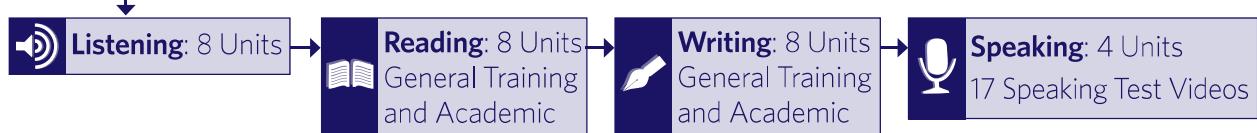


What's inside?

IELTS Introduction and Summary



8 Practice Tests: First Test Fully Guided

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

Why buy it?

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

What is *IELTS*?

IELTS: International English Language Testing System

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

IELTS is jointly managed by the British Council, IDP: IELTS Australia and Cambridge English Language Assessment

www.ielts.org



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

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

Contents

Introduction	p5	IELTS Reading skills	p42
IELTS Summary	p7	1 Reading strategies	p44
IELTS Listening skills	p13	1 Using the features of a Reading passage	p44
1 Getting ready to listen	p15	2 Skimming a passage and speed reading	p46
1 Understanding the context	p15	3 Global understanding	p47
2 Using the correct spelling	p15		
3 Writing numbers	p15		
2 Following a conversation	p18	2 Descriptive passages	p48
1 Identifying the speakers	p18	1 Scanning for detail	p48
2 Identifying function	p19	2 Using words from the passage	p49
3 Understanding categories	p21	3 Notes/flow-chart/diagram completion	p50
3 Recognising paraphrase	p22	3 Understanding the main ideas	p55
1 Identifying distractors	p22	1 Identifying the main idea	p55
2 Recognising paraphrase	p23	2 Understanding the main points	p57
3 Selecting from a list	p24	3 Identifying information in a passage	p58
4 Places and directions	p25	4 Locating and matching information	p59
1 Describing a place	p25	1 Identifying types of information	p59
2 Following directions	p27	2 Locating and matching information	p60
3 Labelling a map	p28	3 How ideas are connected	p63
5 Listening for actions and processes	p29	5 Discursive passages	p64
1 Understanding mechanical parts	p29	1 Discursive passages	p64
2 Describing an action or process	p31	2 Identifying theories and opinions	p66
3 Describing a process	p32	3 Matching features	p67
6 Attitude and opinion	p33	6 Multiple-choice questions	p70
1 Identifying attitudes and opinions	p33	1 Understanding longer pieces of text	p70
2 Persuading and suggesting	p34	2 Different types of multiple choice	p71
3 Reaching a decision	p35	3 Identifying a writer's purpose	p72
7 Following a lecture or talk	p36	7 Opinions and attitudes	p73
1 Identifying main ideas	p36	1 Argumentative texts	p73
2 Understanding how ideas are connected	p38	2 Identifying the writer's views/claims	p75
3 Understanding an explanation	p38	3 Identifying grammatical features	p76
8 Contrasting ideas	p39	8 General Training Reading	p78
1 Signposting words	p39	1 The General Training Reading paper	p78
2 Comparing and contrasting ideas	p40	2 Dealing with multiple texts	p83
3 Using notes to follow a talk	p41	3 Understanding work-related texts	p84

IELTS Writing

- 1 Academic Writing Task 1 – Describing a chart, table or graph**
 - 1 Understanding graphs, tables and charts
 - 2 More complex charts
 - 3 Improving your Task Achievement score

- 2 Academic Writing Task 1 – Comparing and contrasting graphs and tables**
 - 1 Avoiding repetition
 - 2 Comparing and contrasting data
 - 3 Grammatical Accuracy – describing numbers and figures accurately

- 3 Academic Writing Task 1 – Describing diagrams**
 - 1 Understanding a diagram
 - 2 Describing a process – coherence and cohesion
 - 3 Lexical Resource – being accurate

- 4 Academic Writing Task 1 – Describing maps**
 - 1 Describing a map
 - 2 Describing changes in a place
 - 3 Grammatical Accuracy

- 5 General Training Writing Task 1 – A letter**
 - 1 Understanding the task
 - 2 Improving your score
 - 3 Checking and correcting

- 6 Writing Task 2 – Getting ready to write**
 - 1 Understanding the task
 - 2 Planning and organising your ideas
 - 3 Getting started – writing an introduction

