

READING

**IN THIS UNIT YOU WILL
LEARN HOW TO**

- review reading skills
- review reading task types
- use relative clauses.

LEAD-IN

0 1 Are these statements about the Reading test true (T) or false (F)?

- 1 The test takes 60 minutes plus 10 minutes to transfer your answers to the answer sheet.
- 2 There are three texts and 40 questions.
- 3 The texts are from academic sources.
- 4 Some questions are worth two marks.
- 5 There are more than 12 different task types.

0 2 The following is a list of the task types you might meet in the IELTS Reading test.

For each one, briefly describe what you have to do.

- | | |
|----------------------------|------------------------------------|
| 1 Multiple choice | 7 Matching sentence endings |
| 2 True / False / Not Given | 8 Sentence completion |
| 3 Yes / No / Not Given | 9 Note/table/flow-chart completion |
| 4 Matching information | 10 Diagram label completion |
| 5 Matching headings | 11 Short-answer questions |
| 6 Matching features | 12 Summary completion |

REVIEWING READING SKILLS

0 3 Skim read the passage *The rise and fall of youth subcultures* on pages 161–162 in 1 to 2 minutes. Tick all the statements that are true about the passage.

- 1 The passage gives several examples of youth subcultures.
- 2 The writer does not share any personal opinions.
- 3 The text compares young people in the 20th and 21st centuries.
- 4 The role of the internet is mentioned more than once.
- 5 The writer appears to be a young person.

Most Reading sections in the exam will contain a balance of tasks designed to test a variety of reading skills but the main skills you need for virtually all reading tasks are skimming, scanning and reading for detail.

TIP 0 3

Remember that skim reading the text first will help you gain a global understanding of the text that will benefit you when you come to do the actual tasks.

04

Scan the text to find the following information. Write the paragraph letter(s) next to each one and find the paraphrase in the text. The key words are underlined for you.

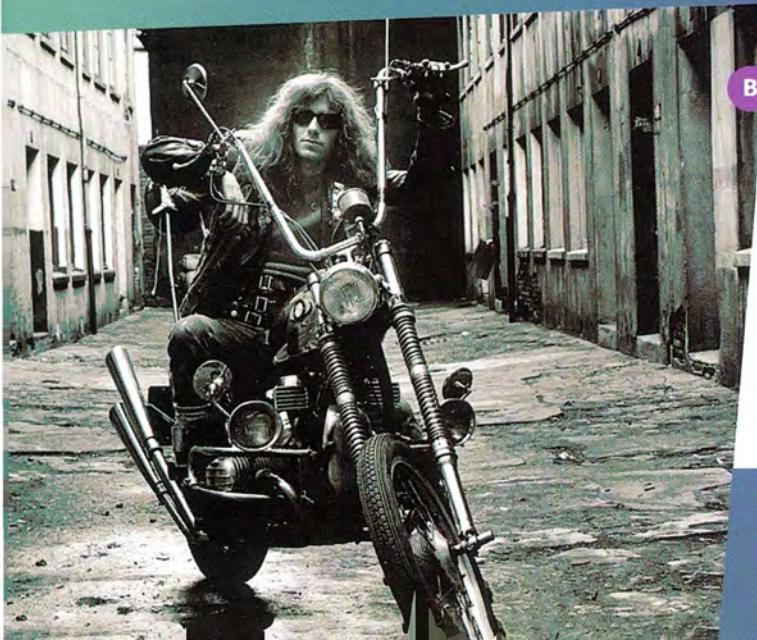
- 1 a subculture that has passed the test of time
- 2 an explanation for the rise of youth subcultures
- 3 an example of the internet being used to raise money and inform people
- 4 descriptions of various youth groups' fashion and music preferences
- 5 the influence of the US on youth culture in Britain
- 6 a discussion of the identity of today's young people
- 7 the decade in which the older generation began to think youth subcultures were declining
- 8 the causes of a broader outlook in today's young people

TIP 04

When scanning and reading in detail, you are normally looking for paraphrases of the questions or options in the tasks.

THE RISE AND FALL OF YOUTH SUBCULTURES

A Ask anyone British in their 50s, 60s and 70s to look back at their youth and they will doubtless name a plethora of different subcultures. There were the Mods (Modernists) with their tailor-made suits, motor scooters and R & B music, and their great rivals, the Rockers, a biker subculture, who wore leather jackets and listened to Rock and Roll. Hippies, who emerged in America and spread across the world, represented a more peaceful group. With their long hair and garish clothes, they opposed all forms of violence and the 'establishment', as they called mainstream society. Jumping forward to the 1970s, we see the rise of Punk. Instantly recognisable with their drainpipe jeans, kilts, safety pins and Mohicans, they perhaps more than any of their predecessors embodied youth rebellion, sometimes literally spitting in the face of the world in which they had grown up.

**B**

These days, the average 15-year-old has probably never seen a Mod or Rocker in the flesh. These youth subcultures from that era have all but disappeared, existing only in films and television for today's young people. Sadly, today's youth, at first glance at least, look more homogenous, seemingly having lost their tribalism. So what happened? Where have all the colourful youth subcultures gone? It was in the 1990s that many older commentators started to point out that the youth movements had lost their fire and had become conventional. The colourful 'tribes' of the previous years were disappearing and the young appeared to have stopped rebelling.

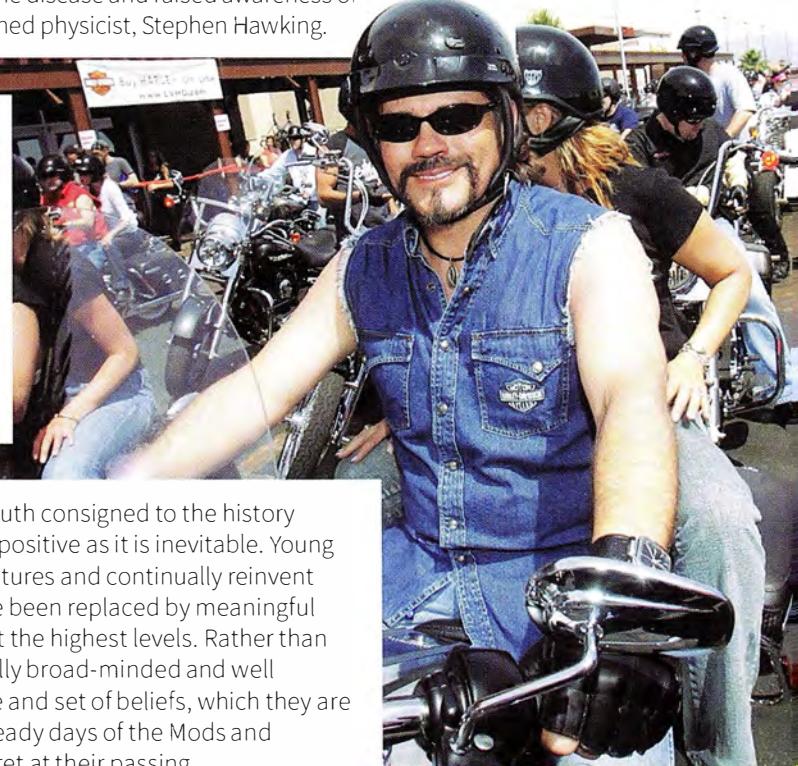
C To explain this phenomenon we need to look at the reasons why conditions were ripe for the emergence of youth cultures in the mid-twentieth century. It was the post-war period that saw the rise of distinctive subcultures. Elvis Presley and the advent of Rock and Roll generated the Teddy Boys in the UK, who in turn influenced both Mods and Rockers. It was a time when conventional social values were being questioned and after the austerity of the war, young people found themselves with more freedom. Fuelled by American culture, Britain's youth suddenly had something to say and a desire to express themselves.

