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The **Official** Cambridge Guide to

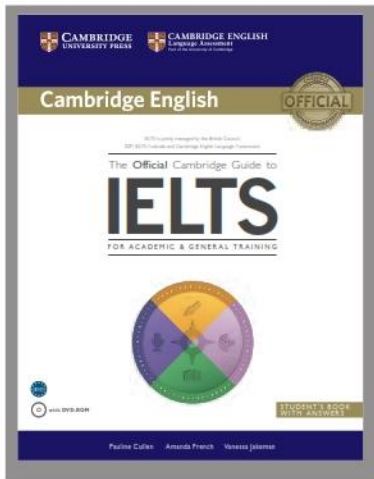
IELTS

FOR ACADEMIC & GENERAL TRAINING



with DVD-ROM

STUDENT'S BOOK
WITH ANSWERS



The Official Cambridge Guide to IELTS

The definitive guide to IELTS

Student's Book with answers with DVD-ROM 978-1-107-62069-8

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- Self-study guide
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- All-in-one reference
- Class revision guide

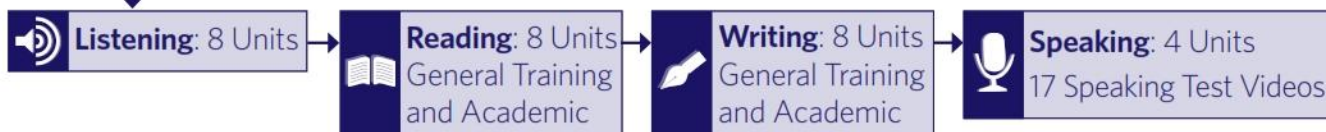
What is it?

- Comprehensive *IELTS* exam guide
- Easy access from Band 4.0
- Divided by skills
- Develops language level and exam techniques
- General Training and Academic Modules



What's inside?

IELTS Introduction and Summary



8 Practice Tests: First Test Fully Guided

Use the book section by section, or choose the parts you need, when you need them

Why buy it?

- 400-page total solution for *IELTS*
- Exercises to develop skills
- More than 100 'must have' Exam and Study Tips
- Strategies to improve test performance
- Videos of the Speaking test (DVD-ROM)
- 8 full Academic practice tests with 2 additional General Training sections

What is *IELTS*?

IELTS: International English Language Testing System

- Accepted by 8000 organisations worldwide
- For higher education and global migration
- 2 million tests taken per year
- Two versions: General Training and Academic
- Tests the four skills (reading, writing, speaking and listening)
- Reflects real life use of English
- Unique 9-Band scale accurately pinpoints English level

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The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.

Our authors study the Corpus to identify typical mistakes made by exam candidates. This means that Cambridge materials help students to avoid common errors and improve their performance. www.cambridge.org/corpus

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Introduction

Who is this book aimed at?

This book is designed for candidates of any level hoping to take the IELTS test. It is suitable for students working alone or in a classroom situation. The materials can be used for self-study, or can be integrated into an IELTS preparation course. The book is also a valuable resource for teachers who are preparing IELTS candidates.

How can students of different levels use this book?

The IELTS test has two modules: the Academic Module and the General Training Module (see the following pages for an explanation of the two). Each Academic Module candidate will take the same test, no matter what his or her English level is. Similarly, each General Training candidate will take the same General Training test. So, the information in this book is useful and important to students of every level.

Lower-level language students generally need more guided practice and there are exercises in this book to provide this. However, they also need experience and practice in expressing themselves more freely, as this is what IELTS requires them to do. Similarly, more advanced students need frequent opportunities for self-expression, but they also need to become more self-critical and aware of their own common mistakes. Corpus research has shown that even high-level candidates make careless slips, so all levels can benefit from both controlled and free practice.

What are the aims of this book?

This book aims to provide an official, comprehensive guide to IELTS as well as a range of authentic practice tests.

The skills section of the book provides

- a detailed explanation of each paper and each section of IELTS;
- examples of the different types of question candidates can expect to find in each section;
- an analysis of the language skills and strategies needed for each type of question;
- study tips and test tips that can help you to achieve your best score.

This book also contains eight complete Practice Tests, to give you thorough preparation.

● Introduction

How is the book organised?

At the beginning of the book, there is a summary of each IELTS paper. Then, there are four sections dealing with the four skills covered in IELTS: Listening, Reading, Writing and Speaking. These are divided into units, which focus on key areas aiming to build your abilities and confidence, and provide authentic test practice. The second half of the book contains eight complete Practice Tests, each with a comprehensive answer key. The first practice test contains hints and reminders to guide you. At the end of the book, you will find the Answer Key and complete Recording Scripts.

How do I use this book?


For the skills sections, it is best to work through each unit in order. This is because the tasks and information are graded, developing your skills as the units progress. However, the different skills can be covered in any order. For example, you may decide to concentrate on only one skill at a time, or you may want to work on all four skills to provide a more balanced course. You should study all of the skills units before taking the Practice Tests.

When taking the Practice Tests, try to use the tips and strategies recommended in the skills units. You should also try to take the tests under exam conditions and stick closely to the time limits in the test.

How is this book different from other books?

This book is the only official guide to IELTS. The skills units and Practice Tests have been written by IELTS exam writers, so you can be sure they contain authentic, accurate and up-to-date information and advice. For the first time, we have also included a DVD showing IELTS Speaking tests, along with a commentary to explain the candidates' scores. Our writers have used the Cambridge Learner Corpus to help choose the most appropriate language and skill areas to focus on.

What is the Cambridge Learner Corpus?

 The Cambridge Learner Corpus is the world's largest learner corpus. It is made up of thousands of exam scripts written by students from all over the world who have taken Cambridge ESOL exams. The corpus allows us to see the types of error candidates commonly make in the IELTS exam at each different level.

What is 'paraphrase' and why is it important?

Paraphrase is the use of different words to express the same idea. In order to test whether you have understood the Reading and Listening texts, the questions in IELTS will paraphrase the words used in the texts. In the Writing and Speaking sections of the test, being able to use paraphrase, instead of simply repeating and copying the words in the question, will show that you have a wide vocabulary and help you to achieve a higher score. So, understanding paraphrase is important in every part of the test.

IELTS Summary

IELTS Academic Module

The IELTS Academic Module can be used for undergraduate or postgraduate study or for professional reasons.

Academic Reading

Time: one hour

N.B. This includes the time needed to transfer your answers to an answer sheet. There is no extra time for this.

The Reading paper consists of three different texts and a total of 40 questions.

The texts are authentic and academic in nature, but written for a non-specialist audience. They are similar to the types of texts you may be expected to read as part of an undergraduate course. The style may be descriptive or argumentative and at least one text contains detailed logical argument. Texts may contain illustrations. If a text contains technical terms, a simple glossary is provided. The three texts are graded from easiest to most difficult. Each text will have 12–14 items.

Overview of task types

Task type	What do I have to do?
1 multiple choice	<ul style="list-style-type: none"> Choose one answer from alternatives A–D. Choose two answers from alternatives A–E. Choose three answers from alternatives A–G.
2 identifying information (T/F/NG)	Say whether a statement is True, False or Not Given.
3 identifying the writer's views/claims (Y/N/NG)	Say whether a statement agrees with claims or views (Yes), disagrees with the views/claims (No) or whether there is no information on this (Not Given).
4 matching information	Match information to a paragraph in the text.
5 matching headings	Match a heading from a list of possible answers to the correct paragraph or section of the text.
6 matching features	Match a list of statements to a list of possible answers in a box (e.g. specific people or theories or dates).
7 matching sentence endings	Complete a sentence by choosing a suitable ending from a box of possible answers.
8 sentence completion	Complete a sentence with a suitable word or words from the text within the word limit given.
9 notes/summary/table/flow-chart completion	Complete notes/a summary/a table/flow-chart with a suitable word (or words) from a text.

● IELTS Summary

10 labelling a diagram	Label a diagram with a suitable word (or words) from the text or from a box of possible answers.
11 short-answer questions	Answer questions using words from the text.

Assessment: each question is worth one mark.

Academic Writing

Time: one hour

This test consists of two separate writing tasks. You must answer both tasks.

Task	Timing	Length	What do I need to do?
Writing Task 1	20 minutes	150 words	You need to accurately describe and summarise visual information. The information may be presented in a diagram, map, graph or table.
Writing Task 2	40 minutes	250 words	You need to write a discursive essay. You will be given an opinion, problem or issue that you need to respond to. You may be asked to provide a solution, evaluate a problem, compare and contrast different ideas, or challenge an idea.

You will be assessed on the following criteria:

- Task Achievement
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

Writing Task 2 is worth twice as much as Writing Task 1.

Listening

Time: approximately 30 minutes (plus an additional 10 minutes to transfer your answers)

Academic and General Training candidates take the same Listening test. This consists of four separate sections and a total of 40 questions. Sections 1 and 2 are set in a social context and Sections 3 and 4 are set in an academic context. In the IELTS Listening, you will hear the text **ONCE ONLY**. Each section is gradually more difficult and the test is divided up as follows.

Section	What kind of text will I hear?
1	A conversation between two people about a general topic with a transactional purpose (e.g. finding out information about travel).
2	A monologue or prompted monologue on a general topic with a transactional purpose (e.g. giving information about events in the community).
3	A conversation between two or three people in an academic context (e.g. a student and a tutor discussing an academic problem).
4	A monologue in an academic context (e.g. a lecture).

There are ten questions for each section in the listening test. Below are the task types that you may find in any section. You may have between one and three different tasks per section.

Task type	What do I have to do?
notes/summary/table/flow-chart completion	Complete notes/a summary/table/flow-chart with a suitable word or words within the word limit given.
multiple choice	Choose one answer from alternatives A–C. Choose two answers from alternatives A–E.
short-answer questions	Answer questions in the word limit given.
sentence completion	Complete a sentence with a suitable word or words within the word limit given.
labelling a diagram, plan or map	Label a diagram/plan or map with a suitable word (or words) or by choosing from a box of possible answers.
classification	Classify the information given in the question according to three different criteria (A, B or C). These may be dates, names, types, etc.
matching	Match a list of statements to a list of possible answers in a box (e.g. people, theories or dates).

Assessment: each question is worth one mark.

Speaking

Time: 11–14 minutes

This test consists of an interview with a trained examiner. The interview is recorded and has three separate parts.

Part	Timing	What will I need to talk about?
1	4–5 minutes	Questions on familiar topics (e.g. hobbies, likes and dislikes, etc.).
2	3–4 minutes	You will be given a booklet with a topic (e.g. describe a good friend) and some suggestions. You need to talk about the topic for 1–2 minutes. You have about one minute to write notes before you begin.
3	4–5 minutes	The examiner will ask you more detailed and more abstract questions about the topic in Part 2 (e.g. How important is friendship?).

You will be assessed on the following criteria:

- Fluency and Coherence
- Lexical Resource
- Grammatical Range and Accuracy
- Pronunciation

General Training Module

The General Training Module is commonly used for vocational training programmes (not at degree level) or for immigration purposes.

Candidates for the General Training Module take the same Listening and Speaking test as the Academic Module. Only the Reading and Writing papers are different.

General Training Reading

Time: one hour

N.B. This includes the time needed to transfer your answers to a separate answer sheet. There is no extra time given for this.

This test consists of three different sections and a total of 40 questions.

The texts are about more general topics or related to work. The General Training Reading paper has three sections, each of increasing difficulty. The sections are organised as follows.

Section	Reading texts
1	two or three short texts or several shorter ones (e.g. advertisements)
2	two texts related to the workplace (e.g. information for staff)
3	one long discursive text

The General Training Reading paper has a total of 40 questions. Section 1 has 14 items. Sections 2 and 3 each have 13.

Task type	What do I have to do?
1 multiple choice	<ul style="list-style-type: none"> Choose one answer from alternatives A–D. Choose two answers from alternatives A–E. Choose three answers from alternatives A–G.
2 identifying information (T/F/NG)	Say whether a statement is True/False or Not Given in the text.
3 identifying the writer's views/claims (Y/N/NG)	Say whether a statement agrees with claims or views in a text (Yes), disagrees with the views/claims in the text (No) or whether there is no information on this in the text (Not Given).
4 matching information	Match the information in the question to the correct paragraph in the text.
5 matching headings	Match a heading from a list of possible answers to the correct paragraph or section of the text.
6 matching features	Match a list of statements to a list of possible answers in a box (e.g. specific people or theories or dates).
7 matching sentence endings	Complete a sentence by choosing a suitable ending from a box of possible answers.
8 sentence completion	Complete a sentence with a suitable word or words from the text within the word limit given.
9 notes/summary/table/flow-chart completion	Complete notes/a summary/table/flow-chart with a suitable word (or words) from the text within the word limit given.
10 labelling a diagram	Label a diagram with a suitable word (or words) from the text or by choosing from a box of possible answers.
11 short-answer questions	Answer questions using words from the text in the word limit given.
12 multiple matching	Match the information in the question to the correct short text or advertisement.

Assessment: each question is worth one mark.

● IELTS Summary

General Training Writing

Time: one hour

This test consists of two separate writing tasks. You must answer both tasks.

Task	Timing	Length	What do I need to do?
Writing Task 1	20 minutes	150 words	Write a letter in response to a given situation.
Writing Task 2	40 minutes	250 words	You need to write a discursive essay. You will be given an opinion, problem or issue that you need to discuss. You may be asked to provide a solution, evaluate a problem, compare and contrast different ideas or opinions, or challenge an argument or idea.

You will be assessed on the following criteria:

- Task Response
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

N.B. Writing Task 2 is worth twice as many marks as Writing Task 1.

IELTS Listening

How long is the Listening paper?

The Listening paper is the same in both the Academic and the General Training modules of the IELTS test. It lasts approximately 30 minutes and you are given an extra 10 minutes to write your answers onto a separate answer sheet.

What type of information will I hear?

The Listening paper has four separate sections. Each section is a little more difficult than the one before. They feature speakers from a variety of English-speaking countries. Each section has a different focus.

- In **Section 1**, you will hear a conversation between two people (e.g. finding out information about travel).
- In **Section 2**, you will hear a monologue on a general topic (e.g. a radio broadcast).
- In **Section 3**, you will hear a conversation between two or three people in an academic context (e.g. discussing an assignment).
- In **Section 4**, you will hear a monologue in an academic context (e.g. a lecture).

Will I hear the recording more than once?

It is important to remember that you will hear the recording **only once**. To help you prepare, you will be given some extra time at the start of each section. During this time, you should read the questions carefully.

How is the Listening paper assessed?

You will be asked a total of 40 questions. In order to assess how much of the recording you understand, the questions will usually paraphrase (use different words with a similar meaning) the words that are in the text.

● *Listening skills*

What types of question will I need to answer?

There are 10 questions in each section, and there is a variety of question types. For some types, you need to write words or numbers that you hear.

- forms/notes/table/flow-chart/summary completion
- short-answer questions
- sentence completion

For other tasks, you need to choose an option from a list and write a letter on your answer sheet.

- labelling a diagram/plan/map
- matching
- multiple choice

How do I answer the questions?

The instructions and the questions will tell you what type of information you need to listen for, and the type of answer you need to give. Listen carefully to any instructions you hear on the recording. Follow the instructions on the question paper carefully. In this unit, you will be able to practise all of these question types.

How can I improve my Listening paper score?

You can improve your score by following the instructions carefully, and remembering the Test Tips in this unit. This unit will also tell you the skills you need in order to achieve your highest score. Before the test, try to listen to accents from a variety of English-speaking countries. Studying all aspects of English (including vocabulary and grammar) will also help improve your IELTS score. If you make any mistakes in the practice exercises, make sure that you listen to the recording again and check your answers carefully in the Answer Key.

Listening skills

1 Getting ready to listen


In this unit you will practise:

- understanding the context
- listening for specific details
- using correct spelling
- understanding numbers


1 Understanding the context

In the introduction to the Listening section, you will be told who the people are, what they are talking about and why. This information is called the context. It helps you understand the topic. It is not written on the question paper.

After the introduction, you will be given a short time to look at the questions. Studying the questions before you listen can help you predict what the speakers will talk about.



Test Tip Before you do each section, you will be given 30–45 seconds to look at the questions. Use this time to study the questions and try to predict what you might hear.

1.1  You are going to hear the introductions of four IELTS Listening sections. Before you listen, try to predict the context by reading the questions in the table below. Choose **FOUR** answers from the box and write the correct letter, A–F, in the table.

Section	Listening test questions	context
1	<ul style="list-style-type: none"> • Total number of guests: _____ • Susie will organise invitations and _____ 	C
2	What type of gift does the speaker recommend for a child's birthday?	
3	The students chose this topic because A they have a lot of information about it. B they would like to learn more about it. C they think they will get a higher mark.	
4	Aim: To assess the impact of loss of habitat on native animals Methods: <ul style="list-style-type: none"> • Calculate the current numbers of native animal species • Study their movements by attaching 	

Contexts

A shopping for food	D describing a research project
B discussing an assignment	E buying presents
C organising a party	F explaining how something works

1.2 Listen again. Decide how many speakers you will hear in each of these sections. Try to write down who the speakers will be.

● Listening skills

2 Using the correct spelling

In Listening Section 1, you may need to listen for the name of a person or a place. Often, the names will be spelt out for you. You need to recognise the letters of the English alphabet well, so that you can write the letters you hear quickly. You will only hear the spelling once.

Any spellings that you hear will be in the context of a normal conversation, so you need to be able to hear the difference between letters and words.

2.1 Listen and write the letters you hear.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | |

2.2 There are several ways to help you spell a word. Listen to five short conversations and complete notes 1–5 with **NO MORE THAN ONE WORD AND/OR A NUMBER**.

- 1 Name: Mr Andrew _____
- 2 Address: 63 _____ Road, Birmingham
- 3 Website address: www. _____ .com
- 4 Meet at the _____ Hotel
- 5 Registration number: _____

2.3 Listen again and complete extracts a–f from the conversations.

Conversation 1

- a Is that _____ colour?
- b Yes, but _____.

Conversation 2

- c Sorry, _____ N or M?

Conversation 3


- d That's right, _____ lower case.


Conversation 4


- e Oh, it's the Rose Hotel, _____.

Conversation 5

- f It's just _____.
- It's HLP 528.


 **Test Tip** Always check your spelling. If you make a spelling mistake in the IELTS Listening paper, your answer will be marked wrong.

 **Test Tip** Listen carefully, as there are several ways of helping people to spell a word without simply spelling it out. If you need to write something that is not a name (e.g. the registration number of a car), you may hear a combination of numbers and letters.

 **Study Tip** Practise saying the letters of the English alphabet. For example, spell words out for a friend to write down.

3 Writing numbers

In Section 1 of the Listening paper, you need to listen for specific details.

3.1  **5** Listen and circle the number you hear in each pair (a–j).

- | | |
|---------------------|---------------|
| a 1st / 3rd | f 15 / 50 |
| b \$10.50 / \$10.15 | g 52 / 62 |
| c 6th / 5th | h £110 / £810 |
| d 17 / 70 | i 31st / 33rd |
| e 19 / 90 | j 22nd / 27th |

3.2 Listen again and practise saying the numbers.


3.3  **6** Listen and complete the information below.

- How much does the woman pay for her room? £ _____
- New students need to bring \$ _____
- Garage width: _____ m height: _____ m
- How much does the woman pay for the bus tickets?
A \$25 B \$55 C \$75
- Party date: _____

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3.4 Listen again and write the other numbers you hear and the reason they are incorrect.

- £80 *this is the amount she paid last time*

3.5  **7** Listen to extracts from four different talks and choose the correct answer (A, B or C).

- The survey found that the majority of students drink
A water. B coffee. C tea.
- What point does the speaker make about skiing?
A A small percentage of the US is suitable for skiing.
B A surprisingly large number of Americans like skiing.
C A relatively small proportion of Americans have tried skiing.
- The number of wild elephants in Africa is estimated to be at least
A 53,000. B 470,000. C 690,000.
- According to the speaker, which two can weigh the same?
A the tongue of a blue whale and an elephant
B an elephant and a blue whale
C a bus and an elephant

Listening skills

2 Following a conversation


In this unit you will practise:

- identifying the speakers
- identifying function
- understanding categories
- matching items
- completing notes
- completing a table

1 Identifying the speakers

For Sections 1 and 3, each speaker will have a different voice to help you tell them apart (e.g. male/female; younger/older). Both speakers will talk equally, and you will hear answers from **both** speakers.


For Section 1, there is normally one person who has to find out information from the other.

1.1  **8** You will hear three short extracts from Listening Section 1. Listen and identify what makes each speaker different, and what information they want to find out.

 **Test Tip** In the IELTS Listening paper, Sections 1 and 3 are conversations between two or three people. Sections 2 and 4 are monologues with only one main speaker. Sometimes, you may hear another speaker introducing the talk or asking questions.

	people	description	information wanted
1	travel agent	<i>older female</i>	The customer would like information about ...
	customer		
2	hotel receptionist		The receptionist needs to find out the guest's ...
	guest		
3	interviewer		The applicant would like to know about ...
	job applicant		

 **Study Tip** You will hear native speaker accents from several English-speaking countries in the test. These may include British, American, Canadian, Australian and New Zealand accents. Search online for **non-commercial national radio stations** in these countries, and try to listen to a variety of them. National stations often have talk or current affairs programmes that can help you practise for IELTS.


- 1.2**  **9** You need to listen to both speakers carefully. Listen to the rest of the conversations from 1.1 and answer the questions below. Ignore the final column for now.

1	NOTES:	travel agent customer
	<ul style="list-style-type: none"> No need to book the 1 _____ from the airport the customer wants me to organise 2 _____ 	travel agent customer
2	1 How many nights will the man stay? A one night B two nights C three nights	hotel receptionist guest
	2 Which of the following is on the 10th floor? A the gym B the business centre C the restaurant	hotel receptionist guest
3	1 Which country has the applicant worked in most? _____	interviewer job applicant
	2 What department would the applicant like to work in? _____	interviewer job applicant

- 1.3** Listen again and look at the final column in the table. Circle the person who provided the answer. Sometimes both are possible.

2 Identifying function

Each speaker has a specific purpose in mind when they talk. We say their language has a **function**. We use different language for different functions.

- 2.1**  **10** Listen to seven short extracts from different conversations. Complete extracts 1–7.


- _____ getting her a new bike?
- _____. We arrive on 22nd July.
- That sounds great. _____.
- _____ I'd enjoy that one.
- You said you'd prefer to have the party outside, _____
_____?
- _____, it's just gone up to \$250.
- _____, _____ accommodation?
Where would you like to stay?

● Listening skills

2.2 What is the function of the phrases you wrote in 2.1? Match extracts 1–7 to the correct function (A–H). There is one extra letter that you do not need to use.

Functions

- | | |
|----------------------------|--------------------------------|
| A agreeing | E confirming |
| B correcting | F moving to a new topic |
| C rejecting an idea | G checking information |
| D suggesting | H showing anger |

2.3  Listen to extracts from two conversations: one from Section 1 and one from Section 3. Choose the correct answers (A, B or C).

Listening Section 1

1 What food do the speakers decide to prepare for the party?

- A pizza
- B sandwiches
- C hot dogs

2 What will they do next?

- A go shopping
- B decide on the music
- C sort out the invitations

Listening Section 3

3 What aspect of pollution do the students decide to concentrate on?

- A water pollution
- B air pollution
- C industrial pollution

4 What do the students decide to do next?

- A contact their tutor for more help
- B visit the library to find more resources
- C check which topic other students have chosen

2.4 Look at the phrases below. Listen again and decide whether the phrases are in Extract 1 or Extract 2.

- | | |
|--|-----------------------------------|
| a That's a good idea. | i You're right ... |
| b Actually, I think we're better off looking online. | j That's right. |
| c Why don't we ... ? | k So we could just do that? |
| d We could look at ... | l We'd better not. |
| e What about a ... ? | m We'd better start ... |
| f Let's ask them. | n Now, we also need to ... |
| g Pizzas it is, then! | o So, what else do we need to do? |
| h Shall we go to ... ? | p But we always do that. |

3 Understanding categories

In the Listening paper, you may be asked to complete a table. The headings in the table tell you the type of information you will hear and need to listen for. They can also help you to follow a talk or conversation.

3.1 Complete the table below with the correct words from the box.

juice	picnic	tent	barbecue	tram
coffee	cabin	flat	theatre	lemonade
coach	cinema	buffet	concert	ferry

accommodation	transport	entertainment	food	drink

To complete a table or a set of notes or a sentence, you need to write words that you hear in the recording. You will be told how many words to write.


3.2 12 Listen to an extract from a conversation and answer the question below.

Complete the sentence below with **NO MORE THAN ONE WORD AND/OR A NUMBER**.

The expo will be useful because there will be more than _____ experts there.

3.3 Now look at the answers that different candidates wrote. Tick the correct answers. Why are the other answers incorrect?

- two hundred and fifty computer
- 250 computer
- two hundred and fifty computers
- over 250 computer
- 250 computer experts
- over 250 experts
- two hundred and fifty computer
- 250

 **Test Tip** Pay attention to the number of words you need to write. **NO MORE THAN TWO WORDS** means that you may need to write one word or two words. **NO MORE THAN ONE WORD AND/OR A NUMBER** means that if you write two words or more, then your answer will be wrong. Each of the following is an example of **ONE WORD AND/OR A NUMBER**: 16th June / three books / 6.11.12 / twenty-four cats / \$450.50.

Listening skills


3 Recognising paraphrase


In this unit, you will practise:

- identifying distractors
- recognising paraphrase
- selecting from a list
- matching items
- sentence completion


1 Identifying distractors

Distractors are the incorrect answers to a question. Identifying distractors helps you to choose the correct answer and shows you have understood the Listening text.

- 1.1**  **13** Listen to extracts from each Section of the Listening paper. Answer the questions in the table below. Write *ONE WORD AND/OR A NUMBER*.

 **Test Tip** For most questions in the Listening paper, you will hear two or more potential answers to each question, but only one will be correct. The incorrect answers are called distractors.

	questions	distractors
1	What date will they leave? _____	
2	What day will the tour visit a farm? _____	
3	The students decide to do a project about _____.	
4	Problems: <ul style="list-style-type: none"> • poor weather • a lack of _____ 	

 **Study Tip** To improve your concentration, when you are doing the Practice Tests in this book, try to write down each possible answer. Cross out the incorrect answers as you listen, based on what the speakers say. (Note that you may not have time to do this in the exam, however.)

- 1.2** Listen to the extracts again. Write down each possible answer and cross out the incorrect ones. Write the distractors in the table.

2 Recognising paraphrase

The speakers you will hear in the Listening paper often use different words to those in the questions. For example, you may hear a **synonym** (a word with a similar meaning).

2.1 Match words/phrases 1–8 with their synonyms a–h.

- | | |
|----------------|--------------|
| 1 a price | a money |
| 2 a location | b to carry |
| 3 funding | c a drawback |
| 4 dangerous | d a fee |
| 5 a solution | e a place |
| 6 to transport | f risky |
| 7 disadvantage | g an impact |
| 8 an effect | h an answer |

The questions may **paraphrase** an idea that you will hear (express the same idea in a different way).

2.2 14 Listen to more extracts from each Listening Section. Complete the first column by choosing the correct answer.

		synonyms/paraphrase	reasons the other options are incorrect
1	What do they decide to organise first? A a <u>place to stay</u> B their <u>airfares</u> C <u>car hire</u>		
2	What change will they make in the garden? A <u>improve the shade</u> B <u>remove plants</u> C add a <u>water feature</u>		
3	What do the students agree they need to do with their project? A do more <u>research</u> B <u>make some cuts</u> C <u>add some visual effects</u>		
4	The scientists are studying A <u>how snow forms</u> in different conditions. B the <u>effect</u> that snow has on our <u>climate</u> . C the <u>effect</u> different clouds have on snow.		

● Listening skills

2.3 Listen again and complete the table on the previous page. First, write the synonyms or paraphrases you hear for the underlined words and phrases. Then explain why the other possible answers are incorrect.


