

**Auckland
IELTS Graduation
Study Skills**

ANSWER SHEETS

Answer key

Key for Listening module

Quiz p. 7

- A 4
B 1
C 3
D 2
- A, B, D, E, F, G, I, J
- British, American, Australian, New Zealand
- ONCE

Section 1 p. 7

Skills development p. 7

Prediction p. 8

- 1 two speakers
2 travel/transport
- 1 the name of a town
2 a number, day, week or month
3 the name of a town
4 a number
5 a means of transport

Completing notes p. 8

- Harrogate
- next week/next week sometime/sometime next week
- Leeds
- three
- by coach/by bus

Skills development p. 8

- 6 a day (*on* + a day)
7 a time (*at* + a time)
8 a type of ticket
9 and 12 a length of time
10 and 11 a time (*at* + a time)
- 6 C
7 A, C
8 A, B, C
9 and 12 C, D
10 and 11 A, B, E

Completing a sentence p. 9

- Thursday
- 2.00 pm/14.00/two o'clock
- one way
- 2 hours 45 minutes
- two thirty/2.30
- 2.00 pm/14.00/two o'clock
- 6 hours 35 minutes

Skills development p. 9

Completing a table p. 9

- Table 1: booking a flight, travelling by air, going on holiday
Table 2: subscribing to digital TV
- Table 1:
1 and 2 numbers
3 days of the week, months, times of day
4 letters, numbers
Table 2:
1 length of time, months, years
2 numbers
3 numbers, names
4 numbers
- 13 Young Traveller's Railcard
14 25%
15 £18.75
16 £10

Skills development p. 10

Listening for letters and numbers

- BCDEGPTV /i:/
AHJK /eɪ/
FLMNSXZ /e/
IY /aɪ/
O /əʊ/
R /ɑ:/
QUW /ju:/

- 1 0870 225225
2 6.5
3 6.75
4 6½
5 9.20 pm
6 9.45 am
7 slash
8 at
9 dot

- 1 1998
2 August 13th
3 £40.14
4 2½ hours
5 97 miles
6 1770
7 7 hours
8 2004

- 1 Euston
2 Victoria
3 HG2 1JL
4 Fauvell
5 Birmingham
6 Warwick
7 PB7 9RL
8 Manchester

Completing notes and tables p.11

- 1 (the) High Street
- 2 Daunt
- 3 429 6241
- 4 Raddlebarn
- 5 £60
- 6 20%
- 7 £48
- 8 £20
- 9 £15
- 10 15%

Section 2 p.12

Skills development p. 12

Prediction p.12

- 1 at a university
- 2 a member of staff/a person in authority/an ex-student
We can predict that it will be someone who is in a position to give information about the university.
- 3 new students
Looking at the question *stems* (the information you are given in the question) – *The university is situated ... The individual colleges ...* – we can see that the information is descriptive, and probably useful in an induction talk.
- 4 Key words:
 - 1 university/situated
 - 2 colleges
 - 3 examinations/managed
 - 4 library/widest/collectionThese topics are in the question stems and we can be sure the talk will cover them.
- 5
 - 1 situated/campus/town = location of the university
 - 2 colleges/university/separate/together/independent = relationship of the colleges to the university/each other
 - 3 examinations/managed/colleges/faculties/director of studies = university authorities responsible for examinations
 - 4 library/collection = library facilities across university institutions

Key words and synonyms p.12

- 1 located/to be found/sited
- 2 throughout/all around/in many parts/everywhere
- 3 separate/distinct/different/single
- 4 supervised/administered/controlled/organized
- 5 most comprehensive/most extensive/fullest
- 6 choice/range/quantity

Questions 1–4

- 1 B
- 2 B
- 3 C
- 4 C

Skills development p. 13

Steps i and ii

- 5 Which **(TWO)** of the following services are provided by the Colleges?

Step iii

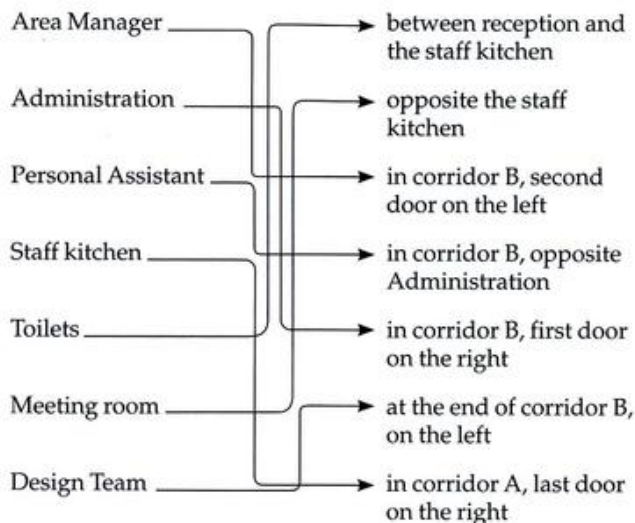
- Sports facilities
Academic direction ✓
Counselling services
Accommodation ✓
Health advice

Note: *sports facilities, academic direction and accommodation* are all **MENTIONED** in the talk. **But ...**

Step iv

The speaker uses a negative to make it clear that sports facilities are not provided by the colleges: *There aren't any sports facilities in the Colleges.*

Types of map questions: Revising locations and labelling a map p. 14



Questions 6–10

- 6 Students' Union
- 7 Science Faculty
- 8 supermarket/university supermarket
- 9 sports centre
- 10 swimming pool

Skills development p. 15

Completing summaries p. 15

- i Key words: union/student/interests
- ii Topic: university student unions/functions
- iii Context: union/university
- iv Grammatical possibilities: see text below. The words underlined are the clues to the grammatical possibilities.

The union is the centre of student (*noun*). It has two (*plural noun*) and a (*singular noun*) at weekends. There are also (*number/adjective*) clubs and (*plural noun*) that encourage leisure activities.

The union's formal functions are to (*verb*) student interests. The executive is responsible for (*gerund/noun*) that affect students. In addition, they advance student (0 article) (*plural noun/adverb*) at university board meetings. The union executive works with (0 article) (*plural noun*) to foster positive relations between the university and the town. The local union collaborates with other (*plural noun*).

- 1 social life
- 2 bars
- 3 night club
- 4 sports
- 5 associations
- 6 represent
- 7 negotiating issues
- 8 concerns
- 9 local organizations
- 10 student unions

Section 3 p. 16

Skills development p. 16

Synonyms and paraphrasing p. 17

- 1 She gives interesting lectures/expresses herself clearly/has stimulating ideas.
- 2 His talks are rather boring, but he knows his subject well./ His lectures are dull, but he's a famous specialist in his field.
- 3 Lively speaker, relevant content./Gives entertaining lectures, includes essential information.
- 4 He's sometimes brilliant/inspiring, but sometimes terrible/awful/dreadful.

Classifying questions p. 17

- 1 A
- 2 C
- 3 A
- 4 B

Skills practice

Dialogue 1

Questions 1-5

- 1 planned
- 2 made a list
- 3 a timetable
- 4 realistic
- 5 subjects

Questions 6-10

- 6 C
- 7 C
- 8 C
- 9 A
- 10 B

Dialogue 2

Questions 1-6

- 1 A
- 2 A
- 3 C
- 4 A
- 5 B
- 6 B

Short answer questions p. 18

- 7 the excitement
- 8 making a profit
- 9 (the) hard work
- 10 time-consuming
- 11 control the accounts
- 12 detailed business plan

Section 4 p. 18

Skills development p. 18

Understanding the question: Skimming p. 18

- 1 development/construction site logistics management
- 2 supplied/logistics management
- 3 big projects/controlled/site logistics management
- 4 benefits/logistics management/construction industry
- 5 career advantages/logistic management/individuals

Note: By skimming questions 1-5 you can see that 'logistics management' appears in every one and is therefore a central topic. This is a fairly technical term and, as you are not expected to have specialist knowledge in the IELTS listening test, it will be explained in the listening text. If an expression is unfamiliar to you, it is important to listen carefully at the beginning of the lecture to discover what it means.

Understanding the question: Scanning p. 19

Listen for:

- 1 THREE reasons
- 2 TWO services NOT supplied
- 3 THREE projects
- 4 TWO benefits for industry
- 5 TWO advantages NOT for individuals

Skills practice

Questions 1-5

- 1 A, B, E
- 2 B, E
- 3 B, D, E
- 4 B, D
- 5 A, C

Skills development p. 20

Signpost language p. 20

- 1 introducing/focusing on a new topic: C, E, K
- 2 tracing a chronological process: F, M
- 3 contrasting ideas: B, L, H
- 4 giving an example: G
- 5 indicating steps in a logical argument: D, I, N, O
- 6 indicating the structure of a lecture: A
- 7 referring to a previous comment: J

Questions 1-6

- 1 business sector
- 2 customer
- 3 Graduates
- 4 non-specialists
- 5 verticals
- 6 designer outlets

Questions 7–10

- 7 I
8 D
9 C
10 F

Key for Reading module**Quiz p. 22**

- 1 True.
- 2 False. Write your answers directly onto the answer sheet.
- 3 False. There are three. Allow 20 minutes per text, minus a minute to skim the whole paper before you begin.
- 4 True. It's usually the third text.
- 5 True.
- 6 This is generally true.
- 7 False. Wrong spellings will cost you marks. Make sure you copy spellings correctly from the text. Not all questions are multiple choice.
- 8 False. You can choose. But make sure you write your answers in the correct boxes on the answer sheet.
- 9 False. Pencil only.
- 10 False.
- 11 False. You need to read more serious magazines and academic books.
- 12 False. This book will teach you the exam skills you need. You need to practise those skills until you can use them fast and easily. You also need to develop confidence in reading academic texts and a wide vocabulary. Regular reading of more serious magazines and academic books will give you an advantage. Using an exam preparation book is not enough on its own.

