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CAMBRIDGE ENGLISH Language Assessment
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Cambridge English

OFFICIAL PREPARATION MATERIAL

MINDSET FOR IELTS



STUDENT'S BOOK 1

WITH Testbank AND ONLINE MODULES

An Official Cambridge IELTS Course

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MEET THE AUTHORS

With a thorough understanding of the essential skills required to succeed in the IELTS test, let our team of experts guide you on your IELTS journey.



Greg Archer

Greg Archer is an experienced, DELTA-qualified teacher and teacher trainer who began teaching *IELTS* at International House in London, where he trained and qualified as an *IELTS* Examiner in both Writing and Speaking. After moving to Cambridge in 2013, he has been working at an international college, at various times managing the English Language department, developing appropriate courses to run alongside A Level and GCSE study, and primarily teaching *IELTS* and English for Academic Purposes classes to students whose ambition is to enter a UK or English-speaking university.



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The *Mindset for IELTS* authors have extensive experience teaching in the UK and globally. They have helped prepare students for the *IELTS* test from all over the world, including:

China, UK, Pakistan, Middle East, Hong Kong, Korea, Italy, Indonesia, Sri Lanka, Kazakhstan, Greece, Russia, Spain



Peter Crosthwaite

Peter has worked in the TESOL and applied linguistics fields for 13 years. His previous experience includes writing and consultancy work with various publishers, two sessions as Director of Studies for language schools in the UK, over six years' experience in the Korean EFL context, and teaching and supervision experience at the University of Cambridge. He is currently an Assistant Professor at the Centre for Applied English Studies (CAES), University of Hong Kong, where he is the coordinator of the MA Applied Linguistics (MAAL) and the MA TESOL. He is currently co-teaching the 'Second Language Acquisition' module for both programs. He has worked on *IELTS* test preparation, publishing and materials development for over 10 years, with 4 years of experience as a qualified *IELTS* Examiner.



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Natasha has been involved in the ELT industry for 15 years – as a teacher, Director of Studies, Examiner and an Examinations Officer. She started teaching *IELTS* in 2006, when she worked on a University Pathway and Foundation Programme for a language school in Cambridge. More recently, as a Director of Studies and an Examinations Officer, she was responsible for giving guidance to students and teachers on how the *IELTS* test works and how best to prepare for it.



Jishan Uddin

Jishan has been an EFL teacher since 2001. He has taught on a range of courses in the UK and Spain, including general English, exam preparation and English for Academic Purposes (EAP) courses and is currently an EAP lecturer and academic module leader at King's College, London. He has extensive experience teaching *IELTS* preparation classes to students from around the world, particularly China, the Middle East and Kazakhstan. He also has experience in designing resources for language skills development as well as exam preparation and administration.



Susan Hutchison

Susan Hutchison has been an ESOL teacher and examiner for more than 30 years. She has taught overseas in Italy, Hungary and Russia. She now lives and works in Edinburgh, Scotland as an ESOL teacher in an independent school for girls. She has co-authored a number of course books, preparation and practice materials for both Cambridge English Language Assessment and *IELTS*. She has also developed online and interactive *IELTS* practice materials for the British Council.



Marc Loewenthal

Marc has been teaching for 35 years, mostly in the UK but also abroad in Greece, Russia, Middle East, Indonesia and Pakistan. He has taught in the public sector since 1990, mostly in further education and adult education, and more recently on pre-sessional EAP university courses. He has been a Speaking and Writing Examiner for over 25 years and has expert knowledge of *IELTS* requirements for university admission.



Claire Wijayatilake

Claire has been teaching English since 1988. She spent much of her career in Sri Lanka, including 16 years at British Council, Colombo. She became an *IELTS* Examiner in 1990 and examined regularly in Colombo and Malé, Maldives for almost 20 years. She worked as the *IELTS* Examiner Trainer for Sri Lanka, recruiting, training and monitoring examiners. She then moved into training and school leadership, serving as Teacher Trainer and Principal at various international schools. She returned to the UK in 2013 and worked for Middlesex University, where she started her materials writing career. She is currently a Visiting Lecturer at Westminster University, which allows her time to write. She has a PhD in Applied Linguistics and English Language Teaching from the University of Warwick.

HOW DOES MINDSET FOR IELTS WORK?

AVAILABLE AT FOUR LEVELS

FOUNDATION LEVEL	LEVEL 1 Target Band 5.5	LEVEL 2 Target Band 6.5	LEVEL 3 Target Band 7.5

CORE MATERIAL

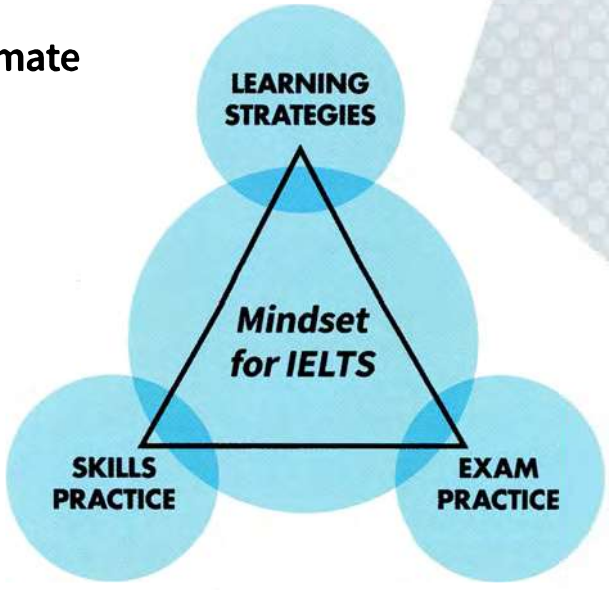
- Student's Book (print and digital).
- Online skills modules for Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

ADDITIONAL MATERIAL

- Customised online modules for specific L1 groups that focus on areas where help is most needed, informed by the Cambridge English Learner Corpus.
- Academic Study Skills online module that prepares students for the challenges of studying a university-level course taught in English.

TAILORED TO SUIT YOUR NEEDS

Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.



GIVES TEACHERS CHOICE

- Course design *means teachers can focus* on either the skills or the topics that their students need the most help with.

CUSTOMISATION

- Online modules can be used in the classroom as extension work or as extra practice at home, allowing the teacher to customise the length and focus of the course.
- Additional online modules designed for specific L1 learners can be incorporated into the course.

COURSE CONFIGURATIONS

The *Mindset for IELTS* course comprises 5 key components:

CORE TOPICS & SKILLS	**Student's Book (print and digital)** 8 topic-based units, organised by skill, provide 60-90 hours of teaching per level (levels 1, 2 and 3)
ONLINE SKILLS MODULES	**8 hours of practice per skill, per level:** • Speaking • Writing • Reading • Listening • Grammar and Vocabulary
ACADEMIC STUDY SKILLS	**6 hours of practice to get ready for the challenges of studying a university-level course taught in English**
LANGUAGE SPECIFIC AND PLUS MODULES	**6 hours of practice per module:** • Pronunciation and Speaking for Chinese speakers • Spelling and Writing for Chinese speakers • Spelling and Vocabulary for Arabic speakers • Writing for Arabic speakers • Speaking Plus • Writing Plus
ONLINE PRACTICE TESTS Testbank	**Access to Cambridge English authentic IELTS Academic practice tests online**

01 SKILLS MODULES

8 hours of practice per skill, including Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

	PRINT	ONLINE
RECEPTIVE SKILLS Focus on sub-skill	Reading Listening	Different topic
PRODUCTIVE SKILLS Focus on active production	Writing Speaking	Same topic

02 LANGUAGE SPECIFIC MODULES

Extra practice for areas that need the most work, informed by the Cambridge Learner Corpus.*

ARABIC

- **Spelling and Vocabulary**
- **Writing**

CHINESE

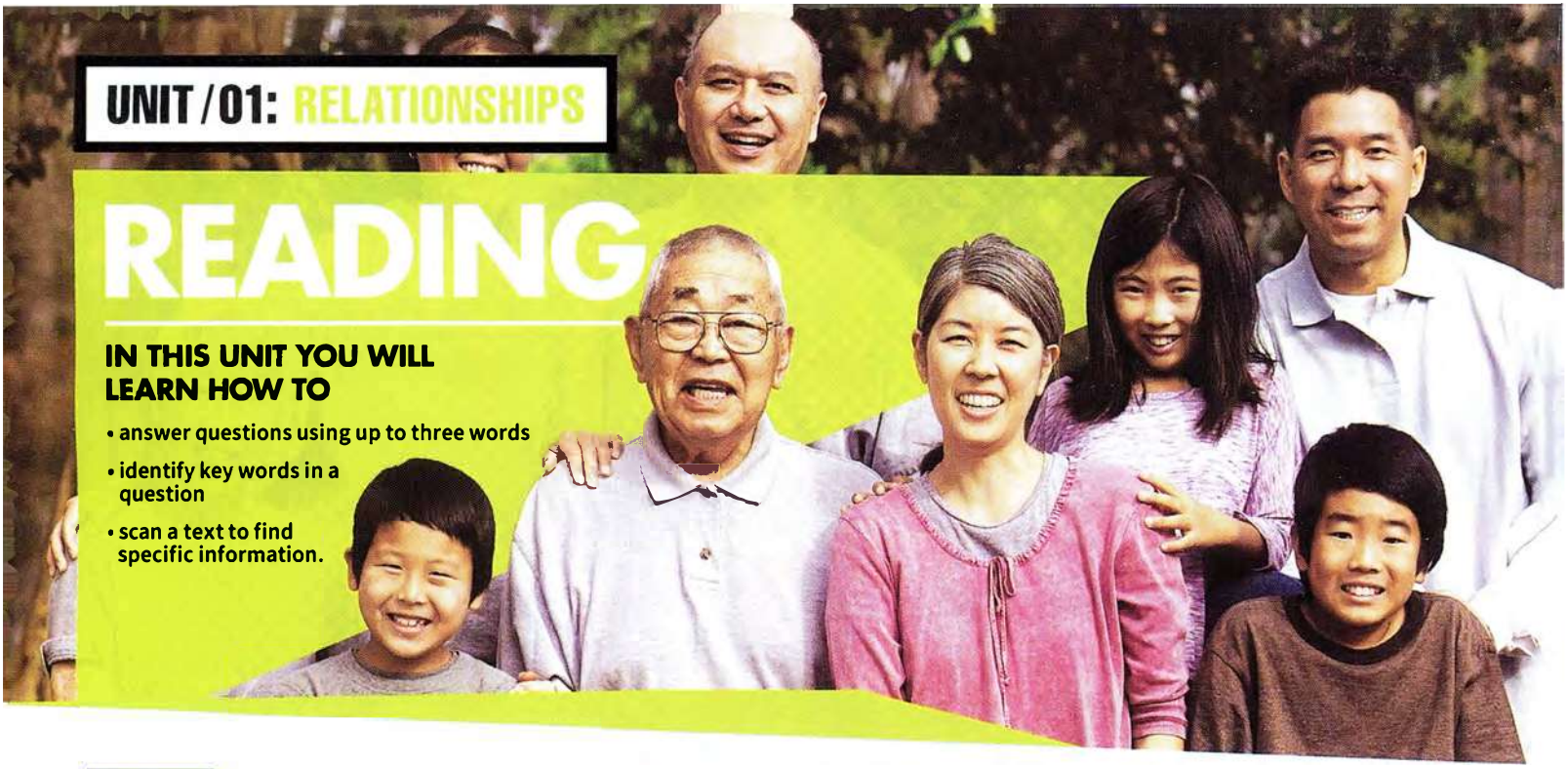
- **Pronunciation and Speaking**
- **Spelling and Writing**

Plus modules focus on common areas of weakness and are suitable for all first languages.

PLUS

- **Speaking**
- **Writing**

*Currently the same module is used for Level 1 and Level 2.



UNIT / 01: RELATIONSHIPS

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- answer questions using up to three words
- identify key words in a question
- scan a text to find specific information.

LEAD-IN

01 **In pairs, explain the words in the box.**

Example: sister *My sister is my parents' daughter / other daughter.*

~~sister~~	brother	cousin	father-in-law	grandfather	uncle
aunt	nephew	niece	great-aunt	grandmother	

Tell your partner who you live with. Which other family members are you close to?

02 **You are going to read about some advantages of living in an extended family (i.e. not just parents and children living together). Which of the following advantages do you think are the most important?**

1 Older people are fun to live with.
2 Older people are patient and experienced.
3 You can save money by living together.
4 Grandparents are not as busy as parents.
5 Children get plenty of love and attention.

Read the text quickly and check which are mentioned. Ignore the highlighted words.

TIP 02

Don't worry if you don't know a word in the text. You can often guess the meaning by reading the *other* words in the sentence. And you may not need to know the meaning to answer the questions.

BLOOD IS THICKER THAN WATER

A Blood is thicker than water. This means that family is more important than anyone else. Many young people, though, spend more time with their friends than with their family. They value their friends' opinions more and enjoy their company. When it's time to visit grandma or go to a cousin's wedding, teenagers often prefer to be left at home. But are they missing out?

B In Asia, the Middle East, South America and Sub-Saharan Africa over 40% of children live in families with other adults such as aunts, uncles and grandparents in addition to their parents. In South Africa, it is almost 70%. On the other hand, in Europe, Australia and North America, less than 25% of children live in extended families. Is the *lack of close contact with relatives putting* some children at a disadvantage?

VOCABULARY

03 **Match the highlighted words from the text with their meanings. Start with words you already know. Use the context (the sentence it is in and other words around it) to work out the meaning of the other words.**

1 value	**a** worried; not able to relax
2 (have an) influence	**b** dealt with, had experience of
3 stressed	**c** get (something positive)
4 handled	**d** be grateful for
5 selfish	**e** a well-known phrase giving advice
6 gain	**f** caring only about yourself and not other people
7 proverb	**g** (have an) effect (on)
8 appreciate	**h** believe something is important

SHORT-ANSWER QUESTIONS

In this type of task you have to answer questions using **up to three words,** or **up to two words and/or a number**. The instructions tell you how many words you can use. Short-answer questions test if you can find the right part of the text quickly and understand the information.

FINDING INFORMATION

04 **To practise finding information quickly, have a race with your partner to find the following phrases in the text. They are not in order.**

- grandparents' stories
- cousin's wedding
- young adults
- extended family
- come and go
- Italian proverb

How did you do this? Can you explain to another student how to find information quickly?

C The people they live with have a great influence on the way children grow up. Those who live with their extended family have many advantages. They usually get lots of love and attention. Grandparents often have more time to read to children and play with them. As they are often retired, they are not always busy and stressed as many parents are. They have learnt to be patient and they have already handled most of the problems children and young people face.

D It is good for children to grow up to understand the needs of older people: they may become more caring and less selfish if they spend time helping their grandparents. Children learn about the past from grandparents' stories. Sometimes they feel closer to their grandparents than to their parents.

E Young adults often feel that living alone will be exciting, but they forget that it can also be lonely. By remaining with the family during this stage of their lives, they can avoid this. They can also save money for their education and future.

F Young people whose grandparents live far away can gain some of these advantages by keeping in close contact by phone, email, letters and visits. It is nice to know there is someone you can go to if you have a problem. As the Italian proverb says, *'Se non sta andando bene chiamare la nonna.'* – 'If things aren't going well, call your grandmother.'

G Friends are important to young people, but friends come and go. Your family is always on your side. Grandparents won't be there forever. Appreciate them while you can.



IDENTIFYING THE KEY WORDS IN A QUESTION

05 **Identify the key words in these questions.**

1 What percentage of children live in extended families in Asia, the Middle East, South America and Sub-Saharan Africa?
2 Why are grandparents often less busy and stressed than parents?
3 What do young adults often think living alone will be like?

Before you look for the answer to a question, it helps if you find the **key words** – the most important words – in the question. This will help you find the information you need.

Example: What do young people often think about older family members?

SCANNING A TEXT

06 **Answer the questions in exercise 5. Follow the advice in the box.**

When you are answering a question:

- Decide on the key words in the question and think of words with a similar meaning.
- Move your eyes quickly across and down the text, looking for the key words, or words that mean the same. Don't read every word. This is called 'scanning'.
- If the text has headings, use them to help you decide which part of the text to look at first.
- When you find a key word, read the text around it to make sure you have found the right information.

07 **Read this exam task and the answers to the questions. What is wrong with the answers? Match the answers 1–4 with the advice a–d below.**

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

Question 1 What percentage of children in South Africa live with their extended family?
Answer 1: 20%

Question 2 What helps children in extended families learn about the past?
Answer 2: grandparents storys

Question 3 What negative word can describe how it sometimes feels to live alone?
Answer 3: Living alone can be lonely.

Question 4 According to the Italian proverb, who should you phone when you have a problem?
Answer 4: your gran

a Don't write more than the number of words you are given. You mustn't write full sentences.
b Make sure that you use the correct information when you answer a question.
c Don't change words in the text. Remember, the instructions tell you to **choose words from the text**.
d Be careful with spelling. You can lose marks if your spelling is wrong.

TIP 07

Some grammar words (e.g. *a*, *the*, *some*) can be omitted in order to get the right number of words.

08 **Now correct the answers in exercise 7.**

GRAMMAR FOCUS: TENSES

09 **Answer these questions.**

1 What tense are most of the verbs in the text?
2 Choose the correct reason for the choice of tense.
   a The verbs describe events which are happening now.
   b The verbs describe things that are generally true.
   c The verbs give the writer's opinion.



GRAMMAR FOCUS: ADVERBS OF FREQUENCY

10 **Identify the frequency adverbs in these sentences from the text.**

1 Your family is always on your side.
2 Teenagers often prefer to be left at home.
3 As they are often retired, they are not always busy …
4 They usually get lots of love and attention.
5 Sometimes they feel closer to their grandparents than to their parents.

*Grandparents **often** have more time to read to children.*

Often is an adverb of frequency. It gives us an idea of how often something happens. The present simple tells us about regular events, and adverbs of frequency are common with this tense.

11 **Study the position of the frequency adverbs in the sentences in exercise 10. With a partner, work out some rules on the position of frequency adverbs.**

EXAM SKILLS

12 **Read the passage and answer the questions below.**

SOCIAL MEDIA AND THE MEANING OF FRIENDSHIP

There have been a lot of scientific studies into what makes a friendship. It seems today that ideas of what friendship is are also changing. A study in 1993 at the University of Oxford showed that people could only maintain 150 relationships. However, with the explosion of social media since then, many people now have over 300 people who they think of as friends. Some people think that these friends are not real friends, but others believe that social media has helped us to expand and keep our friendships because we have more time and opportunities.

Another change from the past is that people don't stay in the place where they were born. They go to different cities and countries for education and jobs. People are in general more geographically mobile nowadays. This means that we have more chances to meet and make friends with people from different cultures and different backgrounds. People still often make friends at college who remain friends for life, but making new friends at work is more difficult. People now have less security at work and this also means that they find it harder to build new relationships.

As people get older, they sometimes also have less free time. They become busier with their jobs and families and have less time to spend with friends. Friendships can be very different when we are at different ages. Young children often choose their friends because of convenience, for example, they go to the same school, they live near each other or their parents are friends. As we get older, friendships are more connected with having similar interests and opinions.

One thing is definitely true though, it doesn't matter how old we are or how many friends we have on social media, friendship is good for our health. People who spend time with friends have fewer mental health problems and are generally happier and in a better physical state of health than people who spend their free time alone.



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

1 What has enabled people to have more friends than in the past, according to some people?
2 What phrase does the writer use to describe people who don't stay in the same place?
3 What work-related problem do people have that makes them less likely to form friendships?
4 What frequently influences the friendships of young children?
5 What are people with friends less likely to suffer from?

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- describe a process (Writing Part 1)
- use sequencing expressions to describe the order of stages in a process
- use the present simple passive to describe a process
- write an introduction and overview.

LEAD-IN

01 What foods do you eat at a family celebration? Do you know how to prepare them? Do you need any special equipment?

02 In Sri Lanka, a family meal often includes stringhoppers. To make stringhoppers you need some special equipment. Choose the best description of each piece of equipment.

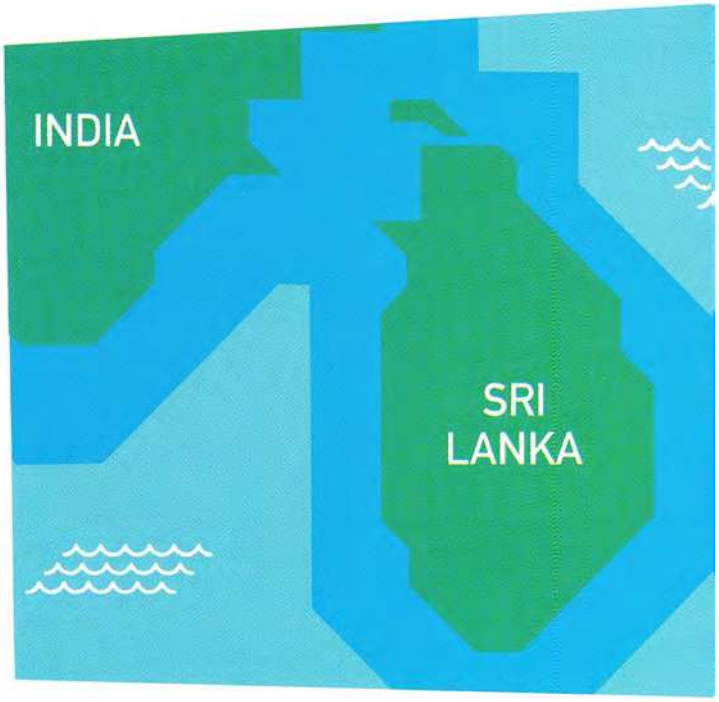


1 Stringhopper press

A It has two parts which are different in shape but the same size. It is made of a light material such as plastic.

B It's made of heavy metal and has two parts which are similar in shape. The centre is round and there are handles on each side. One part fits into the other.

C It has two parts and one goes on top of the other. It is square in shape and made of wood.





2 Stringhopper mats

A These are round shallow baskets made of thin pieces of wood. The wood is in a criss-cross pattern to form large holes.

B These are cloth triangles with very small holes in them.

C These are thick pieces of wood with rectangular holes in them.



3 Rice grinder

A It is made of metal and the top and bottom are the same size and shape.

B It is a metal machine with a wide base and a narrow tray on top.

C It is a machine made of metal with a wide tray at the top and a narrower base.

03 Complete the chart with words from exercise 2.

Materials	Parts	Shapes
plastic	handles	round

TIP 04

Don't worry if you don't know about the topic. The notes and pictures give you the ideas and vocabulary you need.

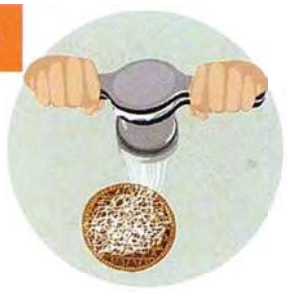
PART 1: DESCRIBING A PROCESS

04 The pictures show the process of making stringhoppers. Match the short instructions to the pictures.

1 

2 

3 

4 

5 

6 

a push through the stringhopper press onto the stringhopper mats
b add water to the flour
c put the rice into the grinder and grind into flour
d cook in a steamer
e serve with spicy curries
f mix well to form a dough

We use the present simple passive to describe a process.

We make them with rice. → They are made with rice.
You mix it with water. → It is mixed with water.

GRAMMAR FOCUS: THE PRESENT SIMPLE PASSIVE

05 Complete the sentences about tea. Use the verbs in brackets in the present simple passive.

1 Tea leaves _____ (**pick**) by hand.
2 Only the best leaves _____ (**use**).
3 A lot of water _____ (**need**) to grow tea plants successfully.
4 A lot of tea _____ (**grow**) in China and India.



GRAMMAR FOCUS: SEQUENCING WORDS

06 **Complete the sentences about making stringhoppers with words from the box.**

After	Finally	First	Next	The next stage	Then

1 _____, the rice is put through a grinder.
2 _____ that, water is added to the flour.
3 _____ it is mixed and made into a dough.
4 _____ is to push the dough through the stringhopper press.
5 _____ the stringhoppers are placed in a steamer.
6 _____, they are served with spicy curries.

TIP 06

When describing the stages in a process, it is important to use sequencing expressions, for example *first*, *then*, *next*, to clearly show the order of the stages.

WRITING AN INTRODUCTION AND OVERVIEW

07 **Which of these is an introduction and which is an overview?**

a There are six stages in the process of making stringhoppers, beginning with grinding the rice and making a dough and ending with using a steamer to cook the stringhoppers.
b The diagram demonstrates the process of preparing stringhoppers, a kind of noodle.

In Writing Task 1 your answer should include an introduction and an overview. The **introduction** is usually the task question rewritten in your own words. The **overview** is a summary of the process.

08 **Which of these are NOT overviews?**

a The process of making blue cheese can be seen in this series of pictures.
b To make a perfect omelette you need fresh ingredients, the right equipment and the correct technique. You must also cook it for the correct amount of time and pay attention to the temperature.
c The production of tea involves a range of stages, from picking the leaves from the plant to drying and distributing it.
d The diagram shows the various stages in the process of making strawberry jam. The first stage is to pick the strawberries when they are ripe.

STUDYING A MODEL ANSWER

09 **Study the essay opposite and find:**

1 the introduction
2 the overview
3 sequencing expressions
4 verbs in the present simple passive
5 descriptions of the equipment
6 vocabulary from the short instructions *in exercise 4*

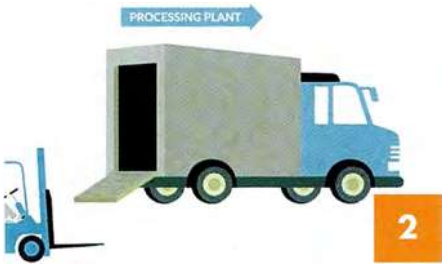
MODEL ANSWER

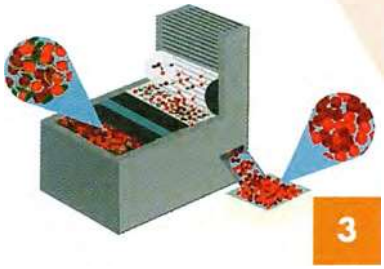
The diagram demonstrates the process of preparing stringhoppers, a kind of noodle dish. There are six main stages in the process, beginning with grinding the rice and making a dough and ending with using a steamer to cook the stringhoppers.

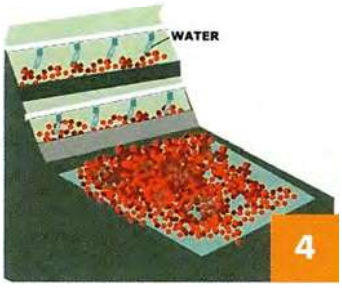
First, the dry rice is put into a rice grinder to make it into flour. Next, the flour is mixed with water and formed into dough. After that, the dough is put into a stringhopper press, which is a metal piece of equipment with two handles and holes in it. The dough is pushed through the holes and it comes out as thin noodles. The noodle 'nests' are placed onto individual stringhopper mats, which are round baskets made of thin pieces of wood. They are then cooked in a steamer until they are ready. The final stage is to serve the stringhoppers with a variety of spicy curries.

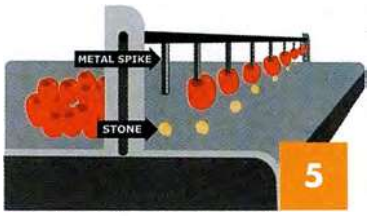
10 **Look at the pictures, which show the process of making cherry jam. Complete the sentences with a verb from the box in the correct form.**















check for quality

add	check	collect	cook	put	remove
shake	spread	stick	take	wash	transport





1 A sheet is _____ on the ground and the tree is _____ to get the cherries.
2 The cherries are _____ and are _____ to the processing plant.
3 The leaves and stems are _____ .
4 The cherries are _____ .
5 The stone is _____ out of the middle of the cherry.
6 The cherries are _____ and extra ingredients are _____ .
7 The quality of the jam is _____ .
8 The jam is _____ into jars.
9 A label is _____ on the jars.

EXAM SKILLS

11 **The pictures show the process of making cherry jam.**

Describe the process.

Remember to:
- include an introduction and an overview
- use the present simple passive
- use sequencing expressions
- write 150 words.

TIP 11

Use the words on the pictures and diagrams in your answer. They are given to help you.



UNIT 01: RELATIONSHIPS

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- identify the speakers in a conversation
- listen for numbers
- answer multiple-choice questions.

LEAD-IN

01 **In Section 1 of the Listening test you will hear two people talking in everyday situations.**

Tick TWO situations that could be in Section 1 of the Listening test.

