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CAMBRIDGE OFFICIAL PREPARATION MATERIAL

MINDSET FOR IELTS

STUDENT'S BOOK 3

WITH Testbank AND ONLINE MODULES

An Official Cambridge IELTS Course

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MINDSET LEVEL 3 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, after working in a number of countries, put down his teaching roots in his home city of London. He trained, qualified and began working as an IELTS Examiner in both Writing and Speaking at International House in 2012, and continued doing so after his move to Cambridge in 2013. Since then, he has been teaching at an international college, at various times managing the English 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 university or use English as a medium of instruction. He has a particular interest in Intercultural Rhetoric, and the way in which it impacts on writing skills.

Greg would like to thank Simon Williamson for his stimulating editorial counsel, Neil Holloway as the *Mindset* all-seeing eye, and Alice and Billy for being so understanding when deadlines loomed.



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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, Republic of Korea, Italy, Indonesia, Sri Lanka, Kazakhstan, Greece, Russia, Spain

HOW DOES MINDSET FOR IELTS WORK?

AVAILABLE AT FOUR LEVELS

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

CORE MATERIAL

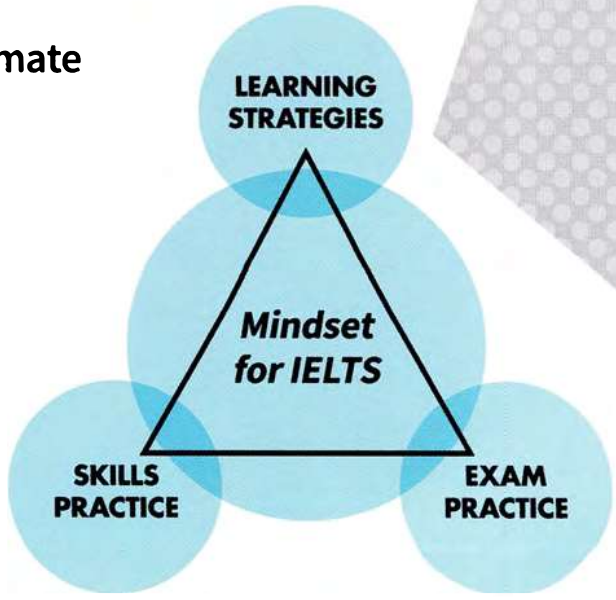
- Student's Book (print and digital).
- Online skills modules for Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

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

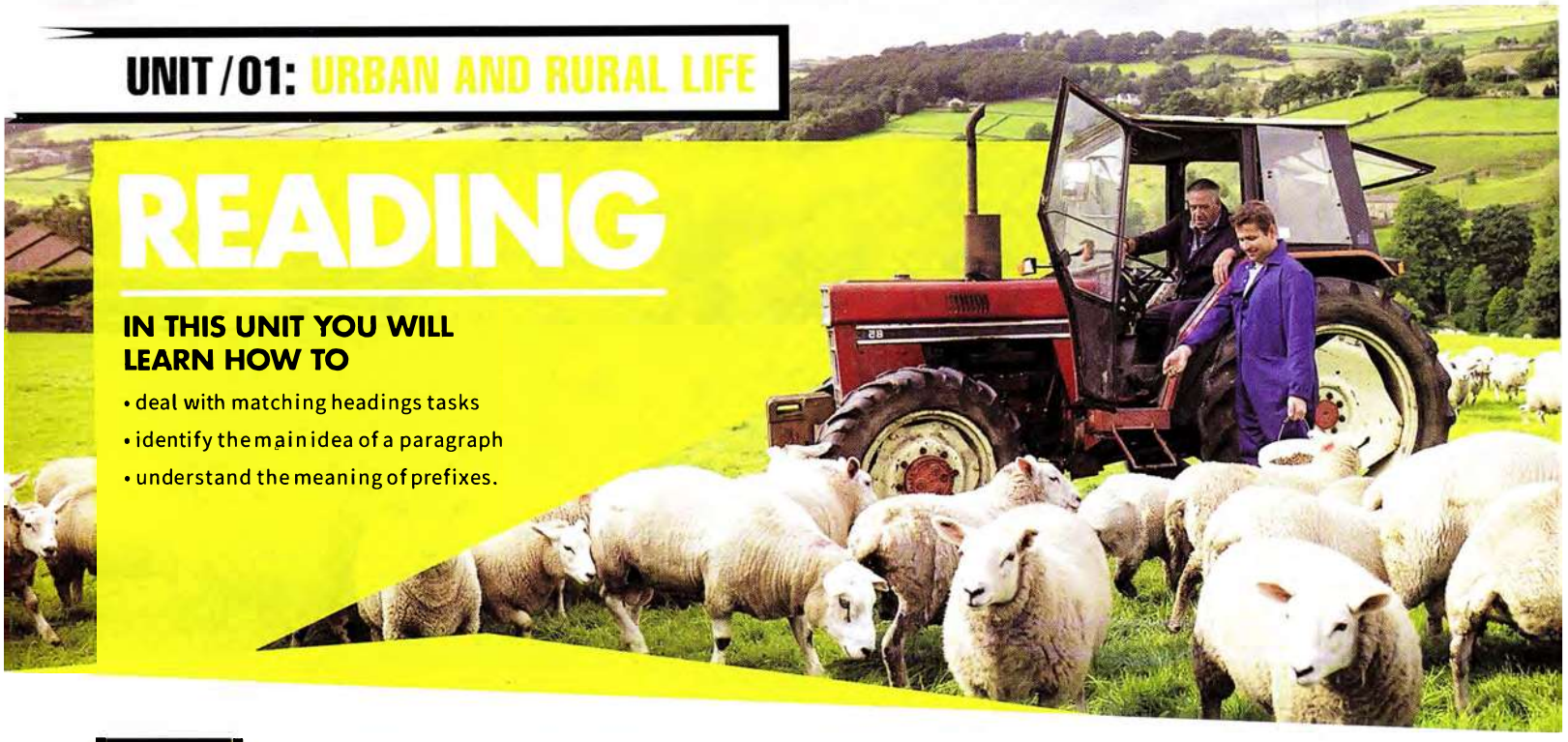
Plus modules focus on common areas of weakness and are suitable for all first languages.

PLUS

- Speaking
- Writing

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

READING

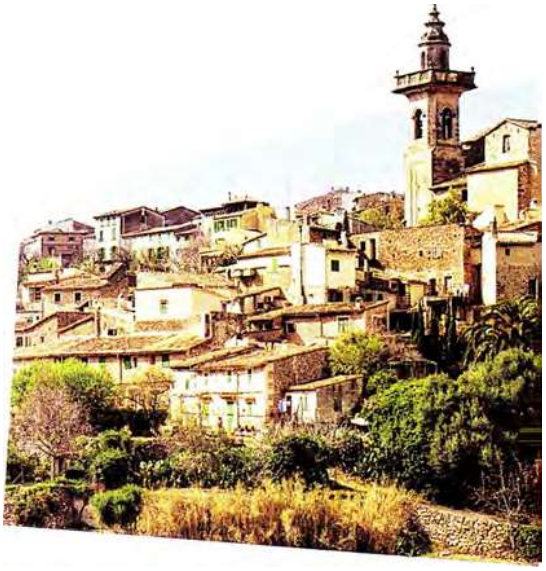


IN THIS UNIT YOU WILL LEARN HOW TO

- deal with matching headings tasks
- identify the main idea of a paragraph
- understand the meaning of prefixes.

LEAD-IN

0 1 **Read the paragraph below about the island of Mallorca. With a partner, discuss why some of the underlined nouns are preceded by *the*, and others have no article. Do you know any other article rules for geographical features?**



Mallorca, the biggest of the Balearic Islands, is situated in the Mediterranean Sea, some 300km from the Valencian coast of Spain, and is an exciting mix of urban energy, rural adventure and coastal calm. Although it isn't popular with the Spanish as a tourist destination, it annually welcomes people from all over Europe (particularly from the United Kingdom, France and Germany), who may head for Alcudia Beach, or go hiking in the Tramuntanas, a mountain range that runs from the northeast to the southwest of the island. The busy capital city, Palma de Mallorca, contrasts entirely with the traditional rural towns and villages in the heart of the island, such as Algaida or Binissalem.

0 2 **Think of a geographical area in your country and write a short paragraph like the one above, paying special attention to the correct use of articles. Swap your paragraph with a partner and correct each other's work where necessary.**

MATCHING HEADINGS

0 3 **Look at this title and discuss with a partner what you might expect to read in the passage.**

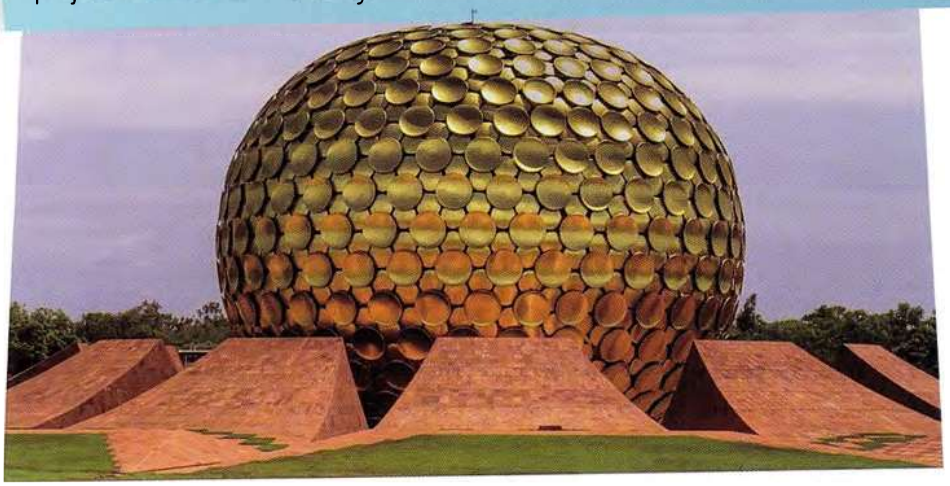
The World's Most Unusual Towns and Cities

This type of task requires you to choose a heading which correctly summarises the whole paragraph. Often, it is possible to find one sentence in a paragraph which conveys the main idea – this is known as the *topic sentence*.

The topic sentence can frequently be found at the start of the paragraph, but can appear in the middle, or even at the end. Sometimes a paragraph may not have one single, clear topic sentence at all, and the main idea can only be understood by reading the paragraph in full.

04 **Read the first sentence of a paragraph about the city of Auroville, India. It is the topic sentence. Which of the three options seems to be the most likely heading? Why?**

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity.



A The reason why attempts to create the perfect city always fail
B An urban ideal designed for an imperfect world
C A conflict between reality and imitation

05 **Read the full paragraph and check your answer.**

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity. It has no government, no one owns any property, and money rarely, if ever, changes hands. There is no leader and rules do not exist. While most experiments at creating the perfect city do not meet with success, the majority of Auroville's residents believe their city to be an exception. Although its critics point to the fact that levels of crime have been creeping up for some years now, its citizens choose to remain there, still believing in its utopian dream, still following its path towards a better world.

TIP 05

The heading you want will probably not use the same words as those which appear in the paragraph, but will paraphrase the ideas.

06 **Read this opening sentence about Longyearbyen. Which heading seems to fit this sentence best?**

Longyearbyen, Norway, holds the record for being the furthest north city in the world, boasting the world's most northerly school, airport and university.

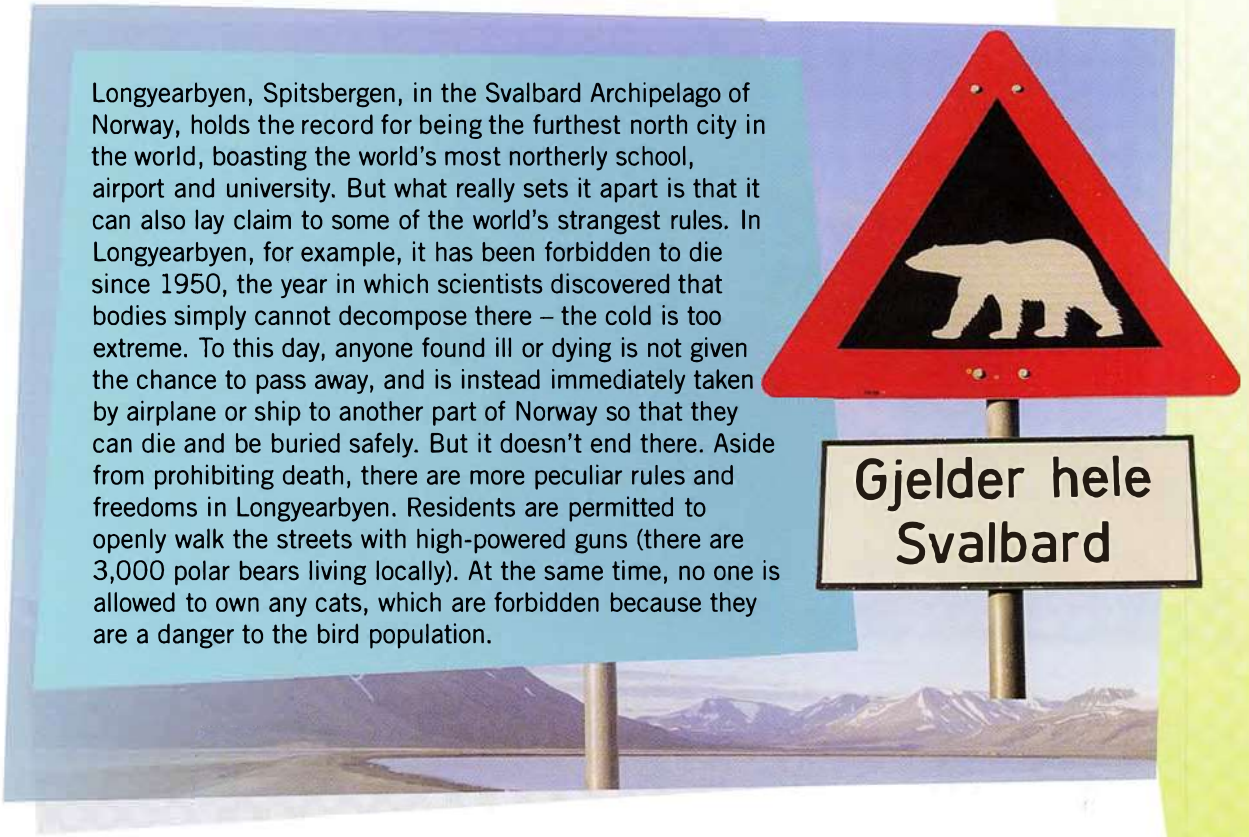


A An unwelcoming place to die
B A city at the top of the world
C An unusual approach to regulation

TIP 06

Be careful: sometimes the first sentence of a paragraph seems to fit entirely with one particular heading. However, don't be caught out – you still need to check by reading the whole paragraph.

07 **Now read the full paragraph and think about the overall message of the paragraph. Which heading now best fits the paragraph?**



Longyearbyen, Spitsbergen, in the Svalbard Archipelago of Norway, holds the record for being the furthest north city in the world, boasting the world's most northerly school, airport and university. But what really sets it apart is that it can also lay claim to some of the world's strangest rules. In Longyearbyen, for example, it has been forbidden to die since 1950, the year in which scientists discovered that bodies simply cannot decompose there – the cold is too extreme. To this day, anyone found ill or dying is not given the chance to pass away, and is instead immediately taken by airplane or ship to another part of Norway so that they can die and be buried safely. But it doesn't end there. Aside from prohibiting death, there are more peculiar rules and freedoms in Longyearbyen. Residents are permitted to openly walk the streets with high-powered guns (there are 3,000 polar bears living locally). At the same time, no one is allowed to own any cats, which are forbidden because they are a danger to the bird population.

08 **Underline the main topic sentence in the paragraph.**

09 **Read the first sentence of the next paragraph about Marloth Park in South Africa. Find words or phrases that correspond to the underlined words in the headings A–C below.**

Despite the fact the town of Marloth Park is close to the Kruger National Park, one of the largest game reserves in Africa, and despite the constant threat of visits from wild animals such as lions and hippopotamuses, its anxious residents are not allowed to build fences around their houses to keep out their neighbours.

A An unusual approach to regulation
B Dealing with the occasional dangers of the wild
C Where humans and animals cautiously co-exist

10 **Now focus on the adverbs and adjectives in the headings. Which heading is no longer a possible answer?**

A An unusual approach to regulation
B Dealing with the occasional dangers of the wild
C Where humans and animals cautiously co-exist

TIP 10

Pay particular attention to adjectives and adverbs in headings and texts, as they may help you to eliminate an incorrect heading immediately.

11 Read the rest of the paragraph and decide on your answer.

In fact the only fence permitted in the town was built by the local authority, interestingly, with the aim of keeping humans out of the park, rather than containing the animals inside. Consequently, it is not unusual to see giraffes or elephants causing traffic jams, for example, and even predator attacks on humans are unnervingly common – a lion was recently said to have mauled and eaten an escaping burglar. Yet even after this, while some residents then called for all lions to be rounded up and shot, others suggested that they be allowed to walk the thoroughfares as a type of crime control, after an increase in the number of burglaries. Everywhere in Marloth Park, a wary understanding exists between man and beast.

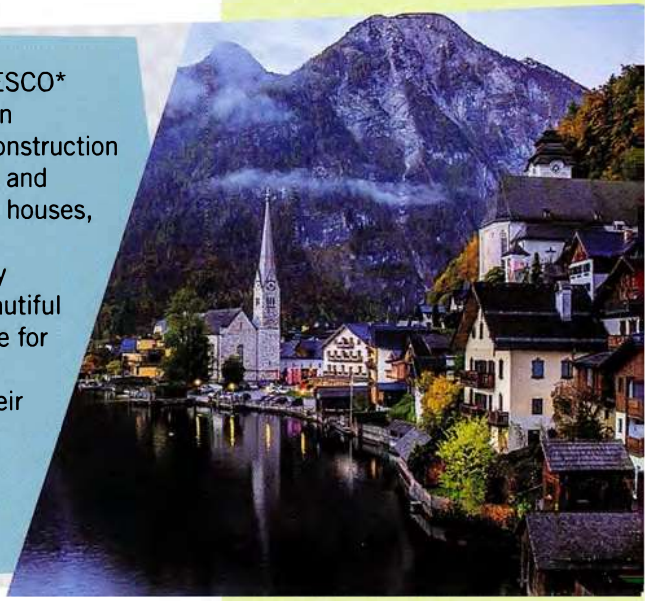


12 Identify the main topic sentence in the paragraph.

13 Some paragraphs have no clear topic sentence. Read this paragraph and make notes about its main idea.

The real Hallstat is in Austria and is proud to be a traditional UNESCO* World Heritage Site. The Chinese Hallstat is a carbon copy, built in Guangdong province, China, by a millionaire who sponsored the construction of the imitation town. It cost approximately $940 million to build, and looks exactly like the real Hallstat, all the way down to its wooden houses, its narrow streets, and its funicular railway. When the residents of Austria's Hallstat (including the mayor) were invited to visit it, they expressed pride that their town was considered so improbably beautiful that it had been reproduced in its entirety, but they still had cause for complaint. Originally, the Chinese company had promised to meet with the Austrian residents to confirm that they were happy for their homes to be copied; instead, they simply sent their employees to Austria to take photos, and they returned home to China without speaking to a single resident of the original Hallstat.

** United Nations Educational, Scientific and Cultural Organization*



14 Use your notes to help you choose the correct heading.

A A conflict between reality and imitation
B The importance of official recognition
C The result of encouraging wider investment

PREFIXES

15 Identify the prefixes in the underlined words. Then work out a general meaning for each.

A An unusual approach to regulation
B An urban ideal designed for an imperfect world
C Where humans and animals cautiously co-exist

16 With a partner, think of some words that begin with the prefixes in the box. Then discuss what the general meaning of each prefix is.

post-	for-/fore-	sub-	multi-	anti-	mis-	non-	pre-	over-	under-

17 Using the correct prefixes from the box above, change the words in CAPITALS into the correct forms.

A The tourist brochure for Marloth Park ensures that visitors are WARN about the wild animals they may encounter walking the streets.

B One thing you can always be sure of in Longyearbyen – the cemeteries will never be POPULATE.

C The residents of Hallstat believed that they would be consulted by the company building a copy of their town – but it turns out they were INFORM.

D Auroville was founded according to a(n) GOVERN system of rules and beliefs.

EXAM SKILLS

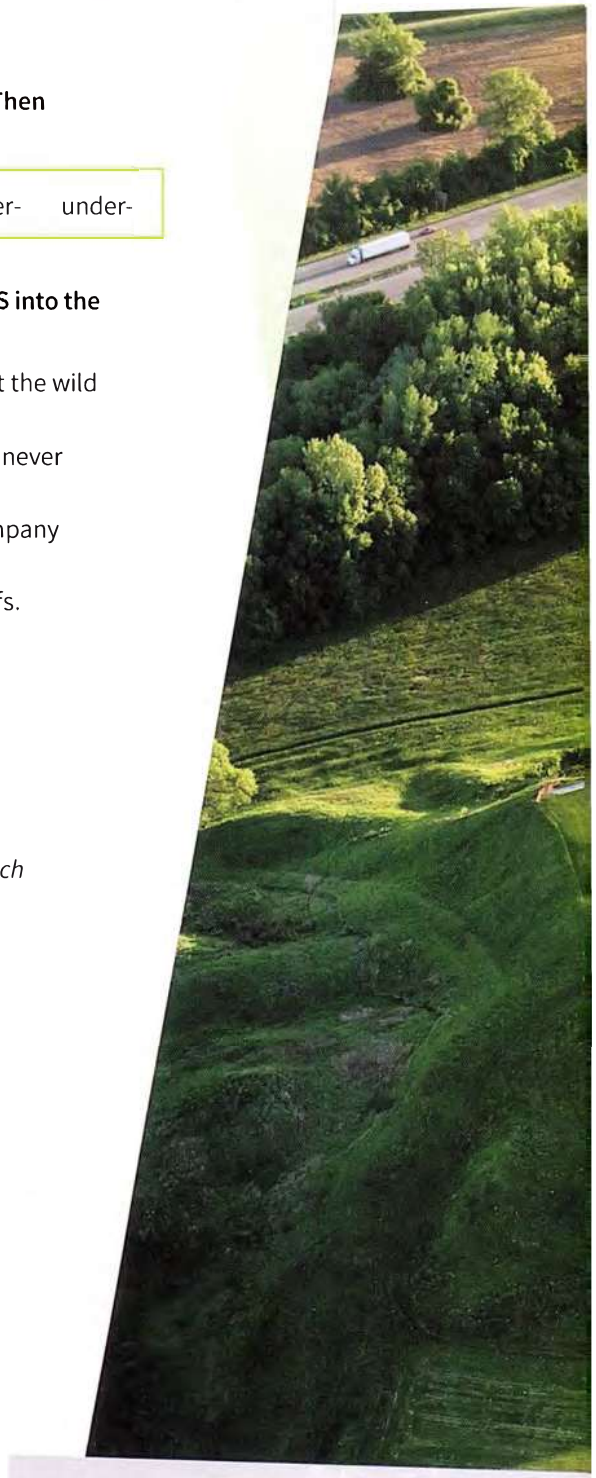
18 Read the passage and answer questions 1–6.

*The Reading passage has six paragraphs, **A–F**. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, **i–viii**.*

1 Paragraph **A** _____
2 Paragraph **B** _____
3 Paragraph **C** _____
4 Paragraph **D** _____
5 Paragraph **E** _____
6 Paragraph **F** _____

List of headings

i The benefits of collaboration
ii A forerunner of the modern metropolis
iii A period of intense activity and plans completed
iv A clear contrast between then and now
v The rise and mysterious decline of Cahokia
vi An archaeological theory to explain Cahokia's development
vii The light and dark of archaeological finds
viii A city completely unlike any of its contemporaries





CAHOKIA – ANCESTOR OF TODAY'S CAPITAL CITIES

A A thousand years ago the Mississippians, a diverse group of Native Americans who lived in the area which is today known as the south-eastern United States, took a small village on the Mississippi River and turned it into one of the world's first great urban centres. Cahokia, as it has been called by archaeologists, became as large as London was in the 11th century, and some would argue that it was just as forward-looking and prosperous as its European equivalents. Sophisticated, cosmopolitan and ahead of its time, Cahokia was at the heart of ancient society in North America; an ancestor of today's capital cities.



