

1. Listening

SB_ p 45 (section 4). Audio file is attached.

2. Vocabulary

SB_ ex 1, 2, 3 p 44

3. Speaking

SB_ ex 1 p 45 (part 2); ex 4 p 44 (part 3)

30 декабря – описание графика

Vocabulary

Collocations and phrases with make, take, do and have

- 1 Complete these sentences from the passage using *make, take, do or have* in the correct form.

- 1 So printers ... *did* ... *their best* by mixing and matching styles.
- 2 ... the invention of the lithographic process *had* little impact on posters until the 1860s ...
- 3 He quickly *took* advantage of the public interest.
- 4 It *made* use of a mathematical grid, strict graphic rules ...
- 5 This meant that the accessibility of words and symbols had to be ... *taken* into account.
- 6 These ranged from Memphis and Retro to the advances now being *made* in computer graphics.

- 2 Copy the table below into your notebook and add these words and phrases to the correct column.

1 a prediction (about/regarding)	an interest (in) <i>4/2</i>
1 someone aware (of)	a profit (from)
1 a decision (about/regarding)	mistakes (with)
1 an influence (on)	business (with) <i>3</i>
2 action (on)	1 an effect (on)
2 better advantages (for)	1 a choice (between)
3 better advantages (for)	an impression (on) <i>1</i>
3 a result (on) <i>4</i>	(into) consideration <i>2</i>
benefits (for) <i>7</i>	research (on) <i>3</i>
	damage (to) <i>3</i>

make <i>1</i>	take <i>2</i>	do <i>3</i>	have <i>4</i>
use (of) advances (in)	advantage (of) (into) account	your/ their best	an impact (on)

- 3 Complete these sentences using phrases from Exercises 1 and 2 in the correct form.

- 1 My friend ... *is doing some research* ... in order to find out more about Japanese art.
- 2 If I were to ... *were a prediction* ... I would say that more people will collect art in the future.
- 3 Living outside the city ... *has some advantages* ... , and one of these is that I have my own workshop.
- 4 The recent storms ... *did damage* ... to modern sculpture on the seafront.
- 5 Although I have my own personal style, previous artistic styles ... *had influence* ... on my work.
- 6 I don't know which course to take, but I do know I need to ... *make a decision* ... soon.
- 7 Last year, I ... *took interest* ... in Egyptian art and bought a book on the subject.

Listening Section 4

Exam information

- You hear one speaker giving a formal talk, lecture or presentation on an academic topic.
- You listen without a break.
- This section contains the most challenging content and language.

- 1 Work in small groups. You are going to hear a lecturer talking about Australian Aboriginal art. Before you listen, look at the photos at the bottom of the page and discuss these questions.

- 1 What sort of places in Australia do you think you might see examples of Aboriginal art?
- 2 What features do you notice in the paintings?
- 3 How do you think the way this art is produced has changed over the years?

- 2 Work in pairs. Look at Questions 1–10 on page 45.

- 1 How is the lecture structured?
- 2 What type of information do you need for each gap?

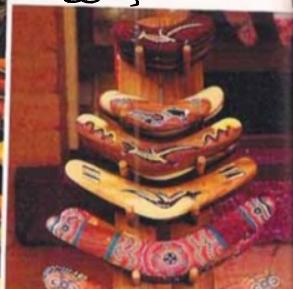
- 3 Now listen and answer Questions 1–10.

Exam advice Note completion

- Quickly read the title and the notes to see the overall structure.
- Make sure the word or phrase you use is the right part of speech (noun, noun phrase, verb, adjective, etc.).
- Use words you actually hear. If you can't, use words that express the same idea.

- 4 Work in small groups.

- 1 How important is modern art in your culture? *a weird marginal position*
- 2 Is modern art less skilful/valuable than traditional art? *nope*
- 3 In what ways do modern art forms differ from traditional ones? *new materials, new ideas*



Three ages of
already
kind

Questions 1–10

Complete the notes below.

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

Australian Aboriginal Art

ANCIENT ART

- Rock and bark painting
- Sand drawings
- 1 *baby art*
- Decorations on weapons and tools

Cave art

- protected from 2 *weather*
- styles include dot paintings (e.g. arrows, water holes and 3 *animal tracks*) and naturalistic art
- main function: 4 *storytelling*

Use of ochre

Reason

- readily available
- soil or rock contains 5 *iron oxide*
- produces many colours and shades of red
- artist's palette found that is 6 *18 000* years old

Preparation

- ochre collected
- turned into a 7 *powder*
- fluid binder, e.g. tree sap or 8 *brush honey* added

MODERN ART

- Artists use acrylic colours and 9 *canvas*
- Paint and decorate pottery and a range of 10 *musical instruments*

Speaking Parts 2 and 3

- 1 Look at this task for Speaking Part 2 and think of a piece of art to talk about.

Describe an object you find particularly beautiful (e.g. a painting, sculpture, piece of jewellery/furniture, etc.).

You should say

where the artwork is *Roma Nat. Gal of Cont. art*
when it was made *1905*
what it shows / looks like *an old woman, a woman, an animal*
and explain why you find it particularly beautiful.

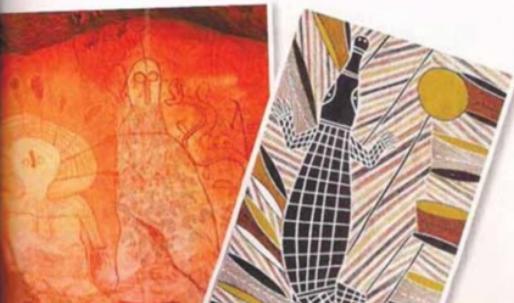
- 2 Before you make notes on the task in Exercise 1, study these words and phrases and make sure you know what each of them means. Then, work in pairs and discuss what you could say to answer the task.

where artwork is	how made	what shows / looks like	why beautiful
located/ situated in/ on ...	by hand	... in shape	admire the workmanship
hanging in gallery/ exhibition/ museum	using local materials	a scene	so impressive/ stunning to look at
on display in/ at ...	carved by/using ...	a portrait of ...	makes you think/feel ...
installed in/ on ...	decorated with ...	life-like/ abstract	very eye-catching
at home / my grandmother's house	dates back to ...	modern/ traditional	the level of detail/skill of the artist is incredible

- 3 Work in pairs and take turns to give your talks. You should each speak for two minutes.

Exam advice Speaking Part 2

- Choose a topic you can talk about for the full two minutes.
- Use advanced topic-related vocabulary to support your points and improve your score.