D These days American culture is still a dominant force, but in many ways the world is so different. Rises in levels of prosperity have robbed many young people of something to rebel against, and the development of the internet and its widespread availability from the 1990s onwards has fundamentally changed how young people interact with the world. Things change so quickly that young people no longer commit to one look and style of music in order to find their identity. Influences from all over the world – not just America – mean that young people have a vast array of choices in terms of fashion, music and even attitudes and beliefs. Although the younger generation of today has been called 'identity-less', that is not actually the case. The identities they create are more individual and subtle, with a wider range of influences. Teenagers today spend a lot of their time developing their own sense of self through social media. They are free to slip in and out of identities and scenes, which is more liberating than being tied to a specific tribe.

E Common to all those subcultures of the mid- to late twentieth century was a desire to rebel: against parents, government policies and established society. Marking yourself out as different and separate through your clothes and hairstyle is something that does not chime so resonantly with the globalised generation born in the nineties and noughties. Today's young people are more tolerant and international thanks to globalisation, but that does not mean they are apathetic. In fact, it can be argued that they are more likely to contribute towards actual change, which again has been made possible by the internet. They set up and sign online petitions and share information about demonstrations on social media. They take part in charity events such as sponsored runs or shave their heads to raise awareness as well as money. The global phenomenon which was the Ice Bucket Challenge*, for example, raised over \$100 million for motor neurone disease and raised awareness of that terrible condition which affects, among others, world renowned physicist, Stephen Hawking.

F There is one subculture that seems to have endured better than the others: the bikers. Characterised by their long hair, scruffy denim jeans, leather jackets and Harley Davidson motorbikes, the most marked feature of the group nowadays is that they are no longer young. At biker rallies in the 2010s, the average age is probably around 50. What sets them apart is that they never grew out of the identity of their youth. Seeing them gathered together invokes a strong sense of nostalgia in those of us who remember the days of youth subcultures.

G While it is sad in many ways to see the vibrant cultures of our youth consigned to the history books, it is, when examined closely, a development which is as positive as it is inevitable. Young people today are free to adopt aspects from a huge range of cultures and continually reinvent themselves. The symbolic rebellions of dress and hairstyle have been replaced by meaningful action which impacts on political and social decision-making at the highest levels. Rather than being without identity as a generation, today's youth are typically broad-minded and well informed, each individual having created their own unique style and set of beliefs, which they are free to change at any moment. But those of us who recall the heady days of the Mods and Rockers, the Punks and Teddy Boys, will always feel a slight regret at their passing.



* Ice Bucket Challenge – a charity action that involved filming yourself pouring ice cold water over your head in order to raise money for charities related to Motor Neurone Disease

REVIEWING READING TASK TYPES

05 The reading passage has seven paragraphs, A–G. Choose the correct heading for each paragraph from the list of headings. Write the correct number, i–x. There are three headings you won't need.

List of headings

- | | | |
|---|---------------|-------|
| i Out with the old and in with the new and improved | 1 Paragraph A | _____ |
| ii The decline of youth subcultures | 2 Paragraph B | _____ |
| iii Regret for a lost era | 3 Paragraph C | _____ |
| iv Youth subcultures in the second half of the 20th century | 4 Paragraph D | _____ |
| v The ice bucket challenge raises millions | 5 Paragraph E | _____ |
| vi Why young people formed their own social groups | 6 Paragraph F | _____ |
| vii Identity-less youth of today | 7 Paragraph G | _____ |
| viii A different type of identity | | |
| ix Survivors of a lost age | | |
| x Fighting for change in new ways | | |

06 Do the following statements agree with the claims of the writer in the text?

Write

- YES if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 1 20th-century youth movements had their own distinct way of dressing.
- 2 Today's youth are less effective at changing society than their predecessors.
- 3 Young people waste too much time on social media.
- 4 It is unfortunate that many of the sub-cultures are disappearing.

GRAMMAR FOCUS: RELATIVE CLAUSES



Relative clauses provide extra information about a noun or noun phrase. There are two types: defining and non-defining. Defining relative clauses give information that is essential to the meaning of the sentence. Non-defining relative clauses give extra but non-essential information, meaning that the clause can be removed, and the sentence will still make sense. Relative clauses usually begin with relative pronouns (*that, who, which, whose, where, when, why*), though these can be omitted in some defining relative clauses.

07 Look at the sentences from the text with underlined relative clauses. Which is defining and which non-defining? How do you know?

- 1 *There is one subculture that seems to have endured better than the others: the bikers.*
- 2 *Elvis Presley and the advent of Rock and Roll generated the Teddy Boys in the UK, who in turn influenced both Mods and Rockers.*

08 Find another example each of defining and non-defining relative clauses in the text.

09 Look at this sentence with a relative clause and answer the questions.

The identities they create are more individual and subtle, with a wider range of influences.

- 1 Why doesn't it use a relative pronoun?
- 2 Where and which relative pronouns could be added to this sentence?
- 3 Can the relative pronoun be omitted from the example sentences in exercise 7?
Why? / Why not?



10 Rewrite these pairs of sentences as one sentence with a relative clause, using the relative pronoun given.

- 1 American culture had a major influence on Britain's youth. They copied the style and music but made their own version of it. (who)
- 2 One of the more memorable groups of the 1970s was the Punks. Their drainpipe jeans, kilts, safety pins and extraordinary hairstyles made them instantly recognisable. (whose)
- 3 The younger generation of today has been called 'identity-less'. This is not actually the case. (which)

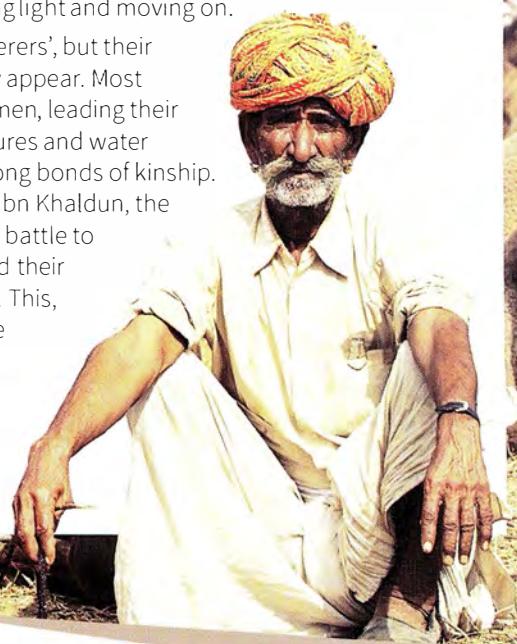
EXAM SKILLS]

11 Read the passage and answer questions 1–6.

NOMADIC CULTURES

Out of a world population of 7.5 billion, around 30 million people currently lead a migratory lifestyle. Every continent has nomadic groups, leading a life very different from the sedentary communities they come into contact with. Almost all migratory communities are in steady decline for a wide range of reasons: climate change, political unrest, forced resettlement and armed conflict have all impacted on these traditional communities, diminishing their numbers year on year. However, the lure of the travelling lifestyle is as strong as ever. The 'gypsy lifestyle' continues to inspire people – especially the young – who crave the freedom of unstructured movement. Backpacking has become almost a rite of passage for the young. 'Gap years' between school and university often stretch to two years, or even more, as young people become addicted to the culture of travelling light and moving on.