A Discussing a course assignment
B Describing changes in family life over time
C Choosing a gift
D Arranging a birthday celebration

02 **Listen and match the conversations with two of the situations above.**

02

Conversation 1 _____ Conversation 2 _____

IDENTIFYING THE SPEAKERS

03 **Listen to the conversations again and pay attention to the speakers. For questions 1–4, write M for male and F for female next to the people.**

02

	Male or female?	Information wanted
Conversation 1	manager **1** ___ customer **2** ___	**5** The customer would like to … **A** book a table. **B** order a meal.
Conversation 2	shop assistant **3** ___ customer **4** ___	**6** The customer wants to buy … **A** a necklace. **B** earrings.

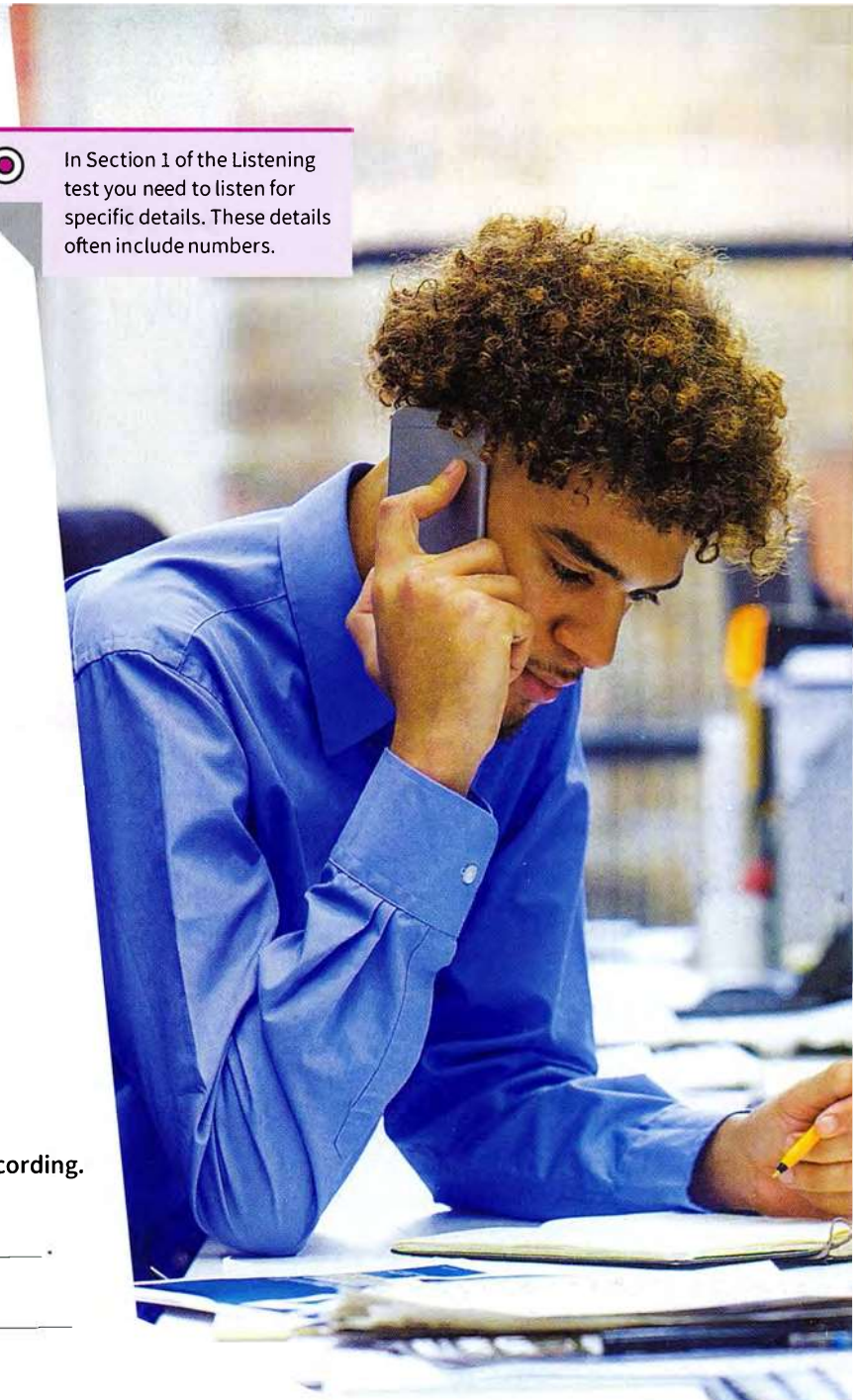
In Section 1 of the Listening test you will hear two speakers. In Section 3, there will be two or three speakers. In each case the speakers' voices will sound different from each other to help you easily identify who is speaking. The answers could be given by any of the speakers. In Section 1, there is normally one person who has to find out information from the other.

04 **Listen again and for questions 5 and 6, choose the correct answer, A or B.**

02

LISTENING FOR NUMBERS

In Section 1 of the Listening test you need to listen for specific details. These details often include numbers.



05 **Listen and circle the number you hear in each pair.**

03

a 1st / 3rd
b $10.50 / $10.15
c 6th / 5th
d 17 / 70
e 19 / 90
f 52 / 62
g £110 / £810
h 22nd / 27th

Listen again and practise saying the numbers.

06 **Listen to the next part of conversation 1 and choose the correct answer.**

04

1 How many people does the woman want to make the booking for?
A 8 **B** 12 **C** 16

2 What is the date of the booking?
A 12th **B** 16th **C** 17th

TIP 06

You will usually hear all the numbers given in the options but only one will be correct. It is important to listen carefully for key phrases, so that you can choose the correct one.

07 **Look at the following phrases taken from the recording. What number is missing?**

1 No, no, it's the day after – the _____ .
16th / 17th

2 The private room can seat up to _____ people. **12 / 20**

08 **Now listen to the rest of conversation 1 and choose the correct answer.**

05

How much is the total cost of the booking?
A £218 **B** £318 **C** £380

09 **Listen to the second part of conversation 2 and answer the questions.**

06

1 The price of the earrings now is …
A £10 **B** £20 **C** £30

2 How much does the customer pay for the gift wrapping?
A £4 **B** £5 **C** £7

10 **Listen again and complete this part of the conversation.**

07

Customer Oh, really? So, how much are they?
Assistant Well, they *were* **1** _____ pounds, but actually we've got a sale on at the moment, so they're a little cheaper – only **2** _____ pounds. So you can save **3** _____ pounds!

MULTIPLE-CHOICE QUESTIONS

In multiple-choice tasks, you choose the correct answer from three options, A, B or C.

There are two types of multiple-choice question:

a a question followed by three possible options
b an unfinished statement followed by three possible endings

11 **Match the words and phrases 1–5 to words and phrases a–e, which have a similar meaning.**

1 a goodbye party	**a** members of the same family
2 a soccer game	**b** colleagues
3 a celebration	**c** a leaving party
4 brother and sister	**d** a birthday party
5 work in the same office	**e** a football match

12 **Read questions 1–6 in the Exam skills task below and match them with the topic areas in the box.**

Colour	Food	Presents	The meaning of something
The relationship between the people			The type of event

TIP 11

The words in the questions and options (A, B, C) may not be the same as the words you hear on the recording. You need to listen for words with a similar meaning. It can sometimes help to rephrase the question in your own words before you listen.

EXAM SKILLS

13 **Listen to the conversation and choose the correct letter, A, B or C.**

08

1 Who are the two speakers?
- A good friends
- B work colleagues
- C family members

2 What celebration are they talking about?
- A a birthday party
- B a graduation
- C a wedding

3 What colour hat do baby girls wear at the event in Korea?
- A black and silver
- B black
- C red and silver

4 The purse represents
- A good health.
- B good fortune.
- C wealth.

5 What food do guests have at the event?
- A oranges
- B vegetables
- C rice cakes

6 What does the baby receive from the guests?
- A a candle
- B some money
- C some tea

TIP 13

Use the questions to help you to follow the recording. Multiple-choice questions are in the same order as the information in the recording. You will hear the answer to question 2 before you hear the information which gives you the answer to question 3.



UNIT / 01: RELATIONSHIPS

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- use simple adjective–noun collocations relating to family
- answer simple questions about your family
- give full answers to Part 1 questions.

LEAD-IN

01 **Talk to a partner about these members of your family for 20 seconds each. Try to keep talking for the full 20 seconds.**

father mother brother sister grandmother grandfather









USING ADJECTIVES AND NOUNS TO DESCRIBE YOUR FAMILY

02 **Listen to Hoi Chin talking about her family and read the first part of what she says. Which collocations does she use to describe her family?**

09

Examiner Let's talk about family. So, tell me about your family.

Hoi Chin My family? Well, my family isn't a large family. It's quite a small family, in fact – and quite a typical family for my country. Just my parents, my older brother and me. So, I'm the baby of the family! I think we're a close, happy family. We do a lot of things together, particularly preparing food – and eating it of course!

03 **Which adjective in the box can you NOT use in this sentence?**

We are a _____ family.

best	close	happy
large	small	typical

With a partner, describe your family using the collocations in the box.

Many words in English often 'go together' with other words. This is called 'collocation'. For example, we say *a **fast** car*, but we don't say *a **quick** car.*

TIP 02

It is a good idea to use collocations in the Speaking test. This shows the examiner that you have a good vocabulary.

TIP 03

It is a good idea to make a list of useful words and add to the list as you meet new words when you read and listen, and also to write down words which go together. You may want to group words under headings to help you remember them.

GRAMMAR FOCUS: ADVERBS OF FREQUENCY *SOMETIMES, OFTEN, NEVER, RARELY AND ALWAYS*

04 **Listen to a candidate talking about the things he does with his family. Answer the questions.**

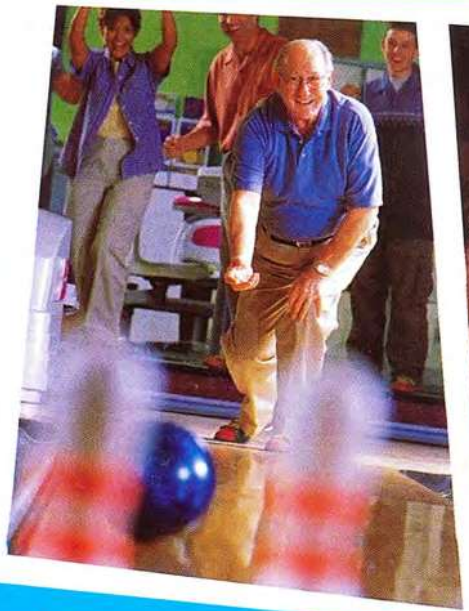
10

1 How often does he go out with his family?
2 What days of the week does he go out with his family?
3 Where do they often go?
4 What do they usually do when they get to the park?
5 Who sometimes comes with them?

05 **With a partner, use the questions above to discuss how often you do these things with your family.**

eat out	go bowling	go to the cinema







ANSWERING PART 1 QUESTIONS

06 **Look at questions a–c below on the topic of family. Which question:**

1 asks you about your likes and dislikes?
2 asks you about your personal preferences?
3 asks you how regularly you do something?
4 asks you to talk about who you are like in your family?

a Are you more similar to your mother or your father?
b How often do you go out with your family?
c What do you enjoy doing with your family?
d Do you prefer spending time with your family or your friends?

Now, ask and answer these questions with a partner.

In Part 1 of the Speaking test the examiner will ask you a few questions about yourself, for example about your family, your likes and dislikes, where you live.

TIP 06

It is important to listen carefully to the questions that the examiner uses. Make sure you answer the question that is asked.



07 **Listen again to Hoi Chin talking about her family and giving more information. Complete the notes below.**

11

- Her parents and 1 _____older_____ brother
- They are a 2 _____, happy family.
- They like preparing food and 3 _____ it.
- Her father is a better 4 _____ than her mother.
- Her brother is getting 5 _____ next year.
- Hoi Chin would like to have a 6 _____ or 7 _____ one day.

Tell your partner what you remember about Hoi Chin's family. Is your family similar or very different to hers?

EXTENDING YOUR ANSWERS IN SPEAKING PART 1

08 **Listen to three students answering the question *Who are you most similar to in your family?***

12

1 Which student's answer was too short?
2 Which student didn't answer the question?
3 Which student's answer was the best?

You can add information to your answer by adding a reason, extra details or combining information:

*I don't see my grandparents very often **because** they live in the north of the country.*
*I don't see my family very often **but** I miss them very much.*
*I have a twin brother, **so** I am very close to him.*
*I look very much like my father, **although** we have very different personalities.*

09 **Use one of the words in the box to help you complete the sentences with ideas of your own. Try to use a different word from the box in each sentence.**

also	and	because	but	so	even though

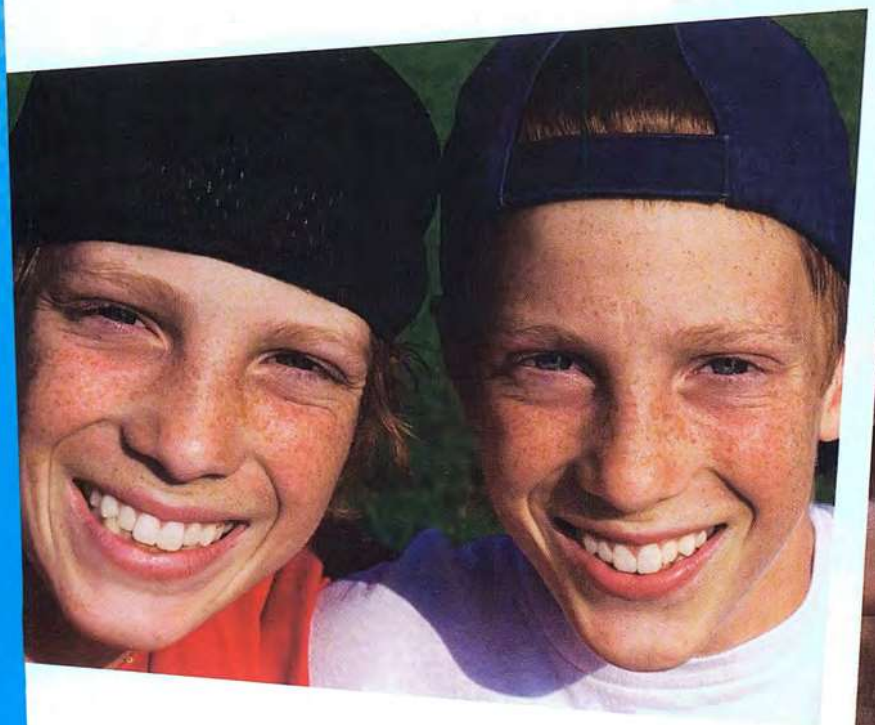
1 I visit my parents every weekend …
2 We have a large family …
3 My sister is getting married next year …
4 My father works very long hours, …
5 My brother likes the same things as me, …

TIP 08

In Speaking Part 1:
- keep to the topic
- extend your answers
- don't speak too much
- do not try to memorise answers to questions.

TIP 08

In Part 1 you need to give full answers to the questions, but don't talk for too long. Three sentences is plenty. You have chances to speak for longer in Parts 2 and 3.





PRONUNCIATION

10 **What is the third person singular form of the words in the box?**

Example: *have – has She **has** a small family.*

ask	choose	enjoy	keep	play	talk	want	watch

13 **Listen to the words and group them under /z/, /s/ or /ɪz/ according to how the end is pronounced.**

/s/ _____

/z/ _____

/ɪz/ _____

11 **Listen and repeat the sentences. Be careful of the pronunciation of verbs with 's' endings.**

14 *Is there anyone in your family who annoys you sometimes?*

– My father watches football on TV and shouts a lot.

– My brother plays on the computer all the time.

– My mother keeps telling me to tidy my room.

12 **With a partner, ask and answer the following questions.**

1 What activities do different members of your family enjoy doing?
My father enjoys mending old cars. My mother enjoys running and reading books.

2 What do your mother and father want you to do in the future?

3 What type of films do different members of your family watch?

4 What do different members of your family talk to you about?



EXAM SKILLS

13 **With a partner, ask and answer the questions below about *your* family. Try to talk for about 20 seconds for each question.**

1 Do you come from a large family?

2 Is there anything you usually do together with your family?

3 How often do you see your grandparents?

4 Who do you like the most in your family?

5 Would you like to spend more time with your family?

When your partner is speaking, make notes about any interesting vocabulary (particularly collocations) that you hear. Then, ask and answer the questions again.

UNIT / 02: PLACES AND BUILDINGS

READING

IN THIS UNIT YOU WILL LEARN HOW TO

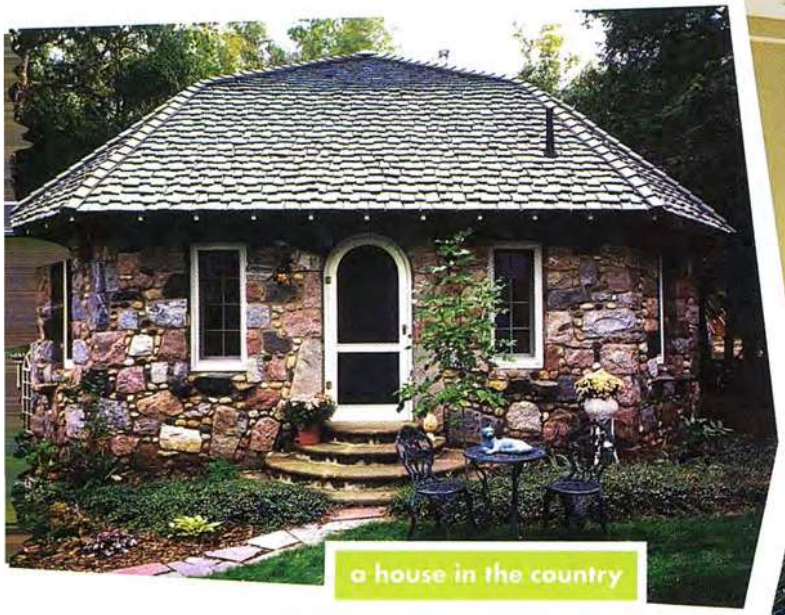
- respond to sentence completion questions
- skim read a text
- recognise paraphrase
- practise using the present simple and past simple.

LEAD-IN

01 Tell your partner about the house or apartment you live in.

Is it big or | How many bedrooms | Is it old or | Does it have a

02 What kind of house would you like to live in?



a house in the country



a luxury apartment in the city



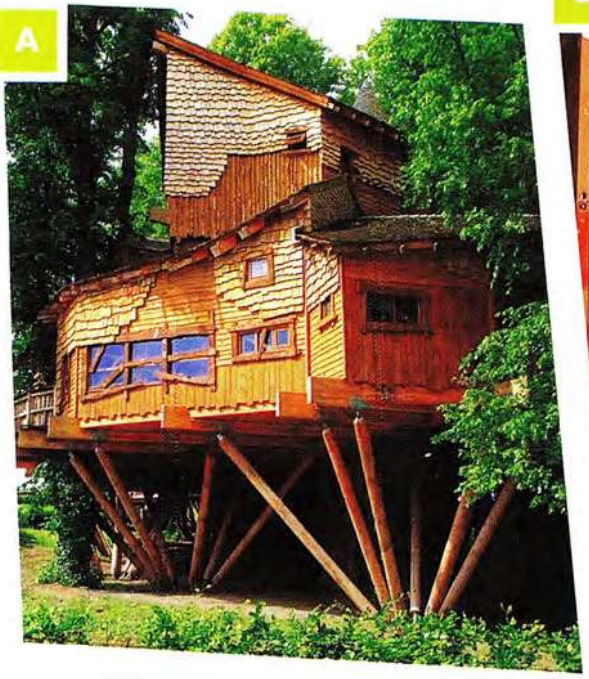
a caravan

03 Find these in the pictures on this page.

igloo treehouse houseboat shipping container homes

Which ones would you like to live in?

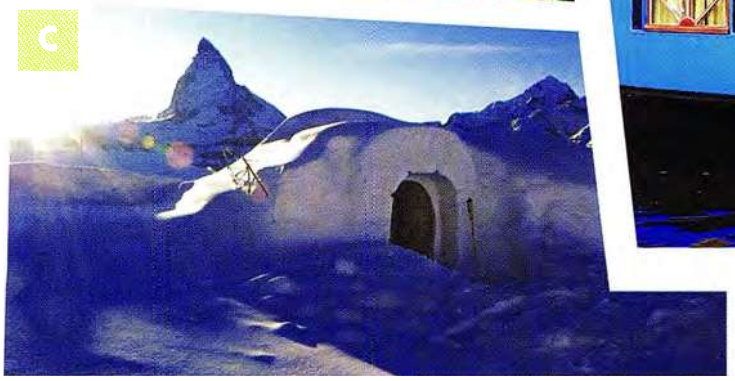
A



B



C



D



SKIMMING AND SCANNING A TEXT

The skills of skimming and scanning are very important in the Reading test.

Skimming is reading the passage quickly to get an idea of what it is about.

Scanning is also reading the passage quickly, but this time looking for particular information in the text, for example, the answer to a question.

- Before you look at the questions, read through the passage quickly. Don't spend more than a minute on this.
- *Skim* over (don't spend time on) words like *the*, *they*, *our*, *through*.
- Notice the 'content' words, such as nouns and verbs, to get an idea of what the passage is about.
- Read the questions.
- *Scan* the passage for the answers. Let your eyes move quickly over the text until you see one of the key words from the question, or words that have a similar meaning.
- Read that part of the passage carefully until you find the answer.

04 **What is the passage about? Read it in ONE minute and choose one of the options.**

a Life in different cities around the world
b Unusual places to live or stay around the world
c The type of houses and flats most people live in

05 **Read the passage again to find the words from the box in exercise 3 as quickly as you can.**

06 **Which of the two activities you have just done practised scanning? Which practised skimming?**

AMAZING HOMES

Most people live in a house or a flat. When they go on holiday they stay in a hotel or a guest house. But some places where you can live or stay are a bit different.

A One unusual place to live is a houseboat. Amsterdam in Holland is famous for its houseboats – there are about 2,500 of them. They have everything that a normal house has: a living room, bedroom, kitchen, bathroom and even sometimes a terrace on the roof. They are cheaper than houses and people who live on houseboats enjoy being close to nature. Some houseboats can be moved to other parts of the river, while others are permanently in one place.

B In Tokyo, Japan, there is a see-through house. It is like a normal Japanese house but all the walls are made of glass. There is plenty of daylight but no privacy. Architect Sou Fujimoto designed it for a couple to make their home. He based his ideas on early man living in trees. It wouldn't suit everyone but the couple who live there love the feeling of being surrounded by the natural world.

C All around the world, people live in homes made from shipping containers. Some use only one container, while others are made from several containers joined together. One house in Chile was built from 12 containers. They are cheap to buy and eco-friendly. They can also be placed in the garden or drive as guest rooms, studies or utility rooms.

D In Germany, you can stay in a one-metre-square house, the smallest house in the world, called the House NA. Van Bo Le-Mentzel, a refugee from Laos, built it to draw attention to the world housing shortage. It is a wooden structure on wheels and weighs 40 kg. It has a locking door and a window. You can turn it onto its side when you want to lie down. Franz from Munich spent the night in one recently 'just to see what it was like'. He found it a bit uncomfortable!

E For an unusual holiday you can stay in an igloo, a house made of ice. These can be found in several countries including Sweden, Norway and Finland. They are built new every winter. Jenny and Callum, visitors from Australia, told us, 'We slept in an igloo last night. It's so cold here – minus 5 degrees centigrade. We used reindeer skins to keep warm!'

F Another couple, Shaun and Rachel from Manchester, enjoyed a recent holiday in a treehouse in Sussex, England. They said, 'It was right up in the trees and had everything we needed, even wifi! It had a small kitchen and we did our own cooking. It was the perfect place to get away from our busy lives.'



UNDERSTANDING PARAPHRASE

In the Reading paper, it is very important to be able to understand paraphrase (when the same idea is given using different words). The words used in the questions won't be exactly the same as the ones in the passage.

07 **Match these words and phrases from the text (1–6) with their paraphrases (a–f).**

1 houseboats	**a** not being watched by others
2 permanently	**b** not feeling pleasant
3 privacy	**c** homes on the water
4 surrounded by the natural world	**d** Nordic countries
5 uncomfortable	**e** forever, always
6 Sweden, Norway and Finland	**f** having nature all around

08 **Choose the best paraphrase for these sentences from the text.**

1 The treehouse had everything we needed.
- **A** We needed some more things for our stay in the treehouse.
- **B** The treehouse was very well equipped.
- **C** We need everything for the treehouse.

2 Some houseboats can be moved to other parts of the river.
- **A** Not all houseboats are permanently fixed in one place.
- **B** Only some parts of the river have houseboats.
- **C** You can move to a houseboat in another part of the river.

3 One house in Chile was built from 12 containers.
- **A** There are 12 houses in Chile made from containers.
- **B** 12 containers were used to make one house.
- **C** You need 12 containers to make a house in Chile.



SENTENCE COMPLETION

In this task type you will have to complete a sentence with up to three words (or two words and/or a number) taken from the passage. The instructions will tell you how many words you are allowed to use.

Look at this example: *Houseboat occupants like living* _____ .

This is a paraphrase of the following sentence from the passage:

People who live on houseboats enjoy being close to nature.

Because you have to use words from the passage in your answer, the answer is *close to nature*.

09 **Follow the steps in the box opposite and complete the sentences. Choose NO MORE THAN TWO WORDS from the passage for each answer.**

1 The two people who live in the transparent house love it, but it wouldn't _____ .

2 The designer of the smallest house hopes to _____ to the lack of houses all over the world.

3 People who stay in igloos sometimes protect themselves from the cold by making use of _____ .

4 People who have _____ would find a holiday in a treehouse ideal.

How to do sentence completion questions

- Underline key words from the sentence (*houseboat occupants*, in the above example).
- Scan the text for the key words or words that mean something similar (*people who live on houseboats* has a similar meaning to *houseboat occupants*).
- Read the sentences near the key words carefully – *like living* means the same as *enjoy being*.
- Find the words that seem to fit the sentence.
- Check that the meaning of the sentence matches the meaning of the text.
- Check the grammar of the completed sentence.
- Check if the word(s) should be singular or plural.
- Check that you have used the correct number of words.

GRAMMAR FOCUS: PAST SIMPLE AND PRESENT SIMPLE

10 **Answer these questions about the *Amazing homes* passage.**

1 Which tenses does the passage use?
   - a present tenses
   - b past tenses
   - c both present and past tenses

2 Which tenses are used:
   - a to describe the houses?
   - b to describe habit or things that are always true?
   - c to describe people's experiences on holidays?
   - d to talk about designing or building the house?

TIP 10

As part of your first quick look at the passage, identify whether it is written mainly in the past, present or future, and if the tense changes. This may help you understand the passage.

11 **Choose the correct verb, present simple or past simple.**

1 Most people in China **live / lived** in flats.
2 In the UK most houses **have / had** gardens.
3 In 2010, my parents **move / moved** to Australia.
4 Nowadays Sarah usually **spends / spent** her holidays in cities.
5 In the past she **prefers / preferred** beach holidays.

12 **Complete the sentences with the correct form of the verb in brackets.**

1 Farid now _____ (**share**) a flat with some other students.
2 Last year he _____ (**live**) at home with his parents.
3 Once I _____ (**stay**) on a campsite next to a lake in Italy.
4 My flat _____ (**have**) two balconies.
5 In 2014 we _____ (**move**) into our new house.

EXAM SKILLS

HOME FROM HOME

I remember feeling the first time I left home that I would never be able to feel at home anywhere but in my home. No other place would have my mum and dad, my annoying little brother and my cat, Tilly. Nowhere would smell like my home – my mum's roast chicken in the oven and the salty, seaweed smell that drifted in from the nearby beach. The sound of seagulls squawking was the sound of home. Nowhere else would I feel comfortable enough to put my feet up under me and gaze into the log fire dreaming of the future.

I was 15 when I first went away from home on a school trip to Germany. My friends were going too, but we would all stay with different families. I was nervous about this. I knew the home I was going to would not be as comfortable as mine, the family would not be as kind, and who knew what the German food would be like? I knew I would spend three weeks, homesick and sad, missing my family back home.

We arrived in Germany late at night after a long journey by coach and boat. I was tired and hungry. We went into the school hall, where the host families were waiting to meet us. I wondered which one would be mine. Would they give me dinner at this time and would I be able to eat the unfamiliar food? Suddenly I heard my name called and the name of my exchange partner, Brigitte Schmitt. A pretty, blonde girl stepped forward, smiling widely. Behind her stood her parents, a pleasant-looking couple who were also smiling. They held out their hands and said, 'Wilkommen in Deutschland. Welcome to Germany.'

