



5.5 to 6.5

IELTS

**FOR ACADEMIC PURPOSES:
A SHORT INTENSIVE COURSE**

Malcolm Mann & Steve Taylore-Knowles



STUDENT'S BOOK



**Mc
Graw
Hill**

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expressing a preference Exam Practice: Part 1	silent letters 1	comparing and contrasting opinions, evidence and implications Exam Practice: essay	using countable and uncountable nouns / articles using modals
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Introduction

Welcome to *IELTS for Academic Purposes*: a short intensive course!

We've written this course to help you prepare for the Academic version of the IELTS (International English Language Testing System) exam.

The course can be used in two main ways: if you're studying in a classroom with a teacher, or if you're studying on your own at home.

Main aims

The main aim of this course is to help you get as high an Overall Band Score as possible.

The Overall Band Score is the number (from 0 to 9) that you get on your Test Results Form after the exam.

To achieve this, our aims are to:

- help you develop the skills you need to improve your listening, reading, writing and speaking
- give you information and advice about the IELTS exam
- give you practice with IELTS exam tasks
- develop your grammar and vocabulary

Student's Book

The *Student's Book* has **eight units**, which increase in difficulty as the book progresses. Each unit focuses on a different topic. These are topics that often appear in the IELTS exam.

Each unit starts with a section developing reading skills. Then we focus on listening skills. Then speaking skills. Then writing skills.

The unit finishes with an Exam Practice section, where you can practise the skills you've developed in the unit by doing IELTS exam tasks.

In the skills sections of each unit, the **IELTS Skill Spot** provides useful advice on key language and exam skills and the **Wordbank** focuses on useful vocabulary.

In the speaking and writing sections, the **Grammarbank** focuses on grammar that's useful for speaking and writing.

In the Exam Practice sections, the IELTS Skill Spot provides tips on what to do – and what not to do – in the exam.

Students and classes work at different speeds, and have particular needs, but we think each unit of the *Student's Book* should take approximately five hours to complete.

Before Unit 1, there's a **Placement Test**. This is designed to give you a general idea of your level. Take the test, and look at your results. It will show you where you're doing well, and which aspects of the exam you need to focus on more.

Don't forget to use the reference sections at the back of the *Student's Book*. These include:

- **Grammar Reference**, which you should refer to before you do the Grammarbank sections in the main unit and in the *Bandscore Booster*

Grammarbank: Talking about the present

*** Grammar, Section 1, p. 98

Each of the words or phrases in bold is incorrect. Rewrite them correctly.

- 1 I **not have** time for many hobbies because of my studies. don't have
- 2 At the moment, I **direct** a play at the college I go to.
- 3 I'm **really wanting** to be a professional photographer.
- 4 To be honest, I've **never went** to a pop concert in my life!
- 5 I **am playing** the piano for the last five years.

*** BSB, Exercises A–E, p. 6

▶▶▶ Grammar, Section 1, p. 98

- **Speaking Reference**, which you should look at if you have any problems with Speaking Wordbank exercises

Wordbank: Speaking

Choose the correct word or phrase.

- 1 I'm not very keen **on / for** going to concerts.
- 2 I've recently taken **over / up** playing chess.
- 3 I don't have much time **with / for** hobbies because ...
- 4 I live in a village **so / because** there's not much to do at night.
- 5 There are quite **many / a few** things to do, **such / so** as going to museums and ...
- 6 There aren't **many / lots** things to do, **but / and** we do have a couple of cafes.

*** BSB, Exercises F–H, p. 7 *** Speaking, p. 108

▶▶▶ Speaking, p. 108

- **Writing Guide**, which gives you information about the different writing tasks you might be asked to do in the exam
- **8 Writing Planners**, which you should complete BEFORE you do each Writing Exam Practice task

Bandscore Booster

The *Bandscore Booster* is a workbook which provides additional help with vocabulary and grammar.

Wordbank

The words and phrases below are taken from the listening extracts. Complete each sentence with one of the words or phrases.

catalogue contemporary art exhibition gallery oil painting

- 1 I like _____ because it shows what artists are concerned about right now.
- 2 We bought a lovely old _____ in an antiques shop.
- 3 It says here in the _____ that the artist was born in 1985.
- 4 The town library, museum and art _____ are all in the same building.
- 5 Do you want to go to the _____ of nineteenth-century art?

***BSB, Exercises A–E, pp. 4–5

▶▶▶ BSB, Exercises A–E, pp. 4–5

Generally, you should do the section in the *Student's Book* before you do the related section in the *Bandscore Booster*. There is one exception, though.

With Exam Practice Reading in the *Bandscore Booster*, you have a choice. You can either do the vocabulary work on the reading text BEFORE you do the exam tasks in the *Student's Book*, or you can do them AFTER.

We recommend that students who are confident about reading should do them after. Students who are less confident about answering questions on a long text should do them before they attempt the Exam Practice tasks.



CD-ROM



The *Student's Book* CD-ROM contains all the recordings for listening activities in the *Student's Book* in easy-to-use MP3 format. There is an additional Audio CD for listening activities in the *Bandscore Booster*.

There's also an interactive content. On this, you'll find:

- the Self-Study Guide (see below)
- the Pronunciation Lab (see below)
- a quiz to help you become familiar with the IELTS exam
- one complete IELTS practice test, with answers and explanations
- examples of IELTS answer sheets
- the *Student's Book* answer key with explanations, model answers and audioscripts

Self-Study Guide

This is for students studying on their own without a teacher. It consists of two different elements:

- 1) video clips – the authors walk you through the course, giving you immediate advice;
- 2) text pop-ups – written guidance on how to approach specific exercises.

Wherever you see the grey, numbered CD-ROM icon next to an exercise, there is a related numbered link in the Self-Study Guide.

Pronunciation Lab

This section of the CD-ROM contains exercises that have been specially designed to help you with pronunciation, depending on your first language. Most of the problematic areas of English pronunciation have been included. The feature is interactive – allowing you to not only hear the correct pronunciation, but also allowing you to record yourself and compare your efforts.

There is a purple CD-ROM icon at the top of every Speaking section, reminding you to visit the Pronunciation Lab.

We sincerely hope you enjoy using this course, and that it helps you prepare for the exam. Good luck with your studies. We hope you get a very high IELTS Band Score.

Malcolm Mann & Steve Taylore-Knowles

Overview of the IELTS Exam (Academic version)

There are 4 modules:

- **Listening**
- **Reading**
- **Speaking**
- **Writing**

Estimated total test time: 2 hours 45 minutes

Listening

Number of sections: 4

Number of items: 40 (10 in each section)

Time: 30 minutes (plus 10 minutes to transfer answers)

You are given time to read the questions before you listen. You then hear each section only once. You may hear people who have different accents, including American, Australian, New Zealand and British accents. You write your answers on the question paper as you listen. At the end of the Listening Module, you are given 10 minutes to transfer your answers to the answer sheet.

You must follow the instructions exactly. For questions where you have to write letters or Roman numerals, write only the number of answers required. For questions where you have to write no more than, for example, three words, do not write more than three words. For questions where you have to complete a gap, write only the necessary missing words on the answer sheet.

Section 1

This is a dialogue in the context of 'social needs'. This means that you listen to two people talking to each other about arranging a trip, organising an event, etc. The focus is on listening for specific factual information.

Section 2

This is a monologue in the context of 'social needs'. This means that you listen to one person giving information about a public event, a service provided, etc. The focus is on listening for specific factual information.


Section 3

This is a dialogue in the context of 'academic needs'. This means that you listen to up to four people talking to each other about an assignment for a course, an academic subject in a seminar, etc. The focus is on listening for specific factual information, attitudes and speakers' opinions.

Section 4

This is a monologue in the context of 'academic needs'. This means that you listen to one person giving a lecture, a talk, etc. The focus is on listening for main ideas, specific factual information, attitude and the speaker's opinions.





In each section, you have to do one, two or three tasks of various kinds. These include:

- answering multiple choice questions
- writing short answers to questions
- completing sentences, notes, a summary, a flow chart, a table or a form
- labelling a diagram, plan or map
- classifying ideas into different categories
- matching

Reading

Number of sections: 3

Number of items: 40

Time: 60 minutes

Each section contains a text (which is called a 'reading passage' in the exam). This might come from a magazine, journal, book or newspaper. The text is on a subject of general interest. At least one text in the three sections contains detailed logical argument. One of the three texts might also be accompanied by diagrams, charts or illustrations.

You must follow the instructions exactly. For questions where you have to write letters or Roman numerals, write only the number of answers required. For questions where you have to write no more than, for example, three words, do not write more than three words. For questions where you have to complete a gap, write only the necessary missing words on the answer sheet.

In each section, you have to do several different tasks. These include:

- answering multiple choice questions
- writing short answers to questions
- completing sentences, notes, a summary, a flow chart, or a table
- labelling a diagram
- classifying ideas into different categories
- matching (e.g. headings to paragraphs or people to ideas)
- deciding if ideas or opinions are correct, incorrect or not given

Writing

Number of tasks: 2

Time: 60 minutes

There are two tasks in the Writing Module and you must answer both tasks. Task 2 is worth more marks than Task 1. You should spend about 20 minutes on Task 1 and about 40 minutes on Task 2.

Task 1

You are given some information in the form of one or more line graphs, charts, diagrams or tables. You are asked to describe the information, summarising it by selecting and reporting the main features and making comparisons where relevant. You must write at least 150 words.

Task 2

You are given an opinion, a problem or an issue to discuss. You may be asked to present and justify an opinion, evaluate and challenge an argument or idea, compare and contrast evidence or opinions or present the solution to a problem.

You are asked to give reasons for your answer and to include any relevant examples from your own knowledge or experience. You must write at least 250 words.

Marking the Writing module

To determine your Band Score in the Writing module, the examiner considers the following things:

In **Task 1**, you are assessed on:

Task Achievement – This assesses how appropriately, accurately and relevantly your answer meets the requirements of the task.

Coherence and Cohesion – This assesses whether your writing makes logical sense (coherence) and whether the different parts of your writing are connected to each other correctly (cohesion).

Lexical Resource – This assesses your ability to use different vocabulary appropriately.

Grammatical Range and Accuracy – This assesses your ability to use different grammatical structures appropriately and accurately.

In **Task 2**, you are assessed on:

Task Response – This assesses your ability to formulate and develop a position in response to the prompts given in the task.

Coherence and Cohesion – This assesses whether your writing makes logical sense (coherence) and whether the different parts of your writing are connected to each other correctly (cohesion).

Lexical Resource – This assesses your ability to use different vocabulary appropriately.

Grammatical Range and Accuracy – This assesses your ability to use different grammatical structures appropriately and accurately.

Speaking

Number of parts: 3

Format: One candidate and one examiner

Time: 11–14 minutes

Part 1 – Introduction and interview: (Time: 4–5 minutes)

The examiner introduces him/herself and confirms your identity. You answer general questions about your life (including your home and family, studies and/or job and interests).



Part 2 – Individual long turn: (Time: 3–4 minutes, including 1 minute preparation time)

In this part, you have to give a talk about a particular topic. The examiner gives you a 'task card', which contains instructions regarding the talk you will have to give.

You have one minute to prepare for the talk. You can make notes if you wish.

You must then give a talk, based on the instructions on the 'task card', for one to two minutes.

The examiner asks you one or two questions to round off the topic.

Part 3 – Two-way discussion: (Time: 4–5 minutes)

The examiner has a discussion with you, which mainly involves the examiner asking questions and you responding. The discussion is connected to the topic of Part 2, but is more abstract in nature.

Marking the Speaking module

To determine your Band Score in the Speaking module, the examiner considers the following things:

Fluency and Coherence – This refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences.

Lexical Resource – This refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed.

The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get round a vocabulary gap by using other words) with or without noticeable hesitation.

Grammatical Range and Accuracy – This refers to the range and the accurate and appropriate use of the candidate's grammatical resource.

The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures, especially in terms of the ability to move elements around for information focus.

The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.

Pronunciation – This refers to the ability to produce comprehensible speech to fulfil the speaking test requirements.

The key indicators will be the amount of strain caused to the listener, the amount of speech which is unintelligible, the presence of appropriate stress, rhythm and intonation, and the interference of L1.

Your Band Score

The Test Report Form, which you usually receive within two weeks of taking the exam, contains information relating to how well you've done in the exam.

The most important piece of information on this form is your Overall Band Score. This will be a number from 0 to 9. It may be a half number (e.g. 6.5). This score shows your general level of English. The higher the number, the better your English.

The Test Report Form also gives you a Band Score for each module: Listening, Reading, Writing, Speaking. Your Overall Band Score is worked out by averaging these individual Band Scores.

IELTS Band Scores

0	Did not attempt the test No assessable information provided.
1	Non user Essentially has no ability to use the language beyond possibly a few isolated words.
2	Intermittent user No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
3	Extremely limited user Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
4	Limited user Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
5	Modest user Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
6	Competent user Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
7	Good user Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
8	Very good user Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
9	Expert user Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

You can find further information on the IELTS exam on the official IELTS website: www.ielts.org



PLACEMENT TEST

READING

READING PASSAGE 1

VENUS

The planet Venus, named after the Roman goddess of love, is the second closest planet to the Sun (Mercury is the closest), and the second brightest natural object in the night sky (after the Moon).

From Earth, Venus is brightest just after sunset and just before dawn. Because of this, the planet is often known as the Morning Star or the Evening Star. Venus is also sometimes known as the Earth's sister, because both planets share similarities in terms of size – Venus' surface area and volume are just a little smaller than Earth's. However, scientists believe that, several billion years ago, Venus and Earth were much more similar than they are today. Back then, Venus' atmosphere was more like Earth's, and there was almost certainly water in liquid form on the surface. Over time, Venus became hotter, and this water evaporated. Today, the planet's surface is a dry dusty desert.

Above the ground on Venus are sulphuric acid clouds. These thick clouds prevent the surface of the planet being seen from Earth. Indeed, it is only in the last few decades that scientists have discovered what the surface of the planet is really like. In the early 1990s, NASA's Magellan spacecraft mapped the surface of Venus in detail for the first time. Its radar images of hills, ridges and craters are almost photographic in their quality.

Questions 1–3

Which **THREE** of the following statements are true, according to the reading passage?

NB Your answers may be given in any order.

1 _____ 2 _____ 3 _____

- A The Moon is the brightest natural object in the night sky.
- B From Earth, Venus is at its brightest in the middle of the night.
- C Venus is a slightly larger planet than Earth.
- D Venus' atmosphere has changed greatly over billions of years.
- E A telescope is required to see Venus' surface from Earth.
- F Scientists now have a detailed map of the surface of Venus.
- G The surface of Venus is almost completely flat.

Questions 4–10

Complete the sentences.

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

- 4 The ancient Romans had a _____ called Venus.
- 5 Only _____ is closer to the Sun than Venus.
- 6 Venus has been called the _____, the Morning Star and the Evening Star.
- 7 It is highly likely that there was _____ on Venus in the past.
- 8 Venus is a much _____ planet than it used to be.
- 9 Venus' thick clouds are made of _____.
- 10 The spacecraft Magellan used _____ to create pictures of the surface of Venus.

READING PASSAGE 2

SUPERCONDUCTIVITY

In 1908, Heike Kamerlingh Onnes became the first scientist to produce liquid helium, achieving the lowest temperatures recorded up to that point. A number of researchers had suggested that materials behaved differently at very low temperatures, and this substance was important in allowing experiments that confirmed it. Working with solid mercury, Onnes demonstrated the phenomenon of superconductivity. This is when the electrical resistance of the metal drops suddenly to zero. No energy is lost as an electric current travels through the material, making it very efficient for storing or transmitting power. Since the work done by Onnes, other superconducting materials have been discovered that can be used at higher temperatures and which are therefore more economical.

There are a number of practical applications of superconducting materials. Many of these applications are based on the fact that the materials can be made into extremely powerful electromagnets. These are used in scientific experiments to direct beams of particles. They also form part of maglev trains – trains that float a small distance above the rails because of magnetic forces. Because there is no contact between the train and the rail, this form of transport is capable of very high speeds, although it is unlikely to be in widespread use until costs drop considerably.

Questions 11–15

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*

- 11 Many people had tried to produce liquid helium before Onnes. _____
12 Onnes was the only scientist interested in very low temperatures. _____
13 Liquid helium was used for science at very low temperatures. _____
14 Only metals can be used as superconductors. _____
15 Superconductors that work at higher temperatures are more expensive. _____

Questions 16–20

Complete the summary of the second paragraph.

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

Superconductors are used in a variety of contexts. Very **16** _____ can be made out of superconducting materials and scientists use them in **17** _____. In transport, maglev trains rely on the **18** _____ produced in superconductors to raise the train above the rails, the lack of **19** _____ meaning that high velocities can be reached. The **20** _____ of maglev systems limit their use.



LISTENING

SECTION 1

Questions 1–6 AUDIO 1, 1

Complete the notes below using words from the box.

Grey Castle	Central Gardens	Green Hall	Queen's Park	Farmer's Market
-------------	-----------------	------------	--------------	-----------------

- | | | | |
|---------------------------------------|---|-------|---------------------|
| Places open all day Friday: | 1 | _____ | and Central Gardens |
| Places the school has visited before: | 2 | _____ | and Queen's Park |
| Places with organised tours: | 3 | _____ | and Grey Castle |
| Places that charge for admission: | 4 | _____ | and Green Hall |
| Places where booking is required: | 5 | _____ | and Central Gardens |
| Places chosen for the trip: | 6 | _____ | and Grey Castle |

Questions 7–10

Choose the correct letter, A, B or C.

- | | |
|--|--|
| 7 Before the trip, pupils will | 9 They will travel to the first place by |
| A have a special lesson. | A train. |
| B read some information. | B bus. |
| C write an essay. | C coach. |
| 8 During the trip, pupils will be asked to | 10 The school will inform the parents by |
| A take notes for an essay. | A letter. |
| B write a quiz for other pupils. | B email. |
| C find answers to a quiz. | C phone. |

SECTION 2

Questions 11–20 AUDIO 1, 2

Answer the questions below.

Write **NO MORE THAN TWO WORDS OR A NUMBER** for each answer.

- | | |
|---|-------|
| 11 In which decade did the British Council create the EPTB exam? | _____ |
| 12 What did the 'B' of 'EPTB' stand for? | _____ |
| 13 In which year was ELTS introduced? | _____ |
| 14 What kind of language 'context' was ELTS intended to reflect? | _____ |
| 15 How many candidates took ELTS in 1985? | _____ |
| 16 What was conducted in 1987? | _____ |
| 17 Of what were there 210 in 1995? | _____ |
| 18 Which IELTS module was revised in 2001? | _____ |
| 19 In which year was a computerised version of the exam introduced? | _____ |
| 20 How does the lecturer describe the 'industry of English-language exams'? | _____ |

LANGUAGE PRODUCTION

Questions 1–10

Choose the correct word or phrase to complete each gap.

I think the place I would most like 1 _____ is England. I 2 _____ English for about seven years now, and I still 3 _____ to an English-speaking country. I think that if I 4 _____ somewhere like England, I'd be able to practise my English, and also learn about the culture of another country. I 5 _____ to Europe once with my family, but that was to Italy. I really enjoyed 6 _____ all the tourist attractions, but it's difficult when you don't speak the local language. My father used 7 _____ in England when he was a student, and he says that if he 8 _____ that, then he wouldn't have learned to speak English with a good accent. One of my ambitions is 9 _____ there like he did, which I'm planning to do if I 10 _____ all my exams.

- | | | | | |
|----|----------------|-------------|----------------|----------------------|
| 1 | A visiting | B visit | C to visit | D to be visiting |
| 2 | A am learning | B learn | C have learned | D have been learning |
| 3 | A haven't been | B don't go | C am not going | D hadn't been |
| 4 | A was going | B went | C would go | D had been |
| 5 | A would go | B had gone | C did go | D was going |
| 6 | A to see | B see | C to seeing | D seeing |
| 7 | A live | B living | C to live | D to living |
| 8 | A hadn't done | B didn't do | C wouldn't do | D hasn't done |
| 9 | A study | B to study | C for studying | D to studying |
| 10 | A pass | B will pass | C would pass | D am passing |

Questions 11–20

Read the essay below. Write **ONE** word in each gap to complete the essay.

It is rare for there to be an equal number of male and female students on a university course. Traditionally, in Britain 11 _____ least, physics students are mainly male.

12 _____ contrast, students studying modern languages such as French tend to be female. This raises two important questions: is this because of discrimination, and what, if anything, should be done about it?

To 13 _____ mind, most universities do not discriminate in terms of gender. On 14 _____ contrary, they are keen to increase the number of women on physics courses, and increase the number of men on French courses. The reason there are more women on certain courses is that more women apply. It may well also be true that, with certain courses, 15 _____ an equal number of male and female students apply, the female applicants, for example, have better qualifications 16 _____ the male applicants, and so are given more places.

It is essential that universities are allowed to choose the best qualified students for each subject. 17 _____ they are forced to accept students because of their gender rather than ability, then the high standards of the university will decline. For this reason, I am opposed to rules 18 _____ control how many male and female students they accept. 19 _____, that does not mean there is not a problem. In my opinion, the solution is to encourage children at a young age to take an interest in a wide range of subjects.

In conclusion, 20 _____ is no doubt that some university courses have more male or female students.

While this is not ideal, the solution is not to force universities to accept an equal number of students. Universities should always choose the best students for each course, whatever their gender.



PLACEMENT TEST RESULTS GUIDANCE

READING / LISTENING

Score:	<8: less than 8 in either section
Band Score:	less than 5.0 for that module if you took the IELTS exam today
If your aim is:	Overall Band Score of 6.0 or above
You need to:	improve your performance considerably
Our advice:	Pay particular attention to the work in the relevant sections of this <i>Student's Book</i> and the corresponding work in the <i>Bandscore Booster</i> . You may want to consider taking more time to prepare for the exam.

Score:	8–10: between 8 and 10 in either section
Band Score:	5.0 for that module if you took the IELTS exam today
If your aim is:	Overall Band Score of 6.0 or above
You need to:	improve your performance
Our advice:	Pay particular attention to the work in the relevant sections of this <i>Student's Book</i> and the corresponding work in the <i>Bandscore Booster</i> . With hard work, there is a good chance you can make the necessary improvement during this course.

Score:	11–13: between 11 and 13 in either section
Band Score:	5.5 for that module if you took the IELTS exam today
If your aim is:	6.0 or above
You need to:	improve your performance a little
Our advice:	Pay attention to the work in the relevant sections of this <i>Student's Book</i> and the corresponding work in the <i>Bandscore Booster</i> . With work, you should make the necessary improvement during this course.

Score:	>14: over 14 in either section
Band Score:	6.0 or above for that module if you took the IELTS exam today
If your aim is:	6.0 or above
You need to:	maintain your performance or improve it a little
Our advice:	Pay attention to the work in the relevant sections of this <i>Student's Book</i> and the corresponding work in the <i>Bandscore Booster</i> . You will maintain or improve your performance during this course.

LANGUAGE PRODUCTION

Score:	<10
Band Score:	less than 5.0 for that module if you took the IELTS exam today
If your aim is:	Overall Band Score of 6.0 or above
You need to:	improve your performance considerably
Our advice:	Looking at your score for each task individually will tell you if you have a particular weakness in Speaking or Writing. Pay particular attention to the work in the Speaking and Writing sections of this <i>Student's Book</i> and the corresponding work in the <i>Bandscore Booster</i> . You may want to consider taking more time to prepare for the exam.

Score:	10–12
Band Score:	5.0 for that module if you took the IELTS exam today
If your aim is:	Overall Band Score of 6.0 or above
You need to:	improve your performance
Our advice:	Looking at your score for each task individually will tell you if you have a particular weakness in Speaking or Writing. Pay particular attention to the work in the Speaking and Writing sections of this <i>Student's Book</i> and the corresponding work in the <i>Bandscore Booster</i> . With hard work, there is a good chance you can make the necessary improvement during this course.

Score:	13–15
Band Score:	5.5 for that module if you took the IELTS exam today
If your aim is:	6.0 or above
You need to:	improve your performance a little
Our advice:	Looking at your score for each task individually will tell you if you have a particular weakness in Speaking or Writing. Pay particular attention to the work in the Speaking and Writing sections of this <i>Student's Book</i> and the corresponding work in the <i>Bandscore Booster</i> . With work, you should make the necessary improvement during this course.

Score:	>16
Band Score:	6.0 or above for that module if you took the IELTS exam today
If your aim is:	6.0 or above
You need to:	maintain your performance or improve it a little
Our advice:	Looking at your score for each task individually will tell you if you have a particular weakness in Speaking or Writing. Pay particular attention to the work in the Speaking and Writing sections of this <i>Student's Book</i> and the corresponding work in the <i>Bandscore Booster</i> . You should maintain or improve your performance during this course.

TOTAL SCORE

Score:	<26
Band Score:	less than 5.0 for that module if you took the IELTS exam today
If your aim is:	Overall Band Score of 6.0 or above
You need to:	improve your performance considerably
Our advice:	You may want to consider taking more time to prepare for the exam. If you are preparing yourself for the exam, consider getting a tutor who can help you. Doing all the components of this course thoroughly will give you the best chance of success.

Score:	26–34
Band Score:	5.0 for that module if you took the IELTS exam today
If your aim is:	Overall Band Score of 6.0 or above
You need to:	improve your performance
Our advice:	If you are preparing yourself for the exam, consider getting a tutor who can help you. Doing all the components of this course thoroughly will give you the best chance of success.

Score:	35–43
Band Score:	5.5 for that module if you took the IELTS exam today
If your aim is:	6.0 or above
You need to:	improve your performance a little
Our advice:	Working either in a class or alone, you should make that improvement in the time available. Doing all the components of this course thoroughly will give you the best chance of success.

Score:	>44
Band Score:	6.0 or above for that module if you took the IELTS exam today
If your aim is:	6.0 or above
You need to:	maintain your performance or improve it a little
Our advice:	Working either in a class or alone, you should make that improvement in the time available. Doing all the components of this course thoroughly will give you the best chance of success.



READING SKILLS FOR IELTS: SENTENCE COMPLETION

First thoughts

'Art is making something out of nothing and selling it.' Frank Zappa

- 1 Do you agree with this definition of art?
- 2 Write your own definition.

A There are three texts on these two pages. Skim each text and match each one with a picture.

a



b



c

CD-ROM
2

IELTS Skill Spot

- IELTS reading texts are long, and you only have 20 minutes for each text.
- Before you look at the questions, you should quickly **skim** the text to get a general idea of what it's saying.
- When you skim, don't worry about the words you don't know.
- To find the answers to some questions, you have to **scan** by looking for words or ideas that are connected to the question.
- When you find the relevant part, read it carefully to find the answer.

Text 1 There are more than 300 caves in Spain and France containing art which was produced in prehistoric times. It is difficult to date these cave paintings accurately, but many of them are more than 10,000 years old and scientists believe the oldest to have been produced around 32,000 years ago. While some of the paintings consist of abstract shapes, others are of clearly identifiable wild animals. Although paintings of full human beings on the cave walls are extremely rare, there are pictures of human hands.

B Read the sentences below and **CIRCLE** the part of speech you think is missing. Then write **ONE WORD** from Text 1 in each gap to complete the sentences.

- 1 **noun / adjective** Humans in Europe in _____ times created works of art.
- 2 **noun / verb** It has not been easy for scientists to _____ the art accurately.
- 3 **noun / adjective** There are examples of abstract art and animals in the cave _____.
- 4 **adjective / verb** It is _____ to find pictures of humans in this ancient art.

CD-ROM
3

Text 2 ⁽¹⁾ The British indie rock band Arctic Monkeys have broken numerous records since they formed in Sheffield back in 2002. ⁽²⁾ Their first single, *I Bet You Look Good On The Dancefloor* was released on 17 October 2005. ⁽³⁾ It went straight into the UK Singles Chart at number one. ⁽⁴⁾ When, the following January, they brought out their debut album, *Whatever People Say I Am, That's What I'm Not*, it soon became the fastest-selling first album in British music history (although this record has since been broken). ⁽⁵⁾ Their second album, *Favourite Worst Nightmare*, which came out on 23 April 2007, sold more than 225,000 copies in its first week alone.

C Decide which sentence or sentences in Text 2 contain the information below. Write the number or numbers (i–v) on the first line. Then, write ONE OR TWO WORDS from Text 2 in each gap to complete the sentences in Exercise C.

- 1 i The style of music produced by Arctic Monkeys is sometimes called _____.
- 2 _____ The band actually _____ three years before releasing *I Bet You Look Good On The Dancefloor*.
- 3 _____ Arctic Monkeys' first single reached the _____ position in the UK Singles Chart.
- 4 _____ Almost a quarter of a million copies of *Favourite Worst Nightmare* were sold in the _____ after its release.

Text 3 The Japanese word 'anime' comes from the English word 'animation'. In Japanese, 'anime' refers to all forms of animation. In English, however, anime is used to refer to the specific art form and style of animated material originating from Japan, or material produced in the same style. It is therefore considered a sub-category of animation. Anime can be recognised by its use of exaggerated physical features of characters (such as large eyes), its distinctive use of lines, and its emphasis on highlighting the three-dimensional image. It should be noted, however, that not all anime contains all these features. Traditionally, anime is drawn by hand, although developments in digital technology have led to much computer-generated anime being produced in recent years.

D Write NO MORE THAN THREE WORDS from Text 3 in the gaps to complete the sentences.

- 1 'Anime' in Japan is _____ animation rather than a particular type of art.
- 2 The appearance of people often seems _____ in anime.
- 3 When anime started, it was usually _____.
- 4 Anime artists nowadays often make use of _____.



Wordbank: Text vocabulary

Write a word from the texts in the correct form in each gap to complete the sentences.

- 1 Art which doesn't show people or physical things is known as _____ art. (Text 1)
- 2 A group of musicians (often jazz, pop or rock musicians) is sometimes referred to as a _____. (Text 2)
- 3 If a singer releases a new CD, we can also say that the singer has _____ out a new CD. (Text 2)
- 4 Drawn moving pictures, such as cartoons, are also known as _____. (Text 3)
- 5 If a work of art has distinctive features, we can say it has a particular _____. (Text 3)
- 6 If you _____ something, you emphasise it or make it easier to see or notice. (Text 3)

▶▶▶ BSB, Exercises A–H, pp. 2–3



Your view!

- Can anybody be an artist?
- How important is art to you?



IELTS Skill Spot

- Before you listen, read the questions and predict what kind of information you need.
- For multiple-choice questions, listen out for:
 - synonyms for words and phrases in the options.
 - the same idea expressed using different parts of speech.
 - specific information, such as dates or numbers.

A Some IELTS multiple-choice questions rely on you understanding synonyms. Look at the questions in Exercise B and find words and phrases that mean something similar to the words and phrases below.

- | | | | |
|-----------------|-------|-----------------|-------|
| 1 car crash | _____ | 4 boring | _____ |
| 2 in the office | _____ | 5 badly planned | _____ |
| 3 lost his way | _____ | 6 amazing | _____ |

B  **Audio 1, 3** Listen and choose the correct answers. Listen for synonyms from Exercise A.

- | | |
|--------------------------------|-------------------------------------|
| 1 Richard is late because | 2 Emily says the art exhibition was |
| A he had a traffic accident. | A a bit dull. |
| B there were problems at work. | B rather disorganised. |
| C he got lost. | C quite surprising. |



C Some IELTS multiple-choice questions rely on you understanding different parts of speech. Write any adjectives you know which can be formed from these words, which all appear in Exercise D.

- | | | | |
|-----------------|-----------|---------------|-----------|
| | adjective | | adjective |
| 1 criticise (v) | _____ | 4 emotion (n) | _____ |
| 2 forget (v) | _____ | 5 colour (n) | _____ |
| 3 confuse (v) | _____ | 6 drama (n) | _____ |

D  **Audio 1, 4** Listen and choose the correct answers.

- | | |
|--------------------------------------|--|
| 1 Emily thinks her teacher sometimes | 3 Emily is going to take an exam in |
| A criticises her work too much. | A the spring. |
| B forgets important things. | B the summer. |
| C confuses the students. | C the autumn. |
| 2 Richard thinks Emily's photographs | 4 When do Emily and Richard arrange to |
| A are full of emotion. | meet again? |
| B have lots of bright colours. | A ten days later |
| C are full of drama. | B two weeks later |
| | C on the tenth of the month |



Wordbank

The words and phrases below are taken from the listening extracts. Complete each sentence with one of the words or phrases.

catalogue contemporary art exhibition gallery oil painting

- I like _____ because it shows what artists are concerned about right now.
- We bought a lovely old _____ in an antiques shop.
- It says here in the _____ that the artist was born in 1986.
- The town library, museum and art _____ are all in the same building.
- Do you want to go to the _____ of nineteenth century art?