B In one respect in particular, Cahokia was quite unusual compared to other cities around at the same time. Archaeologists working on the site have found enough evidence over the past fifty years to conclude that, at a certain time, around 35% of the population were not from Cahokia at all; it seems that many of the tribes that lived all along the Mississippi River at some point began to relocate to Cahokia. These researchers have been unable to find more than a handful of other examples of such relocation of tribes, but they do know that something about Cahokia attracted thousands of people to this regional centre. And that, they postulated, appears to have been thanks to a small group of planners who one day decided to redesign the entire village.

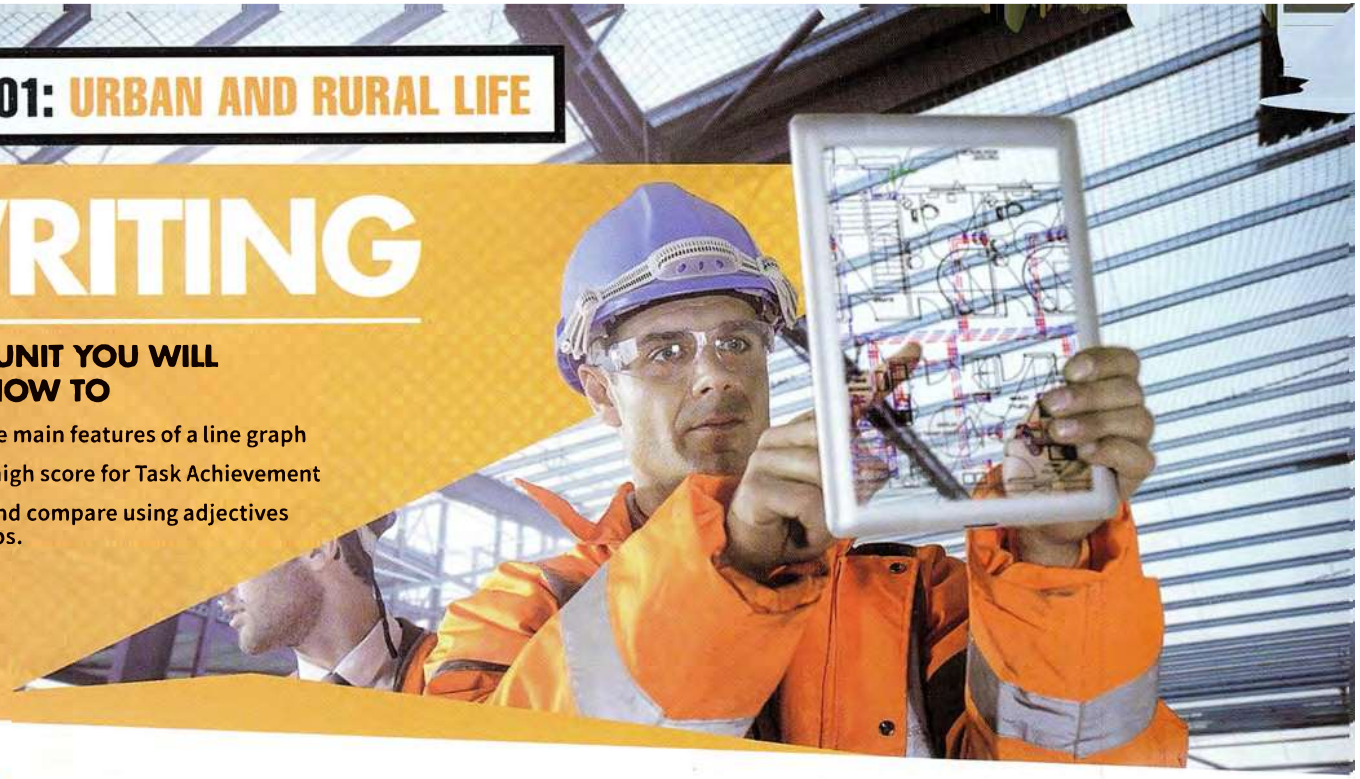
C After the redesigns of the village were put in place, the Native Americans at Cahokia worked with tireless determination to carry them out. Over the course of a few decades, they transported huge volumes of soil from the nearby countryside to create 120 huge mounds of earth, the biggest of which rose to one hundred feet. On top of these, they built a vast urban environment, complete with a vibrant town centre, municipal buildings, and a fifty-acre plaza at the foot of the biggest mound. What makes it even more impressive to our modern imaginations is that, with no machinery then, they used their bare hands and woven baskets to dig up and carry the soil from the surrounding regions back to their city-in-waiting. Eventually, after these efforts, the vision of the city planners was fulfilled, but even they could not have predicted how popular Cahokia would become.

D From this period on, Cahokia was alive with intense activity, and grew in size every year, partly because of the co-operation between the residents. While the men busied themselves with manual work, like constructing new buildings, or hunting and fishing in the forests and rivers within a day's walk of the city, the women made sure that the fields stayed healthy and grew crops, and the homes were kept clean. In many ways, it seems to have been the ideal place to live, and one with an exciting and prosperous future ahead of it. And yet, having become a major population centre around AD 1050, by 1350 it had been almost completely abandoned. Somewhere in the course of 300 years, something happened to Cahokia to cause this, but it is an enigma that even archaeologists or historians themselves struggle to resolve.

E This rather curious state of affairs exists today because researchers have never found a single piece of evidence that can conclusively explain why the residents left. Academics who have studied other Native American sites have always found weapons of war buried deep underground. And yet, the bows, arrows and swords that littered the ground at these other sites were nowhere to be seen at Cahokia. Other factors, such as disease or colonisation from European invasion, do not seem to be possible in this case, as common as they were elsewhere at that time. The absence of definitive theories as to Cahokia's decline is highly unusual, but then again, Cahokia was no ordinary city and perhaps comparisons with other urban centres of the time cannot be made.

F While academics remain bemused as to why the residents fled the city, we can still marvel at the individual artefacts that archaeologists have discovered: the jewellery worn, the pots used to cook in, the small workshop at the base of one of the mounds. That said, there is also a more unpleasant side to their investigations. Human sacrifice, it seems, was a common fact of life in Cahokia; even if we cannot be sure whether this was for religious or for other reasons, we can have no doubt that it happened frequently. The bodies of hundreds of people, mostly young women, have been found buried in mass graves, and the way in which they died was often horrific. A sombre reminder that even 'advanced' city states had their shadowy sides.

WRITING



IN THIS UNIT YOU WILL LEARN HOW TO

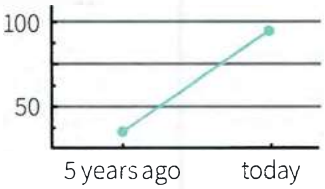
- identify the main features of a line graph
- achieve a high score for Task Achievement
- describe and compare using adjectives and adverbs.

LEAD-IN

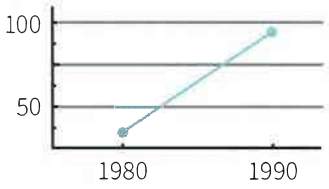
01 **Using the verb *to grow* and the adverb *rapidly*, complete the sentences to describe the information in the graphs. Focus on the correct verb tense in each case, bearing in mind the time phrases you are given and the dates in the graph.**

1 Since five years ago, sales have grown rapidly to 90,000.
2 Between _____ to 90,000.
3 From 2020 to 2030 _____ to 90,000.
4 By the year 2000, _____ to 90,000.
5 By the year 2020, _____ to 90,000.

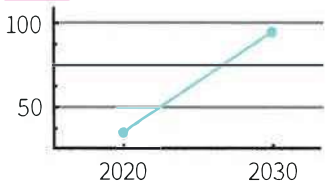
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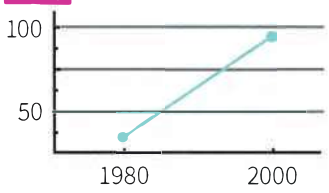
2



3



4



5



02 **With a partner, make correct sentences using a verb from column 1, an adverb from column 2 and a time phrase.**

Example:

Student A: *increase, slowly, by the year 2000*

Student B: *By the year 2000, it had increased slowly to 90%.*

Verb	Adverb	Time phrase
increase	dramatically	by the year 2000
decrease	slowly	from 1995 to 2000
fall	sharply	for the next ten years
rise	consistently	between 2010 and now
climb	gradually	by the year 2030
drop	steadily	since 2016

TASK 1 – TASK ACHIEVEMENT

Task Achievement (TA) is the mark you get for how well you answer the question. There are a number of common mistakes that prevent candidates from getting a high score in TA. These are:

- not including an overview statement
- misreporting data
- not highlighting key information or trends
- not including enough or any data
- speculating or giving an opinion about why changes have occurred
- using an inappropriate tone
- writing fewer than 150 words
- not including a final summary or concluding paragraph, or producing one which doesn't summarise the main features.

TIP 03

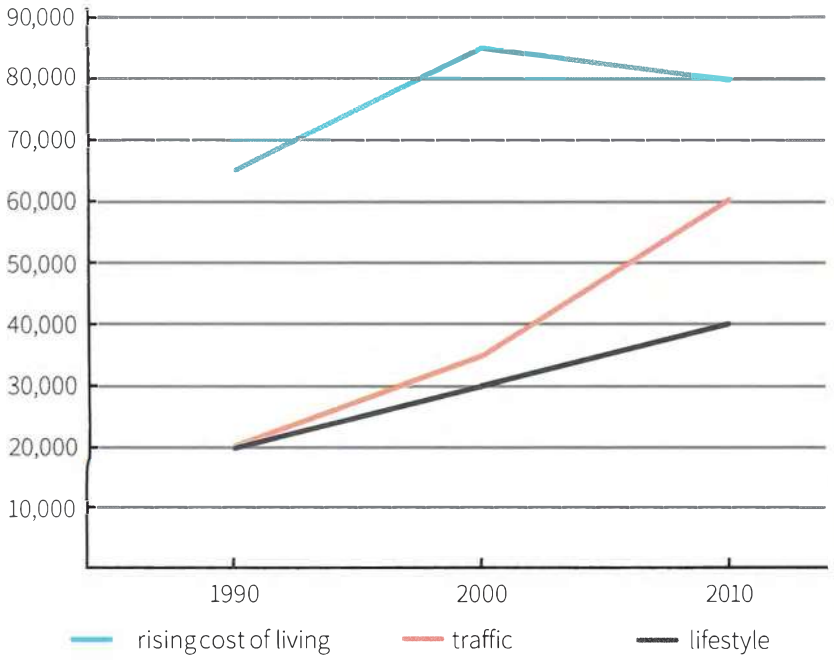
As you look at a graph/table/chart for the first time, ask yourself:

- Are there any common trends in the graphical information?
- Does any of the information differ from the rest in an obvious and significant way? If so, how?
- Is there anything that two or more categories have in common?
- Is there anything that only happens once?

03 **With a partner, make notes on the main features in this Task 1 line graph.**

The line graph below shows the main reasons people gave for moving away from a particular capital city to the countryside.

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





04 **Look at this description of the line graph above. It would not get a good score for Task Achievement. Why not?**

Answer 1

The line graph illustrates the main reasons people gave for moving away from a capital city to the countryside.

The main reason was traffic. In 1990, 66,000 people left the city because of this, followed by 85,000 in 2000. 70,000 left in 2010, so it actually went down in those last ten years.

It was different for the other two reasons, which both started a lot lower than rising cost of living and both kept going up between 1990 and 2010. Subsequently, both categories saw large increases, with traffic first going up a lot between 1990 and 2000 and then even more clearly after that. Lifestyle went up to 30,000 initially, then up again until 2010.

05 **The description from exercise 4 has been rewritten, but there is still room for improvement. Read it and think about how it could be improved. Then match the teacher's comments (A–D) to the numbered sections (1–4).**

Answer 2

The line graph sets out the main motivations people expressed for relocating to the countryside from the city in the years 1990, 2000 and 2010. The overall trend for the period is of an increase in the numbers moving away from the city.

According to the graph, the main reason for relocation was the rising cost of living. In 1990, 65,000 people left the city because of this, then 85,000 left in 2000, then 80,000 people moved away in 2010, so it actually increased by 20,000 initially (between 1990 and 2000), before going down by 5,000 in those last ten years between 2000 and 2010 (**1**). This drop of 5,000 could have been because people generally had less money in 2010 than they did in 2000, so they couldn't afford to move. (**2**)

It was a different story for traffic and lifestyle. Both had the same number of city leavers at the start of the period. Subsequently, both categories saw increases, with traffic first going up by a large number between 1990 and 2000 and then even more steeply after that. Lifestyle leavers rose consistently over the whole period, going up to 30,000 initially, then up again to 2010. (**3**)

So, what does it all mean? For me, the answer is crystal clear. Overall, the graph shows that a huge number of people moved away from the city to the countryside in a twenty-year period. (**4**)

A Don't speculate – you shouldn't suggest reasons for any change. All you need to do is report what you can see on the graph.

B This section is too mechanical – avoid simply listing the changes to a single category like this. Focus more on highlighting the key figures and trends.

C Better – you have included a conclusion this time, but it doesn't really summarise the key features. Your tone here is inappropriate – it sounds like you're writing a magazine article. Remember to keep the tone more formal and scientific.

D This section makes its points more clearly but fails to include key data to demonstrate the points.

06 **With a partner, discuss which option works best as a summary/conclusion for this task. Give reasons.**

A To sum up, people left the city for three main reasons, all of which rose significantly between 1990 and 2000. Traffic changed the most rapidly, lifestyle changed the least, and rising cost of living was the only reason that went down.

B Overall, the graph suggests the number of people relocating to the countryside rose across the period. Cost of living was the main reason for relocation by some distance, despite a fall in numbers in the second half of the period. Traffic saw the greatest overall increase, with lifestyle seeing a relatively slow but steady rise.

C All in all, the rising cost of living rose from 65,000 to 85,000 and then 80,000, and was the highest of all three reasons. Traffic had the biggest increase from 20,000 up to 60,000, while lifestyle changed the least (20,000 / 30,000 / 40,000).

TIP 06

Don't include data in your conclusion – it is a summary of the trends shown in the whole graph, and you do not need to repeat specific information.

DESCRIBING CHANGES WITH ADJECTIVES AND ADVERBS

07 **Look at these notes that another candidate made for this line graph, which helped them to write a more effective description. Complete the sentences with the adjectives in the box.**

consistent	highest	joint-lowest	lowest	notable	overall	stable

Rising cost of living: the (1) _____ point of any reason in any year (85,000 in 2000); the only one to decrease (to 80,000 in 2010)

Traffic: greatest (2) _____ rise (40,000); most (3) _____ rise between 2000 and 2010 (25,000)

Lifestyle: Most (4) _____ and (5) _____ increase (only 20,000); remained the (6) _____ of all three reasons

Traffic and Lifestyle: (7) _____ in the first year presented (20,000 in 1990)

08 **Look at the following adverbs which describe the manner of change. With a partner, decide which ones would be inappropriate for a Task 1 answer.**

abruptly	amazingly	gradually	inconsistently
markedly	noticeably	predictably	progressively
sharply	shockingly	significantly	surprisingly
steadily			

TIP 08

This kind of task requires you to report the data objectively. Avoid using adverbs which give your subjective interpretation or opinion of the data, e.g. *worryingly*.

09 **For the adverbs in exercise 8 that are appropriate for a Task 1 answer, discuss how you would expect the line to appear on the graph.**

Example: steadily = *the line went up or down at a constant rate without many fluctuations*

10 **Change the underlined words in the sentences into the form given in brackets and then rewrite the sentences. The first one has been done for you.**

1 The category of 'Lifestyle' increased the most consistently and stably. (adjective + noun)
The most consistent and stable increase was seen in the category of 'Lifestyle'.
2 Traffic rose steadily as a reason for moving to the countryside between 1990 and 2000 … (adjective + noun)
3 … but then there was a marked increase between 2000 and 2010. (verb + adverb)
4 The number of people moving to the countryside for lifestyle reasons grew consistently across the whole period shown in the graph. (adjective + noun)

TIP 10

If your answer includes a range of structures, you can improve your score in another category, Grammatical Range and Accuracy (GRA), so vary your combinations (verb + adverb, adjective + noun). When using an adjective + noun combination, we can use the structure *There is/are* or verbs like *see* or *experience*. For example: *The figures saw a sudden fall in 2010.*

EXAM SKILLS

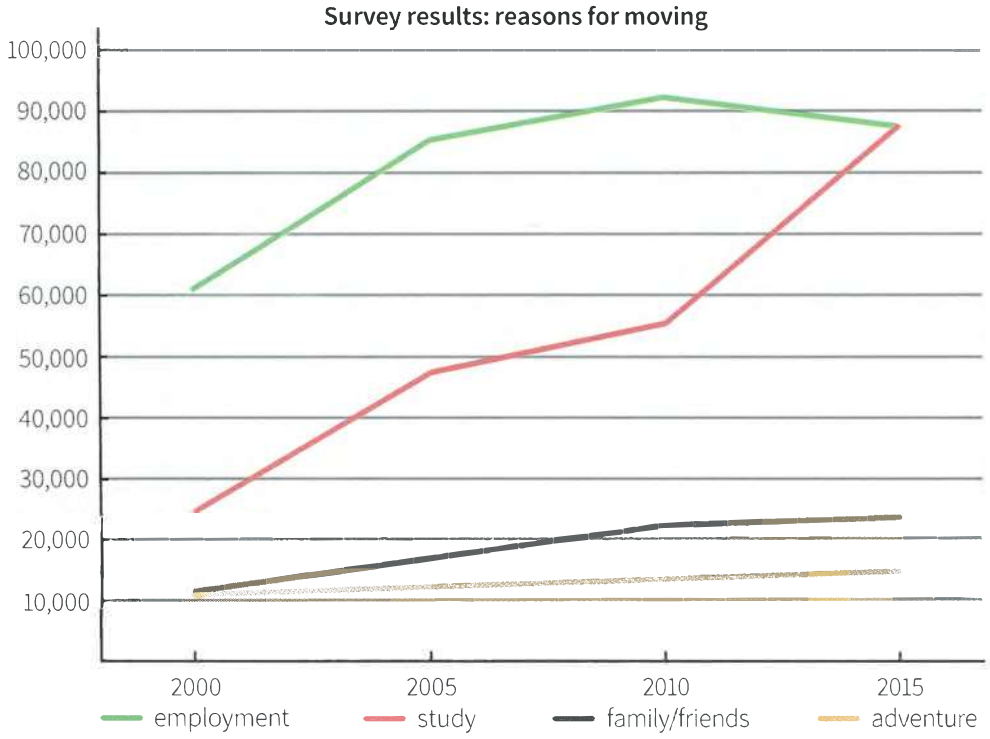
11 Use the information and language from this lesson to answer this Writing Task 1.

You should spend about 20 minutes on this task.

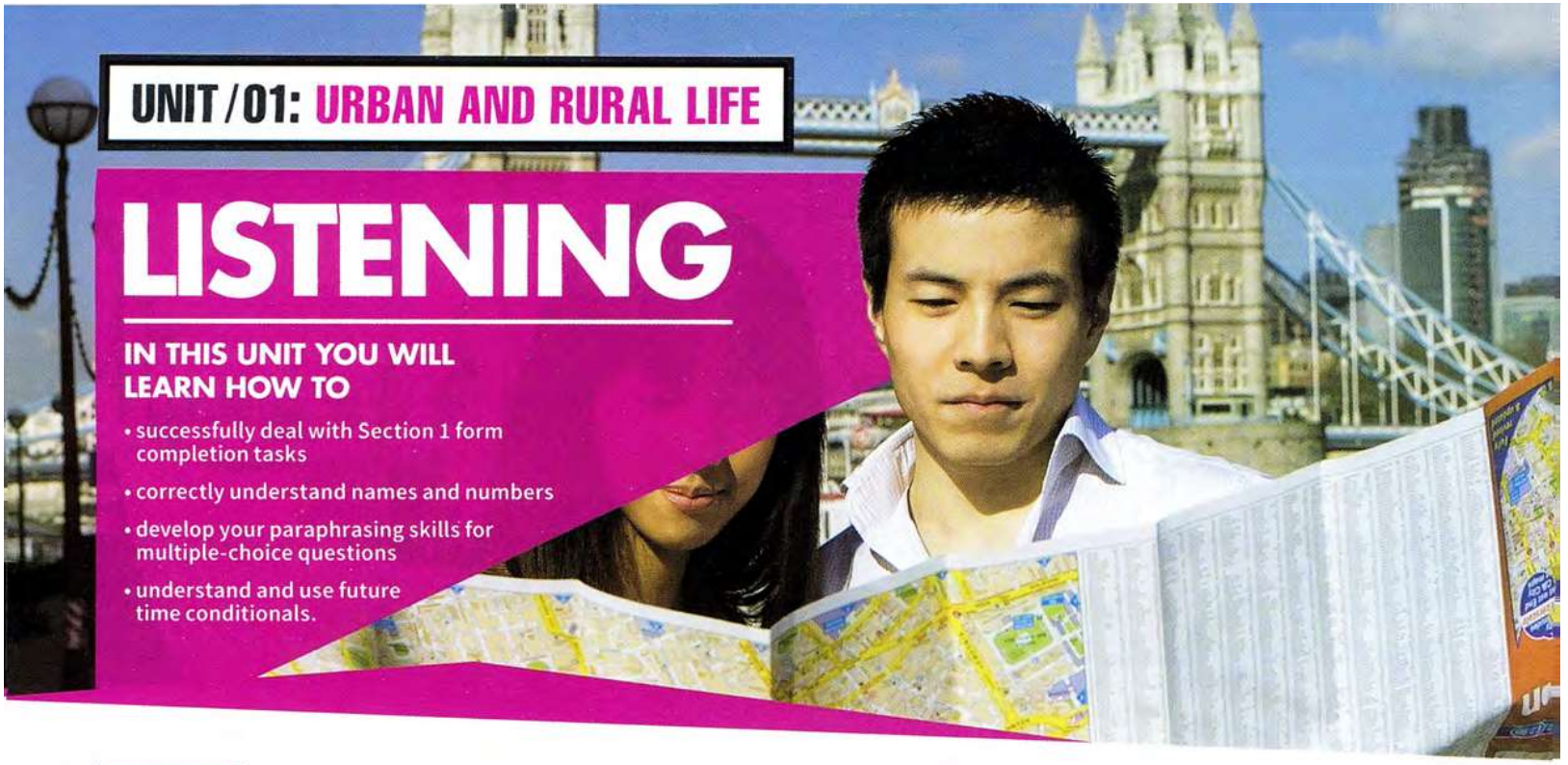
The line chart below shows the results of a survey giving the reasons why people moved to the capital city of a particular country.

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

Write at least 150 words.







UNIT 01: URBAN AND RURAL LIFE

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- successfully deal with Section 1 form completion tasks
- correctly understand names and numbers
- develop your paraphrasing skills for multiple-choice questions
- understand and use future time conditionals.

LEAD-IN

01 **Think of a city you would like to spend some time in. Discuss with a partner which options you would prefer and why.**

- A visit to a museum OR a stroll through the park?
- A city tour OR a sports event?
- An evening at a restaurant OR at the theatre?
- A day wandering around the shops OR exploring the backstreets?
- Seeing the city by day OR at night?

02 **Read these sentences that you might hear when deciding to go on a city tour. Look at each group of words in bold type. Decide which is NOT a synonym of the others and explain how it differs. In one sentence there are no synonyms.**

'As long as you (1) **book** / **select** / **reserve** your tickets online at least 24 hours in advance, you can get a special (2) **discount** / **reduction** / **bargain** of 10%.'

'Hi, my name is Lucy and I'm going to be your (3) **curator** / **presenter** / **guide** for today's visit of the Trumpington Tower Museum. Can I remind you that all (4) **visitors** / **explorers** / **guests** will need to show their tickets at the (5) **guard room** / **front desk** / **main entrance** as soon as they come in.'

'When the tour finishes, you will have some free time to (6) **explore** / **navigate** / **wander around** the town centre for 30 minutes. The tour bus will (7) **pick us up** / **collect us** / **let us on** at 15:45 in the town square, next to the monument, and it will leave on time, provided everyone is on board.'