I spent three happy weeks with the Schmitt family. Brigitte had an elder brother, Hendrik, and a younger sister, Lisa. They had two cats, Ping and Pong, who sat on my lap as I looked into the fire in the evenings. The whole family were kind and welcoming. My room was cosy and warm and looked out onto a forest. The fresh clean smell of the trees and of apples baking in the oven became familiar and comforting, like the smells of home. I learnt in those three weeks that you can feel at home anywhere that people are kind to you.

Later that year, Brigitte came to stay with me in the UK. I gave her my room and moved in with my brother. I cleared space for her clothes and put fresh flowers in a vase by the bed. I asked my mum to make her famous roast chicken and an apple pie to make our guest feel at home. We made a welcome banner and put it up on the front door. I did everything I could to help Brigitte feel at home with us. I now understood the importance of a warm welcome.



13 **Read the passage and complete the sentences below. Choose NO MORE THAN THREE WORDS from the passage for each answer.**

1 The writer's mother often cooks _____.
2 She thought the visit to Germany would make her feel _____.
3 Brigitte came to pick up the girl with _____.
4 The Schmitt family's pets' names are _____.
5 From her bedroom the girl could see a _____.
6 The girl and her family tried hard to make Brigitte _____.



UNIT / 02: PLACES AND BUILDINGS

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- describe changes over time as shown on a map
- use prepositions to explain location
- use past tense verb forms (active and passive) to describe change.

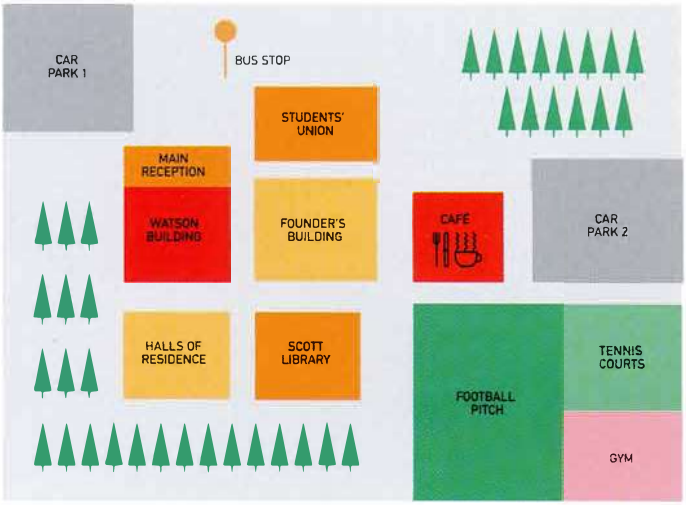
LEAD-IN

01 **Which of these facilities do you expect to find on a university campus?**

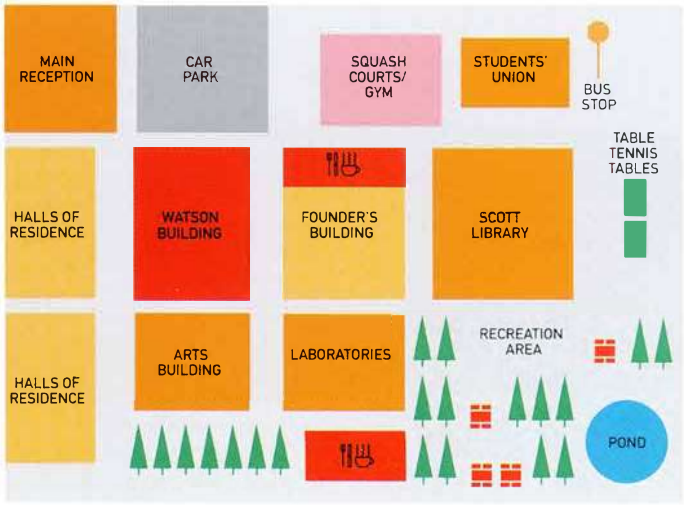
bank	bus stop	car park	halls of residence
gym	library	laboratories	lecture theatres
cafés	post office	tennis courts	recreation area

02 **Look at the maps of Sunnyhill University campus in 1995 and today. Which facilities can you see?**

Sunnyhills University 1995



Sunnyhills University today



GRAMMAR FOCUS: PREPOSITIONS OF PLACE

03 **Look again at the map of Sunnyhill University campus today. Which of these sentences are true?**

1 The Founder's Building is between the Watson Building and the Scott Library.
2 The bus stop is in the upper right-hand corner of the campus.
3 The halls of residence are opposite the Students' Union.
4 There are two car parks on the campus.
5 There are two places to eat on the campus.
6 The main reception is in the middle of the campus.
7 The Students' Union moved to a different building between 1995 and today.
8 The car park was moved towards the bottom of the campus.

TIP 03

Prepositions are important in any task including maps. It is important to say exactly where things are located in relation to other places.

04 **Complete the sentences about the 1995 campus map using the prepositions in the box.**

between	in	next to	of	of	on	opposite	to

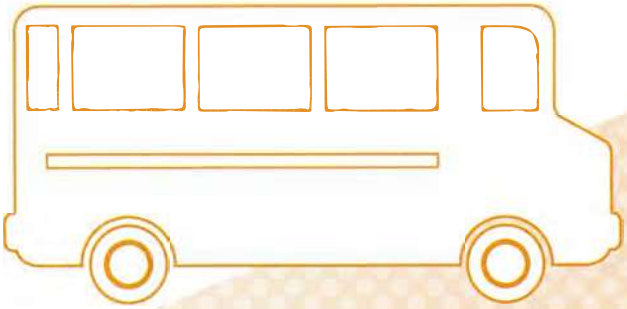
1 The tennis courts were _____ the football pitch.
2 The Founder's Building was in the middle _____ the campus.
3 The Scott Library was _____ the halls of residence and the football pitch.
4 The café was _____ the football pitch.
5 There were two car parks _____ the campus.
6 The gym was _____ the bottom right-hand corner of the campus.
7 The Watson Building was _____ the left of the Founder's Building.
8 The main reception was part _____ the Watson Building.



05 **Complete the sentences to describe the map of the campus today to your partner. You can use the expressions in the box.**

between	in front of	in the top right-hand corner
next to	on the left	opposite

1 The halls of residence …
2 The laboratories …
3 The bus stop …
4 The recreation area …
5 The table tennis tables …
6 The Students' Union …



DESCRIBING CHANGES IN A MAP

06 Read this Writing Part 1 task.

You should spend 20 minutes on this task.

Look at the two maps of Sunnyhills University campus in 1995 and today.

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

You should write at least 150 words.

07 There are three important parts in a Part 1 essay. Match the parts 1–3 with their meanings a–c. Then find them in the model answer.

1 The introductory sentence
2 The concluding sentence
3 The overview

a A summary of the main points
b A description of what the data shows
c Writing the most important points again in different words

MODEL ANSWER

The two maps show changes to the campus of Sunnyhills University between 1995 and today. We can see that the university made many changes during this period, including new buildings and recreation facilities.

In the past, the Scott Library was in front of the Founder's Building. It was relocated to the right, and in addition, it increased in size. The old library building now contains laboratories. In 1995 there was a car park in the top left-hand corner of the campus, whereas now the main reception is there. The halls of residence were moved to the far left of the campus and a new Arts Building was built opposite them.

The old sports ground, gym and tennis courts were demolished; however, in their place the university created a new recreation area with a pond, trees and seating areas. What is more, the university developed new sports facilities, including table tennis tables, a new gym and squash courts. They also built two new cafés.

So, it is clear that the university changed and expanded during this period.

VOCABULARY

08 Find these in the model answer:

1 verbs describing change
2 expressions describing where things are

09 The underlined words in the model answer are useful for any essay. Among them, find two expressions which:

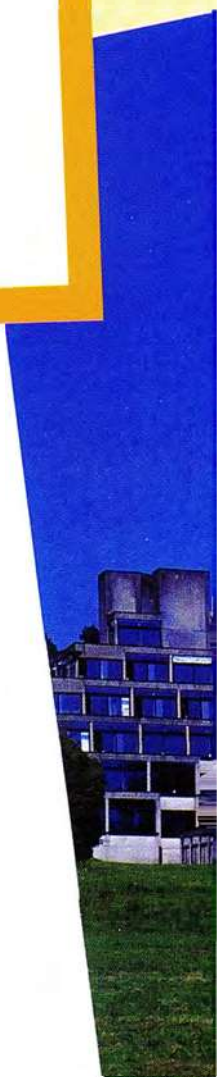
1 mean 'and'
2 mean 'but'
3 refer to time
4 refer to what you see in the chart or diagram

10 Find words in the model answer with these meanings.

1 moved to a different place
2 made (2 words)
3 knocked down
4 got bigger (2 words)

TIP 09

It is important to use plenty of different words in the essay to show you have a wide vocabulary. Make a list of similar words in your notebook and try to use them when writing your practice essays.



GRAMMAR FOCUS: PAST SIMPLE – REGULAR AND IRREGULAR FORMS

11 **Find these past tense forms in the model answer. Which of them are irregular? What are the infinitives of these verbs?**

expanded	changed	created	made	built
increased	developed	moved	was	

12 **These sentences could also be used to describe the maps. Put the verb in brackets into the past tense to complete the sentences.**

1 They _____ (**cut**) down trees to build the halls of residence.
2 The old café _____ (**become**) the new library.
3 In 1995 students _____ (**catch**) the bus outside the Students' Union.
4 The university _____ (**need**) laboratories.
5 They _____ (**put**) table tennis tables in front of the Scott Library.
6 There _____ (**be**) not enough halls of residence in 1995.
7 They _____ (**dig**) a pond in the recreation area.
8 They _____ (**plant**) lots of new trees.

Two of the verbs are regular. Which ones?

GRAMMAR FOCUS: PAST SIMPLE – ACTIVE AND PASSIVE

13 **Read the information about active and passive verbs. Are sentences 1–4 about the map active or passive?**

1 The library was relocated to the right of the Founder's Building.
2 They also built two new cafés.
3 The university created a new recreation area.
4 The old gym and tennis courts were demolished.

14 **Change these sentences from active to passive.**

1 The university expanded the campus. *The campus was expanded.*
2 They planted trees in the recreation area.
3 The authorities moved the bus stop.
4 They built a new main reception.

*The university **developed** the campus during this period.* – active

- The subject (*the university*) did the action.
- The verb is a single word (*developed*).

*New halls of residence **were built**.* – passive

- The subject (*new halls of residence*) didn't do the action (*build*), but someone else did the action to it.
- The verb consists of two words: the correct form of *be* (*were*) + past participle (*built*).



EXAM SKILLS

15 **Answer the task below. Take as much time as you need and try to write 150 words.**

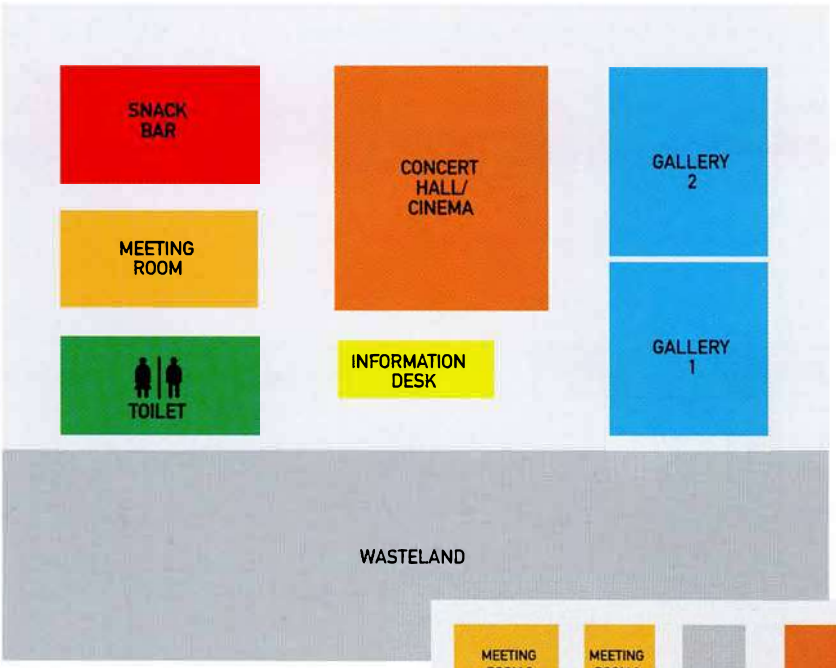
The verbs in the box may be useful. Check the meaning of any unknown words.

add	build	construct	create	develop	expand	move	plant trees

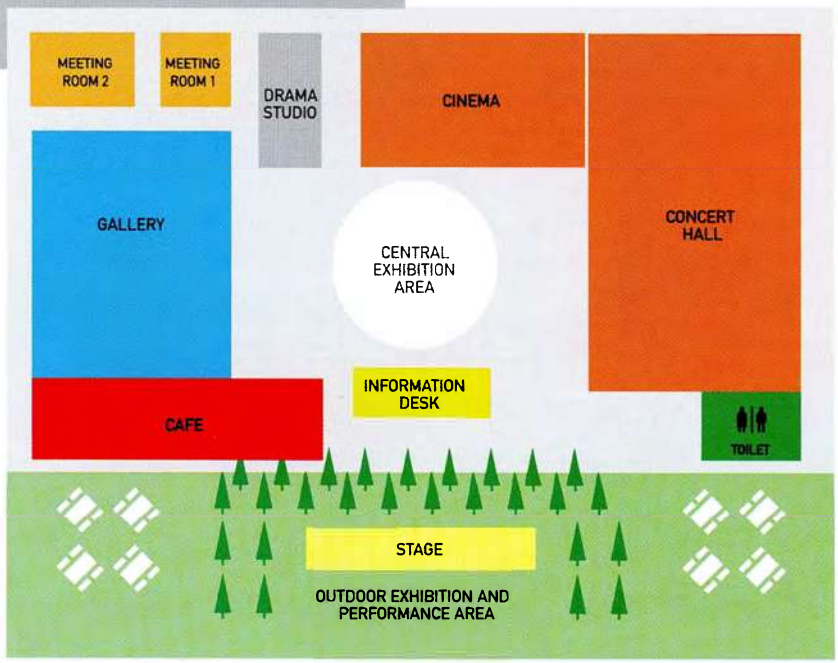
The maps below show Colwick Arts Centre in 2005 and today.

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

2005



Today



Remember to:

- write an introductory sentence
- include an overview
- use the present simple and past simple, both active and passive
- use prepositions to explain where things are/were.



UNIT / 02: PLACES AND BUILDINGS

LISTENING

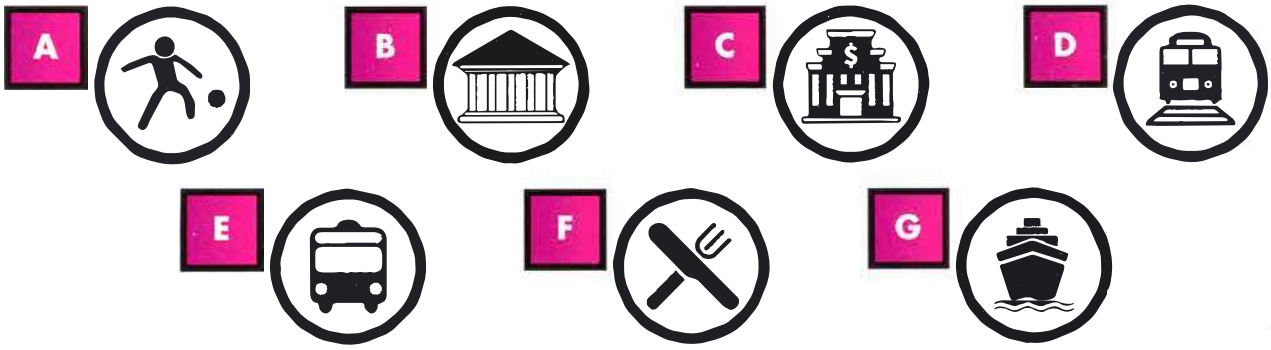
IN THIS UNIT YOU WILL LEARN HOW TO

- answer short-answer questions
- spell names correctly.

LEAD-IN

01 **Here are some pictures of places in a town. Match pictures A–G with the words in the box.**

railway station	museum	bank	harbour
sports centre	restaurant	bus stop	



02 **Put the words in exercise 1 into the correct group. There is an example to help you.**

Travel and transport: harbour _____, _____, _____

Sports and leisure: _____, _____

Arts and culture: _____

Money: _____

03 **Listen to two short conversations. Where are the speakers?**

15

Conversation 1 _____

Conversation 2 _____

SPELLING NAMES

04 **Listen to the rest of conversations 1 and 2 and answer the questions.**

16

Conversation 1

1 What is the address of the sports website?

A www.getactive.com B www.getaktive.com

Conversation 2

2 What is the man's name? James _____

3 What is his address? _____ Road

> In Section 1 of the Listening test you may have to write the name of a person, a place or a website. Usually the names will be spelled for you. You need to know the letters of the English alphabet so that you can write the words correctly. If you don't, your answer will be wrong. You will hear the spelling once only.

05 **Listen again and complete the extracts from the two conversations. The first letter of each word is given to help you.**

17

1 'Get active' – Is that a_____ o_____ w_____ ?

2 Is that [...] w_____ an 'e' or without?

3 It's got an 'e' at the e_____ .

4 Is that [...] with a d_____ 'd', did you say?

SHORT-ANSWER QUESTIONS

06 **Read the questions and underline the key words. The first one has been done for you.**

1 <u>What</u> did the speakers <u>order</u> in the restaurant?

2 How much did each person pay for their meal?

3 What time is the bus due?

4 Where is the bus stop?

5 How long did the course last?

6 Which TWO things did the speaker do on the course?

7 What is the date of the next course?

8 Who will lead the course?

> You often use short answers in note completion tasks. In this type of task you answer questions using up to three words, or two words and/or a number.

07 **Complete the table. Use the key words in the questions in exercise 6 to help you. The first one has been done for you.**

Which questions need ...	Question
• a date	7
• a price	
• a period of time	
• a time	
• a meal or a *kind* of food	
• a name of a person	
• the names of activities or skills	
• a place?	

08 Look at the table you completed in exercise 7. For which questions do you need to write a number?

09 Listen to the conversation and answer the questions.

18

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

1 What did both speakers order? _____

2 How much did each person pay for the meal? £ _____



10 Read this question about a shopping trip, and choose the correct answer. Why is the other answer incorrect?

*Answer the question. Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.*

What did the boy buy in the shopping mall? _____

Answer: shoes / he bought shoes

11 Listen to the conversation and choose the correct answers. Why are the other answers incorrect?

19

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

1 What time is the bus due? _____ pm

seven fifteen / seven fifty / 7.15 / 7.50

2 Where is the bus stop?

Blithe Road / Blith Road / Blythe Road / Blyth Road

TIP 10

It is important to check the instructions carefully to see how many words you can write in your answer.

TIP 11

It is important to check your spelling carefully. If you spell the word incorrectly, your answer will be marked wrong. When you need to answer a question with a number, it is easier and quicker to write it as a number rather than writing it in words. And also you are less likely to make a mistake.

12 **Listen to Alicia telling a friend about a sailing course and answer the questions. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.**

20

1 How long did the sailing course last? _____
2 What was the first thing that Alicia learnt? _____
3 What is the date of the next course? _____
4 Who will lead the next course? _____



EXAM SKILLS

13 **Read questions 1–8 below. For which questions do you need to write a number ONLY?**

14 **Find the key words in questions 1–8 below.**

15 **Listen and answer questions 1–8.**

21

Then read your answers carefully.

- Did you check your spelling?
- Did you write numbers in digit form?
- Did you check that you have written the correct number of words?

Questions 1–5

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

1 What kind of tour did the woman do? _____
2 How did she find out about the tour? _____
3 How many people were on the tour? _____
4 What is the address of the hire shop? _____
5 How much did each student in the group pay? $ _____

Questions 6–7

Which TWO items were included in the cost of the hire?

6 _____
7 _____

Question 8

What is the website address of the hire shop?

_____

UNIT / 02: PLACES AND BUILDINGS

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- use prepositions to talk about your home town
- use adjectives to describe your home town
- use the correct tense when responding to questions
- pronounce regular and irregular past simple tense endings.

LEAD-IN

01 **What tense would you use to answer these questions? Select the correct answer A–C below.**

1



Is there much for young people to do in your home town?

2



What was your home town like in the past?

3



Has your home town changed since you were a child?

A Present perfect, e.g. *Many things **have changed** in my home town over the years.*
B Present simple, e.g. *There **are** lots of things for young people to do in my home town.*
C Past simple, e.g. *There **were** more factories and the houses were smaller.*

02 **Now, with a partner, ask and answer the three questions in exercise 1.**

ANSWERING PART 1 QUESTIONS

USING PREPOSITIONS TO DESCRIBE YOUR HOME TOWN

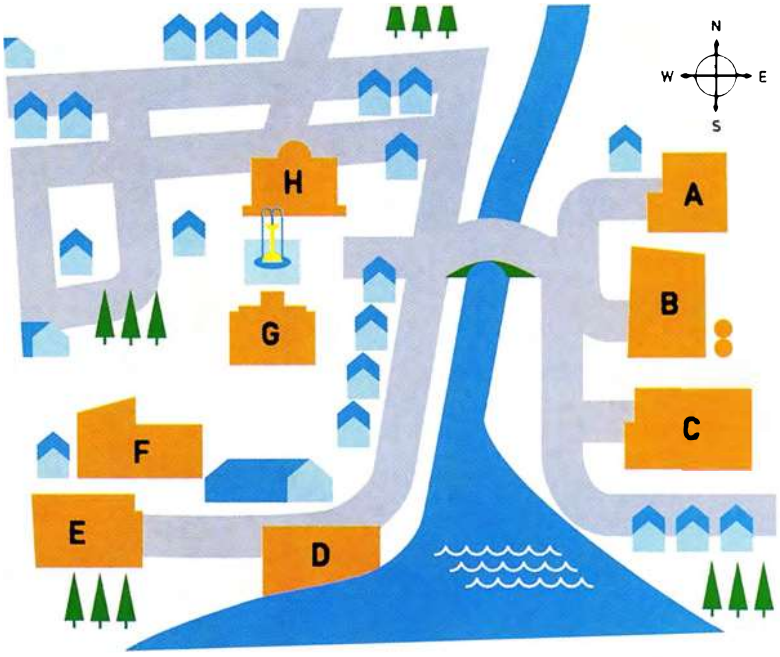
03 **Listen to a boy describing his home town and read the script. Match the places the boy talks about with A–H on the map.**

22

town hall H	library ___	art gallery ___	cinema ___
shopping mall ___	harbour ___	stadium ___	swimming pool ___

Well, I live in a small town in the north of my country. It has quite a few interesting places to visit. For example, in the centre of town, on the north side of the square we have the historic town hall, which was built in 1895. In front of it, there's a beautiful fountain. Opposite the town hall there's the library. Then if you go over the bridge, we have the art gallery, a big modern building, which often has interesting exhibitions. The art gallery is actually between the cinema (to the north) and a big shopping mall, where I often meet up with my friends.

To the south of the town, there's a harbour, where you can take a boat to the islands. And then next to the harbour is the stadium, where people go to watch our local football team. And just behind it is the public swimming pool. It's an outdoor pool – lovely in summer, but very chilly the rest of the year.



04 **Now describe your home town. You might want to draw a map to help you.**

USING ADJECTIVES TO DESCRIBE YOUR HOME TOWN

05 **Choose the correct heading from the box for the words and phrases in the table below.**

Areas Buildings Climate ~~Location~~ Opinion

1 Location	2 ___	3 ___	4 ___	5 ___
on the coast in the north-east in the centre outdoor inland	busy crowded dirty exciting lively quiet	hot humid mild	industrial business financial	tall historic ordinary modern old

06 **Look at the words and phrases in the box and write them in the correct column of the table in exercise 5.**

ancient	colourful	cool	enormous	high-rise
tourist	in the south	indoor	incredible	magnificent
narrow	polluted	huge		

With a partner, add two more adjectives of your own to the table.

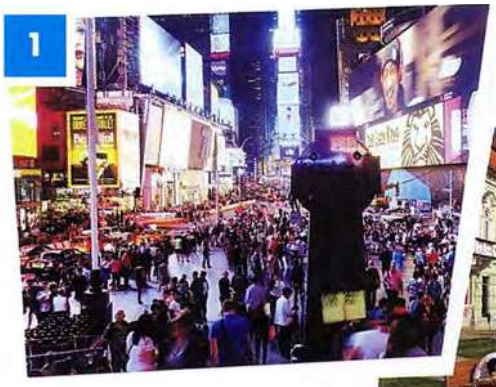
07 **Complete the sentences with pairs of adjectives from the table in exercise 5.**

1 I come from a very modern city. You can see _____ and _____ buildings everywhere.
2 In summer it's very wet and uncomfortable in my town. It's very _____ and _____.
3 There's usually a light breeze from the sea, so it's very _____ and _____.
4 There's a lot of rubbish on the streets. It's quite _____ and _____.
5 There's a great atmosphere in my city, especially at night. It's very _____ and _____.

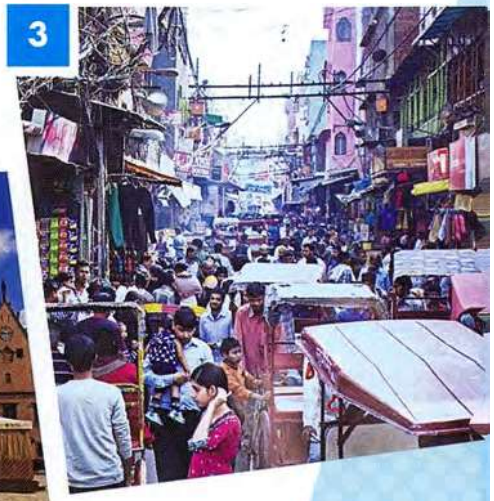
TIP 07

It is a good idea to use pairs of words with similar meaning when you talk about your home town. This shows the examiner that you have a good range of vocabulary. For example: *A lot of people live and work in my city. It's very* ***busy*** *and* ***crowded****.*

08 **Look at the photographs below. Try to describe each place using the headings and the words in exercise 5.**







GRAMMAR FOCUS: TENSES

09 **Read the questions on the examiner's card. Then match them with the verb tenses.**

Let's talk about the town or city where you grew up.

1 Where did you grow up?
2 Is it a good place to live?
3 Do you think it has changed a lot? How?

present simple	present perfect	past simple

In Part 1 of the Speaking test the examiner will ask you questions about familiar everyday topics such as your home town. To answer the questions you might need to use a range of tenses.

TIP 09

It is important to listen very carefully to the questions the examiner asks you. This will help you to decide how to form your answer and what tense to use. One thing you can do is repeat or 'echo' the examiner's question to help you do this, but don't do this too often!

10 **Read the Part 1 questions from different Speaking tests and choose the correct tense in the candidates' responses.**

Examiner Where were you born?

Candidate 1 I (1) **am / was** born in Dubai, in the Middle East. It (2) **is / was** situated on the north-east coast of the United Arab Emirates.

Examiner Where did you grow up?

Candidate 2 I (3) **am / was** born in a small village in China, but I (4) **grow up / grew up** in Chengdu, which (5) **is / was** a very big city in south-west China.

Examiner Has your home town changed much since you were a child?

Candidate 3 In the last ten years Baku (6) **changed / has changed** a lot. Ten years ago we (7) **haven't had / didn't have** so many tall buildings and there (8) **isn't / wasn't** as much to do then. The biggest problem is that everything (9) **is / was** more expensive now.

Examiner Is there anything that you used to do in your home town that you don't do now?

Candidate 4 Well, I (10) **used to / was used to** go to the beach every summer when I (11) **have been / was** younger, but now I don't have time. One summer, I even (12) **used to go / went** fishing. I'd like to do that again. Perhaps I'll have time next summer after my exams.