3 Selecting from a list

Sometimes, you need to choose an answer from a longer list. All of the ideas in the list will be mentioned, but only two or three options are correct. To help you concentrate, it can help to underline key words before you listen. **Key words** are important words in the question (or the words or phrases in an option that make it different to the others).

3.1 Look at the question and list of possible answers. Before you listen, underline the key ideas you need to listen for.


What TWO disadvantages of the new mobile phone does the speaker mention?


- A it isn't very user-friendly
- B it is very expensive
- C it can't take photographs
- D it has a short battery life
- E it is quite big

3.2  **15** To help practise scanning a list, listen and put options A–E in the order they are mentioned. Don't answer the question yet. Remember, the ideas will be paraphrased, so you may not hear the same words you see in the options.

- A it isn't very user-friendly
- B it is very expensive
- C it can't take photographs
- D it has a short battery life
- E it is quite big 1

3.3 Listen again and put a ✓ or a X next to each option A–E, depending on whether or not it matches the information in the recording. Which TWO options are correct?

 **Test Tip** The questions in the Listening paper are in the same order as the information you hear. This means that you will hear the information you need for Question 1 before you hear the information for Question 2, etc. However, in questions where you have to choose an **option** from a list, (e.g. multiple choice or matching items) the list of possible options will be in random order.

 **Test Tip** Make sure that you pay close attention to any negatives in the options, as well as any adjectives. With matching or multiple choice tasks, pay careful attention to the question, as well as the options. The question will tell you how many answers you have to choose, as well as what you need to listen for (e.g. problems, solutions, advantages, etc.).

Listening skills

4 Places and directions

In this unit, you will practise:

- understanding a description of a place
- following directions
- labelling a map
- multiple choice

1 Describing a place

For some questions in the Listening paper, you need to look at a map of a place, or a plan of a building.

1.1 Look at drawings A–F and decide what the images are.

A



D



B



E





C



F



 **Test Tip** For labelling a map or plan in IELTS, you may need to follow directions, or you may hear a description of a location.

 **Test Tip** You should study the map or plan carefully **before** you listen. Having a clear image in your mind will help you understand what you hear.


● Listening skills

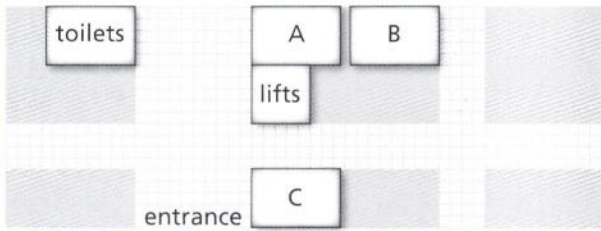
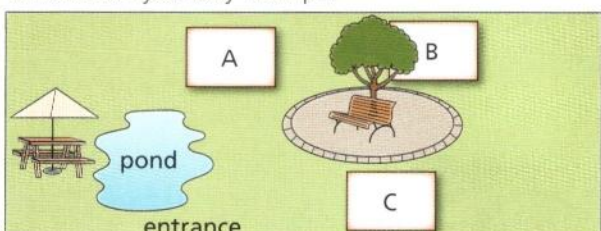
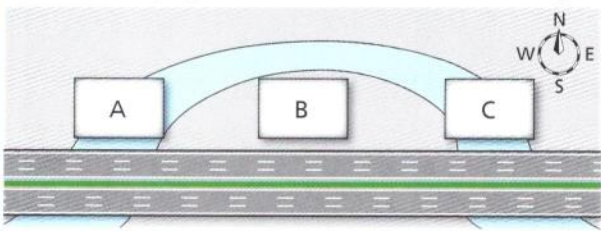
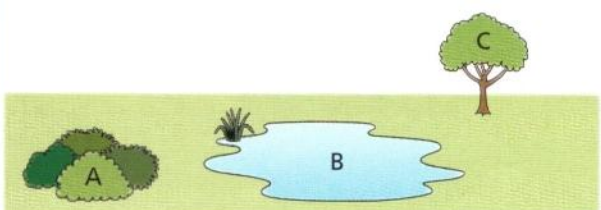
1.2 Study the map in section 3.3 for 30 seconds.

1.3 Try to answer questions 1–4 without looking back at the map.

- 1 What is it a map of?
- 2 Name three landmarks on the map.
- 3 Where is the entrance?
- 4 What is in the centre of the map?


Features already on the map are often used as landmarks to help you find your way.

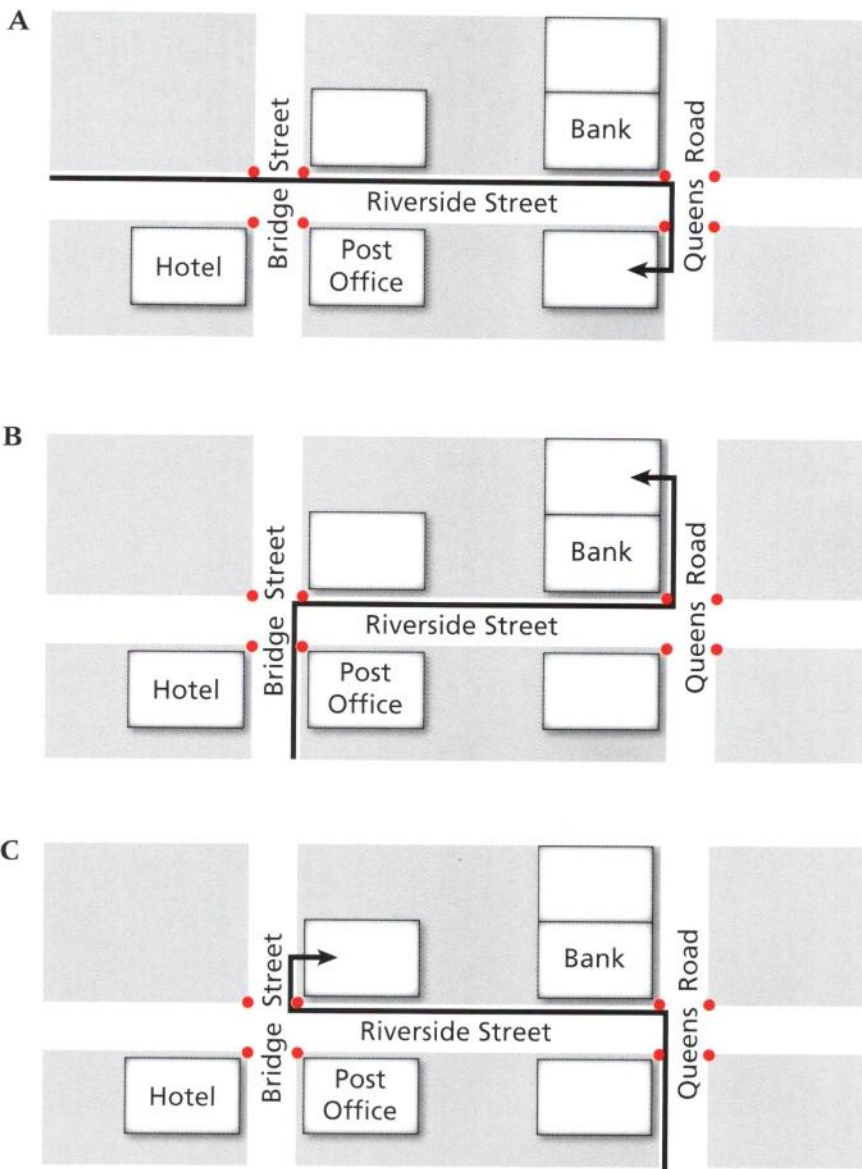
1.4  **16** Listen to extracts from the four sections of the Listening test. Complete the first column in the table by choosing the correct letter (A, B or C).


		landmark(s)	locating words/phrases
1	<p>Where is the gift shop?</p> 	lifts	<ul style="list-style-type: none"> • The entrance is _____ • Then go _____ • The shop you want is _____ • _____ lifts
2	<p>Where can you buy stamps?</p> 		<ul style="list-style-type: none"> • In _____ resort, you'll see a _____ • _____ courtyard, you'll find a _____ • It's just _____ tree
3	<p>What is the proposed location of the new bridge?</p> 		<ul style="list-style-type: none"> • I was thinking of putting it _____ • I think it would be better if it's _____ motorway
4	<p>Where is the ideal habitat for the Traviston Frog?</p> 		<ul style="list-style-type: none"> • ... it is unable to live in _____ of a pond • ... it does need to live in _____ to water • ... in a tiny burrow _____ bushes


1.5 Listen again and complete the table on the previous page. Write down the landmarks mentioned and fill in the gaps in the phrases that help you to locate the correct answer.

2 Following directions

2.1  **17** Listen and decide which diagram (A, B or C) shows the directions described by the speaker.



 **Test Tip** You may need to follow directions to locate a place on the map or plan. Marking the way directly on the map can be helpful.

 **Test Tip** The distractors for this type of task might be extra buildings marked on the map, or they might be extra options in a list of possible answers.


2.2 Listen again and make a note of any words or phrases that are used to give directions.

● Listening skills

3 Labelling a map

Sometimes, a map completion task asks you to identify an area on a map then choose an answer from a list. For this type of question, you need to familiarise yourself with both the list of options and the features on the map before you start.

3.1 Look at this map completion task. Which landmarks might be used to help you to find your way around?

3.2  **18** Listen and label the map with the correct letter (A–F).

3.3 Check your answers, then listen again.

Test Tip Before you listen, read the options several times so that you become familiar with the information you need to listen for. Don't cross out any options unless you are sure they are wrong. If you can't decide between two answers, write both down and decide later.

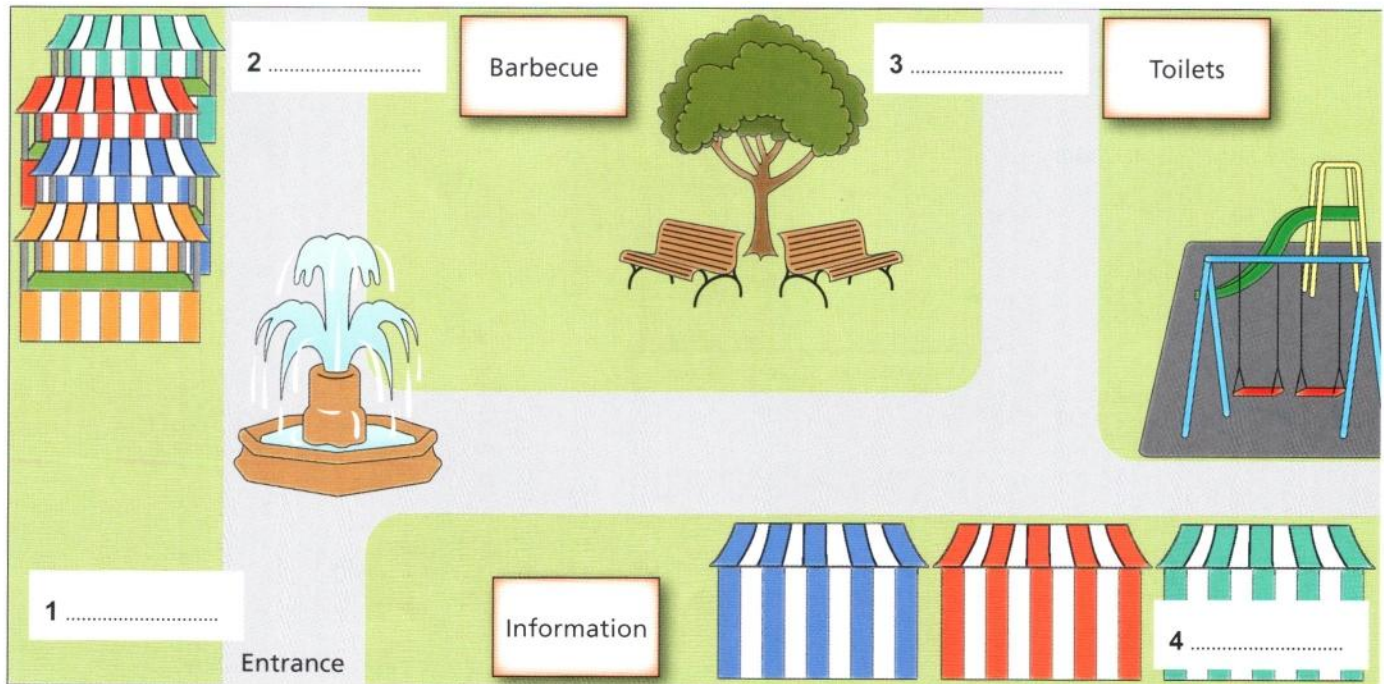
Questions 1–4

Label the map below.

Choose the correct letter **A–F** and write the answers next to questions 1–4.

- | | |
|-----------------------|---------------------------------|
| A farm animals | D picnic area |
| B fresh bread | E second-hand book stall |
| C ticket booth | F cookery shows |

Brookside Market



Listening skills

5 Listening for actions and processes

In this unit you will practise:


- understanding mechanical parts
- describing a process
- describing actions
- labelling a diagram

1 Understanding mechanical parts

For diagram completion tasks, you may need to listen and label the parts of a machine or device.

1.1 Look at the images below. What machine parts can you see?



1.2  **19** Listen to extracts A–F from different talks. Match them to pictures 1–6 and check your answers to 1.1.

A At the bottom of the system there is a storage tank ...

D The water in the pool was becoming quite polluted so a pump ...

B A small spring in the centre causes the toy ...

E There is a very fine grille at different points ...

C The water passes through the pipe and ...

F There is a wheel on the side, which is attached to ...

● Listening skills

1.3 Look at the diagram completion task below.

- 1 Look at options A–F. How many extra answers are there?
- 2 Look carefully at the device. Think about how it might work.
- 3 Decide which verbs in the box you might hear.

spin	turn	pop	hold	wind	generate	wrap	pull
explode	push	rotate	hit	drag	activate	force	

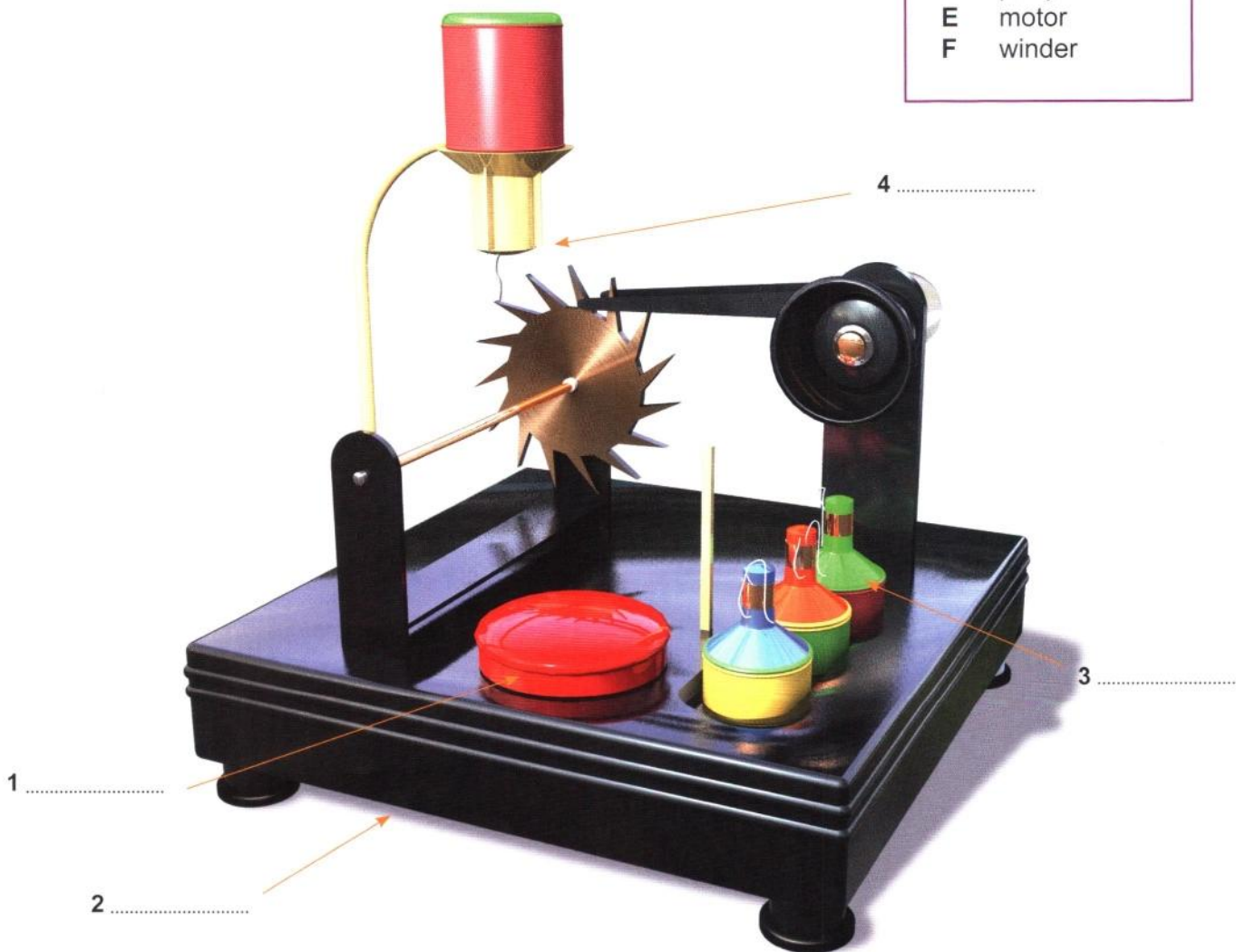
1.4  Listen and complete the diagram.

Questions 1–4

Write the correct letter, (A–F), next to questions 1–4 below.

The Party Popper Machine

Parts	
A	cooling fan
B	storage
C	detonator
D	party starter
E	motor
F	winder



1.5 Which were the distractors? Listen again and decide why these answers were wrong.

1.6 Which verbs from the box in 1.3 did you hear?

2 Describing an action or process

When we describe how something works, we often use prepositions or adverbs to explain movement.

2.1 Draw an arrow on the following images to represent the words that have been underlined. The first one has been done for you.



1 Put it inside the box ...



2 It then passes through a pipe ...



3 Turn the container upside down, then ...



4 The trolley moves along the tracks and ...



5 The area beneath the table was ...



6 The paper was then wrapped around the ...



7 This then forces the air upwards ...



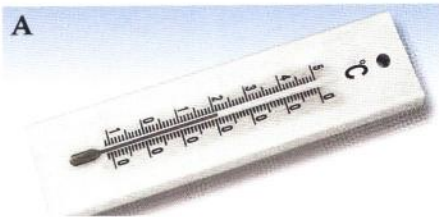
8 Cut the paper diagonally ...

● Listening skills

Describing how a machine works often involves verbs that you do not commonly use.

2.2 Match objects A–D with the words in the box. Then complete the description of each object.

scales thermometer speedometer calculator



It is used to _____.



It is used to _____ figures.



They are used to _____ things.



It is used to _____.

2.3 **21** Listen and check your answers to 2.2.

3 Describing a process

3.1 Think about the different stages involved in wrapping a present. How would you use the words in the box?

First, Then, Next, Then, neatly Finally,

3.2 **22** Listen to a description of the process and fill in the gaps. Then circle all the verbs used to describe the process.

Here's how to wrap a present. First, gather together all of the things you need: wrapping paper, sticky tape, scissors, some ribbon and, of course, a present. Then, **1** _____ your present on the opened wrapping paper and **2** _____ a suitable amount using the scissors. Next, **3** _____ the paper around the present and **4** _____ it down with sticky tape. Then, neatly **5** _____ up each of the ends of the paper and **6** _____ them down. Finally, **7** _____ the ribbon around your present. It's now ready to present!

Listening skills

6 Attitude and opinion

In this unit you will practise:

- identifying attitudes and opinions
- multiple choice
- persuading and suggesting
- matching items
- reaching a decision

1 Identifying attitudes and opinions

In Listening Sections 1 and 3, the speakers are often trying to make a decision or reach an agreement. Identifying the speakers' opinions can help you to answer the questions correctly.

1.1  **23** Listen to eight extracts. What does each speaker show?

- a strong agreement
- b neither complete agreement nor complete disagreement
- c complete disagreement


1.2 Listen again and complete the extracts.

- 1 Well, I _____.
- 2 I think that's a _____.
- 3 Well, I'm _____ about that.
- 4 I think you're _____.
- 5 Hmm, that's a bit _____.
- 6 I think that's _____.
- 7 That seems _____ to me.
- 8 I have to admit I don't like the _____.

1.3 In Listening Sections 3 and 4, you may be asked to identify a speaker's attitude. Match words 1-7 with synonyms a-g.

- | | |
|----------------|-------------|
| 1 worried | a dubious |
| 2 enthusiastic | b hesitant |
| 3 afraid | c annoyed |
| 4 confused | d concerned |
| 5 irritated | e scared |
| 6 reluctant | f puzzled |
| 7 doubtful | g eager |

● Listening skills

1.4  **24** Listen to an extract from a Listening Section 3 task. What aspect of the research did the students find surprising? Choose the correct answer (A, B or C).

- A The amount of time it took to achieve results.
- B The reaction of the public to the research.
- C The findings that the research produced.

1.5 Listen again and write down all the words/phrases the speakers use to mean 'surprising' or 'unsurprising'.

2 Persuading and suggesting

In Listening Sections 1 and 3, in order to reach a decision, you will hear the speakers make suggestions, agree, disagree or try to persuade each other.

2.1 Look at the Listening Section 3 task below. Before you listen, complete these tasks.

- 1 Try to think of a synonym or paraphrase for the underlined words/phrases.
- 2 Read through decisions A–F in the box several times so that you are familiar with the different options to choose from.
- 3 Decide whether you will hear the decisions or the presentation sections in order.

2.2  **25** Listen and complete the task.

Test Tip For matching tasks like this, the topics in the questions will be discussed in the same order as they are listed. But you will hear the different options in the box in a random order. As you listen, you need to keep looking at the list of options.

Questions 1–4

What do the students decide to do with the different sections of their project?

Write the correct letter, (A–F), next to questions 1–4 below.

Presentation Sections

- 1 Introduction
- 2 Advantages
- 3 Disadvantages
- 4 Conclusion

Decisions

- A reduce the length
- B change the method of presentation
- C write some more
- D make it more interesting
- E check the sources are reliable
- F make sure they have current data

2.3 Check your answers and then listen again. Which synonyms of the underlined words/phrases are used?

2.4 Look at Recording script 25 and find phrases which are used to do the things below.

- make a suggestion
- agree with an idea
- disagree



Study Tip Search online for national radio stations from the UK, the US, Canada, Australia or New Zealand. These often have programmes that discuss topical issues and you will hear people suggesting ideas and discussing possible solutions. This is useful for Listening Section 3.

3 Reaching a decision

In Listening Sections 1 and 3, you will often hear people discussing a problem, suggesting solutions and then reaching a decision. A discussion like this might focus on the advantages and disadvantages of each suggestion.

3.1 Look at these questions and try to think of possible advantages and disadvantages you might hear. Write them in the table.

	possible advantages/disadvantages
<p>Section 1 The speakers decide to travel to the airport by</p> <p>A taxi B bus C car</p>	
<p>Section 3 What do the students decide to do next?</p> <p>A ask their tutor for help B do more research on the topic C produce a typed copy of their notes</p>	

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3.2  26 Listen and answer the questions in 3.1.

3.3 Listen again and make a note of any language that the speakers use to show they reach a decision or agreement.

Sometimes the speakers may need to decide on what action to take. A discussion like this might focus on the reasons why one course of action is necessary or important.

Listening skills


7 Following a lecture or talk

In this unit you will practise:

- identifying main ideas
- understanding an explanation
- understanding how ideas are connected
- completing a summary
- short-answer questions

1 Identifying main ideas

The questions in the Listening paper will focus on the main points made by the speakers, so it is important to be able to identify the main points of a talk.


1.1  Listen to part of a talk by Paul, an Australian palaeontologist (a scientist who studies dinosaurs and fossils). To help practise keeping track of the talk, put the phrases below in the order you hear them.

- The very first field trip I went on
- It's an ancestor of the modern Australian wombat
- I found a funny-looking piece of rock
- an old professor studying dried-up dinosaur bones
- I immediately changed courses
- I had to do a compulsory unit on extinction

1.2 Which of the following describes the main topic of the talk?

- a Important lectures Paul has given
- b Describing the process that led to Paul's current role
- c Explaining how ancient Australian animals became extinct

The questions in the IELTS Listening paper focus on the **main points** of the talk. In between the points, the speaker may also mention things that are not directly related to the main purpose of the talk.

1.3  Think about your answer to 1.2 and listen again. Which three phrases in 1.1 are used to give information that is directly related to the main purpose of the talk?



Test Tip At the start of each talk, you will be told who the speaker is and why they are talking. You won't be tested on this, but you can use this information to get a clear idea of the situation. This can help you to concentrate and follow the information in the talk.

You may be asked to complete a summary in the Listening paper. This can look difficult, so it will help to break down the information.


1.4 Look at the summary below and write questions related to the information missing from each gap.

Summary

Paul was interested in the **1** so took an ecology course at university. The course included a section on **2** and an interesting lecture caused him to quickly change his degree.

Paul says working in palaeontology can be difficult and he describes the conditions as **3** However, the discovery of a **4** from an ancient animal made him realise he had made the right choice.

1 What was Paul interested in? / Why did Paul take an ecology course?

1.5  **27** Listen to the talk again and complete the summary with **ONE WORD ONLY**. Check your answers, paying attention to your spelling.

1.6 The information in the Listening summary can help you to keep track of a talk. Look at Recording script 27 and compare it to the summary.

- 1 Is the information in the summary in the same order as the script?
- 2 Complete the table below with the correct phrases from the script or the summary.


audio script	summary
My main interest has been ...	1 <i>Paul was interested in ...</i>
2	The course included a section on ...
a lecturer ... I was fascinated	3
4	change his degree
I found a ...	5
6	a tooth from an ancient animal

● Listening skills


2 Understanding how ideas are connected

The topics and language in Listening Sections 3 and 4 are more complex. Here are some examples of the information you may hear.

- A the methods used in a particular study
- B the effects of an action
- C the reason an action was carried out
- D the conclusions that can be drawn from research
- E the findings of an experiment

2.1  **28** Listen to four extracts from Listening Sections 3 and 4. Decide what type of information above (A–E) you hear in each.

1 _____ 2 _____ 3 _____ 4 _____


2.2  **29** Listen to the second part of Paul's talk. Answer questions 1–4 with **NO MORE THAN TWO WORDS**.

- 1 What information does Paul get from the machine he mentions?
- 2 What did the government recently give Paul?
- 3 What modern-day problem does he say ancient animals can help with?
- 4 What two causes of mega-fauna extinction does Paul hope to study?


3 Understanding an explanation

To help you prepare for the listening, read the information in the questions carefully and try to predict what information you will hear.

3.1 Read the two multiple-choice questions below. Use the information in the questions to complete the notes on the right.

 **Test Tip** Don't be worried if you see technical terms in the Listening questions. These will usually be explained to you.

<p>1 What did the researchers find in their experiments on mice?</p> <ul style="list-style-type: none"> A A lack of exercise made them appear older. B Their cells remained the same as they aged. C Their cells were unaffected by changes in diet. 	<p><i>The talk is most likely about research done on</i> 1 _____. <i>The talk will probably mention</i> 2 _____, _____ and _____.</p>
<p>2 What new discovery have scientists made about pigeons?</p> <ul style="list-style-type: none"> A They use the Earth's magnetic field to navigate. B Their beak plays an important role when flying. C A part of their ear helps them find their way. 	<p><i>During this talk, we will probably hear about what we already know about</i> 3 _____ <i>as well as some</i> 4 _____ <i>information. I need to listen for whether pigeons use the</i> 5 _____, <i>or their</i> 6 _____ <i>or</i> _____ <i>to stop them getting lost.</i></p>

3.2  **30** Listen to the two extracts and answer the questions in 3.1 by choosing the correct answer, A, B or C.

Why were the other options incorrect?