UNDERSTANDING PARAPHRASE

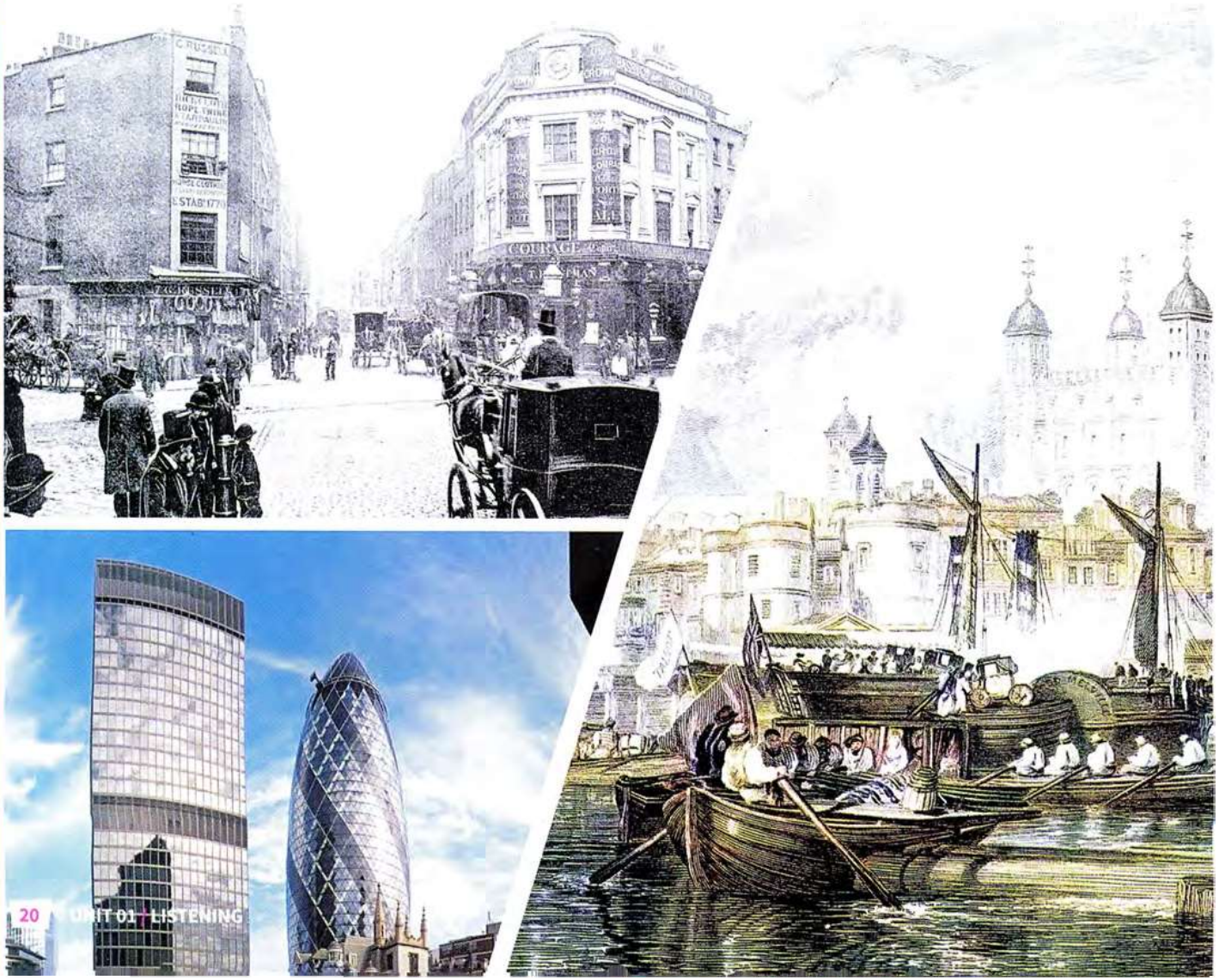
Many tasks in the IELTS Listening test test your ability to recognise *paraphrases* or *synonyms*. You need to be able to understand the key ideas in a question and listen for these ideas expressed in different words in the recording. However, the answers you write will *always* need to be exactly as you hear them – and must also be spelt correctly.

03 **Here is a section from the Museum of London Life website. What words might you expect to read in the gaps? Think of as many possibilities as you can. Are any of them paraphrases/synonyms of each other?**

LONDON – FROM COUNTRYSIDE VILLAGE TO URBAN METROPOLIS

HOME | ABOUT | PHOTOS | CONTACT

The Museum of London Life takes you on a thrilling journey from **1** _____ times in the city to modern-day life and beyond. Your trip through history begins with a look at how **2** _____ humans used to live when London was just open countryside. This is followed by a 'walk through the ages'. In every room you are surrounded by fascinating exhibits – images, photos, maps and all kinds of **3** _____ from years gone by. After you leave the here-and-now, when you have finished the **4** '_____ London' section, you will be transported into the final era – the **5** _____ century, to be precise – as you look at how the city might continue to evolve in the future.



04 **Listen to a guide talking to a group of visitors to the Museum of London Life and fill the gaps in exercise 3. Write ONE WORD AND/OR A NUMBER in each gap.**

02

05 **Listen again to the guide and read the script on page 206. Underline the words he uses to paraphrase the brochure.**

02

1 'thrilling journey from ancient times in the city to modern-day life and beyond'
2 'how prehistoric humans used to live'
3 'when London was just open countryside'
4 'surrounded by fascinating exhibits – images, photos, maps and all kinds of objects from years gone by'
5 'you will be transported into the final era – the 22nd century, to be precise'

FORM COMPLETION

Section 1 is the least difficult of the four parts of the Listening test and is often a form completion task. If you are aiming for a high score, it is important that you listen carefully from the first moment you hear somebody speak and try to get all ten marks for Section 1. After all, each question carries one mark, which is exactly the same as the later, more difficult sections.

06 **Look at the booking form. With a partner, consider what kind of information you expect to hear for each question.**

*You will hear an employee at the Museum of London Life taking a booking. Complete the form. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

MUSEUM OF LONDON LIFE Booking Form

See how Londoners lived from Prehistoric times through to the 22nd century.

Name: 1 _____

Address: 2 _____ Road, London, **3** _____

Telephone: 4 _____

Discounts: 4+ people: 10%

5 10+ people: _____ %

6 Students: _____ %

7 Students: 20% for groups of at least _____ people

Price for entry: 8 £_____

Special exhibition: 9 _____ London

Date of visit: 10 _____ July

07 **Listen and complete the form.**

03

08 **For each piece of information in the questions, which of the options would you NOT hear?**

1 410266 (part of a telephone number)
- A four, one, oh [*pause*] two, double six
- B four, one, zero, two [*pause*] two sixes
- C four, one, zero, [*pause*] two, six, six

2 18th century (period)
- A eighteen century
- B the eighteenth century
- C century eighteen

3 2012 (year)
- A two zero twelve
- B two thousand and twelve
- C twenty twelve

4 20/7/76 (date)
- A July the twentieth, nineteen seventy-six
- B twenty, seven, seventy-six
- C twentieth of seven of seventy-six

5 Baker-Jones (name)
- A B-A-K-E-R, hyphen, J-O-N-E-S
- B B-A-K-E-R, line, J-O-N-E-S
- C B-A-K-E-R, dash, J-O-N-E-S

6 £5.40 (price)
- A five pounds forty pence
- B five forty
- C five forty pence

7 museuminfo@history.org
- A museuminfo (one word) at history point org
- B museuminfo (one word) at history full stop org
- C museuminfo (one word) at history dot org

8 09.00
- A nine A-M
- B oh-nine A-M
- C nine in the morning

TIP 08

If you know the conventions for expressing information in English, you will avoid making a mistake with your answer. Make sure you practise:
- numbers (money, dates, years, telephone numbers)
- spelling of names (people, places, addresses, including email addresses), paying special attention to letters which represent problem sounds for your language

MULTIPLE CHOICE

For multiple-choice tasks, you will normally hear all three options mentioned in the recording in some way, but only one will answer the question.

The correct answer is often a paraphrase, so when you read the question stem and the possible answers, think about what can and can't be paraphrased. For example, if you have a question where all three options are proper nouns, you only need to focus on the key words in the stem, and how these might be re-phrased.

09 **Look at the questions and the options. Discuss with a partner whether the underlined words and phrases could be paraphrased in the recording, and how they might be said.**

Example: produce a document showing his booking
show his booking reference, provide a reservation print out

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

1 If James can't produce a document showing his booking, what does he have to show to collect his ticket?
- A his passport
- B his debit card
- C his smartphone

2 The museum employee most appreciates the way the museum
- A is designed.
- B talks about the city's inhabitants.
- C is involved in fundraising for the local community.

10 Listen to the recording and answer the questions in exercise 9.

04

11 Listen again and read the script on page 206. Make notes on the following.

04

1 The order in which the three multiple-choice options are mentioned
2 The words in the audio that correspond to each option

TIP 10

Don't write down the first piece of information that seems to fit the gap. Sometimes in the Listening test, the speaker will talk for longer than you might expect before the correct answer becomes clear. For example, a speaker may seem to confirm an answer and then change their mind.

GRAMMAR FOCUS: FUTURE TIME CONDITIONALS

12 Look at the sentences. With a partner, divide each sentence into two clauses and decide which part needs to happen first for the second to be the result (i.e. which part is the condition, which is the result).

1 I'll book tickets for that as well today, provided there is something special that I'm particularly interested in.
2 You'll get your tickets fine, as long as you can produce the payment card you bought the tickets with.
3 Once we leave the part of the exhibition called 'Contemporary London', we will move into the 22nd century.
4 Unless something dramatic happens, I should be working here for a long time.

13 Underline each future time word or phrase in exercise 12 that indicates the condition. Which of those words or phrases could be replaced by 'if' with no change to the meaning of the sentence?

14 Choose the correct answers from each pair of options to complete the rule.

Future time conditionals follow the same structure as the **first** / **second** conditional:
If + **present** / **past** simple, … / … *will* / *would* + **'to' infinitive** / **bare infinitive**

15 Imagine you are a tour guide taking tourists to a museum. Complete the statements to make sentences you might say to your tourists.

1 You can get a discounted ticket as long as …
2 Once everybody has bought their ticket, …
3 You won't get lost provided …
4 Now everybody is free to explore the museum. You can go wherever you like *as long as* …
5 Your bus back to the hotel will depart as soon as …
6 Do not touch or take photos of the exhibits unless …

EXAM SKILLS

16 **Listen and answer questions 1–9.**

05

Questions 1–6

Complete the notes below.

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

Name:	Mr **1** _____
Current address:	4 West Cottages, Humblington, Devon, **2** _____
Destination address:	8b Greenend Road, E19 4RR
Date of move:	30 August
Time booked:	**3** _____
Value of insurance cover:	**4** £ _____
Total cost for service:	around £2,000
Telephone number:	(07238) **5** _____
Website:	www. **6** _____ .co.uk

Questions 7–9

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

7 The removals package that the man chooses is

A Premium.

B Silver.

C Economy.

8 The woman believes that the best thing about We-Move-U is that they

A cost less than people expect.

B are very efficient.

C provide excellent service to their clients.

9 After the man makes a booking, there will be

A no more charges.

B a 10% charge when the move is completed.

C a charge if the man changes the day of his move.



UNIT 01: URBAN AND RURAL LIFE

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- review all three parts of the Speaking test
- analyse good and bad answers to parts of the test
- correctly use future time conditionals in the Speaking test.

LEAD-IN

01 **Complete this IELTS Speaking test quiz. Then compare your answers with a partner.**

1 How long does the full Speaking test last?
A 8–10 minutes B 11–14 minutes C 17–20 minutes

2 Which part of the test is a two-way discussion with the examiner about abstract issues and ideas?
A Part 1 B Part 2 C Part 3

3 The assessment criteria Fluency and Coherence relates to
A the range of vocabulary you use.
B grammatical structures and accuracy.
C the flow of your speech and how you connect your ideas.

4 Which part of the test is known as the 'Long Turn'?
A Part 1 B Part 2 C Part 3

5 Which parts of the test are linked by topic/theme?
A Part 1 and Part 3 B Part 1 and Part 2 C Part 2 and Part 3

6 In the assessment criteria, what is indicated by **GRA?**
A Grammar Rules and Application
B Grammatical Rules and Accuracy
C Grammatical Range and Accuracy

7 Describe the focus of the questions in Part 1.
A Simple general questions, familiar topics, personal focus
B More complex questions based on one topic only, personal focus
C More complex questions based on one topic only, impersonal focus

8 How long do you get to prepare your answer in Speaking Part 2?
A 1 minute B 30 seconds C 45 seconds





02 **Discuss with a partner what you find easy/difficult about each part of the Speaking test and why.**

SPEAKING TEST – PART 1

03 **Read the questions. Which ones would probably NOT be asked in Part 1 of the Speaking test?**

1 Do you live in a house or an apartment?
2 If you could choose any country to visit, where would you go?
3 What are the main issues affecting life in your town?
4 What do you like about the area where you live?
5 How might overpopulation affect city life in the future?
6 How often do you use public transport in your town/city?
7 Why is it important to look after places of natural beauty?
8 Do you often visit parks in your town/city?

Part 1 questions focus on general familiar topics that reflect your everyday life, rather than complex or abstract questions.

04 **Listen to three candidates answering three of the questions in exercise 3. For each question, what does the candidate do wrong?**

06

TIP 04

- Never memorise complete answers to questions before the exam. It is normally obvious to examiners when a candidate does this and it may affect your score.
- Aim to show a variety of verb forms and grammar structures – but they must be correct if you want a high score.
- Vary your vocabulary. Use synonyms and paraphrase to express your ideas using different words.

SPEAKING TEST – PART 2

05 **Which Part 2 task card is an accurate example of what you would be given in the IELTS test?**

A

Describe a rural town that you plan to visit in the future.

You should say:

- where the town is
- when you would like to go
- who you would go with

and explain what you would like to do there.

B

Describe this town in a rural area.



State whether you would like to go there and why.

C

Describe a town in a rural area that you plan to visit in the future.

You should say:

- how far it is from your home
- when you plan to go
- why it is important for people to spend time in places like this

and explain what is being done to maintain it as an area of outstanding natural beauty.

06 **Listen to an answer to the task card in exercise 5. Does the candidate cover all the prompts in equal detail? What effect would this have on his score?**

07

TIP 06

When answering the Part 2 question, you do not need to try and give equal time to each of the four prompts. Some prompts will be easier to expand on than others.

SPEAKING TEST – PART 3

07 **Listen to a candidate giving good answers to Part 3 questions. For each answer (1–5), choose the corresponding question (A–E), and write the letter.**

08

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

A If private cars were completely banned from the most overcrowded cities, what might happen?

B How was family life different before transport links connected most towns and cities?

C Which is preferable, living on the top floor of a studio apartment block in a city, or in a beautiful house in the middle of the countryside?

D Why do people decide to move from the city to the countryside?

E How might overpopulation affect city life in the future?

08 **Read questions A–E again and read the script on page 208. What was each question asking the candidate to do? Discuss with a partner and choose from the list of 'functions' below.**

i Make a prediction

ii Compare and contrast

iii Consider a hypothetical situation

iv Suggest cause and effect

v Analyse past and present

TIP 08

Thinking about the *function* of the question being asked will help you to develop your answer and decide what language and structures to use.

09 **Read these comments on the candidate's performance. Write the correct marking criteria they correspond to: Fluency and Coherence (FC); Lexical Resource (LR); Grammatical Range and Accuracy (GRA); Pronunciation (P).**

1 Uses stress and intonation appropriately, e.g *NOT just NAtionally, but INternationally.*

2 Uses a good range of more advanced structures naturally, e.g. … *if you were just visiting the city, it probably wouldn't bother you …* | *That might sound ridiculous now, but cities are likely to keep expanding at the rate they are currently …*

3 Speaks fluently with very rare hesitation or repetition.

4 Avoids making grammatical mistakes.

5 Uses varied vocabulary that is relevant to the topics discussed.

6 Develops the topics fully and appropriately; supplies answers of an appropriate length.

7 Every answer can be understood very easily.

8 Uses less common vocabulary, including collocation and idiomatic phrases, e.g. *the bright lights of the big city* | *traditional family unit* | *it's too over the top for some.*

9 Uses appropriate phrases to introduce and connect ideas, e.g. *Generally speaking, though …* | *Having said that …*

10 **Listen again to the candidate and notice how she does these things.**

08

GRAMMAR FOCUS: FUTURE TIME CONDITIONALS

11 **In the Part 1 section earlier, the candidate gave a weak answer which would not score highly for GRA. It included the sentence below. Why is this incorrect?**

As soon as we will finish class, we will go.

12 **In the Part 3 section you listened to in exercise 7, the candidate gave strong answers which would score well for GRA, and included the sentences below. Complete the sentences with the correct *future time phrases* from the box. Then listen and check.**

09

As long as	As soon as	By the time	Providing that	Unless

A _____ people are happy to use buses and bikes instead of their cars, life will continue as normal.

B _____ I'm a grandparent, I think it will be even more different.

C _____ I make enough money, I'll definitely be on a top floor myself one day.

D _____ you get older and have a family, you start thinking it's time to move.

E _____ this changes, we're going to need more and more homes for everyone.

13 **Look at exercise 12 again and answer the questions.**

1 What happens to the meaning of sentence **E** if you use *Once*?

2 What happens to the meaning of the sentences **A** and **C** if you use *When*?

3 In which sentence is the grammar different from the others? Why does the speaker decide to use this structure here?

PRONUNCIATION

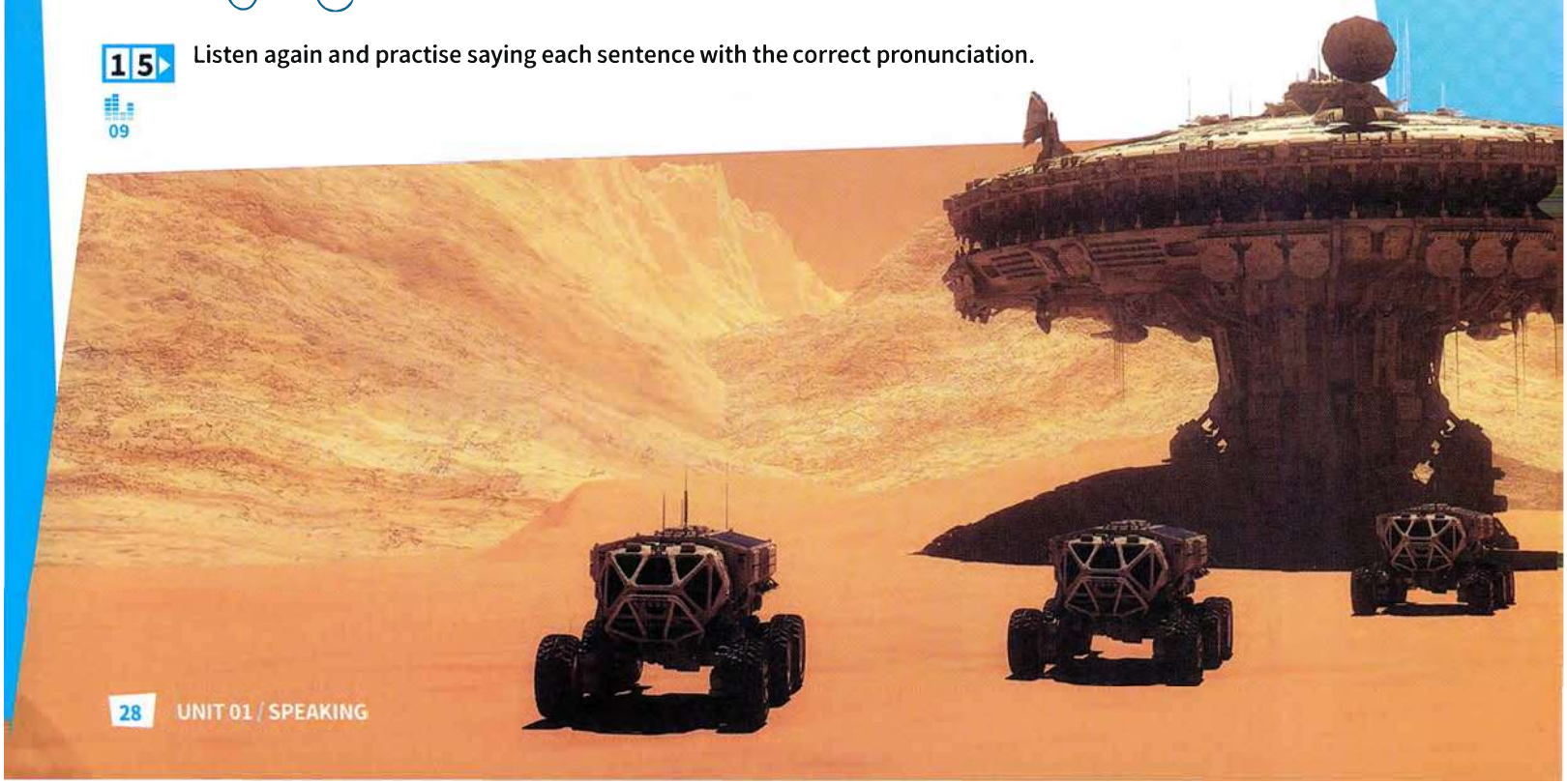
14 **Listen again and put a circle around the stressed syllables in each sentence A–E in exercise 12.**

09

Example: As long as people are happy to use buses and bikes instead of their cars, life will continue as normal.

15 **Listen again and practise saying each sentence with the correct pronunciation.**

09



EXAM SKILLS

16 **Think about how you would answer these Part 1 questions. Then ask and answer them with a partner.**

- In your city, what do you usually do at the weekend?
- When you were last in the countryside, who did you go with? Why?
- In the town or city you live in now, what are your favourite pastimes?

17 **Read the Task 2 card. Then practise making notes for one minute, and deliver your long turn to a partner.**

Describe a city where you have lived in the past.

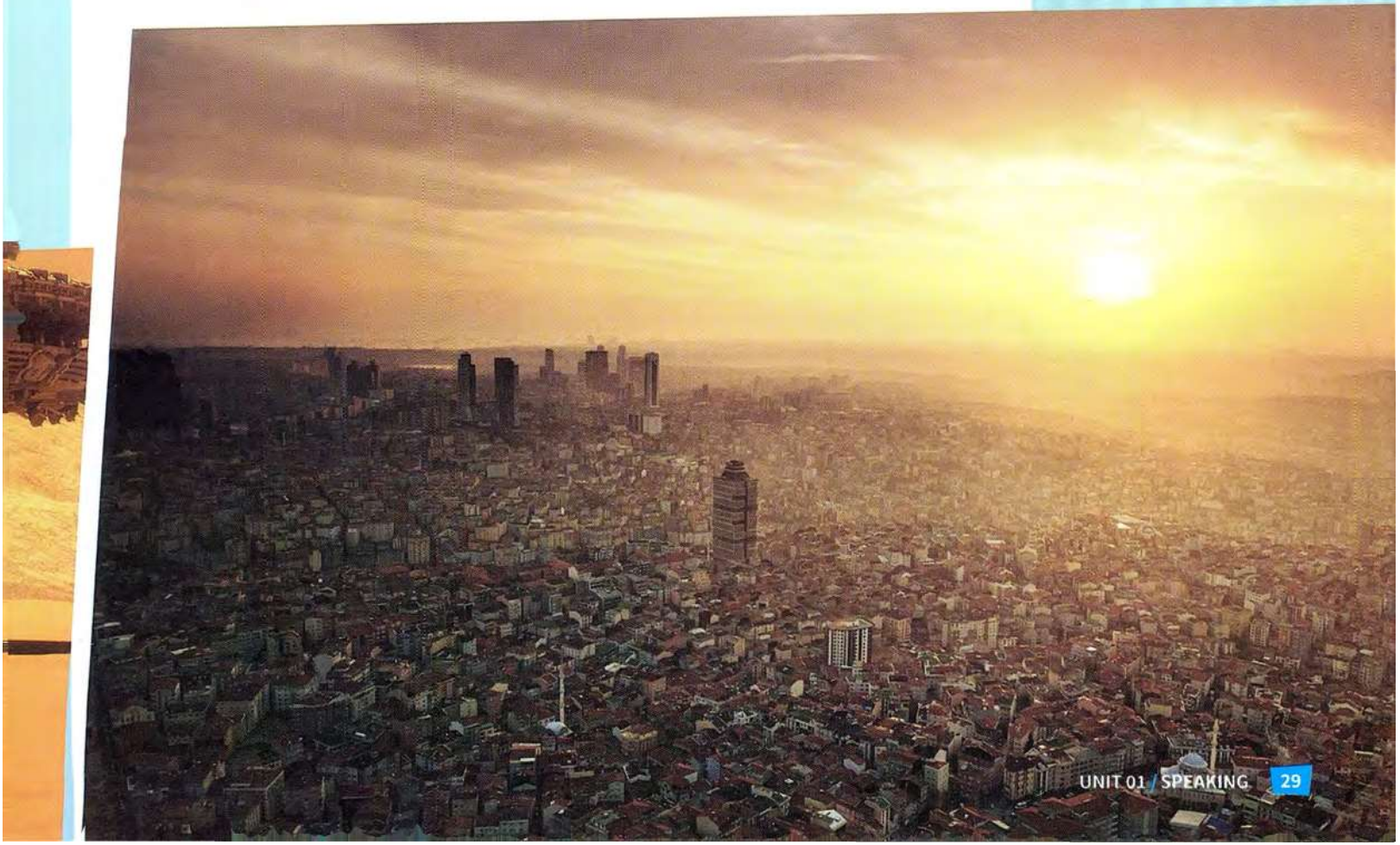
You should say:

- where the city was
- why you were living there
- how long you lived there for

and explain what you liked and disliked about living there.