▶▶▶ BSB, Exercises A–E, pp. 4–5

Your view!

- Have you ever been to an art exhibition? What was it like?

Grammarbank: Talking about the present

>>> Grammar, Section 1, p. 98

Each of the words or phrases in bold is incorrect. Rewrite them correctly.

- I **not have** time for many hobbies because of my studies. don't have
- At the moment, I **direct** a play at the college I go to. _____
- I'm **really wanting** to be a professional photographer. _____
- To be honest, I've **never went** to a pop concert in my life! _____
- I **am playing** the piano for the last five years. _____

>>> BSB, Exercises A–D, p. 6

A **AUDIO 1, 5** Listen to four candidates answering questions in Part 1 of the Speaking module. For each candidate, choose the best description of their answer.

Candidate	what they say	how they say it
1	enough / <u>(not enough)</u>	relaxed / too nervous
2	enough / too much	relaxed / too nervous
3	a full answer / an incomplete answer	too slow / the right speed
4	just good enough / excellent	just well enough / excellently


Wordbank: Speaking

Choose the correct word or phrase.

- I'm not very keen **on / for** going to concerts.
- I've recently taken **over / up** playing chess.
- I don't have much time **with / for** hobbies because...
- I live in a village **so / because** there's not much to do at night.
- There are quite **many / a few** things to do, **such / so** as going to museums and...
- There aren't **many / lots** things to do, **but / and** we do have a couple of cafés.

>>> BSB, Exercises E–H, p. 7

>>> Speaking, p. 108

B For each question, make notes about what you would say. Then, practise answering the questions, using your notes and some of the phrases from the Wordbank.

- Do you have any hobbies?
- What different types of entertainment are available where you live?
- Are there any kinds of entertainment you don't like?


Pronunciation: Stress changes 1 – verbs/nouns
AUDIO 1, 6 Is each word in bold a verb or noun? Mark which syllable you think is stressed. Then listen and check your answers.

- verb / noun I **suspect** the main character will be a **suspect**.
- ____ / ____ What means of **transport** will they use to **transport** the paintings?
- ____ / ____ When you **extract** some words from a text, you have an **extract**.
- ____ / ____ Shall I keep a **record**? We need to **record** all the results.

IELTS Skill Spot

- In the IELTS Speaking module, you may need a few seconds to think before you speak.
- Use phrases like *Well, let me think about that for a moment.* or *That's an interesting question!* to give yourself time.
- When you answer, give more than just one-word or very short answers. You have to show that you can communicate in English.



Grammarbank: Using the passive

>>> Grammar, Section 2, p. 99

One of the following sentences is correct. Tick (✓) the correct sentence and underline the incorrect phrases in the others. Rewrite the phrases correctly.

- 1 It can see that there has been a significant increase in cinema visits. be seen
- 2 The ballet is visited by less than ten per cent of the population. _____
- 3 Arts events attended by more men ten years ago than now. _____
- 4 Plays are seeing by approximately a quarter of the people surveyed. _____

>>> BSB, Exercises A–C, p. 8

Wordbank: Writing

In IELTS Writing Task 1, you often have to describe how data changes over time. Put each word or phrase listed below into the correct category.

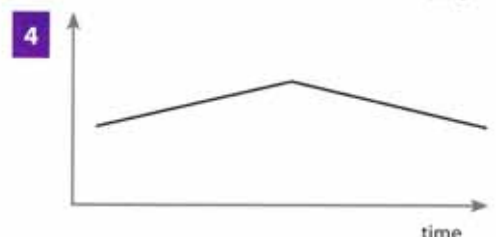
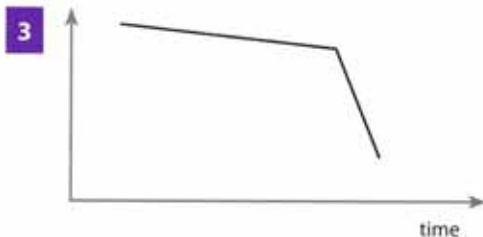
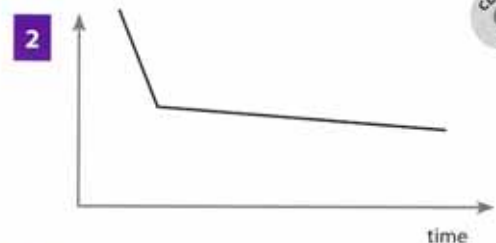
considerable decline decrease drop fall gradual increase
insignificant large rise sharp significant slight steady sudden

go up	go down	slow	quick	small	big
<i>increase</i>					

Some of these words are verbs. Find them, and look at how the nouns are formed from them – what do you notice?

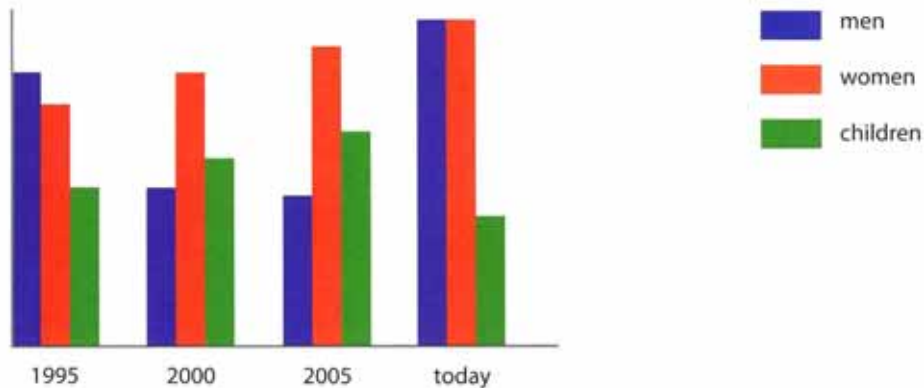
>>> BSB, Exercises D–H, pp. 9–10

A Each of these graphs shows something changing over time. For each one, choose the phrase that best describes the data.



- a a steady increase followed by a gradual decline
- b a sharp drop followed by a steady decrease
- c a gradual decrease followed by a sudden fall
- d a gradual rise followed by a sharp increase

- B** This bar chart shows art gallery attendance. Look at the data and decide if the statements are true or false.



- The number of men attending fell between 1995 and 2000. (true) / false
 - The number of children attending has increased gradually until today. true / false
 - There has been a slight fall recently in the number of women attending. true / false
 - Since 2005, the number of men attending has shown a significant increase. true / false
 - Overall, the number of children attending has remained constant. true / false
- C** Write two sentences of your own to describe how the number of men attending art galleries has changed over time according to the bar chart in Exercise B. CD-ROM 10
- D** This table shows the results of a ten-year study about people who attend cultural events in the UK. Look at the table and read the paragraph from an IELTS candidate's description of the data. Find three factual mistakes and underline them. The first one has been done as an example.

Attendance at cultural events (The UK)	Percentages attending type of event		
	first year	fifth year	tenth year
Cinemas	33	47	49
Theatres	20	24	26
Art galleries	11	13	6
Classical music concerts	10	7	5
Ballet	6	2	8
Opera	5	7	6

It can be seen that the number of people attending the cinema dropped sharply (from 33% to 47%) before rising slightly. Cinemas were attended by approximately half the population in the fifth and tenth years of the study. The number of people going to the theatre showed a significant increase over ten years, from 20% to 26%, while attendance at art galleries rose slightly to 13% before gradually dropping to 6% over the last five years of the study.

- E** Write a similar paragraph describing the remaining data in the table. CD-ROM 11

IELTS Skill Spot

- With **graphs**, make sure you understand what each axis is measuring.
- With **bar and pie charts**, there is often a key which tells you what each different bar or area represents.
- With **tables**, read the data across the rows *and* down the columns to identify the key features.

Your view!

- Which of the cultural events in Exercise D would you prefer to attend? Why?

1 EXAM PRACTICE

READING

You should spend about 20 minutes on *Questions 1–13*, which are based on the Reading Passage below.



The History of the Guitar

The word 'guitar' was brought into English as an adaptation of the Spanish word 'guitarra', which was, in turn, derived from the Greek 'kithara'. Tracing the roots of the word further back into linguistic history, it seems to have been a combination of the Indo-European stem 'guit-', meaning music, and the root '-tar', meaning chord or string. The root '-tar' is actually common to a number of languages, and can also be found in the word 'sitar', also a stringed musical instrument. Although the spelling and pronunciation differ between languages, these key elements have been present in most words for 'guitar' throughout history.

While the guitar may have gained most of its popularity as a musical instrument during the modern era, guitar-like instruments have been in existence in numerous cultures throughout the world for more than 5,000 years. The earliest instruments that the modern eye and ear would recognise as a 'normal' acoustic guitar date from about 500 years ago. Prior to this time, stringed instruments were in use throughout the world, but these early instruments are known primarily from visual depictions, not from the continued existence of music written for them. The majority of these depictions show simple stringed instruments, often lacking some of the parts that define a modern guitar. A number of these instruments have more in common with the lute than the guitar.

There is some uncertainty about the exact date of the earliest six-string guitar. The oldest one still in existence, which was made by Gaetano Vinaccia, is dated 1779. However, the authenticity of six-string guitars alleged to have been made prior to 1790 is often suspect, as many fakes have been discovered dating to this era. The early nineteenth century is generally accepted as the time period during which six-string guitars began taking on their modern shape and dimensions. Thus for nearly two hundred years, luthiers, or guitar makers, have been producing versions of the modern acoustic guitar.

The first electric guitar was not developed until the early twentieth century. George Beauchamp received the first patent for an electric guitar in 1936, and Beauchamp went on to co-found Rickenbacker, originally known as the Electro String Instrument Company. Although Rickenbacker began producing electric guitars in the late 1930s, this brand received most of its fame in the 1960s, when John Lennon used a Rickenbacker guitar for the Beatles' debut performance on the Ed Sullivan show in 1964. George Harrison later bought a Rickenbacker guitar of his own, and the company later gave him one of their earliest 12-string electric guitars. Paul McCartney also used a Rickenbacker bass guitar for recording. The Beatles continued to use Rickenbacker guitars throughout their career, and made the instruments highly popular among other musicians of the era.

The Fender Musical Instruments Company and the Gibson Guitar Corporation were two other early electric guitar pioneers, both developing models in the early 1950s. Fender began with the Telecaster in 1950 and 1951, and the Fender Stratocaster debuted in 1954. Gibson began selling the Gibson Les Paul, based partially on assistance from jazz musician and guitar innovator Les Paul, in 1952. The majority of present day solid-body electric guitars are still based largely on these three early electric guitar designs.

Throughout the history of the guitar, an enormous number of individuals have made their mark on the way in which the instrument was built, played and perceived. Though some of these individuals are particularly well known, like the Beatles or Les Paul, the majority of these people are virtually invisible to most modern guitar fans. By looking at the entire history of the guitar, rather than just recent developments, largely confined to electric guitars, it is possible to see more of the contributions of earlier generations.

Questions 1–7

Complete the sentences.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

- 1 Despite differences in _____, 'guit-' and '-tar' appear in the word for 'guitar' in many languages.
- 2 Instruments that we would call acoustic guitars have been made and played for approximately _____.
- 3 No one knows the _____ when the first six-string guitar was made.
- 4 The _____ of acoustic guitars have not changed much in 200 years.
- 5 A _____ for an electric guitar was issued in the mid-1930s.
- 6 Les Paul, the well-known _____ guitarist, was involved in the development of the electric guitar.
- 7 Most _____ of the guitar know little about its rich history.

Questions 8–13

Complete the summary.

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

Instruments similar to the guitar have been played by musicians for over **8** _____ years. What we know about many of these instruments comes from **9** _____ rather than actual physical examples or music played on them. In some ways, these early stringed instruments were closer to **10** _____ than the guitar as we know it today. We do have examples of six-string guitars that are 200 years old. However, the **11** _____ of six-string guitars made by guitar makers (who are also known as **12** _____) before the final decade of the eighteenth century is often open to question.

Although the electric guitar was invented in the 1930s, it took several decades for electric guitars to develop, with the company Rickenbacker playing a major part in this development. Most **13** _____ electric guitars in use today are similar in design to guitars produced by the Fender Musical Instruments Company and the Gibson Guitar Corporation in the 1950s.

▶▶▶ BSB, Exercises A–D, p. 11

IELTS Skill Spot

- Skim the text before you look at the questions to get a general idea of what the text is about.
- Check the instructions carefully to find out how many words you can use to fill each gap.
- For each question, scan the text to find the relevant part, then read that part carefully to find the exact word or phrase you need.
- Make sure the word or words you write in each gap fit grammatically.
- Remember that you can't change the form of the words from the text to make them fit.



IELTS 
Skill Spot

- You only have a few seconds to read each section before you listen, but you will have ten minutes at the end to put your answers on the answer sheet.
- You only hear each listening text once. Read the questions before you start listening and look for key words and phrases.
- The questions are always in the same order as you hear the answers.
- The time between answers in the recording is short, so don't get left behind while trying to think of an answer.
- If you miss something, have a guess based on key words and phrases you have heard. Then move on to the next question.


 14

LISTENING

SECTION 1

Questions 1–6 AUDIO 1, 7

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

- 1 Becoming a Friend of Laverton Arts Centre
 - A costs £15.
 - B costs £50.
 - C doesn't cost anything.
- 2 How many newsletters do Friends receive each year?
 - A four
 - B one
 - C three
- 3 Friends of the Arts Centre can buy
 - A more tickets than other visitors.
 - B tickets before other visitors.
 - C books earlier than other visitors.
- 4 There might be reductions on tickets for events
 - A in the Small Theatre.
 - B in the Main Theatre.
 - C at the Arts Cinema.
- 5 The Arts Centre is changing
 - A the password for its website.
 - B its website address.
 - C the design of its website.
- 6 Friends of Laverton Arts Centre are
 - A required to attend a certain number of events.
 - B not forced to attend a certain number of events.
 - C encouraged to count how many events they attend.

Questions 7–10 AUDIO 1, 7

Complete the sentences below.

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

- 7 The woman has visited the Arts Centre _____ times in total.
- 8 The first event at the Arts Centre the woman went to was _____.
- 9 The woman was unaware there was _____ at the Arts Centre.
- 10 The woman likes the idea of _____.

SPEAKING

PART 1

Let's talk about what you do.

- Do you work or are you a student?

Let's talk about free time.

- How much free time do you generally get?
- Do you prefer going out or staying in when you have spare time?
- Do you think it is possible to enjoy yourself without spending money?
- Are there lots of different things to do where you live?

WRITING

Plan your writing!

Read the writing task below, and fill in the Writing Planner on page 120 BEFORE you complete the task.

WRITING TASK 1

You should spend about 20 minutes on this task.

Write about the following topic:

The table below shows the results of a 20-year study into why adults in the UK attend arts events.

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

Write at least 150 words.

Reasons for attending the arts – UK adults (all numbers below are percentages)

	20 years ago	10 years ago	today
Desire to see specific performer/artist	58	55	56
Accompanying children	9	15	24
Special occasion/celebration	27	20	9
Work/business	6	10	11

Now you have completed Unit 1, you should be able to:

- skim and scan to complete sentences. (Reading)
- predict before answering multiple-choice questions. (Listening)
- provide information by giving clear and complete answers to questions. (Speaking)
- understand and write about data in tables and charts. (Writing)



IELTS Skill Spot

- In IELTS Speaking, you get marks for four different things:
 1. fluency and coherence.
 2. lexical resource.
 3. grammatical range and accuracy.
 4. pronunciation.
- Remember that they don't mark you on WHAT you say, but HOW you say it.



IELTS Skill Spot

- In IELTS Writing Task 1, you get marks for four different things:
 1. task achievement.
 2. lexical resource.
 3. coherence and cohesion.
 4. grammatical range and accuracy.
- Remember that Task 2 is worth more marks than Task 1, so don't spend more than 20 minutes on Task 1. Make a paragraph plan and always give examples or relevant supporting data.
- Make sure you write at least 150 words.
- Remember to allow a few minutes to check your work.



READING SKILLS FOR IELTS: MULTIPLE CHOICE



First thoughts

'If a free society cannot help the many who are poor, it cannot save the few who are rich.' John F. Kennedy

- 1 What do you think this quotation means? Do you agree with it?
- 2 What help do poor people in your country receive from the government?

A Read Text 1. Decide if these statements are mentioned (YES) or not mentioned (NO) in the text.

- | | |
|--|----------|
| 1 It took 37 years for the idea of a welfare system to become a reality. | YES / NO |
| 2 People didn't like David Lloyd George's suggestion at first. | YES / NO |
| 3 Unemployment increased because of the welfare system. | YES / NO |
| 4 Charities were given money by local authorities. | YES / NO |
| 5 Local authorities helped poor people. | YES / NO |



Text 1 The roots of the modern welfare system in the United Kingdom can be traced to 1911, when the Prime Minister of the day, David Lloyd George, suggested that people should pay national insurance every week when they are fit and working in order to enjoy benefits when they are sick and unemployed. It wasn't until 1948, however, that this ideal was put into practice. Of course, there had been some system of aid for the poorer members of society, either from charities or from local authorities, for a long time. Now, though, universal health care and unemployment benefit became a right for every citizen for the first time.

B Two of these statements are true, according to Text 1. Tick (✓) the true statements.

- 1 Nobody had to pay for the welfare system. _____
- 2 The welfare system provided health care. _____
- 3 Charities were one source of help for poor people. _____
- 4 Local authorities made poor people's lives difficult. _____

C Read Text 1 again and choose the correct letter, A, B, C or D. Use the work you have done in Exercises A and B to help you.

- 1 David Lloyd George's suggested system of welfare
 - A was unpopular with people at first.
 - B took a long time to become a reality.
 - C led to an increase in unemployment.
 - D was provided free to everyone.
- 2 Before the introduction of the welfare system, local authorities
 - A were involved in helping poor people.
 - B collected money for charity.
 - C made life more difficult for poor people.
 - D wasted a lot of time.



IELTS Skill Spot

- Multiple-choice questions test that you have understood a text by giving you incorrect answer choices which are:
 1. not mentioned at all in the text.
 2. mentioned but are irrelevant.
 3. mentioned but refer to someone or something else.
 4. the opposite of something mentioned in the text.

D Read Text 2. Find a word or short phrase in the text to answer each question.

- 1 What does Oxfam aim to combat today? _____
- 2 What problem did Greek people face in 1942? _____
- 3 What did Oxfam try to do? _____
- 4 When did Oxfam reform as Oxfam International? _____
- 5 What did they hope to improve by doing that? _____

Text 2 Now active globally in the fight against poverty, Oxfam International started life as the Oxford Committee for Famine Relief back in 1942. At that time, the people of Greece were suffering serious economic hardship and Oxfam campaigned to get food shipments sent. The organisation grew and its shops, selling second-hand goods to raise funds for programmes in developing countries, became a familiar sight on the streets of the UK. Reorganised in 1995 to enable better international co-operation, Oxfam International is involved in a wide range of issues, such as trade, education and emergency work, with the aim of creating a fairer world and ensuring people enjoy basic human rights.

E Read Text 2 again and choose the correct letter, A, B, C or D. Use the work you have done in Exercise D to help you.

- 1 Why was Oxfam first formed?
 - A to protest against government policy
 - B to help people suffering in Greece
 - C to make money from second-hand goods
 - D to fight poverty around the world
- 2 The organisation was reformed in 1995 so that it could
 - A work better in a global context.
 - B start to help in emergencies.
 - C become well known in the UK.
 - D get involved in lots of different issues.



Wordbank: Text vocabulary

Write a word from the texts in each gap to complete the sentences. Use the words in *italics* to help you.

- 1 Most countries have a *welfare* _____ of some kind.
- 2 People pay *national* _____ when they are healthy in order to get help when they aren't.
- 3 If you lose your job, you might be able to get *unemployment* _____.
- 4 Do you have to pay for *health* _____ in your country?
- 5 The charity raises money to help _____ *countries*.
- 6 Many organisations work to protect *human* _____ around the world.

▶▶▶ BSB, Exercises A–F, pp. 12–13

Your view!

- Do you ever give money to charity? Why / Why not?



IELTS Skill Spot


- Read the questions before you listen and think about what the situation might be.
- Predict what kind of information you should listen for.
- The information you hear will probably be expressed differently from how it is expressed in the written question. Listen for synonyms and paraphrases.

A For each question (1–4) decide what situation (a–d) you think you are going to listen to.

- 1 How long has the university had this service? _____
- 2 What is the main thing the service offers? _____
- 3 What are many overseas students largely ignorant of? _____
- 4 What do overseas students most commonly have problems with? _____

Situations


- a the main difficulty a group of people face
- b a period of time up to the present
- c something a group of people don't know much about
- d the most important function of something


B  **Audio 1, 8** Listen and answer the questions in Exercise A. Write **NO MORE THAN TWO WORDS** for each answer.

- 1 _____
- 2 _____
- 3 _____
- 4 _____



C Make a list of three other problems overseas students might face at university.

D  **Audio 1, 9** Listen to the rest of the talk. Which problems in your list in Exercise C are mentioned?

E  **Audio 1, 9** Listen again and answer the questions below. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 What name is given to the problem of adjusting to life in another country?

- 2 What do overseas students sometimes find it hard to do?

- 3 How often are people expected to work at the Welfare Service?

- 4 When is the training held?



Wordbank

These words and phrases are taken from the listening extracts. Match each one to the correct definition.

- | | | |
|-------------|-------|---|
| 1 cater for | _____ | a agree to work without being paid |
| 2 volunteer | _____ | b impolite, disrespectful |
| 3 issue | _____ | c problem, difficulty |
| 4 customs | _____ | d feel that you are part of a group of people |
| 5 rude | _____ | e ways in which people in a country normally behave |
| 6 fit in | _____ | f provide what a particular group of people needs |

▶▶▶ BSB, Exercises A–F, pp. 14–15

Your view!

- Why do we often experience culture shock when we go to a different country? Can we do anything to prevent it?

Grammarbank: Talking about the past

▶▶▶ Grammar, Section 3, pp. 99–100

Put each verb into the correct tense. When more than one answer is possible, write all the answers.

We 1 _____ (move) here about a year ago. Before we 2 _____ (come) here, we 3 _____ (live) in a village, and the city's quite different. Our neighbourhood 4 _____ (build) next to an industrial area, so it's not terribly attractive. However, the council recently 5 _____ (create) a park near where I live, which local people 6 _____ (wait) for for a long time.

▶▶▶ BSB, Exercises A–B, p. 16

A Think about the area where you live. Tick (✓) three adjectives to describe it.

attractive boring built-up busy dangerous developing exciting
friendly industrial leafy modern picturesque quiet residential rural
suburban traditional unattractive urban

B **AUDIO 1, 10** Listen to this candidate describing the area where she lives. Tick (✓) the three things she does.

- a She gives an example to support her opinion. _____
- b She supports her opinion by quoting someone else. _____
- c She provides irrelevant information. _____
- d She uses statistics to support her opinion. _____



Wordbank: Speaking

Choose the correct word.

- 1 As far as I'm **concerned** / **involved**...
- 2 **On** / **From** my point of view...
- 3 **In** / **From** my opinion...
- 4 It seems to **me** / **myself** that...
- 5 I **seem** / **tend** to think that...
- 6 My **personal** / **private** opinion is that...

▶▶▶ BSB, Exercises C–F, p. 17

C Look at this exercise and make notes about what you would say. Then do the exercise. You must speak for at least two minutes.

Describe the area where you live.

You should say:

what the area is like, what facilities the area has, what problems the area faces and explain what you enjoy most about living there.



▶▶▶ Speaking, p. 108

Pronunciation: Phrasal stress 1

AUDIO 1, 11 Look at the phrases in the Wordbank. For each one, underline the word you think is stressed the most. Then listen and check.

IELTS Skill Spot

- Always explain the reasons for your opinions, giving examples.
- You are given prompts to help you think about your answer. Don't just talk about them mechanically one by one. Link your ideas together naturally.





Grammarbank: Conceding and contrasting

▶▶▶ Grammar, Section 4, p. 100

Rewrite this sentence without changing the meaning. Start with the words given.

Some young people get involved in crime despite coming from good families.

- 1 In spite of _____
- 2 Although _____
- 3 Despite the fact _____
- 4 Even _____

▶▶▶ BSB, Exercises A–C, p. 18

Wordbank: Writing

Choose the correct word. Use the words in italics to help you.

- 1 Many people **hold** / **reach** *the belief* that prison is an effective deterrent.
- 2 From my own experiences, I have **taken** / **formed** *the impression* that crime is on the increase.
- 3 It is impossible not to **come** / **reach** *to the conclusion* that poverty is linked to crime.
- 4 Most people seem to **take** / **come** *the view* that criminals should be punished.
- 5 Over the years, I have **held** / **reached** *the conclusion* that the law should be changed.

▶▶▶ BSB, Exercises D–K, pp. 19–20

- A** Read this paragraph from an IELTS candidate's answer and decide which task (A or B) they were responding to.

Despite the fact that prison produces only limited results, people seem reluctant to explore other ways of dealing with crime. My own personal view is that a more creative approach to sentencing is necessary. This belief is based on my understanding of sentencing options that aim to tackle the causes of crime. In the UK, to take one instance, people convicted of minor crimes often do community service, which may help the offender understand the effect of their act on the local community.

- A** Crime seems to be on the increase in many urban areas around the world. What causes can you suggest for this?
- B** Prison is the most effective way of dealing with people who break the law. To what extent do you agree or disagree with this opinion?

- B** Read the paragraph again and answer these questions.

Which phrase...

- 1 introduces the writer's own opinion? _____
- 2 introduces a justification for that opinion? _____
- 3 presents an example to support that opinion? _____

C Put each phrase below into the correct category.

Consider, say...	One instance of this is...
From my perspective...	Take, for instance...
I am convinced that...	The basis for this view is...
I am of the view that...	The reason for this is that...



introducing an opinion	justifying an opinion	presenting an example

IELTS Skill Spot

- Before writing your essay in Task 2, decide exactly what your own opinion is.
- For each opinion you express, try to provide supporting examples.
- Make sure your argument is clear to the reader. Use key phrases and separate your ideas into paragraphs.

D Read this paragraph from another IELTS candidate's essay. Find and underline four more mistakes and rewrite them correctly above the line.

Another reason why prison is ineffective is that it does nothing to alter people's circumstances outside prison. I am for the view that there is a strong link between criminality and a person's background. This opinion is based from research which shows that people in prison often have, for instant, a low level of education. I convinced that this leads people into crime because of the difficulty of finding a decent job. In spite this, many prisons do very little to help inmates improve their education.

E Read this question and decide whether you agree or disagree with the statement. Then, complete the appropriate notes.



There are many ways of preventing crime that are much better than prison. Do you agree or disagree with this view?

<p>I agree.</p> <ul style="list-style-type: none"> • one problem with prison: _____ • one way of preventing crime that is better than prison: _____ 	<p>I disagree.</p> <ul style="list-style-type: none"> • one advantage of prison: _____ • one problem with other ways of preventing crime: _____
--	--

Your view!

- Which crimes do you think a prison sentence is not the most suitable punishment for? What alternatives would you suggest?

F Write one paragraph (80–100 words) summarising and justifying your opinion. Provide one example to support your view.



READING

You should spend about 20 minutes on *Questions 1–10*, which are based on the Reading Passage below.

Societies and Eating

When a meal was simply an assortment of food set before hungry individuals, people ate to satisfy themselves as quickly as possible. As food and the serving thereof became more elaborate and began to assume more social significance, the eating manners of the diners changed also. When forks and knives first made their appearance on the dinner tables of the wealthy, the process of eating a meal began to be transformed into more of a ceremony. Soon, the fashionable were instructing others how to use their eating utensils and informing them that some eating practices were correct and others incorrect. Later, when the use of knives and forks became more general, the common people began to pattern their behaviour at the dinner table after the wealthy, despite the fact that it was much easier to eat with their hands and a knife in the manner of their ancestors.

From the earliest times, eating and drinking together has provided an elementary form of hospitality. Anthropologists have recorded that even in the most primitive of tribal cultures, once people broke bread with strangers, they considered one another on peaceful terms. Once that relationship has been established, the people are under an obligation to protect one another if they are in danger. On Java, the main island of Indonesia, hosts of higher social rank pay their inferiors a high compliment if they offer them their half-chewed betel nut.

Among all cultures, in ancient or modern times, it has never been good form to refuse the offer of food or drink. Around the world, to accept such an offer is considered an act of common politeness, whether one wants it or not. Among the nomadic Bedouins of the desert, it has always been considered a serious breach of etiquette to ride up to the front of a family's tent without stopping and eating their bread.

Different societies developed their own etiquette in other areas of entertaining at home. As soon as guests arrived in the home of an ancient Greek host, for example, servants brought in vases of water so they might freshen themselves. After the guests had washed their hands and feet, they stood around gossiping until summoned to dinner. Water was provided several times during the course of the meal for washing the hands. The highest in rank had their hands washed first; the lowest, last.

The Romans washed their hands before and after dinner. Small basins were provided for guests for this purpose, and it was a common practice to drop a flower into the water to make it fragrant. This custom has survived today in many homes and restaurants in which a finger bowl with a flower petal in the water is brought to guests between courses of the meal or after they have finished eating. Egyptians were welcomed to a dinner party by a special servant, who put oil on their heads and washed their hands. Sometimes the process was repeated during the course of the dinner; and before guests left the table, their hands were washed again.

Wealthy Romans rarely invited guests to their homes for the midday meal, but they frequently had visitors for the evening meal, consisting of from three to seven courses. The host gave each guest an exact list of the courses and then led their guests into the dining hall. As they were being seated, servants draped the members of the dinner party with a wreath of flowers and offered them a goblet of wine. There was usually a place of honour at the dining table. The highest in rank sat at the head, the next in rank at the upper end, and the third highest in social position sat at the lower end. All guests washed their hands at the table before eating, a ceremonial washing that began with the highest in rank and ended with the lowest.

Questions 1–5

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

- 1 Eating manners developed as
 - A food became more important socially.
 - B people began to eat more.
 - C people took more time over meals.
 - D people became dissatisfied with some dishes.

- 2 What dictated how eating manners developed?
 - A practical problems
 - B the shape of utensils
 - C changing fashions
 - D developments in cooking

- 3 In many societies, eating together
 - A is seen as more healthy.
 - B is a sign of civilisation.
 - C gives people a responsibility.
 - D improves people's social rank.

- 4 People everywhere are offended when a guest
 - A doesn't eat or drink anything.
 - B offers food or drink to the host.
 - C wants to eat or drink too much.
 - D doesn't like eating bread.

- 5 In an ancient Greek home, guests were expected to
 - A symbolically wash a servant's hands and feet.
 - B let the host wash their hands and feet.
 - C wash each other's hands and feet.
 - D wash their hands and feet more than once.

Questions 6–10

Complete the sentences.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

- 6 The modern custom of providing _____ for guests is similar to an ancient Roman custom.
- 7 Egyptian families had _____ to deal with guests.
- 8 People were more likely to be invited for _____ in ancient Rome.
- 9 Ancient Romans would wear a _____ as they ate.
- 10 The _____ before a meal in ancient Rome followed a strict order.

▶▶▶ BSB, Exercises A–B, p. 21

IELTS Skill Spot

- If you are having difficulty with a multiple-choice question, go on to the next one. When you have answered the questions you are sure of, go back to any that are causing you difficulty.
- With those questions, identify the relevant part of the text. Read it carefully and work 'backwards', crossing out the options that are definitely not correct.

CD-ROM
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IELTS 
Skill Spot

- Always read the instructions carefully so you know how many words you should write.
- The word or phrase you need always appears in the listening exactly in the form you need it in. Write what you hear.
- Do not write more words than required. Do not write complete sentences.
- Check your spelling.



LISTENING

SECTION 2

Questions 1–6 AUDIO 1, 12

Answer the questions below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 1 How long has Sport Aid existed for?

- 2 Who does Sport Aid mainly benefit?