Listening skills


8 Contrasting ideas

In this unit you will practise:

- signposting words
- comparing and contrasting ideas
- using notes to follow a talk
- table completion
- notes completion

1 Signposting words

For Listening Section 4, you will hear a talk by a student or an expert on an academic subject. Speakers often use signposting words to move from one topic to another, or to help connect their ideas.

1.1  **31** Listen to six short extracts from different Listening Section 4 talks. Complete the extracts below.


- 1 OK, _____ the late 19th century, when a great deal of changes were taking place.
- 2 Now, _____, I wanted to give you some background information.
- 3 So, _____ some possible reasons for this.
- 4 _____, I'd like to talk about some future projects.
- 5 So, _____ did we reach?
- 6 I'll _____ what this machine can do.


1.2 Match the extracts 1–6 in 1.1 to uses A–C below.

- A to start off a topic
- B to change to a new topic
- C to finish off a topic

1.3 Here are some words you might hear in a talk. Match words 1–8 to their synonyms A–H.

- | | |
|-----------------|--------------|
| 1 results | A background |
| 2 definition | B benefits |
| 3 challenges | C solutions |
| 4 history | D findings |
| 5 advantages | E conclude |
| 6 disadvantages | F meaning |
| 7 answers | G drawbacks |
| 8 summarise | H problems |

 **Test Tip** A shift in topic often indicates that you should move on to the next question. Use signposting words (as well as headings) in the notes to help guide you through the topics and the questions.

 **Test Tip** Remember, you may hear synonyms of the words written on the question paper.

● Listening skills

2 Comparing and contrasting ideas

Sometimes, the focus of a talk will be comparing or contrasting (saying what is the same or different about) several different things. The information may be organised as a table that you need to complete.

2.1 You are going to do a table completion task. First, study the table and then answer questions 1–5 below.

- 1 Which of the following do you think you will hear?
 - A the names of all the plants, then all of their origins, then finally, a discussion of all the positives and negatives
 - B a full description of one plant that also contains some references to the other plants listed
 - C a complete analysis of one plant at a time, describing its origins, then finally its positives and negatives
- 2 What type of information will you need to write for Question 1?
- 3 In which column will the questions focus on the benefits?
- 4 In which column do the questions focus on the drawbacks?
- 5 What information will you need to listen for in Question 8?

Test Tip The information in a table is always read from left to right. The different examples will be described in order. Notice that there is often a title or a heading at the top of the table to give you more information.

Plants that changed the world

Plant	Origins	Positives	Negatives
potatoes	Central and South America Brought to 1 by the Spaniards in 16th century	It led to • changes in 2 • people moving to another country to find new 3	<ul style="list-style-type: none"> • In Ireland, the 4 became dependent on potatoes. • Disease led to mass 5
tobacco	The Americas	<ul style="list-style-type: none"> • It played an important role in US history. • Known as the first 6 crop in the US. 	<ul style="list-style-type: none"> • Led to increases in slavery • Became a cause for 7
8	China	Helped bring about independence in the US.	The 9 imposed on it became a key event in American Revolution.
White Mulberry	China	It started 10 between East and West.	It led to increases in the spread of disease.

32 Listen and complete the table with ONE WORD ONLY.

3 Using notes to follow a talk

The headings in a set of notes can help you in the same way as the headings in a column.

3.1 Read the notes below and answer questions 1–4 below.

- 1 How is the information organised differently, in comparison with the table in 2.1?
- 2 How will this help you to follow the talk?
- 3 What **new** topic will you hear about, which was not in the table in 2.1?
- 4 For which question do you need to write a nationality?

Plants that changed the world

Prehistory: flowering plants

- arrived about 130 million years ago
- became an essential source of 1

2737 BC: tea

- discovered in China, played a key role in USA, China & UK
- led to financial problems in Britain – a Chinese ruler insisted all tea was paid for with 2, which had to be sourced from other countries

202 BC: White Mulberry

- in demand from 202 BC when it was essential in the production of 3
- trade routes led to the spread of different 4 but also made more people ill and encouraged the exchange of dangerous products (e.g. 5

16th century: the potato

- originated in Central and South America, brought to Europe by the 6
- it was rapidly accepted because it was cheap and contained lots of 7
- helped prevent one specific 8
- 1845–1849 – large-scale failure of potato crops led to a million deaths in Ireland and the 9 of another million people

3.2 33 Listen and complete the notes with ONE WORD ONLY.

3.3 Check your answers, then listen again and notice how the notes help to guide you through the talk.

IELTS Reading

What's the difference between Academic Reading and General Training Reading?

There are two separate reading tests, one for Academic candidates and one for General Training candidates. Before enrolling for the test, you need to decide which test is best for you. See www.ielts.org for advice.

How long does the IELTS Reading paper last?

The test lasts 60 minutes. Within that time, you must complete three separate sections with a total of 40 questions. You must also transfer your answers onto a separate answer sheet (there is no extra time given for this).

What type of information will I read?

The Reading paper has three separate sections. Each section is a little more difficult than the one before and features authentic reading passages. The Academic module contains three long texts of an academic nature. The General Training module features a mixture of long and short texts of a more general nature, as well as texts related to work situations.

How is the Reading paper assessed?

You will be asked a total of 40 questions. In order to assess how much of the reading passages you understand, the questions will usually paraphrase (use different words with the same meaning) the words that are in the text. The questions test a variety of reading skills including your ability to do the following.

- Identify the writer's overall purpose.
- Follow key arguments in a text.
- Identify opinions and attitudes.
- Locate specific information.
- Distinguish main ideas from supporting details.
- Extract information from a text to complete a diagram, summary, table or set of notes.

What type of questions will I need to answer?

There are 12–13 questions in each section, and you will be asked 1–3 different types of question in any section. There are several possible types of question. For some tasks, you need to write words or numbers from the reading passage.

- sentence completion
- summary, note, table, flow-chart completion
- short-answer questions
- diagram label completion

In other tasks, you need to choose one option from a list and write a letter on your answer sheet.

- multiple choice
- matching information
- matching headings
- matching features
- matching sentence endings
- summary completion

You may also need to decide if sentences are True/False/Not Given or Yes/No/Not Given, based on the information that you read.

How do I answer the questions?

The instructions and the questions will tell you what type of information you need to locate in the texts, and the type of answer you need to write. Carefully follow all of the instructions on the question paper. In this unit, you will be able to practise all of these question types.

How can I improve my Reading paper score?

You can improve your score by following the instructions exactly and remembering the Test Tips in this unit. Managing your time so that you can complete all of the questions is an important part of the Reading paper. This unit will also tell you the reading skills you need to practise in order to achieve your best score. Before the test, try to read a variety of texts and improve your speed-reading skills. Studying all aspects of English (including vocabulary and grammar) will also help improve your IELTS score. If you make any mistakes in the Practice Tests in this book, make sure that you read the texts again carefully and use the Answer Key to help you identify any problems.

Reading skills

1 Reading strategies

In this unit you will practise:

- using the features of a passage
- understanding explanations
- skimming a text and speed reading
- global understanding of a passage

1 Using the features of a Reading passage

1.1 Label the reading passage with the correct letters in the box (A–G).

Features of a Reading passage

- | | |
|-------------------------|-------------|
| A footnote | E heading |
| B subheading | F caption |
| C column | G paragraph |
| D figure / illustration | |

Health-Tea

Sid Cowans looks at the health properties of a favourite drink


If you are a tea drinker you have probably heard of **tannins**, which are plant based chemicals found in tea. They are responsible for the **astringent** bitter taste sometimes associated with tea. When you drink a cup of tea, it usually dissolves and remains clear unless the water is too cold or too **alkaline**.

Tannins occur in many different types of plants and food, but are especially present in **oak galls**, which have been used for centuries in Chinese medicine due to their health giving properties. Tannins are often present in drinks and medicine because they are **soluble** in water, but how much they dissolve depends on factors like temperature and the chemical make up of the liquid.

¹ In chemistry, an alkali is the opposite of an acid.

² Abnormal growths on oak trees

Tannins exist in all types of tea



Most Reading passages will have a heading and a subheading. The subheading is used to give you the context to the passage.

1.2 Match headings A–D from four Reading passages with subheadings 1–5. There is one extra subheading that you do not need.

- | | |
|--|--|
| <p>A Alpine Glacial Lakes
 B Clean Dream
 C Virtual Connections
 D Creating Young Scientists</p> | <p>1 <i>Researchers disagree about whether social media is making us more isolated.</i>
 2 <i>Climatologists are assessing the impact of climate change on high-altitude bodies of water.</i>
 3 <i>James Clegg identifies two current trends that are expanding the role of science in high schools.</i>
 4 <i>Alan Parker outlines a recent breakthrough in technology.</i>
 5 <i>In the 19th century, a schoolgirl and a former travelling salesman helped turn the humble soap bar into an \$18 billion industry.</i></p> |
|--|--|

Understanding the context can help you to predict the type of information contained in the Reading passage.

1.3 Match the types of information 1–6 to Reading headings A–D. You will need to use the information in the subheadings to help you and you may use any letter more than once.

- 1 arguments put forward by several different experts
- 2 a description of a project in mountainous areas
- 3 a discussion about the impact of technology on society
- 4 research linked to trends in weather patterns
- 5 a historical look at a successful business venture
- 6 an argument presented from one expert's point of view

An IELTS Reading passage might contain *footnotes*. These help explain technical terms. Some terms are explained in the passage. Other terms can be understood by reading the text carefully.

1.4 The passage in 1.1 contains several explanations and definitions. Read the passage and match terms (1–5) with meanings A–F.

- | | |
|---|---|
| <p>1 tannin
 2 astringent
 3 alkaline
 4 oak gall
 5 soluble</p> | <p>A a taste similar to a lemon
 B a chemical found in certain plants
 C able to dissolve in liquid
 D the opposite of acidic
 E becoming cloudy
 F a problem found on a type of tree</p> |
|---|---|

1.5 What helped you to identify the definition of each word?

- A** a footnote in the text
- B** an explanation in the text
- C** the surrounding context

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Test Tip Timing is an important part of the Reading test. Try to finish each section in **less than 20 minutes**.

Read the passage as quickly as possible (up to three minutes). Look at the questions to see what type of information you need to find (up to one minute).

Spend 12–13 minutes reading the passage in detail and answering the questions.

If a question is taking too long, move on.

Use your last 3–4 minutes to transfer your answers, checking and filling in any gaps in your answers.

2 Skimming a passage and speed reading

Skimming a passage means reading it quickly (concentrating on content words, like nouns and verbs) to find the main points. It is not reading for detail. Skimming a text will also give you a general idea of how the information is organised, which can help you locate information more easily later on. In your own language, you can probably skim read 100 words in 20 seconds. In the exam, you should aim to skim read 100 words in 30 seconds.

2.1 This passage has four paragraphs of around 100 words each.

- 1 Using a timer, skim read the text to get the general idea of what it is about.
- 2 After 30 seconds, jump to the start of the next paragraph.

- A** The diets of children have changed dramatically over the last century due to the effect of technologies (such as improved transport, canning and refrigeration), social changes (such as the establishment of boarding schools) and evolving ideas about the nutritional needs of growing bodies. Before World War I, the meals of children and adults alike would typically consist of vegetables (often potatoes), large amounts of bread (often 0.5 kg/day) and soups with small amounts of meat.
- B** Imagine a 12-year-old Australian boy from 1970 standing next to a 12-year-old boy from 2010. The boy from 2010 will probably be 3–5 cm taller and 7 kg heavier than his counterpart in 1970. He will also be 25% fatter. A lot of that fat will be around the waist. The 2010 school trousers won't fit the boy from 1970: they will be 10 cm too big around the waist. Now imagine that the two boys have a running race of over 1,600 metres: the boy from 1970 will finish 300 metres ahead of his mate from 40 years in the future.
- C** There are two chances in three that the boy from 1970 walked to school each day; there are three chances in four that the boy from 2010 is driven to school by mum or dad. There are four chances in five that in 1970 the boy was allowed to play unsupervised in the neighbourhood; there is only one chance in four that in 2010 the boy will be allowed to go down to the park on his own. The boy in 1970 probably played three or four different sports; the boy from 2010 plays one or none. It is 30 times more likely that the local river was the favourite play space of the boy from 1970 than it is for the boy today.
- D** What has caused these dramatic changes in the space of a single generation? There are two main theories. Increasing overweight is caused by an energy imbalance: either energy intake (food) increases, or energy expenditure decreases, or both. The 'Gluttony Theory' argues that children are fatter because they are eating more than they used to, and more bad food (high energy density, high in fat and sugar, high in saturated fats). The 'Sloth Theory' argues that children are fatter because they are less active than they used to be. The two theories have battled it out in nutrition and physical activity journals for the last 10 years.

2.2 Now look at questions 1–3 and, without looking at the passage, try to remember whether this information was

- A near the beginning.
- B in the middle.
- C near the end.

- 1 a comparison of children now and in the past
- 2 different hypotheses for the changes in weight
- 3 a list of factors that brought about changes in our diet

2.3 Questions 1–3 in 2.2 each give the main idea of the paragraphs in the passage. Read the questions again and decide which paragraph (A–D) they relate to.

3 Global understanding

Sometimes, you may be asked a question that focuses on the whole Reading passage. This type of question may ask you to choose a suitable title for the passage.

3.1 Which title (A–D) would be the most suitable for the Reading passage in 2.1?

- A Children's eating patterns mimic those of their parents
- B The rapid transformation occurring in children's body size
- C A demonstrated positive link between diet and health in children
- D The impact of modern technology on today's food production

Skim reading a passage can also give you a sense of the attitude of the writer. Global questions can sometimes focus on this.

3.2 Read the passage again and answer the global question below. Which of the following describes the writer's tone in this passage?

- A He is giving a neutral account of recent scientific research.
- B He is shocked that so many children are becoming overweight.
- C He feels enthusiastic about the progress that is being made.
- D He is doubtful that the situation will change in the near future.

Reading skills

2 Descriptive passages

In this unit you will practise:

- scanning for specific details
- completing notes or a flow-chart
- recognising paraphrase
- labelling a diagram

1 Scanning for detail

The passages in the IELTS Reading paper gradually become more difficult, with Section 1 being the easiest.

1.1 Spend one minute skim reading the following passage to get a sense of the overall meaning. What is the main topic?

- A new discoveries in chemistry
- B the discovery of ancient objects
- C how international scientific teams work

Ochre find reveals ancient knowledge of chemistry

The oldest ochre-processing toolkits and workshop ever found have been unearthed, indicating that as far back as 100,000 years ago, humans had an understanding of chemistry.

South Africa's Blombos Cave lies within a limestone cliff on the southern Cape coast, 300 km east of Cape Town. It's known for its 75,000-year-old rich deposits of artefacts such as beads, bone tools and ochre engravings. Some engravings date as far back as 100,000 years.

Archaeologist Christopher S. Henshilwood from the University of Witwatersrand in Johannesburg and University of Bergen, Norway has been excavating at the site since 1992, and has reported the discovery of a mixture, rich in ochre, stored in two abalone shells. It dates back to the Middle Stone Age – 100,000 years ago. Ochre is a term used to describe a piece of earth or rock containing red or yellow oxides or hydroxides of iron. It can be used to make pigments, or paints, ranging from golden-yellow and light yellow-brown to a rich red. Its use spans the history of humans – from those living more than 200,000 years ago, to modern indigenous communities.

Made from an array of materials, this mixture, which could have functioned as wall, object and skin decoration or skin protection (acting in a similar way to modern-day sunscreen), indicates the early developments that occurred in the people who originally used the site.

"[Judging from] the complexity of the material that has been collected from different parts of the landscape and brought to the site, they [the people] must have had an elementary knowledge of chemistry to be able to combine these materials to produce this form. It's not a straightforward process," said Henshilwood.

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1.2 Scanning involves searching a text quickly for a specific piece of information. Practise scanning the passage for the words/ numbers in the box.

75,000 100,000 200,000 artefacts ochre

2 Using words from the passage

There are several types of question that ask you to write a word and/or number from the passage.

- You will be told the maximum number of words to write.
- You must only write words that are in the passage. Make sure you copy the spelling correctly.
- You do not need to change the words in the passage and you do not need to join words together.
- If you write too many words or make a spelling mistake, your answer will be marked wrong.



Test Tip If the question asks you to write **TWO WORDS AND/OR A NUMBER**, this means the answer may be:

- one word
- one word + a number
- two words
- two words + a number

Remember that even if a number is written as a word, it counts as a number (e.g. *twenty five trees* = one word and a number). You do not need to write full sentences or join words together. For example:

Answer the question with **NO MORE THAN TWO WORDS** from the reading passage.

What **TWO** colours did the painter use?

(Answer: *black, white* not *black and white*)

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Short answer questions and sentence completion tasks

Short answer questions test your ability to find specific details in a passage. Use the words in the questions to:

- help locate the relevant part of the passage
- find out exactly what details you are looking for.

2.1 In questions 1–3 below, the key words that you need to locate in the passage are in bold, and the details you need to find out are underlined. Use these words to help you locate the relevant parts of the text and then answer the questions.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

- 1 Which of the **artefacts** mentioned are the oldest?
- 2 When was the material **Henshilwood** found originally made?
- 3 What two common materials did ancient humans use to obtain their **ochre**?

● Reading skills

2.2 Look at the remaining questions, 4–6. Underline the words that will help you locate the information in the passage and highlight the details you need to find. Then answer the questions.

- 4 What did the ancient people use to keep their ochre mixture in?
- 5 Nowadays, who makes use of ochre?
- 6 Apart from painting, what else might ancient humans have used ochre for?

3 Notes/flow-chart/diagram completion

The questions in 3.1 all focus on paraphrase. Paraphrase is the use of different words with the same meaning. This helps to test how much of the Reading passage you understand.

3.1 Look again at Questions 4–6.

- 1 For Question 4, which word/s in the passage mean the same as 'keep ... in'?
- 2 For Question 5, which word in the passage helped you to identify what happens 'nowadays'?
- 3 For Question 6, which word/s in the passage mean the same as 'used for'?

Sentence completion questions also test your ability to find specific details or information in the passage. You must fill in the gaps in the sentences with appropriate words from the passage. The sentences will paraphrase the words and ideas. They also contain details that help you find the part you need to read in detail.

3.2 Spend 30 seconds skim reading the next part of the Reading passage to get the general meaning.

The Blombos Cave discovery is the earliest-known example of a pigment- or paint-producing workshop. All of the materials were discovered at the same site, and they included an array of raw materials including samples of bone and charcoal, as well as pigment-producing equipment such as grindstones and hammerstones. Judging by the equipment, which shows signs of wear, Henshilwood and his team were able to deduce the process used to produce the ochre mixture.

First, the pieces of ochre were rubbed on quartzite slabs and crushed to produce a red powder. This was combined with ground-up mammal bone, the traces of which show signs that it was heated before being ground. The ochre powder and the bone pieces were mixed with charcoal, stone chips, quartz grains and a liquid (perhaps water) and was then transferred to abalone shells to be gently stirred before being ready for application.

3.3 Look at the sentence completion task below. Find words in the passage in 3.2 that are paraphrases of the underlined words.

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

- 1 Two ingredients used to make paint found in the cave were and
- 2 Two examples of tools used to make the paint that were found in the cave are and
- 3 The scientists used the on the equipment to help work out how the paint was made.

3.4 Carefully read the text, before and after the words you have found. Then complete Questions 1–3.

Flow-chart and Note completion tasks

A **flow chart** is a diagram that shows the sequence of events in a process. In **flow-chart completion** questions, the information may not be presented in the same order as in the passage.

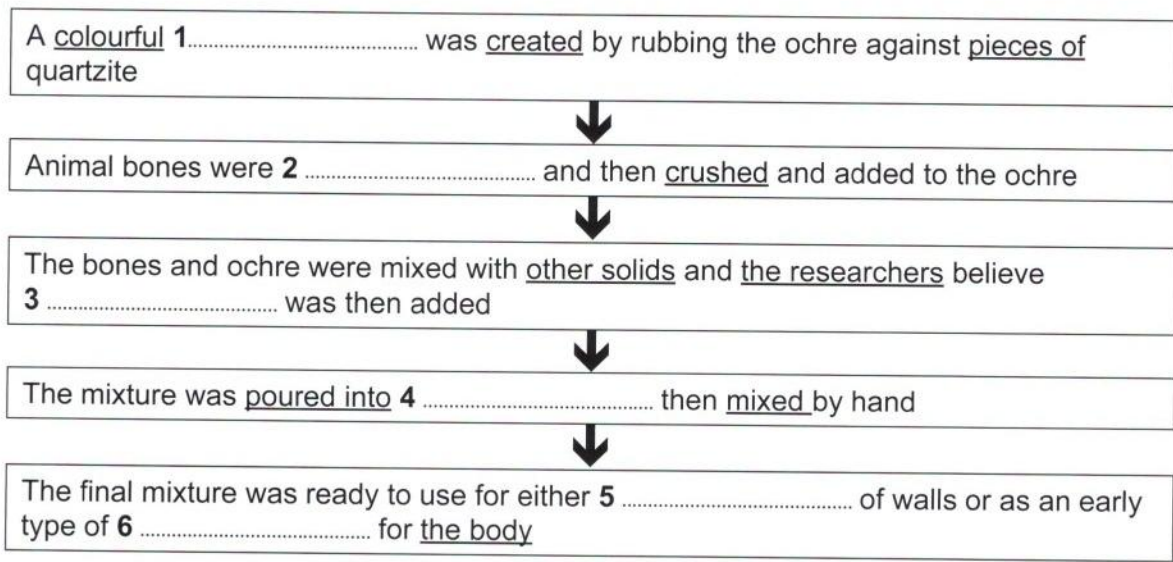
3.5 Study the flow-chart completion task below. For Questions 1–6, decide what type of information you need to find.

- 1 a noun – something colourful that is created by rubbing ochre against quartzite

Test Tip Make sure you read the whole passage so that you can locate any key words and paraphrases from the questions. Take highlighter pens into the exam with you. Use a different colour for each task, to highlight important parts of the text. This will help save time when checking answers.

Choose **ONE WORD ONLY** from the passage for each answer.

How pigment was made in ancient times



● Reading skills

3.6 Look at the **two** Reading passages in 1.1 and 3.2. Which words or ideas are paraphrases of the underlined words in the flow chart? Highlight the parts you need to read in detail.

3.7 Carefully read the passages in 1.1 and 3.2 and complete the flow chart. Make sure you use **ONE WORD ONLY** from the passages.

Note completion tasks are similar to flow-chart completion, but may cover a larger part of the Reading passage. Again, the information may not be presented in the same order as the information in the passage. Use the headings in the notes to help you find the information in the passage.

3.8 Study the note completion task below. For Questions 1–7, decide what type of information you need to find.

- 1 *a specific year or the date when digging began*
- 2, 3, 4
- 5
- 6
- 7

Complete the notes below.

Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** from the passage.

Test Tip If you are asked to choose **ONE WORD ONLY** from the passage, make sure you do not add extra information such as adjectives or adverbs (e.g. *bone tools*; *abalone shells*; *gently stirred*) or articles (*the ochre*). If you write more than one word, your answer will be marked as wrong.

Blombos Cave discovery

Background

- location: South Africa
- the date digging began: **1**
- Previous ancient objects found in this area
 - **2**
 - **3**
 - **4**

Recent findings

- a mixture containing a substance called **5** (used to provide colour)
- equipment
- a range of additional **6** including animal bone and charcoal

Conclusion

- in prehistoric times, humans knew basic **7**

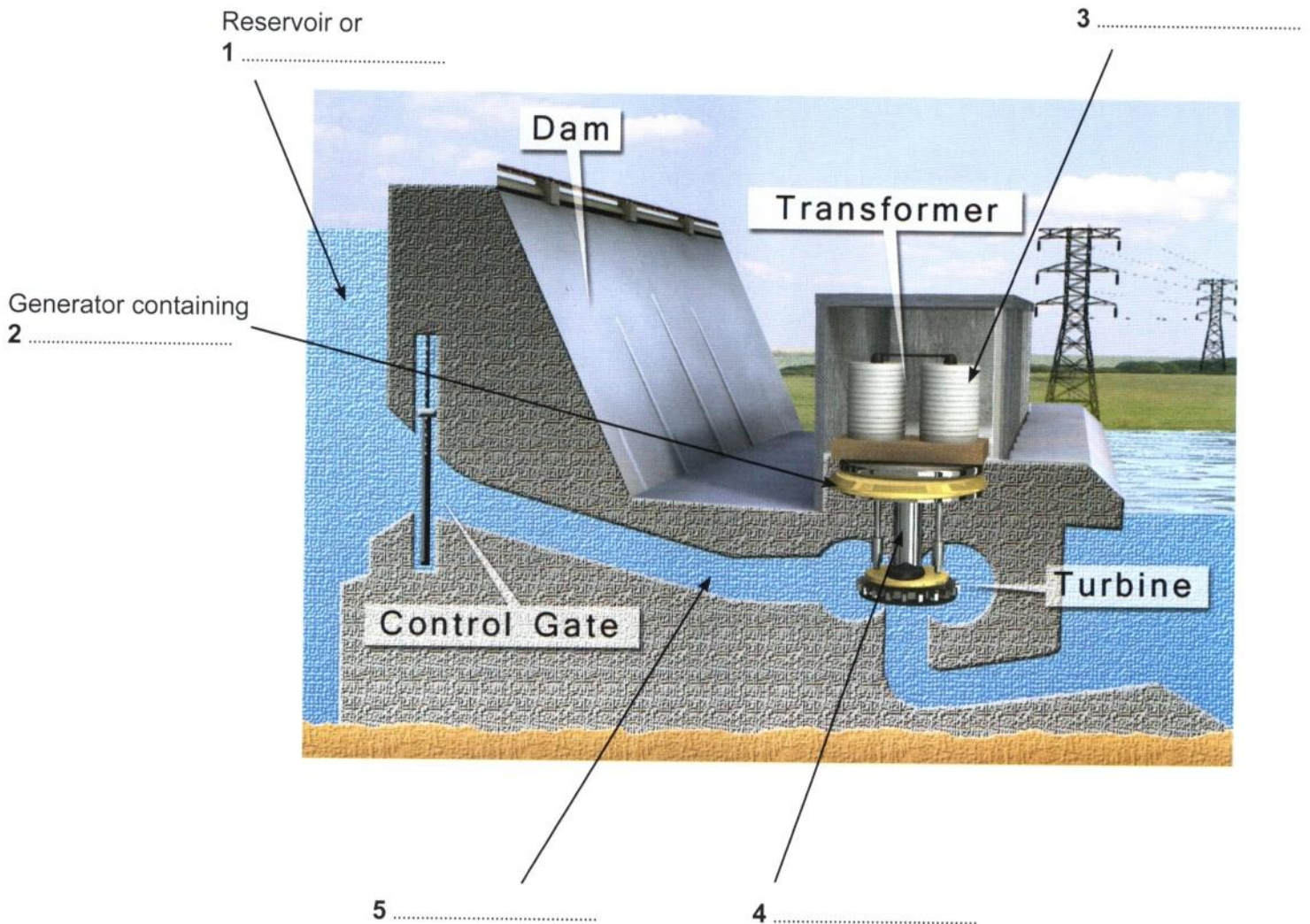
3.9 Read the passages in 1.1 and 3.2 and complete the notes. Use the same techniques you have learned from previous exercises.

Diagram completion tasks

In **labelling a diagram** tasks, you will see a diagram and a description of a process. You need to carefully read the part of the passage that describes the process and complete the diagram with words from the passage.

3.10 Look at the diagram. Try to imagine how the hydropower plant would work. Pay attention to how the parts are connected.

Write **NO MORE THAN ONE WORD** from the text for each answer.



- 3.11** Read the passage and underline the words that are already marked on the diagram.