18 **Ask and answer the Part 3 questions with a partner.**

1 Do you think that within the next 100 years we will be trying to build new cities on other planets?
2 What would happen if the government put limits on how many people were allowed to live in big cities?
3 Today, many young people move away from smaller towns to big cities. What effect does this have on these small towns?





UNIT / 02: HEALTH

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- review skimming and scanning skills
- correctly answer flow-chart and table completion questions
- understand and correctly use quantifiers
- use paraphrase to help you answer sentence completion questions.

LEAD-IN

01 Look at the pairs of words related to health. Use a dictionary to check what part of speech they are and write the underlined suffixes in the table.

1 metabol<u>ism</u> / metabol<u>ic</u>
2 harm<u>ful</u> / harm<u>less</u>
3 nutrition<u>al</u> / nutrit<u>ious</u>
4 preven<u>tion</u> / preventat<u>ive</u>
5 dietar<u>y</u> / dietici<u>an</u> / diet<u>er</u>
6 <u>treatment</u> / treat<u>able</u>

Noun	Adjective
-ism	

TIP 01

Learning suffixes can help you decode unknown words in a text. Most suffixes are specific to one part of speech and some have very specific meanings.

02 Answer the questions.

1 What is the difference in meaning between the suffixes *-ful* and *-less*?
2 What does the suffix *-able* mean?
3 To what part of speech do we add *-able* in order to form the adjective?
4 What do the suffixes *-er*, *-or* and *-ian* have in common apart from being noun suffixes?
5 Which part of speech uses all the following suffixes: *-ify*, *-ise*/*-ize*, *-ate*, *-en*?

SKIMMING

Skim reading a text before you look at the questions not only helps you with tasks that require you to identify the general idea of paragraphs, but also with more detailed reading tasks. This is because your skim read can help you to form a 'mental map' of the text, which will help you to identify the correct areas to look for answers in.

03 **Look at two versions of a sentence. In each, different words have been blanked out. Which version shows the kinds of words you should be focusing on when you skim read? Give reasons.**

Version 1

It is ____ to ____ how ____ has ____, given that the ____ ____ in the ____ ____ its ____ a mere ____.

Version 2

____ astonishing ____ contemplate ____ popular junk food ____ become, ____ first fast food restaurant ____ US only opened ____ doors ____ century ago.

04 **Without reading a full sentence in any of the paragraphs, skim read the text below. Try to notice the key meaning-carrying words in each one. Then match the main ideas/functions (1–6) with each paragraph.**

1 Provides an explanation for the way people act
2 Makes a prediction
3 Outlines a growing phenomenon
4 Describes a process
5 Contrasts opposing viewpoints
6 Relates a problem to a specific group of people

05 **Discuss with a partner which words or phrases gave you the answers to exercise 4.**

THE UNSTOPPABLE RISE OF BURGERS AND FRIES

A It is astonishing to contemplate how popular junk food has become, given that the first fast food restaurant in the US only opened its doors a mere century ago. Since then, high-calorie processed meals have taken over the world, with multinational restaurant chains aggressively chasing levels of growth that show no signs of slowing down. Much of this expansion is currently taking place in less developed parts of the world, where potential for customer loyalty is seen as easier to develop, but it is not just in these areas where such growth is visible. Indeed, a recent study from the University of Cambridge found that the number of takeaways in the United Kingdom rose by 45 per cent between 1997 and 2015. This explosion in the takeaway trade is not an inevitable outcome of what we call 'progress'. On the contrary, it comes in the face of an increasing body of evidence that we are heading for dietary disaster.

B Yet, despite nutrition experts' best efforts to educate people about the dangers of a diet filled with processed food, it appears that the world doesn't want to listen. Medical specialists point out that, although eating too much unhealthy food is likely to be as dangerous in the long-term as smoking, regular consumption of high-calorie food has somehow become more socially acceptable than ever. While local authorities in some towns and cities have taken measures to combat the rise in this trend by limiting the number of fast food outlets permitted to be open simultaneously, critics argue that people have every right to make their own decisions about what they eat and how they choose to live. However, the way in which we have come to binge on takeaways isn't only a personal issue of weight gain, or of buying larger clothes. The consequences of mass overconsumption should strike fear into the hearts of everyone.

C Research suggests that there is an evolutionary reason as to why people compulsively overeat – it is simply part of our innate behaviour. When humans evolved, we did not have the abundant supply of food that we enjoy today, and so eating was more about survival than pleasure. We became more likely to opt for high-calorie foods, with high fat content, that could sustain us through cold winters when the supply of nourishment became sparse. This explains why a 600-calorie burger seems so attractive: it awakens our primal side, makes us feel well fed, inspires contentment. Processed food stimulates the reward response in our brains, so we feel compelled to overeat, and not necessarily in a healthy way. Junk food acts as a trigger for chemicals such as the 'feel-good' dopamine to flood through the brain and induce a sensation of happiness. Meanwhile, high amounts of sugar and sodium (one of the chemicals in salt and other ingredients of fast food) cause a huge surge in blood sugar, pushing it to unnatural levels.

D This occurs within the first few moments of eating a high-calorie meal. From there, routinely processing such high levels of sodium is impossible, and the body's organs are pushed beyond their natural working capacity in trying to do so. The kidneys cannot remove all the excess salt from the blood, and thus an overdose of sodium causes the heart to pump faster while transporting blood through the veins. There are multiple dangers of high blood pressure, especially for the elderly and in the long-term. Sodium taken on in such quantities can lead to dehydration, a condition whose symptoms are extremely similar to hunger, and this leads to a painful truth: as soon you have finished your junk food meal, you immediately start to crave another. Thereafter, the body starts to digest the food. Usually, this takes between four and 12 hours, but with fast food, where the fat content is so much higher, the same process lasts at least three days.



E A number of studies have shown how young people can become even more addicted to junk food than adults. When a child eats a burger, the same neurological processes occur as in their parents: their brain's reward system is awoken, dopamine is released, a spontaneous feeling of excitement results, their blood sugar rockets, and so on. An adult can apply their maturity to understand that this thrill is not entirely without drawbacks, and that they need to control their urge to eat more. However, a child cannot necessarily see any negative consequences to this urge and the potential effects of their lack of self-control, so they find it far more difficult to exercise restraint and moderate their food consumption.

F It is common to read or to hear criticism of the junk food industry that does so much to promote the overconsumption of its products. But it does not appear that any of this criticism is changing widespread dietary habits in any substantial way. What is more, the humble burger has been elevated to such a point that many people no longer see it as simple, *on-the-go* food. It has arguably become a stylish and aspirational part of one's daily diet. Consider, for example, how some television companies recently made several series of programmes encouraging unnecessary overeating, in which the host devours dish after dish of unhealthy, fatty meals until they are full – and then far, far beyond. While such glamorisation exists, it is difficult to see how our collective march towards a global obesity crisis can ever be halted.

SCANNING

You will need to use different scanning skills in the Reading test. Sometimes, you will be looking for a name, number or title, for example. This is the least difficult task to do successfully, as you will be able to use capital letters, numbers, and *italicised* words. Long, technical words such as 'cardiovascular' are also easier to find.

Candidates aiming at a higher score should be able to scan a passage for synonyms or full paraphrases of the key words or ideas in a question. It could be that you need to find a single word, but the more difficult questions require you to search for a phrase, or a sentence, that corresponds with those key words or ideas. This requires a greater range of vocabulary and understanding of meaning and suggestion.

06 **Discuss with a partner which of the following techniques will help you to find specific information when you scan a passage.**

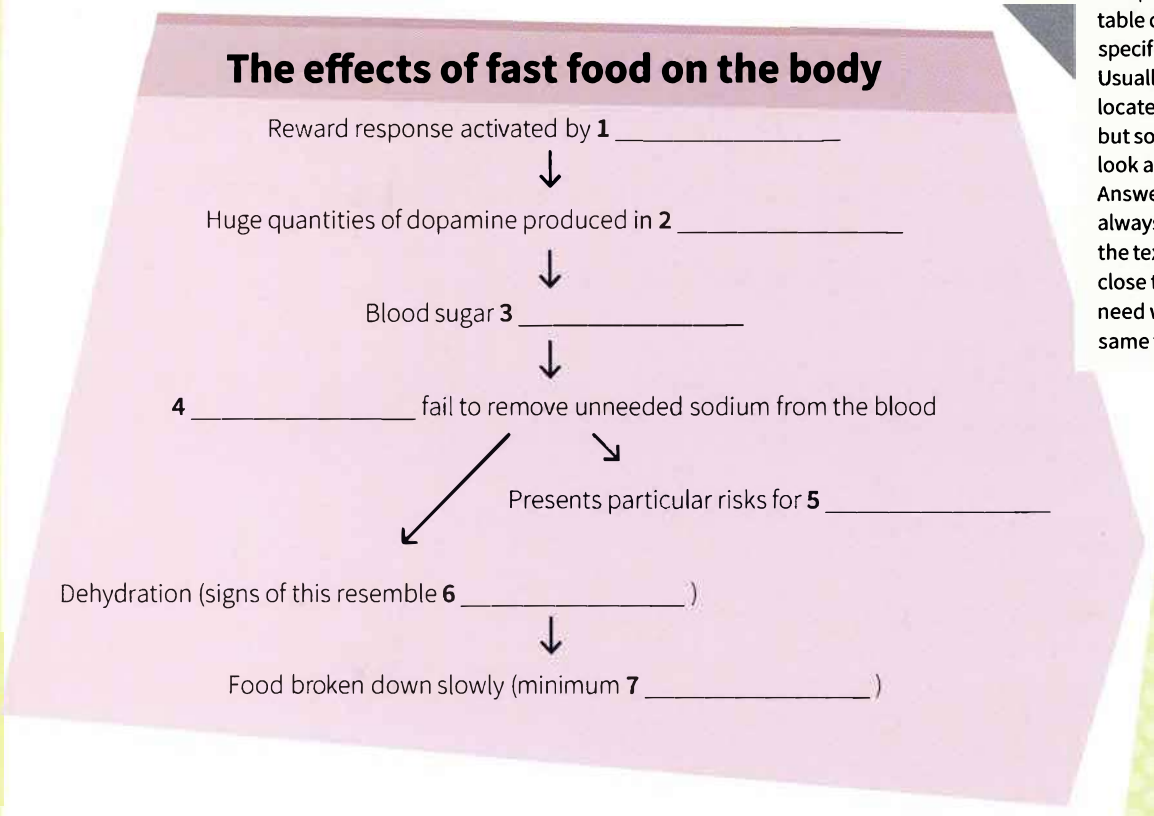
a Moving your eyes from left to right along each line
b Moving from the bottom of the page to the top, quickly moving your eyes left and right
c Breaking a paragraph into four sections (top right, top left, bottom right, bottom left) and moving your eyes around each one
d Moving your eyes in a 'zig-zag' pattern from top to bottom, or bottom to top, of the passage

07 **Scan the passage on pages 31–32 for the following information.**

1 the names of two chemicals
2 a proportional increase
3 a unit of measurement
4 five parts of the human body

COMPLETING FLOW-CHARTS / TABLES / NOTES

08 **Use the words of the flow-chart to help you decide in which part or parts of the text the answers can be found.**



These exam tasks require you to complete the gaps in a flow-chart, table or set of notes using a specified number of words. Usually the answers will be located in one part of the text only but sometimes you will need to look at the text as a whole. Answers are usually – but not always – in the same order as in the text, and are usually fairly close together. The words you need will be in the text in the same form.

09 For each question, choose NO MORE THAN TWO WORDS from the text to complete the flow-chart in exercise 8.

10 Look at the title of the table completion question. In which section of the text will you find the answers to enable you to complete the table?

TIP 09

Once you have identified the parts of the text where the answers will be found, predict what kind of information is missing in each gap (name, numerical information, adjective, etc.). Then read in detail to find it.

Differences in adult and child reactions to eating processed food

Adult	Child
Eats – dopamine released Reward system activated	Eats – dopamine released Reward system activated
Can understand negative consequences Rationalises excitement by relying on 8 _____	Cannot understand negative consequences Unable to resist the 9 _____ to consume more food
Can hold back cravings Stops eating	Does not show 10 _____ Continues to eat

11 For each question, choose ONE WORD ONLY from the text to complete the table.

SENTENCE COMPLETION

These tasks use many of the skills you need for completing a flow-chart, notes or table. However, the questions will be in the order in which they appear in the text and it is more likely that you will need to find the answers from two or three sections of the text or even the text as a whole.

12 Look again at paragraph A of *The unstoppable rise of burgers and fries*. Find and underline paraphrases for:

1 pursuing
2 a large part of the growth in the fast food industry
3 huge success of the fast food industry
4 growing proof

TIP 12

Find paraphrases of the key ideas in the sentence stems you are given to help you locate the answers.

13 Complete the sentences. Choose NO MORE THAN TWO WORDS from the text for each answer.

1 Global food corporations are fiercely pursuing ways in which to increase their _____.
2 The fast food industry is particularly building its presence in areas that are _____.
3 Despite more and more proof of its negative effects, the huge success of the fast food industry is leading us into _____.

14 Find and underline paraphrases for these phrases.

1 the public seems unconvinced (paragraph B)
2 developed initiatives to change fast food consumption habits (paragraph B)
3 an instinctive characteristic people share (paragraph C)
4 transforming the way most of the public view and consume food (paragraph F)
5 glamorous (paragraph F)

15 **Complete the sentences. Choose NO MORE THAN TWO WORDS from the text for each answer.**

1 Much of the public seems unconvinced that if they eat an excess of _____ , they will become ill.
2 Many urban councils have developed initiatives to change fast food consumption habits by issuing restrictions on how many _____ can sell fast food.
3 A number of scientists believe that an instinctive characteristic people share causes them to _____ .
4 One problem is that a fast food diet has become glamorous and _____ .

GRAMMAR FOCUS: QUANTIFIERS

16 **Compare these sentences with underlined quantifiers to the correct versions of these sentences in exercise 15. Then match them with the common error explanations A–C.**

1 Much of public seems unconvinced that ... they will become ill.
2 Many of the urban councils have developed initiatives ...
3 A number of scientists believes that an instinctive characteristic ...

A The subject is actually plural and therefore the verb does not agree.
B The noun which follows the determiner is uncountable and must be preceded by 'of the'.
C When we talk about a noun in general terms, we use *most*, *much* or *many*. Including 'of the' means we are referring to one of a specific group, which is not the case here.

Many candidates lose marks in the IELTS test due to making mistakes with quantifiers, particularly those that relate to groups. You can lose marks in Reading tasks like those in this section if your answer is not grammatically correct.

EXAM SKILLS

17 **Read the passage and answer questions 1–14.**

THE GROWING GLOBAL THREAT OF ANTIBIOTIC RESISTANCE

Antibiotics have been one of humanity's success stories for hundreds of years, being responsible both for saving the lives of millions of patients and for helping scientists to take enormous steps in the fields of medical and surgical treatment. But this success has come at a price. The growing resistance of many bacterial strains to the curative effects of antibiotics is such a concern that it has been referred to, in some quarters, as the greatest threat to our continued existence on earth. We have become careless, it is argued, not only in our reliance on the quick fix of medicine if we feel even slightly under the weather, but also in taking the availability of antibiotics for granted, using them incorrectly, not following the prescribed dosage. This has given rise to a new form of superbacteria, a type which is able to fight off antibiotic treatment with ease.

Although their resistance to antibiotics has been built up over a long period of time, bacteria actually replicate extraordinarily quickly, and any resistance developed is also duplicated as they divide. In addition, those bacteria carrying resistance genes happen to spread those genes further via 'horizontal gene transfer', a process whereby one bacterium passes on the resistance gene from another without even needing to be its parent. What makes the spread of these strains more difficult to control is that it occurs in a cyclical process. In the case of humans, when a person becomes infected and the resistant bacteria set up home in the gut, the sufferer has two choices: look for help or stay at home. In seeking medical assistance, whether through an appointment to visit their local doctor, or taking themselves to hospital, they contaminate other patients, later to be discharged and sent home. The resistant bacteria then spread out into the local community. This is also the end result if the infected person decides not to seek any medical assistance at all: they keep the bacteria at home and allow them to breed without treatment.

Livestock also play their part in dispersing these newly evolved, bullet-proof microorganisms into the food chain. These resilient bacteria do not discriminate between man and beast, and so animals play host to the very same bacteria as are found in humans, with the end result that our farms and abattoirs have become breeding grounds for inter-species infection. In fact, even after slaughter, these bacteria can easily survive on animal carcasses, remaining alive and reproducing until the point of purchase and beyond, eventually invading our systems when we ingest the flesh as infected meat. So is the answer simply to become a vegetarian? Sadly not. The very same resistant bacteria will leave a host animal's gut in the form of faeces, which are employed in agriculture as manure to support food crops. From there, the wheat, maize and corn that are grown for human consumption transport the bacteria into our bodies. There really is no escape.

That said, there is always something that can be done to try and minimise any risk, however much of a lost cause it might seem. In 2014, after accumulating data from 114 countries, the World Health Organization (WHO), issued a set of guidelines intended to tackle the increasing problem of resistance. Doctors and pharmacists were advised to avoid prescribing and dispensing antibiotics as much and as often as possible. Only when treatment is utterly necessary should they resort to doing so, while the greatest of care should be taken to ensure that the antibiotics they provide are the correct ones to treat the illness. In turn, the general public must play their part by only taking antibiotics as prescribed by a doctor, as well as making sure they see out the full course, even if they feel better before the antibiotics are finished. Additionally, they should never share their medication with others or – astonishing as it may seem that this would need to be stated – buy drugs online.

Away from the individual and onto organisations, the WHO has urged policymakers to invest in laboratory capacity and research to track increasing drug resistance as it happens, over time. Our leaders and governors were also advised to ensure that use of antibiotics is strictly regulated, something that can only be achieved through cooperation between themselves and the pharmaceutical industry. If innovation in research were encouraged, and new tools developed, the WHO argued, the threat might yet be contained. But herein lies the biggest challenge of all. Antibiotic development has slowed down considerably over recent decades as the pharmaceutical industry becomes ever more governed by profit margins. Since they are used for a relatively short time, and are often effective in curing the patient, antibiotics are nowhere near as lucrative as the drugs that treat long-term disorders, such as diabetes or asthma. Because medicines for chronic conditions are so much more profitable, this is where pharmaceutical companies invest their time and money. A further stumbling block is the relatively low cost of antibiotics, newer examples of which tend to cost a maximum of £1,000 to £3,000 per course. When compared with cancer chemotherapy, for example, a process of treatment that costs tens of thousands of pounds, the discrepancy becomes impossible to mend.

As a race, humans have seen remarkable health benefits over the years as a huge number of illnesses have been treated by antibiotics, but we now face a global emergency as antibiotic-resistant bacteria are beginning to emerge more rapidly and frequently than ever before. Not only has this created a potential health crisis, since we are increasingly unable to provide the sick with treatment as a result of worldwide overuse of these drugs, but it is also unlikely to be tackled any time soon, as the powerful pharmaceutical companies are primarily driven by profit and see little benefit in researching and creating new antibiotics. It simply does not work on the balance sheet, and so it falls to governments and individuals around the world to find ways to manage the crisis. Coordinating such efforts will not be easy.



Questions 1–7

Complete the flow-chart below.

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

How antibiotic resistance spreads

Infected bacteria become established in **1** _____

Human

Patient opts for **2** _____

Bacteria multiply due to an absence of **4** _____

3 _____ is infected, contamination spreads

Animal

Bacteria survive on carcasses following **5** _____

Humans consume **6** _____

Bacteria enter our **7** _____

Questions 8–11

Complete the table below.

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

Recommendations from World Health Organization

Medical professionals	**General public**
• Only prescribe antibiotics when there is no alternative. • Prescribe or dispense correct treatment on a case-by-case basis.	• Only take antibiotics prescribed by a doctor. • Take the complete **8** _____ . • Avoid **9** _____ purchase of medication.
Governments/Policymakers	**Pharmaceutical industry**
• Give money towards increasing **10** _____ with which to monitor the continuing development of resistance to antibiotics.	• Co-operate with policymakers to fund new kinds of research in order to find **11** _____ with which to fight the threat of antibiotic resistance.

Questions 12–14

Complete the sentences below.

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

12 The rapid emergence of antibiotic-resistant bacteria could put a stop to the _____ that have been enjoyed by humanity.

13 Owing to its _____ , antibiotic treatment of people with illnesses is becoming dangerously less effective.

14 With pharmaceutical companies preoccupied with profit, responsible governments and individuals must take steps to tackle the _____ themselves.



UNIT / 02: HEALTH

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- effectively answer 'advantages and disadvantages' questions
- write topic and supporting sentences, developing your ideas in each paragraph
- achieve a high score in Coherence and Cohesion
- correctly use less common discourse markers.

LEAD-IN

01 Complete the table with words and phrases from the box. Use a dictionary if necessary.

benefits	pros	on the downside	positives	drawbacks	issues
negatives	cons	on the plus side	problems	on the upside	

Advantages (synonyms / paraphrases)	Disadvantages (synonyms / paraphrases)

02 Look at the list of ideas. In pairs or groups, brainstorm and make notes on advantages and disadvantages for each, based on the subject of health.

Example: Doing contact sports

Advantages: *excellent form of physical exercise; improves reactions and reflexes; fighting sports teach you to defend yourself, often require strong focus, so good for mental health*

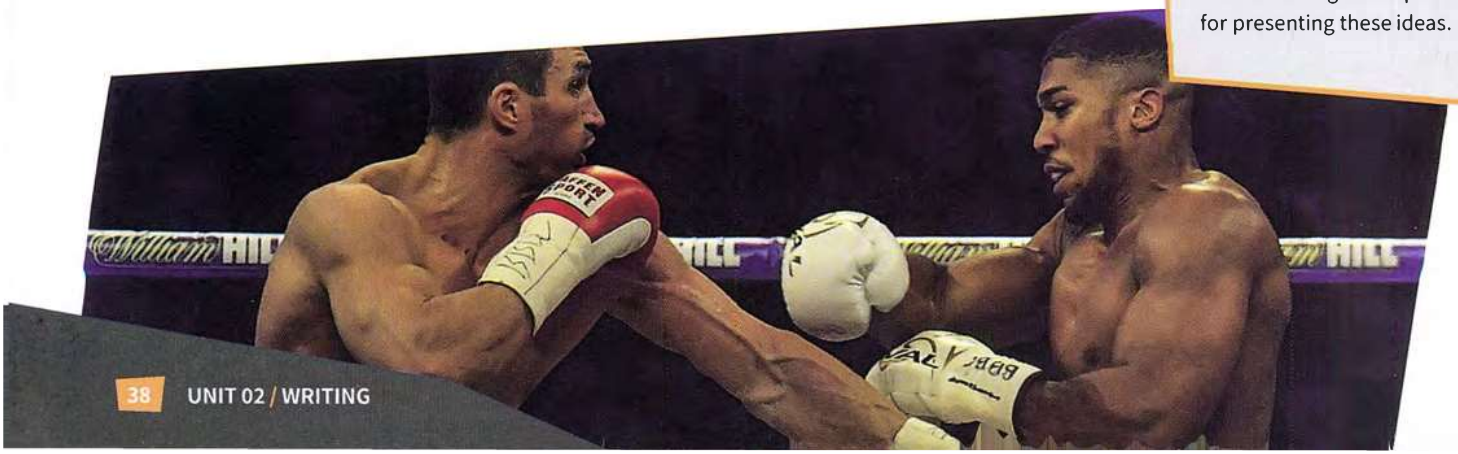
Disadvantages: *easy to get injured; some contact sports actually intend to harm opponents; people can be killed*

1 Living in a busy city

2 Increased life expectancy in many societies

TIP 02

It's a good idea to start the planning of any Task 2 writing by brainstorming ideas. Make a list of the things you can talk about and then prioritise them in order of importance. Decide which to include and which not, and then decide what would be a logical sequence for presenting these ideas.