- 3 What did the money provide for one village?

- 4 What is thought to be an important part of development?

- 5 Where is the main event taking place?

- 6 What are you advised to wear to the event?

Questions 7–10 AUDIO 1, 12

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

- 7 You can learn more about different events by contacting
 - A the radio station.
 - B the town hall.
 - C the organisers.
- 8 The council is more likely to approve
 - A unusual events.
 - B expensive events.
 - C familiar sports.
- 9 What do you need to provide if you organise your own event?
 - A equipment
 - B prizes
 - C publicity
- 10 Who is able to organise events?
 - A anybody
 - B local residents only
 - C adults only

SPEAKING

PART 2

You will have to talk about the topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

Describe a city, town or village you have visited which you like.

You should say:

- where the city, town or village is
- what the area is like in general
- what the key features of the city, town or village are and explain what you enjoy most about this town or city.

WRITING

Plan your writing!

Read the writing task below, and fill in the Writing Planner on page 121 BEFORE you complete the task.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In many countries, an increase in crime has been blamed on violent images on television and in computer and video games.

To what extent do you agree or disagree with this opinion?

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

Write at least 250 words.

Now you have completed Unit 2, you should be able to:

- understand how multiple-choice questions work. (Reading)
- respond to short-answer questions with a word or short phrase. (Listening)
- express and justify your opinion. (Speaking)
- present and support your opinion with reasons and examples. (Writing)

IELTS Skill Spot

- You will be given one minute to think about what you are going to say in Part 2 of the Speaking module. You are allowed to make notes during this time.
- Make a note of the key points you want to make and key phrases you want to use but don't write complete sentences.



IELTS Skill Spot

- Task 2 is worth more marks than Task 1, so spend more time on it (40 minutes).
- Start with a general introduction to the issue. Avoid using too many words and phrases from the question. Put it into your own words.
- You must write a minimum of 250 words, so always count them.



READING SKILLS FOR IELTS: CHOOSING HEADINGS



First thoughts

'We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology.' Carl Sagan

- 1 What does Carl Sagan mean when he says that we don't know anything about science and technology?
- 2 How keen are you to have and use the latest electronic equipment?

- A** There are four short texts on the next page. Skim each text and match each one with a picture.



IELTS Skill Spot

- A paragraph heading is a summary of part, or all of the paragraph.
- The idea in the text is often expressed differently in the heading.
- Pay careful attention to:
 1. **synonyms** (e.g. text: *likely*, heading: *probable*).
 2. **negatives/opposites** (e.g. text: *not fast*, heading: *slow*).
 3. **more general categories** (e.g. text: *cows*, heading: *animals*).
 4. **different parts of speech** (e.g. text: *dangerous*, heading: *danger*).

- B** Here are three possible headings for Text 1. Find words or phrases in the text which have a similar meaning to the underlined words and phrases.

- 1 Clear advantages _____
- 2 Immediate travel in the future _____
- 3 Uncertainty about the system in reality _____

- C** Tick (✓) the best heading for Text 2. Make notes about why you think the other two headings are not so appropriate.

- 1 Total scientific agreement regarding life on other planets _____
- 2 The unlikelihood of aliens ever communicating with us _____
- 3 The chances of having an intelligent conversation _____



- D** Choose the best heading for Text 3.

- 1 Relying too heavily on the internet for information
- 2 The internet becoming more powerful than the human brain
- 3 The internet being or becoming a conscious system
- 4 Questions which the internet can provide answers to

E Look at these headings. Then match each text (1–4) with a heading. There are two headings you will not use.

- | | | |
|--------------|-----|--|
| Text 1 _____ | i | Doubts about the whole idea |
| Text 2 _____ | ii | Potentially powerful enough to think |
| Text 3 _____ | iii | The high chances of succeeding |
| Text 4 _____ | iv | Questions about the operational practicalities |
| | v | Making certain the effects are positive |
| | vi | An improbable encounter |



Text 1 'Beam me up!' Fans of the sci-fi show *Star Trek* will instantly recognise the phrase, which refers to a futuristic means of instant transportation: teleportation. The benefits of being able to travel large distances in almost no time are obvious. Less clear is how it will work in practice. Will it actually be your atoms that are transported, or just a copy of you containing your data in digital form?

Text 2 Most scientists now accept it is highly likely there is life elsewhere in the universe. Given that that is in fact the case, two key unanswered questions remain. Firstly, does it necessarily follow that there is intelligent, conscious life out there? And secondly, if there is, what are the chances it will ever make contact with humans? The general consensus seems to be that the answer to the second question is probably 'minimal'.

Text 3 That the internet is an extremely powerful source of information and means of communication is something most of us take for granted. The computational neuroscientist Terrence Sejnowski, however, raises some thought-provoking questions about it. He has calculated that the amount of data stored on all computers connected to the net is now roughly equivalent to the data storage capacity of one human brain. His question is: 'How would we know if the internet were to become aware of itself?' and he concludes: 'For all we know, the internet is already aware of itself.'

Text 4 There's nothing within the laws of physics as we know them to prevent time travel. However, opponents of the concept usually raise two main objections. The first, known as the 'grandfather paradox', says that if you go back in time and kill your grandfather, you won't be born, so you can't go back in time and do that. The second states that if time travel ever became possible, people from the future could come back to our time. We haven't seen any such visitors, so it's unlikely time travel will ever be anything other than science fiction.

Wordbank: Text vocabulary

Write a word or phrase from the texts in each gap to complete the definitions.

- _____ : information (often digital) (Text 1)
- _____ : extremely probable (Text 2)
- _____ : if we accept; once we have accepted (Text 2)
- _____ : accept/believe without thinking about it (Text 3)
- _____ : idea (Text 4)

Your view!

- Do you believe any of the things mentioned in the texts will actually happen?



3 LISTENING SKILLS FOR IELTS: MATCHING

A How much do you know about the Milky Way? Guess!



	My best guess!
How old is the Milky Way?	
How many stars are there in the Milky Way?	
How long does it take for our Solar System to complete one orbit around the centre of the Milky Way?	

B **Audio1, 13** Listen to a tutor and two students talking about the Milky Way. Match each person with what they are talking about. You will use only three of the letters.

- | | | |
|-------------|-------|---|
| 1 The tutor | _____ | A our Solar System going around the Milky Way |
| 2 Jenny | _____ | B the oldest star in the Milky Way |
| 3 Ahmed | _____ | C the number of stars in the Milky Way |
| | | D the age of the Milky Way |

C **Audio1, 14** Listen to a longer conversation between the tutor and the students. Match each idea with a letter (A–G). There is one letter you will not use.

- | | |
|--|-------|
| 1 The age of the Milky Way (years) | _____ |
| 2 The age of the oldest star in the Milky Way (years) | _____ |
| 3 The number of stars in the Milky Way | _____ |
| 4 How long for the Solar System to orbit the Milky Way (years) | _____ |
| 5 The number of galactic years since the creation of the Sun | _____ |
| 6 The number of galactic years since humans first appeared | _____ |
- | | | | |
|----------------|----------------------|-----------------------|----------------------|
| A 13.2 billion | C 225 to 250 million | D 6.5 to 10.1 billion | F 4.6 billion |
| B 20 to 25 | | E 0.0008 | G 200 to 400 billion |

D **Audio1, 15** Listen to the end of the conversation. Which opinion does each person express? There is one incorrect item that you will not need.

- | | | | |
|--|--|-------------|-------|
| A Not all scientists are in agreement. | | 1 Jenny | _____ |
| B Andromeda is the closest galaxy to the Milky Way. | | 2 The tutor | _____ |
| C Galaxies can merge without stars colliding. | | 3 Ahmed | _____ |
| D People on Earth will probably watch the collision. | | | |

Wordbank

These words and phrases are taken from the listening extracts. Choose the best definition for each one.

- remind: help **understand** / **remember**
- initially: at **first** / **once**
- hardly surprising: **very** / **not very** surprising
- current: **in the future** / **at the moment**
- estimates: **accurate measurements** / **approximate calculations**

▶▶▶ BSB, Exercises A–F, pp. 24–25

IELTS Skill Spot

- The **numbered list** is always in the same order as you hear it in the recording.
- An idea in the lists may be expressed in a different way in the recording.
- Listen for **ideas**, not particular words and phrases.

Your view!

- Do you think studying the universe is a waste of time and money, or does it benefit mankind?



Grammarbank: Talking about the future

>>> Grammar, Section 5, pp. 100–101

Put each verb into the correct tense. When more than one answer is possible, write all the answers. Use short forms (I'll, etc.) where possible.

- 1 _____ (I / go) to university in the UK in a couple of months.
- 2 _____ (I / study) physics at Warwick University. When 3 _____ (I / graduate), 4 _____ (I / be) 21 years old and 5 _____ (I / try) to get a job as a physics teacher in my home town. After that? Who knows? I'm sure 6 _____ (I / settle) down and get married at some point.
- 7 _____ (I / probably / not / do) that by the time I'm 30, though.
- 8 _____ (I / still / work) as a teacher when I'm 40? I expect so, but you never know!

>>> BSB, Exercises A–D, p. 26

Wordbank: Speaking

Write a word from the list below in each gap to complete these phrases.

highly may maybe possibility possible sure

- | | |
|---------------------------------|----------------------------------|
| 1 It's _____ (that)... | 4 _____ / Perhaps there'll be... |
| 2 It's _____ unlikely (that)... | 5 One _____ is (that)... |
| 3 There might / _____ be... | 6 I don't know for _____, but... |

>>> BSB, Exercises E–G, p. 27 >>> Speaking, p. 109

A **Audio 1, 16** Listen to four candidates answering questions in Part 3 of the Speaking module. Match each candidate with a question. Then, answer the questions. Make sure to use some of the phrases from the Wordbank. Be careful with future tenses.

Candidate 1 _____ Candidate 3 _____
 Candidate 2 _____ Candidate 4 _____



- A How different do you think your country will be in 20 years' time?
- B What new technology do you think will be introduced over the next few years?
- C How do you see the world changing during your lifetime?
- D What do you think life on Earth might be like in a thousand years?



IELTS Skill Spot

- We often need to talk about things we're not 100 per cent sure of. This is called **speculating**.
- In the Speaking module, you should show that you are able to speculate effectively.
- Use the words and phrases from the Wordbank when you speculate.

Pronunciation: Words with the same spelling but different pronunciation

Audio 1, 17 Say these sentences. Pay careful attention to the words in bold. Then listen and check your pronunciation.

- 1 I haven't **read** my horoscope yet but I'll **read** it in a minute.
- 2 When are they going to **present** the leaving **present**?
- 3 Are you **content** with the **content** of the article?
- 4 I hope I'll be performing **live** for as long as I **live**.
- 5 We'll look at these **minute** particles through a microscope in a **minute**.
- 6 When the clown takes a **bow**, his **bow** tie will fall off!



Grammarbank: Using participles

>>> Grammar, Section 6, p. 102

Put each verb into the correct form to complete the sentences.

- _____ (have) foldable wings, the carplane can be easily stored in a garage.
- _____ (give) the diagram, I began to understand the point she was making.
- After _____ (finish) the test flight, the pilot writes a report.

>>> BSB, Exercises A–C, p. 28

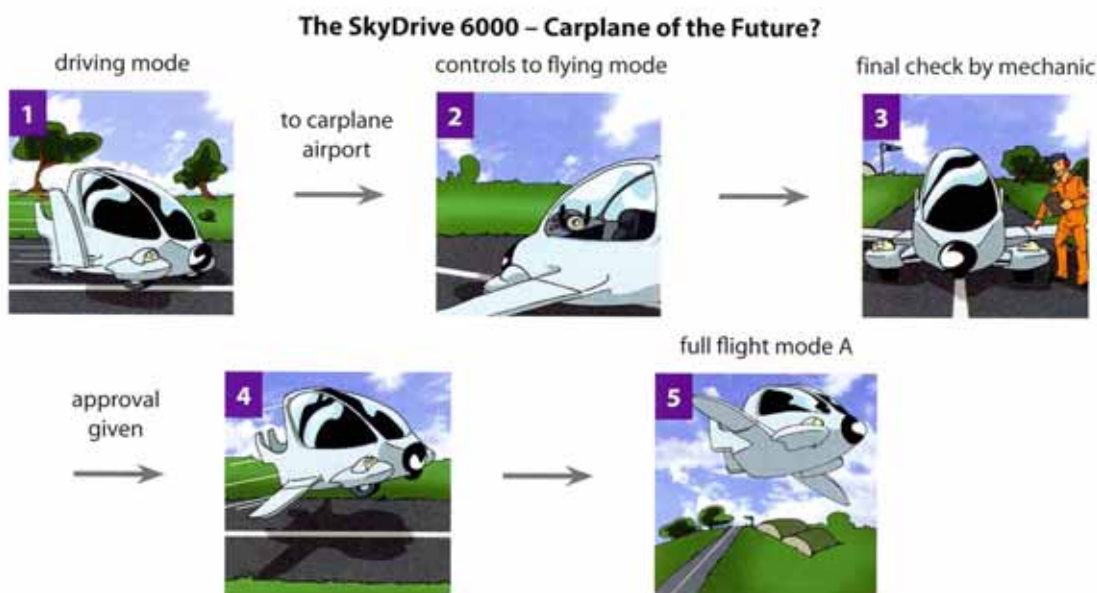
Wordbank: Writing

Write one word in each gap. Use the words in *italics* to help you.

- The equipment *consists* _____ several different pieces.
- The building *is shaped* _____ a tall cylinder.
- The object is completely round _____ *shape*.
- The car *is made* _____ lightweight plastic.
- The area on the ground *is divided* _____ four different sections.
- It is slightly *bigger* _____ a washing machine.
- It is approximately *the same size* _____ a mobile phone.
- It is roughly *the size and shape* _____ a pencil.

>>> BSB, Exercises D–I, pp. 29–30

- A** Look at this diagram and the paragraph below it and decide if the statements are TRUE or FALSE.



The diagram shows a potential future means of transport, the SkyDrive 6000, and how it can serve as both a car and a light aircraft. In driving mode, the SkyDrive 6000 is not dissimilar to cars we have today. The only main difference is the presence of folded wings on the side of the car.

- 1 This is probably the first paragraph of an IELTS candidate's description. _____
- 2 This paragraph provides a basic introduction to the object in the diagram. _____
- 3 It mentions the purpose of the object. _____
- 4 It describes the basic appearance of the object. _____
- 5 It describes the process of going to the airport and taking off. _____

B Note down all the different stages the carplane goes through.

driving in normal driving mode.



C Read this extract which describes the same diagram. Then choose the correct word or phrase to complete the sentences.

Once everything is ready, a final check is performed by a mechanic. Approved for take-off, the carplane then speeds down the runway. Shortly after taking off, the carplane enters 'full flight mode', where its wheels automatically retract for the flight and it is controlled by the automatic pilot.

- 1 This is probably the **second / final** paragraph of the description.
- 2 The main verb tense is **is / isn't** present simple.
- 3 The writer uses **one / more than one** verb in the passive.
- 4 The writer **uses / doesn't use** a present participle clause.
- 5 The paragraph covers **one stage / several stages** of the process.
- 6 It **is / isn't** important to use time words and phrases to introduce each stage.

D Write a word from the list below in each gap to complete the sentences.

having once shortly stage where

- 1 _____ it has arrived at the airport, the carplane is then prepared for the flight.
- 2 _____ arrived at the airport, the driver prepares the carplane for the flight.
- 3 _____ after arriving at the airport, the carplane is prepared for the flight.
- 4 The carplane then arrives at the airport, _____ the driver prepares it for the flight.
- 5 The carplane then arrives at the airport. At this _____, it is prepared for the flight.

E Complete the middle paragraph of the description in your notebooks. Follow the instructions in the box to help you.



Unlike some carplane designs, the SkyDrive 6000 appears not to have been designed to take off and land on normal roads. For a flight,

- Use at least one verb in the passive.
- Use at least one present/past participle clause such as 'having been checked'.
- Use time words/phrases such as 'at this stage' and 'shortly after' to introduce each stage.

IELTS Skill Spot

- When describing an object, focus on its appearance, its main parts and how it works. Don't focus on minor details.
- Make comparisons with other things if that helps the description.
- When describing a process, study the diagram carefully so you understand what each stage involves.
- Use time words and phrases to introduce each stage.
- It's often appropriate to use the passive, and present and past participle clauses.

Your view!

- How do you think transport is going to change in the future?

3 EXAM PRACTICE

READING

You should spend about 20 minutes on *Questions 1–10*, which are based on the Reading Passage below.

Is this REALLY Proof that People can see into the Future?

Do some of us avoid tragedy by foreseeing it? Some scientists now believe that the brain really can predict events before they happen.

A Professor Dick Bierman sits hunched over his computer. In the next room, a patient slips inside a hospital brain scanner. If it wasn't for the strange smiles that flicker across the woman's face, you could be forgiven for thinking this was just a normal health check. But this scanner is engaged in one of the most profound paranormal experiments of all time, one that may well prove whether it is possible to predict the future. For the results suggest that ordinary people really do have a sixth sense that can help them 'see' the future. Such amazing studies – if verified – might help explain the predictive powers of mediums and a range of other psychic phenomena such as extrasensory perception, déjà vu and clairvoyance. On a more mundane level, it may account for 'gut feelings' and instinct.

B The man behind the experiments is certainly convinced. 'We're satisfied that people can sense the future before it happens,' says Professor Bierman, a psychologist at the University of Amsterdam. Bierman is not alone: his findings mirror the data gathered by other scientists and paranormal researchers. Professor Brian Josephson, a Nobel Prize-winning physicist from Cambridge University, says: 'So far, the evidence seems compelling. What seems to be happening is that information is coming from the future.' The scientist Ed Cox found that trains 'destined' to crash carried fewer people than they did normally. Dr Jessica Utts, a statistician at the University of California, found exactly the same bizarre effect.

C The military has long been fascinated by such phenomena. For many years the US military funded a programme known as Stargate, which set out to investigate premonitions. Dr Dean Radin worked on the programme and became fascinated by the ability of 'lucky' soldiers to forecast the future. Radin became convinced that thoughts and feelings could flow backwards in time to guide them. It helped them make life-saving decisions, often on the basis of a hunch.

D Radin devised an experiment to test these ideas. He showed violent or soothing images to volunteers in a random sequence. He soon discovered that people began reacting to the pictures before they actually saw them. Professor Dick Bierman decided to take this work further, by looking inside the brains of volunteers using an MRI* scanner while repeating Dr Radin's experiments. The results suggest that seemingly ordinary people are capable of sensing the future on a fairly consistent basis. Bierman emphasises that people are receiving feelings from the future rather than specific 'visions'.

E But if we can sense what is going to happen, doesn't that mean we can change the future and make the 'prediction' obsolete? Such paradoxes provide material for films such as *Minority Report*, in which a special police department is able to foresee and prevent crimes before they have taken place. Could such science fiction have a grain of truth in it after all? Professor Bierman responds: 'This phenomenon allows you to make a decision on the basis of what will happen in the future. Does that restrain our free will? That's up to the philosophers.'

F There are plenty of instances where people wished they had listened to their premonitions. In 1966, a coal tip collapsed and swept through a Welsh school, killing 144 people. It turned out that 24 people had had premonitions of the tragedy. One involved a girl who was killed. She told her mother shortly before she was taken to school: 'I dreamt I went to school and there was no school there. Something black had come down all over it.'

G So should we listen to our instincts? Dr Utts believes we are constantly sampling the future and using the knowledge to help us make better decisions. 'I think we're doing it all the time,' she says. Perhaps the Queen in Lewis Carroll's *Through The Looking Glass* was right: 'It's a poor sort of memory that only works backwards.'

* Magnetic Resonance Imaging (used for diagnostic purposes)

Questions 1–6

The Reading Passage has seven paragraphs, A–G.

Choose the correct heading for paragraphs B–G from the list of headings below.

List of Headings				
i	Knowing what you are about to view	<i>Example</i>	Paragraph A	<u>vii</u>
ii	Not an unusual situation	1	Paragraph B	_____
iii	In widespread agreement	2	Paragraph C	_____
iv	Questioning the results	3	Paragraph D	_____
v	Predictions in the armed forces	4	Paragraph E	_____
vi	Raising complex questions	5	Paragraph F	_____
vii	Not an ordinary medical test	6	Paragraph G	_____
viii	A tragic example			

Questions 7–10

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

- 7 How does Dick Bierman's patient differ from a typical patient?
- A She is being treated in a different kind of hospital.
 B She is being tested with different equipment.
 C She reacts and expresses emotions in a different way.
 D She has had several paranormal experiences.
- 8 Ed Cox's findings are used to demonstrate that
- A people don't get on trains they think will crash.
 B train crashes will happen less often in the future.
 C we cannot prevent some trains from crashing.
 D lighter trains crash much more frequently.
- 9 How does Professor Bierman's experiment differ from Dr Radin's?
- A Only Dr Radin's pictures are in random order.
 B Only Dr Radin found that people can predict the future.
 C Only Professor Bierman's volunteers predict the future.
 D Only Professor Bierman used medical equipment.
- 10 What is Professor Bierman's response to the paradox mentioned in paragraph E?
- A He says that humans still have complete free will.
 B He doesn't provide a solution to the problem.
 C He claims that the issue isn't a paradox at all.
 D He denies that humans have free will anyway.

▶▶▶ BSB, Exercises A–C, p. 31

IELTS Skill Spot

- **Skim** the whole text to get a general understanding of the content.
- Find which heading is used as the example and cross it out so you don't use it by mistake.
- **Skim** the first paragraph and try to find the right heading.
- If you're not sure of the heading, move onto the next paragraph. Do the easiest ones first.
- Once you've chosen a heading, cross it out.
- If you're left with one or two paragraphs and you're really not sure what the answer is, take your best guess. Don't leave any answers blank.

IELTS Skill Spot

- Always read the numbered and lettered lists carefully **before** you listen.
- Listen for **ideas**, not particular words and phrases.
- When you've chosen a letter, put a line through it so you don't use it again by mistake.



LISTENING

SECTION 3

Questions 1–6 Audio 1, 18

What is said about each of these works by H. G. Wells?

Choose your answers from the box and write the letters **A–H** next to questions 1–6.

- | | |
|---|--|
| A | Wells was ill when he wrote this. |
| B | This was heavily criticised by another author. |
| C | This predicted limiting the number of people on Earth. |
| D | This was a commercially unsuccessful novel. |
| E | This was a talk, not a book. |
| F | This predicted a type of identity card. |
| G | This was Wells' only optimistic work. |
| H | This actually has a much longer name. |

- | | | | | | |
|---|-----------------------------|-------|---|-----------------------------|-------|
| 1 | The Discovery of the Future | _____ | 4 | First Men in the Moon | _____ |
| 2 | The Time Machine | _____ | 5 | A Modern Utopia | _____ |
| 3 | Anticipations | _____ | 6 | The Shape of Things to Come | _____ |

Questions 7–10 Audio 1, 18

Answer the questions below. Write **NO MORE THAN TWO WORDS OR A NUMBER** for each answer.

- In which decade did Wells call for the setting up of a world encyclopedia? _____
- What was Wells' series of essays entitled? _____
- What did Wells want people to use to create the encyclopedia? _____
- According to some people, what has made Wells' prediction a reality? _____

SPEAKING

PART 3

The future

- How do you see your country changing over the next few decades?
- What benefits are advances in technology going to bring us?
- In your opinion, could these advances in technology also cause some problems?
- What are the biggest problems that the world's going to face over the next few years?



IELTS Skill Spot

- In Speaking Part 3, you have to answer questions and have a discussion with the examiner for four or five minutes.
- The discussion is related to the theme of Part 2.
- Express your own opinions, and give reasons and examples.
- Use *maybe*, *perhaps* and *it's highly likely* to speculate and express possibility.



WRITING

Plan your writing!

Read the writing task below, and fill in the Writing Planner on page 122 BEFORE you complete the task.

WRITING TASK 1

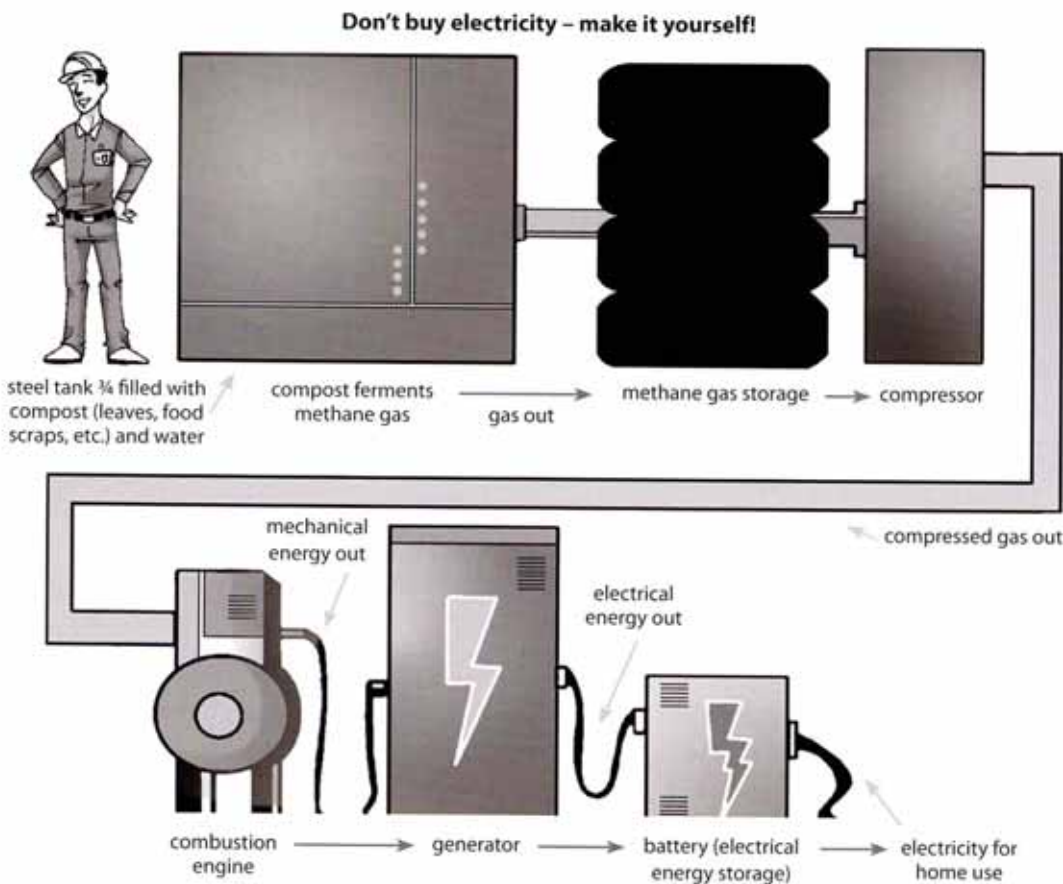
You should spend about 20 minutes on this task.

Write about the following topic:

The diagram below shows a possible future means of home energy production.

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

Write at least 150 words.



IELTS Skill Spot

- The first Writing task might ask you to describe an object, and/or describe a process.
- Read the instructions very carefully so you know exactly what you have to do.
- Look at the picture/diagram very carefully so you understand what the object or process is.
- Always make a paragraph plan, including the examples and relevant supporting data you intend to use.
- Make sure you include **all the main information** from the picture/diagram in your description.

Now you have completed Unit 3, you should be able to:

- choose headings to match paragraphs. (Reading)
- match ideas. (Listening)
- speculate. (Speaking)
- describe a process or object. (Writing)

READING SKILLS FOR IELTS: MULTIPLE CHOICE (MULTIPLE ANSWERS)



First thoughts

'Man is a complex being: he makes deserts bloom — and lakes die.' Gil Stern

- 1 Describe the area you live in (e.g. rural/urban/heavily populated/picturesque).
- 2 How has your area been affected by human activity and/or pollution?

A Skim the text about eco-towns. Match each paragraph with an idea.

- | | | | |
|-------------|-------|---|--------------------------|
| Paragraph A | _____ | 1 | inexpensive homes |
| Paragraph B | _____ | 2 | greener than older towns |
| Paragraph C | _____ | 3 | travelling around |
| Paragraph D | _____ | 4 | construction details |



IELTS Skill Spot

- In multiple-answer tasks, there are three main possibilities for each idea. The idea might be:
 1. expressed in different words in the text.
 2. incorrect, according to the text.
 3. not mentioned in the text.
- For each idea in the list, **scan** the text to find where/if it is mentioned.
- Pay careful attention to words in the list like *more*, *all* and *totally* which can affect whether an idea is correct or incorrect.



Eco-towns

- A** The fundamental principle underlying the new generation of British eco-towns is that they are more ecologically and environmentally friendly than traditional towns. To achieve this, guidelines have been drawn up which town planners should adhere to.
- B** The guidelines state that the towns should aspire to be low energy and carbon neutral developments, with buildings being constructed from recycled materials. Environmentally-friendly waste disposal is also at the heart of the concept.
- C** A second principle is that the new towns provide housing that is affordable to key workers, such as teachers, nurses and civil servants, and first-time buyers. With the largest eco-towns providing housing for some 20,000 residents, it is anticipated that 30 to 40 per cent of this will be in the form of affordable housing.
- D** Reliable, efficient and cost-effective public transport will be essential to the success of the eco-towns. The aim is to develop urban and suburban spaces that are as car-free as possible, with the speed limit on main roads being restricted to 15 mph.

B Scan the text to find these ideas. Write the paragraph letter on the line.



- | | |
|-------------------------------------|-------------------------------|
| 1 reusing things _____ | 5 population numbers _____ |
| 2 getting rid of rubbish _____ | 6 people buying houses _____ |
| 3 creating written guidelines _____ | 7 not driving fast _____ |
| 4 not wasting energy _____ | 8 the jobs of residents _____ |

C Three of these ideas are mentioned in the text. Three of them are not mentioned. Tick (✓) the ideas that are mentioned.

- | |
|---|
| 1 the exact size of the average eco-town _____ |
| 2 the different types of public transport available _____ |
| 3 the amount of housing for key workers and first-time buyers _____ |
| 4 the removal of rubbish in a green way _____ |
| 5 the desire to reduce the number of cars on the roads _____ |
| 6 government funding to help reduce construction costs _____ |

D Put a cross (X) next to the ideas that are false, according to the text.

- | |
|--|
| 1 All the new eco-towns will be the same size. _____ |
| 2 The new eco-towns will attempt to be carbon neutral. _____ |
| 3 The new eco-towns will all still have roads. _____ |
| 4 Only certain buildings must be made with recycled materials. _____ |
| 5 All the houses will cost the same amount of money to buy. _____ |
| 6 The buildings will all be built according to green guidelines. _____ |

E Which THREE of the following statements are true of eco-towns?

- 1 _____ 2 _____ 3 _____

- A There are different sets of guidelines for each eco-town.
 B One aim is to avoid wasting electricity and other power sources.
 C Eco-towns which are not totally carbon neutral may be fined.
 D All recycled materials used should come from the local area.
 E It is assumed that most key workers are first-time buyers.
 F Some eco-towns will have more than 15,000 inhabitants.
 G More than half of the housing will be aimed at wealthier residents.
 H Drivers in eco-towns will never be able to drive faster than 15 mph.



Wordbank: Text vocabulary

Write a word from the text in each gap to complete the phrases. Try to do this without looking back at the text.

- | | |
|-------------------------|--------------------|
| 1 environmentally _____ | 5 waste _____ |
| 2 low _____ | 6 affordable _____ |
| 3 carbon _____ | 7 public _____ |
| 4 recycled _____ | 8 speed _____ |

▶▶▶ BSB, Exercises A–E, pp. 32–33


Your view!


- How could the area where you live become more environmentally friendly?
- Do you think eco-towns will become more popular in the future?







- A** Read the notes below. Decide whether each gap will probably need a **NUMBER** or a **PLACE**.

- 1 number Size of Sahara: over _____ km² 
- 2 _____ World's largest desert: _____
- 3 _____ Approximately the same size as: continental _____
- 4 _____ Current population: approximately _____



- B**  **Audio 1, 19** Listen to a talk about the Sahara. Write **NO MORE THAN TWO WORDS OR A NUMBER** in each gap in the notes in Exercise A.

- C**  **Audio 1, 20** Listen to the next part of the talk. Choose the correct word, phrase or number to complete each note.