SECTION 1 Questions 1–10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Enquiry about joining Youth Council

Example

Name: Roger..... Brown



Age: 18

Currently staying in a 1 hostel during the week:

Buckley

Postal address: 2 17, Street, Stamford, Lincs

Postcode: 3 P E 9 7 Q T

Occupation: student and part-time job as a 4 waiter

Studying 5 politics (major subject) and history (minor subject)

Hobbies: does a lot of 6 cycling , and is interested in the
7 cinema

On Youth Council, wants to work with young people who are
8 disabled

Will come to talk to the Elections Officer next Monday at
9 4:30 pm

Mobile number: 10 07788136711

SECTION 2 Questions 11–20



New staff at theatre

Questions 11 and 12

Choose **TWO** letters, A–E.

Which **TWO** changes have been made so far during the refurbishment of the theatre?

- A Some rooms now have a different use.
- B A different type of seating has been installed.
- C An elevator has been installed.
- D The outside of the building has been repaired.
- E Extra seats have been added.

Questions 13 and 14

Choose **TWO** letters, A–E.

Which **TWO** facilities does the theatre currently offer to the public?

- A rooms for hire
- B backstage tours
- C hire of costumes
- D a bookshop
- E a cafe

Questions 15 and 16

Choose **TWO** letters, A–E.

Which **TWO** workshops does the theatre currently offer?

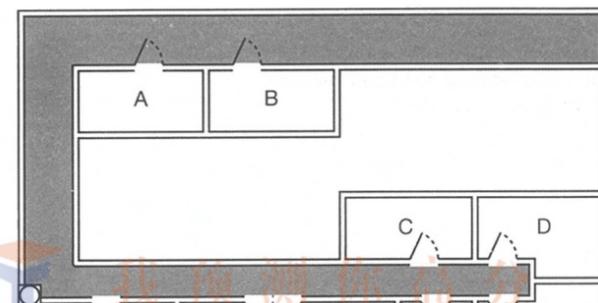
- A sound
- B acting
- C making puppets
- D make-up
- E lighting

Questions 17–20

Label the plan below.

Write the correct letter, A–G, next to Questions 17–20.

Ground floor plan of theatre



- a hire of costumes
- a bookshop
- a café

Questions 15 and 16

Choose **TWO** letters, A–E.

Which **TWO** workshops does the theatre currently offer?

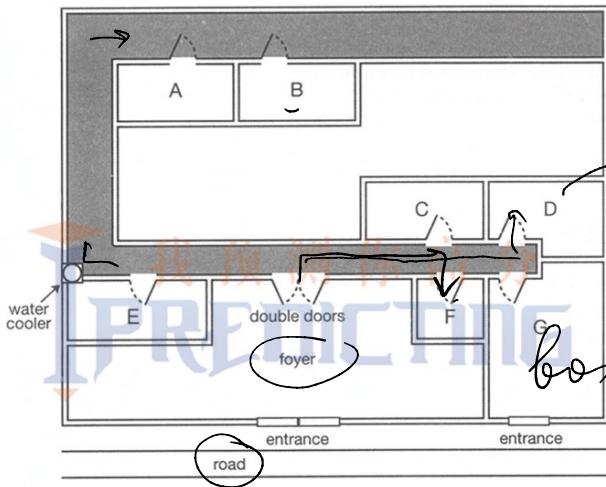
- sound
- acting
- making puppets
- make-up
- lighting

Questions 17–20

Label the plan below.

Write the correct letter, A–G, next to Questions 17–20.

Ground floor plan of theatre



Box office?

18

Box office

- 17 box office
- 18 theatre manager's office
- 19 lighting box
- 20 artistic director's office

G

D

B

F

Questions 1–7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–7 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 1 It is generally believed that large numbers of people were needed to build the pyramids. *True*
- 2 Clemons found a strange hieroglyph on the wall of an Egyptian monument. *False*
- 3 Gharib had previously done experiments on bird flight. *NG*
- 4 Gharib and Graff tested their theory before applying it. *True*
- 5 The success of the actual experiment was due to the high speed of the wind. *False*
- 6 They found that, as the kite flew higher, the wind force got stronger. *Not given*
- 7 The team decided that it was possible to use kites to raise very heavy stones. *True*

Questions 8–13

Complete the summary below.

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

Write your answers in boxes 8–13 on your answer sheet.

Additional evidence for theory of kite-lifting

The Egyptians had 8 ...*wooden pulleys*..., which could lift large pieces of 9 ...*stone*..., and they knew how to use the energy of the wind from their skill as 10 ...*sailors*... The discovery on one pyramid of an object which resembled a 11 ...*glider*... suggests they may have experimented with 12 ...*flight*... In addition, over two thousand years ago kites were used in China as weapons, as well as for sending 13 ...*messages*...

1. Choose the topic for the presentation.

MS teams Учебные материалы ESP (stands for English for special purposes)

Reading materials

2. Vocabulary

Complete IELTS _ WB __ ex 2 p 31

3. Reading

Complete IELTS _ WB __ ex 2 p 31-33

4. Grammar

Complete IELTS _ WB __ ex 1 p 34

5. Writing

Prepare your answer for “The stages in concrete and cement...”

I won't collect your papers.

6. Speaking

Complete IELTS _ SB _ ex 1 p 57 (part 2 question)

Listen to the model answer (track 28)

Complete IELTS _ SB _ ex 5 p 58 (part 3 question)

Read the model answer _ ex 5 p 58

Listen to the model answers (track 29)

+

>

Vocabulary

Word formation – negative affixes

- 1 Complete this passage with the correct form of the words in the box, adding prefixes or suffixes.

appear direct estimate exist hospitable
organise practical stable worth

Extract from *Memoirs of an Archaeological Dig*

We arrived at the ruins in the middle of September, and immediately realised we had 1 ...underestimated... the problems we would be facing. For a start, the area was extremely 2 : daytime temperatures exceeded 50°C, there was little natural shade, fresh water was 3 , and the place was crawling with biting insects. What's more, as it was prone to frequent earthquakes, the whole area was very 4 To make matters worse, the clothes we had brought were totally 5 , offering little protection from the sun or against the mosquitoes which plagued the site. On the third day, our translator and guides 6 and we never saw them again.

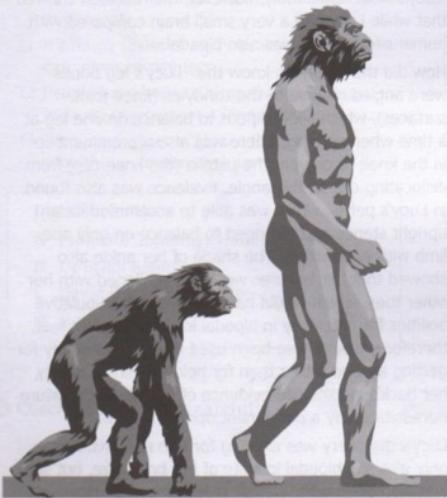
At first, the excavation was extremely 7 , and after a week digging rather aimlessly in several hopeful-looking places, all we had found were a few 8 pieces of broken pottery. We decided that we had been 9 our energies, so instead decided to concentrate on a single spot by one of the temple walls. And that was when we made our discovery.

included old farming 2 implements[?] dating from the same period. Some of these provide a fascinating 3 ...insight... into the way people used to farm the land. They were fairly 4 widespread, so presumably the farm was built on the site of an Iron Age town or village.