The power of water

Most hydropower plants rely on a dam that holds back water, creating a large reservoir behind it. Often, this reservoir is used as a recreational lake and is also known as the intake. Gates on the dam open and gravity pulls the water through the penstock, a line of pipe that leads to the turbine. Water builds up pressure as it flows through this pipe. The water strikes and turns the large blades of a turbine, which is attached to a generator above it by way of a shaft. As the turbine blades turn, so do a series of magnets inside the generator producing alternating current (AC) by moving electrons. The transformer, located inside the powerhouse, takes the AC and converts it to higher-voltage current.

- 3.12** Answer Questions 1–5 on the diagram.

- 3.13** Replace the underlined words below with appropriate paraphrases from the text.

- 1 The dam helps contain the water and produces a reservoir.
- 2 The water moves through a pipe and increases in pressure.
- 3 The water rotates the blades of a turbine that is connected to a generator.
- 4 The transformer changes the AC current into a more powerful one.

Reading skills

3 Understanding the main ideas

In this unit you will practise:

- distinguishing main ideas from supporting ideas
- understanding the main points
- identifying information in a Reading passage
- matching headings
- multiple choice
- True / False / Not Given

1 Identifying the main idea

In the IELTS Reading paper, you may be asked to match a list of headings with the correct paragraph or section of a passage. The headings summarise the main idea of the paragraph or section.

The passage may be divided into paragraphs or sections (i.e. with more than one paragraph in a section). **Matching headings** questions are always placed before the passage on the question paper.

1.1 Read headings i–vii. What topic do all of the headings have in common? Underline the main points in each heading.

List of headings

- i The future of urban planning in America
- ii Conflicting ideas through the history of urban planning
- iii Urban planning has a long and varied history
- iv Financial problems helped spread an urban planning concept
- v The background to one particular planned community
- vi Political change obstructs progress in urban planning
- vii An urban plan to reduce traffic



Test Tip Use this approach when matching headings.

- 1 Read the headings so that you are familiar with them.
- 2 Skim read the whole passage to get the overall meaning.
- 3 Read the first paragraph and decide which headings might fit.
- 4 Re-read the paragraph and choose the heading that best summarises it.
- 5 Repeat steps 3 and 4 for the remaining paragraphs.

● Reading skills

1.2 Skim read the passage below to get the overall meaning.

Planned communities: garden cities

A
The notion of planning entire communities prior to their construction is an ancient one. In fact, one of the earliest such cities on record is Miletus, Greece, which was built in the 4th century BC. Throughout the Middle Ages and the Renaissance, various planned communities (both theoretical and actual) were conceived. Leonardo da Vinci designed several cities that were never constructed. Following the Great Fire of London in 1666, the architect Christopher Wren created a new master plan for the city, incorporating park land and urban space. Several 18th-century cities, including Washington D.C., New York City, and St Petersburg, Russia, were built according to comprehensive planning.

B
One of the most important planned city concepts, the Garden City Movement, arose in the latter part of the 19th century as a reaction to the pollution and crowding of the Industrial Revolution. In 1898, Ebenezer Howard published the book *To-Morrow: A Peaceful Path to Real Reform* in which he laid out his ideas concerning the creation of new economically viable towns. Howard believed that these towns should be limited in size and density, and surrounded with a belt of undeveloped land. The idea gained enough attention and financial backing to lead to the creation of Letchworth, in Hertfordshire, England. This was the first such 'Garden City'. After the First World War, the second town built following Howard's ideas, Welwyn Garden City, was constructed.

C
In the early 1920s, American architects Clarence Stein and Henry Wright, inspired by Howard's ideas and the success of Letchworth and Welwyn, created the city of Radburn, New Jersey. Conceived as a community which would be safe for children, Radburn was intentionally designed so that the residents would not require automobiles. Several urban planning designs were pioneered at Radburn that would influence later planned communities, including the separation of pedestrians and vehicles, and the use of 'superblocks', each of which shared 23 acres of commonly held parkland.

D
In America, following the stock market crash of 1929, there was great demand for both affordable housing and employment for workers who had lost their jobs. In direct response to this, in 1935 President Roosevelt created the Resettlement Administration, which brought about a total of three greenbelt towns: Greenbelt, Maryland; Greenhills, Ohio; and Greendale, Wisconsin. These towns contained many of the elements of the Garden City Movement developments, including the use of superblocks and a 'green belt' of undeveloped land surrounding the community.

1.3 Read Paragraph A and choose the best summary:


- A Past, present and future examples of urban planning
- B The history of urban planning
- C Problems associated with urban planning

1.4 Create a shortlist of possible answers for Paragraph A.

- 1 Decide which headings (i–vii) you can confidently say are not connected to the main topic of paragraph A.
- 2 Look at your shortlist again and choose the heading that best summarises **the main idea of all of paragraph A**.

1.5 Read Paragraphs B–D again, and repeat the steps above.

1.6 Look again at headings i–vii. For headings i, ii and vi, explain why they don't match any paragraphs.

 **Test Tip** Don't try to match words in the headings to words in the passage. You need to focus on the whole idea of each paragraph.

2 Understanding the main points

Another type of question that can focus on the main point of a paragraph is **multiple choice**. This type of question often requires you to carefully read more than one sentence in the paragraph.

2.1 Look at this question, based on the passage in 1.2.

- 1 In Paragraph A, what is the main point that the writer makes?
- A Some urban designs are better in theory than in practice.
 - B The urban-planning concept itself is not restricted to modern times.
 - C Urban planning should be carried out by professionals.
 - D Some planned ancient cities are more successful than modern ones.

2.2 The parts of Paragraph A relating to each option are underlined below. Read the paragraph carefully and choose the correct option, A–D.

^B The notion of planning entire communities prior to their construction is an ancient one. ^D In fact, one of the earliest such cities on record is Miletus, Greece, which was built in the 4th century BC. ^{A/D} Throughout the Middle Ages and the Renaissance, various planned communities (both theoretical and actual) were conceived. ^C Leonardo da Vinci designed several cities that were never constructed. Following the Great Fire of London in 1666, the architect Christopher Wren created a new master plan for the city that incorporated park land and urban space. ^C Several 18th-century cities, including Washington D.C., New York City, and St Petersburg, Russia, were built according to comprehensive planning.

2.3 Read the questions below. Underline the parts of the passage that each question relates to. Then read the text in detail and choose the correct letter, A–D.

- 2 According to the second paragraph, the Garden City Movement
- A came just before the Industrial Revolution.
 - B was held back by a war and a lack of funds.
 - C resulted in cities that were larger than they had been before.
 - D was designed to combat problems caused by modernisation.
- 3 What was one aim in designing the city of Radburn?
- A to create something totally different from cities elsewhere.
 - B to reduce the danger for families living in the area.
 - C to make sure people could park their cars close to their home.
 - D to increase green spaces by designing houses with gardens.
- 4 What do the towns of Greenbelt, Greenhills and Greendale all have in common?
- A The residents were affected by the stock market collapse.
 - B The towns were built for the wealthiest people in America.
 - C The towns were each surrounded by natural parkland.
 - D They were all constructed in the same year.

3 Identifying information in a passage

For **True / False / Not Given** tasks, you need to look at a list of sentences or statements and decide whether they are:

- **True** (the statement agrees with the information in the text)
- **False** (the statement is incorrect and does not agree with the information in the text)
- **Not Given** (you cannot say whether the statement is true or false because there is no information about this in the text)



Test Tip Remember that you are being tested on your ability to understand the information you read **in the passage**. So you should ignore anything you already know about the topic.

3.1 Skim read this passage to get the general idea of the content.

Urban heat

In 1818, Luke Howard published *The Climate of London* in which he identified an emerging problem: urban development was having a direct impact on the local weather. The early 1800s was a time of great expansion for London and ¹ Howard noticed that temperatures in the city were gradually becoming higher than those in rural areas. We now refer to these areas as Urban Heat Islands. ² The difference in temperature is usually greater at night and the phenomenon occurs in both winter and summer. ³ Experts agree that this is due to urban development, when open green spaces are replaced with asphalt roads and tall brick or concrete buildings. These materials retain heat generated by the Sun and release it through the night. In Atlanta, in the US, this has even led to thunderstorms occurring in the morning rather than, as is more common, in the afternoon. Officials there are advising builders to use light-coloured roofs in a bid to reduce the problem.

Large cities around the world are adopting strategies to combat this issue and it is not uncommon to find plants growing on top of roofs or down the walls of large buildings. In Singapore, the government has pledged to transform it into a 'city within a garden' and, in 2006, they held an international competition calling for entries to develop a master plan to help bring this about. One outcome was the creation of 18 'Supertrees'. These metal constructions are made to resemble very tall trees and range in height from 25m to 50m. Each one is a vertical freestanding garden and is home to exotic plants and ferns. Their structure allowed the designers to create an immediate rainforest canopy without having to wait for trees to reach such heights. They contain solar panels used to light the trees at night and also containers to collect rainwater, making them truly self-sufficient.

3.2 Decide if statements 1–3 are *True*, *False* or *Not Given* according to the underlined parts of the text.

- 1 Luke Howard invented the term 'Urban Heat Island'.
- 2 City temperatures are higher than country temperatures regardless of the season.
- 3 Experts have failed in their efforts to create heat-reflecting concrete and brick.

3.3 Read statements 4–8, then underline the relevant parts in the text. Are the statements *True*, *False* or *Not Given*?

- 4 Atlanta has experienced more dramatic weather change than other areas of the US.
- 5 Roofs that are dark in colour help address the issue of Urban Heat Islands.
- 6 Singapore's Supertrees are made entirely from natural materials.
- 7 The designers of the Supertrees originally planned to plant very tall trees.
- 8 The Supertrees require regular maintenance.

Read statements 1–8 again and correct any that were false.

Reading skills

4 Locating and matching information

In this unit you will practise:

- identifying types of information
- locating and matching information
- connecting ideas
- matching sentence endings
- matching information

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1 Identifying types of information

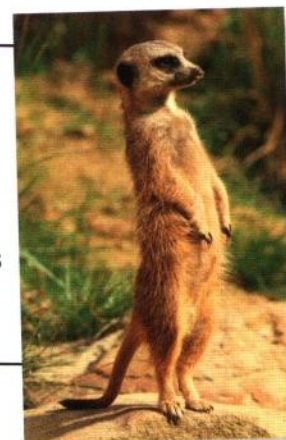
For **matching information** tasks, you need to locate an idea or piece of information in the text and match it to a phrase that accurately describes it.

1.1 Read the extracts from two separate paragraphs of a Reading passage. What type of information has been underlined?

- A a description of an animal's habitat
- B the issues that can cause something to happen
- C an argument for a type of action

A
Meerkats devote a significant part of their day to foraging for food with their sensitive noses. When they find it, they eat on the spot. Primarily, meerkats are insectivores, which means their diet is mainly made up of insects.

B
These animals are transient by nature and move if their food is in short supply or if they're forced out by a stronger gang. The group's dominant male, the alpha male, marks the group's territory to protect the boundary from rivals and predators.



1.2 Look at this matching information task based on the extracts above.

Which paragraph contains the following information?

- 1 two situations that force meerkats to change where they live
- 2 how meerkats generally spend their time

- 1 For this type of question, do you need to look for individual words or a whole idea?
- 2 Question 1 matches the information underlined in the paragraph above, so the answer is B. Underline the part of paragraph A that matches the information in Question 2.

● Reading skills

These questions **describe the information** you need to find.

1.3 Look at extracts A–H from different Reading passages and match them to the type of information that best describes them.

<p>A Water is forced at pressure through a narrow pipe. The water hits the top of the water wheel, causing it to turn.</p>	<p>B The water is warm thanks to a natural hot spring beneath the riverbed.</p>	<p>C Our study looked at the surrounding environment while previous researchers have concentrated on diet.</p>	<p>D We achieved this by weighing the animals both before and after periods of exercise.</p>
<p>E They live in dark, humid areas and so tend to be found in and around tropical rainforests.</p>	<p>F A month later, we were able to test it again and the results showed a significant change in temperature when the insulation was used.</p>	<p>G After ten years, they gave up. The experiment had failed and, as a result, the public grew angry at the waste of public funds.</p>	<p>H It takes 35 days for the chick to leave the nest and fly.</p>

Types of information

- 1 the findings of a study
- 2 the method used in a research study
- 3 the reaction to something
- 4 a description of a habitat
- 5 the difference between current and past studies
- 6 a description of how something works
- 7 the cause of something
- 8 the amount of time needed for something

2 Locating and matching information

Just like matching headings, **matching information** questions are not in the same order as the passage.

Study Tip Some examples of the type of information you may be asked to find are:

- a number
- a date
- a measurement
- a reason
- a cause
- an effect
- a conclusion
- the problems
- a finding
- an account
- a reaction
- a description.

When you are reading different passages in this book, think about whether the information matches any of these types.

- 2.1** Spend two minutes skim reading the passage below, so that you are familiar with the type of information it contains.

What is the main purpose of the passage?

- A to describe the habitat and eating habits of one specific animal
- B to explain the background to a proposed study into tropical animals
- C to argue that scientists can learn a great deal from studying nature
- D to give the findings of new research into an animal's behaviour

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How geckos cope with wet feet



- A** Geckos are remarkable little lizards, clinging to almost any dry surface, and Alyssa Stark, from the University of Akron, US, explains that they appear to be equally happy scampering through tropical rainforest canopies as they are in urban settings. 'A lot of gecko studies look at the very small adhesive structures on their toes to understand how the system works at the most basic level,' says Stark. She adds that the animals grip surfaces with microscopic hairs on the soles of their feet, which make close enough contact to be attracted to the surface by the minute forces between atoms.
- B** However, she and her colleagues Timothy Sullivan and Peter Niewiarowski were curious about how the lizards cope on surfaces in their natural habitat. Explaining that previous studies had focused on the reptiles clinging to artificial dry surfaces, Stark says 'We know they are in tropical environments that probably have a lot of rain and geckos don't suddenly fall out of the trees when it's wet'. Yet, the animals do seem to have trouble getting a grip on smooth, wet, artificial surfaces, sliding down wet vertical glass after several steps. The team decided to find out how geckos with wet feet cope on both wet and dry surfaces.
- C** First, they had to find out how well their geckos clung onto glass with dry feet. Fitting a tiny harness around the lizard's pelvis and gently lowering the animal onto a plate of smooth glass, Stark and Sullivan allowed the animal to become well attached before connecting the harness to a tiny motor and gently pulling the lizard until it came unstuck. The geckos hung on tenaciously, and only came unstuck at forces of around 20N – about 20 times their own body weight. 'In my view, the gecko attachment system is over-designed,' says Stark.
- D** Next, the trio sprayed the glass plate with a mist of water and re-tested the lizards, but this time the animals had problems holding tight. The droplets were interfering with the lizards' attachment mechanism, but it wasn't clear how. And when the team immersed the geckos in a bath of room-temperature water with a smooth glass bottom, the animals were completely unable to anchor themselves to the smooth surface. 'The toes are super-hydrophobic,' (i.e. water repellent) explains Stark, who could see a silvery bubble of air around their toes. But, they were unable to displace the water around their feet to make the tight contact that usually keeps the geckos in place.
- E** Then the team tested the lizard's adhesive forces on the dry surface when their feet had been soaking for 90 minutes, and found that the lizards could barely hold on, detaching when they were pulled with a force roughly equalling their own weight. 'That might be the sliding behaviour that we see when the geckos climb vertically up misted glass,' says Stark. So, geckos climbing on wet surfaces with damp feet are constantly on the verge of slipping and Stark adds that when the soggy lizards were faced with the misted and immersed horizontal surfaces, they slipped as soon as the rig started pulling. Therefore geckos can walk on wet surfaces, as long as their feet are reasonably dry. However, as soon as their feet get wet, they are barely able to hang on, and the team is keen to understand how long it takes geckos to recover from a drenching.

● Reading skills

2.2 Look at this task based on the Reading passage. For each question, underline the type of information you need to scan for. The first two have been done for you.

Which paragraph contains the following information?


N.B. You may use any letter more than once

Write the correct letter, A–E, next to questions 1–7 below.

- 1 visual evidence of the gecko's ability to resist water
- 2 a question that is yet to be answered by the researchers
- 3 the method used to calculate the gripping power of geckos
- 4 the researcher's opinion of the gecko's gripping ability
- 5 a mention of the different environments where geckos can be found
- 6 the contrast between Stark's research and the work of other researchers
- 7 the definition of a scientific term

2.3 It is important to fully understand what you are looking for in the passage. Answer these questions, based on Question 1 in the task above.

- 1 Which of the following do you think is 'visual evidence'?
 - A something the researchers believe
 - B something the researchers have seen
 - C something the researchers have read about
- 2 Which of the following means the same as 'ability to resist water'?
 - A soaks up water
 - B sinks in water
 - C stops water getting in
- 3 Scan the passage to find 'visual evidence' of an ability to resist water. Which paragraph contains this information?

 **Test Tip** Make sure to note any plurals in the questions (e.g. two examples of / the different environments, etc). There may be parts of the passage that refer to only one of the things mentioned, so you need to find the paragraph that has more than one. .

2.4 Study Questions 2–7 in 2.2 carefully and match them to paragraphs A–E. Remember, the questions are not in the same order as the passage. This is because your task is to find out where the information is.

2.5 Look again at Questions 2–7 and underline the parts of the passage that gave you your answer.

3 How ideas are connected

Another type of question that requires you to match information is **matching sentence endings**. For this type of task, you need to understand how ideas are connected within the Reading passage.

3.1 Complete each sentence below with the correct ending, A–F.

- 1 When I pressed the switch,
 - 2 If you heat ice,
 - 3 The respondents to the survey
 - 4 Children who attend small schools
 - 5 Parents with overactive children
- A all came from similar economic backgrounds.
B tend to need more sleep at night.
C the light came on.
D reported that she has been successful.
E generally get more individual attention.
F it melts.

You were able to complete this task using only logic and your knowledge of grammar. In the IELTS Reading paper, you can do this to confirm or check your answers, but you will **not** be able to answer the questions without reading the passage.

3.2 Look at these matching sentence endings questions based on the passage in 2.1. Try using these techniques to answer the questions.

- 1 Scan the passage in 2.1 to locate the information in the sentence beginnings (1–4).
 - 2 Read the relevant part of the passage carefully, then choose the best sentence ending (A–F).
- 1 Other researchers have aimed to discover how
 - 2 The work of Stark and her team is different because they wanted to find out how
 - 3 Stark's experiments revealed that
 - 4 The researchers would still like to know when

- A geckos struggle to grip onto dry glass as well as wet glass.
B the gripping mechanism of geckos actually works.
C geckos have a weaker gripping mechanism than previously thought.
D geckos are able to grip in rainforest settings.
E geckos are able to recover their gripping abilities after getting wet.
F geckos can grip more easily if their feet are not damp.

Reading skills

5 Discursive passages

In this unit you will practise:

- reading discursive passages
- identifying theories and opinions
- matching features

1 Discursive passages

The texts in the Reading paper gradually become more difficult. They may present contrasting points in an argument or explain a complex theory. All Reading passages contain cohesive devices to help explain how the ideas are connected together.

1.1 Write the cohesive devices in the box into the correct column of the table to show why a writer would use them.

moreover	such as	although	for instance
indeed	therefore	despite	consequently
in spite of	in addition	thus	as a result
similarly	to illustrate this	nonetheless	in fact
whilst	hence	furthermore	though

to add more / clarify a point	to show contrast / present the opposite view	to give an example	to draw a conclusion / introduce a result
moreover			

1.2 Skim read the passage below. Find nine of the cohesive devices from the table in 1.1.

Aesop's fable 'The crow and the pitcher' more fact than fiction

New research indicates that rooks, members of the crow family, are able to solve complex problems using tools.

In Aesop's fictional fable 'The crow and the pitcher', a thirsty crow uses stones to raise the level of water in a jug to quench its thirst. A recent study demonstrates that rooks, birds belonging to the *corvid* (or crow) family, are in fact able to solve complex problems using tools and can easily master the same technique used in the story.

Christopher Bird of the University of Cambridge, who led the study, highlighted the importance of the findings, stating: 'Corvids are remarkably intelligent, and in many ways rival the great apes in their physical intelligence and ability to solve problems. The only other animal known to complete a similar task is the orang-utan. This is remarkable considering their brain is so different to the great apes. Although it has been speculated in folklore, empirical tests are needed to examine the extent of their intelligence and how they solve problems.'

In their first experiment, the researchers varied the height of the water in a tube and the four rooks, which were the subject of the research, used stones to raise the water level to reach a worm floating on top. The clever birds proved very adept and were highly successful, regardless of the starting level of the water or the number of the stones needed. Two of the birds were successful on their first attempt in raising the water to the correct height whilst the other two birds needed a second try.

In addition to the speed with which they completed the task, the birds were also highly accurate in their ability, adding the exact number of stones needed to reach the worm. Furthermore, rather than attempting to reach the worm after each stone was dropped in, they apparently estimated the number needed from the outset, and waited until the appropriate water level was reached before dipping their beaks into the tube.



In the second experiment, the rooks were presented with stones that varied in size. Here, the rooks selected larger stones over smaller ones (though they didn't do this straight away). The scientists speculate that the birds quickly realised that the larger stones displaced more water, and they were thus able to obtain the reward more quickly than by using small stones.

According to the team, in the final experiment, the rooks recognised that sawdust could not be manipulated in the same manner as water. Therefore, when presented with the choice between a tube half-filled with either sawdust or water, rooks dropped the pebbles into the tube containing water and not the sawdust.

Despite the fact that the study clearly demonstrates the flexible nature of tool use in rooks, they are not believed to use tools in the wild. 'Wild tool use appears to be dependent on motivation,' remarked Bird. 'Rooks do not use tools in the wild because they do not need to, not because they can't. They have access to other food that can be acquired without using tools.' As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'

● Reading skills

1.3 Read the passage again and complete sentences 1–6 with endings A–H.

- 1 A new study has actually
- 2 The intelligence of birds has been suggested in stories, but
- 3 Half of the birds in the experiment were immediately successful; however,
- 4 The birds promptly realised the advantage of using big stones, and so
- 5 The research showed rooks can use tools with ease, though
- 6 The rooks worked out the properties of different materials and as a result,

- A others needed several attempts.
- B experts think that they don't do this in their natural habitat.
- C they achieved their goal sooner.
- D confirmed a fictional account.
- E helped us to understand a mysterious event.
- F only scientific studies can prove this.
- G they were able to protect themselves.
- H consistently rejected one particular type.



Study Tip There are several ways of linking ideas in a text. Look at the following examples: *the findings; This is remarkable ...; Here, the rooks ...*

Remember, it is important to study all aspects of language when preparing for the IELTS exam. As you read through longer, complex passages, try to be aware of how the ideas are connected. This can also help improve your writing.

1.4 Find synonyms in the passage for the cohesive devices that are underlined in questions 1–6.

2 Identifying theories and opinions

Many academic texts contain the theories or views of different people or experts. Direct quotations are easily recognised by quotation marks, but a person's views or ideas can also be referred to indirectly.

In this extract from the Reading passage, the verbs *highlighted* and *stated* are both used to draw attention to the words of Christopher Bird.

Christopher Bird of the University of Cambridge, who led the study, highlighted the importance of the findings, stating: 'Corvids are remarkably intelligent, and in many ways rival the great apes in their physical intelligence and ability to solve problems.'

Bird's views could also be expressed indirectly.

2.1 Which verb in this sentence tells us that this is Bird's view and not the writer's?

Christopher Bird of the University of Cambridge, who led the study, believes that Corvids are remarkably intelligent, and in many ways rival the great apes in their physical intelligence and ability to solve problems.

- 2.2** Find three more verbs and one preposition in the passage that refer to the views or theories of an expert.
- 2.3** Statements A–F paraphrase opinions or theories that appear in the Reading passage. Match them to the same idea in the passage, then put them in the order they appear.
- A** We imagine that the rooks were soon able to appreciate the advantage of using different-sized tools.
 - B** Tool use in rooks demonstrates a common English saying.
 - C** Using tools in their natural habitat is simply not necessary for rooks.
 - D** Rooks are as intelligent as the most intelligent of animals.
 - E** In their natural setting, rooks can obtain food without using tools.
 - F** The ability of rooks is surprising, given the lack of similarities between the brains of birds and mammals.



Study Tip Look online or find out if your local library has copies of international newspapers and magazines. Read the Education, Health or Science sections of newspapers such as *The Times*, *The Guardian*, *The Australian*, *The New Zealand Herald*, *The New Yorker* and *The Washington Post* for reports on academic studies.

3 Matching features

Matching features tasks are used with Reading passages that contain theories or comments about different people, places, years and things.

For these tasks, the different options are listed in a box and you need to match them to the questions (sentences that paraphrase the information in the passage). The questions will **not** be in the same order as the passage.

For some questions, you may need to match a person to a study or an action, rather than a theory or opinion.

● Reading skills

3.1 Scan the passage on the following page for these names and highlight them each time they appear.

- Page 1
- Lieberman
- Gray

3.2 Look at the following statements (Questions 1–5) and the list of researchers below. Match each statement with the correct researcher, A, B or C.

Researchers

- A Pagel
- B Lieberman
- C Gray

- 1 We are able to recognise certain words used by people in other cultures.
- 2 Regardless of what happens in the world, there appear to be fixed rules that govern the way words alter over time.
- 3 Words that don't follow a standard pattern will remain that way if they are used often.
- 4 Certain words have kept a similar sound across many years and many countries.
- 5 We focused on the historical changes that have occurred in one particular language.

3.3 Put Questions 1–5 in the order they appear in the passage.

3.4 Remember that some of the questions are based on comments made about the researchers.

- 1 For which question in 3.2 did you need to match a person to the study that they carried out?
- 2 Which verbs in the text are used to show that a person other than the writer expressed a particular theory or idea?

3.5 For further practice in matching sentence endings, complete sentences 1–3 with endings A–E.

- 1 For a long time, language experts have asked why
- 2 The English verb 'help' proves that
- 3 While cultures vary a great deal around the world,

- A regular and irregular verbs change at different rates.
- B there are surprising similarities in the way different languages evolve.
- C eventually, some irregular verbs become regular.
- D some words stay the same over hundreds of years while others change quite quickly.
- E some verbs gradually become irregular over time.

Test Tip For matching features tasks, the questions will not be in the same order as in the passage. The people mentioned may appear in several different sections. You need to scan the whole passage carefully. Some of the people in the list may be distractors, and you may not need to use all of the letters.

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Maths shows why words persist over time

In a finding that parallels the evolution of genes, researchers have shown that the more frequently a word is used, the less likely it is to change over long periods of time.

The question of why some words evolve rapidly through time while others are preserved – often with the same meaning in multiple languages – has long plagued linguists. Two independent teams of researchers have tackled this question from different angles, each arriving at a remarkably similar conclusion.

“The frequency with which specific words are used in everyday language exerts a general and law-like influence on their rates of evolution,” writes Mark Pagel, author of one of two studies published this week.

Anyone who has tried to learn English will have been struck by its excess of stubbornly irregular verbs, which render grammatical rules unreliable. The past tense of regular verbs is formed by adding the suffix ‘-ed’, but this luxury is not afforded to their irregular kin. Over time, however, some irregular verbs ‘regularise’. For instance, the past tense of ‘help’ used to be ‘holp’, but now it is ‘helped’.

Mathematician Erez Lieberman, from Harvard University in Massachusetts, US, performed a quantitative study of the rate at which English verbs such as ‘help’ have become more regular with time. Of the list of 177 irregular verbs they took from Old English, only 98 are still irregular today. Amazingly, the changes they observed obey a very precise mathematical description: the half-life of an irregular verb is proportional to the square root of its frequency. In other words, they found that the more an irregular verb is used, the longer it will remain irregular.

A separate group of academics, led by evolutionary biologist Mark Pagel from the University of Reading, in the UK, used a statistical modelling technique to study the evolution of words from 87 different Indo-European languages.

“Throughout its 8,000-year history, all Indo-European-language speakers have used a related sound to communicate the idea of ‘two’ objects – duo, due, deux, dos, etc.” Pagel commented. “But,” he adds, “there are many different and unrelated sounds for the idea of, for example, a bird – uccello, oiseau, pouli, pajaro, vogel, etc.”

