesting.
- C:** And then slides nine to twelve are on ... the development of young people's manual skills. There's evidence to show that playing video games really helps motor skills.
- H:** OK.
- C:** And slides thirteen to twenty are on memory and thinking and how using technology alters people's thinking strategies.

- ...
- H:** It sounds very impressive.
- C:** Do you think so? I spent a lot of time putting together the slides. In fact, I've been working on them for the past week. I have to say, I didn't think it would take me quite so long.
- H:** Well, they do take quite a while to make.
- C:** And the other thing which took me ages was dealing with the handouts to go with the presentation.
- H:** Is that a copy there?
- C:** Yes.
- H:** Do you want some suggestions?
- C:** Yes, sure.
- H:** The presentation is 30 minutes, yes?
- C:** Yes.
- H:** Well ... mmm ... I think you've got too many slides. Ten to twelve would be more than enough.
- C:** Do you think so? Just ten to twelve?
- H:** Yes, well, ... mmm ... with 20 slides, that is one-and-a-half minutes per slide.
- C:** Oh, yes. That's not a lot.
- H:** And also if I were you, I'd then make notes on paper copies of the slides to help you as you speak.
- C:** Oh yes, that's a good idea.

2.2

Another reason why I liked the programme was that it was stunning to watch. It used the latest technology to show how the human brain works. The images were very effective. It was more exciting than an adventure film. If the documentary were shown in 3D, I'd love to see it again. And I can say that I'd definitely recommend it to my friends to watch.

8 A world with water

2.3

Good afternoon everyone, my name is Dr Angela Christie from the Department of Engineering. My lecture today is titled 'Waterways of the world – Engineering wonders'. In my talk I shall be looking at both canals and rivers, particularly those in built-up, that is, city environments. There are some canals which are vital trade links for shipping between major oceans, such as the Panama Canal and the Suez Canal, but they need to be dealt with separately. The talk is split into two main sections. First, we will look at the location of four waterway systems in the world and then at the engineering construction in each area. The first section will take about 15

minutes and the second section will last about 45 minutes.

If we look at this map of the United Kingdom, we can see that the country has an extensive system of waterways totalling 3,100 kilometres or 2,225 miles that covers many parts of the UK. Let's take London as an example, where the waterways are a source of employment and leisure facilities. Regarding the extent of the network in London, we can see from this slide with facts and figures that London has 161 kilometres of canals and rivers, along with 159 bridges owned by British Waterways. It's also worth pointing out that London's canals have four links with the River Thames.

There are 128 people employed on the waterways and there are some interesting population facts here. We can see that there are nearly 6 million people living within 5 miles of London's waterways, which is a large number of people and nearly one-third, that is about 2 million people, live within 15 minutes' walk of these waterways.

If we move on next to the use of London's waterways, they are a centre of activity. We can see from this chart that a huge number of people visit London's waterways each year. In the year 2002/3 for example, there were 16 million people. Additionally, from this chart we can see that the number of cycling visits was 740,000 and the number of events was 200, with 67 waterside attractions.

There are already many organizations, including businesses and volunteer organizations, involved in keeping the system available to the public, but it is possible that in the future there will be more and more attractions on or around the waterways with local partnerships.

...

If we now move on to my next slide; here we can see that we are going to look at canals in three other areas of the world, namely China, Russia and Italy, where there are important canal systems. Each has a different function and character.

In China, we're going to explore the Grand Canal which links Hangzhou in Zhejiang in the north of China with Beijing. The canal stretches some 1,747 kilometres and as we will see it has a dual function, one of which is to irrigate rice fields and the other commercial, as it carries trade along its route. The next canal system we will look at is in St Petersburg in Russia. It has numerous canals and hundreds of attractive bridges, which is why it is often called the Venice

of the north. St Petersburg is a city of great beauty, one of Russia's gems. We shall be looking at the importance of the canals in the city's history. We then look at Venice in Italy, which has an intricate system of canals, most of which can only take small boats.

2.4

I am going to describe a volunteer organization, called Water Direct, that helps to protect the river in my home town. I first came across the organization when I went walking along the river one day and saw people taking rubbish out of the river. There are many reasons why I admire the organization. First of all, it helps improve the city surroundings. If the river banks and the water are clean, it makes the place pleasant and healthy. It is now possible for people to enjoy the river by going swimming and having picnics on the river banks, as most of the rubbish has been removed. This is a big difference as in the past it was very dirty. I think that similar organizations could soon be set up all over the country. In fact, I think it is highly likely.