- 1 Highest sand dunes: **80 / 118 / 180** m
- 2 In Nile Valley: lush **vegetables / vegetation**
- 3 Mediterranean plants grow: northern **highlands / islands**
- 4 Word 'Sahara' = **sand / desert / heat** in Arabic

- D** Look at the table and decide what type of words are needed for each gap. 

The Sahara	Climate	Physical features
During last ice age	• about as 1 _____ as it is today	• 2 _____ in north • 3 _____ than today
After last ice age	• much 4 _____ than today	• desert starts to spread around 5 _____ BC
Today	• driest areas: less than 6 _____ rain per year • rest: up to 7 _____ rain a year	• desert expanding south by about 8 _____ each year

- E**  **Audio 1, 21** Listen to the final part of the talk. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** in each gap in Exercise D. 

Wordbank

The words in *italics* are taken from the listening extracts. Each word is in the wrong sentence. Write the correct word on the line.

- 1 Antarctica is one of the most *massive* places on Earth. _____
- 2 Watered daily, the plants will look *inhospitable* and healthy in no time. _____
- 3 Because of the pollution, London was given the *lush* nickname, 'The Smoke'. _____
- 4 Building a new skyscraper costs a/an *monsoon* amount of money. _____
- 5 Although a group of islands near the USA, the Caribbean is not considered to be part of the *apt* United States. _____
- 6 When the *continental* rains fall in Asia, many people's lives are lost. _____

▶▶▶ BSB, Exercises A–F, pp. 34–35

IELTS Skill Spot

- When you have to complete **notes** or a **table**:
 - predict what kind of word or phrase you will need (e.g. number, name).
 - remember that, with numbers, you might also need to write a measurement word or abbreviation (e.g. km, cm, years).
- Never change the word, phrase or number you hear to try to make it fit.

Your view!

- What are the main challenges of living in a desert area?



Grammarbank: Using countable and uncountable nouns/articles

▶▶▶ Grammar, Section 7, pp. 102–103

Choose the correct word or phrase.

- Growing up on a farm was **a / an** unique experience.
- I'd love to be able to go for **a / the** picnic in **a / the** country more often.
- My hair often **gets / get** dirty from **the / an** air pollution!
- Where you live depends on how **much / many** money you earn.
- Only **few / a few** people around here own their own house.

▶▶▶ BSB, Exercises A–D, pp. 36–37

A **AUDIO 1, 22** Listen to candidates talking in Part 1 of the Speaking module. For each candidate, decide if the statements are TRUE or FALSE.

- He prefers life in the country. _____
- She likes living on her own. _____
- He doesn't mind commuting a long way to work. _____
- Her little brother is very noisy. _____
- His grandparents lived near him. _____

Wordbank: Speaking

Write 'prefer' or 'rather' in each gap to complete the sentences.

- I _____ living in a flat to living in a house.
- I'd _____ study in my own country than go abroad.
- I'd _____ to have a room of my own _____ than share a room.
- I'd _____ not to live on a noisy street.

▶▶▶ BSB, Exercises E–G, p. 37 ▶▶▶ Speaking, pp. 109–110

B Make notes in your notebook to answer each question.

- Which do you prefer: rural or urban life? Why?
- Would you rather own a house/flat, or rent? Why?
- Were there any things you didn't like about the place(s) where you grew up?

C Answer the questions in Exercise B. Be careful with countable/uncountable nouns and articles.



Pronunciation: Silent letters 1

AUDIO 1, 23 Say these sentences. Pay particular attention to the parts underlined. Then listen and check your pronunciation.

- It took ages to climb to the top of the hill.
- I doubt it'll snow tonight.
- There aren't any good beaches around here to my knowledge.
- Have you ever lived in a foreign country?



IELTS Skill Spot

- We use *I prefer* to express **general preference**, e.g. *I prefer chocolate to vanilla ice cream.* Use *I'd prefer* or *I'd rather* to express **specific preference**, e.g. *I'd rather stay in tonight.*
- We don't use *I prefer* for **hypothetical situations**. Use *I'd prefer* or *I'd rather*, e.g. *I live in an old building but I'd prefer to live in a newer one.*





Grammarbank: Using modals

▶▶▶ Grammar, Section 8, pp. 103–104

Write a word from the list below in each gap to complete the sentences. If more than one word fits, write all the options.

can could has may should will

- 1 Most scientists believe climate change is happening but they _____ be wrong.
- 2 We _____ remember that the Earth's climate was very different 10,000 years ago.
- 3 Global climate change _____ to be the most serious problem mankind has ever faced.
- 4 The last ice age, for example, _____ not have been caused by human activity.
- 5 There are many things, such as recycling, that each of us _____ do to help.
- 6 To my mind, it is unlikely that we _____ be able to prevent climate change completely.

▶▶▶ BSB, Exercises A–C, p. 38

Wordbank: Writing

Choose the correct word or phrase. Use the words in *italics* to help you.

- 1 **On** / *In the other hand*, it is unlikely we will be willing to give up air travel.
- 2 **On** / *In contrast*, some oil companies are now investing in alternative energies.
- 3 *Having said / told that*, industry could do much more to prevent pollution.
- 4 **In spite** / *Despite of* this, the plan does have some disadvantages.
- 5 *Even although / though* it may be too late, we should all try to lead a greener lifestyle.
- 6 *Even if / though* the scientists are proved to be wrong, it will still be worth doing.

▶▶▶ BSB, Exercises D–H, pp. 39–40

- A** Read this paragraph from an IELTS candidate's essay. Tick (✓) the opinions which are mentioned in the paragraph.


Global climate change...

- 1 is happening. _____
- 2 is getting worse every year. _____
- 3 is caused by human activity. _____
- 4 is not happening. _____
- 5 has always happened. _____
- 6 is happening but might not be caused by human activity. _____




Most scientists now agree that global climate change is taking place. Likewise, the majority believe that it is being caused by human activity. However, there is a minority of scientists who disagree with this, either denying that it is a real phenomenon at all, or accepting it is happening but arguing that humans may not be responsible for it.

B Look at the paragraph in Exercise A again. For each of these words or phrases from the paragraph, choose a word or phrase which could replace it. More than one word or phrase may be correct.

- | | | |
|------------------------------|---|---|
| 1 agree (sentence 1) | accept / permit / believe / confess |  |
| 2 Likewise (sentence 2) | In the same way / Similar / Similarly / Same | |
| 3 believe (sentence 2) | tell / trust / accept / agree | |
| 4 However (sentence 3) | Although / Nevertheless / Nonetheless / Despite | |
| 5 disagree with (sentence 3) | dispute with / dispute / question / challenge | |
| 6 accepting (sentence 3) | recognising / comprehending / acknowledging / approving | |

C Read this paragraph from a different essay. Decide if the points below are definitely true (D) or possibly true (P), according to the writer.

While there is no doubt that global temperatures have risen over the past 100 years, there is little firm evidence that it is human activity that has led to this. The most widely-held view is that the man-made emission of CO₂ and other greenhouse gases is responsible. We should, however, take into account the fact that natural phenomena such as volcanoes and changes in solar radiation have altered the Earth's climate throughout its history, and continue to have an effect.

- | | | |
|---|-------|---|
| 1 Global temperatures have increased in the last 100 years. | _____ |  |
| 2 Human activity has caused these temperature increases. | _____ | |
| 3 CO ₂ and greenhouse gases have caused these increases. | _____ | |
| 4 Volcanoes and solar radiation affect the Earth's climate. | _____ | |

D Choose the correct word or phrase to complete each sentence.

- Cars are an essential part of our lives **so** / **so that** banning them is not a realistic option.
- Cars are so essential to our lives **that** / **so that** banning them is not a realistic option.
- Because** / **Because of** this, I do not believe that banning cars is a realistic option.
- As **a** / **the** result, I do not believe that banning cars is a realistic option.
- For **this** / **the** reason, I do not believe that banning cars is a realistic option.

E Write a paragraph about climate change (80–100 words) using these notes.

- *topic: prevent climate change. Possible?*
- *many people believe lifestyle change necessary*
- *some things easy (e.g. recycling, reducing waste, saving energy)*
- *other things more difficult (e.g. business, air travel)*
- *so probably won't be completely successful*
- *but should still try*

IELTS Skill Spot

- In an essay, you often have to discuss the similarities or differences between two different opinions or ideas.
- Make sure the logic of your argument is clear:
 1. use phrases such as *On the other hand*, to introduce differences and contrast.
 2. use phrases such as *In the same way*, to introduce similarities and comparisons.
 3. use phrases such as *Because of this*, to introduce effects and results.

Your view!

- Do you believe global climate change is a serious problem?
- Do you think there are any solutions? What are they?

4 EXAM PRACTICE

READING

You should spend about 20 minutes on *Questions 1–10*, which are based on the Reading Passage below.

A Chip off the Old Block

Alastair Sooke sees shards of glacier become an extraordinary 'library of water'

A Just beneath the Arctic Circle, on a weather-pummelled peninsula on the west coast of Iceland, is the small fishing town of Stykkishólmur, home to around 1,200 people. It's one of the last places on Earth you might expect to find a new installation of contemporary art. Yet here, in a former library overlooking the ocean, artist Roni Horn has created her latest work.

B *Vatnasafn*, Icelandic for 'Library of Water', is a subtle, ethereal piece. To create it, Horn, who has been inspired by Iceland's jagged landscape since she first travelled there in 1975, selected 24 glaciers in the island's uninhabited interior, often described as Europe's last wilderness. Teams of drivers then travelled to the glaciers to hack out samples of ice, which they took back to Stykkishólmur. There, Horn melted the glacial chunks and poured the water into 24 floor-to-ceiling glass columns in the old library.

C Today the translucent pillars stand in groups around the room, each one a subtly different texture and colour. Some are milky, with sediment pooling at the base; others are pale green or soft, dove-egg blue. All refract the rich golden light that comes flooding through the building whenever the snow-heavy clouds recede. In the dark rubber floor, Horn has embedded adjectives describing the weather in both Icelandic and English. Even when the wind rants outside, *Vatnasafn* has a serenity that recalls the building's former incarnation as a library.

D 'A lot of the glaciers in Iceland are melting very quickly,' says Horn, who has an apartment in Reykjavik, where an impressive retrospective of her career has just opened. 'We live in a troublesome time when water is becoming scarce – and that's a pretty radical thing to imagine.' What's clear, then, is that the thrust of this new work is environmental, a commentary on the ravages of global warming. *Vatnasafn* is an archive of some of the purest water on the planet: at 3,200 square miles, the

Vatnajökull ice sheet in southern Iceland is the largest in Europe. But even this giant glacier is rapidly receding. 'Roni's work embodies what may well be the most important issue of the twenty-first century, which is whether the way that we live our lives is globally sustainable,' says James Lingwood, co-director of Artangel, the London-based non-profit arts organisation that commissioned the project.

E Artangel has been collaborating with avant-garde artists for years, creating projects that resonate in the mind long after they have been dismantled. In 1993, Lingwood and his co-director Michael Morris worked with British sculptor Rachel Whiteread on *House*, her concrete cast of a nineteenth-century terraced house in London's East End. Where many Artangel collaborations have involved an element of spectacle, *Vatnasafn*, which is Artangel's first ever project abroad, is a more reflective work. Yet it cost more than £500,000 to create, with most of the money donated by private benefactors. Why did they want to fund a work of art that so few people will see?

F 'Everything Artangel does is different,' Lingwood says. 'Compared to some of the momentous events we've been involved with in London, this project will not attract many visitors. But over time, I hope it will be significant to a reasonable number of people.' Horn's aquatic archive will also function as a community centre, open round the clock to residents of Stykkishólmur. 'There's a lot of number-chasing going on in the art world now,' says Lingwood. 'Visitor numbers are used as the measure of success. But I think value lies elsewhere.'

G Standing alone in the sunlight that bounces around Horn's poetic installation, it's hard to disagree: *Vatnasafn* provides a delicate aesthetic experience. But Artangel's role as a medium for the piece is just as important. Thanks to Lingwood and Morris, many people who wouldn't otherwise get to see it will now be aware of this resonant work.

Questions 1 and 2

Choose **TWO** letters **A–E**.

NB Your answers may be given in either order.

Which **TWO** things about Iceland are mentioned in the text?

- A what the population is
- B when the glaciers started melting
- C its changing landscape
- D that its weather can be extreme
- E its variety of wildlife

Questions 3–5

Choose **THREE** letters **A–H**.

NB Your answers may be given in any order.

Which **THREE** of the following statements are true of *Vatnasafn*, according to the text?

- A The building which it is in is still used as a library.
- B Horn personally collected all the ice for the work.
- C Its 24 columns all look exactly the same.
- D The work of art includes some written text.
- E The ice came from the largest ice sheet in the world.
- F It is Artangel's first project outside the UK.
- G It was partly paid for by the Icelandic government.
- H The building it is in will also have a more practical use.

Questions 6–10

The Reading Passage has seven paragraphs, **A–G**.

Choose the correct heading for paragraphs **B** and **D–G** from the list of headings below.

List of Headings				
i	A political and environmental message	<i>Example</i>	Paragraph A	<u>vii</u>
ii	Difficulties raising the money	6	Paragraph B	_____
iii	Small but still worthwhile	<i>Example</i>	Paragraph C	<u>iv</u>
iv	What you will experience	7	Paragraph D	_____
v	A history of co-operation	8	Paragraph E	_____
vi	Forcing us to change our views	9	Paragraph F	_____
vii	A highly unusual location	10	Paragraph G	_____
viii	Less successful without them			
ix	The production process			

IELTS Skill Spot

- **Skim** the text to get a general idea of what it's saying.
- For each letter, **scan** the text to see where/if the idea is mentioned.
- If it's definitely wrong or not mentioned, put a line through it.
- If you're not sure, move on to the next one. Do the easiest ones first.




IELTS 
Skill Spot

- When completing notes and tables, you don't usually need to write articles (*the, a, an*) because you're not completing a full sentence.
- Sometimes you can choose whether to write an article or not. For example, *I don't have _____* can be filled with *the time* or just *time*. Both answers are acceptable.
- However, make sure you never exceed the word limit.



LISTENING

SECTION 4


Questions 1–7  AUDIO 1, 24

Complete the table below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

CFCs (chlorofluorocarbons) and the Ozone Layer

1 _____	• Electron Capture Detector invented by James Lovelock
1973	• Lovelock on self-funded 2 _____ to Arctic/Antarctica • Lovelock's conclusion: CFCs 3 _____
1974	• Rowland and Molina publish world's 4 _____ on connection
1975	• State of Oregon introduces world's first ban of CFCs
1978	• CFCs in 5 _____ banned in US and some parts of Europe
6 _____	• hole in ozone layer above Antarctica first detected
1987	• signing of Montreal Protocol
1989	• EU ban on production of all CFCs by end of 7 _____

Questions 8–10  AUDIO 1, 24

Which of the notes are true of these scientific items?

Choose your answers from the box and write the letters **A–F** next to questions 8–10.

A	a much longer lifespan
B	can affect CFCs in the stratosphere
C	release leads to ozone damage
D	little or no reaction with CFCs
E	unaffected by refrigeration
F	only found in the stratosphere

8 other chemical compounds _____

9 ultraviolet radiation _____

10 chlorine _____

SPEAKING

PART 1

Let's talk about working environments.

- Would you rather have a job that was indoors, or would you prefer to work outdoors?
- How much do you think our working environment affects our mood?
- Do you prefer to work as part of a team, or on your own?
- Which is better: to work from home, or to have separate home and working environments?

WRITING



Plan your writing!

Read the writing task below, and fill in the Writing Planner on page 123 BEFORE you complete the task.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that there are things individuals can do to help prevent global climate change. Others believe that action by individuals is useless and irrelevant and that it is only governments and large businesses which can make a difference.

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.

Write at least 250 words.

Now you have completed Unit 4, you should be able to:

- understand how questions with multiple answers work. (Reading)
- listen in order to complete notes and tables. (Listening)
- express and explain your preferences. (Speaking)
- compare and contrast different opinions and ideas. (Writing)

IELTS Skill Spot

- In Speaking Part 1, you sometimes have to express a preference.
- Remember that in spoken English we often use short forms; *I'd prefer*, *I'd rather* rather than *I would prefer*, *I would rather*.

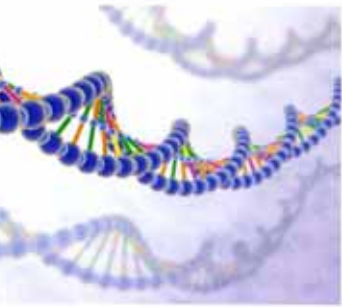


IELTS Skill Spot

- Sometimes you have to discuss two different views, and give your own opinion.
- You have three main options:
 1. agree with one of the views, and disagree with the other.
 2. argue that neither view is correct, and that your own is.
 3. argue that both views are partly correct, or correct in certain circumstances.
- Option 3 is usually the best choice, as it gives you plenty of points to make.



READING SKILLS FOR IELTS: NOTES/SUMMARY COMPLETION



First thoughts

'The scientist is not a person who gives the right answers; he's one who asks the right questions.' Claude Lévi-Strauss

- 1 What sciences do you find most interesting? Why?
- 2 What have been the most important scientific developments in your lifetime?

A Read these notes. For each gap, choose which part of speech is missing.

Exoplanets

- planetary bodies which 1 _____ other stars
(**noun or noun phrase / verb or verb phrase**)
- in the early 90s, scientists succeeded in making a 2 _____
(**noun or noun phrase / adjective**)
- scientists were forced to find exoplanets 3 _____
(**adjective / adverb**)
- astrometry – uses changes in a star's 4 _____
(**adverb / noun or noun phrase**)
- transit method – uses changes in a star's 5 _____
(**verb or verb phrase / noun or noun phrase**)

B Read this text and complete the notes in Exercise A. Choose **NO MORE THAN TWO WORDS** from the text for each answer.



Text 1 Exoplanets are bodies orbiting other stars in the same way that the planets of our own Solar System orbit the Sun. Since the first confirmed detection was made in 1992, some 300 exoplanets have been identified using various methods. These work indirectly, since it is not possible to see small objects at such great distances. Two common methods are astrometry and the transit method. In the first, small changes in the position of a star are used to calculate the mass and position of any orbiting planets. The transit method works with light rather than position and measures the drop in brightness from the parent star when a planet passes in front of it from the point of view of the Earth.

C For each word listed below, underline a word or phrase in Text 1 that means something similar. Then complete the summary using the words.

decrease different movement observe similar

Exoplanets go around a star in a 1 _____ way to the planets in our Solar System. Using 2 _____ methods, scientists can 3 _____ them indirectly. One method measures 4 _____, while another measures any 5 _____ in light. About 300 have been found.


IELTS
Skill Spot

- There are two types of summary task. In one, you complete a summary using words from the text, given in a box. In the other, you find words in the text. Approach both in the same way.
- Analyse the notes/summary to see what part of speech is required.
- Identify the part of the text which is relevant to each note/sentence.
- Look for the word(s) you need. Use the correct part of speech. Do not write more words than required and don't change the words.

D Read Text 2. Underline in the text where the following information is referred to.

- 1 what people think of the Sun now
- 2 what the Sun is mainly composed of
- 3 where the Sun's power comes from
- 4 what will happen in the next phase of the Sun's lifecycle
- 5 what other elements exist in the Sun
- 6 where heavy elements in the Sun came from

Text 2 Once thought to be the centre of the universe, the Sun has gradually been demoted in cosmic importance and it is now considered to be a fairly average star of its kind. It consists of a number of elements, although the vast majority of it is in the form of hydrogen and helium. Nuclear fusion, the process by which hydrogen is converted into helium, powers the Sun and will do for approximately another five to six billion years, at which time the Sun will enter another phase in its life cycle and start to expand beyond its current size and become cooler. The other heavy elements present in the Sun, such as iron and carbon, most likely originated in the final explosive supernova phase of previous generation stars.

E Complete the summary of Text 2. Choose **NO MORE THAN THREE WORDS** from the text for each answer.

In the past, people thought the Sun was particularly important. However, we now think it is actually quite **1** _____ compared to other stars. The main constituents of our closest star are the light elements **2** _____. The Sun is at a point in its lifecycle where it is powered by **3** _____, although this process will not last forever. It will continue for billions of years, but eventually the Sun will begin to **4** _____ and **5** _____ as it enters the next stage of its life. Elements such as **6** _____ are also observed in the Sun. This is because at the end of their life **7** _____ exploded, releasing material that became part of new stars.



Wordbank: Text vocabulary

Write a word from the texts to replace each of the words or phrases in *italics*.

- 1 Our studies have *provided proof for* _____ the existence of water on Mars.
- 2 The moons of Saturn *go around* _____ the planet at different distances.
- 3 We can *work out mathematically* _____ the positions of the planets very accurately.
- 4 The most common *basic chemicals* _____ in the Earth's atmosphere are nitrogen and oxygen.
- 5 I believe we need to develop *atomic* _____ power and stop relying on fossil fuels.
- 6 The idea that the Earth goes around the Sun actually *began* _____ in ancient Greece.

▶▶▶ BSB, Exercises A–F, pp. 44–45

Your view!

- Do you believe we will ever live on other planets?




IELTS Skill Spot

- Predict what type of information is missing from each gap. Also predict what the missing word or phrase could actually be.
- Your first guess might be right, or it might be wrong. It doesn't matter. Just thinking about it in that way will help you.
- Write the missing words exactly as you hear them.
- Read the sentences/summary again to check that the words you have added make sense and fit grammatically.

A You are going to listen to a conversation between two students at university. Read these sentences about their conversation. Match each sentence (1–5) to the type of information which you will hear (a–e).


- 1 They have to design _____ for a science lesson. *c*
 - 2 This assignment is part of Mark and Davina's _____.
 - 3 To make a compass, you need a needle, _____, some tissue paper, some water and a bowl. _____
 - 4 The needle points in the same direction as the _____ of the Earth. _____
 - 5 Bits of metal make _____ on the card in the second activity. _____
- a This refers to an everyday object. d This refers to a scientific property of a large object.
 b This refers to a shape. e This refers to an academic course at university.
 c This refers to activities for pupils at school.

B  **Audio 2, 1** Listen to the conversation. Complete the sentences in Exercise A. Write **NO MORE THAN TWO WORDS** in each gap.

C Read the summary taken from the rest of their conversation. For each gap, predict what the missing word or short phrase could be.



The third activity involves finding out the **1** _____ of different magnets. To do this, you need a bowl of ball bearings or **2** _____. You can also use other small objects made of **3** _____. Any objects lifted should be placed into **4** _____. Magnets can be compared according to the **5** _____ of objects moved, which is a quicker method than individual counting.

D  **Audio 2, 2** Listen to the rest of the conversation. Complete the summary in Exercise C. Write **NO MORE THAN TWO WORDS** in each gap.

Wordbank

The missing words are taken from the listening extracts. Choose the correct word to complete each sentence.

- 1 Let me just _____ up my computer and we can go online.
A shoot B boot C look
- 2 I'm trying to find a _____ connection so I can check my email.
A hi-fi B sci-fi C wi-fi
- 3 A Gaussometer is a(n) _____ that measures the strength of magnets.
A machine B engine C device
- 4 You should be able to _____ the results before you do the experiment.
A estimate B exaggerate C interrogate
- 5 The experiment is quite _____, but it produced some interesting results.
A primary B elementary C complementary

▶▶▶ BSB, Exercises A–H, pp. 46–47

Your view!

- What did you enjoy about science lessons at school?

**Grammarbank: Using verbs + -ing/infinitives**

>>> Grammar, Section 9, pp. 104–105

Put each verb into the correct form (-ing, bare infinitive or the full infinitive).

- I wanted _____ (find out) more about the subject.
- I don't usually enjoy _____ (watch) science programmes on TV.
- In the experiment, they were trying _____ (show) how electricity works.
- That kind of programme tends _____ (appeal) to younger viewers.
- I remember _____ (think) that it was an unusual topic for a science programme.
- I enjoyed it when our teacher let us _____ (do) experiments in class.

>>> BSB, Exercises A–C, p. 48

- A** **Audio 2, 3** In IELTS Speaking Part 2, it's important that you can narrate a sequence of events. Listen to this candidate describing a science programme she has seen. Tick (✓) the connecting words and phrases she uses.

to start with _____	following that _____	next _____
at first _____	afterwards _____	finally _____
as a result _____	eventually _____	in the end _____

**Wordbank: Speaking**

Each of these phrases introduces a new point. Choose the correct word.

- | | |
|---|--|
| 1 I'd also like to add / tell that... | 4 In / On addition to that... |
| 2 Another interesting aspect / point of it was... | 5 As well as / from that... |
| 3 It's also worth making / pointing out that... | 6 A further / farther point is that... |

>>> BSB, Exercises D–F, p. 49

- B** Now practise answering these questions. You may make notes to help you. Do not write complete sentences. You must speak for at least two minutes. Try to use some of the words and phrases from Exercise A and the Wordbank.

Describe a science programme or a scientific experiment you have seen and enjoyed.

You should say:	where and when you saw the programme/experiment what happened in the programme/experiment why the programme/experiment was enjoyable and explain what you learnt from watching it.
-----------------	---

>>> Speaking, p. 110

Pronunciation: Silent letters 2

Audio 2, 4 Say these words. Pay careful attention to the part underlined. Then listen and check your pronunciation.

- 1 psychology 2 pneumonia 3 psychiatry 4 listen 5 fasten 6 soften

**IELTS Skill Spot**

- Make brief notes in response to each point in the task.
- Write important information you want to remember and any key words and phrases you want to use. Do not write complete sentences.
- Make full use of the one minute preparation time and start when the examiner asks you to. As you speak, refer to your notes to remind you of your ideas.
- Speak for the full two minutes, or until the examiner stops you.



Grammarbank: Using relative clauses

▶▶▶ Grammar, Section 10, p. 105

Read these two sentences and answer the questions.

- a The science lessons, which I really enjoyed, took place in the school laboratory.
 b The science lessons which I really enjoyed took place in the school laboratory.

- 1 In which sentence did *all* the science lessons take place in the laboratory? _____
 2 In which sentence did the speaker enjoy only *some* of the lessons? _____

▶▶▶ BSB, Exercises A–C, p. 50

Wordbank: Writing

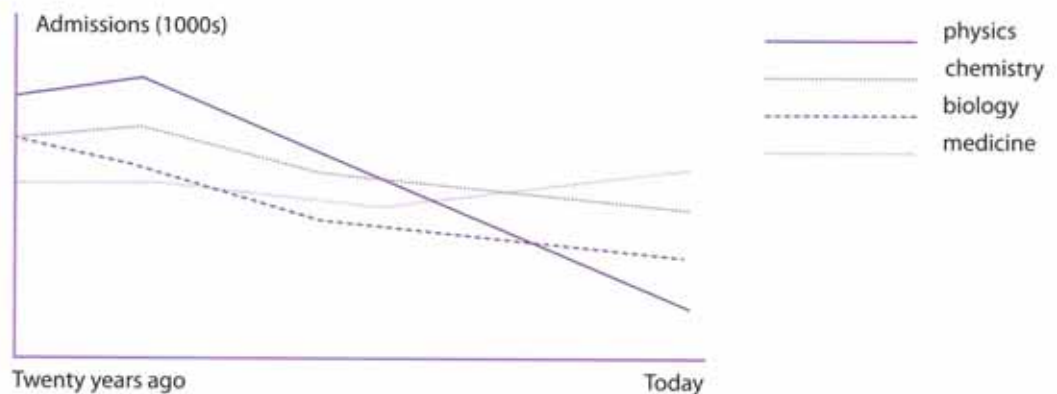
Use these words to form adjectives which can all be used to describe the most important aspects of a set of data.

- 1 centre _____
 2 essence _____
 3 notice _____
 4 prominence _____
 5 signify _____
 6 strike _____

What adverbs can be formed from these adjectives?

▶▶▶ BSB, Exercises D–I, pp. 51–52

- A** Look at this graph showing how admissions to university courses have changed over time. Tick (✓) the three statements that correctly describe some of the important aspects of the data.



- 1 Admissions to all sciences except medicine are down. _____
 2 Admissions to chemistry and medicine started at the same level. _____
 3 Physics admissions were once higher than other sciences and are now lower. _____
 4 Admissions to medicine equalled biology about five years ago. _____
 5 There are now more admissions to medicine than the other sciences. _____

- B** Look at this table, which shows attitudes to science amongst pupils of different ages. Write sentences, one for each statement pupils responded to, to describe the differences between the two age groups.



all figures %	11–13 yrs	16–18 yrs
I enjoy science lessons.	55	25
I find science lessons difficult.	20	65
I plan to study science in the future.	9	6
All students should study science.	35	34

The percentage of pupils who enjoy science lessons is significantly lower in the 16–18 age group at 25% than it is in the 11–13 age group, where the figure is 55%.

- C** Read this extract from a description of the data in the table. Match each paragraph (A–D) with one of your sentences in Exercise B. If you cannot find a match for one of the paragraphs, think about the main points of the data again.

The table gives information about the attitude towards science of pupils ranging in age from 11 to 18.

A (sentence _____)

The first noticeable aspect of the data is that the number of pupils who enjoy science lessons is significantly lower in the 16–18 age group than in the 11–13 age group. While 55% of children aged 11–13 state that they enjoy science lessons, only 25% of those aged 16–18 share that attitude.

B (sentence _____)

A further prominent feature of the data is that relatively low numbers (less than 10%) of pupils in both age groups plan to study science. Slightly more pupils in the younger age group have this ambition than in the older age group (9% compared to 6%).

C (sentence _____)

Another striking trend in the data is that the number of pupils finding science difficult increases sharply across the age groups.

D (sentence _____)

Finally, the number of children who believe that science should be studied by all pupils is approximately the same in both age groups. 35% of pupils aged 11–13 believe this is important, while the number in the older age group is a mere 1% less.

- D** Complete paragraph C in your own words. Remember to refer to the data you are given.



IELTS Skill Spot

- Focus on the most important aspects of any data you are given. Do not quote the data mechanically. Link your ideas together naturally while referring to specific data.
- Think about the most significant changes over time or the key points of comparison between different categories.
- Organise your description of the data around these key points, and include any relevant secondary points.

Your view!

- Are you planning to study a science subject at university? Why/Why not?

5 EXAM PRACTICE

READING

You should spend about 20 minutes on *Questions 1–12*, which are based on the Reading Passage below.

The Census of Marine Life

Scientists on the *Polarstern* expedition have just finished searching the ocean bottom off the Antarctic Peninsula to look for any molluscs or other creatures that live under several hundred metres of ice. They cruised waters made more accessible when the Larsen A and B Ice Shelves shattered. For the exploration, they used a German icebreaker that pushes slowly through ice 1.5 m thick. An earlier expedition to the area had videoed what looked like clams living there. That earlier expedition couldn't bring back samples, but the new cruise could.

This expedition is part of a ten-year international project called the Census of Marine Life. Some 2,000 researchers at schools, museums and government agencies in more than 70 countries are developing new methods for studying marine life and are sampling the residents of both familiar and unfamiliar waters.

Some general trends are already emerging, such as worrying drops in some species' populations as modelled by computer programs. Yet the current phase of the census emphasises fieldwork over computer modelling, says Ron O'Dor, the census' scientific coordinator. 'There were perfectly good reasons why people didn't know very much about the ocean,' says O'Dor. For example, standard winches on research vessels can take eight hours just to lower a collecting contraption to the bottom, and then another eight hours to haul a single sample back up. Because cruise time runs up big bills in a hurry, deep-ocean samples are extremely valuable. And only recently did remotely-operated vehicles and underwater digital cameras become good at collecting deep-ocean samples and images.

Now, the census has grown to 17 projects. One project searches for historical records of sea life, such as fishing communities' tax records, as measured in barrels of their catch. Another relies heavily on modelling to predict the future of marine populations. Fourteen projects focus on field studies of marine creatures, from albatrosses soaring over the water to microbes living several kilometres deep.

The remaining census participants are creating the Ocean Biogeographic Information System (OBIS), which offers internet access to 12.9 million records of 77,000 species from 200 databases.

Planners early on recognised that the ocean depths need special attention. Scientists' knowledge of marine life is, literally, shallow. Although the ocean bottom lies 4,000 m underwater on average and in places plunges much deeper, nearly 90 per cent of the original entries into OBIS came from the top 100 m of water, and 99 per cent came from the top 3,000 m. 'Nobody knows how many or what types of organisms live at lower depths,' O'Dor says.