23 **Listen and check your answers.**

11 **Answer the examiner's questions in exercise 10 with your own ideas. Be careful with which tenses you use.**

PRONUNCIATION

12 **Listen to the sentences and tick the correct column, /t/, /d/ or /ɪd/ according to how the verb ending is pronounced.**

24

	/t/	/d/	/ɪd/
1 bought			
2 built			
3 situated			
4 called			
5 located			
6 changed			

	/t/	/d/	/ɪd/
7 developed			
8 designed			
9 discovered			
10 started			
11 used to			
12 said			

In the past simple, the ending of the verb can be pronounced in one of three ways: /t/, /d/ and /ɪd/.
Examples:
/t/ *work – worked*
/d/ *play – played*
/ɪd/ decide – decided

13 **Complete the sentences with ideas of your own. Then say them to your partner, pronouncing the verb carefully.**

1 Our family **bought** _____ in the middle of town.
2 The _____ was **built** in _____ .
3 Our town is **situated** _____ .
4 The _____ is **called** 'the _____ '.
5 _____ is **located** across from the _____ .
6 _____ **have/has changed** over the years in my home town.
7 _____ was/were **developed** by the harbour.
8 _____ was **designed** by _____ .
9 Recently, scientists **discovered** _____ near our village.
10 Recently, many young people have **started** to _____ .
11 A long time ago many people **used to** _____ .
12 A tourist who visited recently **said** our town is _____ .

14 **Read an examiner's questions, then listen to four students answering them. Match the speakers 1–4 with the examiner's questions a–d.**

25

a What is your favourite place in your town?
b What do people do for fun in your town?
c Is it easy to travel around your town?
d What is the oldest part of your town?

Speaker 1 ____ Speaker 2 ____
Speaker 3 ____ Speaker 4 ____

Now ask and answer questions a–d with a partner.



EXAM SKILLS

15 **Ask and answer the questions below about *your* home town with a new partner.**

Listen to your partner's answers and note any new ideas or vocabulary you hear. Then, ask and answer the questions again and try to improve your answers.

1 Can you describe the town where you grew up?
2 What places of interest are there in your home town? Where are they?
3 Is it a good place for young people? Why?
4 Where do young people in your town meet their friends?
5 What is your town like at night?
6 How has your town changed in the last 10 years?
7 Have any new buildings been built?
8 A long time ago, where did people from your town used to work?

UNIT / 03: EDUCATION AND EMPLOYMENT

READING



IN THIS UNIT YOU WILL LEARN HOW TO

- identify the main ideas of a passage
- find information in a text quickly
- deal with multiple-choice questions.

LEAD-IN

01 Are these words about work or studies? Put them in the correct column.

academic	blended learning	business
degree	employers	retirement
job	qualification	primary education
office	lifelong learning	seminars

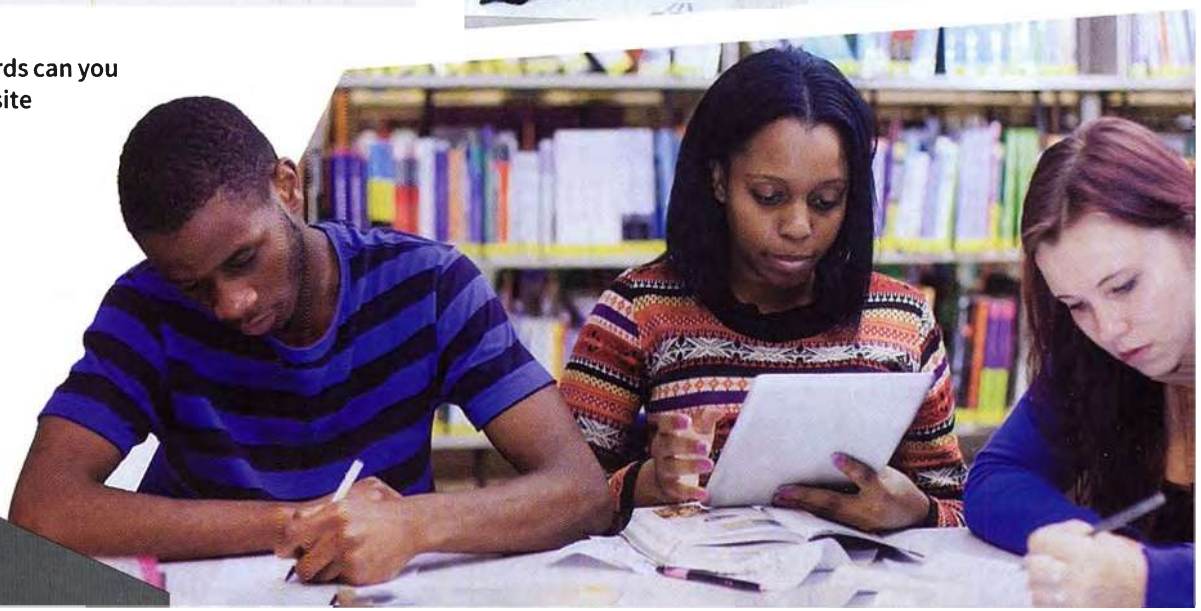
Work	Studies

TIP 01

Divide your vocabulary notebook into topics. Leave space to add new words as you learn them.



02 How many of the words can you find in the text opposite in ONE minute?



MULTIPLE-CHOICE QUESTIONS

In multiple-choice questions, you have to choose the correct answer from four options: A, B, C, D.

In the test, you will not have time to read the whole passage in detail. You need to quickly find the part of the text that contains the answer.

First, **skim** the text (read it very quickly) so you know what it is about.

Next, look at the main part of the questions (NOT the options A, B, C, D) and decide which words will help you find the answer. These are the 'key' words.

Then, read the text again quickly. This time you are *only* looking for the key words or words which mean the same. That is the part of the text where the answer is.

FINDING THE ANSWER

03 **Spend another ONE minute quickly reading the text and answer this question.**

Does the text express a positive or negative view of globalisation in education?

04 **Quickly find which paragraph (A–F) you need to read to answer these questions.**

1 Blended learning means
- A continuing to learn throughout your life.
- B studying online or via email.
- C mixing traditional and modern methods.
- D learning in a classroom.

2 All of these are advantages of globalised education except:
- A Students in developing countries can get better jobs.
- B Students can get a degree at a cheaper price.
- C Universities benefit from international students.
- D The elite get most of the opportunities.

Do you need to read the whole paragraph to find the answers?

Choose the correct answers and explain your choices to your partner.

GLOBALISATION OF EDUCATION AND THE WORKPLACE

A Globalisation has affected most aspects of our lives. One area which has changed is education. More and more people move to different countries for their studies. At the same time, more people stay at home and study by distance learning. It is now easy to learn without attending a college or university, or attending less often. 'Blended learning' means studying partly in a traditional way in the classroom and partly online or via email. These changes also mean that there is now more interest in 'lifelong learning', the idea that we go on learning throughout our working lives and even into retirement. It is easy to attend 'webinars' or online seminars without being away from our offices. Many adults go back to college later in life because it is so easy to get a qualification without giving up work or disrupting family life.

B Different countries have benefitted from the globalisation of education in different ways. Many British, Australian and American universities run their degree programmes in countries throughout Asia, and many students, parents and employers feel this is a valuable opportunity. Students can get an internationally recognised degree at a much cheaper price than going abroad and so can improve their chances of getting a good job. At the same time, those in the countries providing world-class degrees also benefit. They have greater access to ideas and knowledge from all over the world and having international students enriches their universities.

C However, it is not good news for everyone in some developing countries. It is usually the elite – or the richest people in the large cities – who have access to international education. Many people in rural areas have not even had a primary education. Also, those areas usually do not have reliable internet connections and most people do not own a computer. It will take a bit more time for international opportunities to reach everyone in developing countries.

D One concern people have about globalisation is that it can start to mean 'westernisation'. In other words, local knowledge can be lost and money seen as more important than culture. Education should treat every culture with respect; it should not be just learning about the West, but should include different ways of teaching and approaches from around the world. The aim is to enrich and share; the flow of ideas and information should go from East to West as well as from West to East.

E Educational institutions have changed their focus due to globalisation. There are so many benefits of having overseas students that universities are competing for them, using strategies from the world of business. For example, they visit Education Fairs all over the world and spend time and money creating publicity material and advertisements. There is also more emphasis on the student experience. There is more focus on customer care, especially helping international students to settle in, improve their English and understand the academic culture of the host country.

F There are many advantages to the globalisation of education and the workplace. More people get benefits that were only available to those in the developed countries before. There is more understanding between different nations as people learn about each other's cultures. However, it is important to make sure the benefits reach everyone and don't leave many citizens of the developing world behind.

LOOKING FOR WORDS WITH SIMILAR MEANINGS

05 **If you see these words (1–7) in a question, what words might you expect to find in the text? Choose a word or phrase from the box below.**

1 abroad
2 benefits
3 disturbing
4 going to
5 make better
6 useful
7 workplaces

advantages	attending	distance learning	overseas
globalisation	enrich	lifelong learning	offices
disrupting	valuable	westernisation	

The words you don't need are examples of the type of words which are likely to be the same in both the question and the text.

- Sometimes the words in the text are the **same** as the key words in the question, for example the technical term 'blended learning'.
- Sometimes the words in the text are **different** to the key words, but they mean something similar.
- When you are looking for the key words in the text, it is important to look for words, or groups of words, that **mean the same**. We call these 'paraphrases'.

IDENTIFYING THE MAIN IDEA

06 **Which FOUR sentences represent the main ideas of the passage?**

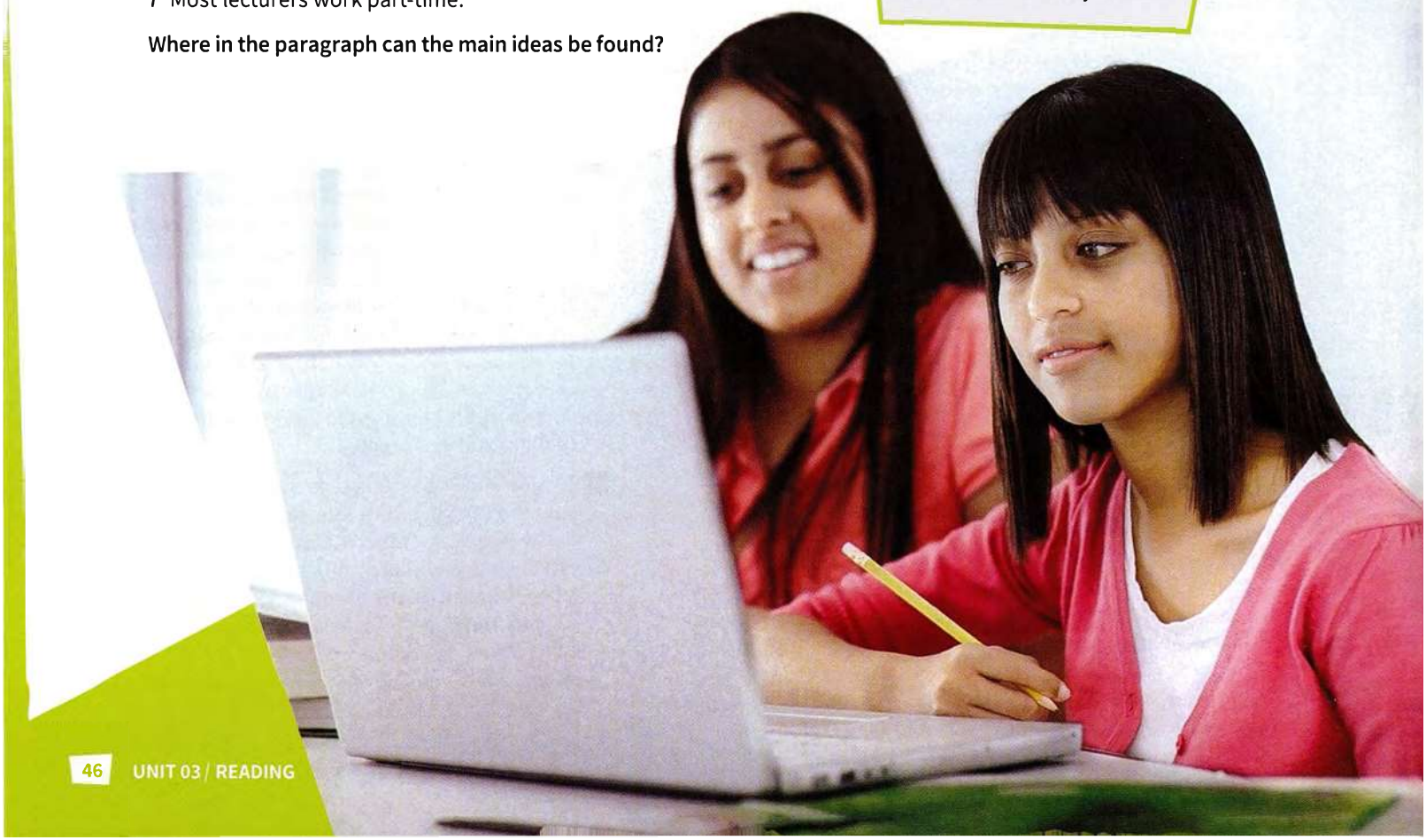
1 There are both advantages and disadvantages to the globalisation of education.
2 Many people study after retirement.
3 It is important that globalisation should not be westernisation.
4 Universities have had to become more business-focused.
5 University fees rose dramatically in the UK in 2012.
6 Many poorer people in developing countries do not benefit from globalisation.
7 Most lecturers work part-time.

Where in the paragraph can the main ideas be found?

Questions often relate to the main ideas of the passage. It is therefore important that you are able to identify them.

TIP 06

Read the first paragraph and the first sentence of every other paragraph, as this is where the main ideas can usually be found.



MULTIPLE-CHOICE QUESTIONS: ANOTHER WAY TO DO THEM

There is another way to do multiple-choice questions.

- Identify the key words (the most important words) in the question.
- Find the part of the passage that gives the answer.
- Try to answer the question yourself.
- Look at the options and find the one that matches your answer.

07 **Write your own answers to these questions.**

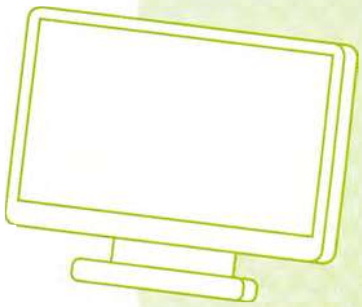
1 Who benefits from globalised education in developing countries?
2 What is the meaning of 'westernisation'?
3 How has the focus of educational institutions changed?

Look at the options and find the one closest to your answer.

1 Who benefits from globalised education in developing countries?
   A almost everyone in those countries
   B mainly well-off people in big towns
   C only those in developed countries
   D only those who own a computer

2 What is the meaning of 'westernisation'?
   A learning only about the West
   B learning local knowledge
   C not learning about culture
   D treating culture with respect

3 How has the focus of educational institutions changed?
   A They have become poor value for money.
   B Staff are not committed to their students.
   C They are focused on attracting students.
   D They only want foreign students.



Then read the passage again and answer the questions. Was it helpful to try to answer the question yourself first?

GRAMMAR FOCUS: THE PRESENT PERFECT

08 **Look at this example of the present perfect from the first sentence of the passage:**

Globalisation has affected most aspects of our lives.
Did this happen in the past or present? – *It began in the past.*
Does it have results in the present? – *Yes. We are still affected by globalisation.*

1 Look at these present perfect sentences from the passage. Do they relate to both the past and the present? How?
   a Different countries have benefitted from the globalisation of education in different ways.
   b Many people in rural areas have not even had a primary education.
   c Educational institutions have changed their focus due to globalisation.

2 Which of these tenses is used most in the passage?
   a simple past
   b simple present
   c present continuous

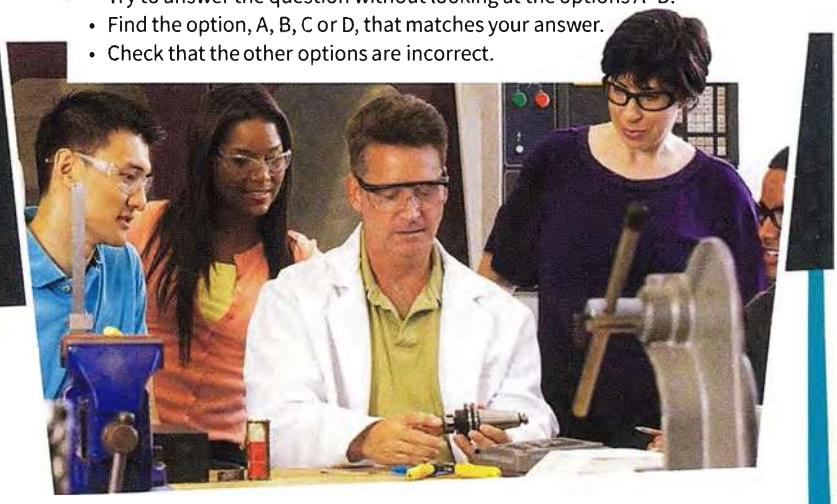
3 Choose the best reason for this choice of tense.
   a The situation affects people now.
   b Most of the changes happened in the past.
   c It is a constantly changing situation.

EXAM SKILLS

- Read (skim) the text very quickly so you understand what it is about.
- Read the main part of the questions and find the key words (the words that will help you find the answer in the passage).
- Find the key words or words that mean the same in the passage.
- Try to answer the question without looking at the options A–D.
- Find the option, A, B, C or D, that matches your answer.
- Check that the other options are incorrect.

09 **Read the text on work-based learning and answer the questions that follow.**

EDUCATION AND THE WORKPLACE IN THE UK



A There has been a trend towards creating a closer connection between education/training and the workplace. This is because many employers felt that school leavers were not prepared well enough and didn't have the skills they would need to do well at work. Having a close relationship between training and work is not new: apprenticeships were a common way of learning in the past. Young people learnt by working with an expert, but this was most common in trades such as builders or electricians. The trend now is for a closer connection between education and the workplace at all levels and in many different types of job.

B In 1944, the UK government created a new system of education. Education was divided into three parts. Children who passed an exam at 11 went to grammar schools. Pupils who didn't do well in the exam went to 'secondary modern' schools or technical schools. At technical schools they studied work-based subjects. In practice, however, only 0.5% of pupils went to technical schools, and this system divided students at a very young age into academic and non-academic. The system did not produce good results, and changed to a more equal system in the 1970s.

C In the 1980s the British government introduced NVQs or National Vocational Qualifications so that young people could get certificates to show their practical skills. It helps employers understand what workers can do. In 1994, the government started a programme which aimed to provide 'quality training on a work-based (educational) route'. These 'modern apprenticeships' are available at three different levels.

D At the higher levels of education, too, there has been more emphasis on work-based learning, which links academic study closely to practical experience. At degree level, companies have linked with universities to create specialised qualifications, such as the BA in Distribution run between Middlesex University and Asda Supermarket. Such partnerships also exist at Masters and even doctorate level.

E The development of technology has helped work-based learning to develop. Blended learning means part of the course can be delivered online, so people don't have to miss work to go to classes. Older or recently retired employees have been given the opportunity to develop new skills as tutors, mentors and coaches for the work-based part of these courses. This kind of work-based training was common in fields such as nursing and teaching, but has now spread to careers which were traditionally not closely linked to education.

F There are some challenges involved in work-based learning. Some lecturers might find it difficult to teach students with a lot of work experience. It may also be difficult to find teachers who can teach in different places and at different times. However, it is a positive trend as there are more ways to learn and people can study at different stages of their lives.

1 Apprenticeships
- **A** are a new way of learning.
- **B** were common in the past.
- **C** only existed in the past.
- **D** did not help people do well at work.

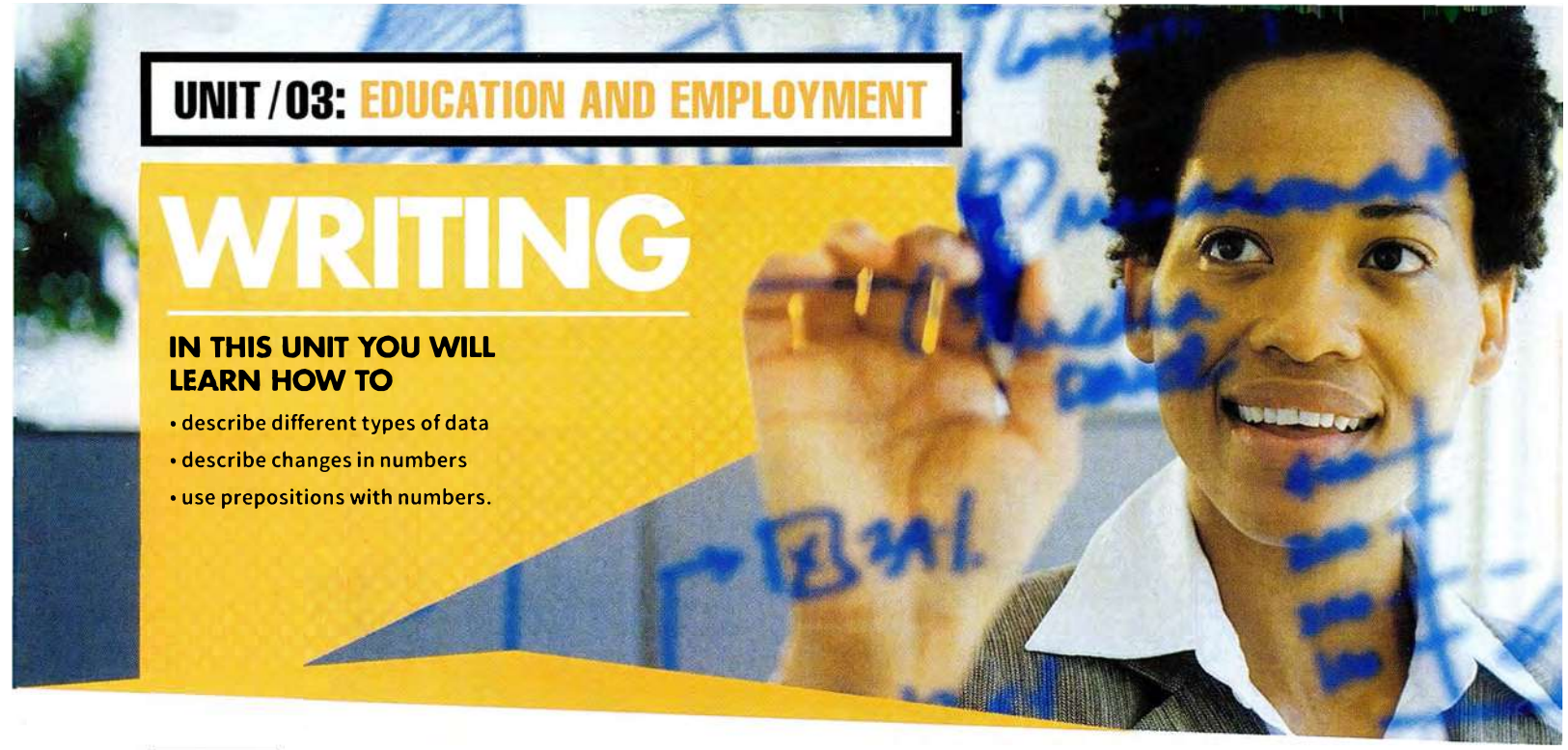
2 The education system introduced in 1944
- **A** only affected 0.5% of students.
- **B** taught only technical subjects.
- **C** was not a great success.
- **D** was for academically gifted students.

3 Blended learning
- **A** mainly benefits older or retired people.
- **B** involves mainly face to face classes.
- **C** is mainly for teaching and nursing.
- **D** is convenient for working people.

4 The challenges of work-based learning include
- **A** practical issues like when classes are held.
- **B** students who are not very experienced.
- **C** more types of learning are acceptable.
- **D** older people can't use computers well.

UNIT / 03: EDUCATION AND EMPLOYMENT

WRITING



IN THIS UNIT YOU WILL LEARN HOW TO

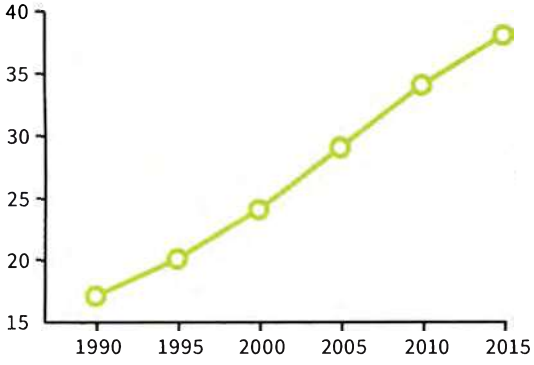
- describe different types of data
- describe changes in numbers
- use prepositions with numbers.

LEAD-IN

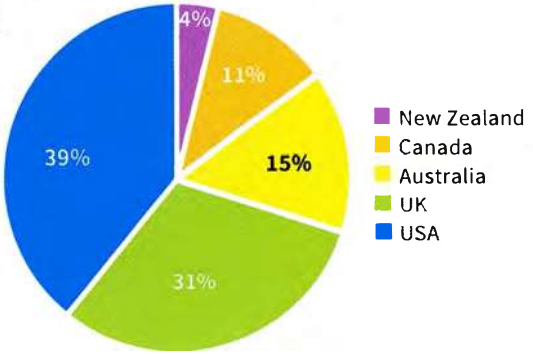
01 Match the diagrams with their names. Which of them describe changes to numbers over time?

table | bar chart | pie chart | line graph

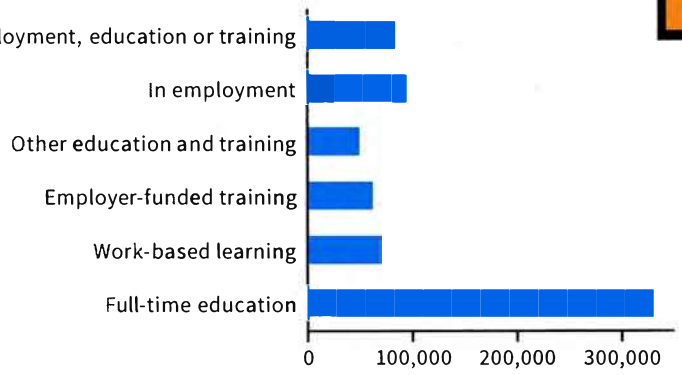
1 % of graduates in the population (UK)



2 Which English-speaking country do foreign students want to study in?



3 Participation of 18-year-olds in education and training, 2014



4 New entrants to primary teacher training programmes 2007 – present

2007/08	16,540
2009/10	15,500
2011/12	17,630
2013/14	18,360
2015/16	20,480
This year	19,213

DESCRIBING CHANGES IN NUMBERS

02 **Put the words into the correct column. Are they verbs (V), nouns (N) or both?**

decline decrease drop fall growth increase rise

↑	↓

03 **Write the past simple and past participle forms of the verbs.**

infinitive	past simple	past participle
fall		
increase		
drop		
decrease		
decline		
rise		
grow		

04 **Use the correct verb or noun form of one of the words from above to complete the sentences about the table.**

New entrants to primary teacher training programmes 2007 – present

2007/08	16,540
2009/10	15,500
2011/12	17,630
2013/14	18,360
2015/16	20,480
This year	19,213

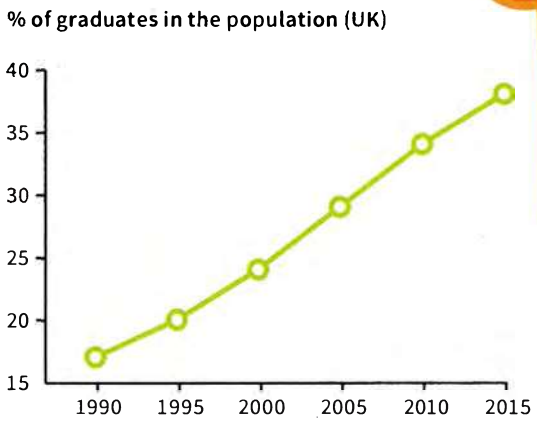
1 The number of new entrants to primary teaching _____ during the period.
2 There was a _____ from 2007/08 to 2009/10.
3 There was a steady _____ in numbers from 2009/10 to 2015/16.
4 The numbers _____ again this year.

GRAPHS AND BAR CHARTS

05 **Which is the better description of the line graph: A or B? Why?**

A The graph shows the percentage of graduates in the UK population between 1990 and 2015. In 1990 17% of the population of the UK were graduates. This rose to 20% in 1995 and 24% in 2000. In 2005, it went up to 29%, in 2010 to 34% and up to 38% in 2015.

B The graph shows an upward trend in the % of graduates in the population between 1990 and 2015. The percentage rose gradually throughout the period. It increased by about 3 to 5% every five years, for example between 1990 and 1995 it increased from 17 to 20%.