Before now, however, nobody had proposed a mechanism for why some words should evolve more quickly than others. According to Pagel, “our research helps us to understand why we can still understand bits of Chaucer [a medieval poet]” and points out that this likely explains “why we can instinctively recognise words in other Indo-European languages, just from their sounds”.

Psychologist and language expert Russell Gray, from the University of Auckland in New Zealand, was impressed by both findings.

“Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change,” he commented.

Reading skills

6 Multiple-choice questions

In this unit you will practise:

- understanding longer pieces of text
- different types of multiple-choice questions
- answering multiple-choice questions
- identifying a writer's purpose

1 Understanding longer pieces of text

To answer **multiple choice questions**, you often need to carefully read two or more connected sentences or several connected sentences.

- 1.1** Look at this extract from an IELTS Reading passage. Read it quickly to find out the main points and then re-read it more carefully to get a more detailed understanding.

Linguists agree that language is needed during reading, but at which stage language becomes a necessity has come under debate. Past research has shown that animals have the ability to discriminate letters from one another, but previously, experts thought the ability to recognise written words was dependent on an ability to understand language. Findings recently published in the journal *Science* challenge this long-held notion, showing that despite having no linguistic skills, monkeys are able to tell the difference between sequences of letters that form real English words, and those that do not.

- 1.2** Without looking back at the extract, try to explain what it is about, in your own words.

Some multiple-choice questions begin with a direct question and then have four possible answers. Some begin with an incomplete sentence and then have four possible endings.

- 1.3** Look at the question below and choose the best answer, A–D.

- 1 According to the paragraph, what point do linguists have different views on?
- A animals are intelligent enough to learn how to read
 - B our ability to read words is linked to our writing ability
 - C when our language ability begins to affect reading ability
 - D when early humans developed the ability to read and write

2 Different types of multiple choice

Sometimes you may be asked to choose two correct answers from five options. You will need to read and consider even more text.

- 2.1** Spend 45 seconds skim reading this Reading passage to find out the main points.

What do hurricanes mean for dolphins?

Hurricanes are typically associated with loss of life, loss of property and economic devastation. Hurricane Katrina, which blew through the gulf coast of North America in 2005, brought all those things and more. It also brought lots of baby dolphins. Hurricanes tend to be related to increased strandings of marine mammals, so why might a hurricane be associated with *more* dolphins, rather than fewer?

Scientist Lance J. Miller reasoned that there were probably several related phenomena that, combined, could explain the apparent increase. Firstly, after a female dolphin loses her calf, she can give birth again much sooner than if her calf had matured to adulthood. "If a large number of calves perished as a result of Hurricane Katrina, this would allow for a greater percentage of females to become reproductively active the following year." By itself, this didn't seem to adequately explain the increase in dolphin calves. Something else was going on. That something was distinctively human.

When Hurricane Katrina blew through the gulf, the local shrimping, crabbing and fishing industries were ravaged. In Mississippi, according to one estimate, 87% of commercial fishing vessels were damaged or destroyed. This meant a decrease in the amount of seafood brought into shore, of nearly 15%. Despite the common notion that dolphins enjoy playing in the wakes created by boats, there is plenty of evidence that dolphins actually avoid them. Miller deduced that, with a reduction in the number of boats in the water, both commercial and recreational, dolphins may have been able to spend more time eating, and less time travelling or diving in an effort to avoid boats.

- 2.2** Look at this task. What information do you need to find in the passage?

Which **TWO** possible issues did Miller believe may have caused the rise in dolphin numbers?

- A More female dolphins survived the hurricane than males.
- B Female dolphins were able to breed earlier than usual.
- C The dolphins had access to greater numbers of shrimp and fish.
- D There was a decrease in the number of dolphins being caught for sport or food.
- E The dolphins had less contact with humans after the hurricane.

- 2.3** Read the passage again and highlight the parts that introduce the idea of a first and second issue. Read the options A–E in 2.2 carefully and decide which two options are correct.

3 Identifying a writer's purpose

Sometimes, multiple-choice questions ask you to consider the writer's purpose or aim. You may be asked to identify:

- why the writer made a particular reference
- what the purpose of a part of the text is
- the opinion or attitude of the writer.

3.1 Look at this extract from a Reading passage to get the main idea and then re-read it more carefully to understand it in detail.

One of the reasons *Jurassic Park* was so successful – as a novel and a blockbuster film – is that it presented a plausible way to bring dinosaurs back to life. The idea that viable dinosaur DNA might be retrieved from bloodsucking prehistoric insects seemed like a project that could actually succeed. Even though the actual methodology is hopelessly flawed and would never work, the premise was science-ish enough to let us suspend our disbelief and revel in the return of the dinosaurs.

3.2 Read these questions and consider how you would answer them.

- 1 What is the writer's purpose in this paragraph?
- 2 What is the writer's opinion of *Jurassic Park*?

To answer these questions, you need to consider more than the surface meaning of the words in the Reading passage. You need to consider the writer's tone or attitude.

3.3 Scan the extract in 3.1 and find the following words or phrases: *blockbuster*, *hopelessly flawed*, *revel in*. Do they suggest a positive or a negative tone?

3.4 Answer the questions by choosing the correct letter (A, B, C or D).

- 1 What is the writer's purpose in this paragraph?
 - A to suggest that scientists should look to science fiction for inspiration
 - B to argue that people may choose to believe the improbable in order to be entertained
 - C to persuade us that art and science can be skilfully linked
 - D to demonstrate that scientific research can provide a source of entertainment
- 2 What is the writer's opinion of *Jurassic Park*?
 - A the film was not a faithful rendition of the original book
 - B it shows how important thorough research is for successful writers
 - C in spite of its inaccuracies, it was a successful novel and film
 - D it is a good example of the importance of science fact in science fiction novels

Reading skills

7 Opinions and attitudes

In this unit you will practise:

- dealing with argumentative texts
- identifying a writer's views/claims
- identifying grammatical features
- Yes / No / Not Given questions
- summary completion with a box
- summary completion without a box

1 Argumentative texts

The most difficult and complex texts are in Reading Section 3. These passages may feature arguments for or against a specific idea or theory. Or, they may present a discussion of different arguments. In texts like this, it is important to be aware of the writer's overall tone. A writer's choice of words often indicates their attitude towards a topic.

1.1 Put the adjectives into the correct column, to show whether they suggest a positive or negative tone.

diverse	disastrous	unspoilt	biased
accomplished	vulnerable	productive	realistic
confusing	irrelevant	sophisticated	harsh
catastrophic	efficient	monotonous	distorted
thorough	influential	prominent	dated

positive	negative

● Reading skills

- 1.2** Spend two minutes skim reading the following passage to get the main ideas. Then read it again and underline any adjectives that you think might indicate a personal opinion or attitude.

Living with Mies

Lafayette Park is a group of modernist townhouses in the US designed by the architect Mies van der Rohe.

A few blocks east of downtown Detroit sits Lafayette Park, an enclave of single- and two-storey modernist townhouses set amid a forest of locust trees. Like hundreds of developments nationwide, they were the result of postwar urban renewal; unlike almost all of them, it had a trio of world-class designers behind it: Ludwig Hilbersheimer as urban planner; Alfred Caldwell as landscape designer; and Mies van der Rohe as architect.

The townhouses were built between 1958 and 1962 on land previously occupied by a working-class neighbourhood. While much of Detroit began a steep decline soon after, Lafayette Park stayed afloat, its residents bucking the trend of suburban flight. Lafayette Park today is one of the most racially integrated neighbourhoods in the city. It is economically stable, despite the fact that Detroit has suffered enormous population loss.

We wanted to know what residents think about this unique modernist environment created by a famous architect, and how they confront and adapt it to meet their needs. During our research, we were struck by the casual attitude that many residents have toward the architecture. Then again, Detroit has an abundance of beautiful housing options: one can live in a huge Victorian mansion, a beautiful arts and crafts house or a cavernous loft-conversion space in a former factory. Living in a townhouse built by a renowned architect isn't as noteworthy as one might think. At the same time, such nonchalance is a mark of success: the homes are great because they work, not because they come affixed with a famous name.

Indeed, their beauty isn't always obvious. There is a kind of austere uniformity to the Lafayette Park townhouses when viewed from the outside. Some visitors find them unappealing; one contractor described them as 'bunkers'. The interior layouts are nearly identical. The units are compact in size and some people find them too small, though the floor-to-ceiling windows on the front and back of each building open the living spaces to the outside.

While they may have strong aesthetic preferences, the residents we spoke with do not necessarily favour mid-century modernism in their interiors or architecture. But they make it work: several people remarked on the way the interiors in the Lafayette Park townhouses can function as blank canvases for a variety of decorating styles. Indeed, the best design doesn't force a personality on its residents. Instead, it helps them bring out their own.

2 Identifying the writer's views/claims

In **Yes / No / Not Given** tasks, you will be asked whether the statements in the questions match the views or claims of the writer. A **view** is a personal opinion. A **claim** is a statement made by the writer and presented as a fact.

2.1 Look at these extracts and decide whether you think they are *views* or *claims*.

- 1 Like hundreds of developments nationwide, they were the result of post-war urban renewal.
- 2 While much of Detroit began a steep decline soon after, Lafayette Park stayed afloat.
- 3 Detroit has an abundance of beautiful housing options.
- 4 There is a kind of austere uniformity to the Lafayette Park townhouses when viewed from the outside.
- 5 Indeed, the best design doesn't force a personality on its residents.

There are a lot of similarities between **True / False / Not Given** questions and **Yes / No / Not Given** questions. But the main difference is that **True / False / Not Given** questions are based on factual information in the Reading passage. **Yes / No / Not Given** questions ask you to interpret the views or claims of the writer.

2.2 Look at the statements below and write

YES if the statement agrees with the views or claims in the Reading passage,

NO if the statement contradicts the views of the writer,

NOT GIVEN if it is impossible to say what the writer thinks.

- 1 It is the era in which Lafayette Park was developed that makes it special.
- 2 Since 1962, many people have moved away from Detroit.
- 3 Mies van der Rohe's designs influenced other architects in Detroit.
- 4 The exterior of each building in Lafayette Park has a distinct style.
- 5 Good architecture allows its occupants to reveal their identity.

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2.3 For each question in 2.2, if you wrote

YES – give supporting evidence from the passage

NO – correct the statements so that they match the views of the writer

NOT GIVEN – say what you **do** know from the passage and say which part of the passage gave you your answer.

3 Identifying grammatical features

There are two types of **summary completion** tasks: one with a box of possible answers, and one without a box, where you need to choose word/s from the passage to complete the summary.

With a box of possible answers, the options may be actual words from the passage, or synonyms of words in the passage.

3.1 Look at the box of possible answers (A–F) and decide what type of word each one is (noun, verb, etc.). There may be more than one possible answer.

- A settled
- B adapt
- C neutral
- D poor
- E afford
- F strongly

3.2 Read the summary below and decide what type of word (noun, verb, etc.) you need for gaps 1–4.

The residents of Lafayette Park

Lafayette Park was originally quite a **1** area of Detroit. Nowadays, the area is unusual because its residents are more **2** than those in other areas of the city. In general, the residents of Lafayette Park feel quite **3** about the famous architecture they live in. But the residents do appreciate the fact that they can **4** the townhouses and make them their own.

3.3 Read the relevant part of the passage in 1.2 and complete the summary using the list of words (A–F) in 3.1.

Test Tip A summary is different from a set of notes, because it consists of complete sentences that are connected together grammatically. You need to

- carefully read and understand the summary.
- decide what type of word is needed to complete each gap in the summary.
- locate and carefully read the relevant part of the passage.
- choose the word or phrase (either from a box of answers or from the passage) that accurately fills each gap.

For **summary completion tasks without a box** of answers

- consider the grammatical features of the summary.
- choose words from the text that accurately complete the summary.

Test Tip Use the title of the summary to help you find the part of the passage you need to read in detail to find your answers.

3.4 Skim read this passage to understand the main points.

Meerkat study

Dr Alex Thornton from the University of Cambridge recently led a study into meerkat society. Meerkats are highly social mongooses that live in large social groups and take turns foraging for food and standing guard to look out for predators. Research has shown that the animals have their own traditions within their group. For example, while members of one meerkat troop will consistently rise very early, those of another will emerge from their burrows much later in the morning.

In an attempt to assess whether meerkats simply copy these behavior patterns or are taught them, Thornton and his team travelled to the Kalahari Desert and set a series of tests for a group in the wild. One test involved putting a scorpion (the meerkats' favourite food) into a transparent container. The meerkats had to work out how to open the opaque lid of the container in order to reach the scorpion inside. The tests showed that the more subordinate juvenile members of meerkat troops are the most innovative when it comes to foraging - these low-ranking males were best at solving problems and obtaining the treat. However, Dr Thornton conceded that the meerkats didn't ever appear to work out that it was the opaque surface of the box that they should attack in preference to the transparent ones. So, this may simply be evidence of persistence rather than actual intelligence.

3.5 Look at this summary completion task.

- 1** What types of word will you need to fill in the gaps in the summary?

A recent study at Cambridge University discovered that different meerkat groups **1** at different times of the day. This demonstrates that each group has distinct customs. They also learned that young, male meerkats were more **2** than other members of their social groups when it came to problem solving. The researchers conducted an experiment where the meerkats had to try to open a container. If they did, they were rewarded with a **3** However, they also found that the meerkats never learned that it was the **4** part of the container that they needed to open.

3.6 Read the text in 3.5 carefully and choose **ONE WORD ONLY** from the text to complete each answer in the summary.

Test Tip For any questions where you need to write words from the passage, a hyphenated word (e.g. *long-term*) counts as one word.

Reading skills

8 General Training Reading

In this unit you will practise:

- understanding the different sections of the test
- scanning a passage for specific details
- recognising paraphrase
- dealing with multiple passages
- understanding work-related passages
- matching questions to parts of a text

1 The General Training Reading paper

The paper is divided into three sections, each with a different theme or focus.

- 1.1** Look at the table and the list of example texts below. Match the examples (A–H) with the correct section of the Reading paper. Write your answers in the final column of the table.

	theme	texts	examples of texts
Section 1	Social survival	up to five short factual texts	
Section 2	Workplace survival	two work-related texts that are descriptive and informational	
Section 3	General reading	one longer text that is descriptive and instructive, rather than argumentative	

Examples of texts

- | | |
|---|-------------------------------------|
| A staff-training manual | E shop advertisements |
| B train timetable | F job application procedures |
| C magazine article about modern travel | G an extract from a novel |
| D job description | H travel brochures |

The Reading passages in each section gradually become more difficult. Section 1 is the easiest and Section 3 is the most difficult.

1.2 Read extracts 1–8 and match them to texts A–H.

1 This position involves communicating effectively with patients and health care personnel. The chosen applicant will have proven skills in problem solving and assisting in the smooth running of a hospital admissions department.

2 The airport is planning a digital revolution over the next decade. Among the ideas under consideration are talking holograms. These virtual staff would greet passengers on arrival and direct them to the relevant areas of the terminal.

3 Passengers travelling into the city should change trains at Bardon.

4 When we finally arrived at the hotel we were too exhausted to notice just how run-down it was. It wasn't until the next morning, as the sun shone brightly through the gaps in the broken shutters, that I took a good look around me.

5 Sick leave: any member of staff who is ill and unable to come to work should immediately contact their department supervisor so that any necessary arrangements can be made.

6 Your application form will be processed by the Human Resources team, who will contact you to arrange an interview if you meet our criteria.

7 We're passionate about travel and because we're travellers too we have loads of experience and knowledge we'd love to share with you.

8 **Opening Times**
Weekdays 9:00 – 17:00
Weekends 10:00 – 19:00
Public holidays 10:00 – 16:00



Test Tip Try to spend no more than 15–20 minutes on Section 1, so that you have enough time for the more difficult texts and questions in Sections 2 and 3. Remember you only have 60 minutes to complete 40 questions, and you need to transfer your answers onto a separate sheet in that time. Aim to spend less than 20 minutes on each section so you have time to check your answers at the end.

● Reading skills

There are 40 questions to complete in 60 minutes. The question types are the same as in the Academic Reading paper. Study the information in units 1–7 for more tips and advice on how to answer the different questions.

General Training Reading – Section 1

1.3 Read the Section 1 passage about recycling.

- 1 Who is the text written by?
- 2 Who is likely to read this?

Recycling

Recycling tips and hints

- Use separate bins or bags for waste and recyclables in the kitchen – it makes recycling easy.
- Remember to recycle items from other rooms in your house. Try placing a separate bin in the bathroom, laundry or study.
- Your normal household waste is collected every week and should go in the bin with the black lid. Place all recyclable items in your bin with a yellow lid. This will be emptied every two weeks. Make sure you do not include plastic shopping bags in with your recyclables.
- You can find out your collection day by contacting the council on 3403 8888. You can also get a free reusable bag and use it to collect recyclables around the house or take it shopping and cut down on plastic bags.
- You do not need to remove staples or the plastic window from envelopes, as this is done in the recycling process.
- Tree trimmings, grass clippings and flowers are not recyclable, even though paper is made from woodchip. These items should either be turned into compost or placed in your general waste bin.

Why recycle?

For every tonne of waste paper that gets recycled, 13 trees are saved. One job is created for every 500 tonnes of paper collected for recycling. Every year in Australia, we use about 3.5 million tonnes of paper and cardboard – enough to fill 160,000 semi-trailers. Paper can be recycled six times before it needs new fibres added.

Want to know more about recycling?

Visit our website or call 3467 9809 to talk to our experts at the recycling centre.

There are several types of questions that ask you to write words and/or numbers from the Reading passage. For these questions:

- you will be told the maximum number of words to write.
- you must only write words that are in the text (make sure you copy the spelling correctly).
- you do not need to change the words in the text and you do not need to join the words together.

Scanning for detail

1.4 Scanning a text involves searching it quickly for specific information. The information may appear only once or several times (e.g. the name of a hotel). Scan the passage in 1.3 to find seven different numbers.

1.5 Answer these short-answer questions. Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** from the passage for each answer.

- 1 What will you help to protect if you recycle one tonne of waste?
- 2 How many tonnes of paper products do Australians use each year?
- 3 What is the telephone number of the recycling centre?

You might also be asked to complete sentences using words from the Reading passage.


Recognising paraphrase

There may be key words in each question that you can locate in the Reading passage. However, some parts of the question will **paraphrase** (use another word that has the same meaning) the words in the passage. This tests how much you understand.

1.6 Complete the following sentences with **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage.

- 1 You should put special bins for collecting recyclables in different _____.
- 2 Plastic shopping bags should be put in the bin with the _____ top.
- 3 The council will collect your recyclables every _____.
- 4 If you call the council, they will tell you your _____.

1.7 Which words in the Reading passage in 1.3 are paraphrases of the underlined words in 1.6?

 **Test Tip** When answering short-answer questions, you do not need to write full sentences or join words together. Look at this example.

*Answer the question with **NO MORE THAN TWO WORDS** from the reading passage.*

*What **TWO** colours did the painter use?*

Answer: black, white (not black and white)

● Reading skills

For **identifying information** tasks, you need to look at several sentences or statements and decide whether they are:

True (the statement agrees with the information in the passage)

False (the statement is incorrect and does not agree with the information in the passage) or

Not Given (you cannot say whether the statement is true or false because there is no information about this in the passage)

1.8 Look at the identifying information task below.

Questions 1–5

Do the following statements agree with the information given in the reading passage? In boxes 1–5 on your answer sheet, 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 Envelopes with a plastic window are unsuitable for your recycling bin.
- 2 Staples often damage the recycling machinery.
- 3 Garden waste should be thrown away with food waste.
- 4 Recycling can help to reduce unemployment.
- 5 Paper that has already been recycled is unsuitable for recycling.
- 6 The fibres that are added to recycled paper are environmentally friendly.

Not given is not the same as False.

In Question 1, *unsuitable for your recycling bin* means ‘you cannot put it in the recycling bin’.

The passage says *You do not need to remove staples or the plastic window from envelopes as this is done in the recycling process.* This means you **can** put envelopes with a plastic window in your recycling bin. So the statement in the question is **False**.

In Question 2, you need to find out from the passage if *staples often damage the recycling machinery.* The passage tells us that *staples will be removed in the recycling process,* but there is no information about staples causing damage to the machinery. We cannot check this fact in the text, so this is **Not Given**.

 **Test Tip** Remember that you are being tested on your ability to understand the information you read **in the passage**. So, you should ignore anything you already know about the topic.

1.9 Decide if the statements in Questions 3–6 are *True*, *False* or *Not Given*. For each question, justify your answer using the relevant parts of the passage.

2 Dealing with multiple texts

In Section 1 of the General Training Reading paper, you may be given three or more short texts. The texts will all be based on a similar topic. The questions will focus on what is different about the information in each text. You need to scan all of the texts to locate the answers to the questions.

2.1 Look at these four texts. What are they all about?

<p>A</p> <p>Hampshire University Open Day 10:00 till 21:00</p> <p>Interested in film? Check out our visual effects studio with all the latest software.</p> <p>Watch students and staff demonstrate their own games in the Animation and Games studio. (15:00–16:00)</p> <p>Food and drink stalls.</p> <p>Free balloons and children's play area.</p> <p>All finished off with our popular fireworks display!</p>	<p>B</p> <p>Lexington College Open Day 11:00–16:00</p> <p>Creative arts market – crafted by our third-year students – all reasonably priced.</p> <p>International food fair.</p> <p>Digital photography – workshops on photographing animals in the wild!</p> <p>Entertainment, prizes and giveaways!</p> <p>You'll feel like you're flying on our trapeze!</p>
<p>C</p> <p>Come and join the fun at our</p> <p>Open Day!</p> <p>Bellingham House College</p> <p>Interested in becoming a vet? Visit our working farm and chat to our lecturers and students.</p> <p>A fun day out for all the family</p> <p>Marine biology exhibit – come and find out about our fascinating sea creatures.</p> <p>Open from 8:00 to 16:00.</p> <p>Parking available at discounted prices.</p>	<p>D</p> <p>Open Day!</p> <p>South Bank University</p> <p>11:00–18:00</p> <p>Come along and test your skills in our flight simulator.</p> <p>Enter the draw to win a free flying lesson!</p> <p>Meet tutors from eight different countries!</p> <p>Hot dog stand and barbecue from 12:00.</p> <p>Free parking available.</p>

2.2 Read questions 1–6 and choose the correct text (A–D).

- At which open day can you
- 1 eat food from around the world?
 - 2 see live animals?
 - 3 learn about becoming a pilot?
 - 4 learn how to use a camera?
 - 5 buy work created by students?
 - 6 watch evening entertainment?

2.3 Underline the parts of the texts that gave you your answer.

● Reading skills

2.4 Match the words/phrases 1–5 from the text with paraphrases A–E used in the questions.

- | | |
|-----------------------|-------------------------|
| 1 fireworks display | A from around the world |
| 2 international | B animals |
| 3 digital photography | C learn how |
| 4 creatures | D evening entertainment |
| 5 workshop | E use a camera |



Study Tip To achieve the best IELTS score, focus on learning vocabulary, grammar and building your reading, writing, listening and speaking skills as a part of your preparation. Don't just focus on test-taking strategies.

3 Understanding work-related texts

Section 2 of the General Training Reading paper contains two separate passages related to work situations. Make sure that you study vocabulary related to work.

3.1 Match the work-related words 1–12 with definitions A–L.

- | | |
|---------------|--|
| 1 hospitality | A to stop working – usually because of age |
| 2 retail | B the type of work done with your hands |
| 3 redundancy | C to hire or employ a person for a job |
| 4 retire | D the industry related to shops |
| 5 consumer | E the person who provides you with work |
| 6 customer | F the industry related to hotels and restaurants |
| 7 manual | G the loss of a job due to a business closing |
| 8 shift | H a person who uses goods |
| 9 employee | I a staff member |
| 10 employer | J the time by which work must be completed |
| 11 deadline | K a person who buys goods |
| 12 recruit | L a person's scheduled period of work |

3.2 Spend 40 seconds reading the passage below to understand the main points. Who do you think would read a text like this?

- A a person wanting to apply to become an inspector
- B the owner of a business
- C a new temporary employee at a company
- D an experienced inspector

Workplace health and safety

Workplace health and safety is the legal responsibility of all employers. There are rules and regulations governing workplace health and safety to help ensure the safety of workers in all industries. Workplace Health and Safety inspectors are employed by the government to carry out regular workplace inspections and ensure current safety standards are being met.

Inspector training

All inspectors complete a rigorous nine-month program of classroom training and field experience with a qualified inspector. New inspectors also receive training on the regulations specific to their respective programs (i.e. construction, mining, healthcare, industrial and diving). Each inspector is issued a comprehensive manual of policies and procedures to be used when carrying out workplace inspections.

Powers of an inspector

Inspectors are employed to monitor employers and workers and ensure that they comply with the laws concerning Workplace Health and Safety. Inspectors' powers include the ability to enter any workplace without giving notice.

Once an inspector has begun a workplace inspection, he or she is permitted to:

- question any employee
- handle, use or test any equipment, machinery and materials and take away any samples
- look at any documents or records and take them from the workplace in order to make copies, and
- take photographs.

What to expect from a workplace health and safety visit

Workplace visits by an inspector are typically unannounced and, by law an inspector must be granted access to enter and access all areas of

the workplace. When a workplace health and safety inspector arrives at your workplace, he or she will introduce themselves and ask to speak with either the workplace health and safety representative or the most senior member of management available. If the staff concerned are not available, the inspector may continue with a limited inspection based on available information and/or arrange a follow-up visit later that day or on the following day.

When all relevant staff have been assembled, the inspector will check that all of the required documentation is in place. This includes the employer's written occupational health and safety policy, and the health and safety-awareness poster. These must be displayed in an area accessible to all employees. Any other documentation that shows workers have been provided with instructions on how to carry out specific tasks may also be requested. Finally, the inspector may ask to see where the documents are posted, and verify that a copy of the law and regulations is also displayed.

Following the documentation review, the inspector will inspect the workplace to determine if staff are maintaining a safe work environment. Short videos describing the specific hazards that inspectors look for during an inspection can be obtained from the Department of Labour.

If the inspector finds any fault within the workplace, then they may issue what is known as a compliance order. Compliance orders describe actions the employer is obliged to take in order to meet the current regulations. If the inspector believes there is immediate risk of injury to a worker, a 'stop work' order will be issued to prevent work from continuing until the problem is solved.

● Reading skills

3.3 Read these questions based on the passage. For each question:

- read the 'stem' (the first line of the question) and use it to locate the relevant part of the passage.
- read each of the options and carefully read the relevant part of the passage.
- choose the best answer (A–D).

1 When a new inspector is trained, they

- A** spend a year learning all of the rules and regulations.
- B** need to learn about rules concerning several different industries.
- C** spend some time working with an experienced inspector.
- D** can carry out inspections as soon as they have completed theoretical training.

2 According to the passage, a workplace health and safety inspector has the power to

- A** take away all faulty equipment they find.
- B** photocopy paperwork they find in the workplace.
- C** ask employees about the company's recruitment process.
- D** warn employees that they are going to carry out an inspection.

3 If the company's workplace health and safety representative is not present

- A** the inspection must be postponed.
- B** the inspector may issue a complaint to management.
- C** the inspector might simply collect the information they need.
- D** the inspector may partially inspect the premises and return later.