Reading Passage 1 p. 22**Skills development p. 22****Skimming p. 22****1**

- A World Bank, nutrition, economic growth
B internationally, malnutrition, nutrition, growth rates, poor countries
C malnutrition, poor countries
D nutrition, development, malnutrition
E international community, nutrition
F donor community, resources, technical and financial

Note: Some key words may be modified by prefixes, eg nutrition/malnutrition. Identifying these will give you a clearer focus on the aspect of the topic being discussed.

2

A

Matching headings to paragraphs p. 24

- B 4
C 5
D 6
E 2

Skills development p. 24**Scanning for facts p. 24**

Area/country/continent	% of child population affected	
	anaemic	malnourished
1 world	NG	30%
2 South Asia	NG	50%
3 Sub-Saharan Africa	NG	25%
4 India/high income	65%	NG
5 India/low income	88%	NG

Multiple-choice questions p. 24

- 1 D
2 D
3 A

Skills development p. 25**Guessing meaning from context p. 25****Proportion**

Clues from the text: *more than half of all child deaths worldwide ... 30% ... 60%*

From these clues you could reasonably guess that proportion is connected with percentages and ratios.

Anaemic

Clues from the text: *26 per cent of children in the highest income bracket in India are underweight and 65 per cent are anaemic.*

Anaemic children perform less well in school, are more likely to drop out and have lower intellectual and physical productivity as adults.

From these clues a reasonable guess is that anaemic relates to a damaging condition resulting from malnourishment.

Obesity

Clues from the text: *Obesity is the other side of malnutrition, which the developed world ... faces. It is the overweight agenda. It links very closely to non-communicable disease like cardio-vascular heart disease, diabetes and cancers.*

From these clues you could reasonably guess that obesity is a result of overeating.

Funding

Clues from the text: *(financial) resources – invest – invest – co-finance – and the fact that the reason given for funding is to scale-up actions to prevent malnutrition.*

From these clues you could reasonably guess that funding is associated with financial matters.

Reading Passage 2 p. 26

- 1 D
2 B iii
3 C viii
4 D ix
5 E vii
6 F ii
7 G iv
8 D
9 C
10 A

Questions 11–13 – in any order:

- 11 A
- 12 E
- 13 F
- 14 position
- 15 interest
- 16 silence

Reading Passage 3 p. 28

Skills development p. 28

Summarizing and paraphrasing p.28

- 1 ice cap/ice sheet/glaciers
- 2 disintegrate/breakup/flooding/melting
- 3 faster/accelerating rate/speed/three times faster
- 4 dramatically/catastrophic/dramatic/disaster/

Matching statements to paragraphs p.28

- 1 A iii
- 2 B iv
- 3 C vii
- 4 D vi
- 5 E ii
- 6 B

Skills development p. 30

Scanning for opinions p. 30

1

- 1 scientists
- 2 scientists
- 3 Eric Rignot
- 4 we (scientists/the general public)
- 5 the latest study
- 6 scientists
- 7 researchers

Questions 7–12

- 7 C
- 8 B
- 9 A
- 10 A
- 11 B
- 12 C

2

- A southern hemisphere
- B the past ten years
- C all/sea ports/world/disappear
- D habitat/bacteria/animals
- E more than half/sea-level/breaking up/not melting

Questions 13–14 – in either order:

- 13 B
- 14 E

- A southern hemisphere – is not mentioned in the text. The southern half of Greenland is mentioned.
- B the past ten years / the last ten years
- C (sea) ports – world – not mentioned in the text
- D bacteria – animals – habitat – not mentioned in the text
- E more than half/sealevel / breaking up/not melting

- 15 lubricant
- 16 behaviour
- 17 disintegration
- 18 FALSE. Twice as much.
- 19 FALSE. Scientists believe that computer models of how the Greenland ice sheet will react to global warming have seriously underestimated the threat posed by sea levels.
- 20 TRUE. It formed over thousands of years by the gradual accumulation of ice and snow but now its disintegration could occur in decades or centuries.
- 21 NOT GIVEN.
- 22 NOT GIVEN. Scientists estimate that, in 1996, glaciers deposited about 50 cubic km of ice into the sea. In 2005 it had risen to 150 cubic km of ice.

Reading Passage 4 p. 32

Questions 1–20

- 1 D
- 2 J
- 3 F
- 4 E
- 5 I
- 6 B
- 7 thinkers
- 8 health
- 9 blood pressure
- 10 ethical
- 11 B
- 12 D
- 13 vegetarian diet
- 14 less fat
- 15 fibre
- 16 diet
- 17 coronary/heart disease
- 18 366
- 19 charities and education
- 20 early last century/1930

Reading Passage 5 p. 35

Identifying and comparing data on a chart p.35

1

- i Living arrangements
- ii Living in a couple/Not living in a couple
- iii Percentage

Summary

2

- 1 partnership
- 2 10
- 3 31
- 4 29
- 5 1974

Skills development p. 36

1

- C (Although D mentions the relative position of wives to single women, the first three paragraphs, and the majority of the article, focus on unmarried women and the fact that their numbers are increasing.)

2

Married women	Cohabitation
synonyms wives	synonyms living together
antonyms single women singletons unmarried women	antonyms living alone
associated expressions marry married marriage get married married couple couple divorce	associated expressions relationships in which marriage is not a factor partner partnership couple

3

- 1 F
- 2 E
- 3 G
- 4 B
- 5 C
- 6 A
- 7 D

4

- 1 T
- 2 F
- 3 F
- 4 T
- 5 NG
- 6 T
- 7 T
- 8 NG

5

- 1 compared to
- 2 between, rise
- 3 fewer
- 4 down from
- 5 risen

Reading Passage 6 p. 39**Multiple-choice questions p. 39**

- 1 C
- 2 D
- 3 A
- 4 B
- 5 A

Completing sentences p. 41

- 6 online ads
- 7 revenues and profits
- 8 internet
- 9 websites

Identifying the writer's point of view p. 41

- 10 YES
- 11 NOT GIVEN
- 12 NO

- 13 YES
- 14 A ii
- 15 B i

Reading Passage 7 p. 42**Skills development p. 42**

Verbs with modifiers:

- i may feel
 - ii should not surprise
 - iii may have changed
 - iv may have produced
- i D
 - ii C
 - iii A
 - iv B

True/False/Not given questions p. 42

- 1 FALSE. Section B – *Homo sapiens appeared about 3 million years ago.*
- 2 TRUE. Section A – *protected by tents of animal skins*
- 3 NOT GIVEN. There is no mention of caves, nor of what humans lived in before making tents, anywhere in the passage.
- 4 TRUE. Section B – *we who have witnessed the incredible changes brought to our cultures by the Industrial Revolution may feel that architecture has not changed much, at least over the last 6,000 years.*
- 5 NOT GIVEN. Section C – *tenements in ... Rome had risen as high as ten stories* but we have no information about whether there were taller buildings.

Summary completion p. 44

- A 4
- B 5
- C 6
- D 1

Questions 6–10

- 6 architecture (Section B)
- 7 the weather (Section B)
- 8 defend (Section C)
- 9 exchange (Section C)
- 10 buildings (Section C)

Pictures and diagrams p. 45

- 1 D
- 2 C
- 3 E
- 4 F
- 5 A
- 6 B

Reading Passage 8 p. 45

- 1 TRUE. Section A, 1.3 – *the technology crash notwithstanding*
- 2 FALSE. Section B, 1.6 – *30% of American companies had identified rogue access-points*
- 3 FALSE. Section B, 1.25 – *attract unwanted visitors*
- 4 FALSE. Section D, 1.8 – *Anti-virus and firewall software exists for handheld computers*
- 5 TRUE. Section F, 1.18 – *an 'inclusive' model that lays down who can do what, and only lets certain people do certain things*
- 6 NOT GIVEN. Hackers are not mentioned in the passage.
- 7 B

- 8 YES. Section B, 1.25 – *by opening its systems to outsiders, a company may also attract unwanted visitors, or attacks from nosy competitors*
- 9 YES. Section D, 1.7 – *improbably, a joint initiative by rivals Microsoft and IBM*
- 10 NO. Section B, 1.1 – *Adding an access-point to a network costs less than \$200 and is very simple*
- 11 NOT GIVEN.
- 12 present their credentials
- 13 employees/only employees
- 14 C
- 15 A
- 16 B
- 17 D/ E
- 18 1999
- 19 5 m (million)
- 20 2003

Key for Writing module

Quiz p. 48

- 1 B 60 minutes
- 2 A 20 minutes for Task 1 and 40 minutes for Task 2
- 3 B No. Because there are more marks for Task 2 – so it's important to give Task 2 no less than 40 minutes. You can learn to do Task 1 in 20 minutes if you write enough practice answers.
- 4 A Minimum 150 words for Task 1 and 250 words for Task 2
- 5 A Describing a diagram. This may contain statistical information, or show a process, a procedure or possibly a map.
- 6 B An essay discussing an issue of general interest

Writing Task 1 p. 48

Skills development p. 48

Understanding the task p. 48

- Figure 1 How granulated sugar is produced
 Figure 2 Life expectancy in the UK: Change over time
 Figure 3 Percentage of the population who can speak a second language: Proportions
 Figure 4 Attendance at Cultural Events in Great Britain: Change over time
 Figure 5 Numbers of various types of restaurants in the city of Gastronome: Proportions
 Figure 6 Adults accessing the internet in the UK: Change over time

Talking about the chart p. 50

- 1
 - 1 What proportion of British adults used the internet in 2004. Figure 6
 - 2 How many people go to see plays in the theatre. Figure 4.
 - 3 How long men and women lived, on average, in 1981. Figure 2.
 - 4 The percentage of people in Country E who can speak two languages. Figure 3.
 - 5 The number of Chinese restaurants in Gastronome. Figure 5.
 - 6 Sugar production. Figure 1.