- 7 Writing Task 2 – Expressing your ideas clearly**
 - 1 Linking ideas – cohesion
 - 2 Lexical Resource – avoiding repetition
 - 3 Expressing a personal view

- 8 Writing Task 2 – Checking and correcting**
 - 1 Developing your ideas clearly
 - 2 Grammatical Accuracy
 - 3 Assessing your language

p91

IELTS Speaking

- 1 The Speaking Test – Part 1**
 - 1 Getting ready to speak
 - 2 Part 1 – talking about familiar topics
 - 3 Using the right tense – Grammatical Range and Accuracy

- 2 Part 2 – Giving a talk**
 - 1 Understanding the task
 - 2 Improving Fluency and Coherence
 - 3 Organising your notes and your talk

- 3 Part 3 – Talking about abstract topics**
 - 1 Talking about abstract topics
 - 2 Agreeing and disagreeing
 - 3 Improving your Lexical Resource score

- 4 Checking, correcting and assessing**
 - 1 Dealing with problems
 - 2 Pronunciation, intonation and ‘chunking’
 - 3 Assessing yourself and improving your score

p93

p93

p96

p97

p100

p100

p102

p104

p106

p106

p107

p108

p110

p110

p111

p112

p113

p113

p115

p117

p119

p119

p120

p122

p124

p124

p125

p127

p129

p129

p130

p132

p134

p136

p136

p137

p138

p140

p140

p142

p143

p145

p145

p147

p148

p149

p149

p150

p153

Practice Tests

- Practice Test 1 p154
 Practice Test 2 p173
 Practice Test 3 p190
 Practice Test 4 p207
 Practice Test 5 p226
 Practice Test 6 p246
 Practice Test 7 p266
 General Training Test p286
 Practice Test 8 p300
 General Training Test p319

Recording Scripts

p333

Answer Key

p366

Sample Answer Sheets

p397

Introduction

Who is this book aimed at?

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

How can students of different levels use this book?

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

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

What are the aims of this book?

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

The skills section of the book provides

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

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

How is the book organised?

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

How do I use this book?

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

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

How is this book different from other books?

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

What is the Cambridge Learner Corpus?

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

What is 'paraphrase' and why is it important?

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

IELTS Academic Module

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

Academic Reading

Time: one hour

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

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

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

Overview of task types

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

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

Assessment: each question is worth one mark.

Academic Writing

Time: one hour

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

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

You will be assessed on the following criteria:

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

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

Listening

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

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

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

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

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

Assessment: each question is worth one mark.

Speaking

Time: 11–14 minutes

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

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

You will be assessed on the following criteria:

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

General Training Module

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

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

General Training Reading

Time: one hour

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

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

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

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

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

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

Assessment: each question is worth one mark.

General Training Writing

Time: one hour

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

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

You will be assessed on the following criteria:

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

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

IELTS Listening

How long is the Listening paper?

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

What type of information will I hear?

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

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

Will I hear the recording more than once?

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

How is the Listening paper assessed?

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

What types of question will I need to answer?

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

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

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

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

How do I answer the questions?

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

How can I improve my Listening paper score?

You can improve your score by following the instructions carefully, and remembering the Test Tips in this unit. This unit will also tell you the skills you need in order to achieve your highest score. Before the test, try to listen to accents from a variety of English-speaking countries.

Studying all aspects of English (including vocabulary and grammar) will also help improve your IELTS score. If you make any mistakes in the practice exercises, make sure that you listen to the recording again and check your answers carefully in the Answer Key.

Listening skills

1 Getting ready to listen

In this unit you will practise:

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

1 Understanding the context

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

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



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

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

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

Contexts

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

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

2 Using the correct spelling

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

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

2.1 3 Listen and write the letters you hear.

- 1 _____ 4 _____
2 _____ 5 _____
3 _____

2.2 4 There are several ways to help you spell a word. Listen to five short conversations and complete notes 1–5 with **NO MORE THAN ONE WORD AND/OR A NUMBER**.

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

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

Conversation 1

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

Conversation 2

- c Sorry. _____ N or M?

Conversation 3

- d That's right, _____ lower case.

Conversation 4

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

Conversation 5

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



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



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



Study Tip Practise saying the letters of the English alphabet.

For example, spell words out for a friend to write down.

3 Writing numbers

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

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

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

3.2 Listen again and practise saying the numbers.

3.3 6 Listen and complete the information below.