My grandfather wasn't sure what the horse was for, but buried next to it was a broken pottery doll, which 5 ...led... him to believe it was a child's toy. It was part of my mother's 6 inheritance when my grandfather died a few years ago, and she passed it on to me. I don't think it's especially valuable, but it is of great 7 sentimental value because it reminds me of my grandfather. I believe that things like this help us to 8 connect with our past, and while I know that the horse is part of our national 9 ...heritage... and belongs in a museum, I really can't bear to part with it!

Reading Section 2

- 1 Look at the picture below and the title of the passage on page 32. What do you think the passage will mainly be about?



- 2 Now read the subheading for the passage. Were you right?

- 3 Now read the whole passage and answer Questions 1–13 on page 33.

Key vocabulary

- 2 Complete each gap in this passage with between one and two words from the box.

artefacts heritage implements insight
in sight links maintain sentimental
value widespread

My most prized possession is a small, beautifully-preserved pottery horse that has been dated to the Iron Age. It's one of several ancient 1 ...artefacts... that my grandfather found on his farm in the 1950s. Some of the other things he found

When and why did we learn to stand on our own two feet?

We may never know for exactly how long humans have walked on two legs, and the debate about why we do it continues, but evidence and research give us plenty of clues.

A For many years, scientists and anthropologists disagreed about whether early humans started walking on two legs before or after their brain had increased. The predominant view was that brain size was important, and until our brains had reached a particular size and mass, bipedal movement would have been impossible. Then, in 1974, two scientists, Donald Johanson and Tom Gray, were mapping a remote area of Ethiopia when by chance they came across some fossilised bones which appeared to be from an early human, *Australopithecus afarensis*. Excavation of the site led to the discovery of several hundred more bones and bone fragments, all from a single skeleton. Scientific research of the bones later that year showed that they were 3.2 million years old and belonged to a young female hominid who the scientists nicknamed 'Lucy'. Most remarkably, however, the research showed that while Lucy had a very small brain compared with humans today, she was also bipedal.

B How did the scientists know this? Lucy's leg bones were angled relative to the condyles (knee joint surfaces), which allow bipeds to balance on one leg at a time when walking. There was also a prominent lip in the knee to prevent the patella (the knee cap) from dislocating due to this angle. Evidence was also found in Lucy's pelvis, which was able to accommodate an upright stance and the need to balance on only one limb with each stride. The shape of her ankle also showed that her big toes would have aligned with her other toes, which would have sacrificed manipulative abilities for efficiency in bipedal locomotion. Her feet, therefore, would have been used almost exclusively for getting around rather than for holding things. Finally, her backbone showed evidence of the spinal curvature necessitated by a permanent upright stance.

C Lucy's discovery was exciting for two reasons. Not only was she bipedal in spite of her brain size, but she was also believed to be our oldest ancestor. However, a discovery over thirty years later changed all that. In 2005, Professor Yohannes Haile-Selassie, head of Physical Anthropology at Cleveland Museum of Natural History, led an international team that discovered and

analysed a 3.6-million-year-old fossilised partial male skeleton. It was found in the Woranso-Mille area of Ethiopia's Afar region, and it took Professor Haile-Selassie's team over five years to excavate. The team recovered the most complete clavicle and one of the most complete shoulder blades ever found in the human fossil record. A significant portion of the rib cage was also found.

D It was a significant find because this early hominid, also a member of *Australopithecus afarensis*, is 400,000 years older than Lucy, and significantly larger in size. Research on the new specimen revealed that advanced, human-like bipedalism occurred much earlier than previously thought. The specimen was nicknamed 'Kadanuumuu', which means 'big man' in the Afar language and reflects its large size. The male hominid stood between 1.5 and 1.7 metres tall, while Lucy stood only 1.1 metres tall. This individual was fully bipedal and had the ability to walk almost exactly like modern humans.

E Kadanuumuu's discovery was important for another reason. Despite all the research, there were still some in the scientific world who felt there was insufficient proof that Lucy walked fully upright. 'As a result of our discovery,' said Haile-Selassie, 'we can now confidently say that Lucy and her relatives were almost as proficient walking on two legs as we are, and that the elongation of our legs came earlier in our evolution than previously thought. Until now, all of our understanding of *Australopithecus afarensis*' locomotion has been dependent on Lucy. Unfortunately, because she was an exceptionally small female with very short legs, this gave some researchers the impression that she was not fully adapted to upright walking. This new skeleton falsifies that impression because if Lucy's frame had been as large as this specimen, her legs would also have been proportionally longer.'

F Professor Haile-Selassie's research goes a long way to explain when humans began walking upright. However, one tantalising question remains: why did we start walking upright? There are several schools of thought, but two are particularly compelling. One is that bipedal activity is linked to the need to carry as much as possible. 'Something as simple as carrying, an activity we engage in every day, might have, under the right conditions, led to upright walking,' says Dr Brian Richmond, who carried out research on bipedal movement in apes. 'Standing on

two legs allowed early humans to carry more at one time because it freed their hands.' It is possible to observe this in apes. While many are capable of short bursts of bipedal movement, they only choose to do it when they need to carry something. And, interestingly, the more valuable the object is to them, the more they are prepared to walk on just two legs in order to carry it.

G However, another group of researchers working at the University of Arizona has conducted a study which suggests that walking upright is more beneficial because it saves energy. 'For decades now researchers have debated the role and evolution of bipedalism,' said David Raichlen, Assistant Professor of Anthropology. 'However, the big problem in the study of bipedalism was that there was little data out there.' Under his guidance, a group of researchers at the University trained five chimpanzees to walk on an exercise machine while wearing masks that allowed measurement of their oxygen consumption. The chimps were measured both while walking upright and while moving on their legs and knuckles. That measurement of the energy needed to move around was analysed alongside results from similar tests on humans. Raichlen discovered that humans walking on two legs use only one-quarter of the energy that chimpanzees use while knuckle-walking on four limbs. And of course using less energy means you need to eat less, which leaves more time for other things.

Questions 1–5

The Reading passage has seven paragraphs, A–G.

Which paragraph contains the following information?

- 1 The circumstances under which some animals walk upright. F
- 2 An experiment to test a theory. G
- 3 A lucky find which contributed to the debate about the way humans developed. A
- 4 A new discovery compels scientists to reconsider how long humans have been walking on two legs. C D
- 5 The combined physical evidence which indicated the existence of bipedalism in early humans. B

Questions 6–9

Complete the sentences below. Choose NO MORE THAN THREE WORDS from the passage for each answer.