2 and 3

- Figure 1 How granulated sugar is produced
- This is a flow chart/a chart/a diagram/a figure.
 - It has a number of stages or steps.
- Figure 2 Life expectancy in the UK
- This is a chart/a graph/a line graph.
 - The horizontal axis shows life expectancy in years and the vertical axis shows time in 20-year intervals.
 - Note: the word *projections* means that the figures to the right of the dotted line are estimates – not true figures – because they are in the future.
- Figure 3 Percentage of the population in six countries who can speak a second language
- This is a chart/a graph/a bar chart.
 - The horizontal axis shows percentages (of the population who can speak a second language) and the vertical axis shows the six countries.
 - Remember in your answer to talk about the *proportion or percentage of people* – not *how many people*.
- Figure 4 Attendance at Cultural Events in Great Britain
- This is a table. It has rows (horizontal) and columns (vertical). It has no axes.
 - The rows show various *categories* (different *types* of events, eg cinema-going) and the columns show years (eg 2001–2).
- Figure 5 Numbers of various type of restaurants in the city of Gastronome
- This is a pie chart/a chart/a figure. It has segments and no axes.
 - The various segments represent different types of restaurants – specifically, how many there are of each type.
- Figure 6 Adults accessing the internet in the UK
- This is a bar chart/a chart.
 - The horizontal axis shows months and years and the vertical axis shows percentages of adults accessing the internet.

Reading the chart p. 50

- 1 It is filtered.
- 2 Approximately 68 and 75. It's only approximately because you're reading the figures from a graph which doesn't show very much detail.
- 3 About 36%.
- 4 Country C – about 58%.
- 5 A third (or one third).
- 6 Chinese, Indian and Italian.
- 7 Going to the cinema. We also call this cinema-going and the people who do it are called cinema-goers.
- 8 Classical music. Twelve per cent of British people – concert-goers – went to this kind of event.
- 9 Contemporary dance, varying between 3% and 5%.
- 10 Country F (about 4%).
- 11 Just under 60%.
- 12 (Sugar) crystals form.

Selecting the main features p. 51

- 1
 - Life expectancy in the UK from 1901 to about 2025
 - The figures from about 2001 onwards are projections.
 - All figures are approximate.
- 2
 - General trend is upward
 - Except very minor fluctuations in eg 1905, 1950 and 1970
 - More fluctuation than usual in 1930s

- Women higher than men – the gap is generally about 5 years (except c. 1918)
 - Major drops in approximately 1914–18 and approximately 1940–42
- 3 • Growth rate generally a bit slower from about 1955 onwards
 - Male/female gap increased 1950s and 60s (say eight years) then narrowed again
 - 4 • Male/female gap (already mentioned)
 - Amount of increase:
 - Women: 1901=48; 2002=81 (Projection for 2025=85)
 - Men: 1901=44; 2002=76 (Projection for 2025=81)
- 2**
- 1 • The proportions of British adults accessing (using) the internet.
 - The figures are at annual intervals (although the 2001 figure is for January and the others are for February of each year).
 - The figures are percentages (not fractions or absolute numbers).
 - All figures are approximate (because we have to read them from a chart).
 - Again, we can see approximate proportions from the bar sizes, so this helps us to see comparisons.
 - 2 • The chart shows fairly steady growth.
 - There are no drops.
 - The number of people using the internet rose by about 17–18% over five years
 - ... from under half (about 45% in January 2001)
 - ... to almost two-thirds (about 63% in February 2006).
 - The rate of growth slowed a little in 2003–2005.
 - 3 • There are no exceptions to the trend which shows a steady growth from January 2001 to February 2006.
 - The rate of growth is slower between February 2004 and 2005 but picks up again from February 2005 and 2006.
 - 4 • Amount of increase:
 - The rate of increase was greater between 2001–03 (8–9%) than between 2004–06 (4–5%).

Writing an introduction p. 51

Introductions 1: The topic

1

Sample answers:

In each case, compare the answer with the wording of the question. Note that these are only sample answers – there are of course other possibilities.

2

- 1 The bar chart illustrates the rates of children born underweight in seven global regions.
- 2 The figure gives information about the percentages of British people who attended various types of cultural events at five-year intervals from 1986–7 to 2001–2.
- 3 The pie chart is about children who are below average weight in the first five years of life. It shows numbers of such children in seven global regions.
- 4 The bar chart gives information about the money spent by people in the UK on magazines, newspapers and books.
- 5 The pie chart shows how mobile phone owners were distributed between six different parts of the world in 2006. The figures are percentages of the global total.
- 6 The table illustrates how people over 16 in the UK are occupied at various times of the day and night from Monday to Friday.

- 7 The data illustrates the changes that took place in population figures in the 50 years from 1950. Information is given for the world as a whole and for regions. There are also figures about the number of people living in cities and the expected growth to 2050.
- 8 The bar chart gives information based on police figures about serious crimes in a number of EU countries in the four years to 2000. It shows percentage changes for each country.
- 9 The diagram illustrates the main steps in the process by which chocolate is made.

Introductions 2: An overview

- 1 Figure 3
There are remarkable variations in the proportion of people who speak another language and only one country where the majority do.
- 2 Figure 4
With one exception, it shows remarkable consistency in attendance at the various kinds of event.
- 3 Figure 5
Three types of cuisine dominate the market.
- 4 Figure 6
It shows steady growth in the number of people using the internet.

Skills development p. 52

Tasks focusing on proportion p. 52

Language focus: Comparisons and numbers p. 52

1

Possible answers:

- 1 than
- 2 as, as
- 3 more, than
- 4 less
- 5 as
- 6 than
- 7 more

2

- 1 Russia has the biggest population.
- 2 There are more people in Russia than Oman.
- 3 Germany has a (much) bigger population than Canada.
- 4 Liberia has a (slightly) smaller population than Oman.
- 5 Liberia's population is almost the same as Oman's.
- 6 Canada's population is about ten times the size of Oman's.
- 7 Canada's population is about ten times as big as Oman's.
- 8 Russia's population is about twice as big as Germany's.
- 9 Russia's population is about twice the size of Germany's.

Language focus: Proportions p. 53

1

- 1 than in
- 2 almost twice
- 3 more than twice as
- 4 More than half
- 5 ten times as
- 6 Just under
- 7 the most
- 8 the second most
- 9 the least

2

Sample sentences:

Australia's population is only a third the size of France's population.

There are about three times as many people in France as in Australia.

At just over 60m, France's population is slightly larger than Italy's (about 58m).

Sudan's population is just over twice as big as Australia's.

Australia's population is just under half Sudan's. (Or: Australia's population is just under half *that of* Sudan.)

France has almost exactly three times Australia's population.

Planning your answer p. 54

Commentary

- 1 The key points are:
 - The enormous change in cinema attendance
 - Little or no change in all other categoriesThese need to be included in the overview. Effectively, there is no other information to be given (although the total lack of change in classical music attendance is an interesting detail).
- 2 But (Step 2) these two points need explaining and some detail must be given. It makes sense to give one paragraph to each of those two key points.
- 3 The sample answer is very good and meets all of the requirements in the *Checklist for a good answer*.

Skills practice

This has been prepared as an example of a very good answer. It is of course not the only way to answer the question well.

The pie chart illustrates the career choices of Bluesky University's 2006 graduates, giving the percentages who worked in each of various sectors after finishing university. Overwhelmingly, industry and government were the most popular choices.

Just under half the students went into industry, with service industries attracting more Bluesky graduates than any other sector by far – almost a third (33.0%). About half that number (16.3%) took jobs in manufacturing.

Politics and public service were the next most popular choice, accounting for nearly a fifth of graduates. Just over 12% went into politics and a further 5.6% chose the civil service.

The other significant career choices were education (about 15%) and two others: the arts, entertainment and media, with 7.8%; and science and technology with 7.3%.

The least popular choices included work in the charitable sector and careers in sport, both of which were chosen by well under 1% of graduates. Finally, 2.8% entered work in other, unspecified, sectors.