With a wide variety of techniques, scientists are working to take a good look into the sea. Nicholas Makris and his fish-tracking research group at the Massachusetts Institute of Technology recently unveiled a sensor that can observe 10,000 square kilometres at a time over the continental shelf. Older tracking systems for fish could cover just 100 square metres at a time. Those systems gave only rough ideas of the size of huge fish clusters that swam this way and that. In a test off the coast of New Jersey, the new tool detected what may be the largest school of fish ever recorded in one image. It covered an area the size of Manhattan and included some 20 million fish.

The census is finding where fish aren't, as well as where they are. Sharks don't seem to frequent the ocean below 3,000 m, say Imants G. Priede of the University of Aberdeen in Scotland and his colleagues. They looked at worldwide records and their own sampling data from five cruises in the northeastern Atlantic. Shark species inhabit the waters down to 2,000 m, they report. In the depths though, sharks rarely appear, although bony fish live there. Sharks are 'apparently confined to about 30 per cent of the total ocean,' the researchers report. That puts all of them within the reach of fishing fleets, so 'sharks may be more vulnerable to over-exploitation than previously thought,' the researchers concluded.

Questions 1–6

Complete the notes below.

Write **NO MORE THAN THREE WORDS** for each answer.

CENSUS OF MARINE LIFE

Polarstern expedition:

- exploring area around Antarctic Peninsula
- footage of 1 _____ obtained by earlier expeditions
- current expedition able to 2 _____ to be studied
- forms part of Census of Marine Life

Current trends:

- computers indicate falls in 3 _____
- census concentrating on 4 _____ rather than theoretical predictions
- improved technology (such as 5 _____ and 6 _____) saves time and money

Questions 7–11

Complete the summary.



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

The Census of Marine Life aims to learn more about life in the ocean. It involves creating 7 _____ to study and sample marine life. Better technology makes this possible. The different projects that make up the census work in different ways. Apart from those that concentrate on fieldwork, others study 8 _____, such as those kept by tax authorities, and computer models. One study used 9 _____ to scan the bottom of the ocean for fish. Another analysed sampling data and 10 _____ and came to the conclusion that shark populations could be 11 _____ to the effects of the fishing industry.

Question 12

Choose **TWO** letters A–F.

Which **TWO** factors make exploring the bottom of the ocean particularly difficult?

- A thick surface ice
- B falling numbers of creatures
- C high operating costs
- D poor computer modelling
- E technological limitations
- F the presence of sharks

▶▶▶ BSB, Exercises A–C, p. 53

IELTS Skill Spot


- Skim the text quickly to get a general idea of it.
- Look at the notes/summary and decide what kind of information is missing.
- Locate the relevant section in the text for each gap. Remember that a summary may refer to all of the text or just part of it.
- Look in more detail and try to identify a word or short phrase to complete the notes/summary.
- Check the number of words required. Never write more than this number of words and use the words exactly as they appear in the passage.



IELTS
Skill Spot

- Always read the sentences/summary before you listen.
- Think about what part of speech may be missing.
- Try to predict what the missing information may be.
- Write what you hear and be careful with spelling. Remember that answers might come close together so continue listening as you write.
- You only listen once. If a question causes you difficulty, take your best guess and go on to the next one.


 CD-ROM
 66

LISTENING
SECTION 3
Questions 1–5  **AUDIO 2, 5**

Complete the sentences below.

 Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.


- 1 Josie is concerned about her _____ later this week.
- 2 The purpose of the experiments is to measure the _____.
- 3 The first experiment needs to be done _____ because of the distances involved.
- 4 In this experiment, some pupils have a stopwatch and the others have a _____, such as a bell.
- 5 The result of this experiment should be accurate to within approximately _____.

Questions 6–8  **AUDIO 2, 5**

Complete the summary below.

 Write **NO MORE THAN TWO WORDS** for each answer.

In preparation for the second experiment, pupils should understand the fundamental ideas of frequency and 6 _____. This can be done using water as an analogy. Pupils then hit a tuning fork near the end of a 7 _____ immersed in a barrel of water. At some point, the sound 8 _____ due to the resonance of the wave. This means there are a whole number of waves and pupils measure the length of the column of air.

Questions 9 and 10  **AUDIO 2, 5**

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

- 9 What should pupils do with their results to increase the accuracy of the experiment?

- 10 What should Josie encourage her pupils to do during the experiments?

SPEAKING

PART 2

You will have to talk about the topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

Describe a piece of technology which is important to you.	
You should say:	what the piece of technology is what it is used for how you personally use it in your life and explain why it is so important to you.

WRITING

Plan your writing!

Read the writing task below, and fill in the Writing Planner on page 124 BEFORE you complete the task.

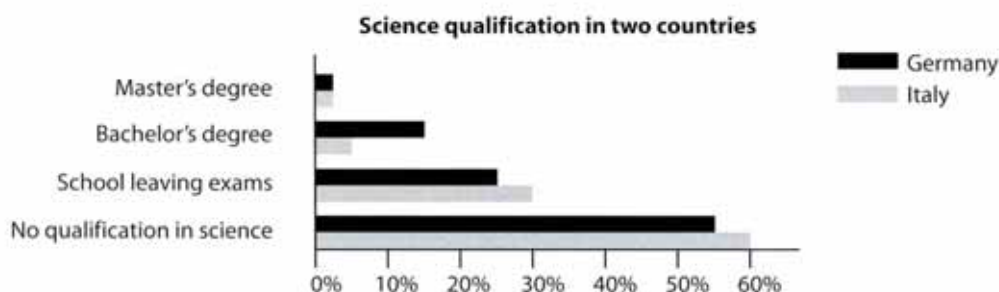
WRITING TASK 1

You should spend about 20 minutes on this task.

Write about the following topic:

The chart below gives information about science qualifications held by people in two countries.

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



Write at least 150 words.

Now you have completed Unit 5, you should be able to:

- complete notes and summaries of written texts. (Reading)
- complete sentences and summaries of listening texts. (Listening)
- narrate an event or something you have seen. (Speaking)
- organise and select data. (Writing)

IELTS Skill Spot

- Make notes related to each part of the task you are given.
- Say as much as you can about each point in the task before you move on to the next point.
- You may find that you speak too quickly because of nervousness. Try to relax and slow down. This will also give you more time to think.
- Try to carry on talking until the examiner stops you.



IELTS Skill Spot

- Study the data before you begin to write.
- Make sure you have identified the most important aspects of the data.
- Organise your writing around the important aspects of the data.
- Describe those aspects, referring to the data in detail to illustrate what you are saying.



READING SKILLS FOR IELTS: INFORMATION IN THE TEXT/WRITER'S VIEWS



First thoughts

'Once a newspaper touches a story, the facts are lost forever, even to the protagonists.'

Norman Mailer

- 1 Do you think it's important to keep up to date with the news?
- 2 Do you always believe the news you read?

IELTS Skill Spot

- Some questions ask you to decide if statements agree or disagree with information in a text. You might also have to decide if statements are mentioned or not.
- Find the part of the text which is relevant to each statement and read it carefully. Make sure it refers to the information in the statement. If you cannot find a part of the text which refers to exactly the same thing as the statement, choose 'not given'.
- Remember that the statements probably use different words from the text, so think about synonyms.

A Read Text 1. Underline the parts of the text where these things are mentioned.

- 1 the price of a newspaper
- 2 the content of ancient media
- 3 what a modern newspaper is
- 4 where modern newspapers first appeared

Text 1 We take it for granted that for a handful of change and a trip to a local shop we can get a newspaper. However, the press in its modern form has only existed for a little over 300 years. Bulletins containing government announcements existed in ancient Rome and China, but the concept of regular, if not daily, updates on wider news events developed initially in the Netherlands from the middle of the seventeenth century, reaching the UK and the USA by the start of the eighteenth. The *Daily Courant*, established then, was the first newspaper in the UK, and ran for 33 years until it merged with the *Daily Gazetteer* in 1735.

B Two of these points are also mentioned in Text 1. Tick (✓) the points mentioned.

- 1 why the demand for newspapers grew _____
- 2 what makes newspapers popular _____
- 3 when newspapers first appeared in the UK _____
- 4 where the first newspapers outside the Netherlands appeared _____
- 5 what happened to the first English newspaper _____

C Read Text 1 again. Decide whether these statements are TRUE, FALSE or NOT GIVEN.

- 1 People expect to buy newspapers cheaply and easily. _____
- 2 Newspapers are more popular today than in the past. _____
- 3 The first modern newspapers were printed in China. _____
- 4 Ancient Romans knew little of the outside world. _____
- 5 Newspapers appeared in the UK in the early 1700s. _____
- 6 The *Daily Courant* is still published today. _____



D Read Text 2. Answer the questions with a short phrase from the text. Two questions ask about information which is not mentioned in the text. Put a cross (X) next to those questions.

Text 2 Federico Fellini could hardly have known that the name of a character from his 1960 film *La Dolce Vita* would become a hated word amongst celebrities. In that film, Paparazzo is a news photographer full of nervous energy and today the pluralised form, paparazzi, is aptly used for photographers who make a living taking candid photos of celebrities. This often involves relentlessly pursuing their target, inevitably leading to legal battles over privacy and harassment. One of the most high-profile cases where the paparazzi were thought by many to be at fault was that of Princess Diana's death in 1997. At the time of her fatal accident, the vehicle she was in was being pursued by the paparazzi, which some people suspect contributed to the driver losing control.

- 1 Which film did the character Paparazzo appear in? _____
- 2 Why did Fellini call a character Paparazzo? _____
- 3 What sort of photos do paparazzi take? _____
- 4 Why are celebrities wrong to take legal action? _____
- 5 Whose death do some people think paparazzi were involved in? _____

E Choose the phrases which mean the same as the phrases given below.

- | | |
|--------------------------------------|--|
| 1 ...could hardly have known that... | 3 ...relentlessly pursuing their target... |
| a knew that | a following their target unfairly |
| b didn't know that | b following their target without stopping |
| 2 ...is aptly used... | 4 ...contributed to... |
| a is rightly used | a was involved in |
| b is incorrectly used | b was innocent of |



F Read Text 2 again. Write YES if a statement agrees with the writer's views in the text, NO if it disagrees, or NOT GIVEN if the writer's views aren't given in the text.

- 1 Fellini was aware that he was giving a name to a profession. _____
- 2 'Paparazzi' is a misleading term to use for these photographers. _____
- 3 Paparazzi sometimes take celebrities to court. _____
- 4 Some people believe paparazzi caused a well-known tragedy. _____



Wordbank: Text vocabulary

Write a word from the texts to replace each of the words or phrases in italics.

- 1 Many people believe that the freedom of the *print media* _____ should be respected.
- 2 *Short news reports* _____ appeared on all channels announcing the news.
- 3 Check our website for *recent reports* _____ on the latest news.
- 4 The two news organisations *joined together* _____ in a deal worth \$1 billion.
- 5 A scandal broke out when the *secretly-taken* _____ photos were published.
- 6 The journalist was charged with *repeated threatening behaviour* _____.

Your view!


- Should celebrities have the right to a private life?

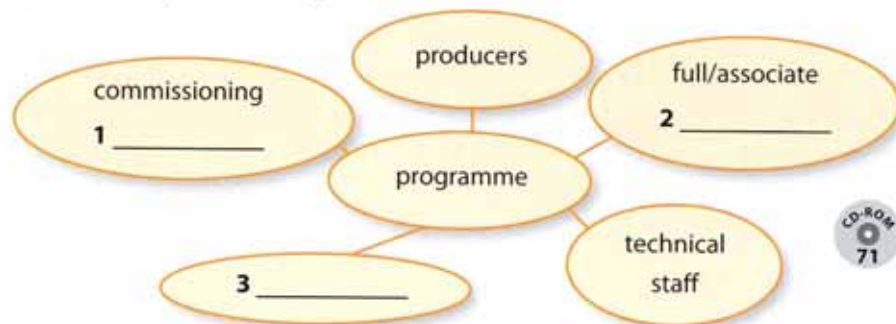


IELTS Skill Spot

- **Diagrams** visually represent an object or an idea. **Flow charts** visually represent the steps in a process.
- Before you listen, make sure you understand what the diagram or flow chart is meant to represent.
- Think about what you know already about the subject. Even a rough idea will help you.
- Predict what the missing information could be before you listen.


A You are going to listen to a lecture from a course on media studies. Before you listen, look at the diagram in Exercise B and explain what you think it represents.

B  **Audio2, 6** Listen to the first part of the lecture. Write **NO MORE THAN TWO WORDS** in each gap to complete the diagram.



C What do you know about the process of making TV programmes? Make a list of the steps in the process in your notebook.

• *Someone has an idea for a programme.*

D  **Audio2, 7** Listen to the rest of the lecture. Write **NO MORE THAN TWO WORDS** in each gap to complete the flow chart.



Wordbank

The words and phrases listed below are taken from the listening extracts. Write a word or phrase in each gap.

broadcast media commission genre issues personnel rehearsal

- 1 The soap opera first appeared as a _____ in the USA in the 40s.
- 2 The BBC are planning to _____ a major new series about the environment.
- 3 During the _____ we realised that there was a problem with the script.
- 4 This programme raises a number of _____ that it fails to deal with fully.
- 5 The success of a production company depends on having the right _____.
- 6 The _____ can have an enormous influence over public opinion.

▶▶▶ BSB, Exercises A–E, pp. 56–57

Your view!

- Would you like to work in the media? What kind of work would interest you the most?



Grammarbank: Using conditionals

>>> Grammar, Section 11, p. 106

Put the verbs into the correct tense.

- 1 If you _____ (read) a newspaper regularly, you know more about what's happening.
- 2 If newspapers _____ (be) more interesting, more young people would read them.
- 3 If there _____ (be) more choice when I was younger, I would have watched more TV.

>>> BSB, Exercises A–B, p. 58

A **AUDIO 2, 8** Listen to this candidate answering the question below. Tick (✓) the statements which are true.

Do the media have a responsibility to educate or should they simply entertain?

- 1 She briefly states her view and then gives further explanation. _____
- 2 She talks about and compares different types of media. _____
- 3 She mentions educational programmes she has enjoyed. _____
- 4 She generally gives a good, complete answer to the question. _____

Wordbank: Speaking

Choose the correct word or phrase.

- 1 **On the one / this hand**, there is much more choice in terms of media.
- 2 **On another / the other hand**, the quality of programmes has dropped.
- 3 Some types of media are good at educating people, **while / since** others aren't.
- 4 Blogs can react immediately, **whatever / whereas** newspapers are much slower.
- 5 **In spite / Despite** of the changes, a lot of people still rely on traditional media.
- 6 I believe newspapers will always play a role, **although / however** much the media changes.

>>> BSB, Exercises C–E, p. 59

>>> Speaking, p. 110

B Answer these questions. You can make some notes to help you.



- 1 Do the media have a responsibility to educate or should they simply entertain?
- 2 What changes have you noticed in the media over the last ten years?
- 3 In your country, do young people and older people prefer different kinds of media?

Pronunciation: Phrasal stress 2

AUDIO 2, 9 Say these sentences. Pay careful attention to stress on the phrases in bold. Then listen and check.

- 1 **On the one hand**, some older people are confused by new media.
- 2 **On the other hand**, many older people are comfortable with new media.
- 3 **In comparison with** older people, young people tend to read blogs more often.
- 4 **In contrast to** young people, older people often prefer more traditional media.

IELTS Skill Spot

- Use comparative forms (e.g. *more interesting, less common, faster*) and superlative forms (e.g. *the most interesting, the least common, the fastest*) to make comparisons.
- Remember that we use comparative forms for comparing different things with each other: *Surfing the internet is much more interesting than watching TV.*
- We use superlative forms to compare one thing with other members of the same category: *Channel 7 is definitely the most popular channel in my country.*





Grammarbank: Using causatives

▶▶▶ Grammar, Section 12, pp. 106–107

Choose the correct phrase.

- Children should _____ to them clearly.
 A have the rules explained B have explained the rules C be explained the rules
- Parents should _____ about more useful ways to spend their time.
 A have children to think B make children to think C have children think

▶▶▶ BSB, Exercises A–C, p. 60

Wordbank: Writing

Match each verb to the correct definition.

- | | |
|-------------------|--|
| 1 alleviate _____ | a deal with or face up to a difficult problem or situation |
| 2 analyse _____ | b find a solution to a problem or situation |
| 3 compound _____ | c investigate a problem or situation |
| 4 confront _____ | d make a problem or situation less serious |
| 5 resolve _____ | e make a problem or situation worse |

▶▶▶ BSB, Exercises D–I, pp. 61–62

A Read this exam question and choose T (true) or F (false).

Write about the following topic:

In many countries parents worry about the amount of time their children spend watching TV and using the internet.
 What do you think are the causes of this?
 What solutions can you suggest?



- | | |
|--|-------|
| 1 You should explain whether you agree or disagree with the statement. | T / F |
| 2 You should say why parents are wrong to worry about the situation. | T / F |
| 3 You should explain in detail why doing these things is bad for children. | T / F |
| 4 You should focus on a few main causes, not every one you can think of. | T / F |
| 5 Your solutions should clearly deal with the causes you mention. | T / F |

B Choose the essay structure which would be more appropriate to answer the question in Exercise A. Explain why the other structure would be less appropriate.

1

- short introduction to the problem
- description of how it affects my life
- explanation of who is to blame for the problem
- proposed solutions
- short conclusion and summary

2

- short introduction to the problem
- description of main causes with details
- proposed solutions with explanation
- further suggestions with explanation
- short conclusion and summary

- C** Read this paragraph from an essay written by an IELTS candidate in response to the exam question in Exercise A. Complete the paragraph using the words below.

brought cause consequently due result

A major **1** _____ of the problem is that parents do not set reasonable limits for their children. This situation is **2** _____ about by the demands of modern life, which mean that parents are often too busy to supervise their children properly. The problem is also **3** _____ to the actions of the media, which encourage children to watch TV and use the internet as much as possible. As a **4** _____ of this pressure, children spend a large amount of their free time on their computer or in front of their TV, and **5** _____ their parents become concerned about the effects on their education and their health.

- D** Tick (✓) the ideas which may help with the problem mentioned in Exercise A. Add one more idea of your own.

- 1 TV channels should show more cartoons. _____
- 2 Parents and children should agree to a limit on 'screen time'. _____
- 3 Children should have the right to spend their time as they wish. _____
- 4 Websites should be designed with children in mind. _____
- 5 Parents should remove TVs and computers from their child's bedroom. _____
- another possible idea: _____

- E** Make a short list of other possible solutions to the problem.



- _____
- _____
- _____

- F** Choose three solutions from Exercises D and E to write about. For each solution, make notes explaining what the results of that solution will be.

Solution 1: _____
Results: _____

Solution 2: _____
Results: _____

Solution 3: _____
Results: _____

- G** Write a paragraph to follow on from the paragraph in Exercise C which suggests solutions to the problem.



IELTS Skill Spot

- When you are providing solutions to problems, explain the consequences of your suggestions.
- Provide as much detailed explanation of your ideas and the effect they would have as you can.

Your view!

- Did your parents ever worry about the amount of time you spent either watching TV or playing computer games? How was the situation resolved?



6 EXAM PRACTICE

READING

You should spend about 20 minutes on *Questions 1–13*, which are based on the Reading Passage below.

Aboriginal Radio Holds its Own

By Kalinga Seneviratne

When the Brisbane Indigenous Media Association (BIMA) applied for a community radio licence they had to compete with a Christian group which argued that there were more Christians than aborigines in Brisbane and thus they merited a licence first. But BIMA was able to convince Australian broadcasting authorities that though there were more Christians than aborigines here, the latter had a greater right to get their voice heard because the Christians were well represented in the rest of the media.

Popularly known as 98.9 FM, it is the first Australian aboriginal-run community radio station in a major city. Today, 98.9 FM is more mainstream radio than a fringe community station. 'We happen to be black and we happen to be community radio, but we see ourselves as stakeholders in the mainstream radio industry in Brisbane,' Tiga Bayles, general manager and founder of the aboriginal radio station, said.

Bayles argues that an attraction is country music, a genre of local Australian music that is popular both among white and aboriginal Australians. For many of Australia's indigenous people who grew up in the outback (countryside), this music is popular entertainment. Over the past 50 years famous country music stars have included legendary aboriginal names like Jimmy Little and Roger Knox.

'Country music is a bridge that brings together the two communities – indigenous and non-indigenous,' argues Prof Michael Meadows of Brisbane's Griffith University. 'The reason it works for 98.9 FM is because of indigenous people's close affinity with country music,' he added.

In addition to day long country music, 98.9 FM broadcasts five-minute news bulletins each hour. These are produced by the Brisbane-based National Indigenous News Service (NINS) of which Bayles is the chairman. He explained that they have a particular policy that stories need to be about or related to indigenous communities, but also appeal to the majority communities.

Thus, NINS, which provides an indigenous perspective

on news, is distributed to some 150 community radio stations across Australia by satellite. Bayles also broadcasts a live talk programme, which is also distributed nationally by NINS. 'I bring in a guest to talk live in the studio or talk live on the telephone on air. In this way we're giving a white audience a black experience,' he argues.

Meadows has done an audience survey of aboriginal media, especially radio, in Queensland, whose state capital is Brisbane. 'Radio plays a very important role in providing the link for remote indigenous communities with the outside community,' he argues. 'People everywhere we went said indigenous radio was the voice of the people. It's theirs and they have control over it and they can say what they want.'

Australia's indigenous people have been locked out of the mainstream media for a long time. Worse, especially on commercial media, they have been stereotyped as uneducated 'no-hope' people living on government handouts. In the past 20 years, a new breed of indigenous people, well-educated and articulate, like Bayles, have led a counter-attack against this negative portrayal of Australia's aboriginal people. As a result there are now 105 unique small community radio and television broadcasting facilities known as Remote Indigenous Broadcasting Services in far-flung communities.

While Bayles is happy with this rapid growth of aboriginal media in Australia, he is concerned that most of it is not professional enough. He says a lot of them turn up at the station, play whatever music they like, talk a bit on air and go away. To make aboriginal radio more professional, 98.9 FM has set up a training arm offering three certificate courses along with e-learning facilities. They bring in six to eight station managers from across Queensland to Brisbane for training three or four times a year. 'We introduce them to our style, the standards and the philosophy behind this station. The philosophy is that everybody that has ears is a potential listener to your radio station,' explained Bayles.

Questions 1–8

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 | Initially, most people in Brisbane objected to the radio station. | _____ |
| 2 | The station feels it is excluded from being part of the wider media. | _____ |
| 3 | Aboriginal Australians have struggled to become successful in country music. | _____ |
| 4 | 98.9 FM has introduced country music to the indigenous people of Australia. | _____ |
| 5 | The station researches and produces its own news programmes. | _____ |
| 6 | A show on 98.9 FM is also broadcast across the whole country. | _____ |
| 7 | Some research shows that people far from cities rely on radio. | _____ |
| 8 | Indigenous people in Queensland feel represented by the radio station. | _____ |

Questions 9–13

Complete the summary of the last two paragraphs of the Reading Passage.

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

The 9 _____ in Australia have long excluded aborigines. When programmes have covered people from those communities, indigenous people have generally been seen as dependent on 10 _____ from the state. Recently, though, 11 _____ aborigines with a good education have become involved in the media. There has been 12 _____ in the number of radio and television stations run by indigenous people themselves, although there is a feeling that they aren't always 13 _____. 98.9 FM attempts to spread its high standards to other stations in Queensland.

▶▶▶ BSB, Exercises A–C, p. 63

IELTS Skill Spot

- **Skim** the text first to get a general idea of the content.
- **Read** the statements and match them to a part of the text. Remember that the ideas in the statements will usually be expressed in different words in the text.
- **Check** that the precise idea in each statement is mentioned in the text. If the text doesn't mention the idea, or actually mentions something slightly different, choose 'NOT GIVEN'.
- **If** the text mentions the exact idea, check the meaning of the whole sentence carefully, it might be a distractor.
- **If** the text says the opposite of the statement or provides information which conflicts with the statement, choose 'FALSE'.

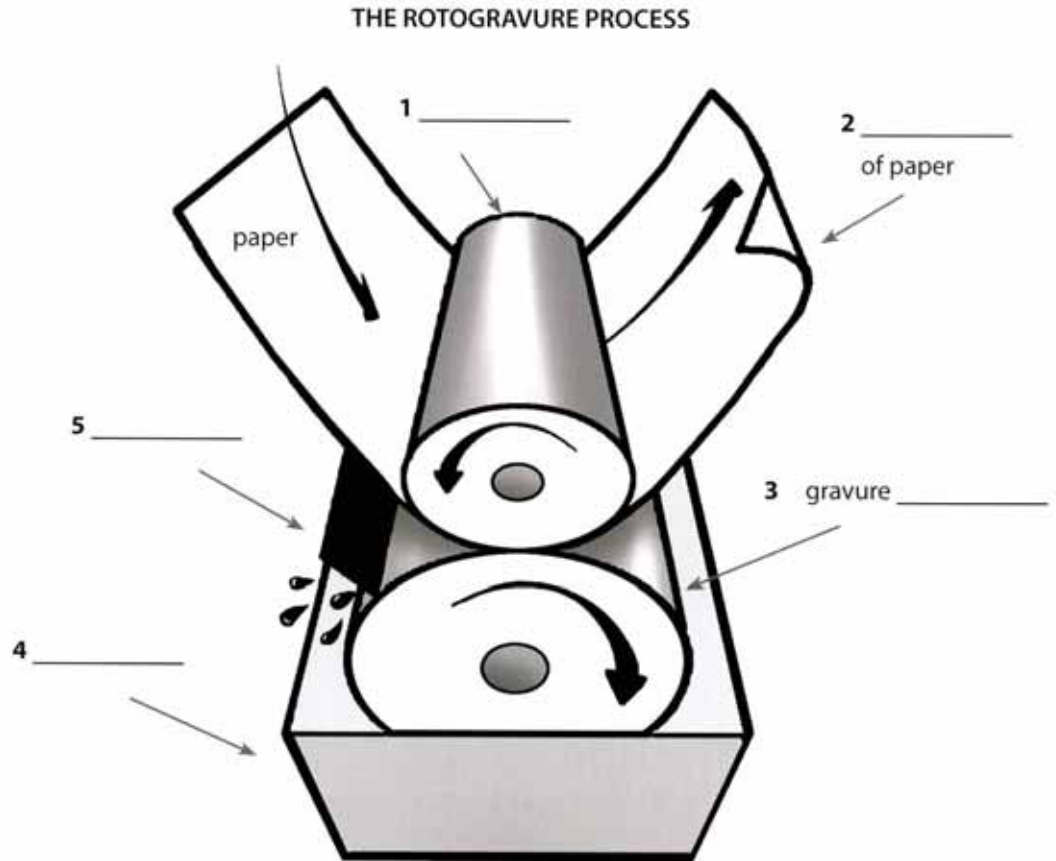
IELTS
Skill Spot

- Before you listen, try to figure out what the diagram represents.
- You need to follow both the gist of what is being said and listen out for specific words and phrases, such as the names of parts of a machine.
- What you have to write may be a term you've never heard before so use your knowledge of English words to understand what you are hearing.


LISTENING

SECTION 4
Questions 1–5 **Audio2, 10**

Complete the diagram below.

 Write **NO MORE THAN TWO WORDS** for each answer.

Questions 6–10 **Audio2, 10**

Complete the sentences below.

 Write **NO MORE THAN THREE WORDS** for each answer.

- 6 The main advantage of rotogravure is the large _____ which is transferred.
- 7 _____ and photographs reproduce well in the rotogravure process.
- 8 Sunday newspapers often contain _____ produced by rotogravure.
- 9 Apart from paper, floor coverings and _____ can be printed by rotogravure.
- 10 The main problem with rotogravure is that the _____ to the naked eye.

SPEAKING

PART 3

The media

- How important are newspapers these days?
- To what extent should the media be regulated?
- What effect can the media have on public opinion?
- Do you think the media sometimes focus too much on celebrities and celebrity lifestyles? Why/Why not?

WRITING

Plan your writing!

Read the writing task below, and fill in the Writing Planner on page 125 BEFORE you complete the task.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In many countries, very few young people read newspapers or follow the news on TV.

What do you think are the causes of this?

What solutions can you suggest?

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

Write at least 250 words.

Now you have completed Unit 6, you should be able to:

- check whether statements correspond to information in a text. (Reading)
- complete diagrams and flow charts. (Listening)
- compare and contrast. (Speaking)
- provide solutions to a problem. (Writing)

IELTS Skill Spot

- You should always develop your answer.
- Do this by giving **reasons** for your opinions and by providing **examples**.
- Make sure, though, that your comments are relevant to the question.



IELTS Skill Spot

- Some IELTS writing tasks contain more than one question. Make sure that your answer fully covers all parts of the task.
- You might be asked to write about a problem and consider possible **causes** and **solutions**.
- Make sure that any **causes** you suggest are relevant. Give reasons and examples.
- Make sure that any **solutions** you suggest deal with the causes of the problem.
- Describe how your **solutions** might be put into practice, giving reasons and examples.



READING SKILLS FOR IELTS: DIAGRAM/FLOW CHART COMPLETION



First thoughts

'Language shapes the way we think, and determines what we can think about.'

Benjamin Lee Whorf

- 1 Do you enjoy learning foreign languages? Why/Why not?
- 2 Do you think some languages are more difficult to learn than others? Why?

Language is just a click away!

English speakers sometimes 'tut' to express their disapproval. A tut is a sound produced in the mouth without the aid of the lungs, where the tip of the tongue pulls back from the top of the teeth to produce a short click. It's a noise which does convey meaning, but is not considered part of the range of English sounds and is not used to form parts of words. In many Southern African languages, however, sounds such as the tut are an inherent part of the language. The !Xū language, for example, uses almost 50 different clicks as consonants. Clicks can be produced in several different ways: by using the lips, teeth or the side of the tongue. Unlike sounds produced with air coming from the lungs, clicks rely on tongue movement against the velum, also known as the soft palate, which is the area



at the back of the roof of the mouth, to control air flow.

To produce a click, raise the back of your tongue so that it rests against the velum. Then, use either the tip of your tongue, your lips or your teeth to close the front of your mouth. You'll have produced a cavity, a pocket of air, in your mouth. Next, move the main part of your tongue down and back a little. This will produce a partial vacuum in the cavity. If you then quickly lower the tip of your tongue, or open your lips or teeth, air will flow in from outside, making a click sound.

IELTS Skill Spot

- To complete a **flow chart**, focus on the order in which events happen.
- To complete a **diagram**, focus on understanding how different parts of the picture relate to the description in the text.
- The information in **flow charts** and **diagrams** is usually in note form rather than full sentences.

A Read the text. Decide whether the statements are TRUE or FALSE.

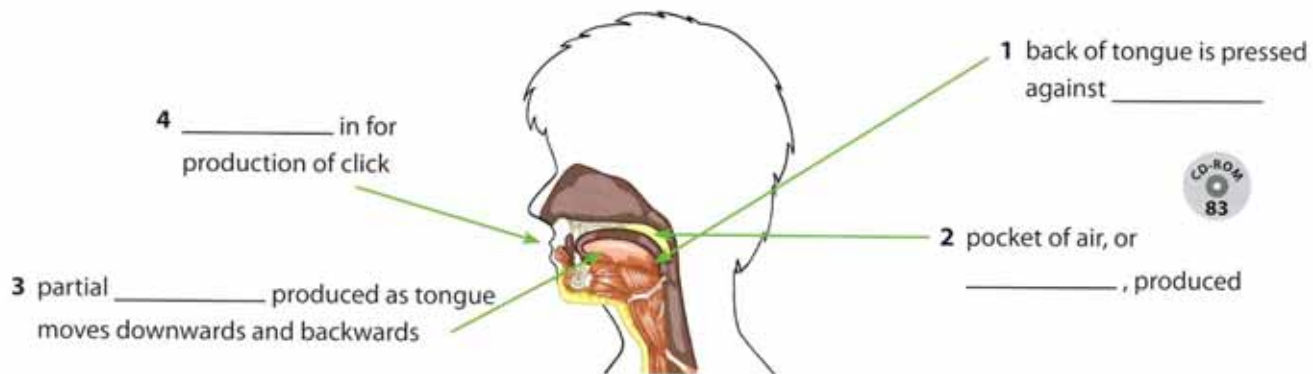
The text...