- 6 Lucy was different from modern human beings because of, among other things, her brain was small
- 7 The positioning of her big feet shows that Lucy would only have used her feet for walking.
- 8 It took scientists more than thirty years after Lucy's discovery to find a bipedal hominid that predated her.
- 9 The skeleton that Professor Haile-Selassie's team discovered was given its name because of its large size

Questions 10–13

Look at the following statements and the list of scientists, A–D, below. Match each statement with the correct researcher.

- 10 The need to perform a basic function that we do on a regular basis may have resulted in bipedal movement. B
- 11 It's much easier to carry heavy objects when you can move on two legs. D
- 12 People have been talking about why humans walk on two legs for a long time. C
- 13 We have further evidence that confirms something we already knew. A

List of scientists

- A Professor Yohannes Haile-Selassie
B Dr Brian Richmond
C David Raichlen
D None of the above

4 Check your answers carefully.

Grammar

Using sequencers

- 1 Complete this passage with words and phrases from the box. There is one word you do not need.

as as soon as during that time eventually
gradually meanwhile once until whilst

I went abroad for the first time last year.

1 until then, I had never been more than a few miles from my home. Quite by chance, 2 whilst ... waiting for my flight at the airport, I met an old school friend. We hadn't seen each other for more than five years, and 3 during that time he'd lost weight and grown a beard. However, I recognised him 4 as soon as I saw him. We went for a coffee, and 5 gradually filled each other in on what we'd been doing since we had last seen each other. It was great catching up, but 6 eventually my flight was called and we had to say goodbye. We swapped contact details, and agreed to meet up 7 once we were back in the country. 8 meanwhile we promised to keep in touch by email.

Speaking hypothetically

- 2 Underline the best words or phrases in *italics* in this passage. In some cases, more than one answer is possible.

In 1940, a group of teenagers discovered almost 2,000 beautifully-preserved rock paintings in a cave in Lascaux, France, when they were looking for their dog. These paintings 1 *may stay / may have stayed* a prehistoric secret 2 *had it not been / had not it been* for the wayward animal, which had gone exploring there. Once people started visiting the caves, however, the condition of the paintings began to deteriorate, so they were shut to the public in 1963. This was a good thing, as the paintings 3 *would probably be / would be probably* in very bad condition now 4 *had / if* the caves not been closed. These days, accredited scholars 5 *can / could* visit the caves, 6 *on condition that / provided that* they do not touch the paintings.

The Lascaux caves were not the only accidental archaeological discovery of the 20th century. In 1947, a young shepherd came across a selection of 2,000-year-old scrolls in a cave by the Dead Sea. These 7 *may not be / may not have been found* 8 *had it not / were it not* for a violent storm which caused him to

take shelter there. The Dead Sea scrolls, as they are now known, consist of 8,000 biblical texts and have been able to tell historians a lot about the history of the region in that period. Everything, that is, except who the scrolls' authors were. 9 *If only we are / If only we were able* to travel back in time, they say, we 10 *could / should* find out who they were.

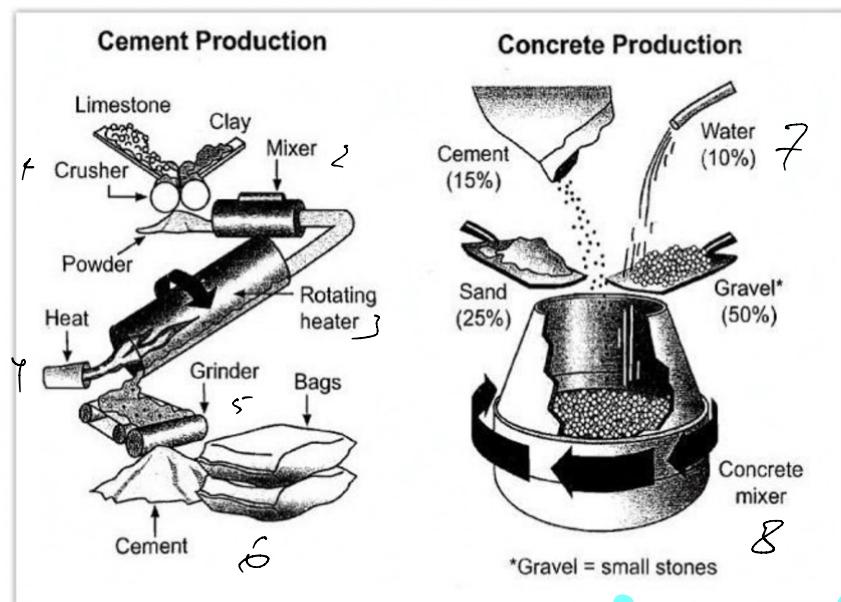
Writing Task 1

- 1 Look at the diagrams in the Writing task. Match the captions, a–k, with the caption boxes 1–11.



- (a) Water and water-borne chemicals between pebbles and grains 9
(b) Rocks and stones eroded to become pebbles and sand grains
(c) Expansion of cracks and fissures, and breaking of rock by frozen rainwater
(d) Sedimentary rock (sandstone or mudstone) eventually formed by the cementing of pebbles and grains
(e) Transportation of rock and stone fragments downstream
(f) Rock visible at low tide
(g) Rainwater in mountainside cracks and fissures
(h) River
(i) Layers of pebbles and sand grains on sea bed
(j) Dislodged rock and stone fragments
(k) Sea

The diagram below shows the stages in cement-making process, and how cement is used to produce concrete for building purposes.



composit
compound
mix

pour
flow

The diagram illustrates how the cement and concrete are produced.

Overall, the process begins with limestone and clay and results in masses of concrete and consists of roughly eight steps.

in order to
so that
so as to

To make cement, limestone and clay are crushed into powder and mixed together. After that they go into the rotating heater, from where the substance is put through the grinder. What comes out of it, is cement powder, that is put into bags and some is used to make concrete.

During the concrete production a mixture is made of 15% cement, 10% water, 25% sand and 50% gravel. The substance is then put in the rotating concrete mixer, where the final texture is reached.

Exam advice Matching features

- Underline the key ideas in the statements.
- Scan the passage for the options (A, B, C, etc.) and underline every reference to them. (They are always in the same order in the passage as they are in the box.)
- Read around each option carefully and match it to the statement(s). If there are fewer options than statements, you will need to use some of them more than once. If there are more options than statements, do not use all the options.

7 Work in pairs.

- What factors might affect the future survival of the human species?
- How do you think the human species might change or develop in the future?