(157 words)

Remember

Some questions give you less material than others. Even if there is not very much data and it is hard to produce a 150-word answer, make sure you follow the Checklist on page 55. Organize your answer and do not simply list all the data.

Skills development p. 56

Tasks focusing on change over time p. 56

Proportional change p. 56

1

- 1 Visitors from overseas doubled.
- 2 UK residents making trips abroad tripled.

2

Sample answer:

The chart shows the number of trips abroad made by UK residents, and by overseas residents visiting the United Kingdom, from 1984 to 2004. Despite some variations, the most notable feature is an overall growth in both, although the number of visits abroad made by British people was considerably higher than the number of visits to the UK, and grew more rapidly.

Looking first at visits overseas by people in Britain, there was only one slight drop, in the mid-80s. There were also two periods with little or no growth, from the late 80s to early 90s, and again in the mid-90s. These are exceptions, though: otherwise the graph shows strong increases, from about 22 million visits in 1984 to about 64 million in 2004.

As for visits to Britain, these stood in 1984 at about 13 million and more than doubled to about 28 million in 2004. There was a significant drop around the beginning of the new century, followed by the strongest rise for some years.

(169 words)

3

Underlined text = information not shown on chart

Highlighted text = information shown on chart but impossible to see accurately on it

In 2004 overseas residents made a record 27.8 million visits to the UK and spent a record £13 billion. Taking inflation into account spending by overseas residents increased by 13 per cent between 1984 and 2004, and 7 per cent between 2003 and 2004.

The number of visits to the UK doubled between 1984 and 2004, with levels exceeding the previous high in 1998. Between 2003 and 2004 there was a 16 per cent increase in the number of holiday visits to the UK by overseas residents. This followed a decline of 18 per cent between 2000 and 2001, and only small recoveries in each of the following two years.

Residents of the USA made the largest number of visits to the UK – 3.6 million in 2004. French residents made 3.3 million visits, followed by residents of Germany (3.0 million visits), Ireland (2.6 million) and the Netherlands (1.6 million).

The number of visits abroad made by UK residents has almost tripled since 1984, to a record 64.2 million visits in 2004. Two-thirds of these visits abroad were holidays, just under half of which were package holidays. Although the number of holidays overall has continued to increase year-on-year, there has been little change in the number of package holidays in the last five years.

Europe remained the most popular destination for UK residents, accounting for over 80 per cent of visits abroad. Spain continued to be the most popular country to visit, with 13.8 million visits in 2004. France was second in popularity, with 11.6 million visits. The number of visits by UK residents

to the USA increased by 15 per cent in 2004 to 4.2 million, although this was still 4 per cent lower than the number in 2000.

Spending on visits abroad by UK residents increased to a record £30.3 billion, a fourfold increase between 1984 and 2004 in real terms, and a 10 per cent increase between 2003 and 2004.

4

Underlined text = language used to present data

Highlighted text = language used to show relationships between figures, especially proportions (also ranking)

In 2004 overseas residents made a record 27.8 million visits to the UK and spent a record £13 billion. Taking inflation into account spending by overseas residents increased by 13 per cent between 1984 and 2004, and 7 per cent between 2003 and 2004.

The number of visits to the UK doubled between 1984 and 2004, with levels exceeding the previous high in 1998. Between 2003 and 2004 there was a 16 per cent increase in the number of holiday visits to the UK by overseas residents. This followed a decline of 18 per cent between 2000 and 2001, and only small recoveries in each of the following two years.

Residents of the USA made the largest number of visits to the UK – 3.6 million in 2004. French residents made 3.3 million visits, followed by residents of Germany (3.0 million visits), Ireland (2.6 million) and the Netherlands (1.6 million).







The number of visits abroad made by UK residents has almost tripled since 1984, to a record 64.2 million visits in 2004. Two-thirds of these visits abroad were holidays, just under half of which were package holidays. Although the number of holidays overall has continued to increase year-on-year, there has been little change in the number of package holidays in the last five years.

Europe remained the most popular destination for UK residents, accounting for over 80 per cent of visits abroad. Spain continued to be the most popular country to visit, with 13.8 million visits in 2004. France was second in popularity, with 11.6 million visits. The number of visits by UK residents to the USA increased by 15 per cent in 2004 to 4.2 million, although this was still 4 per cent lower than the number in 2000.

Spending on visits abroad by UK residents increased to a record £30.3 billion, a fourfold increase between 1984 and 2004 in real terms, and a 10 per cent increase between 2003 and 2004.

Verbs and nouns of change p. 58

1

					
rise go up	drop fall	peak	bottom out	fluctuate	stay the same be unchanged

2

Verb	Noun
rise	a rise
go up	
increase	an increase
fall	a fall
drop	a drop
decrease	a decrease
peak	a peak
bottom out	
fluctuate	a fluctuation
be unchanged	
stay the same	

3

- Possible answers include: rose/increased/went up
- of
- at
- peaked
- in
- by
- of

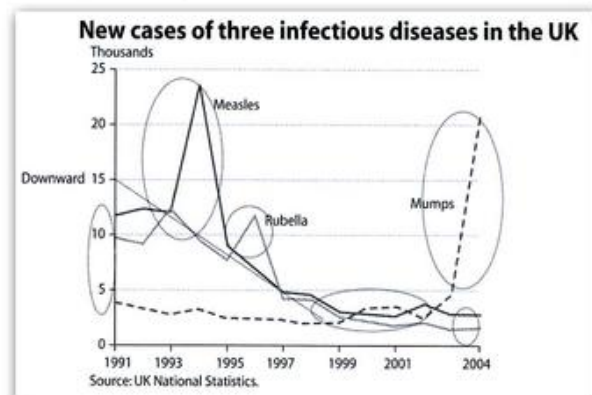
Expressing contrast p. 59

Possible answers:

- There was a steady rise in the number of adults accessing the internet. In contrast, the percentage of households with an internet connection was rather lower.
- Although there was a gradual increase in the percentage of homes with an internet connection, the relative popularity of broadband and narrowband changed radically.
- Despite its use in about 40% of homes in April 2003, narrowband soon lost its popularity to broadband.
- In spite of radical changes in the respective use of the two types of connection, the increase the overall number of connections was much less dramatic.

Planning your answer p. 59

1 Step 1: Analyse the data



Main features (in no particular order):
 Large variations – outbreaks of all 3 diseases at different times
 Mumps by far the lowest (2 000–4 000) till 1999
 Measles and rubella: overall fall despite outbreaks (peaks: measles 23 000 in 1994, rubella 12 000 in 1996) – then remarkable falls

All 3 at low levels 1999–2002
Then mumps rises, first rapidly, then very rapidly, to 21 000

Comparisons:

Measles and rubella (some close similarities) compared with mumps (mostly very different)

Probably a good idea to give 1991 levels, so the reader has a comparison for all other figures

Also compare 2004 figures

2 Step 2: Organize your material

1

Commentary

Approach 1: Say what happened in each year from 1991 to 2004.

This is not recommended. It will involve a lot of detail and probably too many figures. The main features will be hard to highlight and will get lost in the detail. You will not have space to make comparisons. The result will not be a summary and it will be hard work for the reader to pick out the main features from your answer. You are likely to run out of time.

Approach 2: Talk about each disease separately.

This would give three paragraphs in the main body of your answer, one for each disease. It will be easier to follow than Approach 1, but you will still have difficulty providing a summary rather than a mass of detail.

Approach 3: Talk about the main features you identified.

This is recommended because it will be easier to do what the task demands: summarize the information by selecting and reporting the main features and make comparisons where relevant.

2

Notes for a possible plan

- 1 Introduction. What the data is about. The most obvious feature: despite large variations – outbreaks of all 3 diseases at different times – general falls until sudden mumps outbreak.
- 2 Measles and rubella: overall fall despite outbreaks (peaks: measles 23 000 in 1994, rubella 12 000 in 1996) – then remarkable falls. Note similarities, eg 1997–2004.
- 3 Contrast: mumps by far the lowest (2 000–4 000) till 1999. All 3 at low levels 1999–2002.
- 4 Then mumps rose, first rapidly, then very rapidly, to 21 000. (4 000 in 1991). Compare measles and rubella 2004 figures with 1991 levels.

3 Writing up your answer

Highlighted text = language for linking

The graph gives approximate figures for UK measles, mumps and rubella infections between 1991 and 2004. Despite large variations, it shows a general fall until a sudden increase in mumps in the last two years.

Cases of measles and rubella tended to fall, **although** there were sudden rises in both, **causing** peaks of 23 000 for measles in 1994 and 12 000 for rubella two years later. **Both then** showed remarkable falls **and followed** very similar trends from 1997 to 2004, **with** the rate of measles infections **being** generally a little higher.

In contrast, mumps cases fluctuated between 2 000 and 4 000 until 1999 **and, although they began to rise a little**, all three diseases had very low rates (below 4 000) until 2002.

At this point the figures for mumps began to rise, **first** rapidly **and then more so**, to reach 21 000 in 2004, **with** no indication of a slowdown – **compared with** a level of 4 000 in 1991. **The corresponding figures for measles** were a fall from 12 000 cases in 1991 to 3 000 in 2004; **and for rubella**, from 10 000 to 2 000.