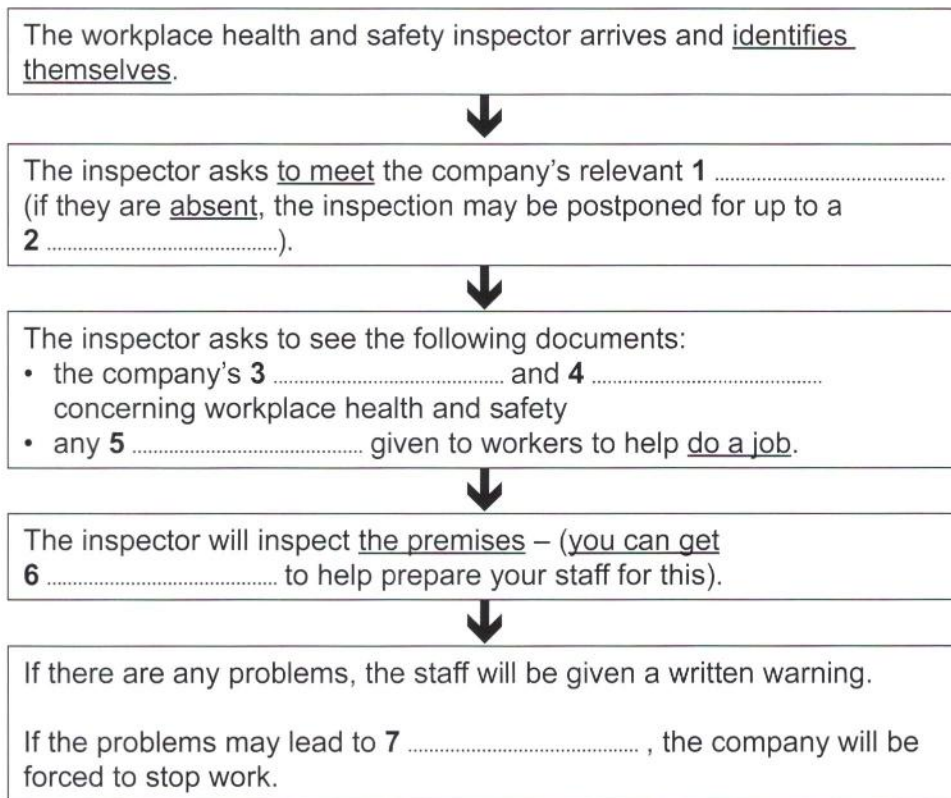
Test Tip Quickly read the whole passage to get the general idea before you begin answering questions. This will help to give you an overall understanding of the passage and will help you to locate relevant parts of the text more quickly.

Summary, Flow-chart or **Note completion** questions all have spaces that you need to fill using words from the text. Because these types of questions are organised into a summary, a set of notes or a flow chart rather than separate sentences, the information may not be organised in the same order as the information in the passage.

3.4 Look at the flow-chart completion task below. Which part of the passage will you need to read to complete it?

3.5 Complete the flow chart using **ONE WORD ONLY** from the passage in each gap.

What happens during an inspection?



3.6 Which words in the passage mean the same as the words that are underlined in the flow chart?

Test Tip If you are asked to choose **ONE WORD ONLY** from the passage, make sure you do not add extra information such as adjectives or adverbs (e.g. ~~short~~ videos). If you write more than one word, your answer will be marked as wrong.

● Reading skills

General Training Reading – Section 3

Section 3 contains one long passage that is more difficult than the previous ones. Timing is an important part of the IELTS test, so make sure you leave at least 20 minutes for this section.

3.7 Spend three minutes reading the passage on the following page to understand the main points.

For some tasks, you need to match the information in the question to specific parts of the text. This is similar to the task in **2.2**. Instead of separate short texts, you will need to scan separate paragraphs or sections of one passage.

For **matching headings** tasks, you need to match the headings to the correct paragraph or section. The correct heading will accurately summarise **all** of the ideas within the section or paragraph.

3.8 Look at the headings in the box below. In the IELTS Reading paper, you will need to consider every paragraph. For this exercise, the headings only relate to paragraphs A–C in the passage.

- 1 Read paragraph A carefully, then read each of the headings in the box.
- 2 Choose the heading that correctly summarises the ideas in the paragraph.
- 3 Do the same for paragraphs B and C.

Headings

- i Industry insiders welcome the change
- ii The city votes for major change
- iii Advertisements are more than marketing tools
- iv How one man changed a city
- v Professionals warn of the consequences of change

3.9 Explain why you chose each answer.

For **matching information** tasks, you need to match individual ideas to the correct paragraph.

Banned Branding

Has São Paulo's advertising experiment worked?

- A** When you think of São Paulo, Brazil, a city of 12 million residents and the 7th largest in the world, you probably picture a gritty, sprawling metropolis, with skyscrapers rising like islands in a sea of giant billboards and neon signs. But all of that changed in 2007 when São Paulo became the first major city in the world to ban all outdoor advertising. The 'Clean City Law' was the brainchild of Mayor Gilberto Kassab who, in a bid to combat all forms of pollution in the city, decided to begin by tackling the most obvious – the 'visual pollution' created by billboards and signs advertising brands of all kinds. The move was hailed by writer Roberto Pompeu de Toledo as "a rare victory of the public interest over private'.
- B** However, reactions in São Paulo were not all positive. Marketing executives were convinced that the new law would prove a terrible blow to the advertising industry and representatives drove their cars up and down in front of city hall to protest against the ruling. *Border*, the Brazilian Association of Advertisers, was incensed over the move, pointing out that tens of thousands of small businesses would have to bear the cost of altering their shop fronts under the new regulations. In the press, a US\$133m loss in advertising revenue was forecast, while the São Paulo outdoor media association, *Sepex*, predicted job losses of up to 20,000.
- C** Others were concerned with the aesthetic impact of the move and that, rather than cleaning up the city, it would look even worse. Would removing the colourful, though chaotic, billboards turn it into a bland concrete jungle? Dalton Silvano, the only city councillor to vote against the law, believed it would: 'Advertising is both an art form and, when you're in your car or on foot, a form of entertainment that helps relieve solitude and boredom,' he claimed. Adding, 'I think this city will become a sadder, duller place.'
- D** Nevertheless, the council pressed ahead with its plans. 'What we are aiming for is a complete change of culture,' spokesman Roberto Tripoli said. 'Yes, some people are going to have to pay a price, but things were out of hand and the population has made it clear that it wants this.' Eventually, the law was passed and businesses were given 90 days to take down any signs that did not meet the new regulations or pay a fine of up to \$4,500 per day. Throughout that period, the city's workmen dismantled around 100 sites per day, occasionally supervised personally by Kassab.
- E** 15,000 billboards – some the size of the buildings they adorned – huge outdoor video screens, and even posters and ads on the side of buses and taxis, were all quickly removed across the city. To help police, Kassab set up telephone hotlines so that citizens could report instances of advertisers breaking the law. 'Some days we had 3,000 calls on those lines,' he said proudly. Even giving out pamphlets in public spaces was made illegal. Extraordinarily, six years later, it is extremely difficult to find outdoor advertising anywhere in the city.
- F** Equally remarkable is the speed with which big advertisers adapted to this new environment. 'It was really dramatic ... Big companies had to change their focus and strategies,' says Marcello Queiroz, editor of the newspaper *Propaganda and Marketing*. Marketing directors soon found new areas to spend their advertising budgets on. The move forced them to be more creative and find innovative methods of indoor advertising such as inside elevators and bathrooms. Other businesses were even more creative. Big banks and stores began painting their buildings in eye-catching colours, creating a visual pattern that consumers could associate their brand with, even from a distance. But, according to advertising executive Marcio Oliveira, 'The internet was the really big winner.' Although, at the time, there was already a worldwide move towards social media, the new law gave Brazilian ad agencies an extra incentive.
- G** For now then, the scheme has worked, and surveys conducted by local newspapers indicate it is extremely popular, with more than 70% of residents showing their approval. It has also brought some unforeseen advantages. When the hoardings were removed, many locals were shocked at the state of the buildings and houses beneath. As a result, renovation work in the city has increased considerably and its cultural heritage is now more visible. As journalist Vincenze Galvao commented about finding his way around the city, 'My old reference was a big Panasonic billboard, but now my reference is an art deco building that had been covered by it. The city's now got new language, a new identity.'

● Reading skills

3.10 Look at the following statements. In the first question, the type of information you need to find in the text has been underlined. Do the same for questions 2–6.

Which paragraph, A–G, contains the following information?
You can use any of the letters more than once.

- 1 some unexpected benefits of banning outdoor advertising
- 2 the deadline businesses were given to clear away their advertising material
- 3 the public's reaction to the new proposal
- 4 advertising techniques that emerged as a result of the ban
- 5 an action carried out to try to stop the law being passed
- 6 examples showing the wide range of advertising material that was banned

3.11 Scan the text for the following names and highlight them each time they appear in the text.

People

- A Gilberto Kassab
- B Roberto Pompeu de Toledo
- C Dalton Silvano
- D Roberto Tripoli
- E Marcello Queiroz
- F Marcio Oliveira
- G Vincenze Galvao

3.12 Match the people (A–G) with the following statements. You can use any of the letters more than once.

- 1 Removing the billboards has made us more aware of local architecture.
- 2 The changes led to more people advertising their business online.
- 3 Billboards can be interesting to look at.
- 4 Businesses quickly adjusted after the law change.
- 5 The public was very keen to report businesses that ignored the new rules.
- 6 Although it might hurt certain businesses, this is a necessary change.

IELTS Writing

How long is the Writing paper?

The Writing paper lasts one hour. Within that time, you must complete two writing tasks. Writing Task 2 carries more marks than Writing Task 1.

What will I need to write about?

There are two separate writing tests, one for Academic candidates and one for General Training candidates. Before enrolling, you need to decide which test is best for you. See the website www.ielts.org for advice on this. You will be given two specific writing tasks as follows.

Task		Timing	What do I have to do?
Academic Writing	1	20 minutes	Describe visual information (e.g. a diagram, chart, graph or table).
	2	40 minutes	Write an essay. You may be asked to: <ul style="list-style-type: none">• provide a solution• evaluate a problem• compare and contrast different ideas or opinions• challenge an argument or idea.
General Training Writing	1	20 minutes	Respond to a given situation (e.g. by writing a letter). You may be asked to request information or explain a situation.
	2	40 minutes	Write an essay in response to a point of view, argument or problem.

● Writing skills

How is the Writing paper assessed?

A trained assessor will read your answers and award a mark based on the following criteria.

Task	Criteria	What do these criteria mean?
Writing Task 1	Task Achievement	Did you answer the question fully and write 150 words?
Writing Task 2	Task Response	<ul style="list-style-type: none"> • Did your answer address all of the points in the question? • Did you provide a balanced argument and support your ideas with evidence and examples? • Were all of your ideas relevant to the question? • Did you write 250 words?
Both tasks	Coherence and Cohesion	<ul style="list-style-type: none"> • Is your writing easy to understand? • Are your ideas well organised and clearly linked?
	Lexical Resource	Did you use a wide range of vocabulary accurately and effectively?
	Grammatical Range and Accuracy	Did you use a wide range of grammatical structures accurately and effectively?

Writing Task 2 is worth more marks than Writing Task 1. The assessor will combine your two scores to obtain one final score.

How can I improve my Writing paper score?

You can improve your score by making sure you answer each question fully and remembering the test tips in this unit. This unit will also tell you the writing skills you need to practise in order to achieve your best score. Before the test, practise writing quickly and neatly and make sure you **do not** use bullet points, notes or abbreviations or prepared answers. Studying all aspects of English, including vocabulary and grammar, will also help improve your score.

Writing skills

1 Academic Writing Task 1 – Describing a chart, table or graph

In this unit you will practise:

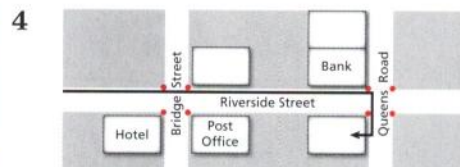
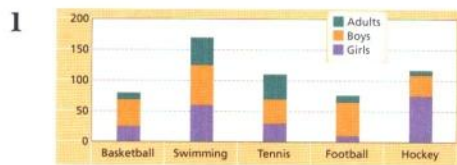
- understanding Academic Writing Task 1
- understanding charts, tables and graphs
- identifying relevant information
- improving your Task Achievement score

1 Understanding graphs, tables and charts

IELTS Writing Task 1 presents you with visual information that you need to describe.

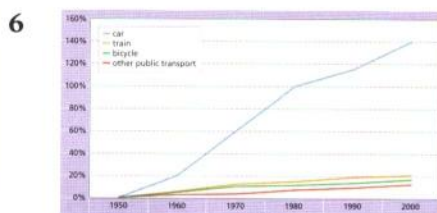
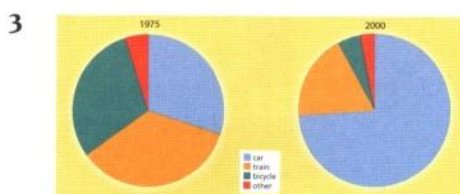
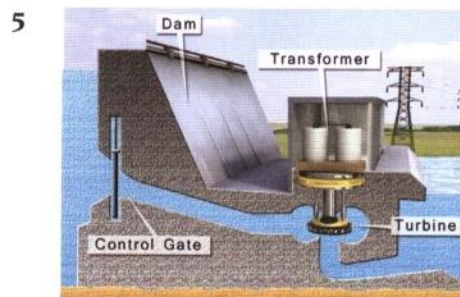
1.1 Label examples of visual information 1–6 with words A–F.

A diagram	D table
B map	E bar chart
C pie chart	F graph



2

WINNING TEAMS	GOLD	SILVER
USA	929	729
Soviet Union	395	319
UK	207	255
France	191	212
Germany	163	163
Italy	190	157
Sweden	142	160



● Writing skills

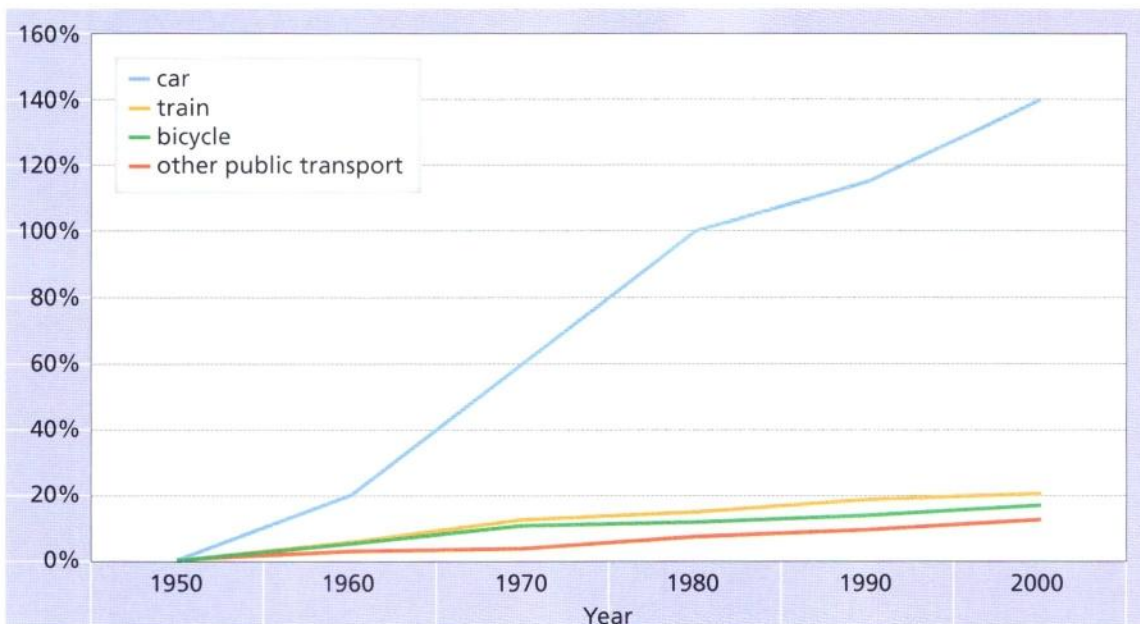
You only have 20 minutes to complete this task, so practise reading and understanding this type of information quite quickly.

1.2 Spend a minute looking at the graph below. Mark any information you think is important with a highlighter or pencil.

1.3 Answer these questions.

- 1 What is being measured and how? (e.g. is the information in millions or as a percentage?)
- 2 Is there a time element to the information? (If yes, what is the gap between each year shown?)
- 3 Are two or more things being compared? (What are they?)

Traffic growth in the Netherlands since 1950



1.4 This description of the graph in 1.3 contains seven mistakes. Find the mistakes and correct them.

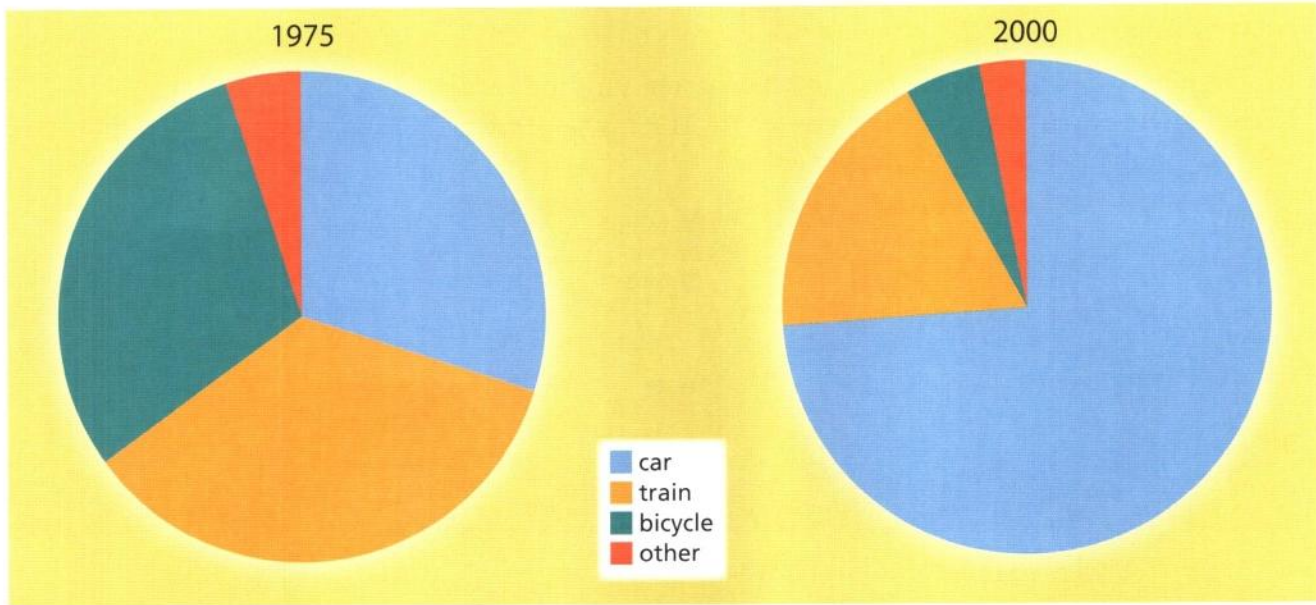
The graph shows the increases in traffic in England from 1960 to 2010. During this time, car traffic increased by just over 150%, while train traffic increased by 40 percent, bicycle traffic increased by approximately 20%, and other public transport traffic actually decreased by about 20%.

↑ **Test Tip** You will be assessed on the type of information you write about, as well as the language that you use. If you give information that is incorrect or inaccurate, then you will receive a lower score.

The visual information may also be presented in a bar chart, table or a pie chart. You must limit your description to the information presented to you.

1.5 Study the information presented in these pie charts carefully, then complete the task.

Proportion of journeys made in the Netherlands according to transport type



Look at statements 1–6 and say whether the information

A is **true** according to the data

B is **incorrect** according to the data

C **cannot be verified** from the data

- 1 The two pie charts tell us the number of vehicles being used in the Netherlands in 1975 and 2000.
- 2 As many people travelled by train as by car in the Netherlands in 1975.
- 3 Fewer people travelled by train than by bicycle in the Netherlands in 2000.
- 4 In 2000, people in the Netherlands were making most of their journeys by car.
- 5 A larger percentage of people bought new cars in 2000 than in 1975.
- 6 We can see from this information that travelling by train and by bicycle was far less common in 2000 than in 1975.

Test Tip Your answer must **accurately** describe the information presented in the visual. Don't draw conclusions that are not supported by the information you are given.

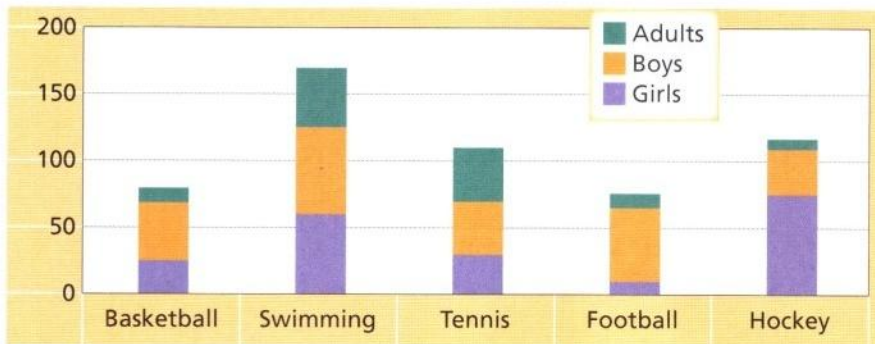
● Writing skills

2 More complex charts

The visual information you are given in Writing Task 1 often asks you to compare or contrast different information. One way of allowing you to compare information is through a bar chart.

2.1 Study the bar chart below. Notice that you have to estimate some of the numbers. Answer the questions by choosing the best answer, A, B or C.

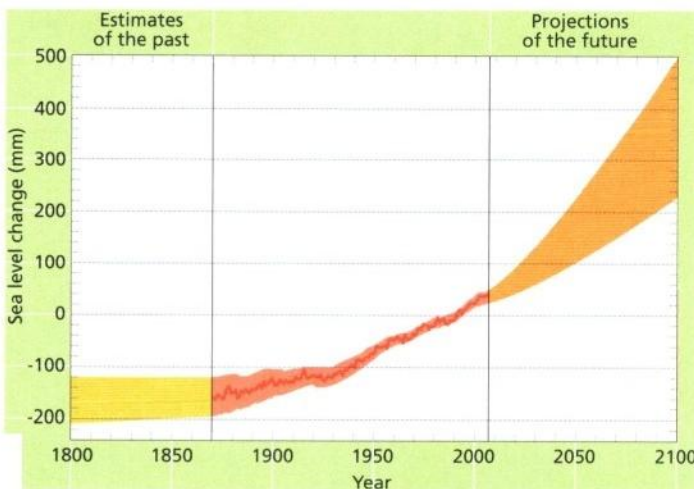
One hundred adults, boys and girls in Manchester, England were asked to name the sports they participated in. The results were recorded in the following stacked bar chart.



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- Approximately how many adults play basketball?
A 80 **B** 25 **C** 10
- How many boys enjoy swimming?
A about 40 **B** about 60 **C** about 170
- Which sport is enjoyed by the same number of adults as girls?
A basketball **B** tennis **C** football
- Which group seems to participate in the most sport overall?
A adults **B** boys **C** girls

2.2 Some charts are used to show predictions of the future. Study the graph below and decide what the information is telling you.



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Using the passive voice helps to show you are **describing** the visual information, rather than giving your own ideas. To describe future predictions, we often use the passive form of the verbs *estimate*, *predict*, and *forecast*. These sentences often start with *It*.

2.3 Rewrite these sentences, describing the graph in 2.2.

- 1 I predict that sea levels will continue to rise.
It is predicted that _____
- 2 I estimate that sea levels will have increased by 200mm by the year 2050.
It _____
- 3 I forecast that sea levels will rise more rapidly between 2050 and 2100.
Sea levels _____
- 4 I estimate that by 2100, sea levels will be 500 mm higher than they are at present.
By 2100, sea levels _____



Test Tip Each time you come across any form of graph, chart or table, study it carefully and practise picking out the major changes that the figure shows. Imagine that you are explaining to someone else what you have noticed from the graph.

3 Improving your Task Achievement score

When the examiner assesses your writing, one of the criteria they will use is called **Task Achievement**. Look at the wording of this Writing Task 1 question.

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

Write at least 150 words.

This means that, to achieve a good score for Task Achievement, you need to

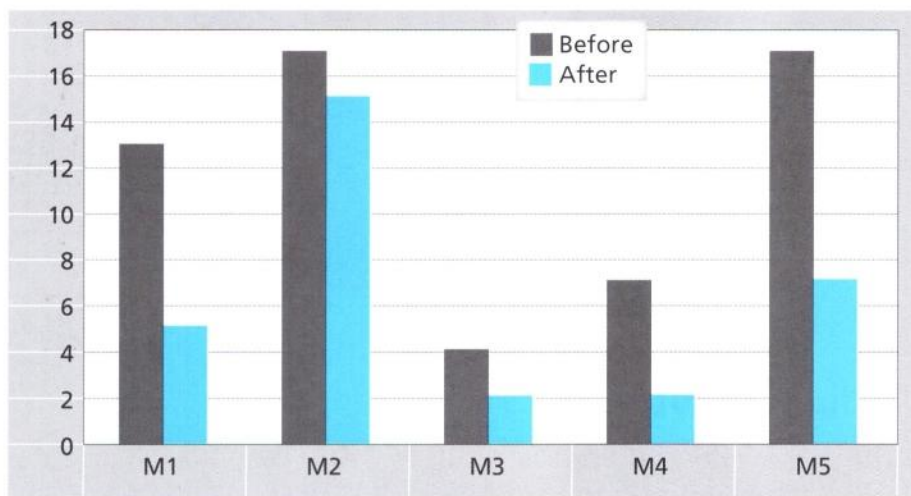
- 1 give an overview of the main information in the graph (summarise the information).
- 2 describe **all** the most relevant and significant information (select and report the main features).
- 3 point out the key differences and similarities in the data (make comparisons where relevant).
- 4 only include information that is represented in the data.
- 5 produce an answer that is at least 150 words.

● Writing skills

It is **very important** to give a one-sentence overview or summary of the **main trends** in the chart or graph. **You will not achieve a good Task Achievement score if your answer does not include an overview sentence.**

3.1 The bar chart below shows the reduction in traffic accidents in Bridgewater following the introduction of extra lanes on busy roads. Look at the chart and try to identify the main trend(s).

Accident reductions per kilometre in Bridgewater following the introduction of extra lanes on busy motorways



3.2 Which of the following sentences is an accurate overview sentence of the bar chart?

(You must summarise the main trend(s).)

- A There were mixed results following the introduction of the new traffic system in Bridgewater.
- B On some roads the extra lanes were more popular than on others.
- C The roads with the largest amount of traffic are the M1 and M5.
- D In every case, adding an extra lane on main roads had a positive effect on traffic incidents.
- E All cities should incorporate this system on their main roads.

For Writing Task 1, you need to write 150 words describing and summarising the **main features**. The visual information may contain minor details that should not be included. For example:

Main feature: *Extra lanes were introduced to five main roads.*

Minor detail: *Before the new lane was introduced, almost eight cars had accidents on the M4 per kilometre per year.*

3.3 Look at sentences 1–6 and decide if the information is

- A** a main feature (it should be included)
B a minor detail (it can be left out)
- 1 The M2 and the M3 showed the smallest reduction in accidents.
 - 2 Approximately four accidents per kilometre occurred on the M3 prior to the peak lane being introduced.
 - 3 About 17 accidents per kilometre occurred each year on the M2 following the introduction of extra lanes on busy roads.
 - 4 The greatest reduction in accident numbers occurred on the M1, the M4 and the M5.
 - 5 The introduction of the new system cut the number of accidents occurring on the M1 and the M5 by half.
 - 6 Each year, the greatest number of accidents occur on the M1, the M2 and the M5.

3.4 Look again at the bar chart in 2.1 and read the model answer below. Check the Task Achievement of the model answer.

- 1 Find a sentence that gives an overview of the main information.
- 2 Find four examples of the **main features** of the data that have been selected and reported.
- 3 Check the word count.

The chart shows the responses of a group consisting of 100 boys, 100 girls and 100 adults in Manchester, England, when asked whether they participated in four sports: basketball, swimming, tennis and football. From their responses, it is clear that swimming is the most popular sport among all groups, and that from these three groups, boys participated in the most sports. In fact, for three out of the four sports, boys were the major participants. The only sport not enjoyed by the boys surveyed was hockey, a sport that the vast majority of the girls who were interviewed participated in. Other sports enjoyed by girls were tennis and basketball. However, only a very small number, approximately 10 of the 100, participated in football. We can conclude from this that girls in Manchester enjoy hockey a lot and that they don't particularly like football.