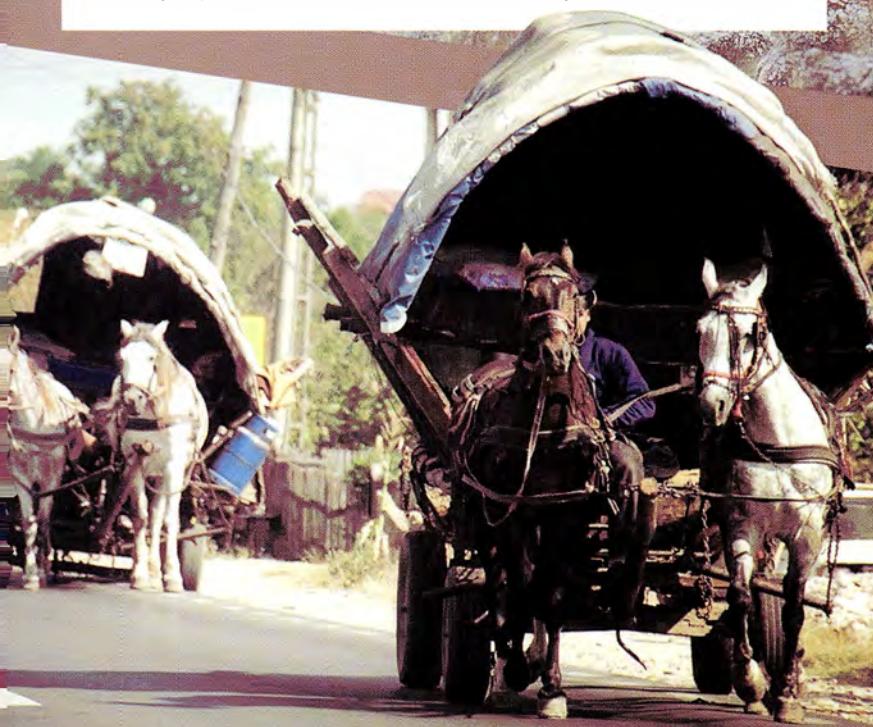
Traditional nomads may be seen as 'wanderers', but their movement is not as unstructured as it may appear. Most nomadic communities are, or were, herdsmen, leading their animals across fixed routes based on pastures and water sources. Their societies were based on strong bonds of kinship. According to 14th-century social historian Ibn Khaldun, the Bedouin community owed their success in battle to *asabiyya* or 'group feeling', which enhanced their ability to protect the group from outsiders. This, along with excellent horsemanship and the rigours of a harsh lifestyle, based around constant alertness needed to protect livestock, made them formidable adversaries in war when compared to their more settled counterparts.





Far from the desert-dwelling Bedouin live a different kind of nomad: the Moken, or sea gypsies, of the Mergui Archipelago between Myanmar and the islands of Thailand's North Andaman coast. During the dry season, they live on traditional houseboats, and during the monsoon season they build temporary villages on sheltered stretches of beach. Theirs is a culture of sharing and giving, to the extent that their language contains no words for individual possessions. This indigenous people has a great understanding of and respect for their environment, making use of over 80 plant species for food and more than 100 for shelter, handicrafts and other purposes. However, the Moken's lifestyle has more recently been affected by government restrictions on their hunter-gathering activities, and legal disputes over ownership of their traditional lands. Somewhat inevitably, they have become a focus for tourism in the area, which they have embraced to some extent as they try to adapt to the modern world.

Nomadic communities exist in Europe too. In the tundras and taigas of northern Scandinavia live a reindeer-herding community, the Sami. Originally travelling freely across the areas which now belong to Norway, Sweden, Finland and Russia, this subculture has had its traditional lifestyle curtailed by the creation of national borders. In contrast to the Bedouin, the Sami's culture stresses the importance of knowledge and acceptance of the Sami language and traditions over bloodlines. It is an open and egalitarian society that welcomes outsiders. Marked by its rich storytelling and musical traditions, Sami culture has enjoyed something of a renaissance in recent years. Like many traditional cultures, it has both suffered and benefitted from a growing tourist industry as well as from government regulations. Norway now has a specific, protected reindeer-herding region, but the activity is prohibited elsewhere in the country.