MAIN AND SUPPORTING IDEAS

03 **Use the phrases below to write topic sentences for your ideas from exercise 2.**

1 One problem with … is …
One problem with increased life expectancy is an ageing population that puts a strain on health care services.
2 The main advantage of … is …
3 The principle issue with … is …
4 One obvious negative effect of … is …
5 Another disadvantage of … is …
6 Overall, the benefits of … outweigh the drawbacks because …

04 **Read the topic sentence and the possible supporting ideas for it below. Which two are not effective at developing the topic sentence idea further?**

One obvious benefit of participating in a contact sport is the improvement in one's physical health and well-being.

1 Regularly taking part in a demanding and potentially dangerous activity leads to enhanced physical conditioning, as well as improved speed of thought and reaction time.
2 Any physical exercise, however minimal, is bound to improve fitness in some way, but studies show that boxing, in particular, produces the fittest and sharpest athletes of any sport there is.
3 On the other hand, it is arguable that the potential dangers involved in doing so – and injuries are inevitable, after all – outweigh any benefits that may be felt or gained.
4 Despite the fact that there have been many accidents, and even occasional fatalities, the vast majority of people who take part gain a high level of fitness and rarely, if ever, suffer injury.
5 The healthier you are, the less likely you are to visit a doctor, and this can only be a good thing as it is often difficult to get an appointment to see a medical specialist.
6 Not only that, but the sometimes risky nature of sports such as rugby or ice hockey also demand intense levels of concentration that positively affect mental awareness.

05 **Match the four possible supporting ideas you identified in exercise 4 with their function (a–d) in relation to the topic sentence.**

a It gives a specific supporting **example**.
b It uses a **cause and effect** argument to clarify the idea.
c It supports the topic sentence but shows a **contrasting** view that looks at another side of the argument.
d It adds an **additional** point to strengthen the idea in the topic sentence.

06 **Write two supporting sentences for this topic sentence. Use two different functions.**

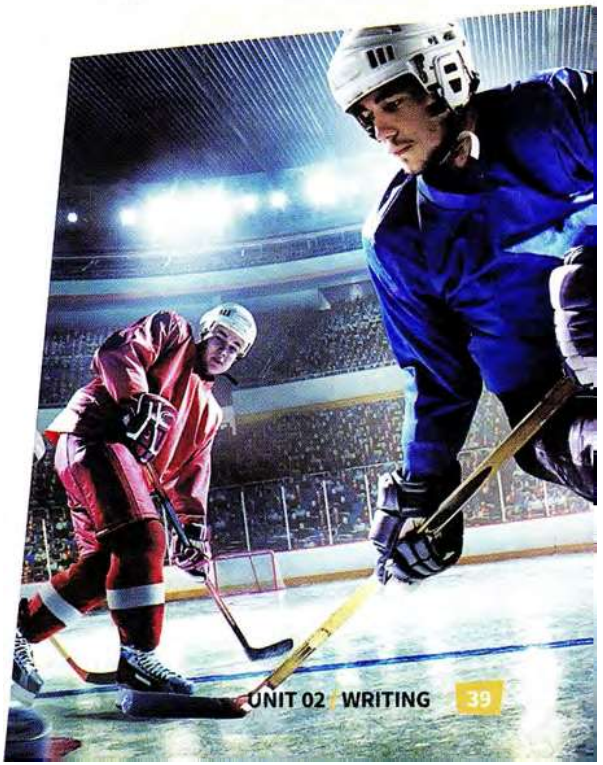
One significant drawback is the fact that participating in contact sports can cause injury and, in some extreme cases, death.

Good paragraphs in essays usually begin with a *topic sentence* (expressing the main idea of the paragraph) which is then followed by *supporting ideas* – explanations, examples, etc. which 'support' or 'clarify' the idea of the topic sentence. Topic sentences should introduce and establish the main idea of each paragraph clearly and simply. Avoid trying to write anything too complex or long. You can go into more detail with your supporting ideas.

TIP 04

Think carefully about the kind of supporting ideas you want to follow your main idea and what their functions are.





COHERENCE AND COHESION

07 **For this Task 2 'advantages and disadvantages' question, discuss with a partner in which order you could put the notes so that they form a logical paragraph.**

In terms of personal health and fitness, what are the advantages and disadvantages of living in a busy city?

- e.g. 250 gyms in my capital city
- In cities – many gyms
- Traditional idea – rural life is healthier; not true
- Gyms part of larger chains, people can use any in city

The examiner will pay attention to how well you can produce an essay that is *coherent* (easy to follow and to understand) and *cohesive* (the essay flows naturally and logically from one idea to the next). It is therefore important that your main and supporting ideas are connected to form paragraphs that are easy to read and convey your ideas or arguments clearly.

08 **The discourse markers in this paragraph are missing. Think about the function of the supporting ideas and then choose the discourse markers from the box that would fit in each gap. There are three possibilities for each gap.**

What is more	By way of example	For instance
Consequently	Because of this	As a result
For example	In addition to this	Moreover

TIP 08

Discourse markers are words and phrases used to communicate certain language functions. For example, *On the other hand* is a discourse marker to introduce a contrasting point or idea. Using a variety of them in writing is particularly important for constructing solid arguments and paragraphs, and improves your Coherence and Cohesion score.

One positive aspect of city life is that there are generally a large number of fitness complexes available for members of the public to join, and most cater for the requirements of all their customers, whether those be for running machines, for weight training and so on. **1** _____, in my city alone there are somewhere in the region of 200 individual facilities, allowing residents the opportunity to stay healthy wherever they live or work. **2** _____, these gyms are often part of larger chains, and it is convenient for their members to be able to visit a range of locations if they wish to do so. **3** _____, although living in rural areas is traditionally assumed to be better for one's health, the sheer quantity of available facilities in modern cities means that this stereotype is changing.



09 **Read a candidate's paragraph and answer the questions.**

One of the advantages of living in a city is that there are many gym facilities. For example, in my capital city there are more than 250 gyms. What this means is that there is a lot of choice available to the public. Furthermore, these gyms are often part of larger chains because people can visit any gym, in any location, in any city, meaning that there are options for everybody regardless of their lifestyle. Despite this, people usually believe that rural life is better for your health. This is because the traditional belief is that living in the countryside means that you do more exercise. However, the increasing number of gym memberships in cities does mean that this attitude is slowly changing.

1 Does the paragraph have a clear topic sentence? If so, what is it?
2 Do the ideas follow logically from one another?
3 What function (example, cause and effect, addition or contrast) does each have of the underlined discourse markers have?
4 Which discourse marker is incorrectly used? Can you suggest an alternative?
5 Which discourse marker(s) could be omitted without impeding the logical flow of ideas?

TIP 09

You can also lose marks for misusing or overusing discourse markers. Not every sentence needs one. Consider whether the meaning of your sentence/ paragraph is affected without them. If your meaning is clear, perhaps it is not necessary to use one.

10 **Look at the essay question and the three introductions below. What are the strengths and weaknesses of each one?**

Many countries offer a free health care system to their citizens rather than relying on private health care.

Discuss the advantages and disadvantages of having a free system, and give your opinion.

A In many countries, basic health care provision for the population is funded and maintained by the state, yet for many others only private care is available. This raises the question of why some countries choose one system over the other. What are the pros and cons of offering free healthcare?

B Basic health care is a basic human right, but having a free system has both upsides and downsides. In this essay I will discuss them, including the ideas of how such a system is essential for poorer elements of society and the problems of paying for and maintaining a system like this. Overall, I think the advantages outweigh the disadvantages.

C Some countries offer a free health care system and others rely on private health care. What are the advantages and disadvantages of free health care and what is my opinion on it?

TIP 10

Your introductory paragraph for this kind of essay should:

- clearly state the situation/ context and question that you will discuss in the body of the essay in a way that sounds engaging to the reader
- *not* simply repeat the words in the question, but paraphrase the ideas into your own words
- give your position clearly at the beginning of the essay because this is a key part of the question.

11 **Read these conclusions for the essay question in exercise 10 and, in pairs, discuss the questions below.**

A In conclusion, there are many advantages and disadvantages to having a free health care system.

B Overall, the advantages of offering free health care outweigh the disadvantages. Whilst there clearly is a financial cost to governments and taxpayers, the fact that everybody has access to health care regardless of their financial situation easily justifies this cost.

C In summary, weighing up both sides of the argument, I would say that although providing free health care does have some downsides, particularly financial ones for the country in question, the fact that no one in that society has to worry about medical bills more than justifies having it.

1 Which conclusion(s) do you prefer? Give reasons.

2 Are there any discourse markers or other phrases in them that you could use in your own conclusions? Underline them.

TIP 11

Your concluding paragraph should briefly summarise what you have said in the body of your essay and state your own position on the question.

EXAM SKILLS

12 **Answer the Writing Task 2 below.**

You should spend about 40 minutes on this task.

In many countries around the world, life expectancy is increasing.

Discuss the advantages and disadvantages of this situation and give your own opinion.

Write at least 250 words.



UNIT / 02: HEALTH

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- correctly answer table completion and note completion tasks
- use headings and completed cells in tables to help you predict correct answers
- correctly use a variety of determiners and quantifiers.

LEAD-IN

01 Complete the table by choosing the correct options for each part of the IELTS Listening test.

Section	Situation	Number of Speakers
1	everyday, social / educational or training	1 / 2 / 2 or more
2	everyday, social / educational or training	1 / 2 / 2 or more
3	everyday, social / educational or training	1 / 2 / 2 or more
4	everyday, social / educational or training	1 / 2 / 2 or more

02 With a partner, tick the situations you might hear in the Listening test.

1 Two people discussing what they like to eat to stay healthy
2 A university lecturer talking about the history of a medical procedure
3 A guide instructing people how to find a gym and a swimming pool in a town
4 A university tutor discussing the contents of a fitness magazine with her students
5 A call to a customer services centre for information on an exercise class
6 Three students discussing a research project on life expectancy in Japan
7 The organiser of a sports day describing what happened in a football match
8 A student telling her parents about her sports team at university

03 Of the correct answers to exercise 2, in which sections of the test (1–4) would you expect to hear each one?

TABLE COMPLETION

For this task, the correct answers are specific words from the recording in the same form as you hear them, and in the same order as the questions. Make sure you check your answers for errors like the following, which can lose marks:

- incorrect spelling
- exceeding the given word limit
- repeating words that are already in the table
- omitting key details such as measurements (km, grams).

04 **Using the information you are given in each table, discuss with a partner what you think are the situational contexts for each one. Then use the words in the box to complete the titles for tables A, B and C.**

Records	History	Centre	Classes	in
Exhibition	Discoveries	Sports	Medical	Olympic

TIP 04

Read the table before you listen to help you decide what kind of context or situation is being described. This can help you determine what kind of information you are going to hear.

A _____ _____ _____

Event	World record	Year	Room
Men's 100m sprint	9.58 seconds	2009	1 _____
2 _____	29 min 17.45 sec	2005	Parker Room
Javelin		1990	Main Auditorium
…	…	…	…

B _____ _____ _____ _____

Discovery	Scientist	Nationality	Modern benefits
3 _____	Alexander Fleming	Scottish	a) combat bacteria b) development of antibiotics
Germ theory	Girolamo Fracastoro	Italian	a) smallpox vaccination b) combat viruses
DNA	Friedrich Miescher	4 _____	a) combat diseases b) 5 _____
…	…	…	…

C _____ _____ _____

Class	Days and Times	Instructor
Aerobics	Mondays at 7 pm Wednesdays at 6 _____	Susan
Futsal	Saturdays at 12 pm and 3 pm	7 _____
8 _____	Sundays at 4 pm	Ting
…	…	…

05 **Look at exercise 4 again. For which questions (1–5) might these be possible answers?**

Example: *question 1 – d (The Archer Suite)*

a Women's 10K
b Marco and Victor
c Swiss
d The Archer Suite
e gene therapy
f table tennis
g penicillin
h 6.30 pm

TIP 05

Use the time before the recording starts to predict what information is missing. Predicting can help you decide what you are listening for, e.g. what part of speech (noun, verb, adjective, adverb) and what kind of information. You will also know from the instructions in the question how many words are required for the correct answer.

06 **In which section (1–4) of the test would you expect to see each table? Listen to the start of these recordings and confirm your answers.**

10

Recording 1: Table A: Section _____
Recording 2: Table B: Section _____
Recording 3: Table C: Section _____

TIP 06

Table completion tasks usually occur in Section 1 but can appear in other sections of the Listening test, with the complexity of the table and the recordings becoming more challenging in the later sections of the test.

07 **You are going to hear someone asking for information at a Societies' Fair – an exhibition where university clubs display information about their activities and hope to attract new members. With a partner, discuss what sort of information you might hear for each gap.**

TIP 07

Use the table heading to help you focus on what information you need to complete.



University Societies' Fair

Societies	Location	Contact
1 _____	Room A12	Paul
Vegan	2 _____	Peter
Healthy Eating	3 _____	Catherine
4 _____	Gym	Sarah
Road Running	Car Park	5 _____

08 **Listen and complete the table. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.**

11

GRAMMAR FOCUS: DETERMINERS AND QUANTIFIERS

09 **The sentences are taken from the recording. For each sentence, choose which of the three options are grammatically possible (there can be more than one correct answer for each question).**

1 Oh, there are **a number of the** / **numbers of** / **a number of** socs that might suit you.
2 Peter and Paul are actually brothers. **Both they** / **Both of them** / **Both** are really nice.
3 I don't think **either of those** / **either of** / **either** socs are for me.
4 **All of the** / **All of** / **All** main types of exercise are covered here.
5 **None of those** / **Not of those** / **None of** are really my kind of thing – I'm more of a runner.
6 **The whole** / **The whole of the** / **The whole of** university turns out to support them.

10 **Correct the mistakes in bold in this leaflet. One of the words/phrases in bold is correct.**

Healthy Eating Society

(1) **Some of people** assume that the Healthy Eating Society (HES) is simply about salad and seeds, and that our members are (2) **all of them** humourless and over-serious. The truth is completely different. The HES encourages you to enjoy food – (3) **any of the** food – and there are (4) **none** meals that are 'forbidden'. We just emphasise moderation.

Twice a week, (5) **every of us** go out for dinner together. (6) **Some of** restaurants we have visited serve food that is high in fat, but that is the whole point of eating healthily – treat yourself, but not too often.

And every week a group of us get together to cook a meal to share, which can have some interesting results!

(7) **Many of the** people believe that you can't both be healthy *and* eat high-calorie meals. We believe that you don't have to choose (8) **either** one above the other: it is possible to do (9) **each**.

And this is an idea that (10) **whole** of our members would agree with. Come along to our stall at the Societies' Fair and see for yourself.



NOTE COMPLETION

In note completion tasks you can apply similar strategies to those you use for table completion.

11 **Look at the note completion task. What type of information do you expect to hear for questions 1–6? Choose from a–f. Do not answer the questions yet.**

Questions 1–6

Complete the notes below.

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

University Road Running Society

President of Society: 1 _____

Members run on average 20K each 2 _____

Last race took place over 3 _____ in 4 _____

Team vest for this year: white with a 5 _____ stripe.

Annual membership fee: 6 £_____

a price
b period of time
c distance
d name
e design or colour
f place

12 **For questions 1–6 in exercise 11, with a partner, discuss which is the least likely answer from the three options given in each case. Give reasons.**

1 Claire Enwark / Claire / Clare Ennark
2 week / fortnight / year
3 100km / 10km / 100m
4 Oxford / a sports centre / Manchester
5 blue dark / dark blue / pale blue
6 150 / 5000 / 50

13 **Listen and answer the questions in exercise 11.**

12

EXAM SKILLS

14 **Listen and answer questions 1–10.**

13

Questions 1–5

Complete the table below.

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

Healthy Eating Society Weekly Plan

Day	Activity	Time	Location of meal
Wednesday	Restaurant: 1 _____ food	7.30	High Street
Thursday	Prepare a meal together	8.00	2 _____
Friday	Restaurant: European food	3 _____	4 _____ in town
Saturday	5 _____	12.00	canteen

Questions 6–10

Complete the notes below.

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

Extra information for Healthy Eating Society members

Cost of membership: 6 _____

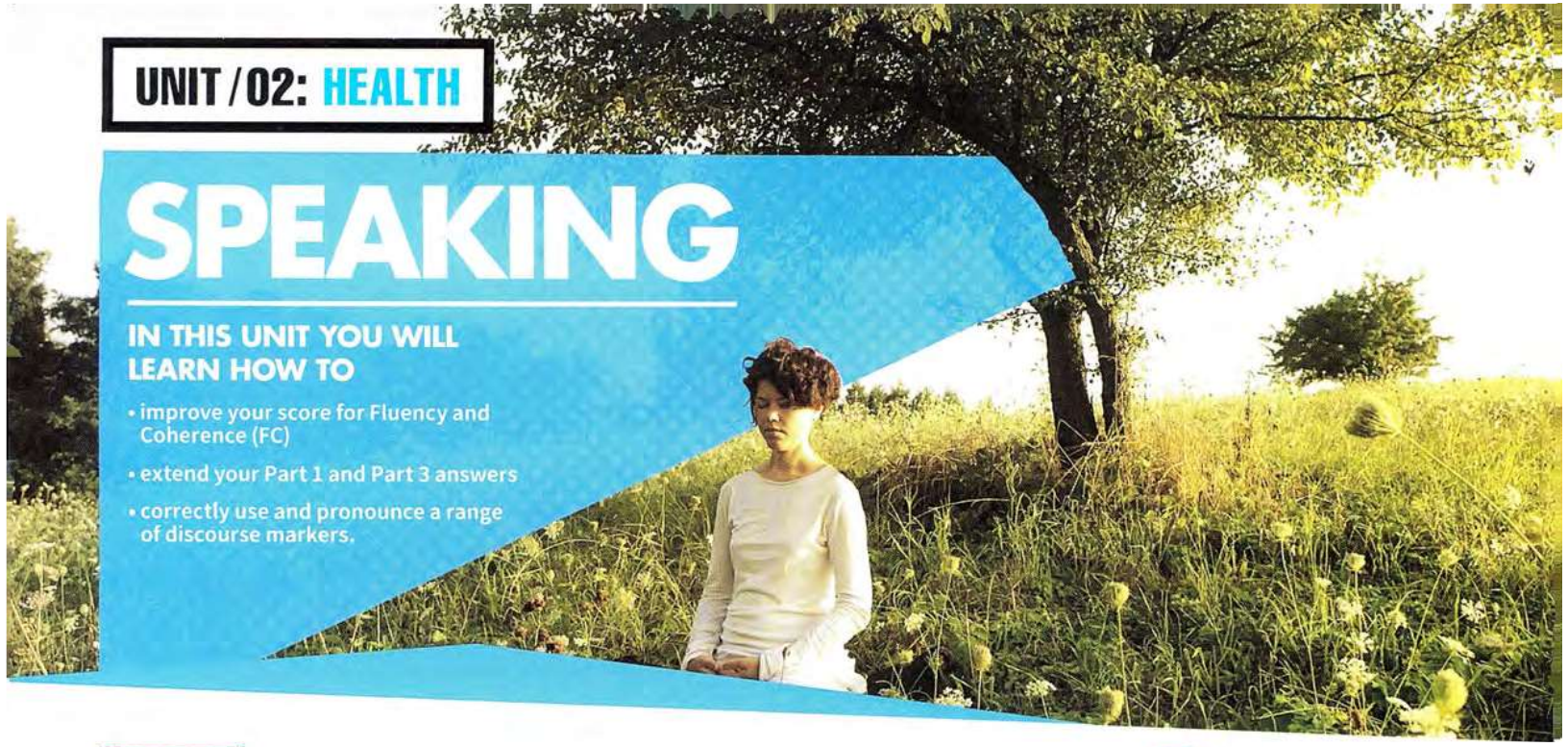
Average length of restaurant dinner: 7 _____

Leave the waiters an extra: 8 _____

To book a place, best to send Catherine: 9 _____

Rule – never talk about: 10 _____

SPEAKING



IN THIS UNIT YOU WILL LEARN HOW TO

- improve your score for Fluency and Coherence (FC)
- extend your Part 1 and Part 3 answers
- correctly use and pronounce a range of discourse markers.

LEAD-IN

01 **The following idioms describe problems you should try to avoid if you want to express yourself fluently. What do they mean in the context of the Speaking test? Use a dictionary if you need to.**

1 going round in circles
2 losing your thread
3 stumbling over your words
4 labouring the point
5 beating about the bush
6 talking at a mile a minute

02 **Complete the sentences using the idioms from exercise 1 in the correct form.**

1 I got too nervous in the Speaking test and kept _____ .
2 I was really nervous at the start of the Speaking test and realised I was _____ , so I took a deep breath and slowed down.
3 I'm not going to _____ – unless you start working harder in class, you won't get more than a 6.0 in your IELTS test.
4 This Reading question is impossible. I keep thinking I've got the answer, but then realise I haven't. I'm just _____ .
5 My teacher gave me a lower score in my Writing Task 2 essay. She said my second paragraph was far too long and I ended up _____ . She said I should have moved on to discuss some other aspects of the question.
6 In Speaking Part 2, the candidate began OK, but then she _____ and started talking about things unrelated to the task card.

TIP 01

Including idiomatic language is a very good way to improve your Speaking score. However, you should only use the idioms and phrases you are comfortable with, and that you know how to use correctly and appropriately.

FLUENCY AND COHERENCE

In the Speaking test, 25% of the marks are given for Fluency and Coherence (FC). You can lose marks for the following:

- repetition (of language or ideas)
- having to correct yourself too often (because you are not being understood)
- talking too quickly or slowly
- long pauses before answering or between sentences
- overusing / not using / incorrectly using discourse markers or linking phrases
- giving answers that are too short.

03 14 **Listen to two candidates answering a Part 3 question. Discuss with a partner which of the two would get more credit for Fluency and Coherence (FC). Give reasons.**

TIP 03

Don't worry if you are not producing entirely accurate sentences when you are talking. There is a big difference in the accuracy of *spoken* and *written* language. For example, saying 'um' and 'uh' is a normal part of natural speech – it will not affect your score if they occasionally appear in your answers. Equally, beginning a sentence with *and* or *but*, which you should not do when you write, is perfectly natural in spoken English.

ANSWERING PART 1 QUESTIONS

Part 1 questions ask you to talk about personally focused, familiar topics, and to respond with your personal experiences and opinions. You are not expected to speak at length, but make sure you answer the question and try to give complete answers, supported with examples, reasons, etc. Unlike in Part 3 questions, you are not expected to bring in other opinions or views or a balanced argument.

04 15 **Listen to and read the answers to this Part 1 question. Decide which candidate gives an appropriate answer. Give reasons for your choice.**



Examiner How often do you eat healthy meals?

Candidate 1 I'm very much a sociable type of person, so whether I'm eating at a restaurant or at home, as long as there's company around me – could be with friends, could be with family, could be both – personally, I tend not to notice too much where I am and I'll eat pretty much anything.