9 Finance

2.5

(W = woman; M = man)

W: Excuse me. My name's Melanie Broughton.

M: Yes?

W: And I'm doing a questionnaire on behalf of Finance Survey. Do you mind answering some questions about travelling?

M: OK.

W: Thank you.

...

W: Have you travelled abroad in the last three months?

M: Yes.

W: How many times?

M: Twice.

W: And were the trips to the same place or different places?

M: Different places in Europe: France and Germany, etcetera.

W: You said you have been abroad twice in the past three months?

M: Yes.

W: Did you buy currency each time you went abroad?

M: It depends, mostly yes.

W: And can I ask you, how many euros did you buy each time?

M: Let's see ... for the first trip I bought ... mmm 300 euros, ... and the second time I didn't buy so many, because the first trip was only for three days

and I didn't spend it all. So I had about 150 left. And I only bought 100 for the second trip.

W: Was this second trip longer?

M: Yes.

W: OK, and how often do you normally travel abroad each year? One to three times, four to ten times, eleven or more?

M: I went abroad five times so it's four to ten times.

W: And my next question: is that for work or leisure?

M: Mmm ... it's mostly for work, though I sometimes have a few days to myself when I go abroad.

W: The next few questions are about currency.

M: OK.

W: When you come back from abroad, do you change the currency back into pounds sterling or do you keep it?

M: I always keep it, because I travel a lot.

W: Fine. Right. We can skip the next two questions. So can I ask you how much you have in a range of currencies?

M: Yeah, sure.

W: What about euros? Which band are you in: 1 to 50, 50 to 200, 200 to 500, or more than 500?

M: Oh, it's 50 euros.

W: And American dollars?

M: More than 500.

W: And any other currency?

M: I've got dinars from various countries, but not many, and some Indian rupees.

W: Which band are they in? Do you want me to repeat the bands?

M: No. They are both quite small, in the 1 to 50 band.

...

W: Do you use only cards or cash when you travel?

M: A mixture.

W: And the next question is: what do you use the cash for?

M: Well, I spend it on taxis, newspapers and snacks. Taxis to and from the airport can be quite expensive and I have to use them if I'm in a hurry.

W: And do you use credit cards abroad?

M: Oh yes.

W: For what exactly?

M: To pay for hotels, if they are not paid for in advance, and meals.

W: OK, ... mmm ... I need to ask you for a few contact details.

M: OK.

W: We don't ask for an address, just an email and a contact telephone number.

M: OK.

W: That's fine. The company may want to ...

M: No, I don't want to receive any promotional literature. It's really wasteful.

W: OK. The company may want to check that you have actually done the survey.

M: You mean to prove that you didn't complete it, yourself?

W: Yes, exactly.

M: Mmm ... I'm happy to give you my mobile, but I don't want to give out my email, if you don't mind.

W: That's fine. Can I take your mobile number?

M: Yes, it's 03452 433491.

W: Thank you.

2.6

(E = Examiner; C = Candidate)

1

E: Do people in your home country like travelling overseas?

C: It depend on age.

2

E: Which countries are popular with young people?

C: I think they probably main go to Australia.

3

E: How often do people make trips abroad?

C: At least three time a year.

4

E: Do people pay more by card now than in the past?

C: I sure they do.

5

E: Is cash more popular than credit cards?

C: The latter are popular among young than older people.

10 Nature and science

2.7

The place I am going to describe is a café, which overlooks a park near the university where I'm studying. I found the café only about three months ago and since that time I've been going there on a regular basis. The café is quite busy with lots of students discussing their studies. I like the café a lot because my accommodation is quite small. And there is plenty of space in the café ... even when it gets crowded I can usually find a space at one of the tables that overlook the park. The furniture is all very modern and comfortable – it's much more pleasant than the room in the flat I share. I can sit and watch the birds and daydream when I am studying. I also prefer the café to the

library because I spend a lot of time in science laboratories doing research and it's very pleasant to sit and look at nature for a change. I really enjoy spending time there.