Vocabulary

Word formation – negative affixes

- Complete each of these sentences from the passage by writing the correct form of the word in brackets in the gap.
 - After their arrival, the simple tools belonging to Homo erectus seemed to lessen in number and eventually completely. (*appear*)
 - But then Europe's climate swung into a cold, , dry phase. (*hospitable*)
 - They their energies by only gathering resources from their immediate surroundings ... (*direct*)
 - They had to compete with Homo sapiens during a phase of very climate across Europe. (*stable*)

page 114 Negative affixes

- Complete these sentences by adding an affix to the word in brackets and, where necessary, putting the word in the correct form.
 - Unfortunately, the researchers felt that the audience had *misinterpreted* their results. (*interpret*)
 - You cannot be if you work in the field of archaeology, as everything must be carefully categorised. (*organise*)
 - Although the coins looked valuable, they turned out to be (*worth*)
 - Some artefacts are so precious that if you lose them, they are (*replace*)

- The speaker's sentences contradicted one another, making his overall statement (*logic*)
- Eventually, the diggers had to agree that their chances of finding any artefacts were (*exist*)
- The team was exhausted and had clearly the difficulties of working long hours in the desert. (*estimate*)
- It is dangerous and for many people to view a burial site at the same time. (*practical*)
- The soil in the local area had been by intensive farming practices. (*grade*)
- The term '.....' is used to describe people who cannot read or write. (*literate*)

- Work in pairs. Complete these sentences in any way you like using one of the words with a negative affix from Exercise 2. You may need to add or change the suffix of the word.

- One of the purposes of education is to ...
... *eradicate illiteracy*.
- Many experiments fail because ...
- Despite the demand for pills and creams that aim to make people look younger, ...
- Although many scientists have brilliant minds, ...
- Museums require expensive security systems, as ...

Speaking Parts 2 and 3

- Look at this Speaking Part 2 task and Tibah's notes on page 58.

- What do her notes consist of, how are they organised, and how will they help her do the task?
- Take one minute to make your own notes for the task.

Describe something old that you or your family own and that you feel is important.

You should say:

what the item is and what it looks like

where it came from

what it is/was used for

and explain why you feel the item is important.

necklace - inheritance, Gran, 95

attic

market India

ancient/antique

blue beads, chipped

unfashionable

not eye-catching

my children

family treasure



mechanical calendar

shell of stainless steel

home

turn it over cards swap places
rectangular shape

not exactly valuable

2 Listen to Tibah. How has she used her notes?

3 Listen again to Tibah doing the task in Exercise 1. She uses several strategies to help her keep going. As you listen, complete the extracts below by writing two or three words in each gap.

strategy	extract
Gives a full introduction	Actually, there are 1 ... a number of ... objects that I could talk about ...
Picks the point she can say the most about first	First, I think I'll 2 where it came from.
Speculates on the origins of the necklace	As 3 I know, she'd been given it ...
Includes a saying or quote	But as 4 says, you can't ...
Says what the item is not	I 5 that it's strikingly beautiful ...
Compares the item to others that she has	... not as 6 as the gold necklace that I got for my 21 st birthday!
Makes a concession	... I don't really like beads, but, 7 that, I'll always keep them.

5 Work in pairs. Discuss how you could answer this Part 3 question related to the Part 2 topic in Exercise 1. Make notes as you do this.

Why do you think some people like to keep old things, while others don't have any interest in doing this?

6 Now look at Kenny's answer.



Well, old things are full of memories, and I think that's the main reason why people keep them. Perhaps the most obvious example of this is photographs. I mean, although people often get rid of the ones that they don't like themselves in, they often keep others because they remind them of a special person or event.

1 What reason does Kenny give, and how does he illustrate it?

2 What words does he use to introduce the reason and example? Write them in this table.

reasons	examples
I think that's the main reason why ...	



page 60 Key grammar: Speaking hypothetically

4 Work alone and think how you can use the phrases you noted down in Exercise 2 in your talk.

Then work in pairs and, using your notes from Exercise 1, take turns to give your talks.

1. Writing _ part 1

Complete IELTS _ WB _ ex 1 p 34-35; ex 2, 3, 4 p35

Study the uploaded process descriptions (carbon cycle and greenhouse) + study the example from Complete IELTS _ SB _ p 105

2. Listening _ section 4_ Complete IELTS _ SB p 67

195 Complete IELTS _ SB_ Unit 5 _ listening p 53 (audio files in MTeams _January 11, 12)

Writing Task 1

- 1 Look at the diagrams in the Writing task. Match the captions, a-k, with the caption boxes 1-11.



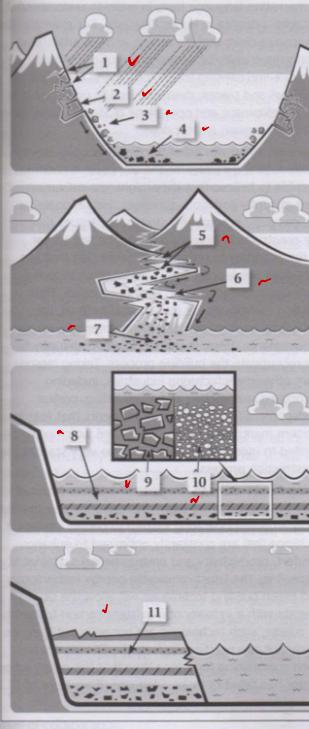
- ✓ (a) Water and water-borne chemicals between pebbles and grains 9
- ✓ (b) Rocks and stones eroded to become pebbles and sand grains 10
- ✓ (c) Expansion of cracks and fissures, and breaking of rock by frozen rainwater 2
- ✓ (d) Sedimentary rock (sandstone or mudstone) eventually formed by the cementing of pebbles and grains 8
- ✓ (e) Transportation of rock and stone fragments downstream 6
- ✓ (f) Rock visible at low tide 11
- ✓ (g) Rainwater in mountainside cracks and fissures 1
- ✓ (h) River 5
- ✓ (i) Layers of pebbles and sand grains on sea bed 4
- ✓ (j) Dislodged rock and stone fragments 7
- ✓ (k) Sea 2

The diagrams below show how sedimentary rock is formed in coastal areas.

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

Write at least 150 words.

Coastal formation of sedimentary rock



- 2 Look at these two introductions from a sample answer.

A The diagrams show how rock and stone fragments are dislodged from mountains and carried to the sea. There the fragments eventually become sedimentary rock.

B The diagrams show how rock and stone fragments are dislodged from mountains and carried to the sea, eventually becoming sedimentary rock.

- 1 Complete introduction B using a different form of one of the words from introduction A so that it has a similar meaning.

- 2 Why is introduction B better than introduction A?

- 3 These sentences also come from a sample answer. In each case, combine the two sentences by using a participle clause.