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

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

- 1 £80 *this is the amount she paid last time*

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

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

Listening skills

2 Following a conversation

In this unit you will practise:

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



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

1 Identifying the speakers

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

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

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

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



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

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

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

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

2 Identifying function

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

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

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

● *Listening skills*

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

Functions

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

2.3  11 Listen to extracts from two conversations: one from Section 1 and one from Section 3. Choose the correct answers (A, B or C).

Listening Section 1

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

- A pizza
- B sandwiches
- C hot dogs

2 What will they do next?

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

Listening Section 3

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

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

4 What do the students decide to do next?

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

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

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

3 Understanding categories

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

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

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

accommodation	transport	entertainment	food	drink

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

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

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

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

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

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



Test Tip Pay attention to the number of words you need to write.

NO MORE THAN TWO WORDS means that you may need to write one word or two words.

NO MORE THAN ONE WORD AND/OR A NUMBER means that if you write two words or more, then your answer will be wrong.

Each of the following is an example of **ONE WORD AND/OR A NUMBER**: 16th June / three books / 6.11.12 / twenty-four cats / \$450.50.

Listening skills

3 Recognising paraphrase

In this unit, you will practise:

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

1 Identifying distractors

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

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



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

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



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

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



2 Recognising paraphrase

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

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

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

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

2.2 14 Listen to more extracts from each Listening Section.

Complete the first column by choosing the correct answer.

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

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

3 Selecting from a list

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

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

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

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

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

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

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



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



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

Listening skills

4 Places and directions

In this unit, you will practise:

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

1 Describing a place

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

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

A



D



B



E



C



F



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

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

 Listening skills

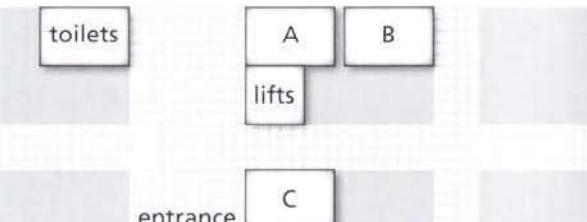
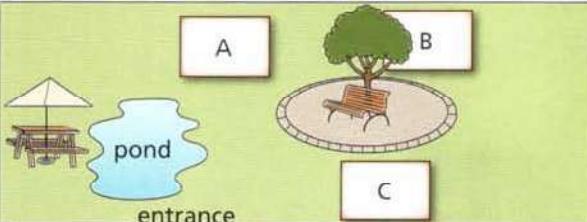
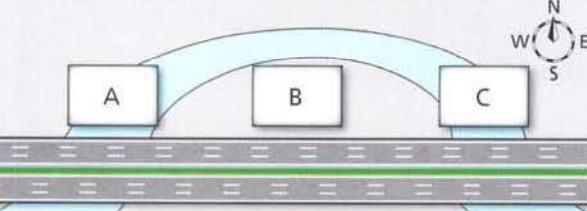
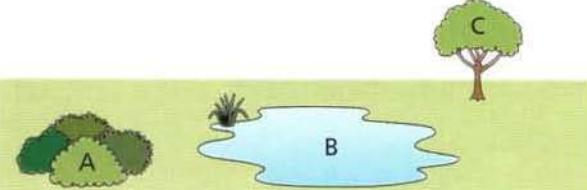
1.2 Study the map in section 3.3 for 30 seconds.