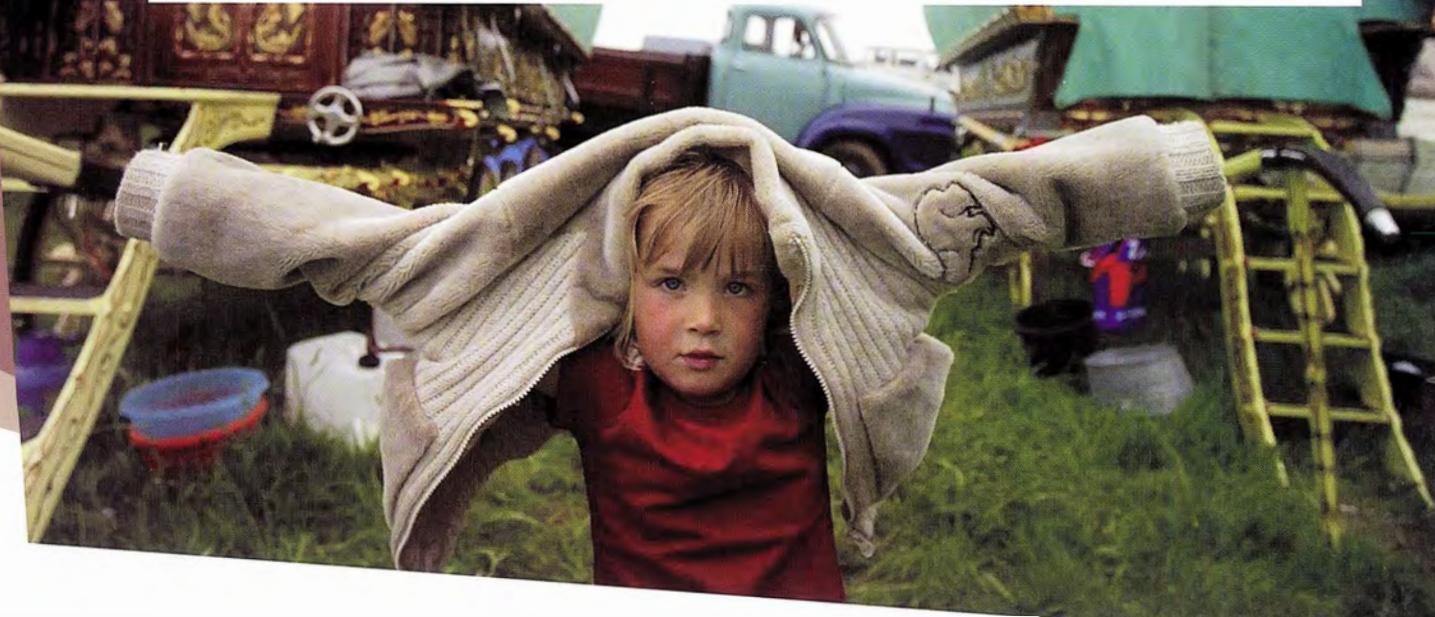


Perhaps a better known travelling culture in Europe is the Roma, or Romany, of Central, Eastern and South-eastern Europe. The group is now spread across Western Europe too due to permanent migration. While their defining characteristic is the nomadic lifestyle, there have always been settled Roma, and the proportion has continued to grow, largely due to state intervention. However, there are some communities that have managed to retain a semi-nomadic way of life, such as the Thracian Kalajdžii (tinsmiths) in Bulgaria and Kortorari in Romania. The Roma tend to function as 'carriers of tradition' in the countries where they live. Cultural change does not happen as fast as it does in mainstream society, so traditions that have all but died out elsewhere are preserved and adapted by the Roma community. An example of this is the Dodola, a 'ritual for rain' in the Balkans, which used to be widespread, but is now limited to the Roma.



In the UK, the term 'gypsy' covers both Roma and Irish travellers, two diverse groups united by a common nomadic heritage. Irish travellers traditionally move in groups of two to four families, which would typically include married sons and their wives and children. Like many other migratory communities, Irish travellers have strong kinship ties due to the practice of arranged marriages as well as their isolation from settled society. In common with other nomads, their traditional way of life has faced many threats. In particular, the crafts, trades and services they practise, once in high demand, have been made redundant by declining rural populations, the mechanisation of farming, improved rural transport systems and the mass production of cheap plastic goods. Life expectancy for Irish travellers is often well below the national average.

In spite of the many obstacles faced by travelling communities all over the world, the world's fascination with the mobile lifestyle has not diminished. Mainstream culture seems to have a confused and contradictory relationship with travellers. On the one hand, the settled majority have a tendency to look down on those who refuse to adopt the sedentary lifestyle. On the other hand, they hold a romantic view of the horse-drawn caravans and campfires of the gypsy or the camel trains and tents of the Bedouin. What is clear is that travelling communities around the world, though reduced in number, are still alive and well and their contribution to world culture is indisputable.



Questions 1–5

Look at the following statements and the list of traveller communities below.

Match each statement with the correct community, A–E. You may use any letter more than once.

- 1 They tend to protect a version of traditions inherited from wider society.
- 2 Where they live is very dependent on weather conditions and the time of the year.
- 3 They do not focus heavily on kinship ties.
- 4 They fully exploit the natural resources available to them.
- 5 Their success in combat was partly due to the demands of their lifestyle.

List of traveller communities

- A The Bedouin B The Moken C The Sami D The Roma E Irish travellers

Question 6

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

What is the writer's purpose in the Reading Passage?

- A to compare how successful different nomadic groups are in the modern world
- B to explain the origins of backpacking culture
- C to criticise the lack of tolerance for travelling communities
- D to highlight the current state of traditional travelling cultures in the modern world

WRITING

**IN THIS UNIT YOU WILL
LEARN HOW TO**

- describe a process in Task 1
- give opposing views and your own opinion in Task 2
- write a complete essay.



LEAD-IN

01 Read these definitions of culture. Which one do you like best? Why?

- 1 The sum of attitudes, customs, and beliefs that distinguishes one group of people from another. Culture is transmitted, through language, material objects, ritual, institutions and art, from one generation to the next. (www.dictionary.com/browse/culture)
- 2 Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member's behaviour and his/her interpretations of the 'meaning' of other people's behaviour. (Spencer-Oatey 2001)
- 3 Culture is the collective programming of the mind which distinguishes the members of one group or category of people from another. (Hofstede 1994)
- 4 Culture means the way we do things around here. (Unknown)

02 Imagine you are explaining your culture to someone from a completely different one. Make a list of its most significant or interesting features. Use the points below to help you. Compare with a partner.

Food and cuisine

National dress

Social etiquette

Language

Traditions / festivals

Our national dishes include fish and chips and roast beef but we are not famous for our cuisine. We are famous for drinking a lot of tea ...

We are very polite and often apologise for things which are not our fault.

TASK 1 – DESCRIBING A PROCESS



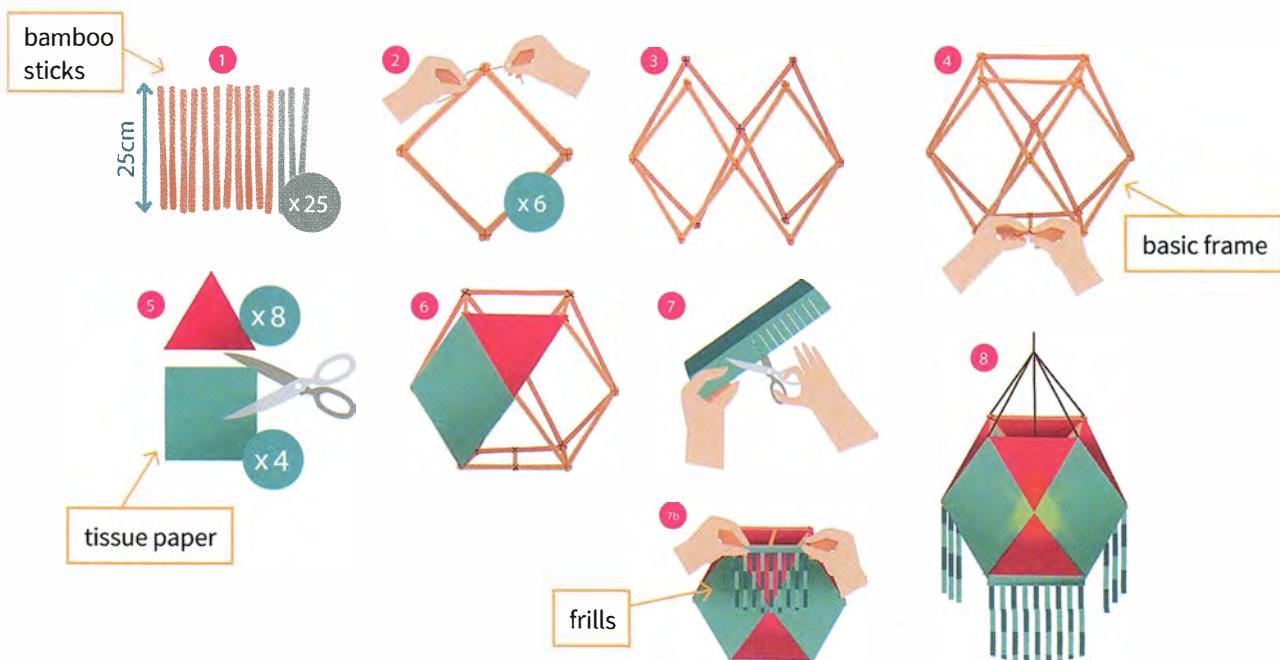
For Task 1 you might be asked to describe a process, such as how something is made or something that happens in nature. You are given a diagram. (There may be one or two unfamiliar words but a definition may be given below the diagram.) Study each stage of the process to work out what is happening. Keep the tone quite formal as you would do in other Part 1 tasks.