3.5 Improve the Task Achievement score of the model answer.

- 1 Find one piece of information that should be deleted.
- 2 Decide what details are missing.
- 3 Complete the answer so that there are 150 words.

Test Tip You will **lose marks** for Task Achievement if you

- leave out data that is important.
- speculate on reasons for the data.
- add information not included in the data.
- write less than 150 words.

Don't do these things.

Writing skills

2 Academic Writing Task 1 – Comparing and contrasting graphs and tables

In this unit you will practise:

- avoiding repetition
- comparing and contrasting data
- describing changes in numbers
- grammatical range and accuracy
- describing numbers and figures accurately

1 Avoiding repetition

As well as Task Achievement, another criterion the examiner will use is called **Lexical Resource**. This assesses the accuracy and range of the vocabulary you use. To display a wide range of vocabulary, you must make sure not to simply repeat your own words or the words from the question.

1.1 A good way to avoid repetition is to use synonyms. Which words A–F could be used to replace the underlined words in sentences 1–6?

- 1 There was a sharp decrease in sales between 2007 and 2010
- 2 The figures fell steadily over the next 10 years.
- 3 It is predicted that the numbers will begin to increase from 2025.
- 4 It is predicted that the numbers will remain the same for the next ten years.
- 5 The charts show how many people travelled by train in 1950 and 2000.
- 6 According to the data in the table, 2005 was the most successful year.

- A stay
- B indicate
- C information
- D dropped
- E rise
- F reduction

You need to write an introductory statement for your description. For this, it is particularly important to use your own words instead of copying words and phrases directly from the question. You can do this by

- using a synonym of the words in the question.
- changing the form of a word (e.g. changing a verb into a noun).

1.2 Look at these extracts from Writing Task 1 questions, and candidates' introductory statements. Replace the underlined words in the candidates' answers with a suitable phrase from the box to improve the range of vocabulary.

- A *how many*
 B *a group of people of a range of ages*
 C *the countries they come from*
 D *the number of vehicles on the road*
 E *have taken courses at*
 F *different sports preferred by*
 G *how much people spent*

- 1 The graph shows traffic growth in the Netherlands between 1960 and 2010.
The graph indicates the changes in traffic in the Netherlands from 1960 to 2010.
- 2 The bar chart shows the sporting preferences of 100 adults, boys and girls in Manchester.
The bar chart tells us the sporting preferences of 100 adults, boys and girls in Manchester.
- 3 The graphs show the number of students that have attended the college since 1980 and their different nationalities.
From the graphs, we can see the number of students that have attended the college since 1980 as well as their different nationalities.
- 4 The two pie charts show the average household expenditure in the US in 1900 and in 2000.
The pie charts reveal the average household expenditure in the US in 1900 and 2000.

1.3 Look at the candidates' statements again. Which other examples of paraphrase can you find?

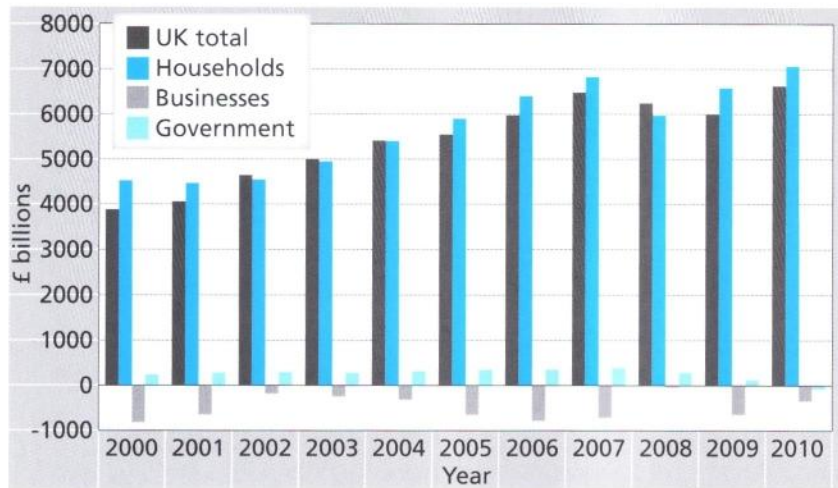
● Writing skills

2 Comparing and contrasting data

When you are describing a chart or graph, you are actually describing the patterns in the data. Before you begin to write, spend one or two minutes noticing the different features of the visual information.

2.1 Look at this Writing Task and then answer the questions.

The bar chart below shows the net worth of the UK from 2000 to 2010 according to three different sectors.



- 1 What do the figures on the left measure?
- 2 Why does the number 1,000 appear twice?
- 3 Which set of figures shows what is happening in the country as a whole?

To help identify the patterns, you need to look for the

- **peaks** (high points) and **troughs** (low points)
- periods when the figures **remain steady** (show little or no change)
- periods when the figures **fluctuate** (show a lot of changes)

You also need to notice which different figures you can **compare** (show that they are similar) and **contrast** (show that they are different)

2.2 Look at the patterns in the data and answer these questions.

- 1 Over which span of time did the UK government's wealth remain steady?
- 2 Over which period did its wealth decline?
- 3 In which three separate years did business wealth show a marked improvement?
- 4 In which two years was the total wealth of the UK worth more than household wealth?
- 5 Which three sets of data generally followed the same pattern?
- 6 Which sector fluctuated the most between 2000 and 2010?

Test Tip Remember that, to achieve a high score for Writing Task 1, you need to **select and report on the main features and make comparisons where relevant**.

Usually, changes occur over time. So, to describe these changes accurately, you must use the appropriate tense.

2.3 Complete the sentences with the most appropriate tense of the verbs in brackets.

- 1 The figures for UK households _____ (remain) fairly steady between 2000 and 2002 then _____ (begin; increase). By 2007, UK household wealth _____ (rise) from £4,500 billion to just under £7000 billion.
- 2 Between 2000 and 2007, both the government and household wealth _____ (show) positive figures that gradually _____ (increase) over time.
- 3 While both the household and government net wealth _____ (drop) significantly in 2008, the government's net worth _____ (fall) so much that it actually _____ (go) into negative figures in 2010.
- 4 Between 2000 and 2010, the total net worth of the UK _____ (follow) a similar pattern to that of the households and the government.
- 5 Although the net worth of businesses in the country _____ (improve) from 2000 to 2002, this trend _____ (not last) long and _____ (begin; worsen) again only a year later.
- 6 From 2005 to 2007, although the rest of the country _____ (experience) continued growth, the wealth of businesses _____ (return) to the levels of 2000.
- 7 The data for the business community _____ (reveal) the opposite trend to that of the rest of the country. At the same time that the wealth of households and the government _____ (grow), the wealth of businesses _____ (decline).

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2.4 Look at the sentences in 2.3 again. Which sentences are

- A describing a pattern or trend in one sector?
- B pointing out the similarities in data for two or more sectors?
- C contrasting data from two or more sectors?

2.5 Study the language used in the sentences in 2.3 and make a note of any new vocabulary.

● Writing skills

3 Grammatical Accuracy – describing numbers and figures accurately

Another criterion the examiner will use to assess your writing is **Grammatical Range and Accuracy**.

After your introductory sentence and your overview sentence, you need to select relevant data to report on. To do this, you need to be able to accurately describe numbers and figures.

3.1 Read this extract from a description of the bar chart in 2.1 and the underlined information.

The chart shows that the maximum net worth of all UK households reached a little over £7000 billion. In six of the ten years represented in the chart, UK households were worth approximately 5% to 10% more than the UK total. For just under a third of this period, in the years 2002 to 2004, the UK total was equal to or greater than the total worth of UK households.


- 1 Which information is written as numerals (1, 2, 3, etc.)?
- 2 Which information is written in words?

3.2 Replace the relevant numerals in the following sentences with the correct word from the box.

three and a half billion	a quarter	half
a third	one million dollars	


- 1 $\frac{1}{2}$ of the people who attended in 1961 had never attended a concert before.
- 2 They reduced the budget by \$1m 40 years later.
- 3 60% of students report using the library in term time only and $\frac{1}{4}$ of those use the library at night.
- 4 The population rose by $3\frac{1}{2}$ billion in the next 15 years.
- 5 Over 15 million planes landed at the airport in the last seven months; this is an increase of $\frac{1}{3}$.

A common problem for candidates is in deciding whether or not a noun or a number should have a final 's'.

3.3  Complete the sentences with the correct form of the words in brackets.

- 1 There were approximately three hundred _____ on the roads in 1970. (thousand; car)
- 2 Current figures show that this has now risen to over twelve _____ . (million)
- 3 _____ of people travel by plane every year. (million)
- 4 According to the chart, four _____ were manufactured in the factory last month. (hundred; bed)
- 5 Approximately 40% of all _____ admitted to working through the night before exams. (student)

Another common mistake that candidates make when describing numbers is missing out the preposition or using the wrong one.

3.4  Choose the correct preposition from the box to complete the sentences below. You may use some prepositions more than once.

in of to for from

- 1 The increase _____ car use was accompanied by a decline in the use of public transport.
- 2 The table shows the number _____ students enrolled at the school between 1960 and 1990.
- 3 Approximately 70% _____ women have experienced this as compared to only 30% _____ men.
- 4 The figures _____ train and bicycle use reveal a steady drop in these types of transport.
- 5 The figures had increased _____ 35% _____ over 60% within five years.



Study Tip When you are practising this type of writing, say your answer aloud to help you decide whether your language is too repetitive. Do your sentences sound very similar? Think about the sentence structures you have used, as well as the vocabulary.

The **coherence** (how easy your writing is to understand) and **cohesion** (how the ideas in your answer are connected together) of your answer are also assessed in Writing Task 1. You need to take the time to organise your ideas into paragraphs. You can practise this in Units 3, 4 and 6.



Test Tip Make sure that you leave time at the end to check your writing. You need to make sure that your facts and your language are both accurate.

Writing skills

3 Academic Writing Task 1 – Describing diagrams

In this unit you will practise:

- understanding a diagram
- understanding Lexical Resource
- describing a process
- being accurate
- improving coherence and cohesion

1 Understanding a diagram

Another form of visual information is a diagram. Again, you need to spend a little time studying and understanding the diagram before you begin to write. Remember, you need to include **all** of the most relevant information.

1.1 Look at the diagram below for one minute.

How to make recycled paper from old newspapers.



Test Tip Try drawing your own diagram of an everyday machine in your home (e.g. a washing machine). Divide the process up into different stages and describe it.

1.2 Match the verbs to parts 1–9 in the diagram. You may use more than one verb for each image.

lift	pour	leave	drain	add	put	tear
mix	press	soak	dry	place	slide	beat

There may be some labels included in the diagram. These are usually the names of different objects that you are not expected to know. You should use these in your description.

1.3 Study the diagram again and complete these sentences.

- 1 You need old newspapers, a _____ to hold the mixture and a _____ containing 250 ml of water.
- 2 An _____ is used to form the mixture into a pulp.
- 3 The pulp is poured into a _____.
- 4 Some _____ is used to lift the pulp out of the water.
- 5 A _____ is used to flatten the pulp and press the water out.

Test Tip Remember, you have only 20 minutes to complete Writing Task 1, so you need to identify the most important information in only one or two minutes. To help plan your answer, write the different verbs you will use to describe each stage on the diagram itself. This will help to make sure you don't miss out any important steps in your description.

2 Describing a process – coherence and cohesion

Your Writing Task answer will be assessed based on its **coherence** (is it easy to understand?) and its **cohesion** (are the ideas connected well?). For every Writing Task answer, your ideas must be organised in a logical way and be connected together. Your answer must not be a list of individual sentences.

2.1 Complete sentences 1–9 with endings A–I.

- | | |
|----------------------------------|---|
| 1 The diagram explains how to | 6 Then, use a piece of mesh, to carefully |
| 2 First, | 7 Next, open up an old newspaper and |
| 3 Then, add 250 ml of water and | 8 Then, use a rolling pin to |
| 4 Next, using an electric mixer, | 9 Finally, |
| 5 When it is ready, | |

- A place the pulp mixture inside.
 B beat the mixture for about 45 seconds until it forms a pulp.
 C leave your new paper to dry in a warm place for at least 24 hours.
 D make recycled paper from old newspapers.
 E tear some newspaper into small pieces and put them in a bowl.
 F lift the pulp mixture out of the tray, allowing the water to drain.
 G press the paper down and force out any excess water.
 H leave the paper to soak for up to an hour.
 I pour the pulp into a shallow tray and add a further 100 ml of water. Mix it together by hand.

● Writing skills

To describe a process, we usually use the passive voice.

Active voice

First, tear some newspaper into small pieces.

Passive voice

First, some newspaper is torn into small pieces.

2.2 Now complete the description below by changing the sentences in 2.1 to the passive voice.


The diagram explains how recycled paper is made from old newspapers. First, some newspaper is torn into small pieces and put into a bowl. Then,

2.3 Look at the complete description in the Answer Key. The beginning of each sentence helps to organise the information and link it together. Complete the list of words/phrases below that help do this.


First, ... Then, ...

3 Lexical Resource – being accurate


Common spelling mistakes

3.1  Accuracy in vocabulary includes using the correct spelling. The sentences below each contain one spelling mistake. Find the mistakes and correct them.

- 1 The goverment increased spending in 1988 and again in 1998.
- 2 The chart shows the percentage of students who have access to the internet in their home.
- 3 From the pie charts, we can see the diffrent sports enjoyed by each age group.
- 4 These figures remained steady untill 1990, when they rose steeply.
- 5 The charts show the energy use of four different contries over a 50-year period.
- 6 The highest rise occurred between 1970 and 1990.
- 7 This figure had decreased by 50% by the end of this decade.
- 8 While the amount of money spent on education remained the same, the budget for transport incresed considerably over this time.

 **Test Tip** Remember, your answer for Writing Task 1 will be marked against specific criteria. One of these is Lexical Resource. To get a good score, you need to use a wide range of vocabulary (not repeating the same common words) and use vocabulary accurately (without mistakes).


Using the wrong noun

3.2  Accuracy in vocabulary also involves using the most appropriate words. Improve the accuracy of the sentences below by replacing the underlined words with one of the nouns from the box.

percentage number means method
amount factors figures

- 1 The number of traffic on the road continues to increase.
 - 2 The diagram shows the way for making canned food.
 - 3 The amount of children who do not have access to a computer at home is higher in Newtown than in Westbridge.
 - 4 The chart shows figures for four different ways of transport in The Netherlands.
 - 5 Another significant figure is the percent of the budget that the school spent on recruiting staff.
 - 6 The chart clearly shows the reasons that led to the current energy problems.
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Using the wrong form

3.3  Another accuracy problem occurs when you choose the right word but use it in the wrong form. Complete these sentences with the correct form of the words in brackets.

- 1 The _____ between the two is only 9%. (different)
- 2 This involved a great deal of hard _____. (work)
- 3 The chart shows several of the areas we tend to take for granted in our _____. (live)
- 4 In the older group, there was a dramatic _____ in 2000. (increase)
- 5 The graph shows that the _____ rate of women increased far more than that of men. (attend)
- 6 There was a _____ decrease from 2005 to 2010, but overall it remained the same. (slight)
- 7 The figures show how many people in the area make use of the local _____ centre. (sport)
- 8 We often go on _____ trips to museums and art galleries. (education)

Writing skills

4 Academic Writing Task 1 – Describing maps

In this unit you will practise:

- describing a map
- describing changes in a place
- being accurate

1 Describing a map

1.1 Look at the following Writing Task 1. Then complete the list of changes below.

The following maps show the changes that have taken place in the centre of a town since 1700.

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

Test Tip Work out how much space 150 of your words take on a page. This can save you having to count. Make sure your handwriting is neat and legible.

Town centre, 1700



Town centre today



Write at least 150 words

changes:

- the hotel *has been expanded / extended.*
- Steggle Farm
- the roads
- the shops
- the houses
- Goode Farm
- the house in St Peter's Lane
- the stables

1.2 Complete the sentences with the correct feature.

- 1 The _____, which is right in the centre of the town, has not changed in 300 years.
- 2 According to the 1700s map, there was a _____ in the bottom right-hand corner.
- 3 Another feature that has remained the same is the _____, located in the centre, to the right of the market square.
- 4 The row of _____ that can be seen in the bottom centre of both maps, has changed little over the years.

1.3 Complete the sentences with the correct location.

- 1 Steggle Farm, which can be seen _____ of the 1700s map, is no longer there.
- 2 To _____ the market square is the hotel, which has changed considerably over the years.
- 3 In the _____ both maps, there is a bridge.
- 4 In the 1700s, there were stables located _____ the church.

2 Describing changes in a place**2.1** Match the verbs in the box to definitions 1–10.

add	remove	modernise	extend	replace
reconstruct	expand	improve	renovate	
reduce	develop			

- 1 make something bigger: _____ or _____
- 2 make something new again: _____
- 3 make something modern: _____
- 4 take something away and put something else in its place: _____
- 5 make something better: _____
- 6 make something smaller: _____
- 7 build several buildings in an area where there was nothing: _____
- 8 put in something totally new: _____
- 9 take something away: _____
- 10 build something again: _____

Writing skills

2.2 Complete these sentences with the correct form of verbs from 2.1.

- 1 Goode Farm has now been _____ with a car park.
- 2 The hotel has been _____, and is now almost twice the size it was in 1700.
- 3 Though many of their names have remained the same, all of the roads _____.
- 4 The traffic lights, roundabout and zebra crossing, which were not needed in 1700, _____ now _____, and the road surfaces _____.
- 5 The stables _____ and replaced with a block of flats.



Test Tip Get an old map of your own town centre and write about some of the changes that have happened.

3 Grammatical Accuracy

Your answer for Writing Task 1 will be marked against specific criteria. One of these is Grammatical Accuracy. To obtain a good score, you need to produce writing that is grammatically accurate.

3.1 Correct the 10 mistakes underlined in the answer below.

The two maps 1 allows us to see the changes in one small town over a 300-year period. In the 1700s, the town was relatively small and 2 consists of a few farms and houses gathered around a central market place and church. Transport 3 restricted to horses at that time so the roads were very basic. Having said that, the roads were clearly marked and the river had a bridge running across it.

In the present-day town, a great deal 4 changing. Perhaps the most noticeable changes are those relating to transportation. Our modern-day needs are very different and so the roads 5 are improving and traffic lights, a roundabout and a zebra crossing 6 been adding, as well as an extra road. Increased traffic means that a car park 7 now replaced Goode Farm and the fields that 8 are locate at the top of the 1700 map. Housing is another area where many changes 9 are made. While in 1700 there were few houses, now there are rows of houses and a block of flats instead of the stables. A further development is the supermarket and the hotel, which 10 is extending.

It is important to use paragraphs in your Writing Task 1 answer. Paragraphs show that your answer is well organised.

3.2 Look at the answer in 3.1 again and explain how it is organised.

Study Tip Practise writing with a timer set for 15 minutes so that you get a good feel for how long this is.

1 Understanding the task

For General Training Writing Task 1, you will be asked to write a letter. The letter must be written in the correct style:

- informal (if you are writing to family or friends)
- semi-formal (if you are writing to a work colleague you know well)
- formal (if you are writing to a business or a local newspaper)

1.1 Complete the table with these phrases, according to which part of a letter they belong to and what style they are.

- 1 Hi Mum.
- 2 I look forward to your reply
- 3 Dear Mike
- 4 Lots of love
- 5 I'm afraid I won't be able to attend the meeting next week.
- 6 Thanks for the parcel, it just arrived!
- 7 Yours sincerely
- 8 Dear Sir or Madam
- 9 Kind regards
- 10 I'm writing in response to your advertisement.
- 11 I can't wait to see you next week.
- 12 I'm looking forward to getting back to work.



Test Tip In the General Training Writing Test, you must manage your time well. Writing Task 2 is worth twice as many points as Writing Task 1, so you must only spend 20 minutes on Writing Task 1. Take a reliable watch into the exam with you. You won't be allowed to take your mobile phone into the exam room.

	informal	semi-formal	formal
greeting			
opening statement			
closing statement			
ending			

● Writing skills

In your letter, you might be asked to

- A request information.
- B give personal or factual information.
- C explain a problem or situation.
- D explain wants or needs / make a request.
- E complain about a service.
- F make a suggestion or recommend something.

1.2 Match phrases 1-6 to ideas A-F.

- 1 I think it would be better if you opened at the weekend as well.
- 2 Could you please send me a brochure and an application form?
- 3 Because I'm a student, I need a quiet place to study at night.
- 4 I'm very unhappy about the dinner we ate in your restaurant last night.
- 5 I finished high school last year and I am currently taking a computer course.
- 6 I'm unable to go to the meeting myself because I have to look after my son.

1.3 Look at this General Training Writing Task 1 question.

This part explains the situation.

This tells you how to begin.

You should spend about 20 minutes on this task.

You rent a four-bedroom house, which you share with two other students. However, there are several problems with this house that need fixing. You also find it expensive and would like to find another student to share the spare bedroom.

Write a letter to the estate agency. In the letter

- explain your situation
- describe the problems with the house
- say what you would like to happen

The bullet points tell you what to write about.

Write at least 150 words. You do NOT need to write any addresses. Begin your letter as follows: *Dear Sir or Madam,*

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1.4 Look again at the situation described in the question.

- 1 Do you think this situation is informal, semi-formal or formal?
- 2 Can you change these details and write about your own personal situation?
- 3 Should you write your own address at the top of your letter?

2 Improving your score

Your answer will be assessed based on the following criteria.

- **Task Achievement** Does your letter answer all the parts of the question? Are all your ideas relevant?
- **Coherence and Cohesion** Are your ideas well organised, clear and well connected?
- **Lexical Resource** Have you avoided repeating the same words and copying words from the question?
- **Grammatical Range and Accuracy** Have you made few grammatical mistakes and shown a range of grammatical structures?

The information in the exam task will tell you what to write about. To achieve a good Task Achievement score, include all of these points in your letter and only include relevant ideas. To improve your score for Coherence and Cohesion, use the information in the exam task to help plan and organise your ideas.

- 2.1** Look at the suggested plan below for a letter to answer the question in 1.3. Think about what you would write for parts 2–6.

1 Greeting	<i>Dear Sir or Madam,</i>
2 Opening statements (introduce yourself, say why you are writing)	
3 Explain the situation	
4 Describe the problems with the house	
5 Say what you would like to happen	
6 Closing statements (signal the end of the letter)	
7 End the letter	

● Writing skills

2.2 Look at a candidate's notes below for their letter.

- 1 Are all the ideas relevant to this question?
 - 2 Match the relevant ideas (A–F) with parts 2–6 of the plan.
N.B. You may not be able to fill in each part.
- A The upstairs shower seems to be leaking into the kitchen below and this is dangerous.
B We would be grateful if you could get the problems fixed as soon as possible.
C We're also worried as there is no front gate, which makes the house less secure.
D We have exams soon and my computer is broken.
E I look forward to hearing from you very soon.
F My friends and I rent one of your properties and I am writing to inform you of some problems that we are having.

2.3 Which two parts of the plan still need ideas?

To achieve a good score for Lexical Resource, you need to avoid copying words from the question.

2.4 Look at the following explanation of the situation. Why do you think it would receive a low mark?

We rent a four-bedroom house. However, there are several problems with the house that need fixing and we also find it expensive.

2.5 Help to improve the explanation below by filling in the blanks. Then add the paragraph into the correct part of the plan on the previous page.

The house we are **1** _____ four bedrooms and there are three of us sharing it. Our rent was recently increased and, as we are all students, it is a little difficult for us to **2** _____. It's a very nice house that suits us perfectly but at the moment some **3** _____ are needed.

2.6 What extra details does this second explanation include?

2.7 Which ideas (A–C) would help to complete the plan?

- A I would like to ask permission to invite my friends to the house.
B Finally, we would like to ask if it is possible to invite a friend of ours to share the rent and occupy the spare bedroom.
C To summarise, there are many problems with the house and we are unhappy with your service.

To finish off a formal letter, we use

- *Yours sincerely* – if you know the name of the person you are writing to.
- *Yours faithfully* – if you do not know the name of the person.

2.8 Which ending is the most appropriate for this letter?

- Best wishes **B** Lots of love **C** Yours faithfully



Study Tip Study the Academic Writing sections of this book for extra help with improving coherence, cohesion and accuracy.

3 Checking and correcting

Your writing will be assessed for grammatical and lexical accuracy. This means using vocabulary correctly, not making grammatical mistakes and using the correct spelling. Below are some common mistakes.

Common mistakes with tenses

3.1 Correct the underlined mistakes.

- 1 I hope that the above information would be helpful to you.
- 2 I will be grateful if you could think about the situation.
- 3 However, there were a few things I have to comment on.
- 4 On the bus, I spend the entire journey trying to make myself warm with the help of my shawl.
- 5 Secondly, I want to describe the kind of area I like to move to.
- 6 I am look forward to hear from you.
- 7 My uncle is going away on holiday, so, he need someone to help run his business.
- 8 I hope that help you with the identification of my parcel.
- 9 I writing you this letter regarding doing a computer course.

Common mistakes with prepositions

3.2 Complete these sentences with the correct preposition. You may use any preposition more than once.

in of on at with about to for

- 1 The reason that I didn't take part is that I had an important examination in Marketing _____ the following day.
- 2 On the night _____ last Sunday, I was playing games on the computer with my classmate.
- 3 Yesterday, I noticed an advertisement _____ the newspaper.
- 4 The main reason _____ my trip is to meet my nephews who are living there.
- 5 I am looking forward _____ your reply and _____ having more details of this project.
- 6 You can contact me _____ my phone at home _____ 5467 4539.
- 7 I can support the project _____ a lot of ways.
- 8 I have lots of experience _____ cooking and cleaning.
- 9 I am really interested _____ this job and also have the ability to do this job very well.



Test Tip Leave at least three minutes at the end to check your writing. Check your spelling, punctuation and grammar.

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Test Tip To help with your tenses when you are writing, remember that you are writing in the present about something that

- **happened** in the **past**.
- **has happened** **recently**.
- **is true now** or **is happening now**.
- will happen **in the future**.
- you **would like to** happen in the future.

● Writing skills

Common spelling mistakes

3.3 Find and correct the common spelling mistakes.

- 1 I am writing to you because I'd like to attend the computer course at your college.
- 2 I'm studying biology and I saw the advertismant at the university.
- 3 I think this is good for our sociaty.
- 4 Is that course avaible part time?
- 5 Finally, the library needs more workers to help out at the weekend.
- 6 She has a degree in bussiness and marketing.
- 7 This resturant is situated at the centre of the city and is therefore accessible from any point in the city.
- 8 I'm going to change my job soon, and it's neccessary for me to improve my computer skills.
- 9 Yours sincerly.



Study Tip If you have trouble spotting these spelling mistakes, perhaps they are mistakes you make yourself! Make a note of any words you often spell incorrectly and study them often. Writing the words out many times can help you to learn the spelling.

Common punctuation mistakes

3.4 Find and correct the common punctuation mistakes.

- 1 I was on my way to my office when i noticed your advertisement on a billboard.
- 2 However; there is one certain thing which I see as a fault.
- 3 Yours Sincerely,
- 4 However, I would like to ask you about the party?
- 5 Please dont take a taxi, just wait for me.
- 6 Im available every Monday and Tuesday and every other weekend.
- 7 Dear Sir:

Writing skills

6 Writing Task 2 – Getting ready to write

In this unit you will practise:

- understanding the task
- planning and organising your ideas
- improving your Task Response score
- writing an introduction

1 Understanding the task

Writing Task 2 consists of

- one or two statements on a topic OR a direct quotation giving someone's opinion on a topic
- a specific task or question for you to answer
- the types of idea you need to include in your answer.