- 1 says clicks are sometimes used to make English words. _____
- 2 contrasts English with other languages. _____
- 3 says there's only one way of producing a click sound. _____
- 4 says air from the lungs is used to produce clicks. _____
- 5 describes the different stages of producing a click. _____

B Scan the text. Underline all the different parts of the body which are mentioned.



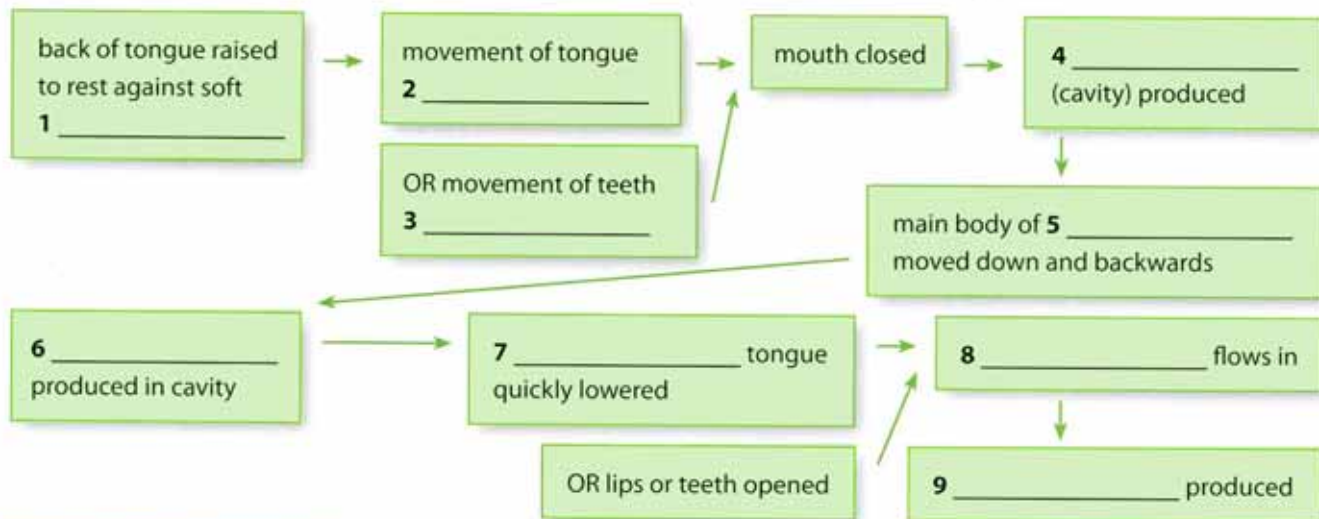
C Write ONE WORD from the text in each gap to complete the diagram.



D Write NO MORE THAN THREE WORDS from the text in each gap to complete the flow chart.



Click production



Wordbank: Text vocabulary

Write a word from the text in each gap to replace the words in *italics*. The first letter is given to help you.

- We often use body language to *show* e _____ our feelings.
- Smoke signals were used to *communicate* c _____ information between villages.
- It's not always easy to explain the exact *definition* m _____ of words.
- We often *make* f _____ adverbs in English by putting '-ly' onto the end of adjectives.
- The difference between verbs and nouns is *fundamental* i _____ to all natural human languages.
- We've only heard a/an *incomplete* p _____ account of what happened.

Your view!

- What are the main similarities and differences between your first language and English?

A Two university students are discussing a presentation they have to give. For each statement, decide how they will present the information.

- A They will say it.
 B They will play a video.
 C They will put it in a handout.



- 1 'Let's put that in the written notes.' _____
 2 'I'll mention that in the introduction.' _____
 3 'I think that should go on the information sheet.' _____
 4 'I've found a great clip of that online that we can show.' _____
 5 'I think you should point that out when you're doing the second part.' _____
 6 'That's in the film, so let's just demonstrate that rather than explain it.' _____

B **Audio 2, 11** Listen to the two university students planning a presentation on sign language. Which aspect of their presentation will include the following information?

- A spoken presentation
 B video presentation
 C printed handout



- 1 a brief history of sign languages _____
 2 the three-dimensional sign space _____
 3 examples of the differences between sign languages _____

C **Audio 2, 12** Listen to the two university students continuing their discussion. Which aspect of their presentation will include the following information?

- A spoken presentation
 B video presentation
 C printed handout

- 1 misunderstandings about sign language _____
 2 example of simple grammatical structures _____
 3 signers signing at speed _____
 4 dialects and variations within a sign language _____
 5 how to sign the alphabet _____

IELTS Skill Spot

- You might have to do a listening 'classification' task.
- This is similar to the tasks in Exercises B and C.
- Remember that **both the numbered ideas and the lettered ideas** might be expressed in different ways in the recording.
- Remember that with this kind of task you can use each letter more than once.

Your view!

- Would you like to learn how to sign? Why / Why not?

Wordbank

The phrases below are taken from the listening extracts. Choose the correct word to complete each phrase.

- 1 We have to *get the idea* **across** / **around** that sign languages are just as complex as spoken languages.
 2 Why don't we *start the presentation* **up** / **off** with a simple demonstration?
 3 Let's show how words are **put** / **got** together to make sentences.
 4 I'll *print* **out** / **on** the documents this evening.
 5 Let's *go* **under** / **through** the list point by point.
 6 Can I just *point* **off** / **out** that we haven't got much time left?

▶▶▶ BSB, Exercises A–F, pp. 66–67



Grammarbank: Tense revision 1 – Using simple tenses

Put the verbs into the correct tense. Use short forms (*I've, didn't, etc.*) where possible.

- _____ (I / **speak**) three languages: Arabic, English and Japanese, but of course _____ (I / **not / speak**) Arabic or English fluently.
- _____ (I / **go**) to Australia several times on holiday but _____ (I / **never / live**) in an English-speaking country.
- _____ (I / **start**) learning Spanish five years ago but _____ (I / **not / start**) going to a language school until last year.
- _____ (I / **not / realise**) I needed an English qualification until _____ (I / **tell**) by the university that I needed to take the IELTS exam.

▶▶▶ BSB, Exercises A–B, p. 68



A **AUDIO 2, 13** Listen to four students answering questions about the IELTS exam. Match each student with a question. There's one question you will not use. Then answer the questions and make sure to use some of the phrases from the Wordbank.

Student 1 _____ Student 2 _____ Student 3 _____ Student 4 _____



- Explain why you chose to take the IELTS exam.
- Explain how you've prepared for the IELTS exam.
- Explain which aspects of the IELTS exam you're most worried about.
- Explain what you have to do in the IELTS exam.
- Explain what you like and dislike about the IELTS exam.

Wordbank: Speaking

Each of these phrases can be used to summarise. Choose the correct word or phrase to complete the phrases.

- Basically / Basic**, I need IELTS to get into university.
- To do / cut a long story short**, I'm taking IELTS because the university told me to.
- Anyway, **the point / idea** is that my written English is better than my spoken English.
- So, **in a nutshell / nutcase**, I had to learn a lot of new vocabulary very quickly.
- Anyway, **to arrive at / get to the point**, I've only had a month to prepare for the exam.

▶▶▶ BSB, Exercises C–D, p. 69

▶▶▶ Speaking, p. 111

Pronunciation: Stress changes 2 – verbs/adjectives

AUDIO 2, 14 Say the sentences. Pay careful attention to the words in bold. Then listen and check your pronunciation.

- Let's **separate** the phrases into two **separate** groups.
- If we **alternate**, we'll make an **alternate** point each.
- When you **approximate**, you work out the **approximate** number.
- Who's going to be **present** when I **present** the findings?
- If you **perfect** something, you make it **perfect**.

IELTS Skill Spot

● When you are asked to explain something, pay careful attention to the word that comes next. For example:

1. Explain **why**... means you should give a reason.
2. Explain **how/what/which**... means you should give more information about something.
3. Remember, however, that giving information also often involves giving a reason, as you have to explain why something is true (e.g. **why** you did something or **why** you dislike something).





Grammarbank: Tense revision 2 – Using perfect tenses

Put the verbs into the correct tense.

- Written language _____ (**exist**) for more than 5,000 years.
- Humans _____ (**use**) language for at least 100,000 years.
- Since it was written in 1948, the UN's *Universal Declaration of Human Rights* _____ (**translate**) into more than 320 languages.
- Until *Burnt By The Sun* in 1994, no film in Russian _____ (**win**) an Oscar at the Academy Awards.
- By 2050, how many languages _____ (**become**) extinct?

▶▶▶ BSB, Exercises A–C, p. 70

Wordbank: Writing

Put the words into the correct form.

- The number of speakers of English as a first language (200,000) is _____ (**particular**) low.
- The number of speakers of English as an additional language, 36 million, is _____ (**consider**) higher than in the UK (only 1.5 million).
- Here, they are _____ (**main**) speakers of English as an additional language (75 million out of 79 million).
- The number of speakers of English as a first language, four million, is _____ (**strike**) low compared to the 75 million who speak English as an additional language.
- People who speak English are _____ (**large**) speaking it as a first language (215 million first language speakers out of a total of 251 million).
- With fewer than 60 million English speakers in total, there are _____ (**notice**) fewer speakers of English as an additional language than in the other three countries.

▶▶▶ BSB, Exercises D–G, pp. 71–72

A Match each sentence in the Wordbank with a country in the table below.

- Sentence 1 India Sentence 4 _____
 Sentence 2 _____ Sentence 5 _____
 Sentence 3 _____ Sentence 6 _____



Country	Number of speakers of English as a first language	Number of speakers of English as an additional language	Total number of English speakers
The United States	215,000,000	36,000,000	251,000,000
India	200,000	90,000,000	90,200,000
Nigeria	4,000,000	75,000,000	79,000,000
The United Kingdom	58,100,000	1,500,000	59,600,000

- B** Read this sentence written by an IELTS candidate. Tick (✓) the words and phrases below which can be used to replace 'Whereas' at the beginning.

Although _____ However _____ In contrast _____
 On the other hand _____ While _____

Whereas the vast majority of English speakers in the UK, more than 58 million out of a total of just over 59.5 million, speak English as a first language, in India only a tiny minority (200,000) of the 90.2 million English speakers speak English as a first language.

- C** Look at the three words and phrases which you didn't tick in Exercise B. How are they used to introduce contrast? Rewrite the sentence above using each of the words or phrases.

1 _____
 2 _____
 3 _____



- D** Read the paragraph written by an IELTS candidate. Tick (✓) the words and phrases below which can be used to replace 'Similarly'.

As well _____ Equally _____ In the same way _____ Likewise _____

The vast majority of English speakers in the United States speak English as a first language (215 million out of a total of 251 million). Similarly, most English speakers in the UK, just over 58 million out of a total of 59.6 million, speak English as a first language.

- E** Write a word or number in each gap to complete this paragraph. Make sure all numbers are correct according to the table in Exercise A.

There are approximately 1 _____ more speakers of English in Nigeria than there are in the UK. 2 _____, of the 3 _____ English speakers in Nigeria, the vast majority – 4 _____ – speak English as an additional language. In 5 _____, in the UK it is only a small minority that speaks English as an additional language: 6 _____ out of 59,600,000.

- F** Use the information in the table in Exercise A to write a short paragraph comparing India and Nigeria.



IELTS Skill Spot

- Comparing data involves recognising **similarities and differences**.
- Focus on the data that shows the **main similarities/ differences**.
- Use words and phrases such as *In the same way* and *Similarly* to introduce the similarities.
- Use words and phrases such as *Whereas* and *In contrast* to introduce the differences.
- Use adverbs such as *considerably* plus a comparative adjective (e.g. *higher* or *lower*) to emphasise difference.
- Always mention the actual data (numbers, percentages, dates, etc.) in your comparison but make sure it is relevant to the point you are making.

Your view!

- What are the main benefits of being able to speak English as a second language?

READING

You should spend about 20 minutes on *Questions 1–13*, which are based on the Reading Passage below.

Language Acquisition in Children

In nearly all cases, children's language development follows a predictable sequence. However, there is a great deal of variation in the age at which children reach a given milestone. Furthermore, each child's development is usually characterised by gradual acquisition of particular abilities: thus 'correct' use of English verbal inflection will emerge over a period of a year or more, starting from a stage where verbal inflections are always left out, and ending in a stage where they are nearly always used correctly.

Experiments have shown that most infants can give evidence of understanding some words at the age of four to nine months, often even before babbling begins. Newborns can distinguish speech from non-speech, and can also distinguish among speech sounds within a couple of months of birth.

During the first two months of life, infant vocalisations are mainly expressions of discomfort, such as crying and fussing, along with sounds produced as a by-product of actions such as coughing, sucking and swallowing.

During the period from about two to four months, infants begin making 'comfort sounds', typically in response to pleasurable interaction with a caregiver. The earliest comfort sounds may be grunts or sighs, with later versions being more vowel-like 'coos'. Initially, comfort sounds are brief and produced in isolation, but later appear in series. Laughter appears at around four months.

During the period from four to seven months, infants typically engage in 'vocal play', manipulating pitch (to produce 'squeals' and 'growls'), loudness (producing 'yells'), and also manipulating tract* closures to produce friction noises, nasal murmurs, 'raspberries' and snorts.

At about seven months, 'canonical babbling' appears: infants start to make extended sounds that are chopped up rhythmically by oral articulations into syllable-like sequences, opening and closing their jaws, lips and tongue. Repeated sequences are often produced, such as 'bababa'.

No other animal does anything like babbling. It has often been hypothesised that vocal play and babbling have the function of 'practising' speech-like gestures. Both vocal

play and babbling are produced more often in interactions with caregivers, but infants will also produce them when they are alone.

At about ten months, infants start to utter recognisable words. Some word-like vocalisations that do not correlate well with words in the local language may consistently be used by particular infants to express particular emotional states. For the most part, recognisable words are used in a context that seems to involve naming: 'duck' while the child hits a toy duck off the edge of the bath; 'sweep' while the child sweeps with a broom; 'car' while the child looks out of the living room window at cars moving on the street below; 'papa' when the child hears the doorbell.

Young children often use words in ways that are too narrow or too broad: 'bottle' used only for plastic bottles; 'teddy' used only for a particular bear; 'dog' used for lambs, cats and cows as well as dogs. These under-extensions and over-extensions develop and change over time in an individual child's usage.

There is often a spurt of vocabulary acquisition during the second year. Early words are acquired at a rate of one to three per week; in many cases the rate may suddenly increase to eight to ten new words per week, after 40 or so words have been learnt. However, some children show a more steady rate of acquisition during these early stages. During the second year, word combinations begin to appear. The rate of vocabulary acquisition accelerates in the third year and beyond: a plausible estimate would be an average of ten words a day during pre-school and elementary school years.

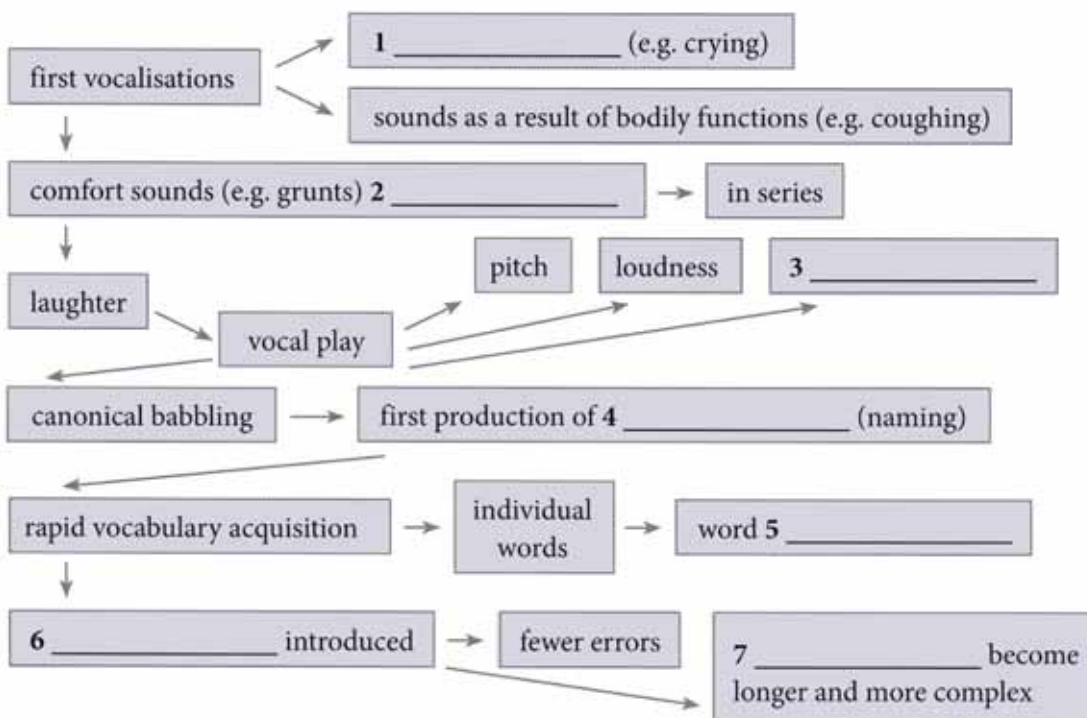
At about the age of two, children first begin to use grammatical elements. In English, this includes finite auxiliaries ('is', 'was'), verbal tense and agreement affixes ('-ed' and '-s'), nominative pronouns ('I', 'she'), and determiners ('the', 'a'). Over a year to a year and a half, sentences get longer, grammatical elements are less often omitted and less often inserted incorrectly, and multiple-clause sentences become commoner.

Questions 1-7

Complete the flow chart.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Stages of sound and language production in young children



Questions 8-13

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

- 8 Girls usually begin to produce language at an earlier age than boys. _____
- 9 Some four-month-old babies seem to understand certain words. _____
- 10 'Comfort sounds' are most often produced in the presence of someone else. _____
- 11 Baby apes also go through a 'canonical babbling' stage. _____
- 12 Babies sometimes engage in 'vocal play' when they are on their own. _____
- 13 Children with high intelligence make fewer mistakes with under- and over-extensions. _____

▶▶▶ BSB, Exercises A-C, p. 73

IELTS Skill Spot

- Skim the text to get a general idea of what it's saying.
- For each stage in the flow chart, find the part of the text that contains the same idea. (Information in the text is usually presented in the same order as the flow chart.)
- Make sure you don't exceed the word limit.
- Make sure you don't change the words from the text.
- Remember that flow charts are usually in note form so you probably won't need to write articles (a, an, the).

CD-ROM
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IELTS Skill Spot

- Before you listen, think about how ideas in the numbered and lettered lists might be expressed in different words.
- As you listen, listen for the **ideas** rather than the exact words in the lists.
- Remember that the **numbered list** is always in the same order as you hear the information in the recording.



IELTS Skill Spot

- Phrases such as *In conclusion*, *To sum up* and *In summary* are not usually appropriate for the Speaking module as they are too formal.
- When you need to summarise a situation briefly, use phrases such as *To get to the point* from the Wordbank on page 81.



LISTENING

SECTION 3

Questions 1–4 Audio2, 15

How will students carry out the following tasks in the lesson?

A as a whole group B in pairs C in small groups

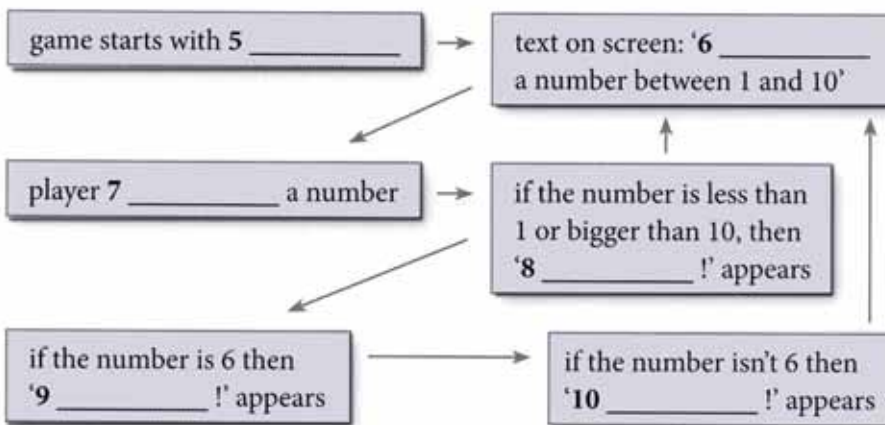
Write the correct letter, *A*, *B* or *C*, next to questions 1–4.

- | | | | |
|------------------------|-------|------------------------------|-------|
| 1 doing the short quiz | _____ | 3 learning the key commands | _____ |
| 2 making a flow chart | _____ | 4 writing a computer program | _____ |

Questions 5–10 Audio2, 15

Complete the flow chart below.

Write **NO MORE THAN TWO WORDS** for each answer.



SPEAKING

PART 2



You will have to talk about the topic for one to two minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

Describe your English language studies.

You should say:

why you decided to learn English
 how long you have been learning English
 different ways in which you have learnt English (at school, on your own, private tutor, etc.)
 and explain how you think you will use your English in the future.

WRITING

Plan your writing!

Read the writing task below, and fill in the Writing Planner on page 126 BEFORE you complete the task.

WRITING TASK 1

You should spend about 20 minutes on this task.

Write about the following topic:

The table below gives information about languages with the most native speakers.

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

Write at least 150 words.

Languages with the most native speakers

Language	Number of native speakers	Number of speakers as an additional language	Total number of speakers
Mandarin Chinese	873 million	178 million	1,051 billion
Hindi	370 million	120 million	490 million
Spanish	350 million	70 million	420 million
English	340 million	470 million	810 million
Arabic	206 million	24 million	230 million
Portuguese	203 million	10 million	213 million

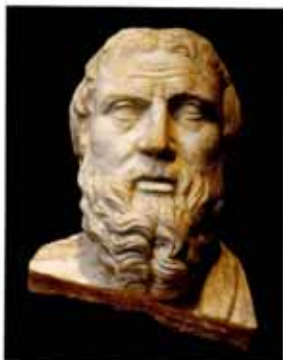
IELTS Skill Spot

- Study the data carefully before you start writing.
- The instructions ask you to report the **main features**, and make comparisons **where relevant** so you have to select the most important/striking/obvious **similarities** and **differences** within the data.
- Note these down before you start writing, and decide in which order you're going to present them.
- Remember that you are not expected to write down all the data you are given. For each point you make, mention only the relevant data that supports your point.
- Use phrases such as *On the other hand* to introduce contrast, and phrases such as *Likewise* to introduce similarities.

Now you have completed Unit 7, you should be able to:

- understand how to complete flow charts and diagrams. (Reading)
- understand how classification tasks work. (Listening)
- give explanations and briefly summarise a situation. (Speaking)
- compare and contrast information you've been given. (Writing)

READING SKILLS FOR IELTS: CLASSIFICATION AND MATCHING


IELTS
Skill Spot

- In a **matching** task, you will usually be given numbered statements to match with people, for example, or you may be given numbered people, for example, and asked to match them to statements. In both cases, find the information about the people/statements in the text.
- When you are asked to **classify**, find the relevant part of the text in the same way.
- Consider which category is most suitable. Remember that you can use the same category more than once and that some categories might not be used at all.

First thoughts

'History never repeats itself; at best it sometimes rhymes.' Mark Twain

- 1 What point do you think Mark Twain was trying to make?
- 2 What lessons do you think we can learn from a study of history?

A Read Text 1. **Underline where in the text each idea is mentioned. Then match each statement with the correct person.**

- 1 He criticised another historian's work. _____
- 2 He spoke to people who were actually present at an event. _____
- 3 He wrote about many aspects of an event. _____
- 4 He went to many places to collect information. _____
- 5 He concentrated on the reasons events happened. _____

- A Herodotus
 B Cicero
 C Thucydides



Text 1 Herodotus had a profound effect on the way we write history. Born in 484 BC and eventually dying approximately 60 years later, he was the first historian to apply something resembling a modern historical technique of data collection, in contrast to the fanciful myths and legends of previous generations. His work on the Greco-Persian wars, the first of which took place in 490 BC, involved extensive travelling, although historians from Cicero (106–43 BC) onwards have cast doubt on a number of his claims. Another historian with a claim to the same title is Thucydides, 25 years his junior. While Herodotus included a vast range of information in his accounts, Thucydides attempted to be scientific and to focus on causes and effects. His use of original documentation and accounts from eyewitnesses gives his history of the first 20 years of the Peloponnesian War between Athens and Sparta (431–404 BC) a distinctly modern feel.

B Read Text 1 again. **Classify the following based on when they occurred.**

- A before the birth of Herodotus
 B during the life of Herodotus
 C after the death of Herodotus



- 1 Greece and Persia go to war for the first time. _____
- 2 Historians criticise Herodotus' accounts. _____
- 3 Thucydides is born. _____
- 4 War breaks out between Athens and Sparta. _____

C Look at the photograph and answer these questions.

- 1 Have you ever seen objects like these in a museum?
- 2 What do you think the terms 'Stone Age' and 'Bronze Age' mean?

Text 2 The change from stone tools and weapons to bronze tools and weapons was undeniably an enormous shift in human history. At what is unarguably the best-preserved Neolithic site, Catalhoyuk in Turkey, there is evidence from 8,500 years ago of the deliberate casting of lead, which was a relatively common metal but too soft to take a sharp edge. For that you need an alloy of copper – bronze. Ban Chiang in Thailand is an important site where bronze casting has been dated to 2000 BC, although some experts argue for an earlier date. Human habitation of the site continued into the Iron Age, at which time iron, a softer but cheaper metal than bronze, was being produced in places such as Tell Hammeh in Jordan, where extensive evidence has been uncovered dating to approximately 1000 BC. The precise boundaries of the period are open to challenge, but bronze undoubtedly ruled the world for at least a millennium.



D Read Text 2. Concentrate on what the text says about these places. Then match each place with the correct statement.

- 1 Catalhoyuk _____ 2 Ban Chiang _____ 3 Tell Hammeh _____

- A People lived here for at least a thousand years.
 B People here were unable to defend themselves against attack.
 C Products from here were more affordable than bronze.
 D People here produced metal that had no use in weapons.



E Read Text 2 again. Classify the following statements according to the information in the text.

- A a generally accepted view B a disputed view C a generally rejected view

- 1 The beginning of the Bronze Age was a key moment. _____
- 2 Catalhoyuk is the best example of its kind in the world. _____
- 3 The people of Catalhoyuk produced metal by accident. _____
- 4 Bronze was produced in Ban Chiang more than 4,000 years ago. _____
- 5 The Bronze Age began in 2000 BC and lasted until 1000 BC. _____

Wordbank: Text vocabulary

Write a word from the texts in each gap to complete the definitions.

- 1 _____ : old, traditional story (Text 1)
- 2 _____ : people who saw something happen (Text 1)
- 3 _____ : descriptions of an event (Text 1)
- 4 _____ : change (Text 2)
- 5 _____ : very large in amount or degree (Text 2)
- 6 _____ : exact (Text 2)

▶▶▶ BSB, Exercises A–D, pp. 74–75

Your view!

- What do you know about the ancient history of your own country?




IELTS Skill Spot

- Read the question very carefully. In Exercise C, for example, the question is about what Shakespeare DEFINITELY did.
- There are three possibilities for each idea in the list:
 1. it's mentioned in some way but doesn't answer the question.
 2. it's not mentioned at all.
 3. it's mentioned and it answers the question.
 As you listen, put a line through the ideas in the list that are definitely wrong.


Your view!

- Have you seen or read any Shakespeare plays, or seen any films based on his plays? Which ones?
- Who do you consider to be leading literary writers in your country? Why is their work so admired?

A  **Audio2, 16** Listen to a woman talking about William Shakespeare. Tick (✓) the information she gives about Shakespeare. Put a cross (X) next to the information she doesn't give.


- 1 the date (day, month, year) Shakespeare died _____
- 2 the date (day, month, year) he was born _____
- 3 the place where he was born _____
- 4 the names of both of his parents _____
- 5 the date (day, month, year) when he was christened _____
- 6 how old Shakespeare was when he was christened _____



B  **Audio2, 17** Listen to more of the talk. Write 'FALSE' next to the TWO pieces of information that are not true, according to the speaker.

- 1 Shakespeare got married on 27 November 1582. _____
- 2 He was 18 and his wife was 26 when they married. _____
- 3 Their first child was a girl. _____
- 4 The twins were both boys. _____
- 5 We know what Hamnet died of. _____
- 6 Experts disagree about the names Hamlet and Hamnet. _____



C  **Audio2, 18** Listen to the final part of the talk. Which THREE things did Shakespeare definitely do between 1585 and 1592?

- A commit a crime
- B work as a teacher
- C leave his home town
- D start writing plays
- E criticise other playwrights
- F go to university
- G become successful



Wordbank

These phrases and sentences are taken from the listening extracts. Choose the correct word to complete each phrase or sentence.

- 1 This myth can be **traced** / **taken** back to an eighteenth-century writer...
- 2 ...it was grief over Hamnet's death that **led** / **made** Shakespeare to write the play *Hamlet*.
- 3 Others argue that, at the **moment** / **time**, Hamlet and Hamnet were considered to be the same name.
- 4 ...he'd been caught doing something illegal – in fact, poaching – and was **ready** / **about** to be prosecuted.
- 5 Indeed, as you'll **remind** / **recall**...
- 6 ...his success was **bound** / **definite** to upset people...

▶▶▶ BSB, Exercises A–E, pp. 76–77



Grammarbank: Tense revision 3 – Using continuous tenses

Underline the verbs in this paragraph which should not be in a continuous tense.

The person from history I am admiring the most is Ghandi. When he was living in South Africa, he was working as a lawyer. He was knowing many poor people and he helped them. Later, when he was moving to India, he was continuing to help poor people and he was organising peaceful protests against the British, who had been ruling India for a long time.

▶▶▶ BSB, Exercises A–C, p. 78

Wordbank: Speaking

Read what one candidate says. Underline four phrases you can use when you are speaking about any topic to extend what you are saying and be more fluent.

'Knowledge of history is very important. What I'm trying to say is, people can learn a lot from history that helps them in their life. If I could just give you an example – knowing about mistakes in the past helps you avoid them in the future. I'd like to add that it's important to know your own country's history. It teaches you who you are. Let me explain what I mean. Your country's history has helped to create you, so...'

▶▶▶ BSB, Exercises D–F, p. 79

A **AUDIO2, 19** Listen to this candidate speaking about a historical figure. Tick (✓) the phrases she uses to correct herself.

...or rather... _____ ...no, sorry... _____ ...I mean... _____ ...I should say. _____

B Decide whether you agree or disagree with this statement. You have one minute to explain why. You must keep speaking for one minute. Use the prompts to help you if you run out of things to say.

- History is the most important school subject.
- most important for what?
 - what about other school subjects?
 - reasons and examples from your experience?



▶▶▶ Speaking, p. 111



IELTS Skill Spot

- It's perfectly normal for people to correct factual mistakes as they speak.
- Use an appropriate phrase and simply correct yourself and continue to speak fluently.
- Ignore any mistakes you make with grammar. Concentrate on speaking fluently and clearly, without hesitation.

Pronunciation: Stress changes 3 – other

AUDIO2, 20 Underline the stressed syllable in each word. Then listen and check.

- | | | |
|--------------|--------------|----------------|
| 1 history | historic | historical |
| 2 economy | economic | economical |
| 3 photograph | photographic | photographer |
| 4 scientific | scientist | scientifically |





Grammarbank: Making complex sentences

▶▶▶ Grammar, Section 13, p. 107

Choose the correct word or phrase.

- 1 **Were / If** we to suddenly find ourselves back in the Stone Age, how well **will / would** we be able to find food, keep warm and stay healthy and safe?
- 2 Not only **this ignores / does this ignore** the incredible achievements of ancient cultures, **but / that it also / and** presumes that our modern societies are more successful than the societies of previous generations.
- 3 **To / By** comparing life-expectancy statistics over the years, we can clearly see that the standard of living for the majority of humans **is / are** higher now than it **ever / always** has been.
- 4 Anyone **which / who** argues that humans have learnt little in the past 10,000 years ignores the simple fact that we have developed technology to such **extent / an extent** that we can leave our planet, and **even / ever** destroy it.

▶▶▶ BSB, Exercises A–D, pp. 80–81

Wordbank: Writing

Put each word into the correct form.