- D Student's Book, page 121

1 The process begins when rain falls on the mountainside. It fills cracks and fissures with water. *filling cracks and fissures with water*

2 The water freezes and expands the cracks and fissures. The rock around them is broken. *expanding the rock around them*

3 These sink in the sea. They form layers on the sea bed. *forming layers on the sea bed*

4 Water and water-borne chemicals work between the pebbles and grains of sand. They cement them together over time. *cementing them together over time*

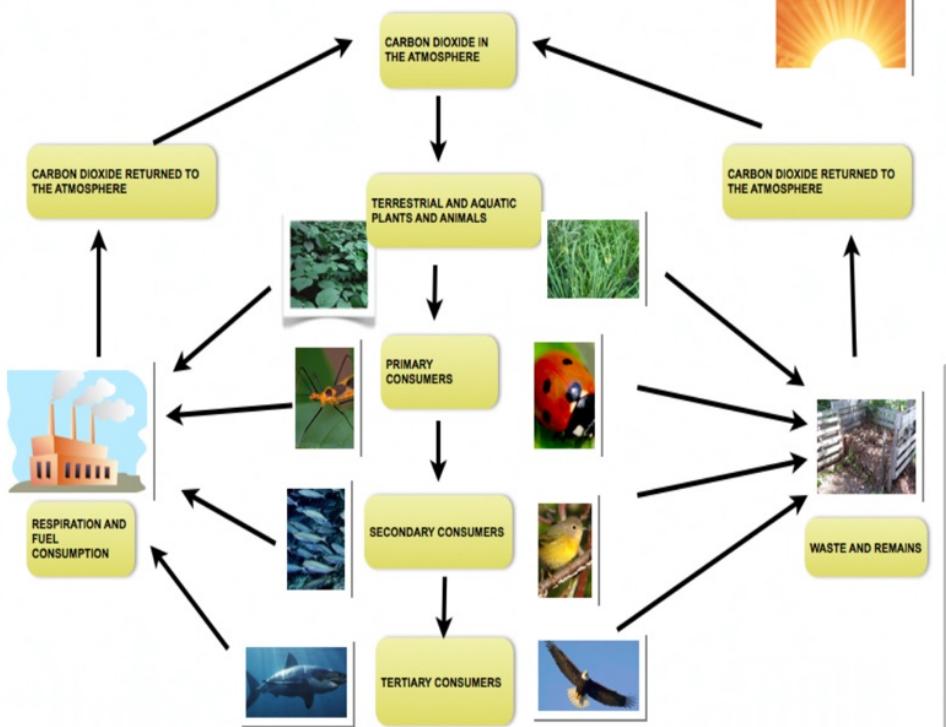
- E Now answer the question, using the sentences in Exercises 2 and 3 and your own ideas. You should spend about 20 minutes on this task.

The diagram below shows the process of sedimentary rock formation in coastal areas. It illustrates how the rocks from the mountains end up to be a part of the sea floor.

The process begins with natural erosion, for example the rain falls down on the mountain side, filling cracks and fissures, with water. The water freezes and extends the cracks, freezing the rain around them. Having been separated from the main rock body, detached rock fragments fall into the mountain rivers, that carry stone fragments downstream. As this happens, rocks and stones erode to become pebbles and grains, eventually being transported to the sea.

Once they sink into the sea, layers of the seabed are formed. There water and water-born chemicals work between the pebbles and sand grains, cementing them together over time, eventually forming sedimentary rock like mudstone or sandstone.

THE CARBON CYCLE



This diagram shows how the carbon cycle works in nature. The first part of the cycle is providing plants and animals on both land and sea with the carbon dioxide they need to exist and the second part of the cycle is the return of carbon dioxide to the atmosphere.

The first part of the cycle shows a food chain where plants and grasses absorb carbon dioxide from the air. These plants are a food source for primary consumers such as insects which are in turn eaten by the second level consumers, including smaller birds and fish. At the end of this food chain are larger animals and mammals which use the secondary level consumers as a source of carbon and food.

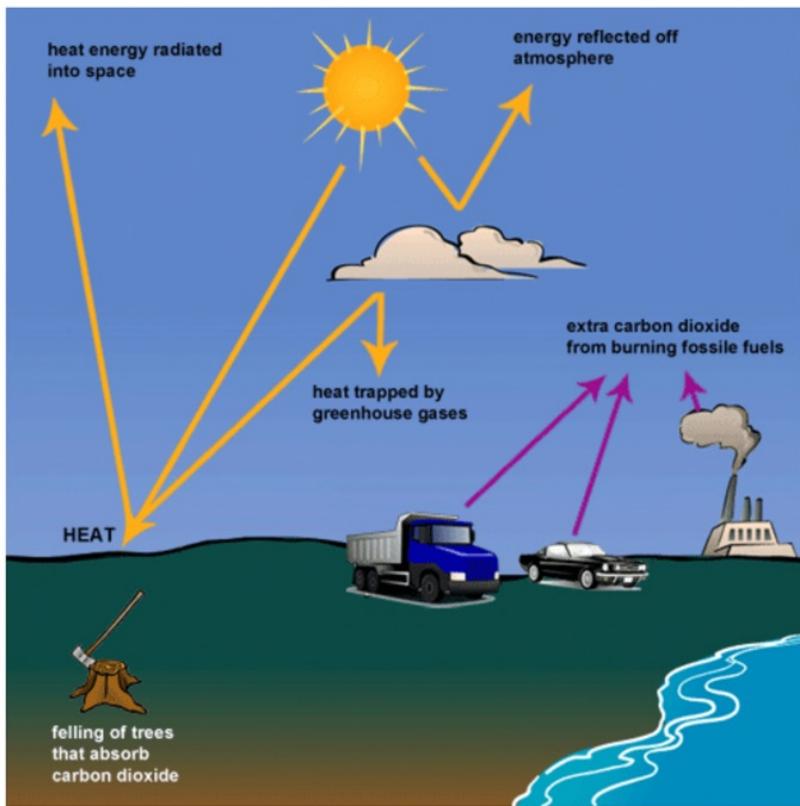
The second part of the cycle shows how there are two main ways in which carbon dioxide is returned to the atmosphere. This can either happen as a result of living beings breathing or consuming fuel, or as a product of the waste and remains from their death.

You should spend about 20 minutes on this task.

The following diagram shows how greenhouse gases trap energy from the Sun.

Write a report for a university lecturer describing the information shown below.

Write at least 150 words.



The diagram illustrates, with images, the process of trapping Energy from the sun by greenhouse gases. At a glance, the general process deals both with trapping heat by greenhouse gases and the generation of extra carbon dioxide, regarding at the same time natural and human phenomena.

The natural heat process begins with the energy produced by the sun, arriving on planet Earth. At this point, energy partially returns to Space, being reflected directly off the atmosphere by clouds or by Earth's ground. Despite this some energy, in the form of heat, is trapped by greenhouse gases and remains in Earth's atmosphere.

The reasons of a worsening of heat trapping process appear to be a consequence of human activities. First of all, the production of extra carbon dioxide, deriving from burning fossile fuels, is the consequence of car and truck traffic, joined with industrial processes. Moreover, the practice of cutting trees brings to worst atmospheric conditions, considering that trees directly contribute to the process of absorbing carbon dioxide.