Combined tasks p. 60

Sample answer:

The charts illustrate the changing patterns of internet use among adults in the UK in January 2001 and in the February of the following five years; and the changes in household internet connections between April 2003 and July 2005. Two aspects of the data are particularly striking: first, that people steadily used the web more and more; and second, that broadband replaced narrowband as the most popular type of connection.

From January 2001 to February 2006, the proportion of adults accessing the internet rose from about 46% to about 62%. The rate of increase was rapid over the first two years, fell a little in 2004, and accelerated again in 2005.

In the two years from April 2003 there was a less steady increase in the proportion of households with an internet connection, of about 6%, to about 56%. The most interesting trend, despite some fluctuations, was the steady fall in the popularity of narrowband connections (from about 40% about 25%) and the corresponding increase in the use of broadband (from about 8% to about 32%).

(176 words)

Skills practice p. 61

Note: there is not very much to report here in the way of trends and exceptions. You need to be careful that you do not simply write a description of all the data – and that you present a clear, strong overview in the introduction.

Sample answer:

The chart illustrates the changing trends in smoking among the UK population, by sex, for a period of about 30 years from 1974 onwards. The most obvious change was a general fall in the proportion of both men and women who smoked – by almost exactly half, in the case of men, and by a little less in the case of women.

The proportion of male smokers stood at about 52% in 1974. It then fell, with variations in the rate of fall, to around 30% in about 1994, when it began to rise again, peaking in 1998–9, when it began to fall once more. There was another slight rise in about 2004 before the downward trend continued, ending at about 26% in 2004–5.

The pattern among the female population was broadly similar, with an overall fall from about 42% in 1974 to about 24% at the end of the period. There was only one slight rise, between 1994–5 and 1996–7.

(159 words)

Skills development p. 62

Tasks focusing on processes p. 62

Planning your answer p. 62

Sample answer:

The flowchart shows the main stages in the recycling of glass drinks bottles.

In the first stage recycled glass, soda ash, sand and other raw materials are fed into a furnace where they are heated to 1500° C and melted. From here they pass to the fore hearth, where the temperature is homogenized. The next stage is the cutting machine, which cuts the molten glass into identical pieces.

In the forming machine the molten glass pieces are forced into moulds, producing the bottle shape. They are cooled to below 1150° before passing to the rapid cooling stage, in which the temperature falls to below 500°. The next stage is conditioning, where the bottles are warmed again to 1200° before being cooled to under 500°, which strengthens them. They are then ready for surface treatment, which involves first cooling the bottles to 120° before spraying to provide a smooth finish.

Quality checks identify faults and any rejects are recycled in the furnace, while the finished bottles are packed.

(167 words)

Writing your answer p. 63

Active or passive? p. 63

1

Underlined text = passive verbs

Highlighted text = active verbs

The flowchart shows the main stages in the recycling of glass drinks bottles.

In the first stage recycled glass, soda ash, sand and other raw materials are fed into a furnace where they are heated to 1500° C and melted. From here they pass to the fore hearth, where the temperature is homogenised. The next stage is the cutting machine, which cuts the molten glass into identical pieces.

In the forming machine the molten glass pieces are forced into moulds, producing the bottle shape. They are cooled to below 1150° before passing to the rapid cooling stage, in which the temperature falls to below 500°. The next stage is conditioning, where the bottles are warmed again to 1200° before being cooled to under 500°, which strengthens them. They are then ready for surface treatment, which involves first cooling the bottles to 120° before spraying to provide a smooth finish.

Quality checks identify faults and any rejects are recycled in the furnace, while the finished bottles are packed.

2

- a The liquids are mixed in a mixing chamber.
- a The director chooses his team. (The director is important because he/she is the leader, the person who makes the decision.)
- b The water is heated. (It is very strange – and adds no information – to say that people do this. The focus is on the event, the action, not on who performs it.)
- a The mixture is boiled. (Again, it is strange to say that technicians do this. The focus is on the event, the action, not on who performs it.)
- a The gas passes along the pipe.
b The gas is passed along the pipe.
Both forms are acceptable.
- a The mixture passes through a filter.
b The mixture is filtered.
Both forms are acceptable.
- b The mixture passes through a filter, which removes impurities.
- b The product is tested.
c The product undergoes testing.
Undergo + -ing form is an alternative to the passive when we talk about production processes.
- b The product is irradiated to kill germs.
c The product undergoes irradiation to kill germs.

Describing stages p. 64

- First
- here
- through/via (*along* is not possible because it's a membrane, not a pipe)
- into/to
- where/in which
- After that/Next
- into (because it is a container)
- a further stage/step
- through/via/along (*along* is possible here because it is a pipe)

Writing Task 2 p. 65

Quiz p. 65

- True.
- Yes, you can, but it's a bad idea. There are more marks for Task 2 so, if you are short of time, give less to Task 1.
- False. You need to write 250 words or more.
- True. In fact the question tells you that you must give reasons for your answer.
- True. You may miss the main point of the question if you do not.
- False. This is usually a serious mistake. Take time to plan and make sure you answer the question directly.
- False. You need to write a minimum of 250 words.
- If this is the only way you can give 40 minutes to Task 2, yes. But a better approach may be to read the Task 2 question before answering Task 1. While you are doing Task 1, you will be thinking, unconsciously, about ideas for Task 2.

Skills development p. 65

Understanding the task p. 65

1

- 1 C
- 2 A
- 3 B
- 4 A
- 5 A
- 6 B

Planning 1: Brainstorming p. 67

1

The question is Type B. You need to look at different viewpoints as well as your own and come to a conclusion. (You need to say where you think the balance is between differing points of view. It is not enough simply to say that people disagree.) Some questions contain two parts – that is, two issues you have to write about – but this one does not.

2

Possible ideas:

Reasons for privacy	Reasons against privacy
Individuals' rights	Public's rights
Pain as entertainment = wrong	Celebrities can't choose when they want publicity
Media want money or morality?	Fun
Leaders need to feel trusted	Expose liars
Focus media on big issues, not scandal	

These ideas are not the only ones – and perhaps not even the best ones.

Notice how short these notes are. In fact they can be shorter if the writer is only person who needs to understand them.

3

The task is Type A. You need to explain your views and come to a conclusion.

Possible ideas:

Agree	Disagree
It works (safety)	Reform
Punishment	Prison = training for criminals
Revenge	Expensive
Deterrence	Should have to work
	Not a very nice place

Deterrence means 'the idea that people will decide not to do something if they believe that something unpleasant could happen to them as a result'. (*Macmillan English Dictionary*).

Reform means 'a change in someone's behaviour so that it is no longer illegal or harmful'. (*Macmillan English Dictionary*).

Planning 2: Selecting ideas and evidence p. 67

1

Agree

Individuals' rights – A good strong, point on moral grounds

Pain as entertainment = wrong – Again, a good moral point

Media want money or morality? – And another

Leaders need to feel trusted – If the job of the leaders is to make the country a good place for the people, then arguably they will do a better job if they feel their mistakes may be exposed. The point is not logical.

Focus media on big issues, not scandal – You could argue this point either way. (a) Yes, diverting the media away from scandal to more serious issues might be a good thing but (b) the media manage to do both these things anyway. So this is not the strongest point and is secondary to the moral ones.

Disagree

Public's rights – Yes, the public have a right to know when their leaders mislead or lie to them. But is it also true that we have the right to know intimate details of politicians' – and celebrities' – lives?

Celebrities can't choose when they want publicity – You could argue that celebrities profit from publicity and therefore must be ready to suffer from it as well. But if you argue that individuals have a moral right to privacy, then this point looks much weaker.

Fun – People do sometimes enjoy seeing others' misfortunes publicized but this is not a very noble motivation. More seriously, this point is about pleasure, while some of the others are about moral rights and principles of good government. This point is very weak in comparison.

Expose liars – This is a very important point if we are talking about leaders and politicians (perhaps less so if we are only talking about sports and pop stars).

2

Agree

It works (safety) – There are many people who will commit further serious crimes if released, eg some murderers. The only way to stop them offending again is by locking them up. It's difficult to argue against this point unless you argue that they should be executed instead – but remember that 'serious crimes' include many things, not just murder, so you may be arguing that quite a wide range of criminals should be executed, and you may find this hard to justify.

Punishment – You could argue that this is the real point of locking people up in prison – but it's not really relevant. The point is: should we keep such people in prison for as long as possible to ensure that they cannot commit more crimes?

Revenge – You could argue that this is important – but it's not relevant. The point is: should we keep such people in prison for as long as possible to ensure that they cannot commit more crimes?

Deterrence – Again, this is not really relevant. But if you argue that prison works, then this could make a good secondary point: just don't give it much space.

Disagree

Reform – You could argue that we should reform criminals, not just lock them up, so that long sentences are not appropriate. But then you will need to show that reform programmes do prevent people from committing serious crimes again (this is true in some cases but not in all).

Prison = training for criminals – In other words, it makes no sense to put criminals there because they will only get worse. But people who have already committed serious crimes are already capable of doing so and may need no help in learning

to commit more – so this point is not strong unless you can show that prison teaches serious criminals how to commit more crimes without getting caught.