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

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

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

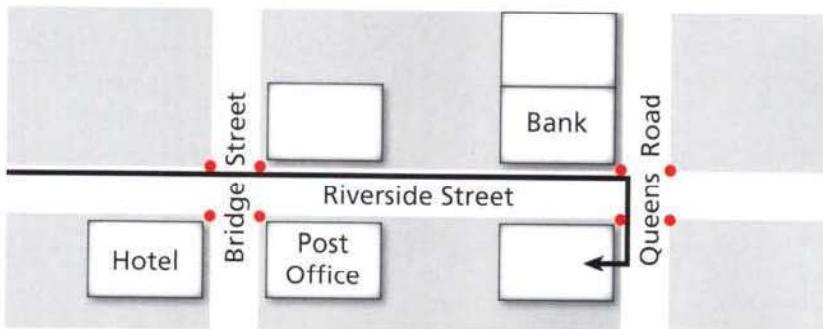
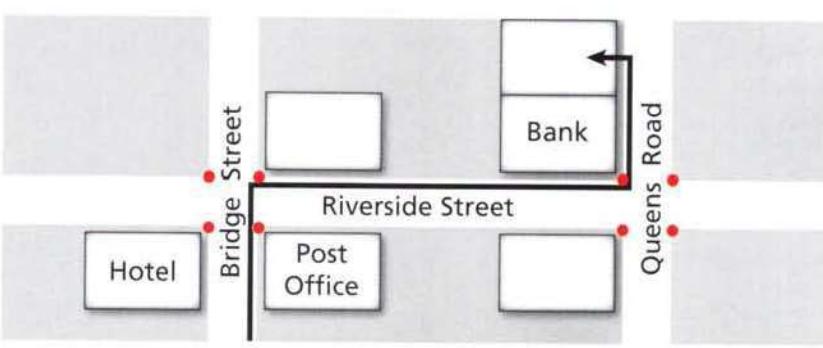
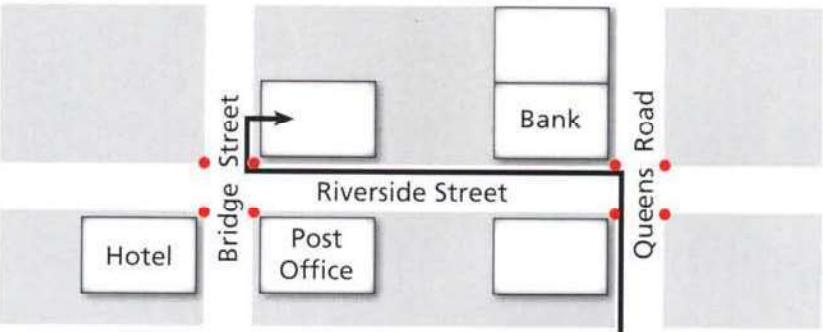
1.4  16 Listen to extracts from the four sections of the Listening test. Complete the first column in the table by choosing the correct letter (A, B or C).

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

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

2 Following directions

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

A**B****C**

Test Tip

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

Test Tip

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

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

3 Labelling a map

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

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

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

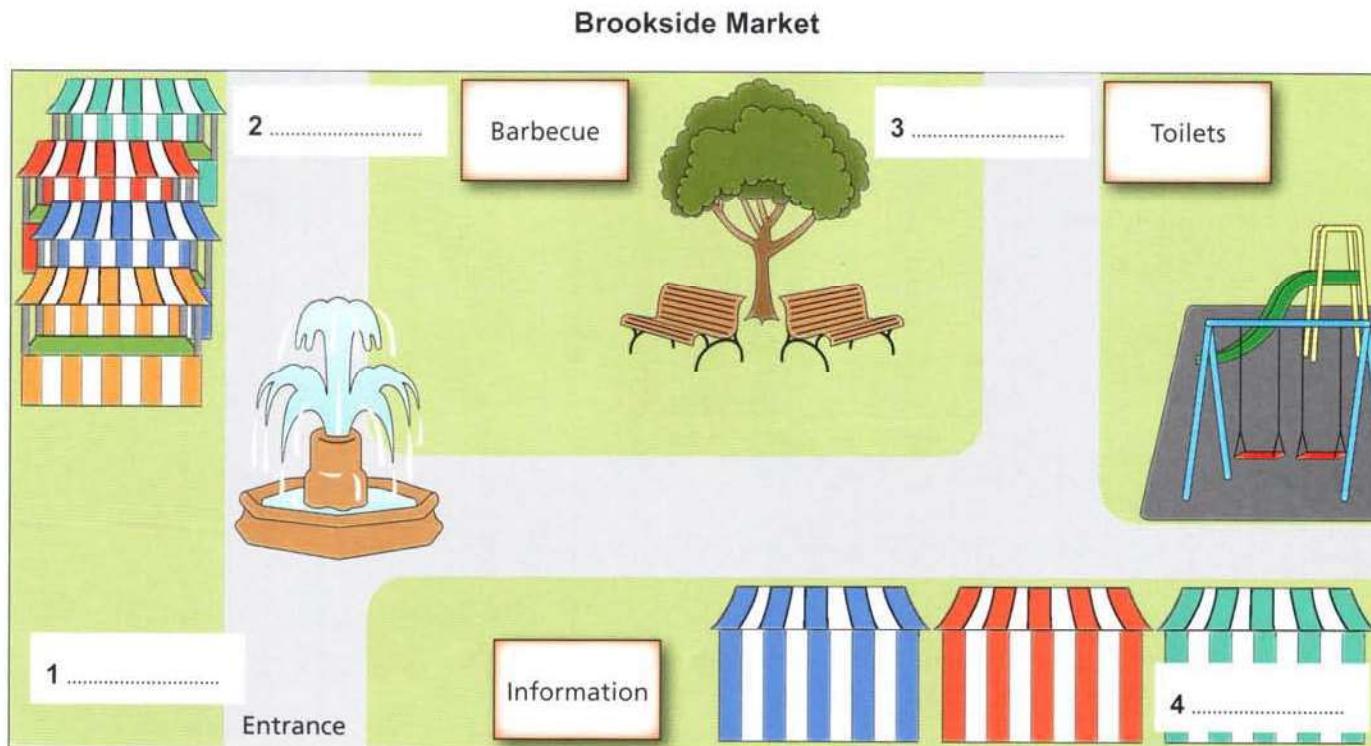
3.3 Check your answers, then listen again.