2.8

My presentation today is on the different ways that the world of science can help nature and humanity. We see a lot of stories in the news about the negative aspects of science, but not enough information is made available about how scientists can help nature and thus the human race.

You will see from my first slide that the title of my talk is *Nature – Science gives a helping hand*. I'm going to provide different examples of how science is having and will continue to have a beneficial impact on the natural world. Then, I'm going to show how that is of great benefit to the human race in general. The presentation will last for 30 minutes and at the end there will be 10 minutes to ask questions. I've prepared a handout for everyone, so there is no need to take notes.

According to current predictions, by the year 2050, nearly 80 per cent of the earth's population will live in urban areas. And an area of new land which is about 20 per cent bigger than the size of Brazil will be needed to grow enough food to feed the extra population. That is if we continue to use traditional farming practices as practised today. So what can be done to deal with this situation?

The solution, which at first sight seems rather strange, is a 'diagonal' farm in cities, as we see here from this diagram, which shows a simplified layout of a diagonal farm. Such farms are a neat solution to the lack of space in urban and rural areas.

If we look at the diagram, we can see the front of the building, which faces south and slopes at a diagonal, so the various levels can catch the sun. On the bottom level, we have a shop where produce from the farm can be sold. And on this next level, we have a floor where vegetables can be grown and then on the level above that fruit can be grown. On the level above the fruit, we can have animals, which would have marvellous views of the city. And at the very top, there could be a centre for alternative energy with wind mills and solar panels to power the building.

My next slide is an artist's impression of the simplified version of the farm, which as you can see is rather amazing. ... Another example of science

helping nature is GPS technology, which is currently used in cars for navigation and also to track animals such as birds and wild cats over large areas of the world with great accuracy. At one time, birds and animals were tagged with rings around their necks or legs. As technology has become advanced, it is possible to insert information in chips on the rings, so researchers can carry out research on animals in their natural habitats without having to monitor them constantly. The research can be done thousands of miles away in a laboratory. In the near future, by using unmanned aircraft, it will be possible not just to track animals, but actually see them in their own habitat. This will have the advantage of not disturbing natural habitats and will allow researchers to watch animals more easily. Such visual tracking may not work in areas where there is thick jungle, but in the distant future scientists might be able to develop floating cameras that can manoeuvre through even thick jungle with ease.

11 Culture and the arts

2.9

- 1 Do you think museums or old towns are old-fashioned and not exciting? Why/Why not?
- 2 What kinds of arts events are popular among young people in your home country?
- 3 What kinds of festivals are held where you were brought up?
- 4 Do people prefer live performances of music to CDs nowadays?

2.10

(T = Tutor; C = Carla; W = Wills)

- T:** Hi, Carla.
C: Oh, hi, Dr Irvin. Hi, Wills.
W: Hi, Carla.
T: Shall we just get started selecting pieces for the yearly exhibition at the end of the course?
C: Yeah. Let's get down to it.
W: Yeah, mmm ...
C: Can I just ask if Wills and I are the last to make our selection?
T: Oh no, just under half of the students have chosen their pieces.
W: Oh, that doesn't make me feel so bad, then.
C: Yes, that is a relief.
W: We can choose three pieces. That's right, isn't it?
T: Up to three.
 ...
C: That makes it a bit easier. Mmm, before we make the selection,

can you briefly go through the assessment process from selection to the judging for us?

- T:** Yes. It's quite simple really. First you, the students, choose the pieces of art that you want to be included in the end-of-year exhibition for the judges to consider.
W: That's what we're doing now. OK.
T: The exhibition organizers check if they think that the pieces are of a high enough standard.
C: And what happens if they are not up to standard?
T: Then you're asked to submit another piece.
C: Ah, OK.
T: Then the pieces are put in the exhibition hall and when the hall is tidied up, the members of the judging panel go round and give each piece a score based on a set of criteria. So it's the judging panel that makes the assessment.
W: Mmm. What are the criteria?
T: Generally the criteria vary from year to year slightly. This and last year's are basically the same: originality, theme, impact and ... mmm ... oh, craftsmanship. So that is what we need to bear in mind as we make our selection. Oh, and I forgot to mention that this year there is a new step in the whole process and that is that we are having a public vote as well, which will account for 20 per cent of the marking.
W: So ... the public will be like the fifth judge.
T: Effectively, yes.
 ...
T: So shall we get down to the selections? Carla, have you chosen anything from the drawing category?
C: Yes, I've got this building design that everyone seems to like.
T: It's just the right dimensions and it's really very fine indeed. I think that will impress the judges.
W: Oh yes, it's really beautiful.
C: Thank you.
T: Wills, have you got anything for the drawing category?
W: No, but I've got something for the painting category. I've had this one in my portfolio for a year now, but I like it.
C: Oh, the watercolour of the Roman ruins in North Africa. That's stunning.
T: Have I seen that one? No I haven't. Oh you're right, Carla. It's wonderful. It really stands out.
W: Oh, thank you.