Expensive – This is a strong argument. It will not help you support the idea of reform though, unless you can show that reform is more effective than prison in preventing serious criminals from re-offending. You could use it to support the idea of executing people who commit serious crimes, but again remember that ‘serious crime’ covers a wide range.

Should have to work – Not relevant because prisons can arrange for prisoners to make money by working in prison, thus supporting the prison system financially.

Prison is not a very nice place – Again, not relevant.

3

Possible answers:

- 2 People become interested in their personal lives – their friendships, relationships, family life and so on. This is what creates the public interest which makes people famous – and of course rich – in the first place.
- 3 If people do not have enough food, in fact enough of the right food, then they become ill through lack of basic physical needs, such as proteins and vitamins.

4

Possible answers:

- 1 In addition to providing food, clothing and other necessities for prisoners, the service also needs to pay staff and pay for expensive security arrangements.
- 2 It may not be able to reform many criminals, but it does keep them in a secure environment where they are unable to repeat their crimes. Many murderers and other serious crimes are prevented in this way.
- 3 They may have no experience at all of a normal job, for example, no qualifications, and no hope of ever finding a job. Also, after some years in prison their closest friends may be other criminals and other relationships may not be as strong as they once were.
- 4 In prison they cannot gain any experience of normal working life, or any of the skills they would need in employment. On the other hand, they are likely to be influenced by other criminals and to learn more criminal skills from them.
- 5 In many countries, tobacco is heavily taxed so that the price the smoker pays is many times more than the price the tobacco company charges.

Planning 3: Deciding your viewpoint p. 68

1

This answer has many plus points, but one main weakness: the writer did not think out his point of view before he started writing. Instead, he thought through the issues while writing. As a result the viewpoint expressed in the introduction is quite different from the conclusion. This seriously weakens his answer. With a little more thought it could have been more impressive.

Planning 4: Planning your answer p. 69

1

- 1 This plan has no introduction. As a result it will be harder for the reader to follow the argument.
- 2 This plan does not talk about possible measures to reduce the problems. This is a serious lack: the answer is ignoring half the question.

- 3 This plan follows a logical order but puts the whole of the main body into one extremely long paragraph. This is poor organization since it makes it much harder for the reader to follow the progression of topics and ideas.
- 4 This plan does not talk about causes of the problem. This is a serious lack: the answer is ignoring half the question.
- 5 This is not a logical order. It makes no sense to talk about how to solve the problem before talking about what the causes are.
- 6 This is a sensible, logical plan. The paragraphs will each follow on logically from the last. As a result it will be easier to write and the reader will follow the progression of topics and ideas more easily.

2

- | | |
|-------------|---|
| Paragraph 1 | Introduction: Exams are not perfect but are a necessity |
| Paragraph 2 | Disadvantages of exams |
| Paragraph 3 | Advantages of exams |
| Paragraph 4 | Improvements possible by mixing exams with other systems (eg long-term assessment) |
| Paragraph 5 | Conclusion: This is probably the best balance which can be achieved; and often traditional exams are the only possibility |

Planning 5: Checking your plan p. 70

- 1 This candidate probably wrote about the general topic but didn't think carefully about the question – and so wrote an answer which was not a direct answer. The essay was probably not very relevant to the question.
- 2 The same comment applies – and this candidate did not plan an answer. As a result the answer was probably badly organized and only partly relevant.
- 3 For the same reasons, this candidate is not likely to achieve his or her maximum potential result in the exam. Another danger of not planning is that you are more likely to leave your answer unfinished after 40 minutes.

Skills development 2 p. 71

Writing your answer p. 71

The introduction p. 71

- 1 This simply repeats the question and says the writer does not know the answer (but then goes on to suggest one cause). However, the question asks you to list causes and possible solutions so you need to do so. This is a weak introduction and gives us no idea what to expect in the main body of the answer except confusion and a lack of ideas.
- 2 This is not a promising introduction. It gives us no clue as to the writer's point of view and (if a few words were changed) could be used as the first paragraph for more or less any Type A or B question, which indicates how irrelevant it is. The writer is more interested in repeating some familiar phrases than in answering the question. Also, at 65 words, it is a quarter of the minimum 250: in fact, this paragraph is a waste of 25% of the candidate's answer.
- 3 This paragraph is well-written and reasonably interesting but, offers no indication of the writer's viewpoint. We have the feeling that the answer has not really started yet but 25% of the minimum word limit has already been used.

- 4 This is a direct answer to the question asked. We do not yet know why the writer thinks what he/she does: but we know his/her point of view and we can confidently expect that the main body will explain the reasons for this view.
- 5 This longer version of No. 3 is clearer because it goes on to suggest (but not yet explain) what the writer's view is. However, it is very long for Task 2 (46% of 250 words) and the main body of the essay has not yet begun. Also, the writer will now need to go back to the ideas already touched on in the first paragraph and explain them more fully, which will take time and many words. It is a good introduction for a much longer essay than IELTS – perhaps a 1000-word answer.

Skills practice p. 72

1

Sample introductions:

- 1 The lack of food is one of the most serious problems facing the world today, causing malnutrition and starvation for millions of human beings. However, this situation can be solved by organized and determined international efforts.
- 2 Malnutrition and starvation affect millions of human beings. The tragedy of this situation is that it could be solved if the international community were prepared to address it in an organized and determined way.
- 3 Almost a billion people around the world today are hungry. The tragedy of this situation is that it could be solved if the international community were prepared to address it in an organized and determined way.

All of these are reasonable introductory paragraphs. The word 'tragedy' in 2 and 3 make the writer's feelings clear, whereas they are not obvious in 1. 3 is an example of how a stark fact can add strength to your argument, and gain attention, without including much information, but of course this approach is not suitable for all questions. Notice that there is not much information in any of these because most of the information will be in the main body, supporting the arguments there.

Skills development p. 72

The main body p. 72

1

- 1 False. One paragraph = one main topic. There may be a number of examples within the paragraph.
- 2 False. You need to plan the whole essay before you start writing. This means you need to know how many paragraphs you will write and what the topic of each one will be. You also need to know what information, ideas and examples you will use within the paragraph.
- 3 False. Quality, not quantity. You will probably not have time in less than 35 minutes (5 for planning, remember, and a few minutes for checking your answer) to write about more than 3 or 4 main ideas. Essays with a large number of paragraphs are usually poorly organized and therefore confusing.
- 4 False. The important thing is to explain what you mean clearly. If your English level is very high then you probably will use some impressive language. If your level is lower, focus on trying to communicate clearly and effectively. Remember, the examiner can see the overall level of your English and will not be impressed by a few special phrases thrown in to look good.

- 5 True. This means that you have thought about the task and planned your answer.

2

The ideas fall into four groups:

Population

High population

Economics

Growing gap between rich and poor

Unfair trading practices

Aid

Lack of money spent on relief and development

Wrong sort of aid

Corruption in poor countries: aid goes to the wrong people

Climate change

3

Population

High population and rapid population growth

Economics

Growing gap between rich and poor: within nations and between them

Unfair trading practices, eg trade barriers which prevent poorer nations selling to richer ones at a fair price; big retailers (eg supermarket groups) forcing down suppliers' prices

Aid

Lack of money spent on relief and development

Wrong sort of aid, eg food: feeds people for a short time but doesn't help them grow their own

Corruption in poor countries: aid goes to wrong people

Climate change

eg expanding deserts → loss of fertile land

eg changing rainfall patterns → floods, unpredictable harvests and loss of fertile land (eg in Bangladesh)

Note: There is probably too much material here for a Task 2 essay. We will probably have to reduce it a little.

4

The paragraph has a lot of good material but is no more than a list of sentences. It is not yet a good paragraph because there are no connections between the sentences: no glue to hold the ideas together, to make them into a whole. And there is no introductory or concluding sentence.

5

There are many ways to write these sentences. Here are suggested answers:

Introductory sentence: There are many reasons for the lack of food.

Concluding sentence: All this means there are millions who do not have enough to eat.

Notice how both these sentences refer directly to the question (*What do you think are some of the causes of this problem?*).

Language focus: Ordering ideas; linking cause and effect p. 73

There are many ways to do this. Here is a suggested answer:

There are many reasons for the lack of food. One is overpopulation, and the very high growth rate, which mean the world needs much, much more food. Secondly, our economic system is at fault: causing a growing gap between rich and poor; partly by preventing poorer nations from selling goods at a fair price. These problems are compounded by the lack of aid – aid which often does not address the underlying

problems. A final problem is climate change, which reduces available farming land through expansion of deserts and through flooding. All this means there are millions who do not have enough to eat.

Notice how you can use a colon (:), like an arrow, pointing to a connected idea or example.

Skills practice p. 74

Suggested paragraph:

- Basic plan: at least one measure for each of the problems listed in paragraph 2.
- Notice the introductory and concluding sentences and, again, how both refer directly to the question (*What measures could be taken to reduce this problem?*).

There is much we can do to address these problems. A major priority is to slow the population growth, especially by giving developing countries resources for family planning services and public awareness campaigns. Rich countries need to rethink their use of resources, reduce waste and reform trading practices; the Fair Trade campaign is an example of this. Another obvious measure is debt cancellation for poor nations so that profits from trade can go to development rather than banks. Finally, on climate change, we have to stop burning fossil fuels. All these are long-term projects, so we need to make a serious start on them now.