TIP 05

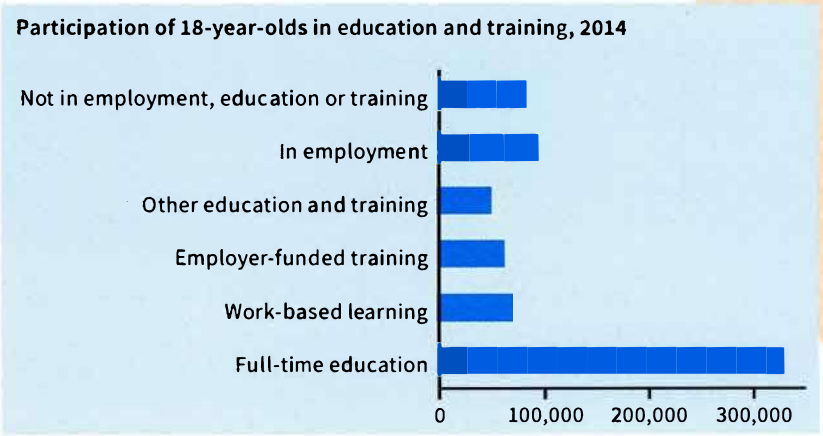
Select information that is important – don't include everything. You must include some data to support your description.

06 **Read sentences 1–9 about the bar chart, and answer the questions.**

1 Which TWO sentences should NOT be included?

2 Which of the other sentences include the most important information about the bar chart, do you think?

1 There were about 330,000 18-year-olds in full-time education.
2 Work-based learning is really useful for young people.
3 60,000 were in employer-funded training.
4 Around 70,000 of the age group were involved in work-based learning.
5 Only about 50,000 were in the 'other education and training' category.
6 There were three times more 18-year-olds in full-time education than in employment.
7 The situation is very different in my country.
8 About 90,000 were not in employment, education or training.
9 More 18-year-olds were in employment than not in employment, education or training.



07 **Complete the sentences with a preposition from the box.**

between in from of of to by

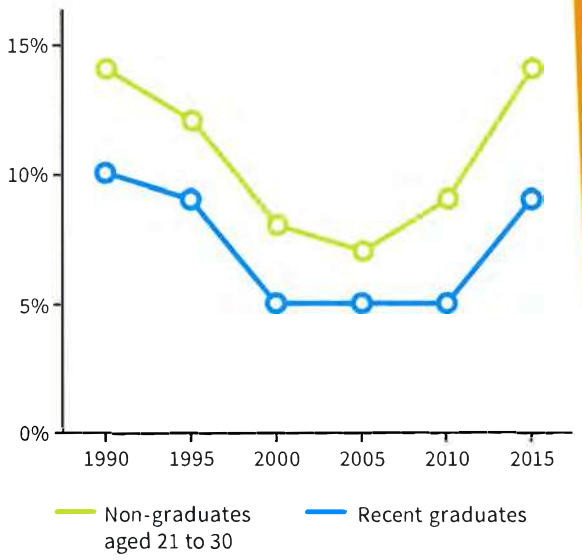
1 17% _____ the population are graduates.
2 The number _____ graduates went up.
3 It rose _____ 21% _____ 29%.
4 It increased _____ about 4%.
5 _____ 1992 and 1996 there was an increase.
6 There was a rise _____ graduate numbers during the 1990s.

STUDYING A MODEL ANSWER

08 **Read the model answer and find:**

1 the introductory sentence
2 the overview
3 a description of data
4 some data to support the descriptions
5 past simple verb forms
6 a present perfect verb form

The chart below shows the percentage of unemployed recent graduates and young non-graduates aged 21 to 30 between 1990 and 2015.



Why is the past simple used more than the present perfect?

MODEL ANSWER

The line graph shows the number of unemployed recent graduates and non-graduates in the population of 21 to 30-year-olds in the years between 1990 and 2015. Overall, the numbers have not changed much: we can see a fall, followed by a rise, in both groups. The non-graduates are a larger number than the recent graduates at all points.

Between 1990 and 2000 there was a decrease in the number of unemployed recent graduates and non-graduates. The fall was small from 1990 to 1995, but greater between 1995 and 2000. There was a small change in the middle period. The number of non-graduates dropped and then grew during that period. Over the five years from 2010 to 2015, the numbers of both non-graduates and recent graduates returned almost to their 1990 figures of 14% and 10%.

Overall, it is clear that having a degree is helpful in finding employment as more non-graduates than recent graduates are out of work.

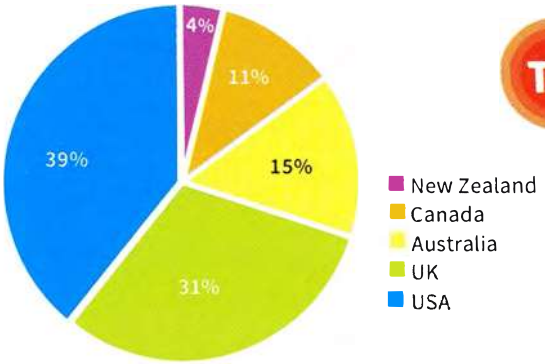
DESCRIBING A PIE CHART

A pie chart is used to show percentage or proportion.

09 **Which country matches these phrases?**

1 over a third
2 a little under a third
3 the lowest number of students
4 about 1 in 10
5 just under a sixth
6 the most popular country
7 the country in second place
8 the least popular country

Which English-speaking country do foreign students want to study in?



TIP 09

In your descriptions, include phrases like these, as well as the actual numbers.

EXAM SKILLS

10 **Look at the Writing Part 1 task below. Before you start writing, answer these questions about the graph.**

1 What are the two groups in green and purple?
2 What do the vertical ↕ and horizontal ↔ axes show?
3 Which two regions had the highest literacy rates?
4 How many regions show different literacy rates for men and women?
5 Which region shows the biggest difference between men and women?
6 What are the male and female literacy rates in the least literate region?
7 What is the percentage difference between the most and least literate areas?

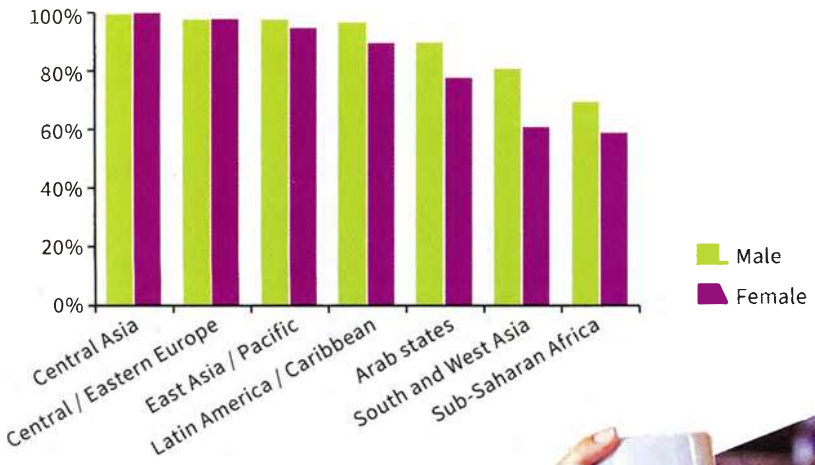
You should spend about 20 minutes on this task.

The bar chart shows the literacy rate (% of people who can read and write) by region and gender in 2011.

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

Write at least 150 words.

Literacy rate by region and gender 2011



11 **Write your answer.**

Remember to:

- include introductory and concluding sentences and an overview
- use expressions with prepositions
- use the past simple tense.

UNIT / 03: EDUCATION AND EMPLOYMENT

LISTENING



IN THIS UNIT YOU WILL LEARN HOW TO

- identify key words in sentence completion tasks
- use strategies to help you answer sentence completion tasks
- follow a conversation
- recognise synonyms and paraphrase.

LEAD-IN

01 **Pictures A–G show different areas of work or study. Match the pictures with the words in the box.**

hotel and catering	construction	health	sports and leisure
information technology	art and design	retail	

In the Listening test you may hear people talking about their area of work or studies. And in the Speaking test you may have to talk about your job or your course. It is important to understand and use words related to these topics to help you do this.

A



B



C



D



E



F



G



02 **Look at the words in the box. Do they describe a job or a type of course? Put J for 'job' or C for 'course' next to each word. The first one has been done for you.**

architect J	chef ___	building engineering ___	badminton coach ___
computing ___	doctor ___	fitness training ___	food technology ___
graphic designer ___	medicine ___	shop management ___	store assistant ___
web designer ___	textiles ___		

03 **Complete the table. Use the words in exercise 2. There are two examples to help you.**

	Job	Area of work or study	Course
1	graphic designer	art and design	
2		construction	building engineering
3		health	
4		hotel and catering	
5		information technology	
6		retail	
7		sports and leisure	

04 **Identify the TWO correct endings for each sentence.**

1 I've done a course in **computing / badminton coach / food technology**.
2 My sister has worked on a cruise ship as a **chef / medicine / doctor**.
3 Our son had a job as a(n) **architect / store assistant / building engineering**.
4 He's very keen on **web designer / fitness training / textiles**.

TIP 04

It is important to listen carefully to the ending of words. For example, words ending in *-ology* and *-tion* can be used to talk about different areas of work or study. Words that end in *-er* may refer to people and jobs.

05 **Listen to two short conversations. Are the speakers talking about a job or a course? Put J for 'job' or C for 'course'.**

26

Conversation 1 _____ Conversation 2 _____

SENTENCE COMPLETION

In this type of task you complete sentences by writing up to three words, or two words and/or a number, in the gaps. The instructions tell you how many words you can write.

The gaps can come
- at the beginning of the sentence
- in the middle of the sentence
- at the end of the sentence.

The sentences have a main verb and a subject.

06 **Read the sentences carefully. Underline the key words before and after each gap.**

1 Anna has got a job as a _____.
2 She has recently completed a course in _____.
3 The new name of the department which sells computers and phones is _____.
4 The Food Photography course takes place on the _____ September.
5 There is a total of _____ places available on the course.

TIP 06

It is useful to underline the key words in the sentence before you listen to the recording. Doing this will help you decide what kind of information you need to listen for.

07 **Match questions 1–5 in exercise 6 with the type of information you need to listen for, given below. The first one has been done for you.**

an area of study ____ a name of a place ____
a type of job 1 a date ____
a number only ____

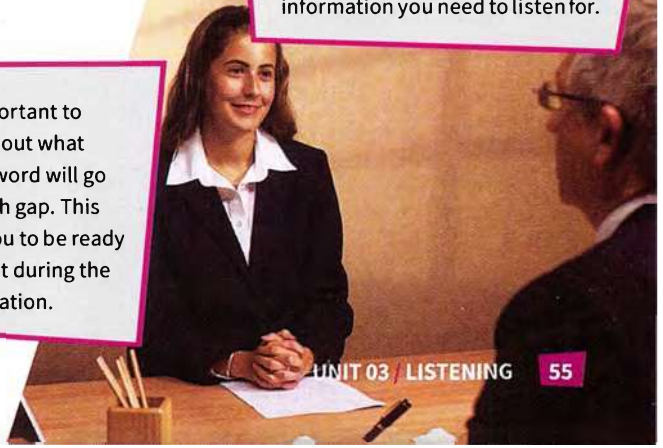
TIP 07

It is important to think about what *type* of word will go into each gap. This helps you to be ready to hear it during the conversation.

08 **Listen again to Anna talking to the store manager and complete the sentences. Write NO MORE THAN TWO WORDS for each answer.**

27

1 Anna has got a job as a _____.
2 She has recently completed a course in _____.
3 The new name of the department which sells computers and phones is _____.



09 **Choose the correct grammatical answer. Why are the other answers incorrect?**

1 Anna has got a job as a **assistant / store assistant**.
2 She has recently completed a course in **informations technology / information technology**.
3 The new name of the department which sells computers and phones is **Moving Image / Moving Images / The Moving Images**.

TIP 09

Take care with singular and plural forms when you write your answers. If you use the wrong form, your answer will be wrong.

10 **Listen to the student and the receptionist again and complete the sentences. Write *NO MORE THAN ONE WORD AND/OR A NUMBER* for each answer.**

26

1 The course takes place on the _____ September.
2 There are a total of _____ places available on the course.

TIP 10

Pay attention to the number of words you need to write. **NO MORE THAN ONE WORD AND/OR A NUMBER** means that if you write **two** words or more, your answer will be wrong. But you can write one word and a number.

Check to make sure that you have not written 'extra' words that are already in the sentence.

11 **Look at the question below and read the answers that different candidates wrote. Which answers are correct? Why are the other answers incorrect?**

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

The course takes place on the _____ September.

Candidates' answers

19 19th the 19 nineteenth of 19th of September 19 Sept

TIP 11

You can write numbers in figures or in words. It is a good idea to write them in figures as it takes less time and you will not make any spelling mistakes.

FOLLOWING A CONVERSATION

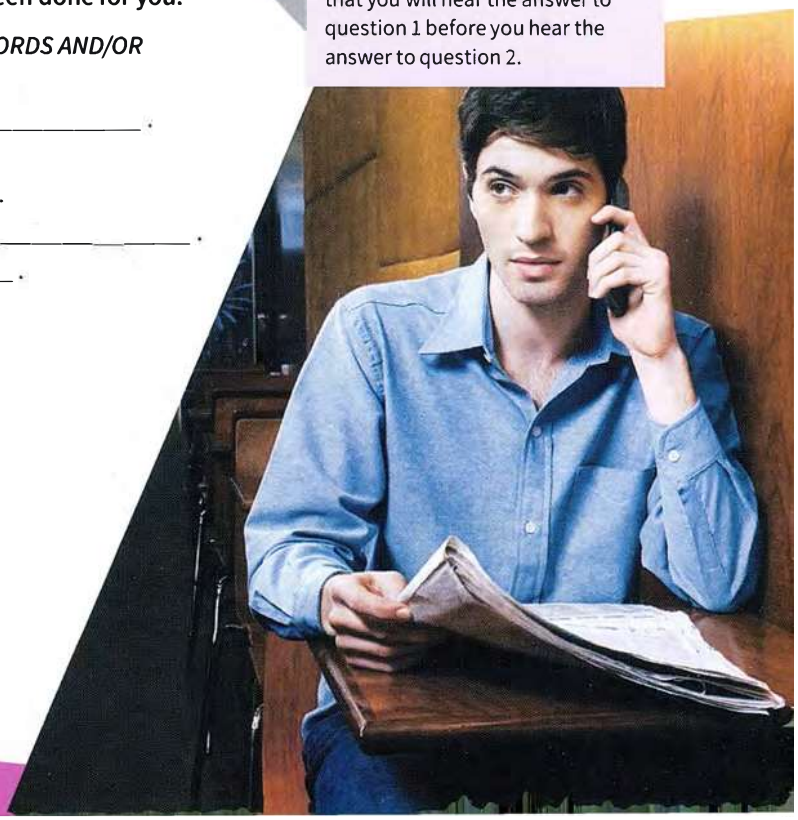
12 **Read the questions carefully. Then put the topics below in the order they will be mentioned in the conversation. The first one has been done for you.**

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

1 The title of the course the speaker wants to do is _____.
2 The course starts at _____.
3 It lasts for a period of _____ hours in total.
4 The course aims to teach people how to use different _____.
5 Part of the course is held at a nearby _____.
6 The total cost of the course is _____.

a the price of the course ___
b the location of the course ___
c the name of the course 1
d the starting time of the course ___
e the purpose of the course ___
f the duration of the course ___

The questions always follow the order of the information you hear in the conversation. This means that you will hear the answer to question 1 before you hear the answer to question 2.



LISTENING FOR SYNONYMS AND PARAPHRASE

The speakers you hear often use different words to those in the questions. You may hear a synonym or paraphrase (a word or words with a similar meaning). Before you listen, try to identify key words and phrases in the sentences and think about possible synonyms for each one.

13 **Match the words and phrases 1–9 with their synonyms a–i.**

1 price	a place
2 name	b finishes
3 duration	c reason for
4 starts	d is held
5 takes place	e begins
6 purpose	f length
7 ends	g hands-on
8 location	h cost
9 practical	i title

EXAM SKILLS



14 **Match the highlighted words in exercise 14 with the words and phrases used on the recording.**

begins	full fee	goes on	it's called
local	some	train	a range of

15 28 **Listen to the rest of the conversation between the student and the receptionist and complete the sentences. Ignore the highlighted words for now. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.**

1 The title of the course the student wants to do is _____.
2 The course starts at _____ a.m.
3 It lasts for a period of _____ hours in total.
4 The course aims to teach people how to use different _____.
5 Part of the course is held at a nearby _____.
6 The total cost of the course is _____.

16 **Read your answers to the sentence completion task carefully and then answer the questions in the checklist below.**

- Have you answered ALL the questions?
- Have you written the correct number of words in each sentence?
- Have you written numbers as figures to save time?
- Have you checked your spelling?
- Have you checked whether your answer should be in the singular or plural form?

Now check your answers.

UNIT / 03: EDUCATION AND EMPLOYMENT

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- answer simple questions about your work and studies (Speaking Part 1)
- use some strategies to prepare for a talk (Speaking Part 2)
- introduce your talk (Speaking Part 2)
- pronounce words beginning with two consonants.

LEAD-IN

01 Match photographs A–G with the areas of work and study in the box.

emergency services	farming	entertainment	education
science (research and development)		travel and transport	tourism

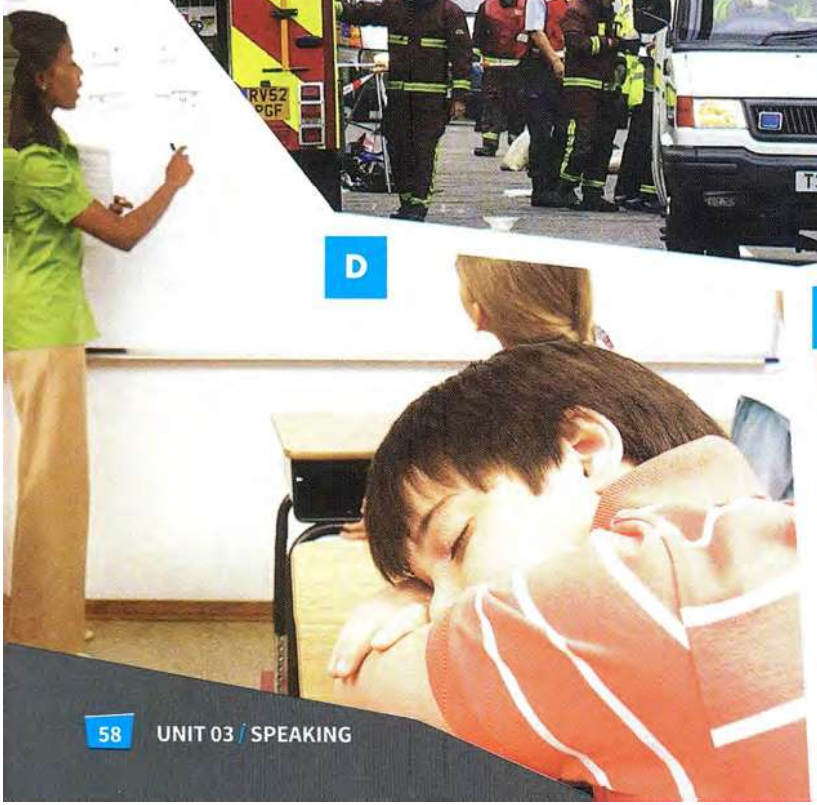
A



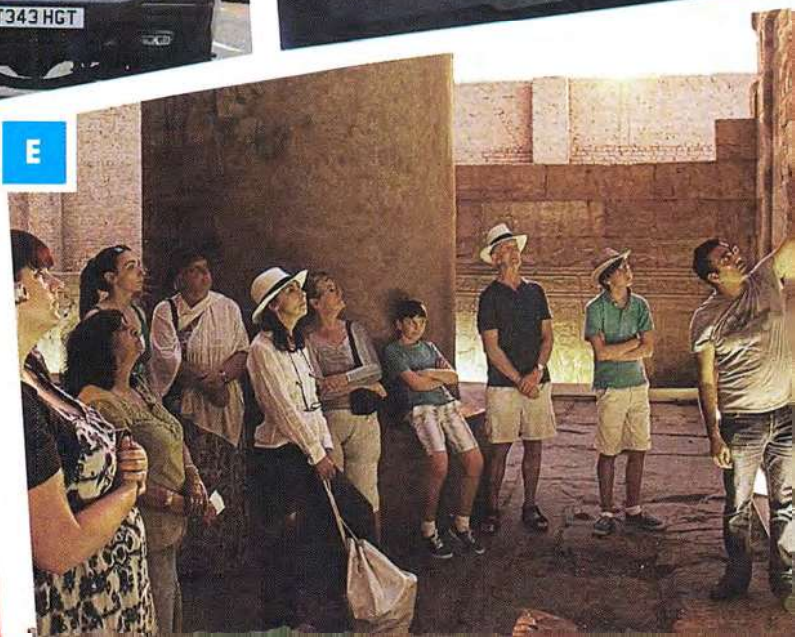
B



D



E



ADJECTIVES TO DESCRIBE FEELINGS AND EXPERIENCES

02 Look at the words in the box. Which words have a negative meaning?

tired	boring	embarrassed	challenging	fascinated
great	thrilled	not very exciting	interesting	amazed

03 Read the words in exercise 2 again. Which words can you use to describe your feelings? Which words can you use to describe the experience of doing the things in the photographs? Put F for 'feelings' or E for 'experience' next to each word.

Which ONE word can be used to describe both your feelings and the experience?

04 Complete the table. There is an example to help you.

I feel / I felt …	It is / It was
amazed	amazing
	thrilling
	boring
	challenging
fascinated	
not very excited	
	tiring
	embarrassing
interested	
great	

05 Choose the correct word in each sentence.

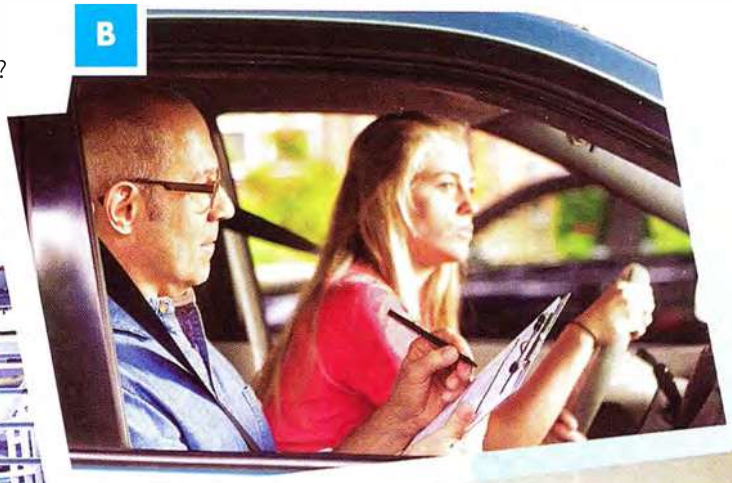
1 I've got a place on the course! I'm **thrilled** / **thrilling**!
2 It's a very **interested** / **interesting** job – I'm learning a lot.
3 I had to give a presentation in front of my colleagues. I felt really **embarrassing** / **embarrassed**.
4 She gets **boring** / **bored** easily, so she's changed jobs twice.
5 He works long hours and late nights and weekends in order to pay for his daughter's university course. It must be very **tired** / **tiring** for him.
6 She's got an **amazing** / **amazed** job. She's a journalist and she's interviewed lots of famous people.



06 **Look at photographs A–D and answer the questions.**

- Which of these jobs or activities have you done before?
- How did you feel about it?
- Which have you not done yet? Would like to try them? Why?









SPEAKING TEST – PART 1

The examiner will ask you some simple questions about your work or your studies. It is important to try to give full answers to the questions and to say what you feel about your job or course of study. Look at the examples of Part 1 questions.

- What do you do? Do you work or are you a student?
- Are you enjoying it?
- Would you like to learn anything new in the future?
- Is there a job you would really like to do in the future?

07 **Listen to a recording of Part 1 of the Speaking test. Match the speaker, Nina, with the correct photograph A–D above. Does she work or is she a student?**

29

08 **Listen again and number the following in the order Nina talks about them.**

29

What job she would like to do in the future ☐
How many hours a week she studies/works ☐
What she does ☐
What she would like to learn in the future ☐
What she thinks about her studies/work ☐
Where she studies/works ☐

TIP 07

It is very important not to simply answer a question with 'Yes' or 'No'. Try to use your imagination and invent some ideas. Remember that the examiner is testing your ability to speak English, not your views or general knowledge. For example, if there isn't a job you would really like to do in future, don't just say 'No'. Think of any job you could talk about.

09 Use the headings in exercise 8 to talk about Anna.

10 Make notes using the headings in exercise 8 to speak about what *you* do. You may wish to use a dictionary to help you do this.

11 Use your notes to tell your partner about what you do. Ask each other questions.

- What do you do? Do you work or are you a student?
- Are you enjoying it?
- Would you like to learn anything new in the future?
- Is there a job you would really like to do in the future?

PRONUNCIATION: WORDS BEGINNING WITH TWO CONSONANTS

12 Listen and practise the sounds at the beginning of the words in bold.

30

a **st**udent – I'm a **st**udent.
a **sc**arf – a beautiful **sc**arf
I've just made a beautiful **sc**arf.
plastic – It's made out of **pl**astic.
ate – rate – **gr**eat
It's **gr**eat – I think it's **gr**eat
It looks very **str**ange, but I think it's **gr**eat!
great close-up shots
I've learnt how to take some **gr**eat close-up shots!

SPEAKING TEST – PART 2

In Part 2 of the Speaking test, you prepare and talk about a simple topic.

The topic will be based on your own experience. This means that you should find it familiar and easy to talk about.

You have one minute to prepare your topic.

You must talk for about two minutes.

Part 2 tests your ability to organise your ideas and speak fluently.

13 Read the information about Part 2 and then look at the following topic areas. Which THREE do you think are Part 2 topic areas?

1 Talk about how the education system in your country has changed.
2 Talk about a time when you learnt something new.
3 Talk about your very first day at school.
4 Talk about your ideal place to study.
5 Talk about how people normally travel to work in your city.
6 Talk about the kind of jobs that people do in your home town.

14 **Look at the information about what happens in Part 2 of the Speaking test. Can you put the stages A–F in the correct order?**

A You talk about the topic in the task, including all four points on the card. ☐
B You stop talking when the examiner tells you to. ☐
C You read a card with a task on it. ☐
D You make notes on each of the separate parts of the task. ☐
E The examiner says, 'Here is your topic card. You now have one minute to prepare your talk.' 1
F The examiner asks you some questions about your talk. ☐

15 **Look at the example of a Part 2 card. Highlight or underline the key words in each instruction. The first one has been done for you.**

Describe a time when you learnt something new.

You should say:

- what you learnt
- how you learnt it
- what the result was

and explain how you felt about learning something new.

TIP 15

There are always FOUR instructions on the card, which tell you what you need to talk about. It is therefore important to identify the key words in each instruction. It is important to try to talk about all four points on the card.

16 **Before you start your talk, the examiner will give you some paper to make notes on. You need to make sure your notes cover all the points on the card.**

Match the key words with the candidate's notes.

What?	thrilled and proud of myself
How?	learnt to fly a small plane
Result?	had lessons at a flying club
How I felt?	got my pilot's licence

INTRODUCING YOUR TALK

It is important that you introduce your talk. Here are some suggestions of ways you can begin.

– I'm going to talk about *a time when I learnt something new.*
– I'd like to tell you about …
– I want to talk about …

17 **Practise introducing the following talks. Say one sentence for each.**

- Describe a time when you learnt something new.
- Describe your very first day at school.
- Describe your ideal place to study.

TIP 17

It is a good idea to introduce your talk clearly and slowly. Doing this gives you time to think about what you are going to say next.

18 **Look at the topic card with some student's notes on it. Complete the student's notes by adding notes a–d to the correct part of the card.**

Describe a time when you learnt something new.

You should say:

- what you learnt — learnt to ski; 1 _____
- how you learnt it — 2 _____, had great instructor!
- what the result was — 3 _____, got a silver cup!

and explain how you felt about learning something new. proud; 4 _____

a was in a group
b really thrilled
c won a competition
d love snow and being active!

TIP 18

The points on the topic card often begin with *How* or *Wh-* question words such as *why*, *who*, *when*, *what* or *which*. These points are given to help you.