Questions 1–4

Label the map below.

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

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



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

Listening skills

5 Listening for actions and processes

In this unit you will practise:

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

1 Understanding mechanical parts

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

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

1



4



2



5



3



6



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

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

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

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

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

C The water passes through the pipe and ...

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

Listening skills

1.3 Look at the diagram completion task below.

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

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

1.4  20 Listen and complete the diagram.

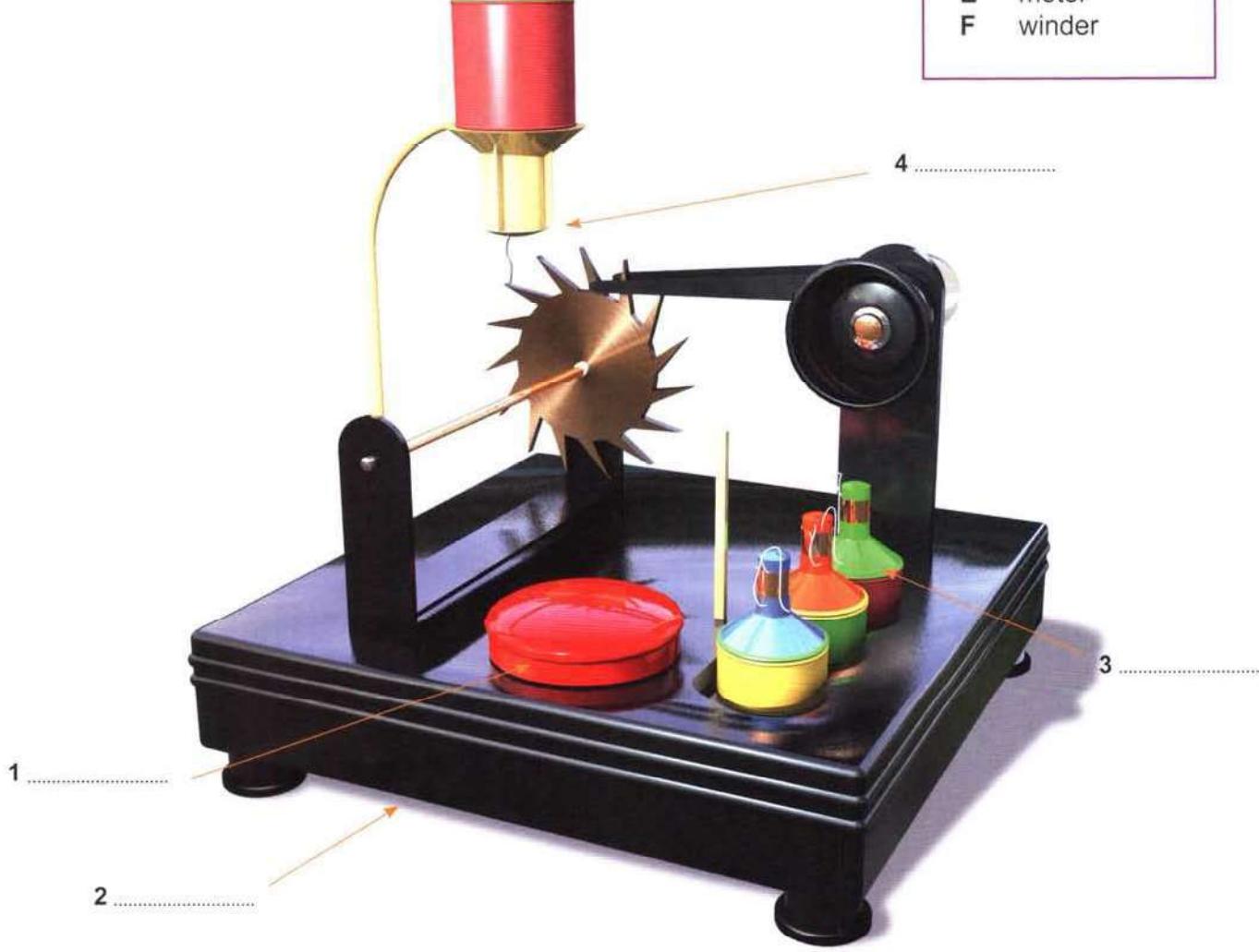
Questions 1–4

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

The Party Popper Machine

Parts

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



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

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

2 Describing an action or process

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

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



1 Put it inside the box ...



2 It then passes through a pipe ...



3 Turn the container upside down, then ...



4 The trolley moves along the tracks and ...



5 The area beneath the table was ...



6 The paper was then wrapped around the ...



7 This then forces the air upwards ...



8 Cut the paper diagonally ...

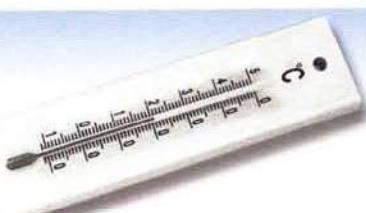
Listening skills

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

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

scales thermometer speedometer calculator

A



It is used to _____.

B



It is used to _____ figures.

C



They are used to _____ things.

D



It is used to _____.

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

3 Describing a process

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

First, Then, Next, Then, neatly Finally,

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

Here's how to wrap a present. First, gather together all of the things you need: wrapping paper, sticky tape, scissors, some ribbon and, of course, a present. Then,

1 _____ your present on the opened wrapping paper and 2 _____ a suitable amount using the scissors. Next, 3 _____ the paper around the present and 4 _____ it down with sticky tape. Then, neatly 5 _____ up each of the ends of the paper and 6 _____ them down. Finally, 7 _____ the ribbon around your present. It's now ready to present!

Listening skills

6 Attitude and opinion

In this unit you will practise:

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

1 Identifying attitudes and opinions

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

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

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

1.2 Listen again and complete the extracts.

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

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

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

Listening skills

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

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

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

2 Persuading and suggesting

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

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

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

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



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

Questions 1–4

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

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

Presentation Sections

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

Decisions

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



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

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

- make a suggestion
- agree with an idea
- disagree



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

3 Reaching a decision

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

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

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