Candidate 2 Well, there's a lot of pressure these days on people to eat the right sort of things. However, it seems like every day there are new pieces of conflicting advice from the government, or from doctors, about what we should and shouldn't be eating, so who actually knows? For example, one week there's a study telling us chocolate is bad for us and then the next week, there's another which says it's good for us. I try to eat healthy food when I can, but think it depends on what you mean by 'healthy'.

Candidate 3 It depends what you mean by 'healthy', but I try to keep my intake of junk food down to a minimum. And most days I make sure that I have at least some fruit and vegetables, even if it isn't as much as I should. Also because I'm young and in relatively good shape, I don't worry about my diet too much at the moment to be honest.

USING DISCOURSE MARKERS TO EXTEND ANSWERS

Discourse markers are words and phrases that link ideas together and make what you say more coherent. They cover a variety of functions: giving reasons, examples, introducing contrasts, etc. Try to use a variety of them to connect your ideas. For example, for adding information, you can use simple everyday markers like *and*, *as well*, *too*, but also more lexically complex ones like *In addition*, *I would also add*, etc.

05 **Look back at the candidates' answers in exercise 4. They use common everyday discourse markers. Find examples for each of the categories below.**

Adding detail to the previous point: _____

Introducing a contrasting idea: _____

Giving a reason or explanation: _____

Giving an example or clarification: _____

Introducing an opinion: _____

06 **Look at the first part of this answer to a Part 1 question. Then listen to four different ways to continue the answer and complete the table with words from the box.**

16

Examiner How do you like to relax?

Candidate If I had to choose, I'd say that I most like to sink into the sofa, put my feet up and lose myself in a good movie.

Discourse markers

On top of that That said In particular The thing is

Functions

A Giving a reason for the previous point

B Giving an example related to the previous point

C Adding detail to the previous point

D Introducing an idea that contrasts with the previous point



Candidate	Discourse marker used to extend answer	Function of the discourse marker
1		
2		
3		
4		

07 **Look at the first part of an answer to the examiner's question and think of how you could develop it with a) a reason, b) an example, c) an additional detail and d) a contrast. Use the discourse marker given.**

Examiner How important is it for you to eat healthily?

Candidate It's something I really want to do more of, as I really value my health, and I'm pretty sure I don't do it often enough.

a (*reason*) The thing is, ...

b (*example*) For instance, ...

c (*additional detail*) I would add that ...

d (*contrast*) Having said that, ...

DEVELOPING PART 3 ANSWERS

While you should keep your answers on a personal level in Part 1, you will lose marks in Part 3 if you do the same thing again. For example, the question 'Which is more important in sport, winning or taking part?' may sound like it is asking what is more important *to you*; however, in Part 3, you should aim to widen your answers and relate them to other people, different societies and hypothetical situations.

08 **Listen to an answer to the Part 3 question and answer the questions below.**

17

Examiner What reasons do people have for becoming vegetarian?

1 Does the candidate only answer on a personal level or does he 'widen' his answer?
2 How many different points does the candidate make?
3 Match the discourse markers he uses (i–iv) with their functions (a–d).

i On the grounds that	a adding detail to an idea
ii To build upon my point a little more	b giving a reason or justification
iii Looking at it from another point of view	c concluding an argument with a final point
iv Ultimately	d contrasting by giving a different perspective/opinion

09 **Read the Part 3 question and answer and choose the discourse markers that fit best and that you think would receive a higher score from an examiner. There may be more than one answer.**

Examiner Do you think governments should have more influence on people's health?

Candidate Absolutely. I strongly believe governments should introduce laws to help society reduce the amount of unhealthy foods we consume. Some countries have proposed a tax on fizzy drinks (**1**) **so that / on the grounds that / essentially** it will discourage people from drinking so much. (**2**) **Such as my country / In particular, this is true of my country / Take my country by way of example**, where consumption of soft drinks is incredibly high. (**3**) **That said / But / On the other hand**, we must take responsibility for our own health (**4**) **as well / also / too.** We cannot expect politicians to do everything. (**5**) **Ultimately / Overall / At the end of the day,** we are the only ones who can improve our health.

TIP 09

Make sure with discourse markers that you learn the differences in function and usage between them. Don't assume that because they have a common function you can use them interchangeably. For example, not all discourse markers appear at the beginning of a sentence. Some are used as a subordinate clause within a sentence, e.g. 'Playing tennis, *to name one example*, is a fantastic way to keep in shape.' You should be able to find all the discourse markers in this unit in a good dictionary and see examples of how they are used.



10 **Look back at all the discourse markers in this section. In pairs, discuss the following questions.**

1 Which ones can you use confidently?
2 Which ones are you less confident about using?
3 Can you think of any discourse markers for the following functions that we have not mentioned in this section?

- Adding detail to the previous point
- Introducing a contrasting idea
- Giving a reason or explanation
- Giving an example or clarification
- Introducing an opinion
- Concluding with a final point or summarising an argument

EXAM SKILLS

11 **Make notes about how you would answer these Part 1 questions. Then ask and answer them with a partner.**

1 Do you prefer eating healthy food or fast food?
2 Which sport do you play or do regularly?
3 Do you think you have enough free time to relax?

12 **Make notes about how you would answer these Part 3 questions. Then ask and answer them with a partner.**

1 Why has convenience food become so popular over the past few years?
2 In the future, what sort of relaxation activities will be popular?
3 What benefits do competitive sports have for the people taking part?
4 Should physical education be compulsory for all school children?





UNIT 03: ART AND ARCHITECTURE

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- answer True / False / Not Given and multiple-choice questions
- identify main and supporting ideas
- use past tenses correctly.

LEAD-IN

01 Ask and answer these questions in pairs.

1 What form(s) of art do you like?
2 Are you good at any forms of art?
3 Can you name any famous works of art that you like?
4 What forms of art or artists are popular in your country?

02 Match a word from box A with a synonym or near-synonym from box B.

A		
installations	materials	concepts
groundbreaking	abstract	sculpture
experiment	techniques	cast

B		
ideas	innovate	conceptual
media	innovative	methods
mould	exhibitions	figure

TRUE, FALSE, NOT GIVEN

This task type asks you to look at statements and decide if they agree with the information in the text or not. TRUE means the information matches what the text says, FALSE that the information is contradicted by the text, and NOT GIVEN means that the statement is neither confirmed nor contradicted. NOT GIVEN statements often refer to ideas that are mentioned but not enough information is given for you to say if it is TRUE or FALSE.

03 Read the text on pages 53–54 in one minute. (Ignore the underlining in the text.) Which statement matches the structure of the text?

A A history of Modern Art
B A look at the similarities and differences between two Modern artists
C A look at the strengths and weaknesses of two Modern artists

TIP 03

Skim read the text quickly before looking at the questions. This will give you a general idea of the structure of the text which will help you locate information quickly and avoid wasting time looking in the wrong part of the text.

04 **Which paragraph contains the following information?**

1 The materials Rauschenberg worked with
2 Why Warhol is more famous than Rauschenberg
3 A definition of Modern Art
4 The artists' early lives
5 Warhol's main work
6 Both artists' performance art

05 **Read Paragraph B carefully. Match each statement 1–3 with its answer. One is True, one is False and one is Not Given.**

1 Rauschenberg was often unwell as a child.
2 Both artists had a positive relationship with their mothers.
3 Warhol began to develop his ability as an artist when he went to New York.

06 **Highlight the parts of the text where you found the information for exercise 5. Why might some candidates think the Not Given statement was True or False?**

07 **Statements 1–3 are Not Given in the text. Match them with the reasons some candidates might think they *are* given (a–c).**

1 Conventional materials are not used in Modern Art.
2 Rauschenberg and Warhol influenced each other's work.
3 Warhol grew up in a working class part of his home town.

a This information is given but about a different person.
b Some of the words are used in the text.
c We might expect this to be true, given the focus on these two artists in the text.

TIP 06

Not Given statements are often based on information you might expect to be in the text but isn't, and often use words that do appear in the text itself. Read each statement and the relevant part of the text very carefully before deciding whether the ideas are given or not. Make sure you are clear who is being referred to in the text.

08 **Read paragraphs A, B and C. Are the following True, False or Not Given?**

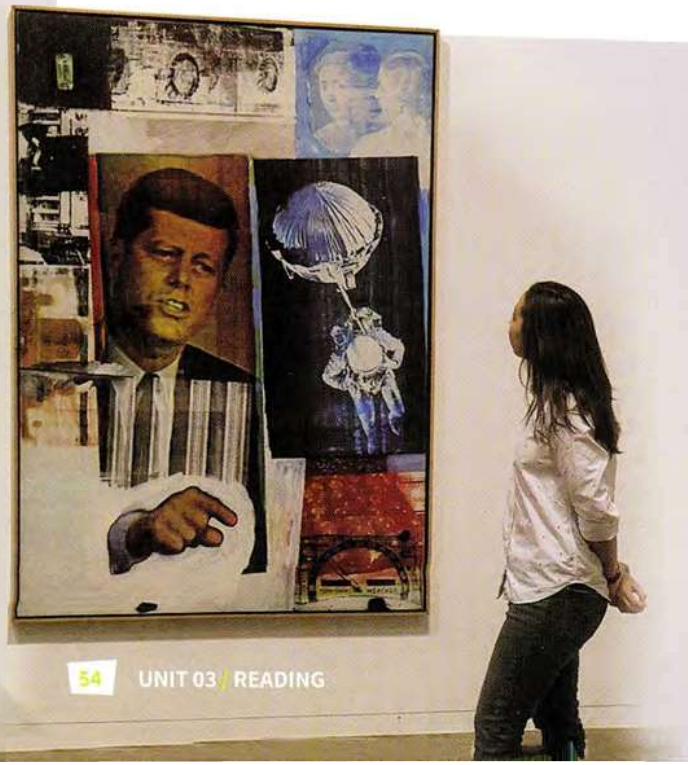
1 Neither artist is known by their birth name.
2 Rauschenberg first achieved artistic fame in his home town.
3 Paris was the best place for Modern artists in the 1950s.
4 Neither artist believed in distinguishing between high and low art.
5 *Art* critics were shocked by Rauschenberg's use of everyday objects in his work.

20TH CENTURY MODERN ART CHAMPIONS: RAUSCHENBERG AND WARHOL

A The term 'Modern Art' refers to art from the period 1860s to 1970s and encompasses the work of such well-known names as Vincent Van Gogh, Paul Cézanne and Pablo Picasso. Modern Art represents the discarding of the artistic traditions of the past in favour of a spirit of experimentation. It conceptualised the functions of art in new ways and introduced different ideas about the nature of materials. Two artists who had a huge impact on modern art in the twentieth century were Robert Rauschenberg and Andy Warhol. Arguably, they both had an important influence on art as we know it today, but whereas Warhol became a household name, Rauschenberg is remembered only by those in the artistic community.

B Milton Ernest Rauschenberg, who later became known as Robert Rauschenberg, was born in Port Arthur, Texas in 1925, while [1]Andrew Warhola – Andy Warhol – was born in 1928 in Pittsburgh, Pennsylvania. Both were of European heritage, born to working class families. In Rauschenberg's case, his childhood environment was hardly inspiring – a blue-collar town that has been described as a 'cultural wasteland with no art'. His father had no understanding of art and gave him no encouragement. His mother, on the other hand, supported her son as much as she could. For much of his life, [2]Rauschenberg had been waiting for the opportunity to leave his hot, sticky, industrial home town and he did so in 1944, moving to California. Like Rauschenberg, Warhol was close to his mother. A sickly child, he spent a lot of time at home with her. Though he was missing a lot of school, [3]he was developing his artistic skills and tastes, so it was actually an important period of his life. He eventually enrolled in the Carnegie Institute in Pittsburgh, where he took his first steps into the art world. Eventually, both artists gravitated towards New York, [4]which, by the early 1950s, had taken over from Paris as the centre of the Avant Garde*.

C Artistically, what the two have in common is the willingness to innovate, take chances and be different from everything that had gone before. Both were a new type of artist who embraced and drew inspiration from popular culture. Both rejected the orthodoxical views of 'high' and 'low' art. To their minds, anything could be art. Rauschenberg produced paintings and sculptures and even combined them to produce mixed media, working with a variety of less conventional materials including silk, metal and glass. [5]It has been said that 'the whole world was his canvas'. He was the ultimate scavenger, prepared to use anything he could find in his artworks, even going so far as to incorporate such disparate objects as socks, bedspreads and car parts into his work. His 1953 piece entitled *Automobile Tire Print* was conceptual art as never seen before and would ensure him a place in the art history books.



D Warhol's work was equally innovative, drawing from the world around him, but somewhat different in approach. He rose to fame with his iconic *Campbell's Soup Can* series, which even today is seen as one of the most definitive images of the Pop Art movement. [6]The simple red and white depictions of an everyday item have been hanging in kitchens and cafés around the world since the 1960s. It's a similar story for his iconic series of movie star portraits – including such popular culture figures as Marilyn Monroe, Elvis Presley and Elizabeth Taylor. Like Rauschenberg, he didn't limit himself to just one medium. In 1964 he produced his first exhibition of sculpture, which consisted of hundreds of imitation supermarket product boxes, most famously Brillo and Heinz. It was an exhibition which confounded critics and helped cement his credentials as an artist challenging the status quo.

E Not content with subverting the conventional art forms of painting and sculpture, both Rauschenberg and Warhol experimented beyond them. Rauschenberg collaborated with musicians, costume designers, dancers and even scientists, never ceasing to expand the possibilities of what art could be. He has been described as 'the wind blowing through the art world, pollinating everything'. Warhol, too, dabbled in other fields, including rock music and film, and engaged in Performance Art, with his multimedia show *The Exploding Plastic Inevitable* becoming one of the works he is best remembered for. This show pioneered many lighting innovations which rock musicians have been using in their shows since the 1960s.

F Both Rauschenberg and Warhol were extremely prolific, the former's career spanning six decades, whilst the latter is a household name whose work has been adopted by several generations. What differentiates them is that Warhol courted publicity. He wrote books and co-founded a magazine, *Interview*, which reported on film, fashion and popular culture. He socialised with celebrities and had several TV shows, which helped spread his fame. In contrast, Rauschenberg didn't seek the limelight. His name is not widely known outside the art world, but that does not diminish his influence upon it. Given that Warhol's work is immensely reproducible and commercial, brightly coloured and attractive to buyers, it is easy to see why Rauschenberg's productions with salvaged garbage and street signs would lack the same popular appeal. However, this great innovator still deserves to be remembered for his unique contribution to Modern Art.

* Avant Garde – *new and modern ideas in art*

MULTIPLE-CHOICE QUESTIONS

The multiple-choice task type consists of a mix of questions and sentences to complete. In both cases, there are four options to choose from. Some sets of questions will focus on one paragraph or part of the text. Others will focus on the text as a whole. The questions follow the order of the text.

09 **Read the question below but cover the options. Write your own answer. Then compare it to the options.**

1 What is the main similarity between Warhol and Rauschenberg in terms of their work?

A They always used unusual materials.
B They both became very famous.
C They were both risk takers.
D Their work always combined painting and sculpture.

TIP 09

A useful strategy is to use the key words in the question stem – or synonyms of them – to help you identify the correct part of the text. Read the sentence or sentences carefully. Think of your *own* answer to the question and see which of the options matches it the closest.

10 **Read the parts of the text (A–D) that correspond to each option in exercise 9. Match them with the explanations (1–4) that follow.**

A *'He [Rauschenberg] was the ultimate scavenger, prepared to use anything he could find in his artworks, even going so far as to incorporate such disparate objects as socks, bedspreads and car parts into his work.'*

B *'… whereas Warhol became a household name, Rauschenberg is remembered only by those in the artistic community.'*

C *'Artistically, what the two have in common is the willingness to innovate, take chances and be different from everything that had gone before.'*

D *'Rauschenberg produced paintings and sculptures and even combined them to produce mixed media, working with a variety of less conventional materials including silk, metal and glass.'*

'Like Rauschenberg, he [Warhol] didn't limit himself to just one medium. In 1964 he produced his first exhibition of sculpture, which consisted of hundreds of imitation supermarket product boxes, most famously Brillo and Heinz.'

1 This cannot be the answer because the artists produced paintings and sculpture, not always a combination of the two.
2 This is the correct answer.
3 This cannot be the answer because it only refers to Rauschenberg.
4 This cannot be the answer because it tells us that only Warhol gained fame.

TIP 10

Remember that all the options will be mentioned in the text in some way but only one will completely answer the question.

11 **Now answer this question by finding the relevant section of the text. Explain to your partner why the other options are incorrect.**

In what way are the artists' backgrounds similar?

A Their mothers were the most important influence on them.
B They were born in America to families with ancestry in Europe.
C Their families pushed them to go to Art School.
D Their families moved to New York.

IDENTIFYING MAIN AND SUPPORTING IDEAS

Some multiple-choice questions test your ability to identify the main idea of a paragraph as opposed to the supporting ideas. The main idea is the message the writer wants to communicate with the paragraph, and the supporting ideas are facts, examples, etc. which back up the main idea.

12 **Answer the two questions. Explain how you decided on your answers.**

1 The purpose of Paragraph D is …
- A to illustrate Warhol's love of fame.
- B to highlight the differences between Warhol and Rauschenberg.
- C to suggest Warhol's work was better than Rauschenberg's.
- D to give an overview of Warhol's early ground-breaking work.

2 What is the main idea of paragragh E?
- A Both artists worked outside of traditional artistic genres.
- B Warhol's work influenced rock music.
- C Both artists engaged in performance art.
- D The Exploding Plastic Inevitable is a well-known piece of work.

TIP 12

Typically the main idea is at the start of a paragraph in the opening sentences, but this is not always the case, so skim read the whole paragraph to form an opinion of the general message it is trying to communicate, and then look at the options to see which one paraphrases your opinion. The incorrect options are often mentioned in the paragraph as supporting ideas.

GRAMMAR FOCUS: PAST TENSES

13 **Match the underlined parts (1–6) of the reading text on page 54 with a tense.**

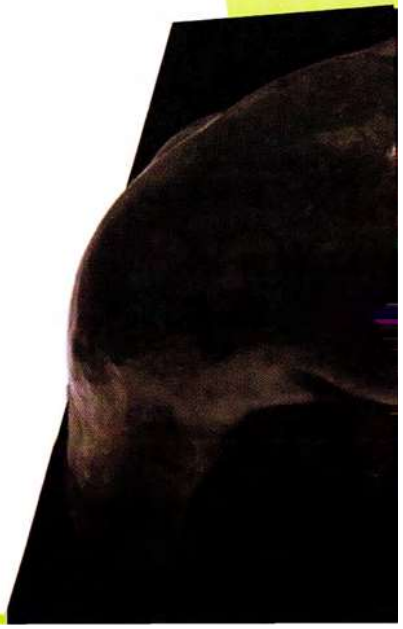
present perfect continuous _____
present perfect simple _____
past perfect simple _____
past perfect continuous _____
past simple _____
past continuous _____

14 **Match each tense in exercise 13 with its use.**

- **a** To describe completed actions in the past
- **b** To describe an action happening around a given time in the past
- **c** To describe a continuous action that started in the past and is still happening now
- **d** To describe an action completed before a given time or other action in the past
- **e** To describe an action that happened in the past but has a connection to or important effect on the present
- **f** To describe an action or repeated actions up to a given time in the past

15 **Choose the correct form of the verb.**

1 Warhol's celebrity portraits **had been / have been / were** popular since the 1960s.
2 Rauschenberg **was marrying / married / has married** Susan Weil in 1950 but their marriage only **had lasted / lasted / had been lasting** until 1953.
3 Artists **have now been developing / had now been developing / had now developed** Rauschenberg's ideas for more than half a century.
4 The advent of digital technology **had / has had / has been having** a big impact on the art world.
5 When Rauschenberg arrived in New York, Warhol **had been living and working / has been living and working / lived and worked** there for several years.



EXAM SKILLS

16 Read the passage and answer questions 1–9.



MODERN AND POST-MODERN SCULPTURE

A Modern sculpture has its origins in the work of Frenchman Auguste Rodin. Born into a modest family in 1840, Rodin began his creative journey in the 1860s, a journey that would lead to him being remembered as the 'bridge' between traditional and modern sculpture. Before Rodin, sculpture told stories about the past: religion, history, myth and literature. Sculptures typically left little to the imagination. Figures tended to be idealised in some way to avoid any imperfections of the model. Rodin can be considered a realist in that he refused to improve on what he saw in front of him. He considered all of nature beautiful and if a model was old and wrinkled, he would be portrayed as such. Moreover, like much of the art that he helped inspire for later generations, his work spoke to the emotions and imagination: both his and his viewers'. The stories he told were internal and conceptual and there was no right or wrong way to interpret them.

B Rodin was inspired by the fragments of Greek and Roman sculpture that were being discovered by archaeologists during his time. He was one of the first sculptors to treat fragments or parts of figures as complete works of art. One of his most famous works is *Large hand of a pianist*. In this piece he demonstrated one of the characteristics of Modern Art – to make visible things that are not, such as energy, sound and rhythm. He sculpted elongated fingers to make visible music being played effortlessly. Groundbreaking for its time, this concept has been taken forward by sculptors right up to the present day.



C Rodin worked mainly in bronze and was fascinated by the effect of light on irregular surfaces. In particular, he realised that light bouncing off textured bronze surfaces could create the illusion of movement. He pioneered two new techniques: *marcottage* and *assemblage*. *Marcottage* means creating a new work by putting together pieces from different existing works. *Assemblage*, which was further developed later by artists like Picasso, began with Rodin's technique of repeatedly casting the same figure and using multiple casts to create a new piece.

D The Late Modern Period (1900 to 1945), which saw the rise of extreme distortion* – and then abstraction** – in sculpture can be seen as a natural development from the pioneering work of Rodin. Romanian French sculptor Constantin Brancusi was one of the leading exponents of this style. He attempted to reduce the physical world to three basic forms: egg, pebble and grass blade. The development of Rodin's assemblage also continued and came to represent the *building* of sculptures rather than carving or moulding them. Picasso's sculptures were called 'Constructions' and used a range of different objects and materials. The rise of minimalism, a movement that reduces sculpture to its most essential features, comes very much from this tradition.