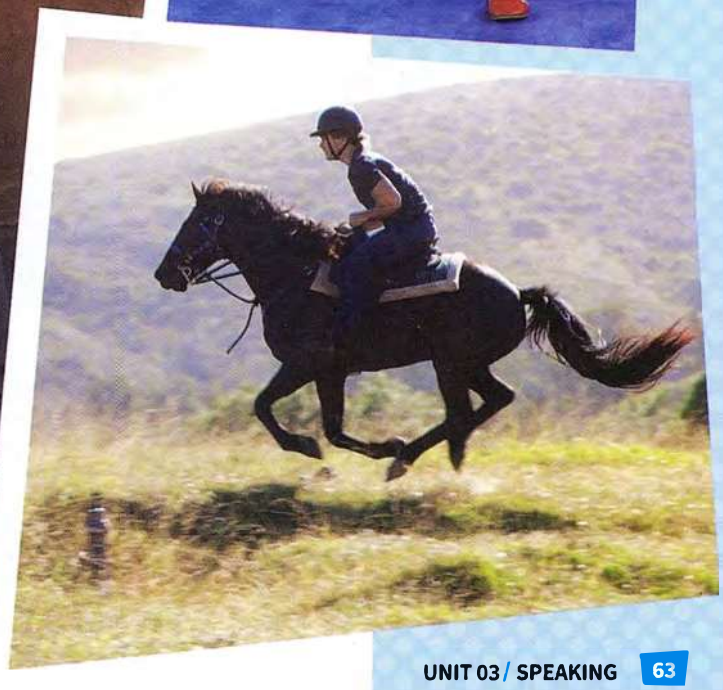
31 **Now listen to Nina giving her talk and check your answers.**

19 **Make your own notes for the topic card in exercise 18. Use the key words to help you.**

20 **Practise your talk. Try to speak for two minutes.**

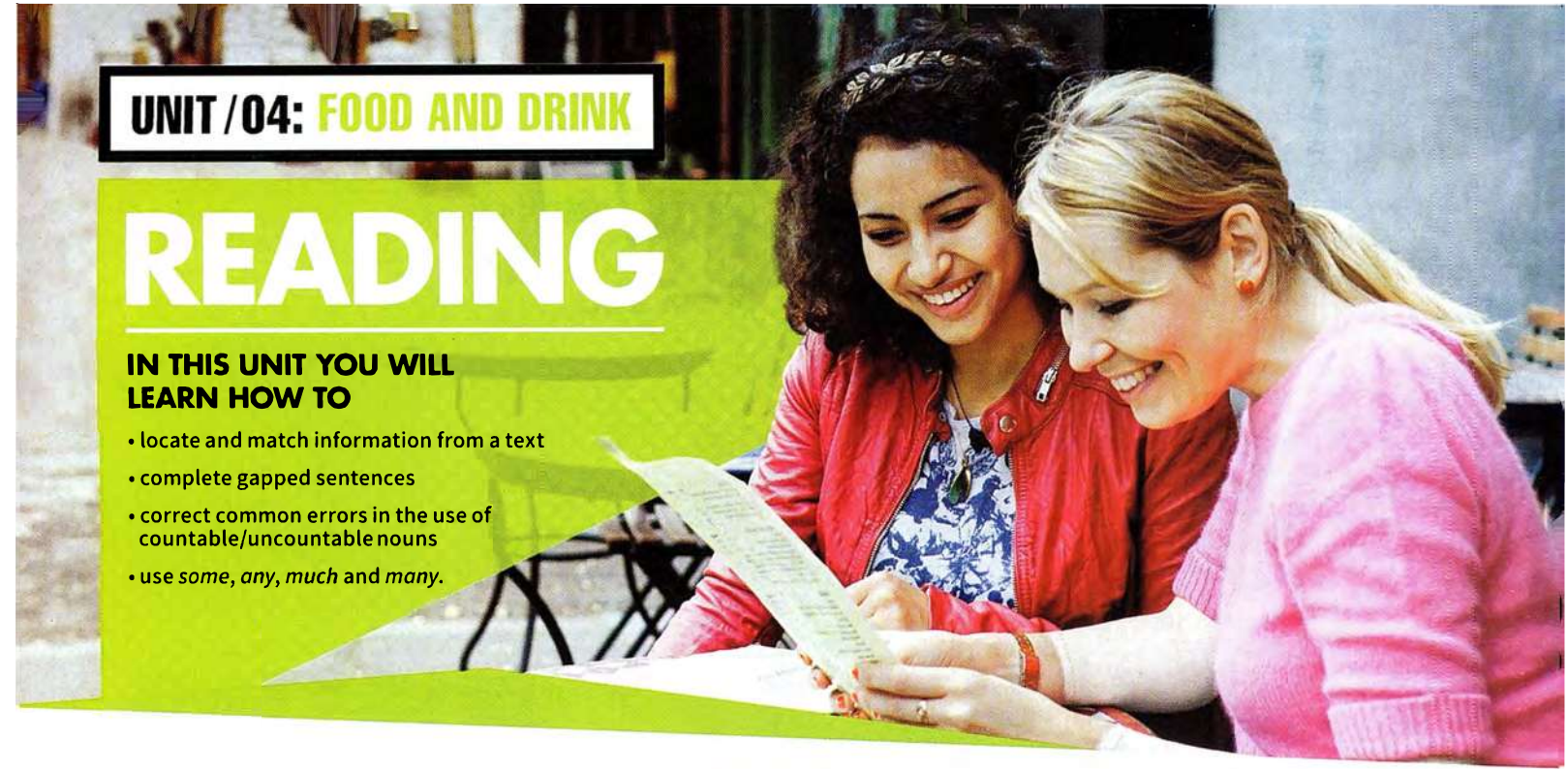






UNIT / 04: FOOD AND DRINK

READING



IN THIS UNIT YOU WILL LEARN HOW TO

- locate and match information from a text
- complete gapped sentences
- correct common errors in the use of countable/uncountable nouns
- use *some*, *any*, *much* and *many*.

LEAD-IN

01 **Find the foods in the pictures and then put the food words into the correct column: countable or uncountable.**

burger	cereal	chips	curry	fish	mashed potato
chicken	noodle	rice	salad	toast	vegetable

Examples: *Apple* is a countable noun – we can say *three apples*.
Bread is an uncountable noun – we can't say *three breads*.

















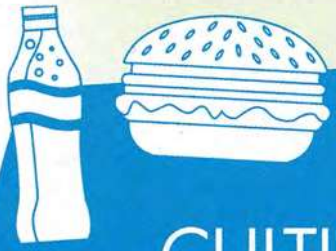
Countable	Uncountable

02 **Answer the questions.**

1 Which of the foods above do you eat regularly?
2 Which do you like/dislike?
3 What foods are typical of your country?

LOCATING INFORMATION IN A TEXT

03 Read the text in one minute. Then cover it and tell your partner what you can remember.



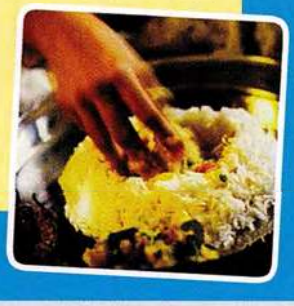
FOOD CULTURE SHOCK



A CHARLES

You would think that eating with your fingers would be easy. In the US, there are only certain things you can eat with your fingers, like burgers, for example, and that's easy enough. When I went to South India, though, I realised that it is a whole new skill to learn to eat rice and curry with your fingers. You have to mix the curries together and with the rice and form a 'ball'. Daal* is particularly helpful as a kind of glue. You use your fingertips, never the palm of your hand, and use your thumb to pop it into your mouth. I thought I knew where my mouth was, but my first few attempts were a disaster. There was food everywhere!

*Daal is a lentil curry widely eaten in the Indian subcontinent.





B ALFREDO

For me, when I travel, the 'fast food' culture always shocks me. I can't believe there are people in the world who live on 'junk food' like burgers and just grab a sandwich for lunch. Back home, food is very important to us. We cook fresh food for lunch and dinner and sit down and eat as a family at least once a day, twice at weekends. A lot of people grow their own vegetables and keep chickens. Food is part of your identity, so what are you saying about yourself when you eat some rubbish which contains chemicals and goodness knows what else? The worst thing I have seen on my travels is a baby being given a fizzy drink in a bottle. That really shocked me!



C QIANG SHI

I enjoy trying food from different countries, but what interests me more is the culture and habits surrounding food and eating. In China, when we go to a restaurant with colleagues, when we are offered something, we say 'No thanks', even though we want it, because the person will definitely repeat the offer. In other countries, though, 'no' means 'no', so if you are just trying to be polite and don't take it the first time, you will end up with nothing! To me, it feels wrong to take something the first time it is offered, so it took me a while to get used to that when I travel abroad.



D PAULINE

Being a vegetarian is so easy here in the UK that we forget that not everyone in the world understands vegetarianism. For vegans the situation is even more difficult. Probably the best place I've been to is India, as everything is divided into 'veg' or 'non veg' so you know exactly what you're getting. In many countries, they don't even realise that there is a concept of not eating meat for ethical reasons. In many parts of the world, meat equates to prosperity, so the idea of going out for a meal and not having meat is alien to them. I have travelled to places where, as a vegetarian, all I have been able to eat is salad, fruit and chips. I'm glad to get home where we have special vegetarian products.



E AILEEN

I think breakfast is the meal where food culture shock really hits you. In Australia, there are certain foods you eat for breakfast and certain foods you don't. We usually eat cereal or toast, maybe yoghurt and fruit. We would never eat chicken or vegetables. But when I travelled in Asia, I realised that in many places, there is no difference between breakfast and dinner: rice, curry, noodles, soup, steamed vegetables and fish all appeared at breakfast. Even though I love all those things, I just can't face them at breakfast!

04 **Quickly find the following information in the text.**

1 a food that can be used as a 'glue' _____
2 a meat not usually eaten for breakfast In Australia _____
3 a country where 'no' doesn't always mean 'no' _____
4 an example of a 'junk food' _____
5 a country which is easy for vegetarians _____
6 a food eaten with fingers in the US _____

Some questions require you to find very specific information quickly. This exercise will help you practise this skill.

Paraphrase

To answer some questions, you need to recognise paraphrase.

Question: Who is concerned about healthy eating?
Answer: Alfredo.

Paragraph B doesn't use the phrase 'healthy eating' but these clues help us find the answer:

... the 'fast food' culture always shocks me.
... what are you saying about yourself when you eat some rubbish which contains chemicals ...?
The worst thing I have seen ... is a baby being given a fizzy drink.

05 **Match questions 1–6 with the evidence a–f.**

Who:

1 realised that some people eat the same dishes for different meals?
2 dislikes the takeaway culture?
3 discusses travelling for people on a special diet?
4 talks about what is considered polite in different cultures?
5 found it difficult to learn a new way of eating?
6 talks about producing your own food?

a ... we forget that not everyone in the world understands vegetarianism.
b I thought I knew where my mouth was, but my first few attempts were a disaster. There was food everywhere!
c A lot of people grow their own vegetables and keep chickens.
d I can't believe there are people in the world who live on 'junk food'
e In China, when we are offered something, we say 'No thanks' ... In other countries, though, 'no' means no'
f But when I travelled in Asia, I realised that in many places, there is no difference between breakfast and dinner



SENTENCE COMPLETION

06 **Complete these sentences using a word from the text.**

1 In China, if you refuse food, the host will usually _____ the offer.
2 For Alfredo, food plays an important role in a person's _____ .
3 In India, you should not use your _____ when eating.
4 In some countries, eating meat represents _____ .
5 In many places in _____ , there is no difference between foods eaten for breakfast and dinner.

Being able to locate information quickly will help you in questions where you need to find a suitable word to complete a sentence.

GRAMMAR FOCUS: COUNTABLE AND UNCOUNTABLE NOUNS

07 **Correct the errors in these sentences.**

1 Fresh fruit are healthy and we should eat them every day.
2 Chips cooked in the oven is healthier than fried chips.
3 The burgers and the pizza are the cheapest foods you can buy.
4 In the India it is easy to find the vegetarian food.
5 My favourite food is chickens.

08 **Complete the sentences with *some*, *any*, *much* or *many*.**

1 There are _____ mushrooms in the fridge.
2 Are _____ people vegetarian in your country?
3 I don't put _____ sugar in my tea – just half a spoonful.
4 Do we have _____ flour left?
5 Can I have _____ more cake, please?
6 How _____ rice do you eat every week?



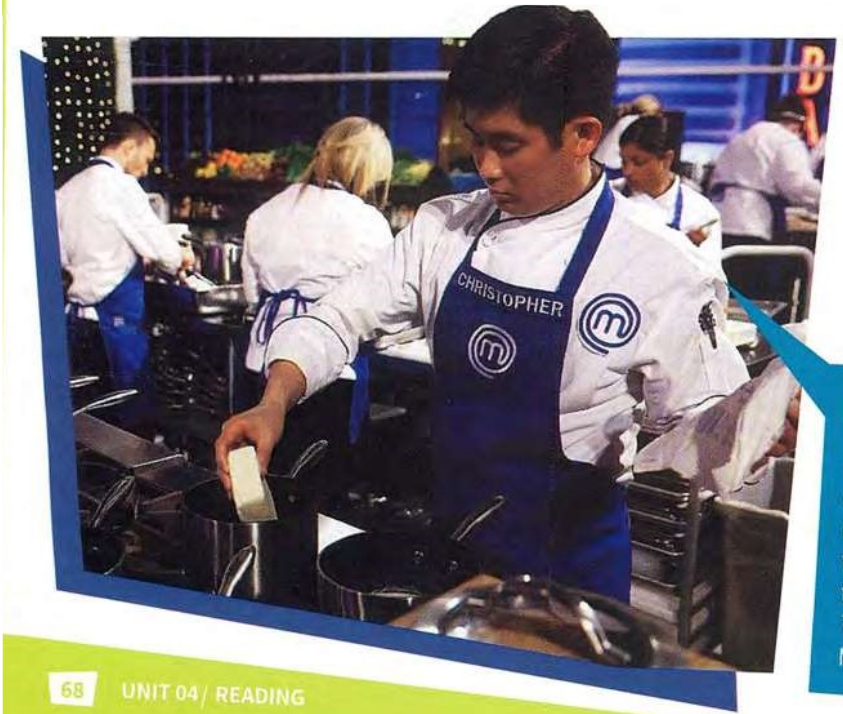
FOOD TV: education or entertainment?

A Shows about cookery have become more and more popular all over the world. But what are the reasons for this, and does it make us cook more? In the UK, BBC viewers complained to the programme *Points of View* that there were too many cookery shows on TV. In one week, the BBC showed 21 hours of cookery. When shows on other channels were included, this came to an amazing 434.5 hours of food TV.



B In the past, TV cookery shows were there to teach people how to cook. One of the first famous TV cooks, Julia Child, was American. She began her career as a cook when, in 1948, she moved to Paris and learnt to cook sophisticated French cuisine because her husband loved good food. On her return home, she published a collection of French recipes made simple, for ordinary American housewives to use, which was an instant success. She was invited to do a TV show, where her humour and strong personality soon won her great fame.

C Nowadays TV chefs are famous for all sorts of different reasons. Gordon Ramsay, for example, is an interesting TV chef. He is famous for having a bad temper and using foul language. In his TV show, *Hell's Kitchen*, he shouts at his staff when they make mistakes because he wants all the food at his restaurants to be perfect. He has many restaurants in different countries. Jamie Oliver is a good-looking, working-class boy who made healthy eating fashionable. He believes children should eat healthy food and he worked with the government to make school meals healthier. His style of cooking is quick, easy and fun.



D There are some famous pairs of TV cooks as well. The Hairy Bikers are a pair of chefs who have beards and ride motorbikes. They travel around to different places and cook there. They were both fat but then did a series of shows on how to cook diet food and both lost weight. Another famous pair was the Two Fat Ladies. They cooked unhealthy food using lots of fat and they didn't care about healthy eating. They also rode a motorbike.

E The introduction of a competitive element to many cookery shows reminds us that food TV is more entertainment than education these days. Many of us love shows like *Masterchef*, where a contestant is eliminated on every show. The personalities of both the contestants and the judges are far more important than the cookery. In a popular competitive show called *The Great British Bake-Off*, there was a 'nice judge', Mary Berry, and a 'nasty judge', Paul Hollywood.

09 **Read the article about Food TV. Which paragraphs contain the following information? Write the correct letter, A–F.**

[NB You may use any letter more than once.]

1 The cooking show that affects people most
2 A TV chef who was first famous as an author
3 The number of food shows on TV
4 The role of cookery shows for enjoyment rather than learning
5 Why children should be taught to cook at school
6 Research about the amount of time people cook
7 Examples of famous cookery partners

10 **Look at the following descriptions (1–7) and the list of famous chefs. Match each description with the correct chef, A–F.**

[NB You may use any letter more than once.]

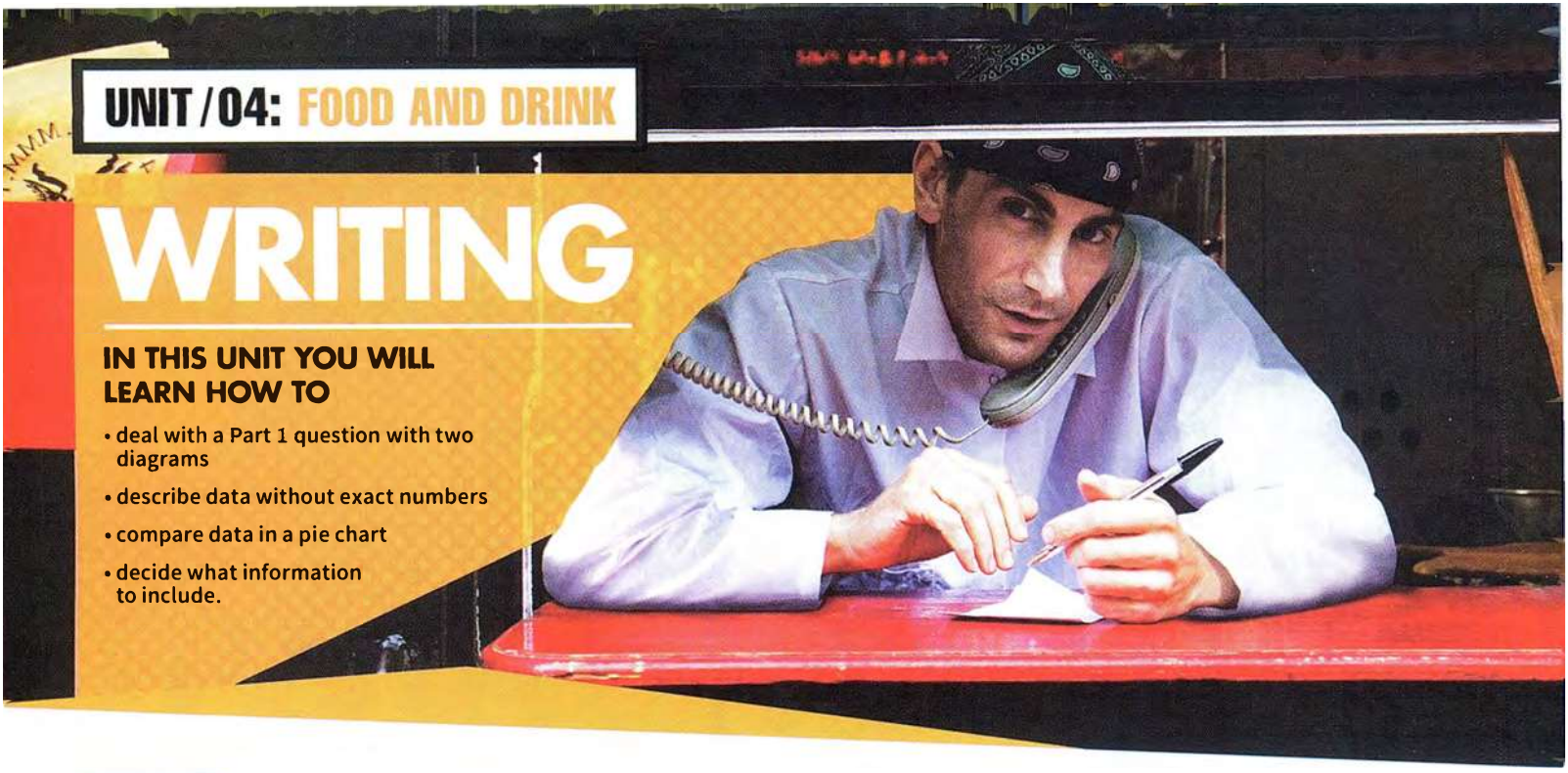
1 Changed the style of cooking on some of their programmes
2 One of the first TV chefs
3 Helped to get children eating healthy food
4 The kinder of two judges
5 Cooked food that was not very good for you
6 Is very rude to the kitchen workers
7 Showed people that cooking foreign dishes need not be difficult

A Mary Berry
B Jamie Oliver
C The Hairy Bikers
D Gordon Ramsay
E Julia Child
F Two Fat Ladies

F We know that cooking at home is better for us than eating ready-made or takeaway meals. However, the fact that there is more cookery on TV doesn't necessarily mean people cook more. Different studies have produced different results, but most agree that people generally spend less time cooking than they did in the past. Certain cookery shows influence viewers more than others. One study found that the most influential show was Jamie Oliver's *15 Minute Meals*, which influenced 21% of viewers. This may be because his method is to cook quick, simple, healthy meals rather than 'restaurant-style' food.

G It seems, though, that teaching children to cook at home and at school has much more influence on healthy eating than watching TV programmes on cooking. Grandparents have an important role to play because they may have more time – and experience – than parents. Cooking with family members on a regular basis and making food preparation part of the school curriculum is likely to ensure that children become adults who can and do cook.





UNIT / 04: FOOD AND DRINK

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- deal with a Part 1 question with two diagrams
- describe data without exact numbers
- compare data in a pie chart
- decide what information to include.

LEAD-IN

01 Read the task and look at the diagrams below.

The charts below show the favourite takeaways of people in the UK and the number of Indian restaurants in the UK between 1960 and 2015.

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

Write at least 150 words.

Diagram 1

Favourite takeaways in the UK
(A *takeaway* is a meal you buy in a restaurant or shop to eat at home.)

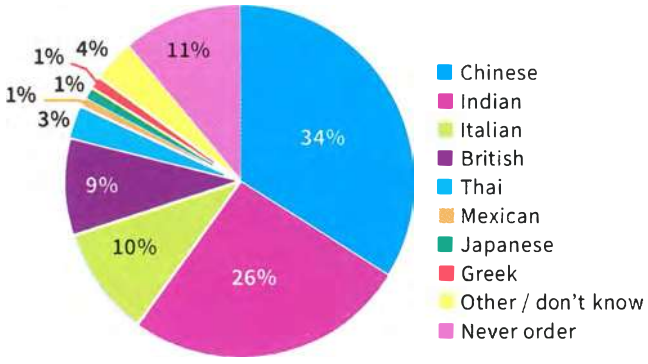
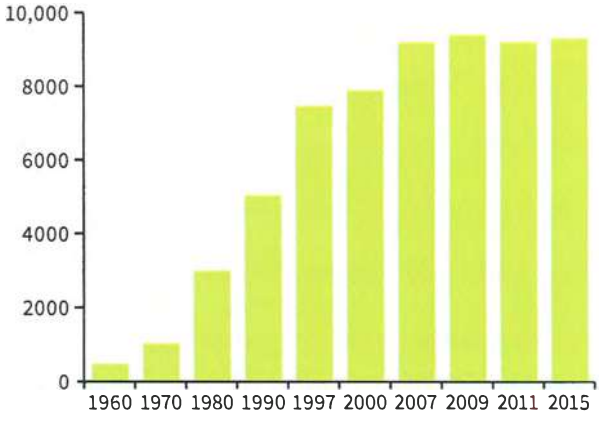


Diagram 2

Number of Indian restaurants in the UK



02 Look at the following expressions. Which are more suitable for diagram 1 and which are more suitable for diagram 2?

1 the highest proportion of people
2 only a very small number of people
3 there has been a steady increase
4 a very small drop
5 about a third of people
6 approximately a quarter of people
7 the greatest rise took place

DESCRIBING TWO DIAGRAMS

INTRODUCTION AND OVERVIEW

03 **Complete this introductory sentence and overview. Write one word in each gap.**

The 1 _____ chart shows which type of takeaway food is the most popular in the UK, while the 2 _____ chart shows how many Indian restaurants existed in the UK between 3 _____ and 4 _____. We can see that 5 _____ and Indian takeaways are the favourites, and that the number of Indian restaurants in the UK 6 _____ steadily during this period.

Sometimes you will have to write about two separate types of diagram in the same task.

TIP 03

When you are working with two diagrams, your first sentence should introduce both of them and your overview should summarise both of them.

DESCRIBING NUMBERS IN A PIE CHART

04 **Match the percentages from the pie chart with their descriptions.**

1 34%	**a** a tiny proportion
2 26%	**b** about a quarter
3 10%	**c** just over a third
4 1%	**d** one in ten

MAKING COMPARISONS

05 **Look at diagram 1 and complete the sentences about the pie chart with the words in the box. One word is used twice.**

fewer least less more most

1 The _____ popular type of takeaway is Chinese.
2 The three _____ popular types are Mexican, Greek and Japanese.
3 Italian takeaways are slightly _____ popular than British takeaways.
4 Japanese food is _____ popular than Thai food.
5 _____ people like Chinese food than Indian food.
6 _____ people like Mexican food than Thai food.

GRAMMAR FOCUS: COUNTABLE AND UNCOUNTABLE NOUNS

06 **Choose the correct words to make true sentences.**

1 *More* and *less* are used with **countable** / **uncountable** nouns.
2 *More* and *fewer* are used with **countable** / **uncountable** nouns.



07 **Put the nouns into the correct column.**

restaurant	coffee	farm	country	home	land
language	meat	oil	person	animal	sand

Countable	Uncountable

08 **Complete the sentences with *more, less* or *fewer*. Use the information in the chart.**

	China	India
land	9,596,960 square km	3,287,263 square km
percentage of population living in cities	50.5%	31.3%
official languages	Mandarin Chinese	22 official languages

1 China has _____ land than India.
2 India has _____ land than China.
3 In India, _____ people live in cities than in China.
4 India has _____ official languages than China.

GRAMMAR FOCUS: ARTICLES

09 **Correct the errors with articles in these sentences about diagrams 1 and 2.**

1 Number of Indian restaurants in UK has risen.
2 The Chinese food is the most popular.
3 Second most popular food is Indian.
4 There was small drop in the number of Indian restaurants in 2011.
5 There were about thousand Indian restaurants in 1970.

DESCRIBING DIAGRAMS WITHOUT EXACT NUMBERS

10 **Some graphs or charts do not give the exact numbers. It is important to show that the number you use is not exact. Match these numbers with their description.**

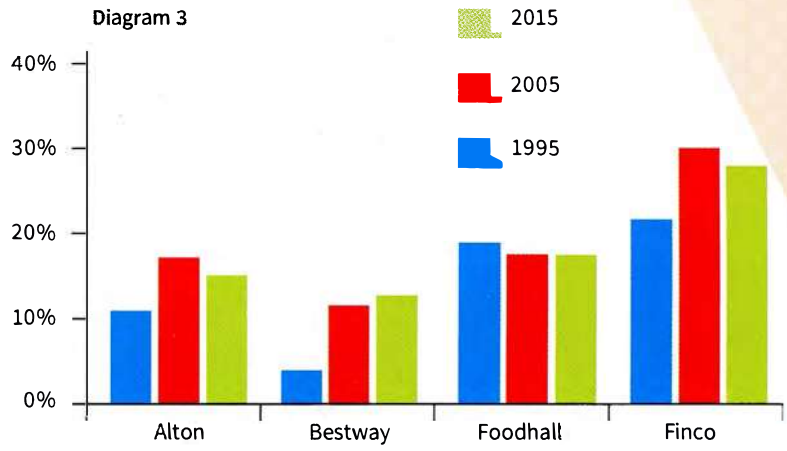
1 8950	a approximately 4000
2 2019	b about a hundred
3 500,070	c just under 9000
4 3946	d between 7000 and 7500
5 103	e around half a million
6 7223	f a little over 2000

11 **Look at these examples from a description of diagram 2.**

There were **about** 500 Indian restaurants in the UK in 1960.
The number rose from **approximately** 5000 in 1990 to **just under** 8000 in 2000.
The figure for 1997 was **around** 7500.
From 2007 to 2015 the number of restaurants was **between** 9000 **and** 9500.
In 1970 there were **a little over** 1000 Indian restaurants.

Use the expressions in bold to complete the sentences about diagram 3, which shows the market share of four supermarkets.