Skills development p. 74

The conclusion p. 74

1

- 1 False. Say what you mean as clearly as you can. Do not worry about using special language to impress the examiner. The better your English is, the more creatively you can do it. If your English is not at that stage yet, then focus on communicating effectively, not on pretending your English is marvellous!
- 2 False. You should deal with your arguments in the main body.
- 3 False. The function of the conclusion is to remind the reader of your overall point of view.
- 4 True. The function of the conclusion is to remind people very clearly of the point of view which you started developing in the introduction, and to draw the essay to a close so the reader knows you have finished what you want to say.

2

Comments on conclusions

None of these is very good because:

- 1 This is too short and too informal. Even more importantly, it does not summarize the writer's viewpoint.
- 2 This is a great introduction – and in fact it is simply the introductory paragraph, copied out word for word. You don't need to say anything very different in the conclusion but you need to say it differently, reminding people of what has been said in the main body (whereas the introduction is a preview of the main body).
- 3 Although this says enough (summarizing the writer's viewpoint), it is too short. If you run out of time in the exam and have only a few seconds to write a conclusion, then this would be a good conclusion in the time available.

3

Possible conclusion:

The causes of world food shortages are complex and major work is needed to address them. In more than one case a major review of how we organize our world may be necessary – and massive, co-ordinated international action.

Skills practice p. 74

How to answer cause and effect questions p. 74

1

Possible ideas:

Right uses of money

- Improve lives – own family
- Develop children and adults – study and train
- Pleasure
- Culture: attending concerts and theatre, for example, or buying a musical instrument; emergencies and retirement
- Giving

Other factors important for a good life

- All elements above are important but:
- Good life = in relation to others
 - Family, community, work
 - Give and receive

2

Possible conclusion: Money not essential for good life but helps.

3

Sample answer:

Money has an important impact on most people's lives, whether by being plentiful or in short supply. While it cannot buy happiness, it can provide much that is of value.

In my view the right use of money is to improve people's lives, starting with one's own family. First, it helps to provide the means for people to develop themselves – by supporting children's growth, education and interests, through enabling adults to study and train or re-train and to develop skills to a high level. A third way in which money contributes is to provide pleasure, so that family members can pursue hobbies and enjoy holidays. Money is also necessary for many cultural interests: attending concerts and theatre, for example, or buying a musical instrument. A further use of money is to provide security against emergencies and in retirement. Last and not least, one of the right uses of money is to give to others, perhaps in the form of charity, so they can enjoy the same things that we can.

All the elements of life mentioned above are important, but ultimately people find satisfaction – a good life, that is – in relation to other humans. We need to be part of a community, to give and receive, to have relationships with others in family, community and work environments. We need to be useful and to help others. The contributions we can make (or receive) in these endeavours may or may not be financial.

In other words, money is not the only, or even the most important, factor in developing a good life, but it can certainly make an important contribution.

(269 words)

2

A lot of people feels this question have many different answer. Indeed, every coin have two sides. In my country there is much debate about this vexed issue and no agreement about the answer.

Some people say exam is good way to find out who is good at a subject and who is not so good.

They're right really in one way because if you don't have exams, how can you find out who has learned the necessary skills and information?

People often forget that the knowledge is very important, not just skills. There are many people they do not understand this. Exam best way to test how much people know.

But is there a better way? I think nobody have a system can work better. Except maybe continuous assessment, when teacher give marks all the year, then at the end of the year they add up all the marks, this gives a score instead of the exam.

In conclusion I can say there are many ways to test what people learn.



Key for Speaking module

Quiz p. 78

- 1 C
- 2 B
- 3 B
- 4

Part 1

- 1 False. 4-5 minutes
- 2 False. Fairly short answers, quite a lot of questions; a few sentences about each.
- 3 True. Topics may include your work, studies, family, home town, interests, hobbies, etc.

Part 2

- 4 True
- 5 False. You have to speak for 1-2 minutes on a topic the interviewer gives you.
- 6 False. During the Speaking test the interviewer will give you a topic to talk about and you will have 1 minute to prepare before you speak. It's important not to try to prepare a talk in advance.

Part 3

- 7 True
- 8 False. You won't get so many questions and this is a chance for you to give longer answers, developing your thoughts more.
- 9 False. You simply answer questions and discuss issues related to the topic you talked about in Part 2.

Part 1 p. 78

The topics you need to talk about p. 78

All are possible topics for Part 1 except:

- Your country's economic situation – not enough personal relevance to you
- i-pods – not enough personal relevance to you
- James Bond – again, probably no personal relevance to you (and you may know nothing about him)
- History – not enough personal relevance to you
- The Industrial Revolution – not enough personal relevance to you
- The price of oil and gas – not enough personal relevance to you
- Something very sad which has happened in your life – too personal

Possible questions p. 78

1 Your home town:

- Do you come from a town, village or city?
Was it a nice place to grow up?
Can you describe it?
What is it best known for?
Is there anything you don't like about it?

2 Your work:

- What kind of work do you do?
What do you enjoy about your work?
What don't you like about it?
Why did you choose that occupation?
What would you like to achieve in the future?

What makes a good answer p. 79

1 Comments

- A ☹ This seems to be a memorized answer. It gives the interviewer no information about the speaker's English.
- B ☹ Good answer. The most important thing is that it's relevant. It also shows a good variety of language.
- C ☹ Again, a direct answer. It also deals well with the fact that the speaker has not lived in his home town for a long time and feels that it's no longer really his home.
- D ☹ It's good to expand your answer, and anyone would sympathize with this candidate. He could talk about the fact that he is now hoping to work in this country, once qualified, in order to develop his already-established career; but his remarks could be seen as an attempt to influence the examiner.
- E ☹ This answer is too short. It gives the examiner no language to assess.
- F ☹ Some people panic if asked a question about a subject they're not interested in. This excellent response shows how you can handle such questions without pretending an interest you don't feel.

3 Re-writes

- A I come from a city called Cadiz. That's on the south coast of Spain, on the Atlantic side. It's the provincial capital but in fact it's not a huge place – I'm not sure of the exact population, although I think it's round about 150,000 – so I suppose it's what you'd call a smallish city.
- D I'm a doctor, although I'm in full-time study at the moment. I've built up a good practice at home and now I've come here for career development. Once I qualify to work in this country, I hope to be able to specialize in paediatrics and work in a leading unit. The right experience could lead to a consultancy back home and the chance to help a lot of people.
- E See B.

Identifying strengths and weaknesses p. 80

1

Interview 1

The candidate is quite fluent and confident. She handles the questions very naturally. This helps give us the feeling that we have not yet begun to see how good her English is – and, of course, this is just the preparatory part before Part 1 begins.

Interview 2

He is a very strong candidate in terms of flexibility, fluency and language resource. All his language appears superbly natural and appropriate. His weakness is his accent. He needs to slow his speech down and take care to move his lips and tongue more than usual, like a theatre actor: this may seem a little strange, but will help him to communicate better; and one of the marking criteria for the Speaking test is of course Pronunciation.

Interview 3

He has a reasonable level of English but is not able to show it. He is nervous and this reduces his effectiveness – but his main problem is that he is not sure how best to handle the questions. He needs practice in answering questions like these before taking the Speaking test.

Interview 4

This candidate has responded to the problem of preparation we saw in Interview 3 by memorizing some answers which he hopes to give during the Speaking test. This is always a bad idea: candidates need to practise flexibility, not 'learned' answers. He is so keen to deliver one of his 'learned' answers that he gives this one at an inappropriate moment: the interviewer simply wants to know where he is from (Part 1 of the test has not even started). The candidate in Interview 1 showed us how to handle the same question in a much better way. His memory of his 'learned' answer is not perfect so it contains a number of mistakes.

Interview 5

This is a very strong candidate with an excellent range of language. She handles the questions spontaneously and very effectively. Notice how she deals with the first question, even though she does not have much free time. Because she did not panic, there is plenty to talk about in answer to the following questions too. She is relaxed enough to stop talking when she has answered each question, so the interviewer does not need to interrupt her at all.

Interview 6

Although he has a good basic level of fluency and knows enough vocabulary to talk about the topic, he makes a number of basic grammatical mistakes. More importantly, he does not organize his answer in any way: he simply says whatever comes into his mind. The interviewer cannot allow him to give very long answers because the maximum time for the Speaking test is only 14 minutes and Part 1 is of course no more than 5 minutes. As a result he will be interrupted often, with the topic changing each time, which will mean an uncomfortable, confusing Speaking test for him.