03

The diagram shows the process of making Wesak lanterns, which Sri Lankans do to celebrate the festival of Wesak in May each year. With a partner, make a list of verbs, nouns and adjectives you could use in describing this process.

Verbs	Nouns	Adjectives
cut	scissors	coloured



04

Look at these sentences and the stages in the process they correspond to on the diagram. Rewrite them using the passive.

- 1 You have to tie the corners of four of these squares together. (Stage 3)
Four of these squares have to be tied together.
- 2 Next, you can stick the square and triangular tissue paper shapes onto the frame. (Stage 6)
The paper shapes can be stuck onto the frame.
- 3 The lantern is then ready to hang on a lightbulb. (Stage 8)
The lantern is ready to be hung on a lightbulb.

TIP**04**

The passive is a very useful structure for describing processes. There may be opportunities to use more complex passives, such as modal passives and passive infinitives, which could improve your GRA score:

- You have to glue the paper to the frame. (active) →
The paper has to be glued to the frame. (passive)
- The lantern is ready to decorate. (active) →
The lantern is ready to be decorated. (passive)

05

Complete the sample answer using the words in the box.

after that this then this stage next finally to begin with followed by once

SAMPLE ANSWER

The diagram shows the process of making Wesak lanterns. There are eight main stages, which consist of tying bamboo sticks together to form the frame of the lantern, 1 _____ the cutting and pasting of coloured paper which is used to decorate it.

- 2 _____, you need to cut 24 bamboo sticks to a length of 25cm each. Four of the sticks are 3 _____ tied together to make a square. 4 _____ of the process has to be repeated until you have made six squares.
- 5 _____, you have to tie the corners of four of the squares together. The remaining two squares are then tied in place at the top and bottom of the ring, which will give you the basic frame of the lantern.
- 6 _____ your frame is completed, take brightly coloured tissue paper and cut out eight triangles and four squares to sizes which correspond to the squares and triangles on the frame.
- 7 _____ the tissue paper shapes should be attached onto the frame. The squares at the top and bottom of the frame should be left empty. 8 _____, fold and cut paper for the frills, and decorate the base of the lantern with them, so that they hang down below it. The lantern is then ready to be hung on a lightbulb.

TIP**05**

Learn a variety of sequencing linkers, such as *firstly*, *secondly*, *after that*, *next* for this task.

06

Look again at the sample answer in exercise 5 and answer the questions.

- 1 Has the writer included an overview?
- 2 Find examples of the following grammar structures the candidate has used:
 - a relative clauses
 - b passive
 - c imperatives

TIP**06**

Make sure you include an overview of the whole process in the opening paragraph. It should give general information about the process (type of process, how many stages, what is produced) in one or two sentences.

TASK 2 – ESSAY

GIVING OPPOSING VIEWS AND YOUR OWN OPINION

For this kind of essay, you need to discuss two positions on a question and then give your own. Your own opinion can be to take one side or the other, to partly agree with one or both, or even to disagree with both positions and offer an alternative view. The key is to make sure that your opinion is clear and, as with all Task 2 essays, support your arguments with examples, reasons, explanations, etc.

- 07** Look at the Task 2 essay question. Then read the extracts (1–6) from candidates' answers. Label them A (opinion A) or B (opinion B).

Some people believe that a person's culture is defined by their country of origin (opinion A), while others believe that has only a minor influence (opinion B). Discuss both these views and give your opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

- 1 In my experience, it depends on which cultural background someone is from. Some people are able to discard their national identities more readily than others.
- 2 Although many people believe a person's country no longer has a great influence on their culture, what I believe is that, under the surface, the impact of where a person is from is enormous.
- 3 It is evident to me that we can never truly escape our origins. They are with us from birth and are present during our formative years.
- 4 Some people are of the opinion that, for example, because the same fast-food chains exist in every country, everyone likes the same food. However, the reality is that in most parts of the world people eat the same food, typical of their own country or region, almost every day.
- 5 While it may be true that certain aspects of culture are shared by people from all over the world, we cannot deny that our beliefs and behaviours are shaped by the national environment in which we grow up.
- 6 While I admit that the country of origin is a major factor in determining one's culture, I strongly believe that anyone who moves overseas for work or study can be equally influenced by the culture of this host country.

- 08** Look again at the extracts in exercise 7. Identify the expressions which are used to introduce an opinion.

- 09** Complete the sentences with your own ideas.

- 1 Some people believe that you can learn a language without knowing the culture. My own view is ...
- 2 There is a widespread belief that the world is a global village. However, it seems to me that ...
- 3 On the one hand, it is possible to argue that our country of origin defines us. On the other hand, ...



WRITING A COMPLETE ESSAY

10 Complete the checklist on writing a Task 2 essay using the words in the box.

conclusion
paragraphs cohesive
highlight examples
opposing plan
outline topic sentence
proof-read

- 1 Read the question carefully and _____ any key words. Circle any instruction words.
- 2 Make a brief _____ of the structure of your essay. Decide how many _____ you will need. Note down some key vocabulary.
- 3 In your introduction and overview, paraphrase the question, include your opinion, if appropriate, and an _____ of what you intend to argue.
- 4 When writing your body paragraphs, ensure each one contains a clear _____ (usually the first sentence). Remember to give specific _____ or explanations to support each main point.
- 5 If you are arguing in favour of one opinion, make sure you discuss at least one or two points representing the _____ view.
- 6 As you write, keep in mind the need for a variety of grammatical structures and a wide range of _____ devices.
- 7 Include a _____ as a separate paragraph.
- 8 Finally, _____ your essay for errors, such as spelling mistakes.

11 Read this essay for the task in exercise 7. Then answer the questions on the next page.

SAMPLE ANSWER

If we define culture as shared beliefs, values, attitudes and behaviours, it stands to reason then that a person's country of origin impacts their culture. The question is to what degree. Is nationality the defining influence or is it just one of many factors in play? Personally speaking, I would say both arguments have validity, but I would lean towards the latter.

It is easy to understand the 'defining influence' argument. If someone is born and raised in a place, they will be heavily influenced by it. Psychologists refer to this as the 'nurture argument' – you are a product of your environment. For example, if your country's cuisine uses certain ingredients, your palate gets accustomed to those ingredients, but may struggle with other less familiar flavours. If your country has a traditional style of music, say, reggae or rock, all citizens will be exposed to it and, as a result, are more likely to enjoy it.

On the other side of the argument we need to consider the effects of globalisation. Most people have daily access and exposure to other cultures. The evidence is all around us – restaurants, films and foreign businesses are ubiquitous. One of the benefits of globalisation is that it offers us a selection of cultural possibilities to choose from. It is unlikely that you will find any citizen of a certain country who does not have likes or preferences that come from outside of their country of origin. In addition, more and more people work, study or travel extensively away from their home country. Inevitably, these people will be subject to new influences.

My own view is that while we are influenced by our nationality, in this globalised world, one's country of origin is only one aspect of our collective culture. We all adopt elements from other cultures on a daily basis, unconsciously or according to our preferences and experiences. To my mind, this is what makes the world such an interesting place.



For each essay type you can encounter in the IELTS test, make sure you are clear on how best to plan and organise your writing. It is a good idea to make checklists for each type to use when you are practising and to help you in the exam itself.