1 In 1995, Foodhall had _____ 20% of the market, while Finco had _____ 20%.
2 In 1995, Bestway's share of the market was _____ 5%.
3 In 2005, all the supermarkets had _____ 11% and 30% of the market.
4 In both 2005 and 2015, Alton's share of the market was _____ 16%.
5 Finco had the biggest market share in 2005, which was _____ 30%.



STUDYING A MODEL ANSWER: AVOIDING 'OUTSIDE' INFORMATION

12 **Read the model answer, which is based on diagrams 1 and 2. Two sentences should not be included. Can you find them?**

13 **Read the model answer again and find:**

1 the overview
2 a sentence that explains the link between the two charts
3 a comparison
4 a passive form
5 a way of saying '1990 to 2000'
6 an expression meaning 'has not changed much'
7 an expression used to avoid exact numbers

TIP 13

Never include any information that is not shown in the diagram. Even if you know a lot about the data given, do not try to explain the reasons for it or give your own opinion.

MODEL ANSWER

The pie chart shows which type of takeaway food is the most popular in the UK, while the bar chart shows how many Indian restaurants existed in the UK between 1960 and 2015. We can see that Chinese and Indian takeaways are the favourites, and that the number of Indian restaurants in the UK rose steadily during this period.

The pie chart shows that Chinese and Indian takeaways are much more popular than all the others, at 34% and 26%. There are another two types that quite a lot of people like. These are Italian at 10% and British at 9%. It is not surprising that people in the UK like British food as fish and chips is the national dish. Greek, Japanese and Mexican were only chosen by 1% of people.

The pie chart shows us that Indian food is popular and the bar chart shows how its popularity grew. Even my village has an Indian restaurant! There was a rising trend from 1960 onwards. The increase was greatest in the 1990s, from about 5000 restaurants in 1990 to almost 8000 in 2000. Since 2007, the number has remained stable at just over 9000.

EXAM SKILLS

14 **Read the exam question below and study the charts, then answer these questions about the data.**

1 What is the main trend revealed in the bar chart?
2 Which ten-year period showed the first significant increase?
3 What happened in the ten-year period after that?
4 What is the link between the two charts?
5 In 2015, what percentage of people were severely obese?
6 Which was the largest group in 2015?

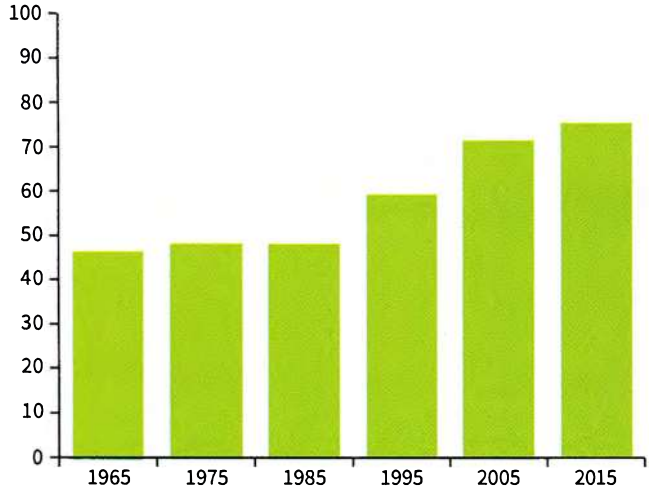
You should spend about 20 minutes on this task.

The bar chart shows the percentage of adults who were overweight or obese (too fat or much too fat) in one country from 1965 to 2015. The pie chart shows the proportion of adults who were overweight, obese or severely obese in 2015.

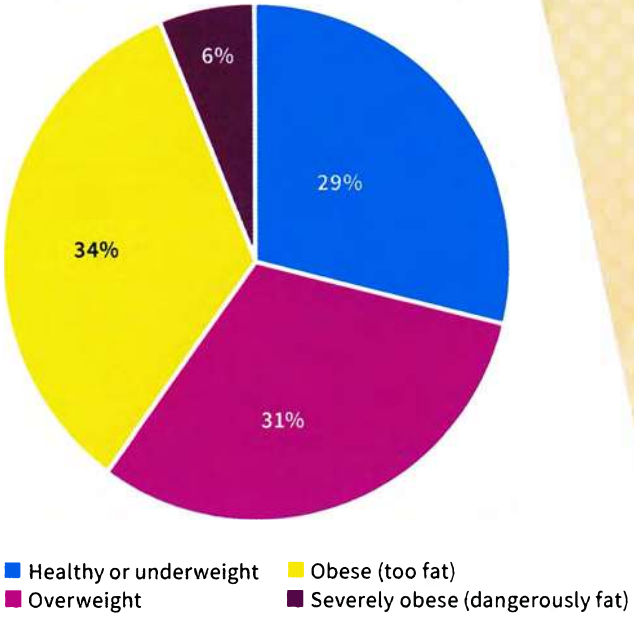
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Percentage of adults who are overweight or obese



Weight range of the adult population 2015



15 **Now write your report. Remember:**

- Include an overview.
- Don't try to include all the data.
- Don't include anything from outside the data.

UNIT / 04: FOOD AND DRINK

LISTENING

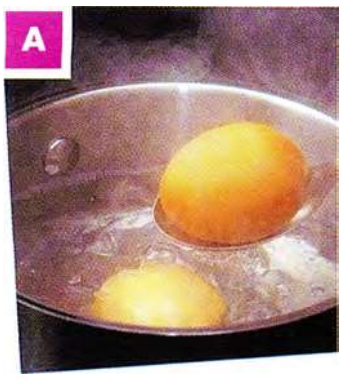
IN THIS UNIT YOU WILL LEARN HOW TO

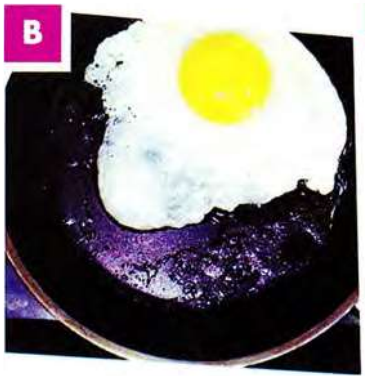
- find synonyms and paraphrase in matching tasks
- identify 'distractors' in matching tasks
- answer classification tasks.

LEAD-IN

01 Label the different ways of preparing food with verbs from the box.

bake boil fry grill









02 Match the words with the type of food they are. Put them in the correct column.

apples	bananas	beef	biscuits	burger	cake	steak	potatoes
carrots	chocolate	lamb	cucumbers	pastries	pears	peas	strawberries

Meat dishes		Fruits	Sweets

MATCHING TASKS

03 32 **Listen to two friends talking about a party they are planning. Match Mike's suggestions with Jane's answers.**

Suggestions	Answers
1 What do you think about preparing a Mexican meal?	a I think we should have something healthier.
2 We could have pizza. Everybody likes pizza.	b That sounds like a good idea. Let's do that.
3 I know! We could have salad and roast chicken.	c I think it might be too spicy for some people.

What are they going to prepare?

In matching tasks in the Listening test, you may hear information about several of the options, but only one of the answers is correct.

04 33 **Listen to two friends talking about preparing a meal. How are they going to prepare the potatoes?**

A boil B bake C fry

Why are the other answers incorrect?

In matching tasks in the IELTS test:

- you do not need to use all of the letters. You should put one letter next to each numbered question.
- the questions follow the same order as the information on the recording which you need for the answers.

05 34 **Listen to two friends discussing food shopping. Match the names of the shops (1–3) with the different types of food, A–D.**

	Types of food
1 Arcadia	A vegetables
2 Best Buy	B meat
3 Hampton's	C fruit
	D sweets

Which option didn't match any of the shops?

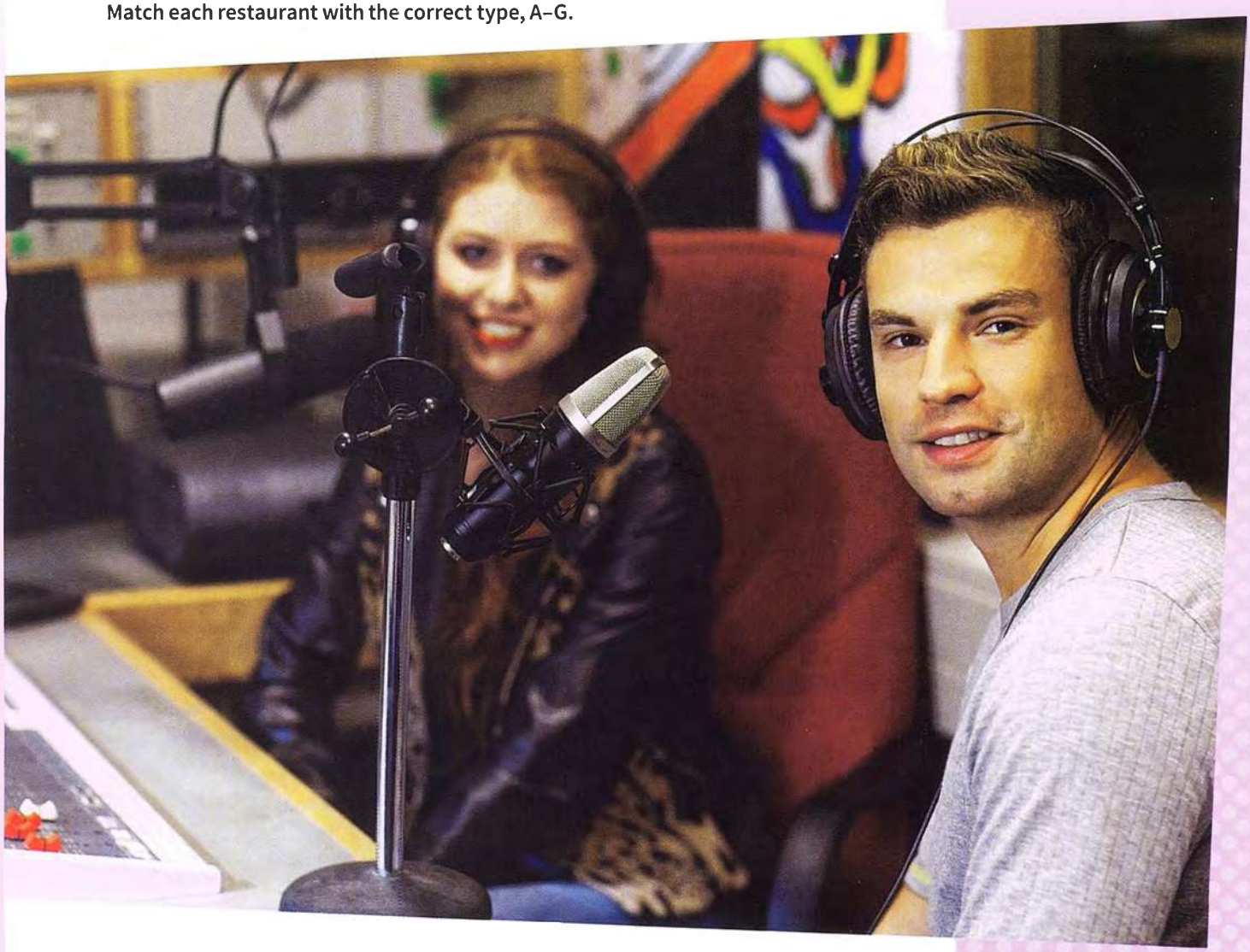
TIP 05

Listen carefully to what is said about all the options to make sure you choose the correct one.



06 35 You will hear a radio programme in which two people are discussing the different restaurants in a town.

Look at the names of restaurants (1–3) and the list of types of restaurant. Match each restaurant with the correct type, A–G.



	Types of restaurant
1 Adam's	A vegetarian
2 The Duke	B steakhouse
3 The Tower	C seafood
	D Italian
	E international
	F French
	G fast food

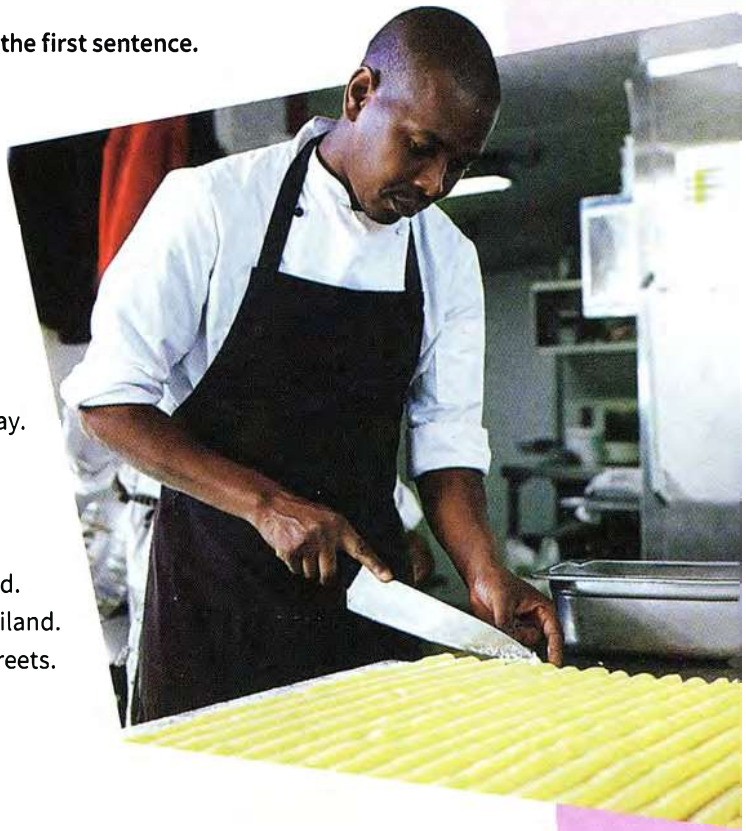
07 After you have checked your answers, look at the Listening script on page 182 and check why the other options were not correct.

08 Look at the Listening script again and find words that mean the following:

1 crowded
2 delicious
3 cheap
4 smart
5 inexpensive

SYNONYM AND PARAPHRASE

09 **Choose the option, A, B or C which does NOT mean the same as the first sentence.**



1 The price of food in the restaurant is cheap.
- A The price of a meal in the restaurant is reasonable.
- B The restaurant is excellent if you want a budget meal.
- C The food in the restaurant is overpriced.

2 Marco cooked us a really tasty meal.
- A The meal Marco prepared was delicious.
- B Marco cooked us a really unappetising meal.
- C The meal Marco made for us was mouth-watering.

3 We were served food that was cooked in the old-fashioned way.
- A The meal we had was very contemporary in style.
- B The meal we had was very traditional.
- C The meal was made from a historic recipe.

4 When I went to Thailand, I really enjoyed trying the street food.
- A I really liked tasting the food that was sold outdoors in Thailand.
- B In Thailand I loved the food we bought from stalls in the streets.
- C I enjoyed eating at restaurants when I was in Thailand.

5 The chef at the Lodge Hotel is very skilful.
- A The chef at the Lodge Hotel is bad at his job.
- B The chef at the Lodge Hotel has a lot of expertise.
- C The chef at the Lodge Hotel is highly trained.

6 The ingredients for the recipe can be changed to ones you have available.
- A You can use different ingredients to make this dish if you can't find everything.
- B You can be flexible about what ingredients you add to this recipe.
- C You should follow the recipe strictly or it won't taste good.

7 The chef at the new restaurant is famous across the country.
- A The chef at the new restaurant is well known nationally.
- B The chef at the new restaurant is recognised across the country.
- C The chef at the new restaurant is unknown outside of his town.

8 I didn't like the soup; it was too spicy.
- A The soup had too much pepper.
- B The soup wasn't tasty.
- C The soup was a bit too hot for my taste.



10 **Underline the words which helped you find the answers to exercise 9.**

CLASSIFICATION TASKS

Sometimes in the test you will be asked to match several pieces of information with three different options. Like with other matching exercises, you must listen for ideas, since the same word will often not be used on the recording as in the question.

The options with letters (A–C) can be used more than once. The numbered information you must find (1–5) will be in the order that you will hear it.

11 36 **Listen to a famous TV chef talking about different countries and their cuisines. Match the statements with the correct country, A–C.**

1 They use chopsticks made of several different materials.
2 You can find a lot of different types of regional cooking here.
3 This place is famous for hot, peppery food.
4 In this country people use recipes that came from different countries.
5 This country is well known for its grilled meat.

A China
B Japan
C Korea



EXAM SKILLS

12 37 **You are going to hear an interview with a chef about a TV programme he has made about food in China.**

Choose FOUR answers from the types of food in the box and write the correct letter A–F next to questions 1–4.

Which of the foods:
1 is often enjoyed by children?
2 can be cooked in a short time by the dinner guests?
3 needs expertise to make?
4 can be adapted to your tastes?

Types of food
A Beijing duck
B kebabs
C dumplings
D noodles
E hotpot
F jellyfish

UNIT / 04: FOOD AND DRINK

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- talk about food in your country (Speaking Part 1)
- use the preparation time to collect your ideas for Part 2
- organise your talk (Speaking Part 2).



LEAD-IN

01 Look at the photographs of different dishes. Which ingredients do you think are used to make each one? Match the pictures with the words in the box. Some ingredients are used more than once.

beef	cabbage	carrots	cheese	chicken
egg	tomatoes	yoghurt	ginger	chillies
lamb	onions	soy sauce	rice	spices
flour	garlic			

1



2



3

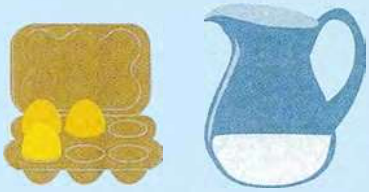


02 With a partner, discuss your favourite food. What ingredients are used to make it?

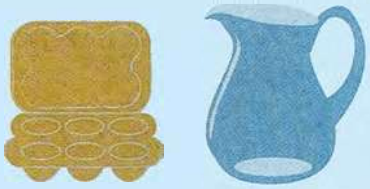
GRAMMAR FOCUS: COUNTABLE AND UNCOUNTABLE NOUNS

Some things we eat are *countable* and some are *uncountable*. This changes some of the words we use to talk about them.

Examples:



There *are* some eggs.
There *is* some water.



There *aren't any* eggs.
There *isn't any* water.



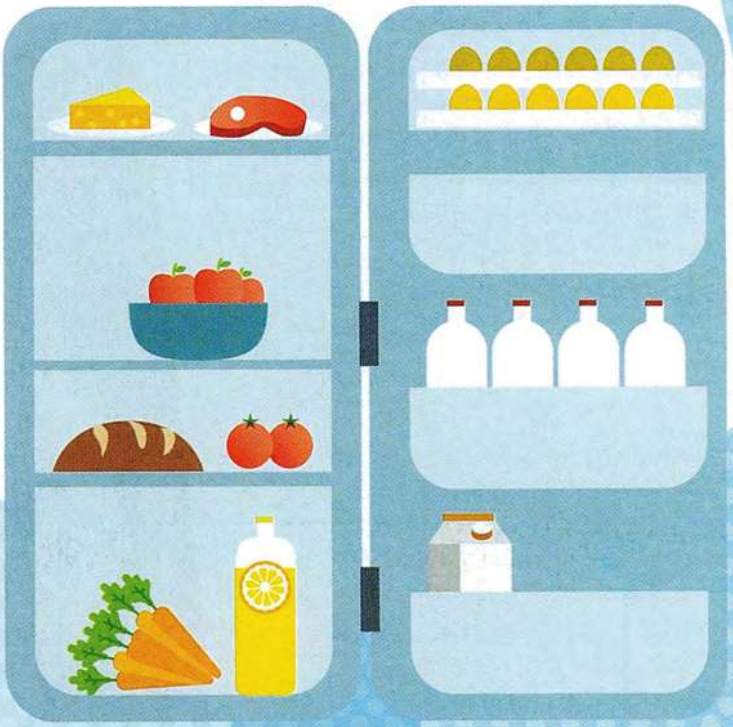
There *are a lot of* eggs.
There's *a lot of* water.



There *aren't many* eggs.
There *isn't much* water.

03 **With a partner, describe what you can see in the fridge. Use the sentences below to help you.**

1 There _____ eggs.
2 There _____ cheese.
3 There _____ milk.
4 There _____ carrots.
5 There _____ bananas.
6 There _____ orange juice.



EXPRESSING OPINIONS ABOUT FOOD

04 38 **Listen, then read Mohammed's answers to these Part 1 questions about food. Are the phrases in bold positive or negative opinions?**

Examiner What kind of food is popular in your country?

Mohammed These days a lot of young people actually **enjoy** Western food like pizza and fried chicken. Our national food is often **too spicy**, especially for children and foreigners, and also it **takes too long to cook**. I think that it's **delicious** though!

Examiner What do you think of Western food?

Mohammed Well, I suppose Western food is **quick to make** and **is tasty** too, so everyone can eat it without too much trouble. I think that a lot of people like food to be **convenient** because they're so busy nowadays.

Examiner Is there any kind of food you don't like?

Mohammed Yes, I'm **not keen on** sushi at all. It's **so strange** eating something that hasn't been cooked. I know it's very **fresh** and **healthy** but I just **don't like the taste** and I **can't stand** the texture – it's **too chewy** for me.

Positive	Negative

05 **Answer the three questions in exercise 4 with a partner. Use some of the positive and negative phrases in the box.**

USING THE PREPARATION TIME IN PART 2

06 39 **Look at the task card and listen to Angelica talking about a meal that is popular in her country. Then answer the questions below.**

Describe a popular meal from your country that you like to eat.

You should say:

- what the meal is
- why it is popular in your country
- why you like it

and say why you would recommend it to a visitor to your country.

1 Did Angelica introduce what she was going to talk about?
2 What was the meal that Angelica described?
3 Why is it popular in her country?
4 Why does she like it?
5 Why would she recommend it to visitors to her country?



07 **You only have one minute to make notes on the topic for Part 2, so it is a good idea to write down key words and phrases. Match the four points on the card with some key words that another student wrote down (a–d).**

Describe a popular meal from your country that you like to eat.

You should say:

- what the meal is (1)
- why it is popular in your country (2)
- why you like it (3)

and say why you would recommend it to a visitor to your country. (4)

TIP 07

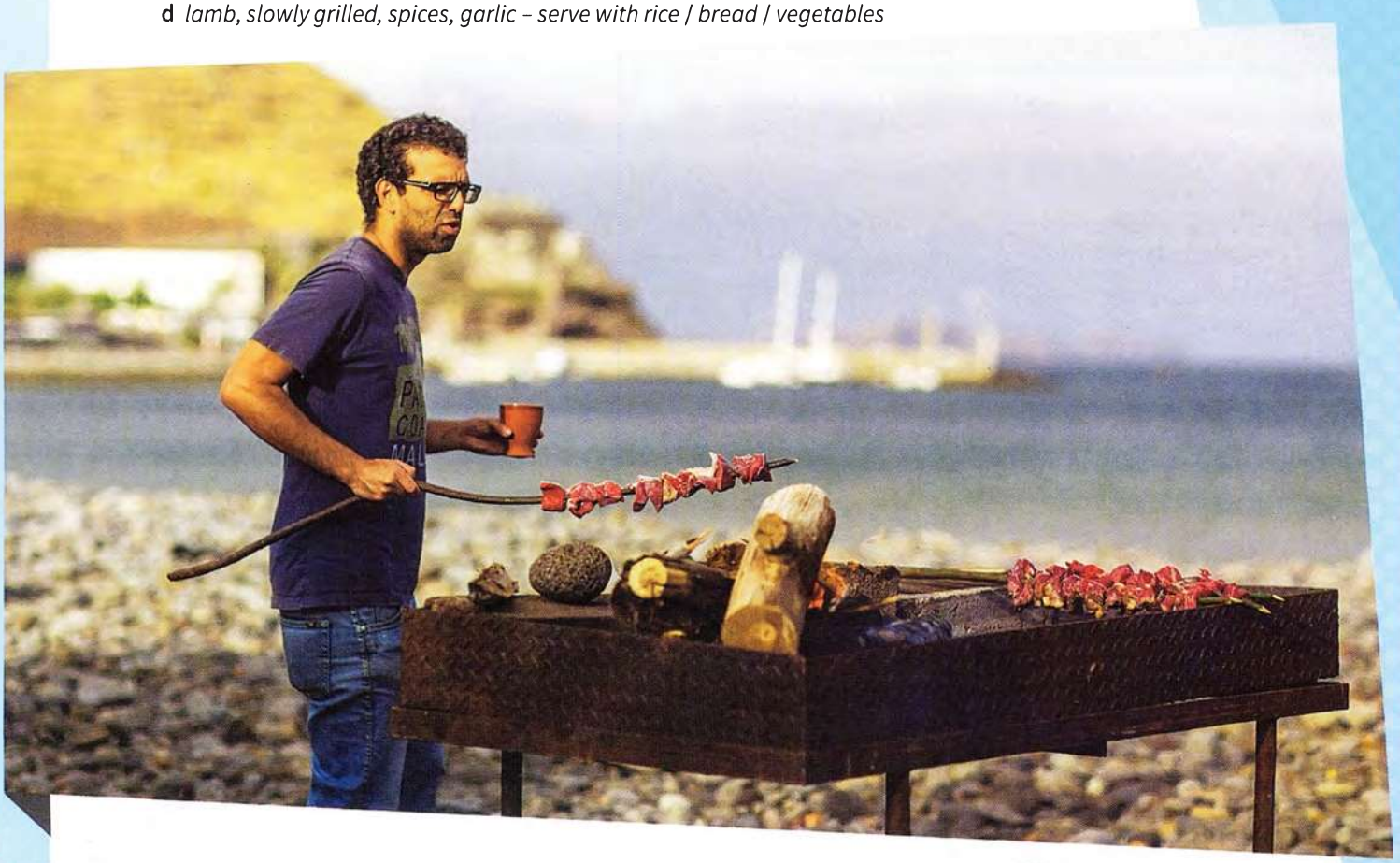
Remember that you need to speak for 1–2 minutes on the topic you are given, so in this case make sure you choose a meal you can talk about easily.

a *We love meat, traditional, lots of sheep!, proud of our cuisine*

b *better in Turkey than UK, different types (Shawarma, doner, etc.), most famous street food*

c *I'm busy → buy quickly, tasty, juicy, reminds me of beach holidays*

d *lamb, slowly grilled, spices, garlic – serve with rice / bread / vegetables*



08 **Spend one minute writing notes to the questions about a popular meal in your country.**

09 **Take it in turns with your partner to speak for two minutes. If your partner stops, think of questions to ask them.**

Example **A** I used to eat it at the beach in summer …
B Who did you go to the beach with?

TIP 08

It is important to make notes and try to cover every point on the card.

ORGANISING A PART 2 TALK

When you are asked to speak on a topic for two minutes you should try and organise your talk:

- Introduction – say what you are going to talk about.
- Body – answer the questions on the card.
- Conclusion – briefly give a conclusion to your talk.

10 **Can you use the phrases *in italics* in an introduction (I) or a conclusion (C)?**

1 *I'm going to talk about* my favourite food, paella.
2 *I'd like to tell you about* pelmeni – it's a very famous dish in my country.
3 *So*, it is one of the most famous foods in my country for those reasons.
4 *To sum up*, I think it's popular because it is easy to cook.
5 *As you can see*, it's a tasty and healthy dish and that's why it's popular.

You can help to structure your talk by saying why you chose the topic: *I chose this topic because …*

You can also use words like *firstly / first of all, secondly, thirdly* to help you (and the examiner) keep track of your talk.

11 **Work in pairs. Look at the students' notes relating to the task card below. Spend one minute thinking how you will structure your talk, then take it in turns to practise presenting the information.**

Describe your favourite food.

You should say:

- what the food is
- how often you eat it
- how the food is made

and say if you can make the meal yourself.

Student A	Student B
Pizza – delicious, easy cook, filling	*Vegetable soup – tasty, healthy, cheap*
on Fridays – late lectures, special day	*at weekends, winter – long time to cook, better in cold weather*
oven, bread, add cheese, tomato, toppings	*chop vegetables, boil, wait*
only frozen! / take-away	*yes, love cooking, relaxing, fun*
Conclusion – easy and tasty	*Conclusion – enjoy making, filling, economical*



EXAM SKILLS

1 2 Read the task card and spend one minute preparing your talk. Take it in turns to speak. Try to speak for two minutes.

Describe a special occasion when you had a really enjoyable meal.

You should say:

- what the occasion was
- who was at the meal
- what you ate

and explain why the meal was so enjoyable.

Remember to:

- make notes of key ideas
- introduce your talk
- structure your talk
- give it a conclusion.

TIP 1 2

It is good to use different adjectives in this part of the test. Think of different ways of saying the words and avoid words like *good* and *bad*.