Part 2 p. 81

Planning your answer p. 81

1 Key words:

- letter – you received/wrote – important
- who to/from
- what – said
- what – special
- why – important – today

2 Key words:

- machine – important
- what
- how – got
- what – use – for
- why – important

3

- He says what it is and talks a lot about what he uses it for. He says a little about how he discussed buying it with his parents, although he doesn't say how he got it. The fact that it's important to him is clear from what he says but he doesn't explain why it's important to him.
- His language is reasonably correct, although he uses a fairly limited range of vocabulary and grammar structures:
 - He knows some current slang such as *cool* and *I mean, like I've ...*
 - *I have some friends, we get a lot of these CDs*
 - *You can do a lot of ... games*
- Some of what he says is a bit repetitive (eg *Maybe some of these friends are really friends, you know, like people you know in your studies or in your university, but also other friends who maybe I have never met in my life ...*)

Identifying strengths and weaknesses p. 83

Candidate 1

She needs more material. She has covered all the questions but has not said enough about them. This means that she does not show much evidence of how good her English is so the examiner can only see this limited range. She could improve her performance by making sure she has 3 points or more for each question. For example, when talking about how the place made an impression on her she mentions only the names of some animals – perhaps she wrote the word 'animals' in her notes. Perhaps she could also have talked about 'feelings' and 'scenery'. This would remind her to talk about her impressions of the animals – that the emus were quite frightening in a way but that she felt more comfortable with them after feeding one – and to talk about the very dramatic scenery at the park.

Candidate 2

This is a very full answer: he covers all aspects of the question and speaks for around 3 minutes, which gives him the chance to show the range of language he can use. He knows some special vocabulary for talking about the cathedral – stained glass and so on – but more impressive is the non-technical language: for example,

- ... really one of the great buildings of Europe.
- It's a very special piece of architecture, so beautiful, with such fine lines, so tall.
- ...something quite unexpected.
- ... not so much because of what it looks like but because of how it makes you feel.

This shows a good range of language as well as good fluency and organization. Although there are mistakes and some gaps in his vocabulary (*something quite unexpected for me happened, the formal part of the cathedral, impressing*) they do not seriously interfere with these positive qualities.

Candidate 3

He speaks fairly fluently, despite occasional hesitations and self-corrections, speaks for long enough, and covers all aspects of the question. On the other hand, what he says is not really organized and does not follow the order of topics in the instructions he was given. He uses a fair range of vocabulary and there are signs of one or two idiomatic expressions (*quite romantic, something like that*). His grammar is not very accurate and at times he corrects himself. Apart from overusing continuous tenses, he makes mistakes with more complex structures (*if I would have the same choice*).

Follow-up questions p. 84

Candidate 1

The candidate thinks the examiner wants him to continue demonstrating how good his English is (and we know he's able to talk at length!) but this particular question is only intended to end Part 2 so the examiner can then lead into Part 3. This is why the examiner interrupts.

Candidate 2

She needs to say more but isn't sure how to do it appropriately.

Candidate 3

This is an excellent answer. She says enough to answer the question appropriately and then stops.

Part 3 p. 84

Identifying strengths and weaknesses p. 85

Candidate 1

He talks about one general issue – that there is a lot of stress for young people today and he gives some examples and details which support his viewpoint. However, this is not the question he was asked. He has seen this question as an opportunity to repeat a statement which he has made before and perhaps prepared for the exam.

Candidate 2

She talks well about the question. She identifies one main abstract idea – that it depends where you live – and then uses plentiful detail to give her own country as an example – she then goes on to look briefly at a different case, without giving specifics (perhaps because she is being diplomatic about the interviewer's country). Although she could look at other general issues – serious social problems in some of the more comfortable countries she mentions, for example – her answer is certainly appropriate, relevant, thoughtful and long enough.

Candidate 3

At first he is not sure what the question is and asks for clarification. He gives his uncle as a concrete case and then gives plenty of detail. The contrast with his own situation makes the general point very convincingly and his point of view comes over clearly. Although he could look at other general issues – the changes in business and study methods, for example – he produces an appropriate answer which is certainly long enough.

Key for Practice test

Listening p. 87

- 1 Alnazri
- 2 195 Hills Road
- 3 07942 116470
- 4 CDs or DVDs/CDs, DVDs (both needed for a mark)
- 5 \$1.50/One dollar fifty (not 1.50)
- 6 RBC 09 61 09
- 7 B – Main reading room
- 8 E – Canteen
- 9 D – Main computer suite
- 10 A – Toilets
- 11 C
- 12 B
- 13 B
- 14 A
- 15 A
- 16 seminar
- 17 computer laboratory
- 18 Open bank account.
- 19 informal meetings
- 20 Check newsletter.
- 21 C
- 22 B
- 23 B
- 24 A
- 25 A
- 26 B
- 27 motivation
- 28 exchange classes
- 29 books and magazines
- 30 listening

- 31 A
- 32 B
- 33 Bath
- 34 50°/50 degrees/Fifty degrees
- 35 eighteenth century/18th c./18th cent.
- 36 Switzerland
- 37 medicinal purposes
- 38 B
- 39 C
- 40 B

Reading p. 90

- 1 D
- 2 F
- 3 F
- 4 A
- 5 C
- 6 skills and aptitudes
- 7 motor and cognitive
- 8 technically literate
- 9 social
- 10 TRUE – Para A: 'The idea of bringing computer games in the classroom seems likely to provoke more detentions than learning. But that's slowly changing.'
- 11 FALSE – Para A: 'Gaming ... is thought by many teachers and parents to be the classic sign of a modern wasted youth.'
- 12 FALSE – Para B: '... 60% believed they would ... acquire specific knowledge.'
- 13 NOT GIVEN
- 14 E – Para 3: 'The study found ... which demonstrates neither altruism nor spite.'
- 15 B – Para 5: 'Surprisingly, Person 1 generally offers a kind and fair \$5/\$5 split'
- 16 A – Para 6: 'Again, the chimpanzee in control gave food to the neighbour only about a quarter of the time'
- 17 H – Para 7: '“I don't know why chimps are not other-regarding”'
- 18 B – Para 2: '... scientists are investigating ...'
- 19 B – Para 3: '“I get spat on all the time.”'
- 20 B – Para 4: 'Banking, government, and health services all depend on people working for the benefit of complete strangers.'
- 21 A – Para 5: 'Person 2 generally rejects the offer, docking their own pay as punishment for the other person's selfishness.'
- 22 C – Para 7: – They share food in the wild but no-one knows why. “It might be they are unaware of others' needs. It might be they are aware, but unconcerned.”'
- 23 closest genetic relative – Para 2
- 24 complete strangers – Para 4
- 25 other-regarding – Para 7
- 26 mean – Para 8
- 27 Section A – 7
- 28 Section B – 5
- 29 Section C – 2
- 30 Section D – 4
- 31 Section E – 1
- 32 NO – Section B, Para 2: 'But the entire time, you are aware that it's all imaginary.'
- 33 NO – Section B, Para 3: 'The subject's sense of safety and morality remain entrenched throughout the experience, however. A hypnotist can't get you to do anything you don't want to do.'

- 34 YES – Section C, Para 3: ‘...your conscious mind takes a back seat to your subconscious mind.’
35 NOT GIVEN – There is no mention of this anywhere.
36 YES – Section E, Para 3: ‘The success of hypnotherapy is undeniable ... even if the hypnotic state is nothing more than a figment of the subject’s imagination, hypnotic suggestions can still reform their deeply held beliefs.’
37 alert – Section B, Para 1, sentence 5
38 suggestible – Section B, Para 3, sentence 1
39 negative response – Section D, sentence 8
40 inextricably intertwined – Section E, Para 2, sentence 5

Put simply, there is not enough money to go round. If we wish to go on providing free health care for all, we will have to limit the types of treatment people can have and this will increasingly mean that new treatments are only available to patients who can pay for them – until the cost falls to an affordable level. This may be the only alternative to abandoning free health care in favour of universal private provision.

(282 words)

Writing p. 96

Task 1 – possible answer

The pie chart gives a breakdown of the sources which Burnland’s primary energy came from during the year 2006. All figures are percentages of the total. The country has a heavy reliance on fossil fuels and there is a clear lack of alternative sources.

The most striking feature is Burnland’s massive dependence on fossil fuels, which accounted for well over 80% of primary energy supplies. More than 60% came from oil and natural gas combined (36.8% and 23.2% respectively). Coal supplied about a fifth.

The proportion of primary supplies from alternative sources, at under 11%, was very low. More than three-quarters of this was supplied by traditional biomass – in other words, only about 2% of the national total was from modern renewables. Of these the most significant was hydro-electric (1.2%); and about half that amount was supplied by geothermal energy. Modern biomass was insignificant at only 0.2%, while wind and solar energy were the smallest of all, at 0.01% each.

The other primary energy source was nuclear power, accounting for 7.9% of the national total.

(175 words)

Task 2 – model answer

There is a consensus in much of the world that we all have a right to medical care. In my own country, Britain, it is paid for through taxes, making most treatment free at the point of delivery. While I agree with this approach, it will almost certainly have to change.

There is an increasingly wide variety of new and wonderful treatments available. One example is the new generation of drugs which can slow down and even reverse very serious diseases such as cancer. Other treatments, especially in reproductive medicine, are causing a revolution. It is now possible for people to have children much later in life, for instance: famously, an Italian woman in her 60s has recently given birth; and drugs enable men to become fathers much later too.

While wonderful, such treatments change the face of health care radically. At the time the current system was set up, the care available was much more limited and much cheaper. Today we are all living longer – and a single course of treatment with a new wonder drug for one individual can cost tens of thousands of pounds. Despite massive increases in government health spending, there is still a funding crisis which can only get worse.