1.1 The words and phrases 1–8 are often used in Writing Task 2. Match them with their correct meanings A–H.

- | | |
|------------------|-----------------------------------|
| 1 to what extent | A connected to the topic |
| 2 positive trend | B to give a summary of |
| 3 a factor | C a means of achieving something |
| 4 an approach | D to consider the different sides |
| 5 to regard | E how far or how much |
| 6 to outline | F to view or judge |
| 7 to discuss | G a change for the better |
| 8 relevant | H an element or condition |

1.2 Read statements 1–6 carefully and make sure that you understand them. Then match the statements to questions A–E.

- Children have to be educated, but they also have to be allowed to learn things for themselves.
- 'Advertisements spoil our enjoyment of today's entertainment.' 'I think the adverts are often more enjoyable than the programmes they interrupt.'
- The world would be a happier place if we all enjoyed our work.
- Computers allow us to stay connected with each other. However, they also encourage people not to go out and socialise.
- Some countries reduce inner-city traffic by increasing public transport. Others impose a tax on people who drive in the city.
- Nowadays, more people are travelling to remote places, spreading their own language and culture as a result.

Questions

- What are the advantages and disadvantages of each system?
- Discuss both statements and give your own opinion.
- To what extent do you think this is a positive trend?
- How realistic do you think this is?
- To what extent do you agree or disagree with this view?

● Writing skills

2 Planning and organising your ideas

Before you begin to write, it's important to make a plan. If you don't do this, your ideas will be disorganised and you will lose marks.

Step 1: decide on your own position or attitude

2.1 Look at the statements from 1.2 again.

- 1 For statements 1, 3 and 6, decide how much you agree.
- 2 For the statements in 2, 4 and 5, decide which one you agree with.
- 3 For each of the statements in 1.2, explain why you agree or disagree. Then give your own opinion on the topic.

2.2 Study the following Writing Task 2 question.

The internet allows us to stay connected with each other no matter where we are. On the other hand, it also isolates us and encourages people not to socialise.

To what extent do you agree or disagree with these statements?

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

The final part of the question is very important. It tells you what you must include in your answer.

You **must** include

- your own opinion about the statements.
- the reasons for your opinion.

You **can** include

- examples from your own personal experience. BUT these must be relevant to the question.

2.3 Look at the question in 2.2 again.

- 1 Decide on your own point of view.
- 2 Think about your own personal experience of this topic. Make notes.

My own opinions and experience



Test Tip The score you get for Writing Task 2 is **two thirds** of your total writing score, so it is very important that you spend a full 40 minutes on this part of the IELTS Writing paper. You are given more time than for Writing Task 1 because you need to write 250 words, and also because you have to use **your own ideas**. Spend at least four or five minutes planning your ideas before you start writing.

Step 2: note down any ideas about the topic

The examiner will mark your Writing Task 2 based on specific criteria. One of these is **Task Response**. To achieve a good Task Response score, you must

- explain your own opinions on the topic
- support your opinions (e.g. with personal examples or your knowledge of the world)
- include **only relevant** ideas
- write 250 words.

2.4 You will lose marks if you include ideas that are not relevant to the question. Look at these ideas that a candidate noted to answer the question in 2.2. Cross out **four** ideas that are not relevant to the task and should not be included.

- 1 Instant communication (e.g. emails/text messages) means that it is difficult to escape from work.
- 2 The internet makes it easier to do your homework.
- 3 In my company, computers have replaced many staff and have caused more unemployment
- 4 A friend of mine uses a social-networking site a great deal but we rarely see her.
- 5 Virtual friends made on the internet cannot be compared to our actual friends and family.
- 6 I learned to type using a computer program, these programs make it easy to understand computers and make learning fun
- 7 My cousin travelled for a year but kept in touch with his family every day.
- 8 With more and more technological advances, our society will continue to develop faster and faster.
- 9 Through the internet, we can share memories with people who are far away.

2.5 Check your answers, then look back at your own ideas from 2.3. Are there any you need to cross out?



Study Tip Articles that contain opinions can help give you ideas to use in the Writing tasks. The letters page of a newspaper usually contains people's personal opinions about different topics. Read them and decide whether you agree or disagree. Decide what your own opinion is.

● Writing skills

Step 3: organise your ideas into paragraphs

It is important to produce a balanced answer that looks at both sides of the question equally. It is also important to organise your ideas into separate paragraphs.

2.6 Decide which of the remaining ideas from 2.4 can be put together into the same paragraph. Put the ideas from 2.4 into the correct box below.

For: the internet helps us to stay connected:	Against: the internet isolates us

Test Tip Your answer will also be marked on **coherence** (are your ideas clearly linked?). You need to make sure your ideas are organised into separate paragraphs. To help group your ideas together logically, make notes under different headings that show both sides of the discussion. These can then form the middle paragraphs of your answer.

Step 4: check that you have enough ideas

If you do not have enough ideas for both sides of the question, then your ideas will not be fully developed.

2.7 Which side of the argument do we need to add more to?

2.8 Which of the following ideas would be best to add?

- A The business world benefits from the immediate contact provided by the internet.
- B The internet has both advantages and disadvantages.

3 Getting started – writing an introduction

Once you have your ideas planned out, you can begin to write. Your answer must be clearly developed, and so it needs a clear start. The best way to start is by restating the question **in your own words**.

3.1 Match introductory sentences A–D below to Writing Task 2 statements 1–6 in 1.2.

- A Each year, there are more and more cars on our streets creating congestion and causing delays. There are several ways that local governments can try to solve these problems.
- B Unless we are born into wealth, we all need to find a way to earn a living. For many, our working life takes up most of our waking hours and this can make us very unhappy indeed.
- C As a society, we have a duty to teach our young people. However, there are some lessons that we need to learn for ourselves.
- D Marketing involves teaching as many people as possible about a product. There is no better way to reach people than through television, popular culture and the internet.

3.2 In this introduction for the Writing Task in 2.2, too many words have been copied from the question. Improve the introduction by replacing the underlined phrases. Use the words from the box.

keep in touch	however	anywhere in the world
obsession	stay at home	see their friends

The internet is a wonderful tool that helps us to stay connected with each other no matter where we are. On the other hand, some websites encourage us not to socialise.

Once you have restated the question, the rest of your introduction could

- 1 give your interpretation of the words or ideas used in the question
- 2 explain what you intend to write about
- 3 give a brief reaction to the question
- 4 summarise the question or topic through a new question

3.3 What suggestions above (1–4) do sentences A–D relate to?

- A Does the internet really help us to develop relationships?
- B We need to consider both the benefits and the drawbacks of the internet.
- C I think the word ‘tool’ is important here. In my view it shows how impersonal this contact is.
- D These statements summarise my own mixed feelings towards the internet.

3.4 Look at sentences 1–4 below and decide which would make a good final sentence for the introduction.

- 1 It seems clear that the internet brings a lot of problems.
- 2 Is the internet a positive or a negative influence on our lives?
- 3 How can we ensure that the internet does not cause widespread problems?
- 4 Let us consider the arguments for and against computers.

Test Tip You will lose marks if you copy words from the question. Make sure to paraphrase the ideas.

Study Tip Don't learn whole answers and expect to use them in the exam. You will receive a very low score if you do this. Candidates who receive a higher band score in writing are able to show **flexible** use of language. The more you practise writing and reading, the more flexible your writing will become.

Writing skills

7 Writing Task 2 – Expressing your ideas clearly

In this unit you will practise:

- linking your ideas
- using the correct style
- being accurate with vocabulary
- expressing a personal view
- avoiding repetition
- reaching a conclusion

1 Linking ideas – cohesion

Cohesion means linking your ideas together clearly. Without cohesion, you will have a list of sentences, rather than a connected paragraph or essay.

1.1 The following words and phrases are all used to connect sentences and ideas together. Put them into the correct place in the list, according to how they are used.

that is	because of	however	in spite of
furthermore	in addition	on the other hand	
consequently	while	so	despite
as a result	whereas	for instance	such as
not only ... but also	although	also	in fact

- Connecting similar ideas: *similarly,*
- Connecting different ideas: *but,*
- Clarifying an idea: *in other words,*
- Giving examples: *for example,*
- Giving a reason or conclusion: *therefore,*

1.2 Choose the correct words.

- 1 Advertisements provide vital revenue for the entertainment industry. *Consequently / Despite,* without adverts we could lose certain forms of entertainment altogether.
- 2 Nowadays, the internet has become an indispensable business tool. *Although / In fact,* we would find it very difficult to get through a working day without it.
- 3 The internet brings the world into our home. *Also / However,* we sometimes want to shut out the outside world from time to time.
- 4 Schools can give our children academic knowledge. *Whereas / Furthermore,* at school, children can learn social skills.
- 5 Many people today spend time on social networking sites. *As a result / For example,* Facebook and Twitter are both used around the world to help people stay connected.

Test Tip The examiner will assess the **Coherence and Cohesion** of your answer. They will judge how your ideas are organised and how you link information. Planning before you write is the best way to make sure your ideas are organised in a logical way.

1.3 Which connectors in the box could also be used to link the ideas in 1.2?

In addition	On the other hand	In other words
For instance	As a result	

2 Lexical Resource – avoiding repetition

To achieve a high band score in the IELTS Writing paper, you need to show a wide variety of vocabulary and sentence structure.

You can avoid repeating words by

- using a synonym
- using a pronoun to refer back to an idea (*This + noun / These + plural noun*)
- using a group noun (*This/these type(s) of / kind(s) of + noun*)

For example

Settlers introduced several new animals, such as the cat. This predator preyed on the local wildlife.

Settlers often introduce new crops and animals to an area. This type of activity can be disastrous.

Test Tip Just like Writing Task 1, your Writing Task 2 answer will be assessed based on the lexical resources or vocabulary you use. This means that you need to avoid repeating words from the question and use as wide a variety of words and phrases to discuss the topic as you can.

2.1 Extracts 1–5 repeat the same vocabulary. Improve them by replacing the underlined phrases with a suitable synonym from the box and the appropriate pronoun.


funding	system	natural resources	facilities
method	technology		

- 1 We depend on oil, coal and gas for the majority of our energy needs. However, oil, coal and gas will one day run out.
- 2 Remote and rural areas may initially seem like idyllic places to live but they often lack hospitals, shops and schools. Living without easy access to hospitals, shops and schools can make life very difficult indeed.
- 3 Governments sometimes try to encourage innovation by offering grants. This isn't always effective because special grants are often difficult to obtain.
- 4 Some teachers ask students to simply copy down texts from a blackboard. But copying down texts does not help students to become independent or flexible in their use of language.
- 5 In my country, cars driving through the city centre are charged a toll. Charging a toll has been a success because the traffic has decreased considerably.


● Writing skills

Using the correct style


The language you choose must be as accurate as possible and must suit this formal task.

2.2  Sentences 1–6 contain one example of incorrect style. Find the mistakes and correct them.

- 1 Children with no access to education are most likely gonna end up in manual jobs.
- 2 Two of the major problems we are facing today are global warming & increased pollution.
- 3 A lot of our modern conveniences are contributing to our unhealthy lifestyle, e.g. we often use a car instead of walking to the local shops.
- 4 Some businesses think it is OK to simply dump toxic waste and pay the necessary fine.
- 5 Kids of any age need the right type of guidance.
- 6 I find that the internet helps me a lot when I travel. I can use it to book flights, find a hotel, get maps, etc.

 **Test Tip** Writing an essay like this is a formal situation and so your language must be formal as well. Never use notes or bullet points. You will lose marks if you use abbreviations or language that is too casual.

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 **Study Tip** Think about your own language when you are studying English. Make a note of important differences such as vocabulary or grammar. Noticing these will help you to avoid making the mistakes that are common for people with the same first language as you.

2.3 Some words are commonly confused. Circle the correct word or phrase in each sentence.

- 1 I don't think it is necessary for children to *learn* / *study* about ancient history.
- 2 I do think it is important for us to try to *understand* / *know* different cultures.
- 3 Before I travel to a new country, I always take the time to *find out about* / *know* the local customs and rules.
- 4 It is almost impossible to get a good office job without up-to-date computer *skills* / *knowledge*.
- 5 I don't think we will be able to *stop* / *solve* this problem in our lifetime.
- 6 I believe today's younger generation are more attracted by flexible working hours than by the thought of earning *money* / *wages*.
- 7 Sadly, not all *employers* / *employees* receive sick pay and holiday pay.
- 8 A great deal of *advertising* / *advertisement* is now done as we surf the internet.

3 Expressing a personal view

Remember that your Writing Task 2 answer should give your own **views on** or **attitude to** the topic. One way to show this is by using

A adverbs such as *personally* or *probably*.

B modals such as *might* or *could*.

C phrases such as *in my view*.

D verbs such as *appear to be* or *seem to be*.

These can also help to stress your ideas or change them from a simple fact to a personal opinion.

For example

Travelling is dangerous. → *Travelling can be dangerous.*

Most people agree with me. → *I think most people would agree with me.*

3.1 Match these examples to suggestions A–D.

- 1 As far as I'm concerned, we have not done enough to address the problem.
- 2 Perhaps the current strategy will work.
- 3 People seem to spend a lot more time at work than with their families nowadays.
- 4 Following a vegetarian diet can help you save money.

3.2 Underline the words or phrases in sentences 1–9 that show opinion and attitude. Then rewrite them using the words in brackets.

- 1 Perhaps this is because today's teachers are not trained as well as they used to be. (might)
This might be because today's teachers are not trained as well as they used to be.
- 2 Personally, I don't think this is a good idea. (view)
- 3 I certainly wouldn't like to have to do a job I didn't enjoy. (personal)
- 4 I think this could be a bad idea. (probably)
- 5 In my view, life is much more complicated for young people nowadays. (can)
- 6 Personally, I think every situation is different. (opinion)
- 7 Nowadays, young people probably use their mobile phones for multiple tasks. (generally)
- 8 In my opinion, schools are more crowded than in the past. (seem)
- 9 My city is less crowded now and people generally enjoy walking through the streets. (appear)

● Writing skills


Try to avoid repeating 'I think' or 'I know' too often. The following verbs can be used instead: *realise, feel, believe, imagine, can see*.

3.3 Match the words in bold in sentences 1–8 with the most appropriate definition, A–C.

- A this is my strong belief
 - B this is my understanding of the situation
 - C this is a guess, I don't really know for sure
- 1 **I feel** it's important for everyone to play an active role in reducing this type of pollution.
 - 2 **I realise** that it could be difficult to cut costs like this.
 - 3 **I can see** that for people who have a disability, the internet provides an essential lifeline.
 - 4 **I suppose** that allowing adverts to be placed on a football pitch might help reduce the cost of tickets.
 - 5 **I believe** that if we all made a positive effort then we could make real progress.
 - 6 **I imagine** that people with high-powered jobs find it difficult to escape from work.
 - 7 **I am convinced** that there is a connection between computer use and obesity.
 - 8 **I suspect** that the rich are not as happy as we think they are.

Reaching a conclusion

To finish off your writing, you need to write a conclusion. Your conclusion should be a brief summary of your argument and ideas and is often a good place to give your own opinion.

3.4  These concluding sentences all contain a mistake. Find the mistakes and correct them.

- 1 In conclusion, I completely disagree this view.
- 2 As far as I am concern, this is a problem without any real solution.
- 3 To summarise, even there is a clear downside to our dependence on technology, I honestly feel we have to find a way to cope with it because the internet is definitely here to stay.
- 4 In conclude, there are both negatives and positives to this system, but the negatives seem to far outweigh the positives.
- 5 In my point of view, education is a vital part of every child's life.

Writing skills

8 Writing Task 2 – Checking and correcting

In this unit you will practise:

- developing your ideas clearly
- checking and correcting
- grammatical accuracy
- using correct punctuation
- assessing your language level

1 Developing your ideas clearly

When you have completed your writing, make sure you allow at least three or four minutes to check and read through your answer. First check your ideas against your plan.

- Did you include all of your ideas?
- Are your ideas organised and connected logically?

1.1 Read the answer to this Writing Task on the following page.

'The internet allows us to stay connected with each other no matter where we are. On the other hand, it also isolates us and encourages people not to socialise.'

To what extent do you agree or disagree with these statements?

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



Test Tip The examiner will assess the **Grammatical Accuracy** of your answer. They will judge how accurate your sentence structures are, and also whether you have shown a **range** of structures and not limited yourself to basic ones. Make sure you vary your sentences in the exam.

1.2 Before checking the spelling and grammar, consider the ideas and organisation of the answer.

- 1 Look at underlined words 1–10 in the answer. What ideas do these words refer back to? Why does the writer use them?
- 2 Find a word or phrase that is used to
 - a introduce what you want to talk about first
 - b introduce a contrasting idea
 - c add a supporting idea
 - d show you are giving an example
 - e show you are giving a personal opinion
 - f explain the result of an action or situation
 - g introduce a summary of the ideas in the answer
- 3 Write the plan the candidate might have used before beginning to write.

● Writing skills

The internet is a wonderful tool that helps us to keep in touch wherever we are. However, I do think that some people can find ¹it quite addictive. Progress often comes at a price, and there are many who is concerned about the impact the internet has on our daily life.

First, let us consider the benefits the internet brought. Undoubtedly, the greatest of ²these is the ease with which ³it allows us to make contact with people anywhere in the world. Nowadays, the business world makes use of this every day. Without the internet, companies would find it extremely difficult to expand or meet the needs of ⁴their customers. This same ability to keep in touch extends into our personal lives. For example, when my cousins were backpacking around the world ⁵they were able to reassure thier family and friends that all was well and also share memories almost immediately, using social networking sites.

Progress comes at a price, however, and there is another side to the coin. ⁶This convenience that the internet brings means that our work is only ever a mouse click away. Consequently, many people find it difficult to ever escaping from work. In addition, the websites that encourage us to keep in touch may, ironically, lead to anti-social behaviour in some users. ⁷These people end up with more virtual friends than actual friendships. In reality, ⁸their feeling of connectedness may only be an illusion as ⁹they become more and more isolated in their homes.

To summarise, I completely agree that, although there are clear benefits to the internet, there are also certain risks. Having said that, I belive that ¹⁰these can be minimise through education. As far as I'm concern, something that can bring the world into the home of a person who is disabled and essentially housebound, is more indispensable than intrusive.



Study Tip We use handwriting less and less these days, so make sure that you practise writing quickly and neatly. Ask others to read your writing to make sure it is legible. There may not be time in the exam to write and then rewrite your answer. It is better to spend time planning and then checking at the end.

2 Grammatical Accuracy

To achieve a high band score in the IELTS test, you need to show a **range** of vocabulary and grammatical structures and use them **accurately**.


2.1 Look again at the answer and find

- 1 four common spelling mistakes.
- 2 five problems with verbs.
- 3 a phrase that is repeated (decide which one to delete).

When you are writing quickly, it is easy to make silly mistakes. Use the final few minutes to carefully check what you wrote.

Check:

- **your spelling** – Check for careless spelling mistakes.
- **your grammar** – Check verb and subject agreement and check your tenses.
- **your punctuation** – Have you marked the end of a sentence with a full stop? Do any of your words need a capital letter?
- **your handwriting** – Are any words unclear that you need to write more clearly?

2.2  These words are some of the words most commonly misspelt by IELTS candidates. The parts of the words that often cause problems have been underlined. Look at the words in A for one minute, then cover them and try to correct the mistakes in the words in B.

A	B
gover <u>n</u> ment	govenment
un <u>ti</u> l	untill
now <u>a</u> days	nowdays
beli <u>e</u> ve	belive
bec <u>a</u> use	becuse
cou <u>n</u> tries	contries
peop <u>l</u> e	peopl
oppo <u>r</u> tunities	oppotunities
betwe <u>e</u> n	betwen
envi <u>r</u> onment	enviroment
tech <u>n</u> ology	tecnology
impo <u>r</u> tant	importent
experi <u>e</u> nce	expereince
comp <u>e</u> tition	compettion
the <u>i</u> r	thier
mod <u>e</u> rn	morden
conclu <u>s</u> ion	concluson
child <u>r</u> en	chidren
resta <u>r</u> ant	resturant
soci <u>e</u> ty	soceity

Don't forget to check your punctuation. The most common mistakes are

- with capital letters.
- full stops.
- commas.

2.3 Correct the punctuation in these sentences.

- 1 According to the survey, the population will grow more and more, it is predicted that by 2050 the population will have increased by 30%.
- 2 Many famous film stars are american.
- 3 My conclusion; therefore is that teaching children to be good members of society is the job of both parents and the school.
- 4 the pie chart gives us information about the causes of land degradation worldwide.
- 5 Many children spend hours playing video games which can lead to health problems.
- 6 However, we can see that the rate of both National and international calls increased from 1995 to 2010.
- 7 Nowadays in many universities around the world university students can study any subject they like.



Study Tip Students often repeat the same mistakes. Get to know your own common mistakes and make sure you deliberately practise these – especially if the mistakes are spelling mistakes you repeatedly make.

3 Assessing your language

3.1 To help you try to assess the different band scores on the IELTS Writing paper, read these features of Bands 4, 6 and 8.

Band 4

- ideas are clear but there may be a lot of repetition
- uses only basic vocabulary which may be used repetitively
- uses only a very limited range of grammatical structures and rarely accurately
- makes frequent spelling mistakes
- errors may cause problems for the reader

Band 6

- organises information and ideas clearly
- uses an adequate range of vocabulary for the task
- uses a mix of simple and complex sentence forms
- attempts to use less common vocabulary but with some mistakes
- makes some errors in grammar, punctuation and spelling but they don't cause problems for the reader

Band 8

- uses a wide range of vocabulary fluently and flexibly
- uses a wide range of structures and the majority of sentences are accurate
- makes only very occasional mistakes
- skilfully uses uncommon vocabulary but there may be occasional mistakes
- errors in spelling are rare

3.2 Now look at these extracts from three different Writing Task 2 answers. Match extracts A–C to the band score you think they received (4, 6 or 8).

A *Television in general is one of the most important tools of our daily life now. From children to adults, every age group enjoys watching the television programmes of their interest. TV in its early days was mainly used for news broadcasting and other important awareness for the public. But now it heavily influences our lives and it almost became an addiction.*

In today's world, with the discovery of satellite television, almost every channel reaches our home and we have plenty of choice. In my opinion TV plays a great role in our lives as its a major source of information of happenings around the world and one has enough information about another country before they have a chance to visit the place physically. In today's household one keeps track of programmes and can record them to watch it at a later more convenient time. So TV is not only a great tool for the enhancement of knowledge on every subject but also its an entertainment package as without it life would be very dull and monotonous.

B *Nowdays, with the developing of science and technology, more an more people use computers, computers are getting popular, people use computer to tapy their essaies, get information from internet, and computers are used in everywhere such as bank supermaket and so on. however, it has been widely noted that some people don't know how to use computers. it make them inconvenient and uncomfortable in their lives. people who do not know how to use computs are become more and more disadvantaged. Some people believe that government should make means to solve this problem. In my opinion, people who don't know how to use computers make them disadvantaged in three ways.*

C *Nowadays, technology is an esstential part of education. The use of computers in a classroom is so common that it is almost impossible to students follow their studies if they do not have computer skills. However, if the computer dominate the major role of education, what should be done with the teachers?*

Firstly, not all schools can provide computers for their students. In this case, colleges situated far away from big center or better, in small towns, depend on teachers as the main source of knowledge for their children. Another point to be considered is the fact that not all the students are keen on working with computers or have enough skills to work with these modern machines.

3.3 Look again at the band score descriptions. Which do you think is closer to a description of your own writing?

IELTS Speaking

How long is the Speaking paper?

The Speaking test is an interview with an examiner that lasts between 11 and 14 minutes.

What will I need to talk about?

The interview has three separate parts and is divided up as follows.

Part	Timing	What will I need to talk about?
1	4–5 mins	The examiner will ask you questions about familiar topics (e.g. hobbies, likes and dislikes, daily routine).
2	3–4 mins	The examiner will give you a booklet showing a topic and some suggestions on it. You need to talk about the topic for 1–2 minutes. You have about one minute to write notes before you begin. The examiner may ask you some follow-up questions.
3	4–5 mins	The examiner will ask you more detailed and more abstract questions linked to the topic in part 2.

How is the Speaking paper assessed?

The examiner will listen carefully to your answers and will assess your speaking according to the following criteria.

Criteria	What do these criteria mean?
Fluency and Coherence	Do you speak in a fluent way that is easy to understand? Do you link your ideas together clearly?
Lexical Resource	Can you accurately use or attempt to use a wide range of vocabulary accurately and effectively? Can you explain your ideas even if you do not know a particular word? Can you use or attempt to use higher-level vocabulary accurately?
Grammatical Range and Accuracy	Can you use a wide range of grammatical structures rather than repeating basic structures? Are your sentences accurate, or do you often make grammatical mistakes?
Pronunciation	Is your spoken language clear and easily understood? Do you use stress and intonation to add extra meaning? With individual words, do you use stress accurately?

How can I improve my Speaking paper score?

You can improve your score by making sure you answer each question fully and remembering the test tips in this unit. This unit will also tell you the speaking skills you need to practise in order to achieve your best score. Before the test, practise speaking as often as you can and make sure that you can talk for two minutes on a topic. **Do not** try to learn answers for the test. Studying all aspects of English including pronunciation, vocabulary and grammar will also help improve your IELTS score.

Speaking skills


1 The Speaking Test – Part 1

In this unit you will practise:

- getting ready to speak
- using the correct tense
- talking about familiar topics
- Grammatical Range and Accuracy

1 Getting ready to speak

The test has three different parts (Part 1, Part 2 and Part 3) and the examiner will use a script. This helps to make sure that the Speaking tests all follow the same pattern.

1.1  **Video 1** Watch the video and focus on what the examiner says. Complete part of the examiner's script below.

Can you tell me your **1** , please?

Thank you. And what **2** ?

And can you tell me **3** ?

Can I see your **4** , please?

Thank you, OK, that's fine.

Now, in this first part, I'd like to ask you **5**

Let's talk about **6**

1.2 What do you need to bring to the Speaking test?

1.3 Watch again and this time, focus on Sanem, the candidate. As you watch, answer the questions below.

- 1 Choose the best adjectives to describe Sanem: shy, anxious, friendly, tense, calm, abrupt, confident.
- 2 Which **TWO** descriptions below (A–E) apply to Sanem?
 - A She often looks down and avoids looking at the examiner.
 - B She makes good eye contact with the examiner.
 - C Her body language shows she is listening carefully.
 - D Her body language shows how nervous she is.
 - E The way she is sitting makes her seem a little rude.

 **Test Tip** Make good eye contact with the examiner from the moment you enter the room, and answer in a polite and friendly way. Your body language is an important part of communicating.

The Speaking test is a formal situation, so it is important to use appropriate body language.

1.4 Put a tick (✓) or a cross (X) to show which of these would be appropriate in the Speaking test.

- A chewing gum because it helps you to stay calm
- B drinking from a bottle of water
- C checking your mobile phone
- D using your mobile phone to time your interview
- E wearing jeans and a T-shirt
- F asking the examiner your score at the end of the test
- G shrugging your shoulders to show you don't know or understand
- H asking to leave the room for a moment during the test

1.5 If you can, video yourself being interviewed and think about your own body language. Are there any things you can improve?

2 Part 1 – talking about familiar topics


Part 1 will last for approximately five minutes. The examiner will ask you about familiar topics such as your family, or likes and dislikes.

2.1 Look at the questions below on the topic of home, and think about how you would answer them.

Let's talk about where you live.

- What do you like most about your home town/city? [Why?]
- Is your home town/city a popular place for tourists to visit? [Why/Why not?]
- Do you think your home town/city has changed much in recent years? [Why/Why not?]

2.2 At the end of each question, there are follow-up questions in brackets. Why do you think the examiner sometimes uses them?

2.3  **Video 2** Watch a candidate called Emanuele answering the questions. As you listen, decide which statement below applies to Emanuele's answers.

- A His answers are a little too short – the examiner needs to ask follow-up questions.
- B He is clearly giving a prepared speech.
- C He answers naturally and fully.



Test Tip Make sure you arrive early for your test, so that you are not hurrying and have time to relax. If possible, visit the test centre before the day of your test, so that you are familiar with where you need to go.



Test Tip The Speaking test should be a natural conversation. If you try to give a prepared speech, the examiner will interrupt you and ask you a different question.

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