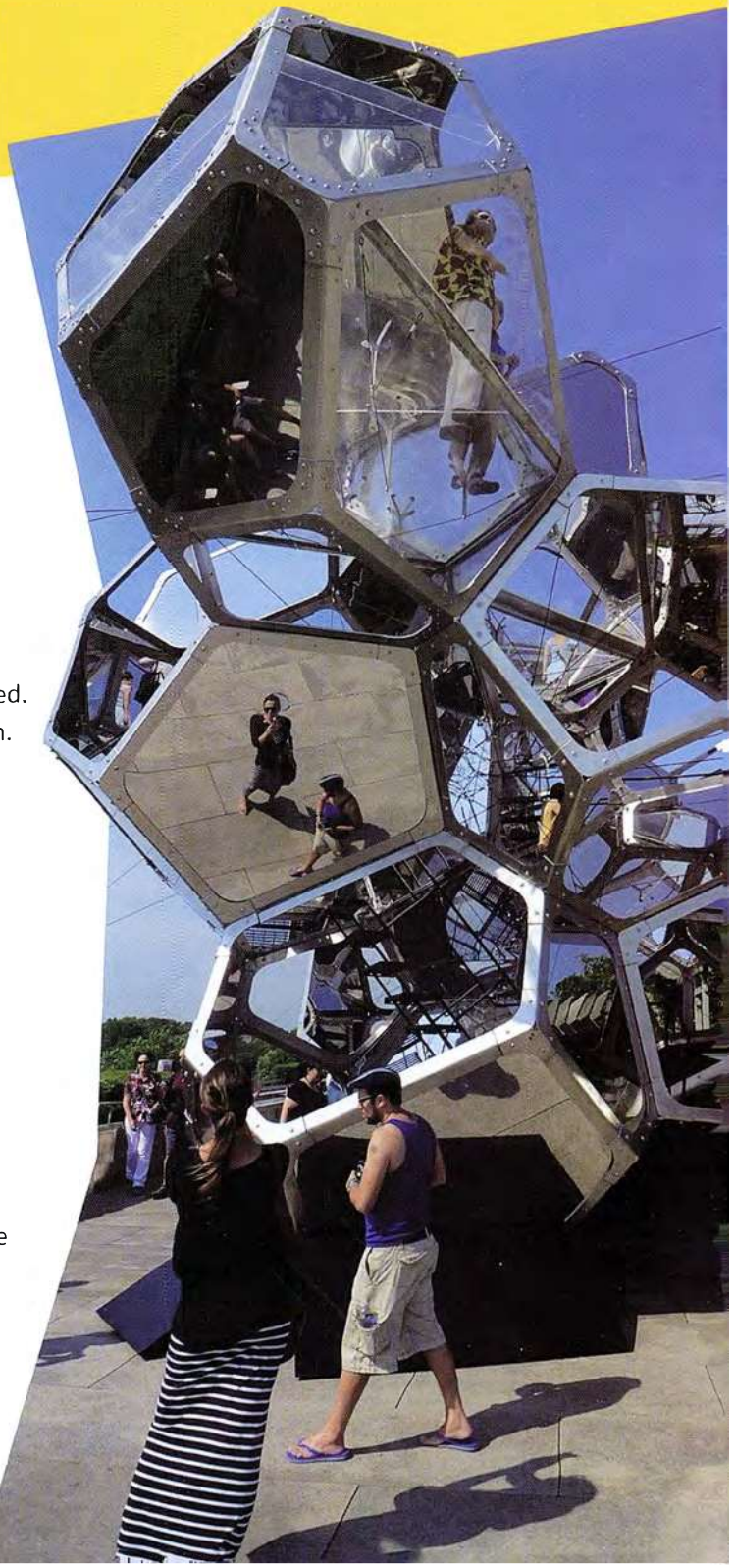
E Thanks to the work of these 'forefathers', Modern sculpture embraces many forms and styles. It is increasingly common to see it created outdoors, often in view of the spectators. One form of outdoor sculpture is known as Earth Art, which is based on nature and makes use of rocks, branches, leaves, dirt, soil, water and other naturally occurring materials. Another offshoot is kinetic sculpture – sculpture that involves moving parts. Mobiles are one such example. Early examples had moving parts powered by wind or touch and later some were even powered by machines. Other pioneering forms of Modern sculpture include ice sculptures used in culinary art and sound sculptures – such as Aeolian harps 'played' by the wind.

F Art installations are another example of how sculpture has developed in the Modern and Post-modern eras. They can be defined as a work of art consisting of multiple components, often though not necessarily in mixed media, usually exhibited in an indoor gallery space in an arrangement specified by the artist. Installations are multi-sensory experiences built for a specific time and space. They are often highly imaginative and bring different materials together to create something original and unexpected. The audience is drawn to them because they are immersive, often allowing audience participation. One such installation was *Cloud City*, a huge construction created by Argentinian sculptor Tomás Saraceno. It consisted of 16 interconnected modules, 16.5 by 8.5 metres, displayed on the roof of the Metropolitan Museum of Art in New York. Visitors were able to walk up and inside the modules.

*distortion – *twisting out of shape*

**abstraction – *depicting ideas, not actual objects*

G In fact, these days sculpture increasingly involves the public. The use of digital technology has further increased the possibilities of creating art that reaches everyone. Digital installations allow artists to 'play' with the boundary between the real world and virtual reality and give new opportunities for active participation in the artwork by the spectator. Touch, physical participation and social interaction are now common features of the experience of going to see art. Modern sculpture has come a long way since Rodin got the ball rolling in the 1860s, and the future promises limitless possibilities.



Questions 1–6

Do the following statements agree with the information given in the reading passage above?

Write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

1 Before Rodin, sculpture was very realistic.

2 Rodin expected people to interpret his sculptures in their own way.

3 Rodin studied the sculpture techniques of the Greeks and Romans.

4 Rodin felt that incomplete figures were still artistic works.

5 His *Large Hand of a Pianist* tries to convey music being played.

6 Rodin believed the surfaces of sculptures should be smooth.

Questions 7–9

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

7 Assemblage

A was first used by Pablo Picasso.

B uses only three basic forms.

C involves several artists working on the same theme.

D creates a single composition from a number of versions of an individual.

8 What is the purpose of paragraph E?

A to explain the meaning of Earth Art

B to explain how kinetic sculpture has evolved

C to introduce the idea of outdoor sculpture

D to show examples of innovative forms of Modern sculpture

9 Art installations

A always use mixed media.

B are always outdoors.

C usually allow viewers to interact with them.

D typically last a long time.



UNIT / 03: ART AND ARCHITECTURE

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- describe changes on a map, including which tenses to use
- summarise information with appropriate discourse markers
- ensure good Coherence and Cohesion in your answer.

LEAD-IN

01 **Put the verbs into the correct category.**

~~demolish~~	extend	knock down	enlarge	put up	alter
modernise	replace	tear down	develop	flatten	erect
relocate	expand	renovate	convert	construct	

Build	Change	Remove
		demolish

02 **For each of the verbs in exercise 1, what are the nouns? Use a dictionary if necessary.**

Example: demolish (v) – *demolition* (n) extend (v) – *extension* (n)

03 **Ask and answer the questions in pairs. Include as many words from exercises 1 and 2 as possible.**

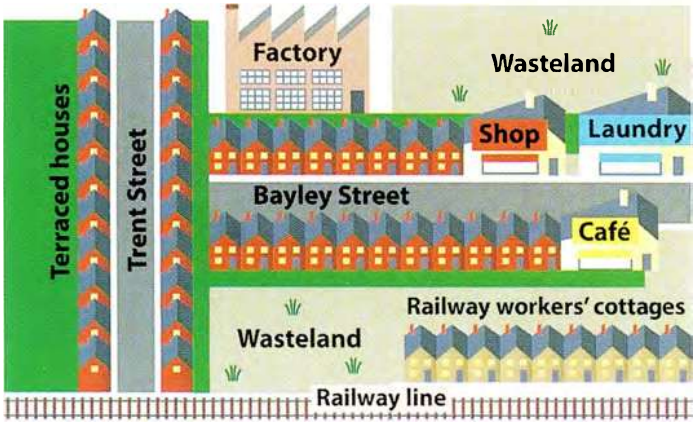
1 Describe where you live. What kind of housing / facilities / features does your area have?
2 How has your home town changed since you were little? What are the key changes?
3 If you could change anything about the architecture and design of your home town, what would you change and why?

SUMMARISING INFORMATION

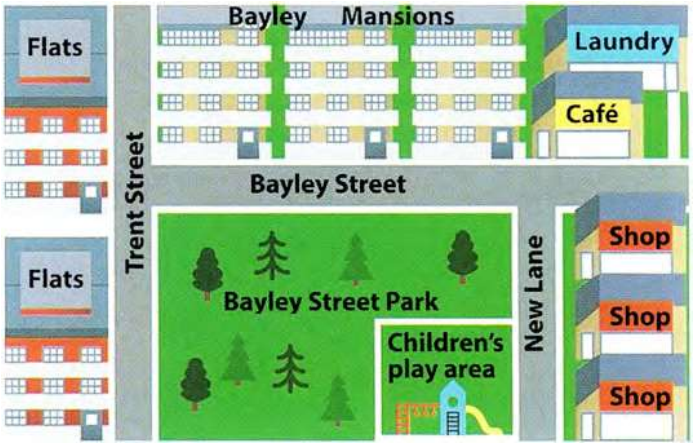
04 **Look at the exam task. Match the introductions (1–4) with the comments on them (A–D).**

The maps show part of the town of Poulton in 1900 and 1935.
Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Poulton In 1900



Poulton In 1935



1 The maps show that in 1900 there were many terraced houses, some railway workers' cottages, a factory, café, small shop, a railway line and some wasteland. In 1935, this situation had changed and had become a residential area with shops and a park.
2 The maps show part of the town of Poulton in 1900 and 1935.
3 The maps show how the residential area around Bayley Street and Trent Street in Poulton was modernised between the years 1900 and 1935.
4 Bayley Street and Trent Street have changed a lot in the time period.

A This introduction is taken directly from the question.
B This is a good introduction to the maps as it is clear what the writer is going to talk about.
C This gives very little information about the maps, so is not a full introduction.
D This includes too many details to be an introduction and includes examples that should be in the main body of the answer.

This task requires you to summarise the main changes to a plan or map between two time periods. There are three important elements to this kind of text:

- a good introductory sentence which explains what information will follow
- middle paragraphs that focus on the key changes in a concise form, supported by examples
- a summary of the main points presented.

TIP 04

Introductions should set the scene for what comes next in the text. Avoid simply repeating the words in the question and write one or two concise sentences which clarify for the reader what you are going to talk about.

05 **Look again at the two maps. Categorise the following features as either *industrial*, *residential*, *commercial* or *recreational*.**

Example: blocks of flats – *residential*

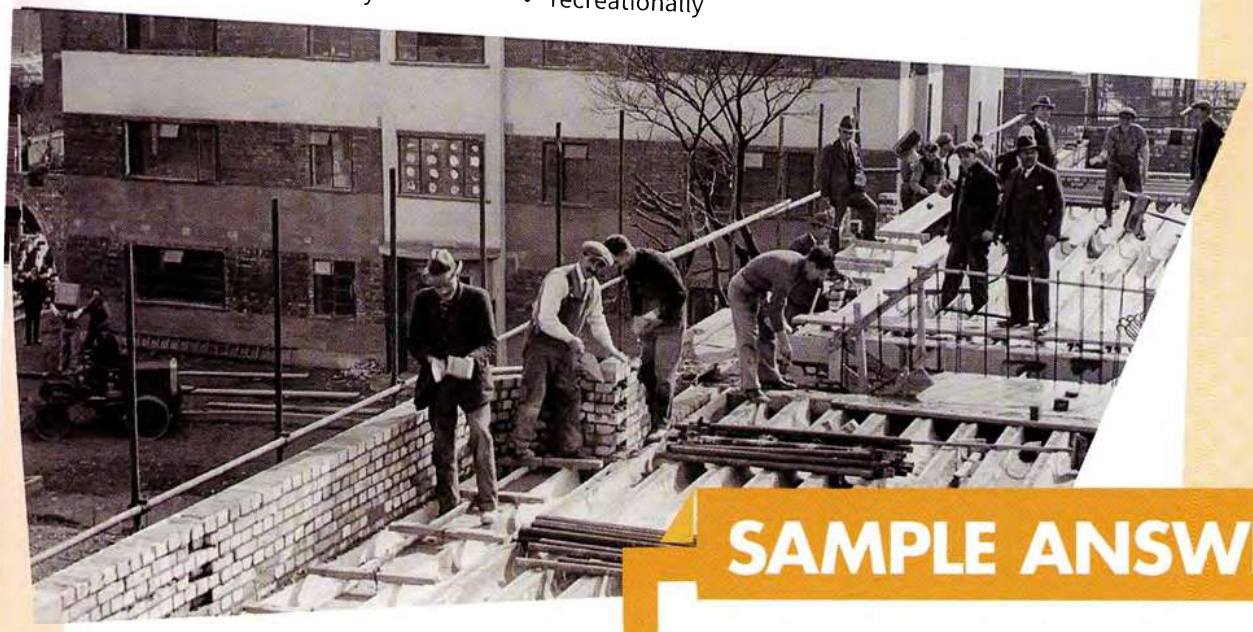
children's play area
Bayley Mansions
café
terraced houses
railway line
laundry
Bayley Street Park
shops
wasteland

TIP 05

In the main body of your answer, you will get more marks if you *summarise* the information in the map rather than listing all the changes. Try to group details together under main headings; for example, a swimming pool, cinema and bowling alley are all 'recreational facilities'.

06 **Look at the two maps and make notes on how the area changed:**

- residentially
- commercially
- industrially
- recreationally



07 **Read a sample answer for the question. Choose the best discourse markers.**

TIP 07

Use a wide range of discourse markers to illustrate for the reader the points you are making; for example, adding a similar point, contrasting or summarising.

SAMPLE ANSWER

The maps depict an area of the town of Poulton in the years 1900 and 1935 and the urban developments that took place. (1) **Overall / In summary**, there were a number of notable changes to the buildings and amenities of this area.

In 1900, this area had a combination of residential and industrial features, but by 1935 the industrial features had largely disappeared. (2) **When / Whereas** in 1900 a railway line ran through the neighbourhood, by 1935 this had been removed. (3) **Furthermore / Nevertheless**, the terraced houses which used to dominate the 1900 map had been replaced by blocks of flats by 1935, and the areas of wasteland had gone.

(4) **Another major change to the area / One thing they did** in 1935 was the development of more commercial and recreational features. The demolition of a second row of houses on Bayley Street and the removal of the railway line made room for a spacious park and children´s play area. (5) **On the commercial side / Thinking commercially**, to the right of the park some new shops were built on the aptly named New Lane, replacing the small shop of 1900, and the café and laundry were relocated and expanded.

(6) **To sum up / At last**, the area was renovated extensively, seeing fundamental changes to its residential accommodation, and its commercial and recreational facilities were developed.

08 **Match the functions (a–e) with the correct discourse markers in exercise 7. Some may fit into more than one category.**

a to introduce a summary of all the main ideas previously mentioned
b to introduce a similar point
c to introduce a contrast
d to change from one point to another
e to make a general statement that sums up the ideas you want to mention in your answer

09 **Think of alternative discourse markers for each of those used in the sample answer. In some cases, you will need to change the structure of the sentence.**

Example: Overall – *In general, Generally speaking*

COHERENCE AND COHESION

Coherence means making the text flow and includes ordering information and paragraphing. *Cohesion* is joining individual elements such as clauses, sentences and paragraphs together. This includes discourse markers, but also other aspects such as avoiding repetition through the use of pronouns and synonyms.

10 **Match these examples of cohesion (1–5) from the text with their type (a–e). Use the underlined words and phrases to help you decide.**

1 … in 1900 a railway line ran through the neighbourhood, by 1935 this had been removed, …
2 … amenities of this area. […] Whereas in 1900 a railway line ran through the neighbourhood …
3 … the industrial features had largely disappeared. Whereas in 1900 a railway line ran through the neighbourhood …
4 … for a spacious park. […] to the right of the park, …
5 … a number of notable changes to the buildings and amenities of this area. […] Another major change …

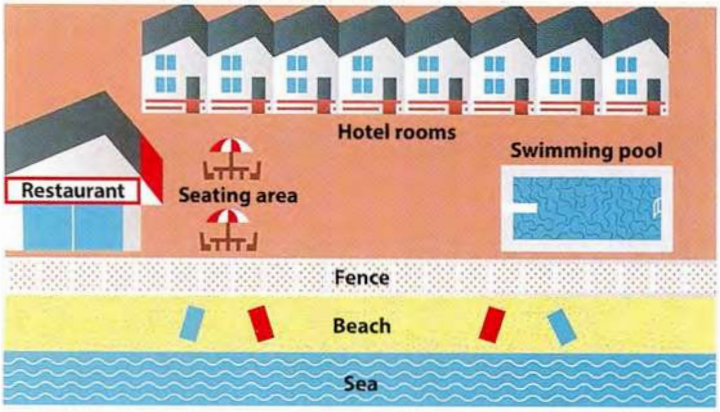
a repetition of the same noun a few sentences later to show continuation of an idea
b using a demonstrative pronoun to avoid repetition
c using the definite article because the noun has been used before
d giving a second more specific noun as an example of the first more general noun
e using synonyms to avoid repetition

11 **Look at this list of features which might be found in a cohesive text. Then look back at the sample answer in exercise 7. Which features were *not* included in it? Why not?**

1 an opening sentence or paragraph explaining what the maps show, with an overview of what the writer is going to talk about
2 a general statement of a change the writer feels is important
3 supporting statements which give more specific details about a general statement
4 speculation as to why the changes took place
5 a recap/summary of the main points covered
6 your opinion of the changes

12 **Look at the two maps of a beach hotel at different times. Make notes on the key changes in the following areas:**

- accommodation
- facilities
- recreation



Beach hotel 2003



Beach hotel 2013

13 **With a partner, read this candidate's answer. Discuss and find examples of the following coherence and cohesion features.**

1 a statement to introduce a change the writer feels is important
2 the use of discourse markers to give cohesion
3 the use of synonyms and paraphrase to avoid repetition
4 the use of pronouns, possessive adjectives, articles

SAMPLE ANSWER

The maps show changes to a beach hotel between 2003 and 2013. Generally speaking, the changes illustrate the extension and improvement of its facilities during the ten-year period.

The most striking alteration is to the hotel's capacity, with an increase in the number of rooms, and in particular the construction of an extra storey above the initial row of rooms. Another significant change is the relocation of various facilities. By 2013, the swimming pool and restaurant had been moved and its seating area had been enlarged.

Recreation had more prominence by 2013. This can be seen in the fact that the 2013 pool is considerably larger than ten years previously and a water sports centre had been built on the beach in front of the hotel. On top of this, the fence which divided the hotel from the beach had been removed by 2013, allowing free access to the beach.

To summarise, the hotel underwent an expansion of its accommodation and recreational amenities in the ten years between 2003 and 2013.

GRAMMAR FOCUS: PAST TENSES AND PERFECT TENSES

14 Look at the list of tenses. Which ones would you expect to use for a 'describing changes on a map' task like the ones in this section? Why?

1 past simple
2 past continuous
3 present perfect simple
4 present perfect continuous
5 past perfect
6 past perfect continuous
7 *would* for past habits
8 *used to* for past states

15 Look back through the two sample answers on pages 61 and 63 and find examples of the tenses you chose in exercise 14.

TIP 14

Make sure that you focus on the dates/times given in this kind of task as they will help you determine which tenses are most appropriate. For example, if the second map says 'Now' then you are likely to be using past simple and present perfect to describe the changes.

EXAM SKILLS

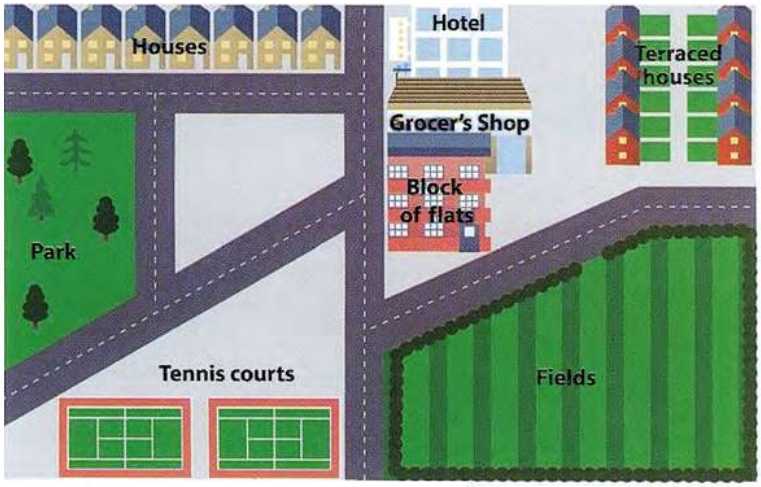
16 Answer the Writing Task 1 below.

You should spend about 20 minutes on this task.

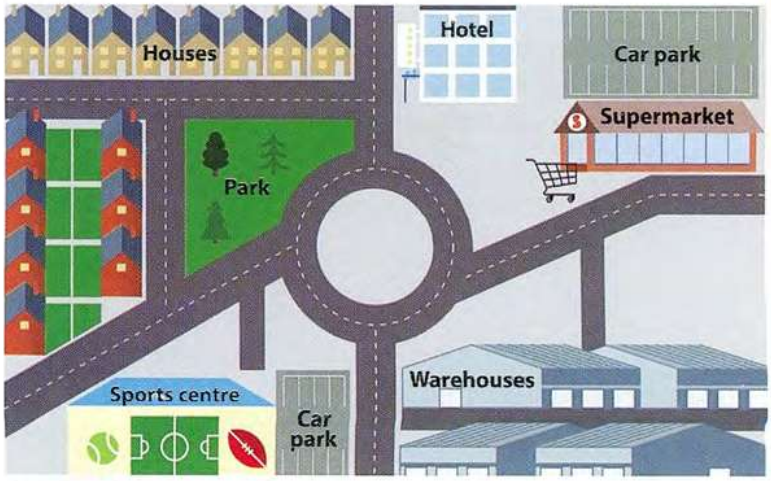
The maps show the outskirts of the town of Fosbury in 1980 and 2015.

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

Write at least 150 words.



Outskirts of Fosbury in 1980



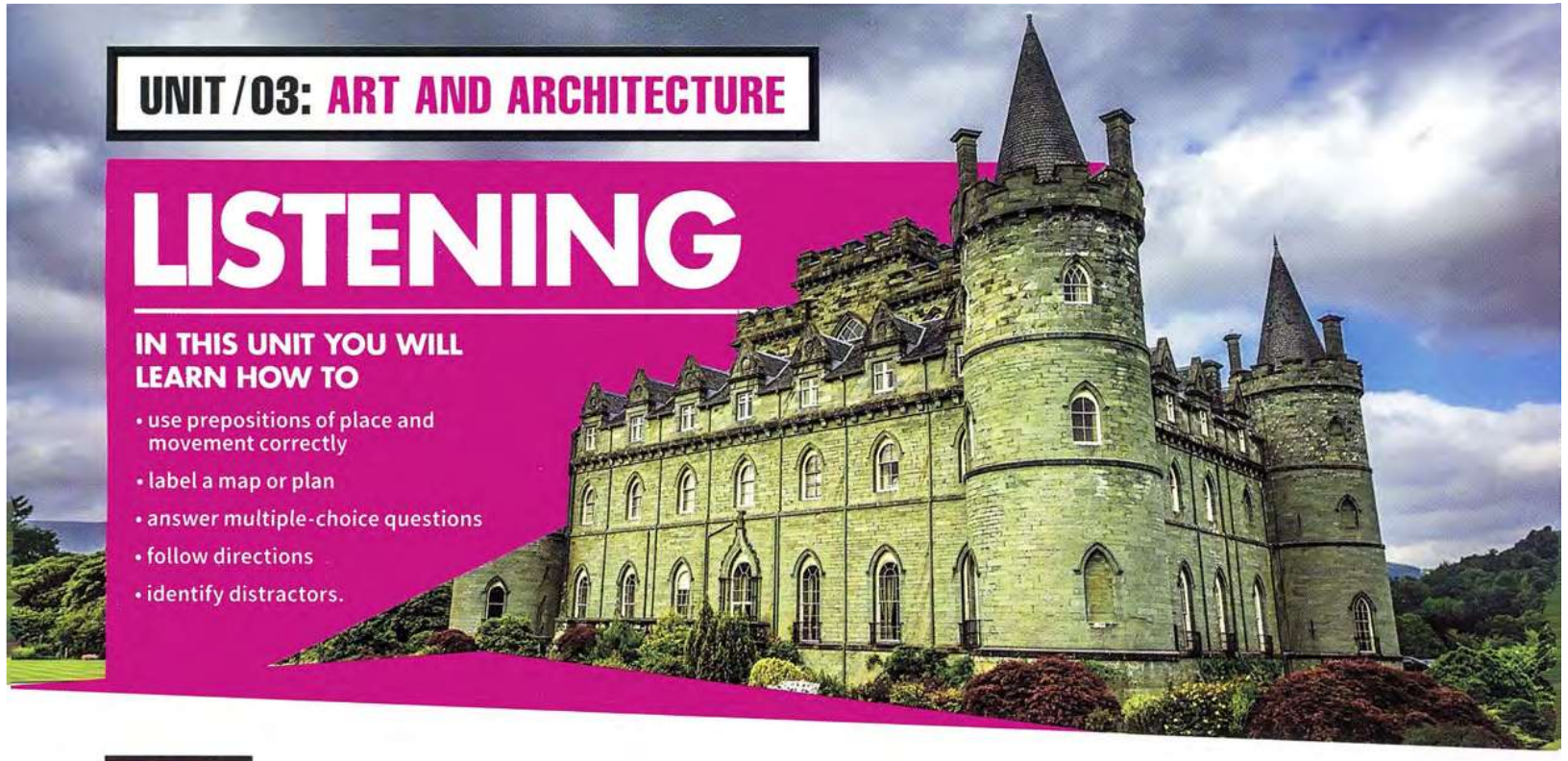
Outskirts of Fosbury in 2015

UNIT / 03: ART AND ARCHITECTURE

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

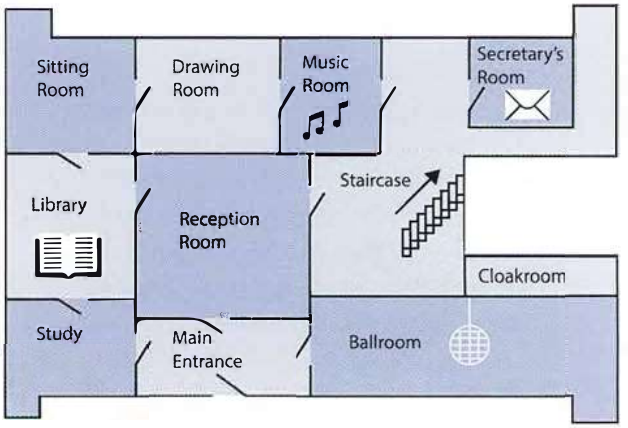
- use prepositions of place and movement correctly
- label a map or plan
- answer multiple-choice questions
- follow directions
- identify distractors.