- 1 Does paragraph 1 (introduction) clearly explain what the essay will be about?
- 2 Where does the candidate make their position/opinion clear in this essay?
- 3 Which opinion from the question does the candidate discuss in paragraph 2? Underline the topic sentence that expresses it. How many reasons/examples are given to support it?
- 4 Which opinion does paragraph 3 discuss? Underline the topic sentence that expresses it. Why do you think the candidate chose to discuss this here?
- 5 Make a list of opinion phrases used in this essay.

EXAM SKILLS]

12 Answer the Writing tasks below.

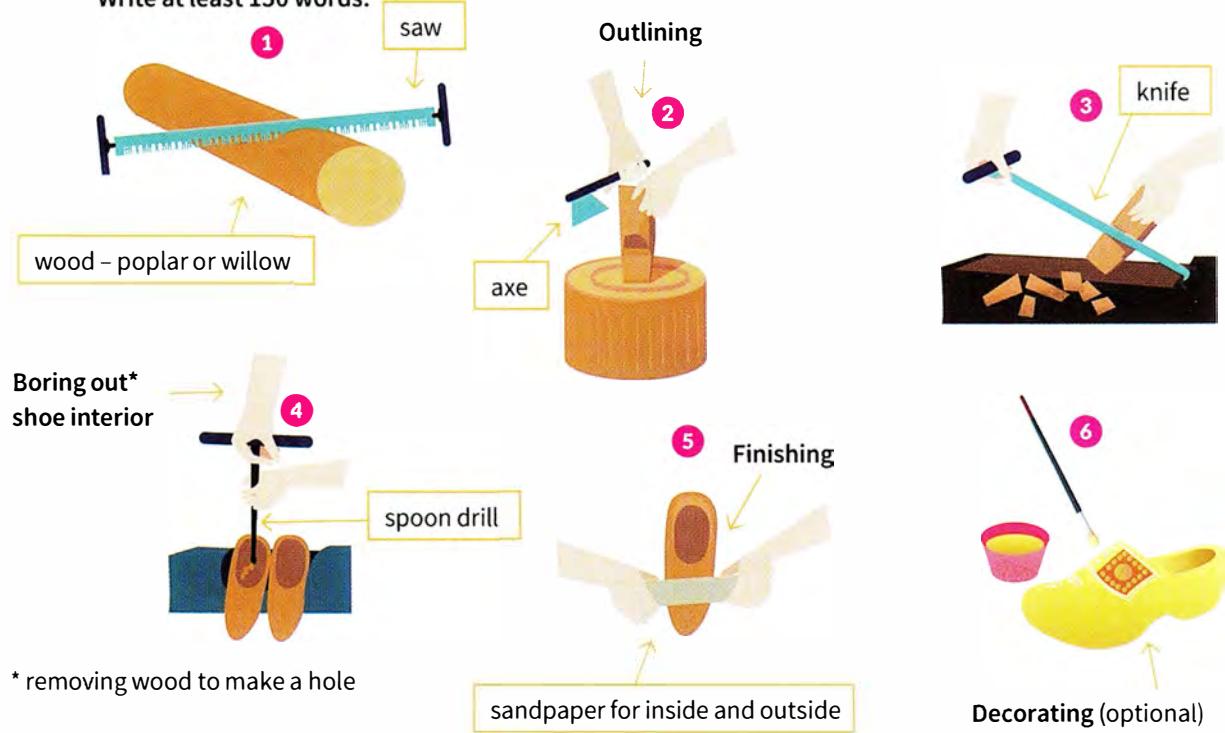
Task 1

You should spend about 20 minutes on this task.

The diagram illustrates the process of making traditional wooden shoes called clogs.

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

Write at least 150 words.



Task 2

You should spend about 40 minutes on this task.

Some believe that people today have no interest in maintaining the traditional culture of their country or region. Others believe that it is still important to people that we preserve a traditional way of life. Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

LISTENING

**IN THIS UNIT YOU WILL
LEARN HOW TO**

- use notes to follow a talk
- do note completion and sentence completion tasks
- check your answers
- use prepositions in relative clauses.

LEAD-IN

01 ► Complete the sentences with the correct form of the word *globe*.

- 1 To change the world, we should think _____ and act locally.
- 2 Some people believe that the world is now a _____ village.
- 3 We live in a world where almost everything has been _____.
- 4 The internet allows us to interact with people from all around the _____.
- 5 Some people feel that _____ is a threat to traditional cultures.

02 ► Discuss these questions with your group.

- 1 Which aspects of life do you think have been affected by globalisation?
- 2 Are there any aspects of culture that have not been affected?
- 3 Do you agree that traditional cultures are under threat from globalisation?
- 4 Do you think governments have a duty to protect minority cultures that are at risk?



USING NOTES TO FOLLOW A TALK



For any note, table or sentence completion task, it is vital that you look through the information on the page *before* the recording begins to get a feel for what the speaker(s) will talk about. This is particularly the case for Section 4, which is based on an academic talk, as the tasks and recording are more complex, and there is no long pause during the recording, so doing this will help you to navigate where you are in the recording with respect to the questions.

03 ► Look at a note completion task based on a talk about the globalisation of culture.

Start with the headings. What is the structure of the talk?

Complete the notes below. Write ONE WORD AND/OR A NUMBER for each answer.

Globalisation of culture

Definitions

- Not everyone agrees on how to define culture.
- 1 _____ aspects: music, clothes, food, architecture
Unseen features: values, beliefs
- Need to look deeper to comprehend the 2 _____ attached to cultural phenomena

Example

Titanic's popularity in China not because of the popularity of US culture, but due to 3 _____ factors

Negative view

- Increasing globalisation of culture due to global 4 _____
- Global business does not distinguish between cultures and so does not take into account 5 _____ cultural requirements.
- 1999 survey in France: 6 _____ of people felt globalisation a danger to the French way of life

Positive view

- People seen as global 7 _____, able to choose the food, music and clothes they like
- Profound characteristics of culture, such as views on 8 _____ are not as likely to alter

Effect of the internet

- Has helped save local traditions and 9 _____

Conclusion

- Important to stress the role of 10 _____ in the debate on cultural globalisation

04 ►

Listen to the talk and follow the notes. Don't try to fill in the gaps at this stage.

Tick each bullet point as you hear it. Your teacher will stop the recording at different stages and ask you to point to where you are in the notes.

NOTE COMPLETION



This is common for Section 4 academic talks and, in fact, it is possible that this section will have a single note completion task with up to 10 gaps to cover the whole recording. You may have to listen to the whole talk with only one very short pause in the middle.

- 05 ►** Look at gaps 1 to 3 in exercise 3. Which word or phrase is NOT possible in each gap? Why?

- | | | |
|----------------------------|-------------|--------------|
| 1 A obvious | B defined | C definition |
| 2 A interesting | B ideas | C beliefs |
| 3 A political and economic | B political | C social |

- 06 ►** Look at gaps 4 to 6. What type of word goes in each gap?

- | | | |
|--------------|----------------|----------------------------|
| 4 A a noun | B an adjective | C a verb |
| 5 A a noun | B an adjective | C an adverb |
| 6 A a number | B a date | C a fraction or percentage |

- 07 ►** For gaps 7 to 10 write one or two words that could go in each gap.

- 08 ►** Listen to the recording again and complete the notes with NO MORE THAN ONE WORD AND/OR A NUMBER.