While it is 1 _____ (**doubt**) true that humans have achieved much in the past 10,000 years, contrary to popular 2 _____ (**believe**) there is no 3 _____ (**evident**) at all that our brains have evolved. We may be more 4 _____ (**knowledge**) than we were in the past, but, 5 _____ (**accord**) to evolutionary biologists, at least, we are not more intelligent. Indeed, we are 6 _____ (**argue**) less able to deal with the modern world than our ancestors were able to deal with their world, as humans evolved to exist in small hunter-gatherer societies, and not large urban societies.

▶▶▶ BSB, Exercises E–G, pp. 81–82

A Write a word from the list below in each gap to complete these sentences.

contrary however while

- 1 _____ it is undoubtedly true that we have technologies, such as the internet, that ancient cultures could not have imagined, it is a mistake to view these ancient cultures as ignorant.
- 2 There is, _____, little real evidence to suggest that humans today are more content spiritually and emotionally.
- 3 For example, _____ to popular belief, the ancient Greeks and Romans did not believe that the world was flat.

B Choose the correct word or phrase to complete the sentences.

- 1 For instance, **it / this** has been **told / said** that, even with all we know today, we do not have the technology to build the Pyramids of Egypt.
- 2 **According to me / In my view**, there is no comparison between what we can achieve today and what people even 200 years ago could achieve.
- 3 One argument that is sometimes put **forward / ahead** is that much ancient technology and wisdom has been lost.

C Write ONE WORD in each gap to replace the words in italics.

- 1 There is *not any* _____ doubt that the Chinese had been using gunpowder for hundreds of years before it reached the West.
- 2 There is *not much* _____ proof that the Nazcans flew in balloons, although the theory has not been ruled out.
- 3 *Not many people* _____ would argue that the builders of the Sphinx were typical primitive cavemen, for example.

D Look at the sentences in Exercises A and B. Circle the words and phrases which are used to show that something is an example.

E Look at the sentences in Exercises A, B and C. Underline all the ideas the writer disagrees with or challenges.

F Look at this example essay question. Make notes to complete the table.

Some people think that human history has been a journey from ignorance to knowledge. Others argue that this underestimates the achievements of ancient cultures, and overvalues our own achievements.

Discuss both these views and give your own opinion.



	<i>'human history has been a journey from ignorance to knowledge'</i>
arguments in favour:	<ul style="list-style-type: none"> • we know so much more about medicine, the world, the universe, etc. • _____ • _____ • _____
arguments against:	<ul style="list-style-type: none"> • ancient cultures invented writing, farming, construction techniques, etc. • _____ • _____ • _____

G Write your answer to the question in Exercise F. Use your notes to help you. Write at least 250 words.



IELTS Skill Spot

- When you have to discuss two different views, you have to:
 1. present both views.
 2. evaluate the strength of the arguments on both sides.
 3. challenge the ideas you disagree with and support the ideas you agree with by providing examples and evidence.
- Remember that you don't have to totally agree with one of the views. Express your own opinion, whatever it is.

Your view!

- What are mankind's biggest achievements in the past 200 years? Why?



READING

You should spend about 20 minutes on *Questions 1–12*, which are based on the Reading Passage below.

History of the Steam Engine

The first steam-powered machine was built in 1698 by the English military engineer Thomas Savery (c. 1650–1715). His invention, designed to pump water out of coal mines, was known as the Miner's Friend. The machine, which had no moving parts, consisted of a simple boiler – a steam chamber whose valves were located on the surface – and a pipe leading to the water in the mine below. Water was heated in the boiler chamber until its steam filled the chamber, forcing out any remaining water or air. The valves were then closed and cold water was sprayed over the chamber. This chilled and condensed the steam inside to form a vacuum. When the valves were reopened, the vacuum sucked up the water from the mine, and the process could then be repeated.

A few years later, an English engineer named Thomas Newcomen (1663–1729) improved the steam pump. He increased efficiency by setting a moving piston inside a cylinder, a technique still in use today. A cylinder – a long, thin, closed chamber separate from the boiler – replaced the large, open boiler chamber. A piston – a sliding piece that fits in the cylinder – was used to create motion instead of a vacuum. Steam filled the cylinder from an open valve. When filled, the cylinder was sprayed with water, causing the steam inside to condense into water and create a partial vacuum. The pressure of the outside air then forced the piston down, producing a power stroke. The piston was connected to a beam, which was connected to a water pump at the bottom of the mine by a pump-rod. Through these connections, the movement of the piston caused the water pump to suck up the water.

The most important improvement in steam engine design was brought about by the Scottish engineer James Watt (1736–1819). He set out to improve the performance of Newcomen's engine and by 1769 had arrived at the conclusion: if the steam were condensed separately from the cylinder, the cylinder could always be kept hot. That year he introduced the design of a steam engine that had a separate condenser and sealed cylinders. Since this kept the heating and cooling processes separate, his

machine could work constantly, without any long pause at each cycle to reheat the cylinder. Watt's refined steam engine design used one-third less fuel than a comparable Newcomen engine.

Over the next 15 years, Watt continued to improve his engine and made three significant additions. He introduced the centrifugal governor, a device that could control steam output and engine speed. He made the engine double-acting by allowing steam to enter alternately on either side of the piston. This allowed the engine to work rapidly and deliver power on the downward and upward piston stroke. Most important, he attached a flywheel to the engine.

Flywheels allow the engine to run more smoothly by creating a more constant load, and they convert the conventional back-and-forth power stroke into a circular (rotary) motion that can be adapted more readily to power machinery. By 1790, Watt's improved steam engine offered a powerful, reliable power source that could be located almost anywhere. It was used to pump bellows for blast furnaces, to power huge hammers for shaping and strengthening forged metals, and to turn machinery at textile mills. More than anything, it was Watt's steam engine that speeded up the Industrial Revolution both in England and the rest of the world.

Steam was successfully adapted to powerboats in 1802 and railways in 1829. Later, some of the first automobiles were powered by steam. In the 1880s, the English engineer Charles A. Parsons (1854–1931) produced the first steam turbine, a new steam technology that was more efficient and which enabled the steam engine to evolve into a highly sophisticated and powerful engine that propelled huge ships and ran turbogenerators that supplied electricity.

Once the dominant power source, steam engines eventually declined in popularity as other power sources became available. Although there were more than 60,000 steam cars made in the United States between 1897 and 1927, the steam engine eventually gave way to the internal combustion engine as a power source for vehicles.

Questions 1–7

Look at the following statements (Questions 1–7) and the list of people in the box below.

Match each statement with the correct person **A–D**.

- | | | |
|---|--|-------|
| 1 | His invention was the first to use moving parts. | _____ |
| 2 | His invention allowed steam power to be converted into electric power. | _____ |
| 3 | His invention was the single biggest step in development. | _____ |
| 4 | His invention was a simple solution to an industrial problem. | _____ |
| 5 | His invention was the first continuous power source. | _____ |
| 6 | His invention first used a method people still use now. | _____ |
| 7 | His invention allowed a much greater degree of control. | _____ |

- | | | | |
|---|-----------------|---|--------------------|
| A | Thomas Savery | C | James Watt |
| B | Thomas Newcomen | D | Charles A. Parsons |

IELTS Skill Spot

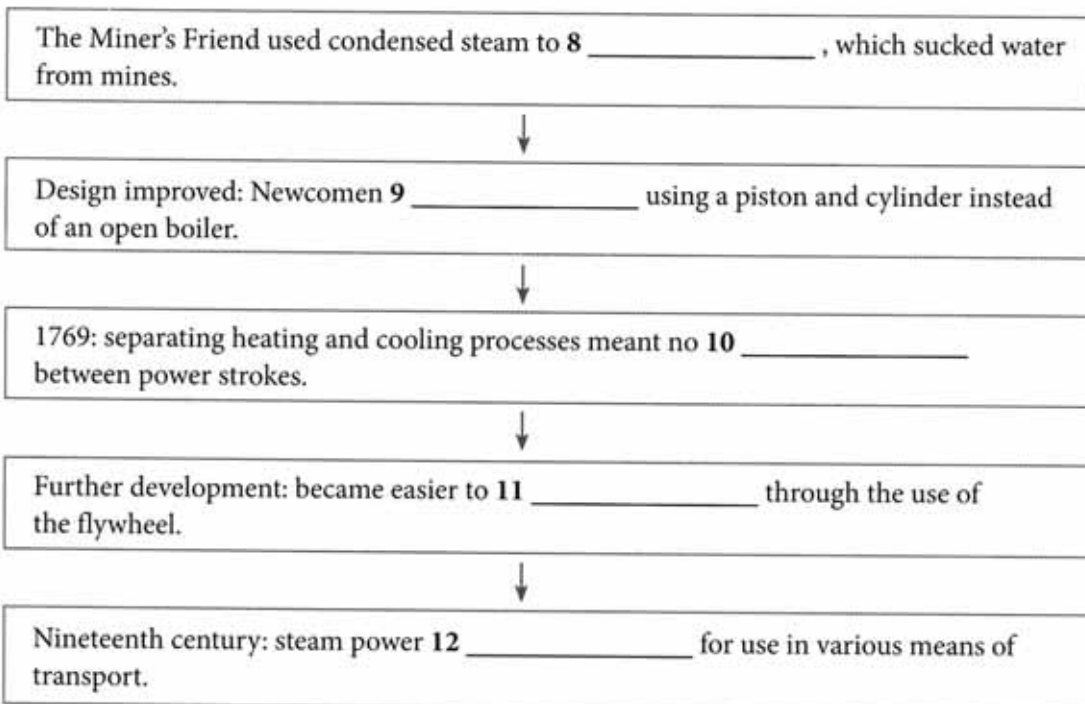
- Skim the text to get a general idea of the content.
- Look for key words and phrases in the statements and find the same idea in the text. Also find the names in the text.
- Read carefully to see which person is being referred to. Match each statement to the correct person.



Questions 8–12

Complete the flow chart.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.



IELTS
Skill Spot

- Read the question very carefully to see how many answers you need to choose. Choose **exactly** that number of answers.
- Choose only those answers which are mentioned **and** which answer the specific question you are asked.



LISTENING

SECTION 4

Questions 1–3 AUDIO2, 21

Choose **THREE** letters A–F.

Which **THREE** factors help make museums more effective?

- A organising bigger exhibitions
- B providing greater choice
- C attracting new visitors
- D investing in buildings
- E increasing the size of the staff
- F cooperating with other organisations

Questions 4–10 AUDIO2, 21

According to the speaker, what is mainly true about each of these areas?

Write the correct letter **A**, **B** or **C**, next to questions **4–10**.

- A It is done by museum managers and staff alone.
 - B It is done by the local council.
 - C It means working with local businesses.
-
- 4 designing new exhibitions _____
 - 5 paying for new exhibitions _____
 - 6 advertising exhibitions _____
 - 7 researching people's needs _____
 - 8 involving local people _____
 - 9 arranging talks and workshops _____
 - 10 maintaining museum buildings _____

SPEAKING

PART 3

History and historical places

- Do you think it's important to have good museums? Why?
- What do you think makes a good museum?
- What historical places in your country would you recommend to a tourist? Why?
- What can be done to increase young people's interest in their country's history?

WRITING

Plan your writing!

Read the writing task below, and fill in the Writing Planner on page 127 BEFORE you complete the task.

WRITING TASK 2



You should spend about 40 minutes on this task.

Write about the following topic:

School should prepare pupils for their future lives and for the world of employment. Learning about history is not necessary and more emphasis should be placed on other school subjects.

To what extent do you agree or disagree with this opinion?

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

Write at least 250 words.

Now you have completed Unit 8, you should be able to:

- match and classify information. (Reading)
- do multiple-choice questions with multiple answers. (Listening)
- correct yourself and continue fluently. (Speaking)
- evaluate and challenge ideas and arguments. (Writing)

IELTS Skill Spot

- While you are speaking, you may realise that you've made a factual mistake. Just correct yourself immediately. Continue, without letting your mistake put you off.
- If you think you have made a grammatical mistake, just ignore it. Continue, and don't worry about correcting yourself.



IELTS Skill Spot

- If you strongly agree or disagree with the opinion, state your view clearly, using reasons and examples.
- If you don't strongly agree or disagree, make clear which parts of the opinion you agree with and which you disagree with.
- Evaluate the arguments for and against, providing evidence for the views you agree with and challenging those you disagree with.





GRAMMAR REFERENCE

SECTION 1: Talking about the present

We use **present simple** for:

- regular or current habits
*I **get up** at seven thirty.*
- permanent situations
***Do you share** a room with your sister?*
- general truths or facts
***More than a million students take** IELTS every year.*
- states
***Does he have** any brothers or sisters?*

Note: For emphasis, we can use **emphatic present simple**. This uses *do* or *does* in statements. *I **do** like singing.*

We use **present continuous** for:

- actions/situations happening now
*The cast **are rehearsing** for the play.*
- temporary situations
***I'm staying** with friends until I find a flat to rent.*
- developing situations
*IELTS **is becoming** more and more popular.*
- annoying habits (usually with *always*)
*Why **is she always criticising** me?*

We use **present perfect simple** for:

- situations that started in the past and are still true
***I've known** Sun Li for over 20 years.*
- a series of actions continuing up to now
*How many listening tasks **have you done** this morning so far?*
- actions in the past (where the specific time is not mentioned)
***I've never been** to Singapore.*
- actions in the past (where the present result is still important)
*She's **registered** for the IELTS exam.*

We use **present perfect continuous** for:

- actions continuing up to now
***I've been writing** this essay for an hour and I still haven't finished.*
- actions stopping just before now
*She's **been cleaning** the house all day and she's only just finished.*

Note: Some verbs (such as *believe, exist, think, know, understand, love, appear, need*) aren't usually used with continuous tenses because they describe states not actions.

SECTION 2: Using the passive

The **passive** is often more formal than the active voice and is more common in written than in spoken English. In the IELTS exam, you will use **the passive** in the Writing module, although it may also at times be appropriate to use it in the Speaking module.

We form **the passive** using the verb *be* in an appropriate tense together with the past participle of the main verb: *The exam **is taken** at test centres all over the country.* Which tense is appropriate depends on the same rules that apply to tenses in the active voice.

Following modal verbs, the verb *be* should be in the infinitive, without *to*: *The exam **can be taken** at test centres all over the country.*

We use **the passive** for:

- actions where we don't know who or what caused the action

*My bicycle **has been stolen!***

- actions where who or what caused the action isn't important or relevant

***Has the TV been repaired** yet?*

- actions where who or what caused the action is obvious

*The **man was arrested** outside the bank.*

- emphasising what is the topic and what is new information

*Gunpowder **has been around** for hundreds of years. It **was invented** by the Chinese.*

(Compare: *The Chinese were responsible for many innovations. They invented gunpowder, for example.*)

When we want to mention the agent (the person or thing which causes an action), we use *by*: *The exam is marked **by** trained examiners.* When we don't know what or who the agent is, we usually don't say or write 'by someone/something'.

When we want to mention the instrument (the thing we use to do an action), we usually use *with*: *It looks like the window was opened **with** a screwdriver.*

SECTION 3: Talking about the past

We use **past simple** for:

- finished actions in the past

*We **moved** here four years ago.*

- regular habits in the past

*I **played tennis** a lot when I was younger.*

- states in the past

*His family **didn't have** much money when he **was** a child.*

Note: For emphasis, we can use **emphatic past simple**. This uses *did* in statements: *I **didn't** really enjoy my time at school, but I **did** like one or two teachers.*

We use **past continuous** for:

- actions happening at a particular moment in the past

*At six yesterday evening, I **was watching** TV.*



- temporary situations in the past

*He **was working** as a waiter at the time.*

- background information in stories

*It **was raining** and the wind **was blowing**. I decided to go out anyway.*

- developing situations in the past

*In the 1990s, more and more people **were beginning** to worry about climate change.*

Note: When we want to describe an action in the past that interrupted another action, we use the **simple past** with the **past continuous**: *I **was doing** my homework when the phone **rang**.*

We use **past perfect simple** for:

- actions happening before the main time in the past we are talking about

*Before I passed my driving test, I **had** already **failed** it twice.*

We use **past perfect continuous** for:

- actions continuing up to or stopping just before the main time in the past we are talking about

*I **had been working** all day and so I decided to take a break.*

SECTION 4: Conceding and contrasting

Some facts may seem surprising or unexpected in contrast with other facts about the same subject. When we want to refer to these facts together, we often use the following phrases:

in spite of

- plus noun: *He was very fit, **in spite of his age**.*
- plus -ing: ***In spite of being** over eighty, he was very fit.*
- plus *the fact that*: *He was very fit, **in spite of the fact that** he was over eighty.*

despite

- plus noun: ***Despite the problems**, I'm sure we'll succeed.*
- plus -ing: *I'm sure we'll succeed, **despite facing** problems.*
- plus *the fact that*: ***Despite the fact that** there are problems, I'm sure we'll succeed.*

although

- plus clause: ***Although she did well on the Reading module**, I'm afraid she didn't do so well in Writing.*

even though

- plus clause: *I'm afraid she didn't do so well in Writing, **even though she did well on the Reading module**.*

SECTION 5: Talking about the future

will / be going to / present continuous / present simple

Often there is not much difference in meaning between *will* and *be going to*. However, *be going to* is less formal, and so sounds more natural when we're speaking.

When talking in the Speaking module, contractions are appropriate, e.g. *I'll, There'll, I won't, I'm going to.*

When writing in the Writing module, use the full forms, e.g. *I will, There will be ...*

Plans and intentions

In the IELTS Speaking module, you'll probably be talking about your plans and intentions.

Use *be going to* for this: *I'm going to study in the UK in September.*

Arrangements

If you're talking about arrangements that you've already made, you can use *be going to* or

present continuous: *I'm going to stay on the university campus for the first year. / I'm staying on the university campus for the first year.*

Note: You **can't** use **present continuous** for intentions, dreams and ambitions that have not been arranged yet:

✓ *I'm going to be a successful businesswoman one day!*

✗ *I'm being a successful businesswoman one day!*

Timetables

For timetables and fixed events which the speaker can't change, we can use **present simple:**

Term starts on October 1st so I leave for Australia on September 28th.

Time clauses

Words and phrases used in time clauses, such as *after, as soon as, before, once, till, until, when, while*, are followed by a present tense (**present simple, present continuous, present perfect**) and NOT *will* or *be going to*.

✓ *I'll call you as soon as I finish the exam.*

✗ *I'll call you as soon as I'll finish the exam.*

future continuous / future perfect simple / future perfect continuous

We use **future continuous** for:

- situations happening at a point in the future
This time next week, I'll be taking the IELTS exam.
- repeated actions at a point in the future
In a thousand years, We'll all be flying to other planets on a regular basis.

We use **future perfect simple** for:

- situations which finish between now and a point in the future
By the end of today, I'll have written two essays.

We use **future perfect continuous** for:

- situations still happening at a point in the future
In a month, I'll have been living in Japan for three years.



SECTION 6: Using participles

We can use **present participles**:

- after prepositions and conjunctions
*After **looking** at the diagram, I understood what she meant.*
- to explain the reason for something
***Having** a driver's licence, Sean was allowed to drive the car.*
- to replace some relative clauses
*She was the person **asking** the questions. (= who was asking)*

We can use **past participles**:

- to replace some relative clauses
*The option **chosen** was the least expensive. (= which was chosen)*
- to replace some passive forms
***Given** the document, I studied it carefully. (= When I was given)*

We can use **perfect participles**:

- after prepositions and conjunctions
*After **having looked** at the diagram, I understood what she meant.*
- to explain the reason for something
***Having passed** the exam, Amy was awarded a place at university.*
- to describe past actions happening in sequence
***Having done** Task 1, I started to think about Task 2.*

Note: The subject of a participle clause must be the same subject as the rest of the sentence.

✓ ***Having done** Task 1, I found Task 2 easy.*

✗ ***Having done** Task 1, Task 2 was easy.*

SECTION 7: Using countable and uncountable nouns / articles

Countable nouns:

- can be used in the singular and the plural: *one **book**, two **books***
- can be used with *many*, *few*, and *a few*: *Not **many people** took the exam.*

Singular uncountable nouns:

- can only be used in the singular: ***The information** is important.*
- can be used with *much*, *little*, and *a little*: *There's a **little milk** left in the fridge.*
- can only be used with *a piece of*: *Would you like a **piece of cake**?*

Plural uncountable nouns:

- can only be used in the plural: ***These clothes** are too small.*
- are sometimes used with *a pair of*: *I'm going to buy a **pair of jeans/glasses/trousers**.*

Note:

- *a lot of / lots of* can be used with countable and uncountable nouns
- *a few / a little = some*
- *few / only a few = not many*
- *little / only a little = not much*

A / An

- Use *a* before singular countable nouns when not being specific or when talking about something for the first time: *Have you got a cat?*
- Use *an* before singular countable nouns which start with a vowel sound when not being specific or when talking about something for the first time: *Have you got an umbrella?*

The

Use *the* with:

- singular and plural countable nouns when being specific: *I hope I pass the exam.*
- singular countable nouns when talking generally: *The introduction of the car changed the world. (= cars)*
- uncountable nouns when being specific: *I got the money out of the bank.*

No article

Don't use an article with:

- plural countable nouns when talking generally: *DVDs hold more information than CDs.*
- uncountable nouns when talking generally: *Knowledge is power.*

Note: Whether we use *a/an*, *the* or no article often depends on the particular phrase or expression being used, e.g. *see a film*, *go to the cinema*, *go to school*.

SECTION 8: Using modals

Modals (*will*, *would*, *shall*, *should*, *can*, *could*, *may*, *might*, *must*) and semi-modals (*ought to*, *have to*, *need to*) can be used to express ability, permission, criticism, advice, obligation, necessity and degrees of certainty. However, in the IELTS Writing module, you will probably use them most to describe degrees of certainty, and to express your opinion. We shall only focus on these uses here. For other uses of modals, consult a good grammar book.

- Expressing opinion (i.e. giving advice) about now, the future or generally
must / have to / ought to / need to / should + bare infinitive
Governments should do more to tackle climate change.
- Expressing opinion (i.e. criticising behaviour) about the past
ought to / should + perfect infinitive
Governments ought to have done more years ago to tackle climate change.
- Expressing certainty or near certainty about now or generally
must / can't / couldn't + bare infinitive
There must be a solution to the problem.
- Expressing certainty or near certainty about the past
must / can't / couldn't + perfect infinitive
Humans can't have been around 10,000,000 years ago.
- Expressing probability about now, the future or generally
ought to / should + bare infinitive
This technology should develop further in the next few years.

- Expressing probability about a hypothetical past
ought to / should + perfect infinitive
*The meteor **ought to have destroyed** all life on Earth, but it didn't.*
- Expressing possibility about now, the future or generally
could / may / might + bare infinitive
*Humans **might live** on other planets in the future.*
- Expressing possibility about the real past
could / may / might + perfect infinitive
*The first humans **might have left** Africa a million years ago.*
- Expressing possibility about a hypothetical past
could / might + perfect infinitive
*If the Ice Age had lasted much longer, the human race **could have become** extinct.*

SECTION 9: Using verbs + -ing/infinitives

When we use two verbs together, the form of the second verb depends on what the first verb is. You need to learn the structures that follow different verbs.

Verbs + -ing

Some verbs are followed by -ing. These include:

admit avoid deny enjoy mind miss suggest

*She **avoided answering** the question.*

Verbs + full infinitive

Some verbs are followed by the full infinitive, with *to*. These include:

afford agree arrange decide fail hope learn manage
plan pretend promise refuse seem tend want

*I **hope to study** in the United States.*

Some verbs take an object before the full infinitive. These include:

allow ask force help invite
order persuade remind teach

*Could you **remind Richard to call** me?*

Some verbs take an object and the bare infinitive, without *to*. These include:

let make

*My parents **don't let me stay out** late at night.*

Note:

- *Let* is not used in the passive. Use *allow*: ***I'm allowed to stay up late.***
- *Make* in the passive is followed by the full infinitive: ***I was made to take the test again.***

Verbs + full infinitive and -ing

Some verbs can take either the full infinitive or *-ing*, with little or no change in meaning. These verbs include:

begin continue like love start

*I was nine years old when I **started learning** / **to learn** English.*

Note:

- *I'd like* and *I'd love* are not followed by *-ing*: ***I'd love to visit China.***

Some verbs can take either the full infinitive or *-ing*, with a change in meaning. These verbs include:

	meaning	
	with <i>-ing</i>	with full infinitive
forget	no longer recall a past event (often <i>I'll never forget doing...</i>)	fail to do something you should have done
regret	wish you hadn't done something in the past	give someone bad news (<i>regret to tell/inform</i>)
remember	be able to recall a past event	not forget something you have to do
stop	no longer do an activity	interrupt an activity to do something else
try	do something as an experiment	attempt a difficult task

SECTION 10: Using relative clauses

Relative clauses give us extra information about the subject. In some cases, this extra information is necessary to identify what we are referring to. In other cases, it is just extra information which is not necessary to identify what we are referring to.

We use **defining relative clauses**:

- to identify which person/thing we are referring to
*The shoes **that I bought** were black.*

We use **non-defining relative clauses**:

- to provide extra, non-essential information
*My new shoes, **which are black**, were really expensive.*

Note: Non-defining relative clauses are separated from the rest of the sentence by commas. Non-defining relative clauses cannot be introduced by **that**.

- ✓ *Our school, **which** was founded in 2005, has over a thousand students.*
- ✗ *Our school, **that** was founded in 2005, has over a thousand students.*



SECTION 11: Using conditionals

zero conditional: *if* + present tense, present tense

We use the zero conditional to talk about:

- general truths

*If you **divide** 324 by 6, you **get** 54.*

first conditional: *if* + present tense, *will* + bare infinitive

We use the first conditional to talk about:

- real possibilities

*If you **work hard**, you **will pass** the exam.*

Note: We can use other modals (*may, might, can*) in first conditionals.

second conditional: *if* + past tense, *would* + bare infinitive

We use second conditionals to talk about:

- hypothetical or unlikely situations

*If I **won** the lottery, I **would stop** working.*

Note: We can use other modals (*might, could*) in second conditionals.

third conditional: *if* + past perfect tense, *would have* + past participle

We use third conditionals to talk about:

- hypothetical past situations

*If I **had known** the exam was so hard, I **would have studied** more.*

Note: We can use other modals (*might, could*) in third conditionals.

mixed conditional: *if* + past perfect tense, *would* + bare infinitive

We use this type of mixed conditional to talk about:

- hypothetical past situations and their present results

*If I **had passed** the exam, I **would be** at university now.*

Note: We can use other modals (*might, could*) in mixed conditionals.

SECTION 12: Using causatives

We use causatives to refer to actions that we ask other people to do for us.

have/get + object + past participle

We use this causative to talk about:

- things that other people do for us

*We **are having** our house **decorated**.*

have somebody + bare infinitive; get somebody + full infinitive

We use this causative to talk about:

- the process of asking somebody to do something for us

*I'm going to **get someone to have** a look at my computer. / I'm going to **have someone look** at my computer.*

Note: In general, causatives with *have* are more formal than causatives with *get*. In the IELTS Writing module, you should use causatives with *have*. In the Speaking module, it's fine to use causatives with either *have* or *get*.

SECTION 13: Making complex sentences

In the IELTS Writing module, you have to show that you can write sentences which are more than just *subject + verb + object*. Try to use some of these structures to make your writing more impressive.

- **Prepositional phrase:** *The way of life for these tribes has not changed for thousands of years.*
- **Comparative adjective + *than*:** *This approach would be more successful than merely looking at the technology available today.*
- **Adverb or adverbial phrase – always / ever / even / so much / to such an extent:** *It has been researched to such an extent that we can now be certain that the ancient Mayans knew and could use the number pi.*
- **Relative clause:** *Some geologists believe that the Sphinx, which most Egyptologists say is only a couple of thousand years old, could be more than ten thousand years old.*
- **Participle clause:** *After examining the remains, scientists concluded that it must have been a temple.*
- **Conditional:** *If people in ancient cultures had not been expert astronomers, they would not have been able to create accurate calendars.*
- **Inverted conditional:** *Had people in ancient cultures not been expert astronomers, they would not have been able to create accurate calendars.*
- **Inverted conditional + rhetorical question:** *Were aliens to visit Earth, would they think that we were a peaceful race?*
- **Inversion – Not only ... but also:** *Not only do we have to remember that ancient cultures were able to move enormous stones thousands of miles, but we should also consider the fact that their construction techniques were of a very high standard.*
- **Other inversions – Under no circumstances / No sooner ... than / Neither ... nor / Hardly/ Barely ... when / Not until / Rarely / Never / At no time/point / Little ... / Little did they realise** *how important their discovery was.*





SPEAKING REFERENCE

UNIT 1

keen on doing / keen (for someone) to do

- *I'm **keen on** watching sport on TV.* (= I enjoy watching sport on TV.)
- *My parents are **keen for me to** study abroad.* (= They want me to study abroad.)

have time for / have time to do

- *I'm so busy that I don't **have** much **time for** my friends.*
- *I'm so busy that I don't **have** much **time to see** my friends.*

take up / take over

- *I'm thinking of **taking up** golf.* (*take up* = start doing a new sport/activity)
- *Paula has **taken over** as captain of the team.* (*take over* = start to do something that someone else was doing before)

so / because

- *She's a great singer **so** I think she should be in the band.* (*so* = and because of this)
- *I think she should be in the band **because** she's a great singer.* (*because* = for the reason that)

such as / so as to

- *Some instruments, **such as** the trumpet, take years to learn.* (*such as* = for example, like)
- *I practised for hours **so as to** be ready for the concert.* (*so as to* = in order to)

many / lots / a lot of / a few / quite a few / only a few

- *Not **many** people turned up to the event.* (*many* = a lot of; usually only used in questions and in negative sentences, only used with countable nouns)
- ***Lots of** / **A lot of** people turned up to the event.* (*lots of, a lot of* = many or much)
- ***A few** people turned up to the event.* (*a few* = some; only used with countable nouns)
- ***Quite a few** people turned up to the event.* (*quite a few* = a fairly large number of; only used with countable nouns)
- ***Only a few** people turned up to the event.* (*only a few* = not many; only used with countable nouns)

UNIT 2

In order to introduce your personal opinion, you can use:

set phrases

- ***In my opinion**, people felt safer in the past.*
- ***From my point of view**, tourism has really changed this place.*
- ***As far as I'm concerned**, it was the holiday of a lifetime.*

Note: The phrase *According to ...* can be used to introduce another person's opinion. We do not use it to introduce our own opinion. ***According to** the government, the new law will reduce crime.*

phrases which introduce a *that* clause

- ***I think that** the internet has changed the world we live in.*
- ***It seems to me that** people need to care about the environment more.*
- ***I tend to think that** parents are usually to blame.*
- ***My personal opinion is that** education is the key to solving the problem.*

UNIT 3

There are a number of different ways of expressing possibility and uncertainty in English:

- *It's possible (that)...*
- *There might be...*
- *There may be...*
- *Maybe there'll be...*
- *Perhaps there'll be...*
- *One possibility is (that)...*
- *It's impossible to know for sure/certain, but...*

If we want to say that the chances are greater than 50%, we can use *likely*:

- *It's likely (that)...*

If we want to say that the chances are less than 50%, we can use *unlikely*:

- *It's unlikely (that)...*

We can use *highly* before *likely* and *unlikely* to mean *very* or *extremely*:

- *It's highly unlikely (that)...*

UNIT 4

We can use *prefer* and *would rather* in a number of different ways to talk about preference:

To express general preference (about now or the future)

- prefer something to something else: *I prefer hot weather to cold weather.*
- prefer doing something to doing something else: *I prefer having my own bedroom to sharing one.*
- prefer not to do something: *I prefer not to drive when it's snowing.*
- would rather do something than (do) something else: *I'd rather live in the city than the countryside.*
- would rather not do something: *I'd rather not go camping again.*
- would rather someone else did something than (did) something else: *I'd rather they visited us more often.*

To express general preference (about the past)

- would rather someone else had done something than (done) something else: *I'd rather you'd stayed with us than in a hotel.*

To express preference regarding one specific occasion (now or in the future)

- would prefer to do something (rather) than (to) do something else: *I'd prefer to stay in this evening.*
- (would) prefer not to do something: *I'd prefer not to drive when it's snowing.*
- would rather do something than (do) something else: *I'd rather get a taxi to the station.*
- would rather someone else did something than (did) something else: *I'd rather you stayed with us than in a hotel.*
- would rather not do something: *I'd rather not go camping again this summer.*

To express preference regarding one specific occasion (in the past)

- would rather someone else had done something than (done) something else: *I'd rather you'd stayed with us than in a hotel.*



To express hypothetical preference

- would prefer to do something (rather) than (to) do something else: *I'd prefer to live near the sea rather than to live on the top of a mountain.*
- (would) prefer not to do something: *I'd prefer not to drive when it's snowing.*
- would rather do something than (do) something else: *I'd rather live in the city than the countryside.*
- would rather not do something: *I'd rather not go camping.*

UNIT 5

In order to introduce an additional point, you can use:

Set phrases

- **In addition** (to that), young people are under pressure to do well at school.
- **As well as that**, living abroad can help you see your own culture differently.
- **And another thing**. People in the past had to work very hard.