3 Read the answer again and underline the words/phrases the writer uses to:

- 1 introduce similarities and differences
- 2 describe events over time
- 3 link causes and effects.

4 Diagrams that show a process and/or how something works

1 Look at the Writing task below and answer these questions.

- 1 What are the key stages in the process? (Explain them to a partner.)
- 2 What vocabulary could you use in your answer?
- 3 What comparisons could you make?
- 4 What would you write in your overview?

The diagram shows the stages in the cultivation and management of a forest.

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

The life cycle of forest trees



2 Read the sample answer below and underline the words/phrases used to mark the stages in the process.

Sample answer

The diagram illustrates the stages in the creation of a man-made forest and the various uses of the wood that is produced.

Before planting can take place, the land must be cleared and prepared. Heavy machinery is used to turn over the soil and ensure that it is ready for young trees. Once this has been done, saplings that have been grown in a nursery are taken to the area and planted individually.

Over time, the young trees start to grow. As they reach a certain height, they are pruned by hand and the forest is thinned. Trees that have been cut down at this stage are used for firewood or to create posts for fences.

The remaining trees gradually reach maturity and are not removed until they are required for wood products. When this happens, individual trees are felled using electrical saws, and prepared for transport on site. The trunks are transported by lorry either to the pulp mill, where they are turned into paper or cardboard, or to the sawmill, where they are dried and cut into planks, to be used for floorboards and furniture. Meanwhile the cleared forest ground is prepared for the planting of new saplings.

Clearly, the agricultural process required to produce wood-based products consists of a number of well-defined stages that allow forest trees to reach a certain age before they are cut down and new forests are planted.

Note how the writer has used a mix of vocabulary from the diagram and original vocabulary.

3 Read the answer again and underline the passive verb forms.

Useful language

Starting your answer / Introducing a key point

The graph/chart/table/diagram gives/provides/highlights information about / on / regarding / with regard to ...

The graph/chart/table/diagram indicates that / provides a breakdown of ...

The diagram illustrates ...

According to the graph/chart/table/diagram, ...

A closer / more detailed look at X reveals ...

Unit 5 Stepping back in time

Starting off

- 1 Work in small groups. Complete the captions to the photos with words from the box. Use each word only once.

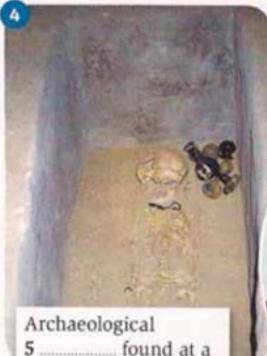
amber artefacts burial creature pots
prehistoric preserved remains ruins shipwreck

- 2 Who do you think made each of these discoveries, and what questions might they have asked about them?

Listening Section 3

- 1 Work in pairs. You are going to hear two students discussing a talk by a palaeontologist (a fossil expert). First, discuss these questions.

- 1 Have you ever seen or found a fossil? If so, where?
- 2 How do you think fossils form?



Archaeological
5 found at a
family 6 site



An insect 7 in 8



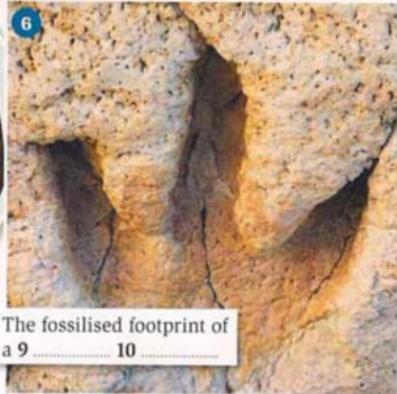
The 1 of an ancient spa city in Turkey



Roman 2 found
on an Indian 3



Ancient Mayan
4



The fossilised footprint of
a 9 10

- 2 Look at Questions 1–5 and underline the key ideas in the questions (not the options).

Questions 1–5

Choose the correct letter, A, B or C.

- Why did Milton miss the talk on fossils?
A He attended a different lecture.
B He had to catch up on some work.
C He was not interested in the subject.
 - What started Mr Brand's interest in fossils?
A a trip to America
B a chance discovery
C a film he saw as a child
 - What do schoolchildren say they most enjoy about the fossil hunts?
A looking for fossils in the rocks
B having their photo taken with a fossil
C being able to take the fossils home
 - During a fossil hunt, the main thing children learn is that
A history is all around them.
B it is important to be careful.
C patience leads to rewards.
 - What do Juni and Milton agree to do?
A persuade Mr Brand to run a fossil hunt for them
B use the Internet to book a place on a fossil hunt
C talk to some people who have been on a fossil hunt
-

- 3 Now listen and answer Questions 1–5.

Exam advice Multiple choice

- Underline key ideas in the questions and use them to help you follow the conversation.
- Listen carefully to everything the speakers say in relation to the key idea before you choose your answer.
- Although you may hear the words in the options, the speaker may be expressing the opposite idea.
- Listen for synonyms or paraphrases of the words in the question.

- 4 Work in pairs. Look at Questions 6–10.

- What is happening at each stage in the diagram?
- What type of information do you need to complete each gap?

Questions 6–10

Complete the diagrams.

Write ONE WORD ONLY for each answer.

Formation of marine fossils

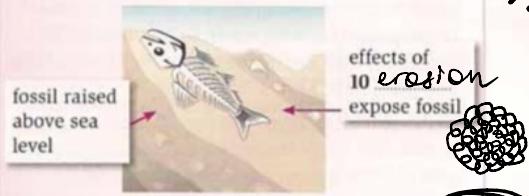
Stage 1



Stage 2



Stage 3



- 5 Now listen and answer Questions 6–10.

Exam advice Labelling a diagram

- Read the title to know what you are going to be listening about.
- If there is more than one diagram, compare the features in each one.
- Decide what information you need for each gap.

- 6 The speakers use a number of sequencers to describe the stages in the development of a fossil. Match the phrases in *italics* (1–7) with one or two of the meanings (a–g). Use the recording script on page 155 to help you.

- 1 ... as soon as a fish dies, ... e, g
- 2 ... the fish gradually gets covered over a
- 3 ... so once the fish gets buried c, g
- 4 ... it gets heavier and heavier until it becomes hard rock b
- 5 ... during that time, the bone in the skeleton is replaced e
- 6 ... the rock may lift and eventually be above sea level f
- 7 Meanwhile, the surface of the rock wears away? d

- ✓ a slowly, over a period of time
- ✓ b up to the time that
- ✓ c from the moment when
- ✓ d while something else is happening
- ✓ e over that period
- ✓ f in the end, especially after a long time
- ✓ g immediately after

7 page 121 Using sequencers when describing processes

- 7 Choose the correct opinion in *italics* to complete these paragraphs about underwater archaeology.