65

TIP **05**

Although the words you need come from the recording, remember that the notes will most likely be phrased differently from the recording and remember also that your answers need to fit grammatically.

SENTENCE COMPLETION



- 09 ►** You are going to hear an extract about language and culture. Read the sentences and try to predict the kind of words that could go in the gaps.

- 1 Language can help us understand societies, much the same as _____ help us understand the history of a place.
- 2 Political, social and economic reasons can cause some languages to _____ to the disadvantage of others.
- 3 Swahili is seen as the language used in _____ in East Africa and this has had a negative impact on other languages.
- 4 Immigrants may be motivated to neglect their native tongues as part of their _____ into their new culture.
- 5 Joshua Hinson was worried that the fluent speakers of Chikasaw were _____.
- 6 Young Chikasaw speakers are working with professionals in the field to develop a _____.

Completing sentences is very similar to completing notes. The main difference is that the gaps will be in complete, grammatical sentences. There also might be less of a connection from one sentence to the next than in a set of notes.

- 10 ►** Now listen and complete the sentences in exercise 9. Write NO MORE THAN TWO WORDS for each answer.

66

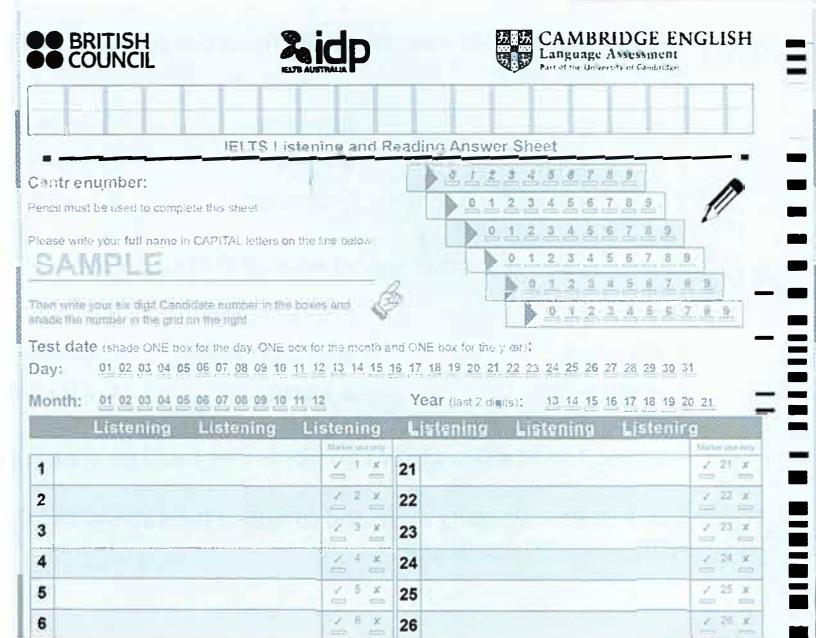
CHECKING YOUR ANSWERS



In the actual test, after the recording finishes, you have some time to transfer your answers to an answer sheet. Under exam conditions it is easy to make a mistake when you do this, so make sure you check spellings, grammatical fit, and that your answers are legible. If you have missed an answer, make a guess by using clues in the question.

1.1 Transfer your answers to exercise 9 to the exam answer sheet opposite using this checklist.

- 1 Have I completed every gap, including making a sensible guess for any answers I missed?
- 2 Do all my answers comply with the word limit?
- 3 Is every word clearly written and correctly spelt?
- 4 Does every answer make sense grammatically?
- 5 Are singular/plural forms used correctly?
- 6 Do the completed sentences make sense?
- 7 Have I repeated any words that are already in the sentences?



The image shows a sample of the IELTS Listening and Reading Answer Sheet. It features the logos of British Council, IDP Australia, and Cambridge English Language Assessment. The form is titled "IELTS Listening and Reading Answer Sheet". It includes fields for "Candidate number:" (with a note: "Pencil must be used to complete this sheet"), "Please write your full name in CAPITAL letters on the line below.", and "SAMPLE". Below these are sections for "Test date" (with boxes for day, month, and year), "Day:", "Month:", and "Year (last 2 digits):". There are also sections for "Listening" with numbered rows from 1 to 26, each with columns for "Marker use only" and "Marking". A pencil icon is shown at the bottom right.

GRAMMAR FOCUS: PREPOSITIONS IN RELATIVE CLAUSES

1.2 Look at this sentence and focus on the underlined relative clause. Answer the questions.

Globalisation has fundamentally changed the world in which we live.

- 1 What are the subject and object of the relative clause?
- 2 Which word or phrase from the first part of the sentence does the relative pronoun replace?
- 3 Where is the preposition in relation to the relative pronoun?
- 4 Where could you move the preposition to in order to make the sentence less formal?

1.3 Move the preposition in these sentences to make them more or less formal. Make any other changes that are needed.

- 1 The man to whom you need to speak is Mr Brodie.
- 2 Chapman Brothers, the company for which I worked for 20 years, is closing down.
- 3 Camilla Stark, who I went to school with, is now a well-known actor.
- 4 Yasmin demanded the goods which she had paid for.
- 5 Christmas is the holiday for which children wait all year.
- 6 The man on whose life the film is based died a long time ago.



A preposition is sometimes needed if the relative pronoun is the object of a relative clause. In formal English, the preposition comes immediately before the relative pronoun, and in everyday spoken English it comes at the end of the relative clause. Note that for very formal English, the relative pronoun *who* is replaced by *whom* after a preposition, but this is quite rare nowadays.

EXAM SKILLS]

14

Listen and answer questions 1–10.

67

Questions 1–4

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

- 1 The Eastern side of the island of New Guinea, Papua New Guinea, became an _____ in 1975.
- 2 Only 18% of the inhabitants of Papua New Guinea reside in _____.
- 3 Papua New Guinea tribes should be seen as separate _____.
- 4 There are a small number of tribes who have had no _____ with neighbouring groups and the world beyond.

Questions 5–10

Complete the notes below.

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

Tribes of Papua New Guinea

Huli-Wigmen

- 40,000 members
- decorate their faces with 5 _____
- have belts of pigtails, apron of leaves, wigs made of own hair
- do dances which imitate local birds