Phrases which introduce a *that* clause

- *I'd (also) like to add that* people are healthier today.
- **Another (important) aspect of it is that** learning a language allows you to travel.
- **A further point is that** many video games are extremely violent.
- **It's also worth pointing out that** crime is actually falling.

UNIT 6

In order to compare and contrast two things, you can use:

- **On the one hand**, the internet is a great source of information. **On the other hand**, you can also waste a lot of time online.
- I'm quite like my dad, **while** my sister is more like my mum.
- I like reading books and magazines, **whereas** most young people my age spend their time online.
- **Despite** the demands, I believe everyone should try to go to university.
- I've always enjoyed sport, **in spite of** the fact that I'm not very good at it.
- I really enjoyed the holiday, **although** it rained every day.
- **Even though** it rained every day, I really enjoyed the holiday.
- I'd love to go to the USA. **However**, I don't know if it's going to be possible.

UNIT 7

In order to summarise what we've been saying, we can use:

- So **basically**, what I'm saying is that I'm not very good at maths!
- Anyway, **the point is** (that) I had to find a different job.
- Anyway, **to get to the point**, I've never been abroad.
- So, **in a nutshell**, I haven't decided what I want to do with my life yet.
- **To cut a long story short**, I stopped wanting to be a doctor and decided to follow my dream of being an actor.

UNIT 8

All the phrases you have learned in other units will help you extend what you are saying and be more fluent. You can also use:

- *If I could just give you an example.*
- *What I'm trying to say is...*
- *Let me explain what I mean.*
- *Let me put it another way.*
- *What I mean by that is...*





WRITING GUIDE

WRITING TASK 1: Description

Introduction

- Task 1 always asks you to summarise some information.
- This information may be in the form of a graph, table, diagram or chart.
- You should spend about 20 minutes on Task 1.
- You should write at least 150 words.
- Exactly what you have to do depends on the information you are given, but you might have to:
 - organise, present and compare data
 - describe the stages of a process or procedure
 - describe an object or event or sequence of events
 - explain how something works

Language

- This is a formal piece of writing.
- Avoid using contractions (e.g. write *it has decreased* not *it's decreased*).
- Avoid using very informal vocabulary (e.g. write *it has become more popular* not *it has got more popular*).
- Avoid using very informal punctuation, such as exclamation marks.
- Try to use linking devices, such as *In contrast*, *However*, *Moreover*, *Similarly*, to connect points.

Planning

- Before you start writing, it is very important to spend a few minutes on planning.
- **Step 1** Read the question carefully, and make sure you understand what information you have been given, and what you have to do.
- **Step 2** Select the information you are going to write about. The question usually asks you to report 'the main features' of the information. This means you don't have to describe everything: just the most significant information.
- **Step 3** Make a paragraph plan. Your plan will depend on what you are going to write about. You will also often have a choice: there is usually more than one way to structure a successful piece of writing. However, you should follow these basic rules:
 - Write in paragraphs. It doesn't matter if you write three or four paragraphs, but if you put everything into one paragraph, it will be difficult to read, and you will lose marks.
 - Paragraphs are there to make a piece of writing easier to read. Each main point you want to make should have a new paragraph. Paragraphs usually start with a topic sentence, which states the main point of the paragraph. The remaining sentences in the paragraph then provide supporting details and examples.
 - Your first paragraph should be a summary – in your own words – of what the information is about, and a brief overview of the most important features of the data. This paragraph can be short.
 - In Task 1, you are not asked to express your opinion, or reach a conclusion. You should merely present and describe the information they have given you. For this reason, your final paragraph does not usually need to be a conclusion – it could be a brief overview of the process, for example, if you haven't included it in the first paragraph.

Look at the examples on the following pages to find out more about doing Writing Task 1 tasks.

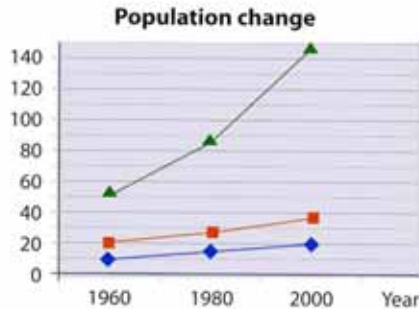
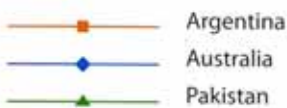
WRITING TASK 1: Example 1

You should spend about 20 minutes on this task.

The graph below shows the population change between 1960 and 2000 in three different countries.

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

Write at least 150 words.



Paragraph 1 – briefly explain in your own words what the information shows. Give more detail than the question.

The graph shows the increase in population of three countries, Argentina, Australia and Pakistan, between 1960 and 2000.

Make comparisons where appropriate.

In 1960, Australia had the lowest population of the three countries, at around 10 million. This compared with about 20 million in Argentina and approximately 50 million in Pakistan.

Decide how to organise your paragraphs. Here, paragraph 2 is about 1960–1980, paragraph 3 is about 1980–2000 for Argentina and Australia and paragraph 4 is 1980–2000 for Pakistan. You could also do, for example: paragraph 2: Pakistan (plus relevant comparisons with other countries), paragraph 3: Argentina, paragraph 4: Australia.

By 1980, Australia's population had risen to just under 15 million. Although this appears on the graph to be a gentle increase, it is in fact an increase of approximately 50%. Argentina's population also rose by nearly 50% between 1960 and 1980: from 20 million to just under 30 million. However, the greatest real increase was in Pakistan, where the population in 1980 had increased by approximately 35 million, to 85 million.

Use words such as *although* and *however* to make contrasts.

The years 1980 to 2000 saw the populations of Argentina and Australia increase by approximately the same amounts that they had increased by in the twenty years before. In 2000, Australia's population – at approximately 20 million – was double what it had been in 1960. Likewise, Argentina's population, at around 37 million, was almost double what it was in 1960.

Always include the actual data you have been given.

Although Pakistan's increase in population between 1960 and 1980 was large, its increase in the following twenty years was even sharper, rising from about 85 million in 1980 to more than 145 million in 2000.

Use words such as *likewise* to introduce similarities.

The final paragraph is not a conclusion in this type of task.

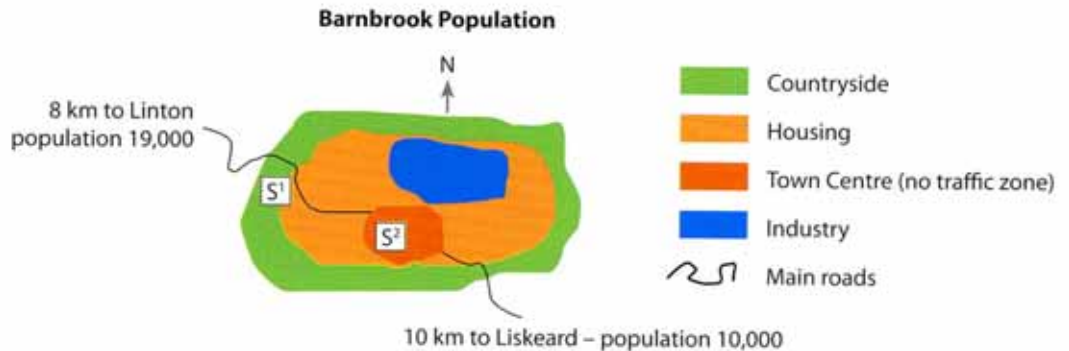
WRITING TASK 1: Example 2

You should spend about 20 minutes on this task.

The map below is of the town of Barnbrook. A new school (S) is planned for the area. The map shows two possible sites for the school.

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

Write at least 150 words.



Paragraph 1 – briefly explain in your own words what the information shows.

The map shows two proposed sites for a new school for the town of Barnbrook and the surrounding area.

The first site (S1) is situated in the countryside, to the west of the town centre. It is just outside the main housing area of the town and not far from the main road that links Linton with Barnbrook. It would therefore probably be in an ideal location for pupils coming from Linton, which is only 8 kilometres away, and those who live on the west side of Barnbrook. If there are pupils coming from Liskeard, which is 10 kilometres to the south, they would be able to reach the school by taking the main road that runs south of Barnbrook. In this way, they could avoid the problem of the traffic-free zone in the town centre.

The second site (S2) is located in the town centre itself. There are advantages to this: it makes it practically equidistant for pupils coming from either Linton or Liskeard. Moreover, it would presumably be relatively easy for pupils who live in the housing area around the town centre to reach the school. However, because of the no traffic zone in the town centre, no parent would be able to drive their child all the way to school. This may make travel arrangements difficult for some parents.

In a task like this, it is acceptable to draw conclusions about the information. However, you will not lose marks if you just present the information without giving your opinion.

Decide how to organise your paragraphs. Here, one paragraph is for the first site, the other is for the second site. You may wish to have more paragraphs.

Here, the final paragraph is not a conclusion. However, if you wish to come to a conclusion about which site you think is better, that's fine.

WRITING TASK 1: Example 3

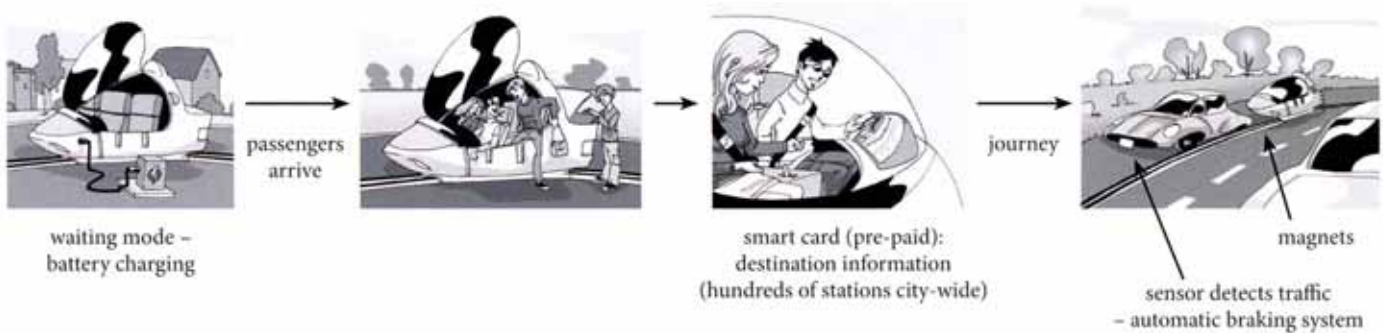
You should spend about 20 minutes on this task.

The diagram below shows a possible future means of transport.

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

Write at least 150 words.

The TaRa 1200 – Driverless Taxi of the Future?



Describe the appearance of any of the aspects of the diagram that need describing. Make comparisons with other things if that makes the description clearer.

For a task like this, your final paragraph does not need to be a conclusion.

The diagram shows a potential future driverless taxi, which runs on magnets.

The taxi itself is about the same size as a modern car, although it looks very futuristic and has no wheels or steering wheel. It appears to run on rails which have been put into the roads that the cars use.

When the taxi is in 'waiting mode' at the station, its battery charges, so presumably the taxi is electric and does not use petrol at all. At this point, its station-side door is open. The way the door opens is similar to the car in the film 'Back to the Future'.

When the passengers arrive, they climb into the taxi and the door closes. The passengers put on their seatbelts, and one of the passengers enters the destination information. This has already been programmed onto a pre-paid smart card, which the taxi can read. The passengers have a choice of hundreds of taxi stations all over the city.

It seems that the taxi can travel quite fast. If, during the journey, there is traffic ahead, a sensor on the front of the taxi detects the traffic, and engages the automatic braking system to prevent a collision.

When you have to describe a process or procedure, make sure you describe all the stages.

Use phrases such as *At this point* to introduce each stage.

It is acceptable to make presumptions and speculate.

Try to use your own words as much as possible.

WRITING TASK 2: Essay

Introduction

- Task 2 always asks you to write an essay.
- You are given a written prompt in the form of an opinion, a question or an instruction.
- You should spend about 40 minutes on Task 2.
- You should write at least 250 words.
- Exactly what you have to do depends on the information you are given, but you might have to:
 - present and justify an opinion
 - evaluate and challenge an argument or idea
 - compare and contrast evidence
 - present the solution to a problem

Language

- This is a formal piece of writing.
- Avoid using contractions (e.g. write *There has always been* not *There's always been*).
- Avoid using very informal vocabulary (e.g. write *Young children need clear guidance* not *Parents should tell kids what to do*).
- Avoid using very informal punctuation, such as exclamation marks.
- Use linking devices, such as *In contrast*, *However*, *Moreover*, *Similarly*, to make your logical argument easier to follow.

Planning

- Before you start writing, it is very important to spend a few minutes on planning.
- **Step 1** is to read the question carefully, and make sure you understand what topic you have been given, and what you have to do.
- **Step 2** is to decide what approach you are going to take to the topic. You may decide that you completely agree with a statement, or partly agree. You may decide that there are three key solutions to a problem presented. Think about the topic and decide what view or views you are going to build your essay around.
- **Step 3** is to make a paragraph plan. Your plan will depend on what you are going to write about. You will also often have a choice: there is usually more than one way to structure a successful piece of writing. However, you should follow these basic rules:
 - Write in paragraphs. It doesn't matter if you write three, four or even five paragraphs, but if you put everything into one paragraph, it will be difficult to read, and you will lose marks.
 - Paragraphs are there to make a piece of writing easier to read. Each main point you want to make should have a new paragraph. Paragraphs usually start with a topic sentence, which states the main point of the paragraph. The remaining sentences in the paragraph then provide supporting details and examples.
 - Your first paragraph should be an introduction to the topic. It should restate the situation in general, using different language from the written prompts. You may also briefly outline the argument you are going to make in your essay.
 - In Task 2, you are expected to express your opinion, or reach a conclusion. For this reason, your final paragraph will often be a conclusion or a summary of your opinion.

Look at the examples on the following pages to find out more about doing Writing Task 2.

WRITING TASK 2: Example 1

You should spend about 40 minutes on this task.

Write about the following topic:

Compare the advantages and disadvantages of three of the following ways of learning a foreign language. State which you consider to be the most effective.

- *studying on your own*
- *taking lessons with a private tutor*
- *taking lessons as part of a class*
- *taking lessons online*
- *going to live in a country where the language is spoken*

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

Write at least 250 words.

Paragraph 1
– summarise
the situation
in general and
outline your
argument.

The question of how to learn a foreign language has become increasingly important in recent years as business has become more international. Although there are a number of effective ways, I am convinced that living in a country where that language is spoken is the most efficient way of learning.

Make comparisons where appropriate.

Decide how to organise your paragraphs. Here, each paragraph deals with a different way of learning and describes the advantages and disadvantages. You could also describe disadvantages of all the ways of learning first, before going on to describe advantages.

Traditionally, people have learned languages as part of a large group in a classroom. This has the advantage of providing many opportunities to practise what you learn with a number of different people. In addition, the fees for this form of education are usually reasonable, since a large number of people are taught at once. However, the size of the group means that more demands are placed on the teacher's time. Students may not get the individual attention they require to improve.

Use appropriate phrases to introduce further points.

The amount of individual attention you receive is certainly an advantage of working with a private tutor. Also, the student can work at a pace which is comfortable for them. On the other hand, working with a private tutor can lack the social element, which is crucial in learning to communicate well in a foreign language. It can also prove to be beyond the means of many people.

Clearly state advantages and disadvantages.

By far the most natural way to acquire a language is to go where it is spoken. Not only is every social interaction a chance to practise, but you are also exposed to the real, living language. As well as that, you are able to acquire a natural accent by imitating the people around you. This is not to say, of course, that there are not drawbacks. Many people suffer from culture shock away from home, and it can be very difficult to integrate into a foreign culture.

Use appropriate phrases to draw contrasts.

In conclusion, I would argue that the advantages of going to another country to learn far outweigh the disadvantages, making it the best option.

The final paragraph concludes and summarises.

WRITING TASK 2: Example 2

You should spend about 40 minutes on this task.

Write about the following topic:

Celebrities make a very good living out of media attention and have chosen to live in the public spotlight. They have no right to complain when they feel the media are intruding on their privacy.

To what extent do you agree or disagree with this opinion?

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

Write at least 250 words.

Paragraph 1 – summarise your view, making clear to what extent you agree or disagree with the statement.

Being famous should not mean that you give up all right to a private life. Although a lot depends on the reason why a person is famous, everyone should be able to enjoy a certain amount of privacy.

Express ideas in the statement using your own words.

Use separate paragraphs to cover separate aspects of the issue. Here, the writer covers people who have sought fame in one paragraph and people who haven't sought fame in another.

I believe it is useful to draw a distinction between those who have sought a career in the public eye and those who have not. Prominent performers in film, television and music, for example, have clearly chosen a career path that potentially leads to fame. In fact, for many of them, becoming as widely known as possible is a key ambition. Since they have invited the public to focus their attention on them, they should not be too surprised to find that people are interested in gossip or scandal about their private lives. Public attention is not something that you can turn on and off at will. Having said that, even those who seek fame still deserve the protection of the law and the media should be prevented from harassing them.

Provide further explanation and details.

Use appropriate phrases to draw contrasts.

Use appropriate phrases to express your personal opinion.

Other public figures, on the other hand, have not chosen to be famous. Members of royal families are born into fame, as are the children of celebrities. Ordinary people in the news often become well-known through no fault of their own. It is my opinion that the media have no right to intrude into these people's private lives. I would even go so far as to say that I support an extension of the law to guarantee their privacy. The media should be prevented from reporting on things that should be private matters.

The final paragraph is a conclusion and summary.

As the media continue to become more and more powerful in our society, so the question of privacy becomes more important. Everyone deserves a private life, although perhaps some deserve it more than others.

WRITING TASK 2: Example 3

You should spend about 40 minutes on this task.

Write about the following topic:

In many countries people are concerned about the number of children who are overweight.

What do you think are the causes of this?

What solutions can you suggest?

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

Write at least 250 words.

Paragraph 1 – summarise the situation and briefly state the causes of the problem. Remember that in this type of task you are not asked to state whether you agree or disagree but to discuss causes and solutions.

Use appropriate phrases to connect your ideas.

Cover each solution in a separate paragraph. The solutions should clearly deal with the causes you have outlined in the first part of the essay.

In some countries, including the USA and Britain, an increasing number of children are overweight. This is due to a combination of poor diet and lack of exercise.

Children tend to be attracted to food that is high in sugar and fat, such as various forms of fast food. They also tend to be ignorant of what constitutes a healthy diet. Although parents may try to guide their children's choices, other commitments mean they cannot always be present. As a result, children's choices are often influenced by other factors, such as advertising by fast food companies.

On top of that, children are much less active than they used to be. While in the past young people took part in activities that burned a considerable amount of energy, children today spend their time indoors, sitting at computers or playing video games. They have no opportunity to burn off the calories they are taking in, leading to a problem with obesity.

There are a number of steps that need to be taken to solve this problem. The first is to educate children about nutrition. Schools should organise compulsory lessons to explain the main elements of a healthy diet and teach pupils how to prepare simple but healthy meals. The government should also place restrictions on the type of advertising allowed during children's TV programmes.

Children also need to be encouraged to participate in sports. Again, schools have a large role to play in this by offering a wide range of activities. Investment in local sports clubs by the government would also help to alleviate the problem.

Cover each cause in a separate paragraph. Focus on no more than two or three causes.

Provide further explanation and details.

You might finish with a conclusion which summarises your opinion. In this case, the writer did not feel it was necessary.

WRITING PLANNER: UNIT 1

A Study the question

Look carefully at Writing Task 1 on page 27 before and while you answer these questions.

Which reason given for attending the arts has

- 1 basically remained stable in the last 10 years?
- 2 almost trebled in the last 20 years?
- 3 seen a slight decrease in the last 20 years?
- 4 experienced a sharper drop in the last 10 years than it did in the 10 years before that?
- 5 remained the most popular reason?
- 6 gone from being the second most popular reason 20 years ago to the least popular reason today?

B Plan your writing

Complete the paragraph planner BEFORE you write your description.

- There are a number of different ways of organising and presenting the information in a table, chart, diagram, etc. This planner below is just one suggestion. You may decide to organise your information differently.
- Make sure you write several paragraphs. Exactly how many paragraphs you write (e.g. 3, 4 or 5) will depend on the structure you choose for your writing.

paragraph	purpose	your notes
1	To briefly summarise and describe what the information presented in the table is about. Don't just copy sentences from the question. Rephrase the information in your own words. Note: it is quite acceptable for this first paragraph to be only one or two sentences.	
2	To present your first main point(s). Present the information regarding 'Desire to see a specific performer/artist'. Make comparisons with other reasons where appropriate.	
3	To present your second main point(s). Present the information regarding 'Accompanying children'. Make comparisons with other reasons where appropriate.	
4	To present your third main point(s). Present the information regarding 'Special occasion/celebration'. Make comparisons with other reasons where appropriate.	
5	To present your final main point(s). Present the information regarding 'Work/business'. Make comparisons with other reasons where appropriate. Note: For a description like this, you do not need to provide a conclusion or express your opinion about the findings.	

WRITING PLANNER: UNIT 2

A Study the question

Look carefully at Writing Task 2 on page 37 before and while you answer these questions.

Who do you think should be responsible for these crime prevention measures? Write 'ordinary people' or 'authorities' (police, local government, etc.).

- 1 checking on neighbours' property while they are away _____
- 2 using CCTV (closed-circuit television) to monitor an area _____
- 3 creating employment opportunities in the local area _____
- 4 reporting suspicious people in the local area _____
- 5 organising crime prevention education for local people _____
- 6 fitting alarms to domestic properties _____

B Plan your writing

Complete the paragraph planner BEFORE you write your essay.

- There are a number of different ways of organising and presenting your opinion in an essay. This planner below is just one suggestion. You may decide to organise your essay differently.
- Make sure you write several paragraphs. Exactly how many paragraphs you write (e.g. 3, 4 or 5) will depend on the structure you choose for your writing.

paragraph	purpose	your notes
1	To briefly state your opinion. Don't just copy sentences from the question. Rephrase the information in your own words. Note: it is quite acceptable for this first paragraph to be only one or two sentences.	
2	To explain why you think people have a responsibility to prevent crime. Provide further details to support your view.	
3	To outline ways in which people can be involved in crime prevention. Give specific examples of things people can do and ways they can work together to reduce crime.	
4	To outline the limits to what ordinary people can do. Describe areas which are clearly the responsibility of police or local government, such as using CCTV to monitor areas or creating employment opportunities.	
5	To conclude and summarise. In summarising your opinion, make sure that you do not just repeat what you said in the first paragraph.	



WRITING PLANNER: UNIT 3

A Study the question

Look carefully at Writing Task 1 on page 47 before and while you answer these questions.

- 1 In one sentence, what does the diagram show? Try to use your own words and be more specific than 'a possible future means of home energy production'.
- 2 Give two examples of 'compost'.
- 3 What is in the large tank?
- 4 How full is the tank?
- 5 What does the tank look like? Describe it briefly.
- 6 Briefly describe the unit the methane gas is stored in.
- 7 How big is the compressor, compared to the steel tank?
- 8 How big is the combustion engine, compared to the compressor?
- 9 What is used to transfer the mechanical energy to the generator?
- 10 Where can the electricity stored in the battery be used?

B Plan your writing

Complete the paragraph planner BEFORE you write your description.

- There are a number of different ways of organising and presenting the information in a table, chart, diagram, etc. This planner below is just one suggestion. You may decide to organise your information differently.
- Make sure you write several paragraphs. Exactly how many paragraphs you write (e.g. 3, 4 or 5) will depend on the structure you choose for your writing.

paragraph	purpose	your notes	useful words and phrases
1	To briefly summarise and describe what this is a diagram of. Note: it is quite acceptable for this first paragraph to be only one or two sentences.		way of -ing potential at home using
2	To describe the tank, what's in it and how full it is.		such as is placed with so that it is approximately the same ... as twice as
3	To describe the next few stages, and describe any objects such as storage tanks where appropriate.		come out of via is stored in unit looks similar to
4	To describe the final stages, and describe any objects where appropriate. Note: For this type of description, you do NOT need to provide a conclusion or give your opinion on the positive/negative aspects of what you have described.		at this stage then via/by cable

WRITING PLANNER: UNIT 4

A Study the question

Look carefully at Writing Task 2 on page 57 before and while you answer these questions.

- 1 Look at the three options in the Skill Spot next to the writing task. For this writing task, which option are you going to choose? (We recommend option 3, but it's your choice!)
- _____

- 2 If you chose option 1, complete this table:

	The view you agree with	The view you disagree with
What is it?		
Why do you believe that? (Give 2 or 3 reasons)		
Give 2 or 3 examples to support your view.		

- 3 If you chose option 2, complete this table:

	The first view you disagree with	The second view you disagree with
What is it?		
Why do you believe that? (Give 2 or 3 reasons)		
Give 2 or 3 examples to support your view.		

- 4 If you chose option 3, complete this table:

	The first view	The second view
What is it?		
When is it correct or partly correct? (Give 2 or 3 instances and examples)		
When is it incorrect or partly incorrect? (Give 2 or 3 instances and examples)		



WRITING PLANNER: UNIT 5

A Study the question

Look carefully at Writing Task 1 on page 67 before and while you answer these questions.

- 1 In which country do only a quarter of people leave school with a science qualification? _____
- 2 In which country do approximately half the people who get a first degree go on to do a postgraduate degree? _____
- 3 Which country has a greater percentage of people with no science qualifications? _____
- 4 Which country has a higher proportion of university graduates? _____
- 5 Which type of qualification is held by an equal percentage of people in the two countries? _____

B Plan your writing

Complete the paragraph planner BEFORE you write your description.

- There are a number of different ways of organising and presenting the information in a table, chart, diagram, etc. This planner below is just one suggestion. You may decide to organise your information differently.
- Make sure you write several paragraphs. Exactly how many paragraphs you write (e.g. 3, 4 or 5) will depend on the structure you choose for your writing.

paragraph	purpose	your notes
1	To briefly summarise and describe what the information presented in the bar chart is about. Don't just copy sentences from the question. Rephrase the information in your own words. Note: it is quite acceptable for this first paragraph to be only one or two sentences.	
2	To present your first main point(s). Present the information given which refers to Germany. Describe the key points regarding the percentages who fall into the different categories.	
3	To present your second main point(s). Present the information given which refers to Italy. Describe the key points regarding the percentages who fall into the different categories.	
4	To present your third main point(s). Summarise the key points of comparison between the data provided on Germany and on Italy. Describe the main differences and any similarities between the two countries in terms of science qualifications.	

WRITING PLANNER: UNIT 6

A Study the question

Look carefully at Writing Task 2 on page 77 before and while you answer these questions.

1 For each sentence, decide if it is a possible cause (C) of the problem mentioned or a possible solution (S).

- 1 Young people have more interesting things to do with their time. _____
- 2 There should be more coverage in the news of things young people find interesting. _____
- 3 The news is about things young people find uninteresting. _____
- 4 The news should be presented in a more exciting, interesting way. _____
- 5 Parents should explain to their children why following the news is important. _____
- 6 The media don't explain the background to stories and why they are important. _____
- 7 The media should provide background information, perhaps on their website. _____
- 8 Young people get their news from the internet. _____

2 Choose two causes of the problem which you consider to be most important and two solutions to the problem. Use the ideas in Exercise A or your own ideas.

Cause 1: _____ Cause 2: _____
Solution 1: _____ Solution 2: _____

B Plan your writing

Complete the paragraph planner BEFORE you write your essay.

- There are a number of different ways of organising and presenting your opinion in an essay. This planner below is just one suggestion. You may decide to organise your essay differently.
- Make sure you write several paragraphs. Exactly how many paragraphs you write (e.g. 3, 4 or 5) will depend on the structure you choose for your writing.

paragraph	purpose	your notes
1	To summarise the situation and briefly state the causes of the problem.	
2	To describe the first main cause you consider to be important. Provide further explanation and supporting details.	
3	To describe the second main cause you consider to be important. Provide further explanation and supporting details.	
4	To describe the first main solution you think would deal effectively with one or more of the causes you have identified. Explain the precise effects of this solution.	
5	To describe the second main solution you think would deal effectively with one or more of the causes you have identified. Explain what the precise effects of this solution would be.	



WRITING PLANNER: UNIT 7

A Study the question

Look carefully at Writing Task 1 on page 87 before and while you answer these questions.

Which language(s) in the table has:

- 1 the most native speakers? _____
- 2 the largest total number of speakers? _____
- 3 the lowest number of native speakers? _____
- 4 the lowest total number of speakers? _____
- 5 the highest number of speakers as an additional language? _____
- 6 more speakers as an additional language than native speakers? _____
- 7 approximately 10% of its total number of speakers as additional language speakers? _____
- 8 has the third highest total number of speakers? _____
- 9 What are the most striking pieces of information about each of these languages, according to the table?
 - i Mandarin Chinese _____
 - ii Hindi _____
 - iii Spanish _____
 - iv English _____
 - v Arabic _____
 - vi Portuguese _____

B Plan your writing

Complete the paragraph planner BEFORE you write your description.

- There are a number of different ways of organising and presenting the information in a table, chart, diagram, etc. This planner below is just one suggestion. You may decide to organise your information differently.
- Make sure you write several paragraphs. Exactly how many paragraphs you write (e.g. 3, 4 or 5) will depend on the structure you choose for your writing.

paragraph	purpose	your notes
1	To briefly describe what information is presented in the table. Note: it is quite acceptable for this first paragraph to be only one or two sentences.	
2	To present the main information about Mandarin Chinese and Hindi. Compare and contrast where appropriate, and make comparisons with the other languages where appropriate.	
3	To present the main information about Spanish and English. Compare and contrast where appropriate, and make comparisons with the other languages where appropriate.	
4	To present the main information about Arabic and Portuguese. Compare and contrast where appropriate, and make comparisons with the other languages where appropriate.	

WRITING PLANNER – UNIT 8

A Study the question

Look carefully at Writing Task 2 on page 97 before and while you answer these questions.

1 For each point made in the statement, decide whether you agree or disagree.

School should prepare pupils for their future lives...

agree / disagree

...and for the world of employment.

agree / disagree

Learning about history is not necessary...

agree / disagree

...and more emphasis should be placed on other school subjects.

agree / disagree

2 Circle the opinion you agree with and make a note of two main reasons why you think that.

Learning about history at school **helps / doesn't help** prepare pupils for their future lives because:

Reason 1: _____

Reason 2: _____

B Plan your writing

Complete the paragraph planner BEFORE you write your essay.

- There are a number of different ways of organising and presenting your opinion in an essay. This planner below is just one suggestion. You may decide to organise your essay differently.
- Make sure you write several paragraphs. Exactly how many paragraphs you write (e.g. three, four or five) will depend on the structure you choose for your writing.

paragraph	purpose	your notes
1	To briefly state your opinion. Don't just copy sentences from the question. Make clear to what extent you agree or disagree with the statement in general terms.	
2	To explain what aspects of the statement you agree with. Explain that it is important to prepare pupils for the future. Give examples and further details.	
3	To explain what aspects of the statement you disagree with. Explain that the study of history actually helps to prepare people for the future. Explain how it prepares them for adult life and for work. Give examples and further details.	
4	To conclude and summarise. In summarising your opinion, make sure that you do not just repeat what you said in the first paragraph.	



IELTS

FOR ACADEMIC PURPOSES: A SHORT INTENSIVE COURSE

Malcolm Mann & Steve Taylore-Knowles

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5.5 to 6.5

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