T: The next of the four categories is ... mmm ... film art. What about the film category?

- C:** I have a short film on street art.
T: Yes, that one you're putting into the arts exhibition at the annual film festival at the end of the month as well.
W: It's stunning.
C: I hope the judges think so too.
T: I think they won't be disappointed. And Wills?
W: I've got this short film on the process of creating a painting. I've called it 'Mess and creation'.
C: I like that. It's very funny.
T: Are you submitting any other pieces?
C: I'd like to put in a third one in the electronic media category.
T: OK.
C: It's an electronic painting done on an iPad.
T: That's very different. It will certainly impress the judges.
C: I've played around with it a lot. It's not as easy as you think.

12 Communication and language

2.11

(T = Tutor; F = Fatima; A = Alan)

- T:** So this is our last tutorial before you take your exams in communication skills and language. So, how can I help you both? Fatima? Alan?
A: Mmm ... on the course, mmm ... I found the lectures really fascinating. In fact, ... I don't think I missed any of them. But the best part ... was going out into the schools.
T: That's good to hear, Alan. Some people have found the final year quite tough.
F: And I changed over to the communication skills and language course at the beginning of the year as you know, mainly because of the excellent name of the course among students and tutors and among people outside the university and also because of the practical work in the course.
T: And are you glad you did so?
F: Oh yes. I loved the practical aspect of the course.
T: Well, you've both got to the end. So, ... what can I do for you both today?
 ...
A: Mmm ... we wanted some tips about getting ready for the final exams and some advice about the courses we're doing. I'm not sure I'm quite ready.

- F:** I'm sure you are more ready than you think you are.
- T:** I think that Fatima's right, ...
- A:** I think that I could've spent more time on reading for some of the modules.
- F:** I'm sure we all could have, but there's a limit to what we can do.
- A:** Yes, but I'm not very good under exam pressure. I panic more now, but when I was at school I didn't.
- T:** Maybe it's because you know more now.
- A:** Do you think so?
- T:** It's perhaps part of the problem. There's also the fact that it's your final exams.
- A:** I suppose so.
- F:** Is there anything you can advise us to do?
- T:** I think the first thing is to make sure you are fresh and rested before the exam, so perhaps stop working about 24 hours before you sit each exam.
- A:** Yes, perhaps we should try to.
- F:** I made an attempt to before the last set of exams, but I didn't manage to relax before all the exams.
- A:** Well, I didn't either.
- T:** You can only try. Another thing is make sure you don't go to parties around the exams and read the advice sheet on exam preparation put together by the department. Here's another copy in case you haven't got it.
- F:** Thanks.
- A:** Thanks.
- ...
- T:** So, have you decided where you'd like to go after you've graduated?
- F:** We've both been looking at the same places and have narrowed it down to three: Rockham College, Bart's Institute and St John's School of Languages.
- T:** All three are good places.
- A:** If I'm right, Rockham College has a very good postgraduate course in cross-cultural communication and linguistics.
- F:** Yes, but I think we should've applied for this one much earlier as we both got rejections.
- T:** That's a shame because it has a very dynamic department, the Centre of Media and Mass Communication. A couple of our students from last year went on to study at the centre.
- A:** I've got a place on an MA course in communication systems at Bart's Institute.
- F:** And I've also been offered a place on an MA course in language acquisition at the same place.
- T:** Both courses are very highly thought of and Bart's is undoubtedly a first-class institution. We've not had any students go on there from here, but it's very good. And St John's has a good track record for turning out film producers. There was just one student who attended St John's after leaving here. So well done.

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