LEAD-IN

01 **Look at the floor plan of the ground floor of a stately home and complete the directions with the correct preposition from the box. There may be more than one possible answer. Which two prepositions can you not use here?**

above	between	across from
at	into	of
across	close to	opposite
in	below	on
behind	from	to
via	through	up



1 To get to the staircase from the main entrance, go _____ the reception room and take the door _____ your right.

2 The sitting room is _____ the top left-hand corner _____ the map.

3 The library is _____ the sitting room and the study and you can enter it _____ either room or _____ the reception room.

4 The cloakroom is adjacent _____ the ballroom.

5 The secretary's room is _____ the music room.

6 Standing _____ the foot of staircase, facing the stairs, you can see the secretary's room diagonally _____ you _____ the left-hand side.

7 The staircase will take you _____ to the first floor.

8 _____ the back of the house and just _____ the reception room, you can find the drawing room.

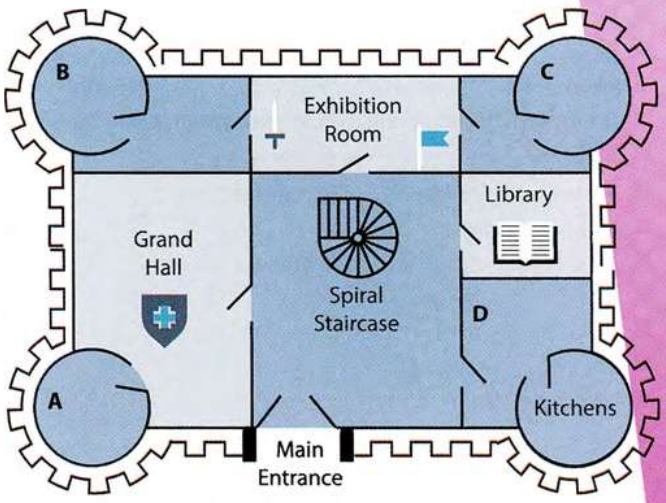
02 **Look at these places that might be mentioned in a tour of a building like the one in exercise 1. Discuss with a partner what you know about the function of each room.**

1 the landing *the level area at the top of some stairs or between staircases*
2 the lobby
3 the drawing room
4 the cloakroom
5 the pantry
6 the cellar
7 the attic
8 the ballroom
9 the servants' quarters
10 the conservatory

LABELLING A MAP

03 **Look at a map of the ground floor of a castle museum. Match the directions (1–3) with places A–C on the map.**

1 From the main entrance, go past the library on your right, enter the Exhibition Room and turn right.
2 Pass the Grand Hall on your left and go straight ahead. Go into the Exhibition Room and turn left. You have to walk through another small room to get to this place.
3 As you enter the building, you will find the Grand Hall on your left. You will find this place in the corner of the Hall.



04 **Write similar directions for the location of place D. Then compare in groups.**

05 **Listen and answer the question.**

18

Room A is
A Lord Westchester's bedroom.
B the gift shop.
C the aviary.

06 **Listen and label room B.**

19

Room B is _____ .

07 **Listen again. Look at the places that were mentioned that are NOT the correct answer. Make notes on why they are incorrect.**

19

Spiral Staircase Exhibition Room Anteroom

08 **Listen and label rooms C and D using words from the box.**

20

anteroom	dining room	kitchen	sewing room	sitting room

TIP 06

It is important to stay focused on what you are listening for. You will hear a lot of irrelevant information and also some that seems relevant, but may not be. For example, if you are listening for a location, you may also hear information about dates and people, which you need to ignore. You will also hear other locations mentioned which are not the correct answer. These are called distractors.

MULTIPLE-CHOICE QUESTIONS

This task gives you a series of questions and you choose from three options. Usually all the options will be mentioned in some way in the recording, but only one answers the question. Make sure you are clear on what the question is asking you. It is important to keep listening and not settle for the first option mentioned, as it may well be a distractor.

09 **Listen and match the century with the information about the castle.**

21

1 11th century	a The Westchester family became the owners.
2 12th century	b The castle had its origins at this time.
3 13th century	c The living quarters were added.

10 **Listen again and answer the question.**

21

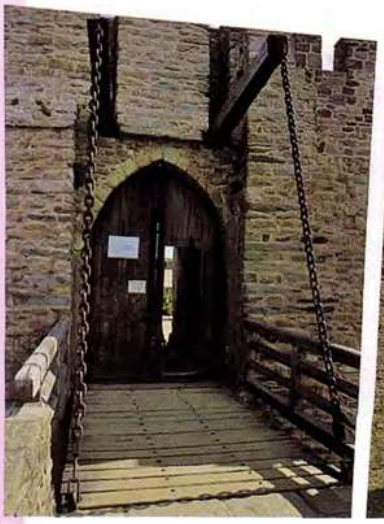
In which century did Westchester Castle become a residence?

A 11th B 12th C 13th

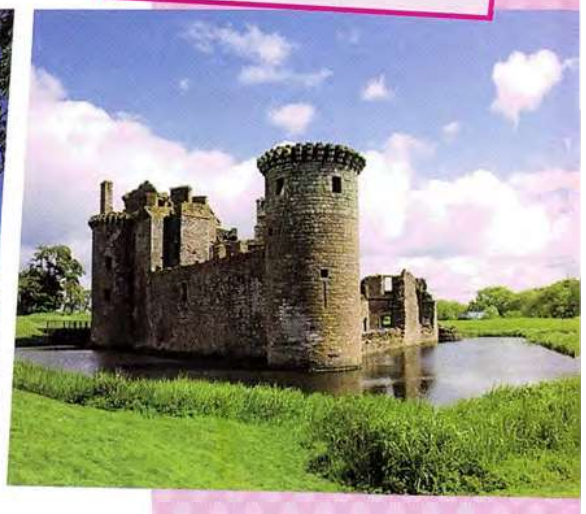
11 **Listen to how the following three words are explained. Make notes on what words the speaker uses to describe them.**

22

1 drawbridge 2 turrets 3 moat







12 **Listen again. Which part of the castle is still in good condition?**

22

A the drawbridge B the moat C the turrets

13 **Listen and write the missing words.**

23

The castle would have had 1 _____ in the basement to store enough food for many months in case of a siege. Unfortunately, we are no longer able to enter the basement area as it's not safe, but we know that there are underground 2 _____ used for escape and for making sorties, or attacking raids, against the enemy. This castle is unusual in that there has been no evidence found of 3 _____ – underground prison cells. Perhaps they never took any prisoners!

14 **Answer the question based on the recording you have just heard.**

Which were NOT located underground at Westchester?

A dungeons B storerooms C tunnels

TIP 11

Don't worry if you don't understand some of the words in the question stem or options. Often less common vocabulary will be explained in the recording. Even if it is not, you can usually work out if the answer is correct by listening carefully to the words around the words you don't know.

TIP 14

Make sure you read every question carefully as sometimes you might be asked to choose which option is NOT ....

EXAM SKILLS

15 **Listen and answer questions 1–10.**

24

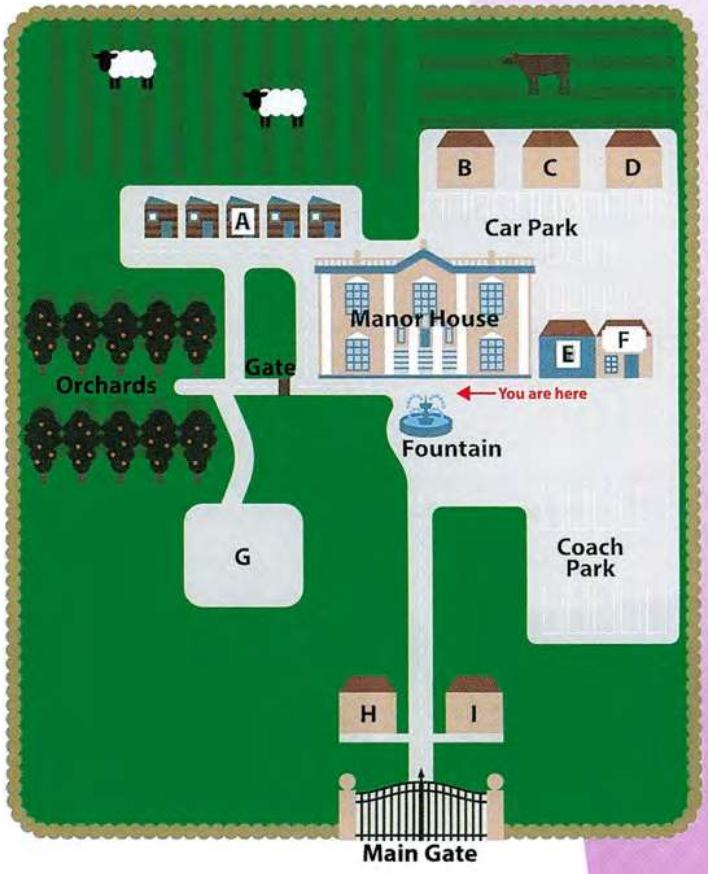
Questions 1–6

Label the map opposite.

Write the correct letter, A–I, next to questions 1–6.

1 gift shop
2 beehives
3 holiday cottages
4 dairy
5 museum
6 estate office

Holloway Estate



Questions 7–10

Choose the correct letter, A, B or C.

7 How many unpaid helpers does the National Trust have?
- A about 62,000
- B about 5,899
- C about 4.24 million

8 The main aim of the National Trust is
- A to make money from its properties.
- B to preserve historical properties.
- C to donate money to property owners in financial difficulties.

9 A couple can join the National Trust for a year for
- A £64.
- B £108.
- C £114.

10 Paying membership fees by direct debit also gets you
- A a pair of binoculars.
- B a National Trust handbook.
- C three copies of the National Trust magazine per year.





UNIT / 03: ART AND ARCHITECTURE

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- make notes for your long turn in Part 2
- structure your long turn
- use a range of spoken discourse markers.

LEAD-IN

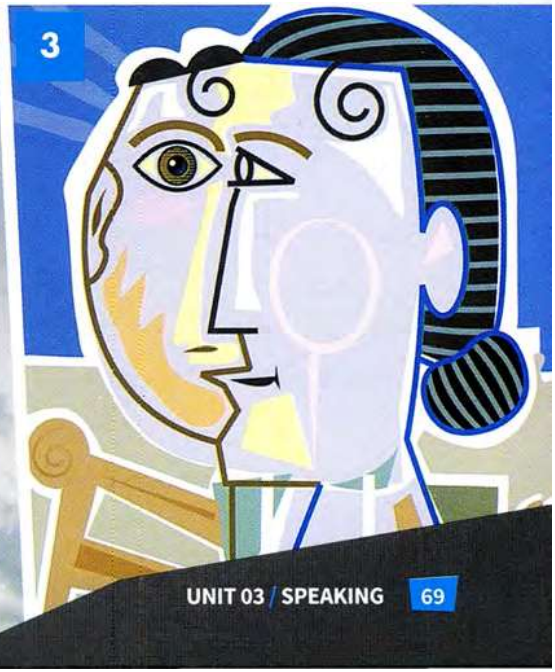
01 **Read these reactions to works of art. Do you think the person liked the art he/she was reacting to? Write *Yes*, *No*, *Not Sure* next to each one.**

1 I'm not sure what to make of this one.
2 I can really relate to this.
3 This is very powerful.
4 I'm not sure what the artist is trying to convey.
5 I like the simplicity of this.
6 There's a bit too much going on.
7 I don't quite get the point of it.
8 It evokes strong feelings of nostalgia/empathy/sadness.
9 I wouldn't hang it on my wall. To be honest, it leaves me cold.
10 It's too abstract for my taste.

02 **Look at the examples of art on the page. What is your reaction to them? You could use some of the expressions from exercise 1.**







SPEAKING PART 2 – LONG TURN

MAKING NOTES

For Part 2 of the Speaking test you talk for 1–2 minutes, based on instructions on a task card. You have one minute to make notes for your talk. Make sure you cover all four points on the card.

03 **Look at the Part 2 task card and the notes a candidate called Claudia made in preparation for her talk. How could they be improved?**

Describe someone whose creative or artistic work you like.

You should say:

- what you know about the life of this person
- what kind of creative work this person does/did
- why you like his/her work

and describe the way his/her work makes you feel.

The artist I like is Salvador Dalí.
Born – around 1904? Catalunya, Spain.
Died – late 1980s?

He was famous as a surrealist painter.
Famous painting – Persistence of Memory
Why I like his work – symbolism, he is interested in Maths and Science

04 **Listen to the candidate doing the task. Take notes on the content. Rewrite the notes above.**

25

05 **Swap notes with a partner.**

1 Did your partner use 'key word notes' (without articles, prepositions, etc.)?
2 Did he or she use short forms?
3 Do his or her notes cover all the points on the task card?

TIP 04

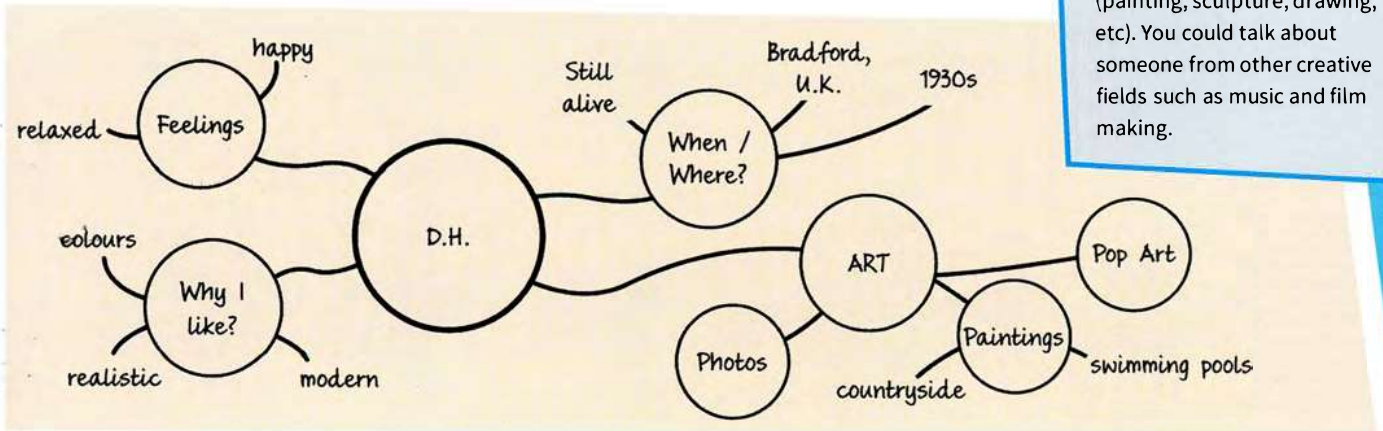
Don't waste time writing unnecessary words like articles (*a, the*) or prepositions (*in, to, at*). Just write the key words. Use initials or shortened forms of words to save time.

06 **Work together to improve both sets of notes.**

07 **Make your own notes for the task in exercise 3.**

08 **Show your notes to your partner. Can he or she understand what you are planning to say?**

09 **Look at the notes another candidate, Yaz, made for his talk on his favourite artist. Discuss the advantages or disadvantages of using this style of notetaking.**



TIP 07

Part 2 tasks do not require any specialist knowledge, so here you don't have to talk about an artist in the sense of the fine arts (painting, sculpture, drawing, etc). You could talk about someone from other creative fields such as music and film making.

10 **Rewrite your notes as a mind map.**

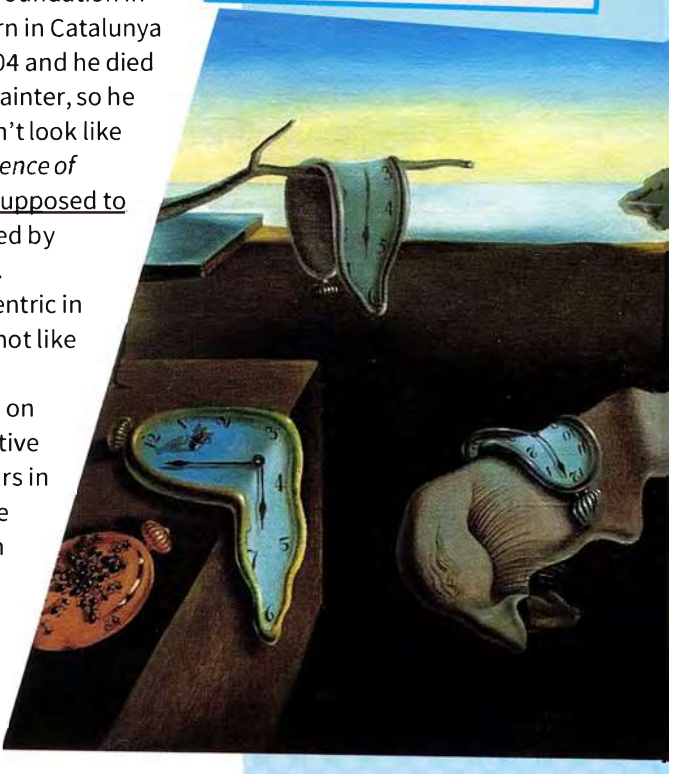
STRUCTURING A LONG TURN

11 **Look at the script of Claudia's talk about Dalí. Divide it up into the four points on the card. Has she talked about the four points in order?**

The creative person I have chosen is Salvador Dalí. I visited the Dalí Foundation in Figueres last year, and it made a great impression on me. He was born in Catalunya in Spain. [1]I'm not sure of the exact year but I think maybe around 1904 and he died in about the late 1980s, when he was in his 80s. He was a surrealist painter, so he used symbolism a lot. [2]What that means is in his paintings things don't look like what they are. One of his most famous paintings is called *The Persistence of Memory* and it shows watches or clocks that are very soft, [3]which is supposed to show that time is not as most people understand it. He was fascinated by Maths and Science, and so am I, so [4]that is one reason why I like him. [5]Another reason is that he was quite unconventional – and even eccentric in his behaviour, so that makes him an interesting character, who was not like other people. The same is true of his art. And what's more, he didn't just stick with painting. [6]Later in his life he did sculpture and worked on film sets. [7]So, to put it in a nutshell, I like the fact that he was innovative and totally different from others. [8]Oh, and one more thing, the colours in his work are amazing, so they're good to hang on your walls – not the originals of course! His work makes me feel proud because he's from my country – from my region, [9]actually, and he brought fame to Catalunya.

TIP 11

The bullet points act as a structure for your talk. Use a range of spoken discourse markers to help make your structure clear to the examiner.

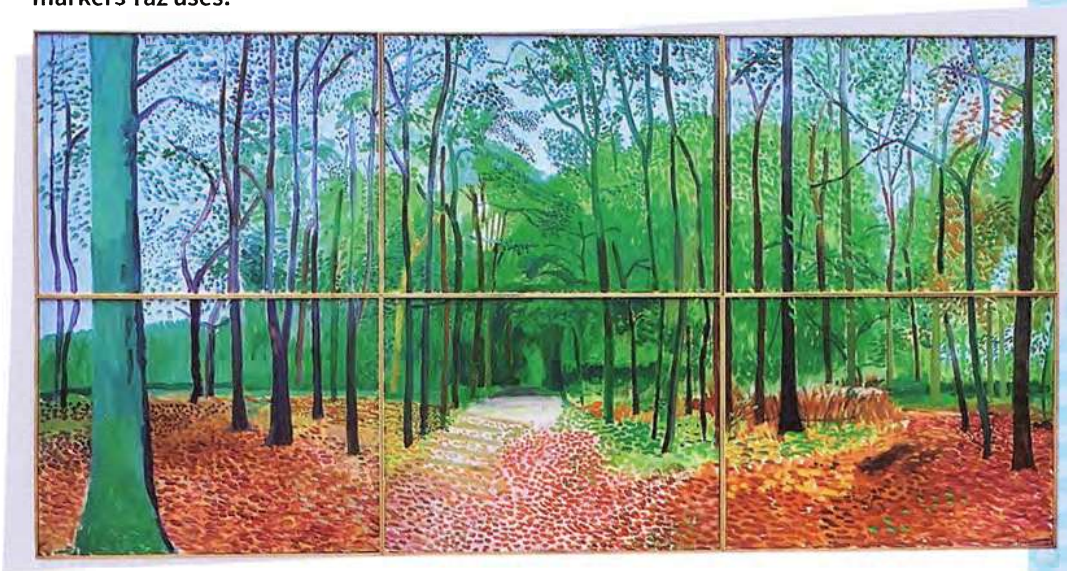


12 **Match the underlined phrases and discourse markers (1–9) in the script above with their functions (a–i).**

a to emphasise that this is surprising information
b to introduce a clarification
c to show a shift in time
d to show uncertainty
e to add something the speaker had forgotten to say
f to add a further reason
g to introduce the first reason
h to talk about intention
i to summarise what has been said

13 **Listen to Yaz's talk. Follow it using his notes in exercise 9. Write down any discourse markers Yaz uses.**

26



14 **Listen again and fill in the gaps. Use up to THREE words.**

26

For my creative person I'm going to talk about the British artist David Hockney. So, **1** _____ saying that he was born somewhere in the North of England, possibly Yorkshire, but I'm not 100% sure about that. I'd say he was born in about the 1930s as he's still alive today but he's getting on a bit.

OK, **2** _____ to talk about his art. He's a modern artist and he was part of the Pop Art movement. **3** _____ a painter, he's a photographer and printmaker, so he's pretty versatile. He paints country scenes and for some reason he used to love painting swimming pools.

So why do I like him? **4** _____, it's because of the colours he uses. His paintings are so bright and cheerful. They show real things you can recognise; **5** _____ they have a modern feel. Lots of modern art is so abstract, you have no idea what it's supposed to be, but Hockney is different.

6 _____, when I see Hockney's paintings, I feel happy and relaxed. I feel as if it's warm and sunny. I suppose it's that feel-good factor that makes me like him so much. So, **7** _____.

15 **In pairs, work together to practise the Part 2 task in exercise 3. Use the following points to guide you.**

1 Choose a set of notes to use either from exercise 7 or exercise 10.
2 Plan what you will say and make a note of useful phrases and discourse markers you might use.
3 Take turns to give your talks. If possible record them.
4 When your partner is speaking, check that they:
   - cover all the points on the task card
   - structure their talk well using discourse markers.
5 Give each other feedback using the recorded talks and the notes you made.

16 **Repeat your talks and see if you can improve them.**

EXAM SKILLS

17 **Do this sample test with a partner. Take turns to ask and answer.**

Part 1

1 Do you enjoy drawing and painting? (Why? / Why not?)
2 Did you enjoy drawing and painting when you were a child? (Why? / Why not?)
3 What kind of things did you do in Art lessons at school?
4 Do you have any art in your home?

Part 2

Describe a visit to an art gallery or museum where you saw artworks or interesting objects.

You should say:

- where this place was
- what kind of art you saw
- how you felt about the visit

and say whether you would recommend the place to a friend.

Part 3

What can you learn about different cultures from their art work?
Should governments fund art galleries and public art projects?
How do you think art might develop in the future?

TIP 17

Remember that Part 1 questions in the actual IELTS test are on a different topic from that covered in Parts 2 and 3. However, for Exam Skills sections in this book, each part will be on the same topic.