UNIT / 05: CONSUMERISM

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- identify topic sentences
- identify main and supporting ideas
- match headings with paragraphs
- use *will* and *going to*.

LEAD-IN

01 Which of these activities can you do at a shopping mall? Which can you see in the pictures?

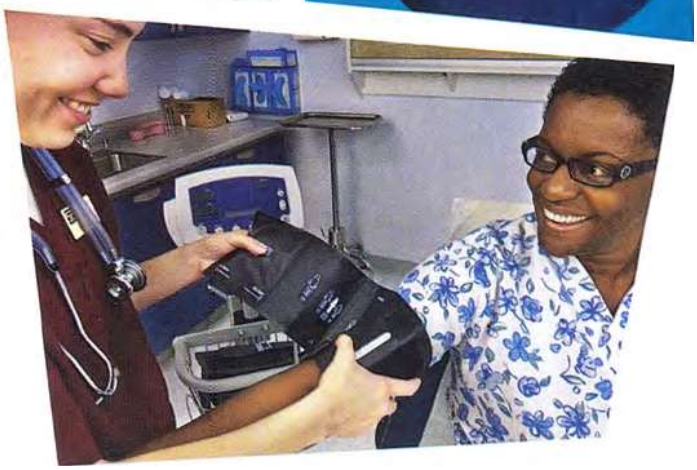
buy clothes	buy or rent an apartment	check your health
go climbing	go in a hot air balloon	go to the beach
have a snack	have a beauty treatment	have an expensive meal
see a film	see an art exhibition	see plants and trees
ski		











Can you think of anything else you can do at a mall?

SKIM READING

02 **Read the text in one minute. Answer the questions orally without looking at the text again.**

1 Which of the activities in exercise 1 were mentioned?
2 Can you remember any places that were in the text?
3 Is the text mainly about the past, present or future?

THE FUTURE OF MALLS

A Shopping malls have never been just about shopping. They began in the United States after the Second World War and, for the young, they were always a place to 'hang out' and be seen. However, the world has moved on, and just providing shops and a food court is no longer enough to keep malls alive. Malls became less popular at the start of the 21st century, mainly because of online shopping. There is even a website, deadmalls.com, which shows the end of many US malls. Malls need to change to survive. So what will the mall of the future look like?

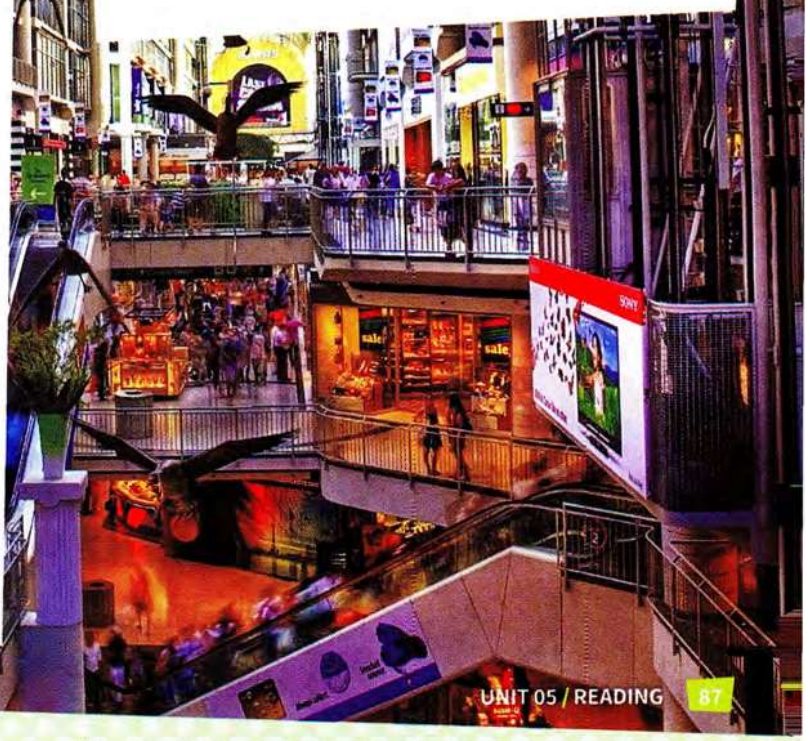
B Malls are already becoming bigger and better all over the world. Asia and not the US is now the 'mall capital' of the world and is home to the five largest malls in the world. China is home to the two largest. Some malls in the Middle East and East Asia are starting to specialise. It is predicted that this will happen more and more in the future. Some malls will only sell electrical items, for example, or only fashion for young people. Some malls will only include expensive shops or cheap shops, as already happens in Bangkok and Singapore.

C Malls are becoming 'the new downtown', with cinemas, bowling alleys, climbing walls and even concert halls. Xanadu, a mall 30 km from Madrid, is a recreation centre for a family day out as well as a shopping centre, with ski slopes, minigolf, go-karts, balloon rides, bowling and billiards. We have always been able to grab a burger at the mall, but in the future we are going to see 'fine dining' too, with more expensive restaurants based at malls, as well as spas, fitness centres and art galleries. There are also going to be more apartments and office space so that more people can live, work, shop and be entertained in one location.

D Mall owners are going to need to think of new ideas to remain in business. One growing trend is the seasonal changes in the mall. It began with having Santa Claus in December, but now there are 'pop-ups' – temporary shops, stalls and kiosks – for other seasons and events. Brent Cross in North London has an 'urban beach' in summer, and its main lobby has different promotions and events every week, from bungee jumping for kids to free health checks.

E So, we have looked at the facilities malls will need to offer. Malls will need to consider the environment too. There will be more open-air malls and more natural features. Mall designers will have to make sure people can get there by public transport. They will also need to use more natural sources of heat and light. We will see more plants, trees, grass and even waterfalls at our local malls in the future.

F The future of malls looks exciting: there will be 'virtual malls' and technology will be used within malls to help us shop, find bargains and even park our car. With all these creative innovations, the mall will go from strength to strength.



MATCHING HEADINGS

Matching headings tests your ability to summarise and understand the main idea of a paragraph.

You are given a list of headings (more than the number of paragraphs) and you must choose a suitable heading for each paragraph.

To match headings, you need to be able to find the main idea of a paragraph. You can usually find one sentence that sums up the main idea. This is the topic sentence. This has been highlighted in paragraph A: *Malls need to change to survive.*

The sentence *Malls need to change to survive* is supported by evidence in the paragraph, including:

- The world has moved on.
- Malls became less popular at the start of the 21st century, mainly because of online shopping.
- There is even a website, deadmalls.com, which shows the end of many US malls.

TOPIC SENTENCES AND MAIN AND SUPPORTING IDEAS

03 **The topic sentence in paragraph B is *Malls are already becoming bigger and better all over the world.* Write two pieces of evidence from paragraph B which support the topic sentence.**

04 **Find the topic sentences in paragraphs C, D and E.**

05 **Below is one supporting idea for each of paragraphs C, D and E. Add one more for each paragraph. Write the supporting ideas in your own words.**

C Xanadu ... is a recreation centre for a family day out as well as a shopping centre.

_____

D Brent Cross ... has different promotions and events every week.

_____

E There will be more open-air malls and more natural features.

_____

TIP 03

The topic sentence is often, but not always, the first sentence in a paragraph, so that is the first place to look.

PARAPHRASE

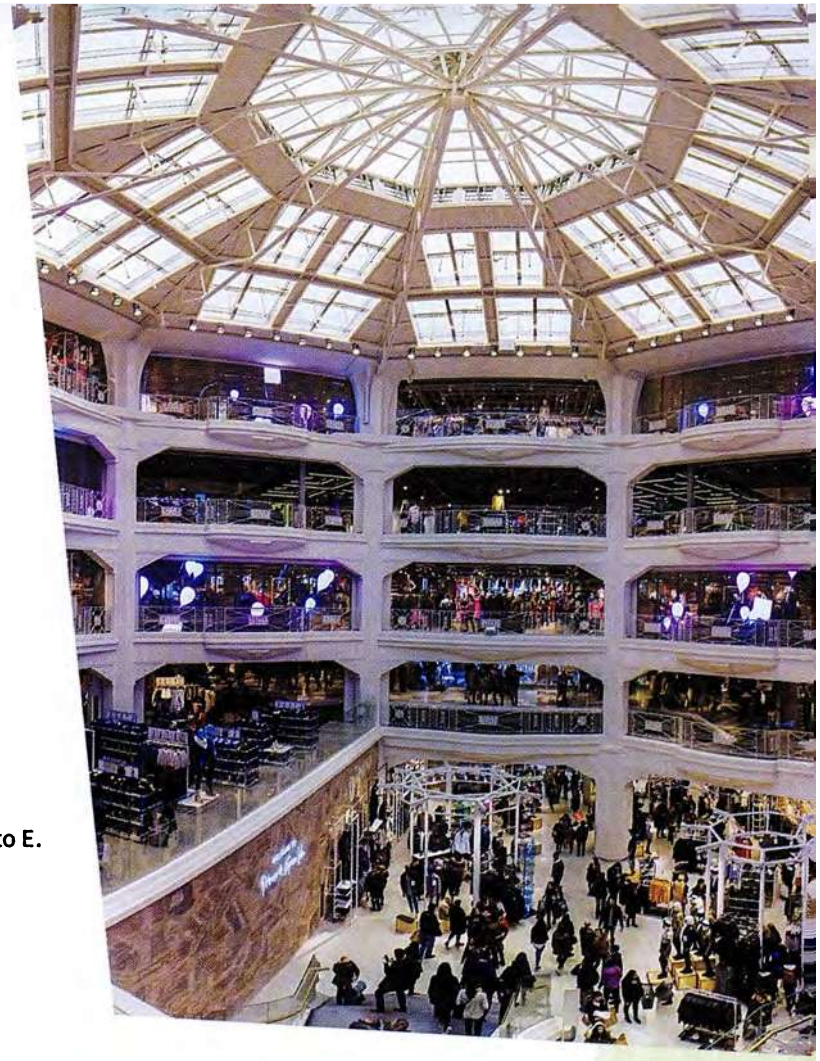
In a 'matching headings' task, the headings you have to match will be a paraphrase of the main idea of the paragraph. Don't expect the same words to be used in the headings and the passage. The headings may contain synonyms (words which mean the same) and antonyms (words which mean the opposite) or they may use paraphrase (phrases which have a similar meaning to words in the passage).

For example, a heading for paragraph A in *The future of malls* might be 'Adapt or die'. This is a paraphrase of the main idea 'Malls need to change to survive'.

change – adapt (synonyms) *survive – die* (antonyms)

TIP

As you prepare for your exam, make a list of synonyms in your notebook. Knowing different ways to say things is one of the key skills in IELTS.



06 **In the test, there are always more headings than you need. Read these headings for paragraphs B to E (they are not in the right order).**

i Innovate and stay alive
ii Fast food paradise
iii Expanding and improving
iv Malls and the natural world
v A new city centre

07 **Match the words and phrases 1–6 (from the headings above) with the words and phrases a–f (from the topic sentences of paragraphs B–E).**

1 innovate	a becoming bigger
2 stay alive	b environment
3 expanding	c think of new ideas
4 improving	d downtown
5 natural world	e remain in business
6 city centre	f becoming better

08 **Choose a heading from exercise 6 for paragraphs B to E. Write the correct number i–v in the gaps.**

Paragraph B ____ Paragraph C ____
Paragraph D ____ Paragraph E ____

GRAMMAR FOCUS: FUTURE FORMS

09 **Find examples of future forms in the passage *The future of malls*. Which two ways of talking about the future are used? Write one example of each.**

Will + infinitive and ***going to*** + infinitive are both used to talk about the future.

Going to is used when there is a link to the present, for example if something is already planned or a change has started:

*Mall owners **are going to need to** think of new ideas to remain in business.*

We see from the text that many malls have already started thinking of new ideas.

Will + infinitive is used for prediction: something the writer believes about the future. It does not have to be based on present evidence:

*… the mall **will go** from strength to strength.*

This is the writer's prediction or belief about the future.

10 **Complete the sentences with the correct form of *will* or *going to*.**

1 Look at these plans for the new mall! There _____ be a climbing wall!
2 This newspaper article says they _____ spend $25 million on the project.
3 I think it _____ be great when it is finished!
4 I agree, but I'm afraid many local businesses _____ have to close.
5 I heard there _____ be 12 different restaurants!
6 I expect most of the shops _____ be expensive ones.

EXAM SKILLS

11 **Which paragraph in the passage *Markets around the world* contains information on the following? Write the correct letter, A–G.**

1 markets put on at a particular time of year
2 markets where anyone can sell anything
3 markets selling things to eat
4 advice for people who want to dress differently from others
5 examples of markets outside Europe

12 **The reading passage has seven paragraphs, A–G. Choose the correct heading for paragraphs B–F from the list of headings (i–vii) below. Write the correct number, i–vii. There are two headings you won't need.**

List of headings

i Local art and craft work to take home
ii Inexpensive things to eat straight from the countryside
iii Toys for children of all ages
iv Invent a new style for yourself at bargain prices
v London has the best markets
vi Find gifts for winter celebrations
vii Sell what you don't need

1 Paragraph B ____
2 Paragraph C ____
3 Paragraph D ____
4 Paragraph E ____
5 Paragraph F ____







Markets around the world





A We have become so used to shopping in big supermarkets and chain stores, identical in every town, that we have forgotten about one important way to shop – markets. Markets are found in every country in the world, but wherever you go they are different and reveal the local culture – and agriculture. From farmers' markets selling fresh produce to craft and antique markets, they are the best place to find something unique at a great price.

B Food is at its cheapest and freshest in markets. Farmers often sell direct to the consumer, without all the packaging, shipping and advertising that increases costs in shops and supermarkets. You can often find unusual products and those that are not mass-produced. Food markets vary hugely according to where they are in the world. For example the Kauppatori market in Helsinki, Finland sells moose, reindeer and bear salami. Wherever you are, food will be locally produced and reasonably priced.

C Markets are also good places to buy clothes. Some sell cheap new and second-hand clothes, while others specialise in vintage or ethically made clothes and original items. The markets of London are some of the best in the world for those who want to create a unique look for themselves. Many new designers start with a market stall, so if you are looking for a totally original item of clothing, you could get something really special at a bargain price at Brick Lane, Spitalfields or Portobello Road markets.

D Another type of market is a flea market. This is a much more informal type of market, where second-hand products can be sold by anyone. If you have unwanted items at home, you could take them to a flea market and sell them yourself. There are also antiques and possibly local crafts at this kind of market. In some parts of the world there may not even be stalls; rather, vendors lay out their goods on a sheet on the ground. In other parts of the world, flea markets have developed into car boot sales, where people sell their unwanted items from their cars.

E In some places, markets are directed at visitors and tend to sell handicrafts typical of the region. For many tourists, a visit to a nearby market to buy souvenirs is an important part of their holiday. Guadalajara in Mexico has a huge range of traditional textiles, glassware, ceramics and art works and Seoul in Korea has some wonderful original designs of all kinds of products at affordable prices. Countries in the Middle East usually have beautiful hand-made rugs and carpets, and Indian markets sell colourful handloom fabrics and beautiful silk scarves.

F In Europe, Christmas is the time when seasonal markets are held to sell decorations and gifts for the festive season. One of the most famous of these is held in Wenceslas Square in Prague in the Czech Republic. The market is made up of colourfully decorated wooden huts selling traditional handicrafts, embroidered lace, wooden toys, scented candles, Christmas tree ornaments, and puppets and dolls beautifully dressed in traditional costumes. This looks very pretty, especially in the snow.

G So, wherever you are in the world and whatever you are looking for, there is a market for you. You can get all kinds of unusual things at great prices.



UNIT / 05: CONSUMERISM

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- organise a Part 2 essay
- write an introduction
- write about points for and against, and give opinions
- give examples and evidence to support your views.

LEAD-IN

01 Put the words and phrases into the correct column.

advantages	all things considered	benefits
disadvantages	drawbacks	in my view
negative aspects	positive aspects	personally

Good points	Bad points	Opinion







02 **These sentences are from an essay on the advantages and disadvantages of shopping online. Are they talking about good points (G), bad points (B) or giving an opinion (O)? Write G, B or O. The first one has been done for you.**

1 A wider range of products is available online. G
2 You can't try on clothes and shoes if you buy online. ___
3 I prefer going to shops and choosing things in person. ___
4 There is no need to carry heavy shopping to your car. ___
5 You save money on petrol, parking or bus fares. ___
6 Goods might be delivered when you are out. ___
7 It isn't a good idea to give your credit card details online. ___
8 You often have to pay a lot for postage and wait for your goods. ___
9 I think it is better to support local shops. ___

PART 2 QUESTION TYPES

In Part 2 you have to write an essay of about 250 words. There are different types of question in Part 2, and you must write a well-organised answer considering different points of view.

The topics in Part 2 are all general and do not need special knowledge.

03 **Three of the question types you might find in Part 2 are:**

1 Do you agree (or disagree) that …?
2 Do the advantages/benefits of … outweigh the disadvantages/drawbacks?
3 Discuss two different views and give your opinion.

Match the question types 1–3 with what you have to do (a–c).

a Say if you think there are more good points than bad points.
b Write about both sides and say what you think.
c Give your opinion on this.

TIP 03

Read newspapers and websites to find out about current issues.

04 **Look at the following question.**

Do you agree that supermarkets are a threat to small shops and local communities?

Decide on your *own* opinion. Choose from these options.

A I strongly agree. Supermarkets will force small shops to close and this will damage local communities.
B I agree to some extent. There may be a slight threat to small shops and local communities.
C I generally disagree. There is a place for both small shops and supermarkets.
D I strongly disagree. Supermarkets will not have an impact on small shops and local communities.

TIP 04

Avoid being totally neutral: even if you don't have an opinion on the topic, it is better to agree or disagree. Choose the side you can find most points for.



05 **The same topic could be expressed as a different question type:**

Do the advantages of supermarkets outweigh the disadvantages?

Are these advantages or disadvantages of supermarkets?

1 They are cheap.
2 There are many different products.
3 You often need a car to get there.
4 You don't usually meet your friends there.
5 Food is usually fresh.
6 There are sometimes queues at the checkout.
7 There is plenty of free parking.
8 Small shops lose their customers.

WRITING AN INTRODUCTION

It is important to begin your essay with a clear introduction.

An introduction **should** contain:
- background information about the topic or a description of the present situation. (*Nowadays you can find a supermarket in every town.*)
- a brief plan of your essay. (*I will consider both sides of the argument and give my own view.*)

An introduction **may** also contain:
- your opinion. (*I think there are too many supermarkets.*)

An introduction **should not** contain:
- your main points for or against. (*Supermarkets give jobs to local people.*)
- supporting evidence for the points. (*In my city in China we have five different supermarkets.*)

06 **Which of these, A or B, is the better introduction for the essay topic in exercise 5? Give reasons.**

A I totally agree that the advantages of supermarkets outweigh the disadvantages. There are many benefits – cheap prices, plenty of choice, late opening hours, and only a few drawbacks. In this essay I will explain my opinion.

B Nowadays you can find a supermarket in every town. There are often several to choose from and there is strong competition between them. This clearly has many benefits, but there are some drawbacks too. I will consider both sides of the argument and give my own view.

07 **Study the information about introductions in the box above, and then read the following Part 2 question and a student's introduction. What are the good and bad things about this introduction?**

Some people think shopping online is better, while others prefer going to the shops. Discuss both these views and give your own opinion.

Online shopping has increased in popularity over the last few years. People now shop for a wide variety of items on websites. Other people still prefer going to the shops to buy things. There are a lot of reasons why online shopping is growing. One of them is that there is a wider choice of items. In this essay, I will consider each of these opinions and give my own view.

08 Check the notes below. Did you find the same points?

Online shopping has increased in popularity over the last few years. People now shop for a wide variety of items on websites. Other people still prefer going to the shops to buy things. There are a lot of reasons why online shopping is growing. One of them is that there is a wider choice of items. In this essay, I will consider each of these opinions and give my own view.

✓ Background / current situation.

✗ Uses almost the same words as the questions — should have used different words.

✗ Main point – shouldn't be in the introduction.

✓ Gives a brief plan of the essay, but no personal information.

09 Write a three-sentence introduction to this question.

A 'cashless society' is one where people use debit/credit cards and other forms of payment instead of cash. Do the advantages of a cashless society outweigh the disadvantages?



DEVELOPING AN ARGUMENT

10 Match the main points (1–4) with the supporting evidence (a–d).

To write a well-developed argument you need to include main points and examples which support them.

Main points

1 Supermarkets are often in competition with each other.
2 Supermarkets keep increasing the range of services they offer.
3 Supermarket chains also offer online grocery shopping.
4 Shopping can be an enjoyable and social experience.

Examples / evidence

a You can sometimes get free delivery on some days of the week.
b When I was a child, my mother enjoyed talking to shopkeepers and neighbours while she was shopping.
c Some supermarkets will refund money if the same goods cost less at another supermarket.
d You can now buy insurance and foreign currency at large supermarkets.

11 Can you think of examples which support these main points?

1 Supermarkets provide jobs for local people.
2 Large supermarkets can offer a large choice of products.
3 Some large supermarkets offer loyalty cards.

STUDYING A MODEL ESSAY

12 **Read the essay question and answer the questions below.**

Small, independent shops will have no place in the future. To what extent do you agree with this statement?



1 Do you agree or disagree?
2 Note down a few points which support your opinion.

13 **Read the essay. Were any of your points made?**

MODEL ANSWER

Many people now do most of their shopping online or in large supermarkets. Many small, family-run shops do not have enough customers to survive. Some people believe that this is going to happen more and more in the future. However, my view is that there will always be a place for smaller shops.

There are many disadvantages to shopping online. Sometimes you have to wait for delivery for several days and sometimes the goods are not what you want. I often have to return clothes and other items because the size or colour is wrong for me. Supermarkets, too, have their drawbacks. The goods are all the same everywhere. For example, if you buy a coat from a supermarket, you will probably meet other people with exactly the same one.

Small, independent shops are more interesting places to shop. You can find unique items which other people will admire. I have a friend who collects antiques and he finds them in local shops, not supermarkets or websites. Some small shops specialise in one area, which is very useful. For instance, in music shops, the staff are very knowledgeable about music and instruments. You can get advice about what to buy. Finally, small, local shops give character to a town. In my parents' village there are a few shops selling boating equipment, which suits the place as it is near the sea.

I strongly believe that there will always be a place for small shops. However, the owners will need to make sure they sell different things from the supermarkets and keep their shops interesting.



14 Complete the essay plan.

PARAGRAPH 1: Introduction
Current situation
Opinion

PARAGRAPH 2
Main idea 1: There are disadvantages to shopping online
Supporting evidence: Wait for delivery, goods not what you want
Main idea 2: Supermarkets have drawbacks
Supporting evidence: a) _____

PARAGRAPH 3
Main idea 1: Small shops are interesting
Supporting evidence: b) _____
Main idea 2: Small shops specialise
Supporting evidence: c) _____
Main idea 3: d) _____
Supporting evidence: Boating equipment shops in parents' village near sea

PARAGRAPH 4: Conclusion
Briefly summarise your opinion

15 Find the following in the essay.

1 two expressions for giving opinions
2 two expressions for introducing examples
3 an expression to show it is the last point
4 two different future forms
5 two more linking expressions

EXAM SKILLS

16 Write an essay on the following topic.

In the future, the main reason for going to the shopping mall will be for entertainment, not to shop. Do you agree or disagree?

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

Write at least 250 words.

You may use some of the following ideas or your own ideas.

- Most people shop online.
- People enjoy shopping at malls with friends.
- Malls have cinemas, bowling alleys, restaurants.
- Malls have plans for even more entertainment facilities.
- At the mall you can try on clothes and get advice on products from shop assistants.
- Shops and entertainment are under one roof.

Remember to:

- organise your ideas into four paragraphs
- for 'agree or disagree' questions, give your opinion in the first paragraph
- consider both sides of the argument
- use examples to provide supporting evidence
- use linking expressions
- use future forms.

UNIT / 05: CONSUMERISM

LISTENING



IN THIS UNIT YOU WILL LEARN HOW TO

- answer multiple-choice questions (3 options)
- identify 'distractors'
- recognise paraphrase and synonyms.

LEAD-IN

01 Match the places in the box with pictures A–E.

coffee shop | department store | outdoor market | shopping centre | supermarket

A



B



C



D



E



02 Listen to three short recordings. Which place, A–E, is each speaker talking about?

40

1 _____ 2 _____ 3 _____

SECTION 2 OF THE LISTENING TEST

Section 2 of the Listening test is a little more difficult than Section 1. You will hear a recording spoken by one speaker, or mainly one speaker, on a topic of general interest.

You have to listen for information about important details or facts on the recording, usually without the help of another speaker's questions to guide you.

You hear the recording in two parts and there are questions on each part.

IDENTIFYING DISTRACTORS

Distractors are words and phrases on the recording that are incorrect answers to a question. Identifying distractors helps you to choose the correct answer and shows that you have understood the recording.

03 41 **Listen to four short recordings and answer questions 1–4 in the table below. Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.**

Questions	Distractors
1 The new sport shop is going to be located in the _____ of the town.	5 _____ 6 _____
2 What does the tour guide recommend they buy? _____	7 _____ 8 _____
3 The shopping centre opens at _____ o'clock on Sundays.	9 _____ o'clock 10 _____ o'clock 11 _____ o'clock
4 What is the most popular product in the shop? _____	12 _____ 13 _____

04 41 **Listen to the recordings again. Write the distractors in the second column of the table (questions 5–13).**

Can you remember the exact words which told you what the correct answer was?

RECOGNISING PARAPHRASE AND SYNONYMS

The words the speakers use on the recording are often different to the words in the questions. Often, you will hear a *synonym* (a word with the same meaning or a similar meaning) or a *paraphrase* (a group of words with a similar meaning, or the same thing expressed in a different way).

05 **Match the words and phrases 1–6 with their synonyms or paraphrases a–f.**

1 a good selection	a in one building
2 at the weekend	b photograph
3 shoes	c on Saturday and Sunday
4 under one roof	d footwear
5 walk	e a wide choice
6 picture	f go on foot

MULTIPLE-CHOICE QUESTIONS

In this type of task, you choose the correct answer from three options, A, B or C.

There are two types of multiple-choice question:
- a question followed by three possible options
- an unfinished statement followed by three possible endings.

You must only answer A, B or C on the answer sheet because there is only ever **one** correct answer.



06 **Read the question and match the underlined words with paraphrases 1–3.**

1 What kind of T-shirts does the man sell most of?

A T-shirts with a picture on them
B T-shirts with words on them
C plain T-shirts

Paraphrases

1 nothing on them
2 writing on them
3 photograph on them

42 **Then listen and choose the correct answer, A, B or C.**

07 **Read the question and identify the key words. Then choose the correct paraphrase for each option A–C.**

2 The writer will arrive at

A 12.00 pm.
B 2.15 pm.
C 3.30 pm.

Paraphrases

A midnight / noon
B quarter to two / quarter past two
C half past three / half past four





43 **Then listen and choose the correct answer, A, B or C.**

08 **Read the question and identify the key words. Then look at synonyms 1–3. Which ONE is incorrect? Why?**

3 What does the woman complain about?

A the staff
B the litter
C the food

Paraphrases

A the customers
B the rubbish
C the lunch

44 **Listen and choose the correct answer, A, B or C.**

Then listen again and explain why the other options are wrong.

EXAM SKILLS

09 Follow the advice below and answer the questions.

45

- First identify the key words in the questions.
- The questions follow the order of the recording, but the options A, B and C might not.
- Listen for the key words in the questions, or words with a similar meaning.
- Be aware of distractors – think about the whole meaning of the sentences you hear. Don't choose an option just because you hear words from it on the recording.

*Listen and choose the correct letter, **A**, **B** or **C**.*

1 The Shopping Tour bus is outside
- **A** the theatre.
- **B** the train station.
- **C** some cafés.

2 Nowadays the theatre is popular because of
- **A** its modern architecture.
- **B** its music performances.
- **C** the famous actors that appear there.

3 The shopping tour will begin at …
- **A** 9.10.
- **B** 9.30.
- **C** 9.45.

4 What can people buy in Market Place today?
- **A** souvenirs
- **B** fruit and vegetables
- **C** clothes

5 The main purpose of the visit to the Regional Food Centre is
- **A** to have a meal.
- **B** to buy local fruit juices.
- **C** to taste cheeses from the region.

6 At the Fashion Fair, how will people on the tour know which building the footwear is in?
- **A** It is a red building.
- **B** It has a green roof.
- **C** It has blue doors.