Underwater archaeology is most successful in areas where the currents are not strong enough to move a shipwreck. 1 Once Until the depth of the water has been measured, a site plan can be drawn up. 2 Whilst / As doing this, divers swim around the shipwreck locating artefacts. 3 Meanwhile / Gradually, they also assess the site for ease of access and potential hazards.

In the next stage, divers use special tools to 4 gradually / once remove silt and sediment from the area of investigation. It is a long process, but 5 eventually / during that time the artefacts are ready to be taken up to the surface and transported to laboratories, where they will be carefully examined, but not 6 as soon as / until all the water has been removed.

- 8 Work in small groups.

Should people be allowed to keep ancient artefacts that they find, or should the artefacts be put in museums as part of the nation's heritage? Why?

Reading Section 2

1 Work in small groups. You are going to read a passage that describes some of the findings archaeologists have made about human species. Before you read, discuss these questions.

- 1 What do you think the work of an archaeologist involves?
- 2 What skills and abilities do you think an archaeologist needs?
- 3 Why might someone decide to become an archaeologist?

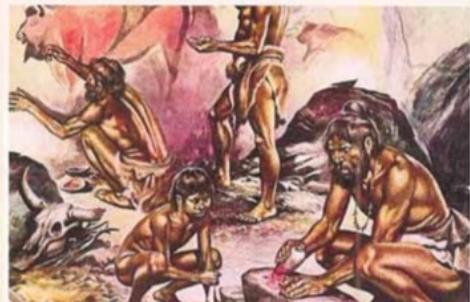
2 Work in pairs.

- 1 Read the title and subheading and discuss how they are connected.
- 2 Skim the passage, then say which of these statements best summarises the content.
 - a How Homo sapiens eliminated other human species
 - b Why Homo sapiens survived when other species died out

Last man standing

Some 50,000 years ago, *Homo sapiens* beat other hominids to become the only surviving species. Kate Ravilious reveals how we did it.

A Today, there are over seven billion people living on Earth. No other species has exerted as much influence over the planet as us. But turn the clock back 80,000 years and we were one of a number of species roaming the Earth. Our own species, *Homo sapiens* (Latin for 'wise man'), was most successful in Africa. In western Eurasia, the Neanderthals dominated, while *Homo erectus* may have lived in Indonesia. Meanwhile, an unusual finger bone and tooth, discovered in Denisova cave in Siberia in 2008, have led scientists to believe that yet another human population – the Denisovans – may also have been widespread across Asia. Somewhere along the line, these other human species died out, leaving *Homo sapiens* as the sole survivor. So what made us the winners in the battle for survival?



Questions 1–10

Complete the notes below.

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

Animation Technology

History

Thomas Edison: first camera – 1889

J. Stuart Blackton: first animated film technique – used many 1 drawings of faces

Émile Cohl: first animated scene – used cut-outs made of 2 paper

Walt Disney:

- first talking colour film – 1928
- used 3 hand-painted slides
- first full-length colour film – *Snow White and the Seven Dwarfs* – 1937

Pixar Animation Studios

Origins: graphics group 4 when

Earnings: Over 4 \$ 6.3 billion worldwide

Famous films: 1995 – *Toy Story* – first computer-animated film
2001 – *Monsters, Inc.* included 5 animal fur as a new animation feature

Finding Nemo – new techniques in 6 digital lighting
The Incredibles – believable simulations of people and 7 crowds

Future developments:

- Digital humans: focusing particularly on skin and 8 facial movement
- Speed: companies producing 9 video games will help
- Colour: aim to preserve vibrancy
- Styles of animation: a move from 10 realism to new concepts

3 Listen and answer Questions 1–10.

Exam advice Note completion

- Check how many words you have written for each answer.
- Take care to spell your answers correctly.
- Use your ideas on the type of word you need to guess any missing answers at the end.

4 Take a minute to prepare a short talk on a film you have seen that includes some computer-animated features. Then work in pairs and take turns to give your talks. You can use these questions to help you.

- What was the film about and what happened during the film?
- What computer effects did you see in the film?
- What did you particularly like or dislike about the film?

5 Change partners and give your talk.

Vocabulary

Adjective + noun collocations

1 Look at these sentences. For each one, cross out the adjective that CANNOT be used with the noun in bold to form a collocation.

- It was possible to build up a small scene, though a **large / big / considerable** number of cut-outs were required to do this.
- Now it has become a Hollywood icon, with earnings of over 6.3 billion dollars and **numerous / plentiful / countless** film awards.
- Many **features** of the film were seen as **outstanding / irreplaceable / excellent**.
- It is still considered to be one of the most **extensive / significant / noteworthy** achievements in the history of film animation.
- This helped to enhance the appeal of one of the film's **central / primary / main** characters.
- Many scenes took place underwater and relied on a **certain / particular / sure** level of brilliance and clarity throughout.
- Yet cinema audiences have increasingly **high / tall / great** expectations.

Topic – Expressing purpose, cause and effect (result)

1. Key grammar

- Complete IELTS _ SB _ ex 1,2,3,4 p 49; ex 4 p 51
- Complete IELTS _ SB _ p 113
- "Cause and effect" (uploaded file)

give rise
- positive

2. Cause and effect flow chart

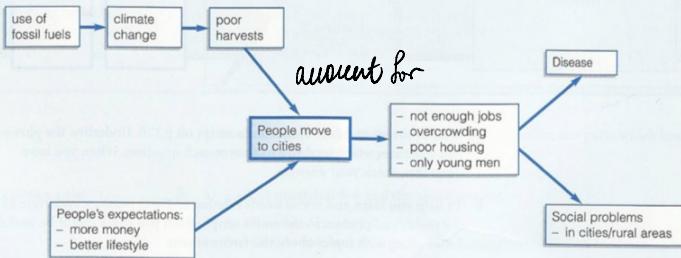
Prepare the description.

TIP You should spend about two minutes looking at the chart carefully before you start writing your answer.

The chart below shows possible causes and results of 'urban drift', where large numbers of people move from rural to urban areas.

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

You should write at least 150 words.



The chart illustrates possible causes and results of the phenomenon of urban drift, characterised by large numbers of people moving to cities from rural areas. The migration of population from rural to urban areas is a complicated subject. This essay will outline its main causes and results.

It is thought that urban drift is caused by several factors. Firstly, due to the use of fossil fuels and consequent climate change, the harvests became poor making it difficult

to keep making living by agriculture. Secondly, expectations about urban life, such as earning more money and having a better lifestyle and more opportunities, causes people to move to the cities.

This drift leads to overpopulation of cities, and results in higher unemployment rates, overcrowding, poor housing quality and the demographic shift of the population towards one mainly consisting of young men. As a consequence, the population suffers from disease and poor life quality in the city, whereas in the rural areas the lack of population leads to stagnation.

To conclude, urban drift causes several problems both in cities and in the country.