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3.2 **26** Listen and answer the questions in 3.1.

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

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

Listening skills

7 Following a lecture or talk

In this unit you will practise:

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

1 Identifying main ideas

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

1.1  27 Listen to part of a talk by Paul, an Australian palaeontologist (a scientist who studies dinosaurs and fossils). To help practise keeping track of the talk, put the phrases below in the order you hear them.

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

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

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

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

1.3  27 Think about your answer to 1.2 and listen again. Which three phrases in 1.1 are used to give information that is directly related to the main purpose of the talk?



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



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

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

Summary

Paul was interested in the 1 so took an ecology course at university.

The course included a section on 2 and an interesting lecture caused him to quickly change his degree.

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

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

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

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

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

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

Listening skills

2 Understanding how ideas are connected

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

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

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

1

2

3

4

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

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

3 Understanding an explanation

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

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



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

- 1 What did the researchers find in their experiments on mice?

- A A lack of exercise made them appear older.
- B Their cells remained the same as they aged.
- C Their cells were unaffected by changes in diet.

The talk is most likely about research done on 1 . The talk will probably mention 2 , and .

- 2 What new discovery have scientists made about pigeons?

- A They use the Earth's magnetic field to navigate.
- B Their beak plays an important role when flying.
- C A part of their ear helps them find their way.

During this talk, we will probably hear about what we already know about 3 as well as some 4 information. I need to listen for whether pigeons use the 5 , or their 6 or to stop them getting lost.

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

3.3 Why were the other options incorrect?

Listening skills

8 Contrasting ideas

In this unit you will practise:

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

1 Signposting words

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

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

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



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

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

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

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

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



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

2 Comparing and contrasting ideas

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

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

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

Plants that changed the world

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



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

2.2 32 Listen and complete the table with ONE WORD ONLY.

3 Using notes to follow a talk

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

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

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

Plants that changed the world

Prehistory: flowering plants

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

2737 BC: tea

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

202 BC: White Mulberry

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

16th century: the potato

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

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

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