Asaro mud men

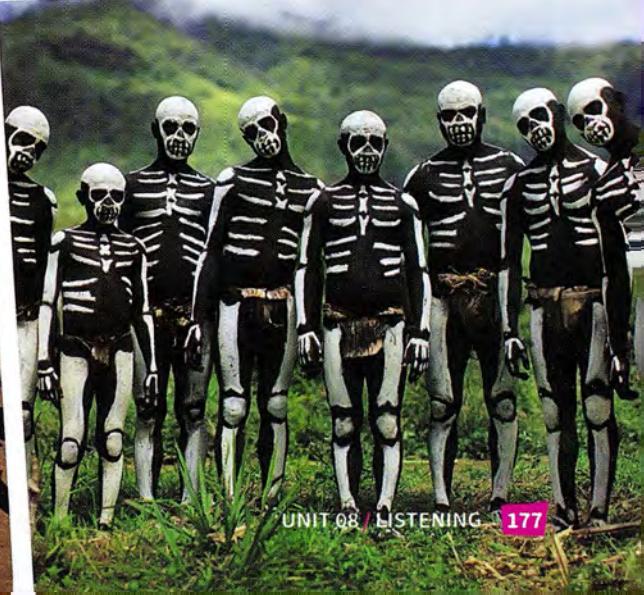
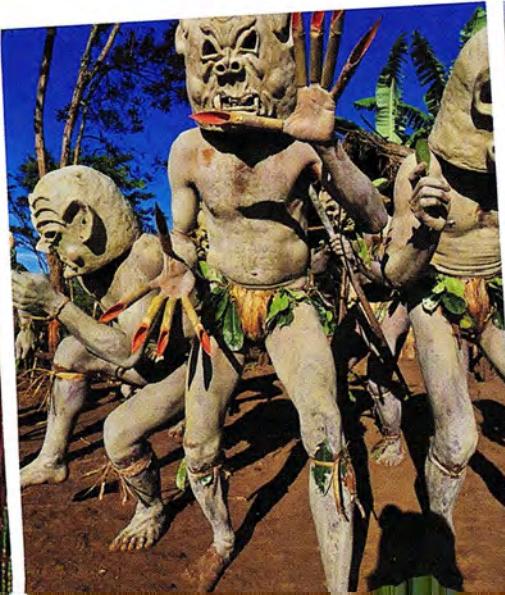
- cover their bodies in mud to resemble 6 _____ in order to frighten off other tribes
- have very long fingernails
- put on 7 _____ to make themselves look fiercer

Chimbu skeleton dancers

- Men and women used to live in separate houses.
- Now families live together.
- Now perform dances for the benefit of 8 _____.

Mount Hagan Sing-Sing

- Over 50 tribes take part.
- Begun by 9 _____ in 1961 to bring together tribes in peace.
- Tribespeople wear headdresses made of flowers, shells and feathers.
- Some loss of authenticity, such as the replacement of 10 _____ dyes on their wonderful costumes with artificial ones.



SPEAKING

**IN THIS UNIT YOU WILL
LEARN HOW TO**

- review speaking skills
- review all parts of the Speaking test
- use relative clauses with indefinite pronouns, *some-*, *every-*, *any-*, *no-*



LEAD-IN

01 ► This advice was given to candidates before their Speaking test. Decide if you think it is good advice (G) or bad advice (B). Give reasons for your answers.

1 Stay up late watching English movies the night before the test so that your mind is full of English.

2 Try to memorise some Part 2 talks and just change the details when you get your topic.

3 Record yourself answering practice questions to help you identify your strengths and weaknesses when you speak.

4 Try to smile and maintain eye contact with the examiner during the exam.

5 Allow yourself plenty of time to get to the Speaking test on time. If necessary, get there early.

6 Speak as quickly as you can so that the examiner thinks you are fluent.

02 ► Work in pairs or groups. Make a list of more good and bad advice for the Speaking test. Exchange your list with another pair or group.

REVIEW OF SPEAKING SKILLS

03 ► These speaking skills have been introduced in this book. Match the skills (1–6) with the phrases (a–f).

- 1 Using discourse markers to extend answers
 - 2 Expressing and justifying opinions
 - 3 Agreeing and disagreeing
 - 4 Buying time to answer questions
 - 5 Asking for clarification
 - 6 Correcting and clarifying yourself
- a That's a good question. / Let me see ...
 - b In addition / For example / However,
 - c To put it another way / What I mean by that is / In other words ...
 - d If you ask me / Obviously / It is absolutely vital that ...
 - e Definitely not! / Absolutely! / It's hard to say.
 - f What do you mean by ...? / Are you asking me if ...?

04 ► Can you add a few more phrases to each skill category in exercise 3?

05 ► Take turns to ask and answer the questions with your partner. Try to use expressions from exercises 3 and 4. Record your conversation if possible.

- 1 How do you think people from your country would describe themselves?
- 2 Which aspects of your country's culture are most important to you?
- 3 Are there any aspects of your country's culture you don't like or don't identify with?
- 4 Are there any other countries' cultures or traditions that interest you?

06 ► Listen to your recording. Give each other feedback, based on these questions.

- 1 Did your partner use any of the language reviewed in exercises 3 and 4?
- 2 Were the answers well developed and explained?
- 3 Is there any other advice you would give your partner, based on their performance?



REVIEW OF ALL 3 PARTS OF THE TEST

07 You will hear a recording of Part 1 of the test with a candidate called Luis from Spain. Listen and complete the summary of this part of the test. Use ONE or TWO WORDS in each gap.

68 The examiner greets Luis and asks him what she should 1 _____.

She also asks where he is from and asks to see 2 _____.

The first set of questions are about Luis's 3 _____. After that there are some

questions about 4 _____. Luis says his taste in music is 5 _____.

The final set of questions in Part 1 is about 6 _____. Luis says he likes

7 _____.

08 Listen to Part 1 again and read the listening script. Find examples of the following.

68 1 future perfect

2 passive voice

3 first conditional

4 relative clauses

5 second conditional

TIP 08

Remember that to score high in Grammatical Range and Accuracy, you need to use a variety of different language structures correctly.

09 Read the task card for Luis's Part 2 task. Listen and make notes on what Luis says for each point on the card. Do you think he does Part 2 well?

69

Describe a country that interests you.

You should say

- why it interests you
- how you learnt about it
- what you know about it

and say whether you have any plans to visit this country.



10 Listen to Part 2 again and read the listening script. Find words or phrases which mean the same as the phrases below.

69

- 1 nations next to mine
- 2 it's very different to
- 3 close to visit by boat
- 4 ever since I was a child
- 5 I have strong memories of
- 6 made me feel hungry
- 7 style of food
- 8 visit somewhere a little more distant

TIP 10

Remember that to increase your Lexical Resource score, you need to correctly use a variety of vocabulary, including collocations and less common words and phrases.



11 Listen to and read Part 3 of Luis's Speaking test in the Listening script on pages 222–3 and answer the questions.

70

- 1 How many sub-topics does the examiner ask Luis about?
- 2 What follow-up questions does the examiner ask in response to what Luis says?

12 Listen and read again. Then categorise the expressions in the box by their function.

70

Given this fact in my view The thing is I wouldn't say so.	Personally speaking Take Spanish, for example. That's a good question.	Let me think. to some extent it depends	I mean Obviously such as
---	--	---	--------------------------------

TIP 11

The examiner has a list of questions to ask the candidate but may also add in follow-up questions which respond directly to what the candidate has said in order to clarify or better understand the candidate's answers.

Showing agreement / disagreement	Giving examples	Buying time	Giving opinions	Explaining / Clarifying
				<i>Given this fact</i>

13 Work with a partner. Using the questions from all three parts of Luis's test, take turns to practise the test as candidate and examiner. Examiners should give feedback on the candidates' Fluency and Cohesion, Grammatical Range and Accuracy, Lexical Resource, and Pronunciation.

CLAUSES WITH INDEFINITE PRONOUNS **SOME, EVERY, NO, ANY**



Indefinite pronouns (*somebody/someone, everybody/everyone, etc.*) allow you to talk about people or things in general, without being specific, and are often used with defining relative clauses in English, e.g. *Anyone who travels a lot learns a lot about different cultures*. This is a useful structure, particularly in Part 3, in order to make generalisations in answer to the questions.

14 Complete the sentences with an indefinite pronoun from the box. There may be more than one possible answer.

anything	something	everybody	nowhere
anyone	everywhere	nothing	someone

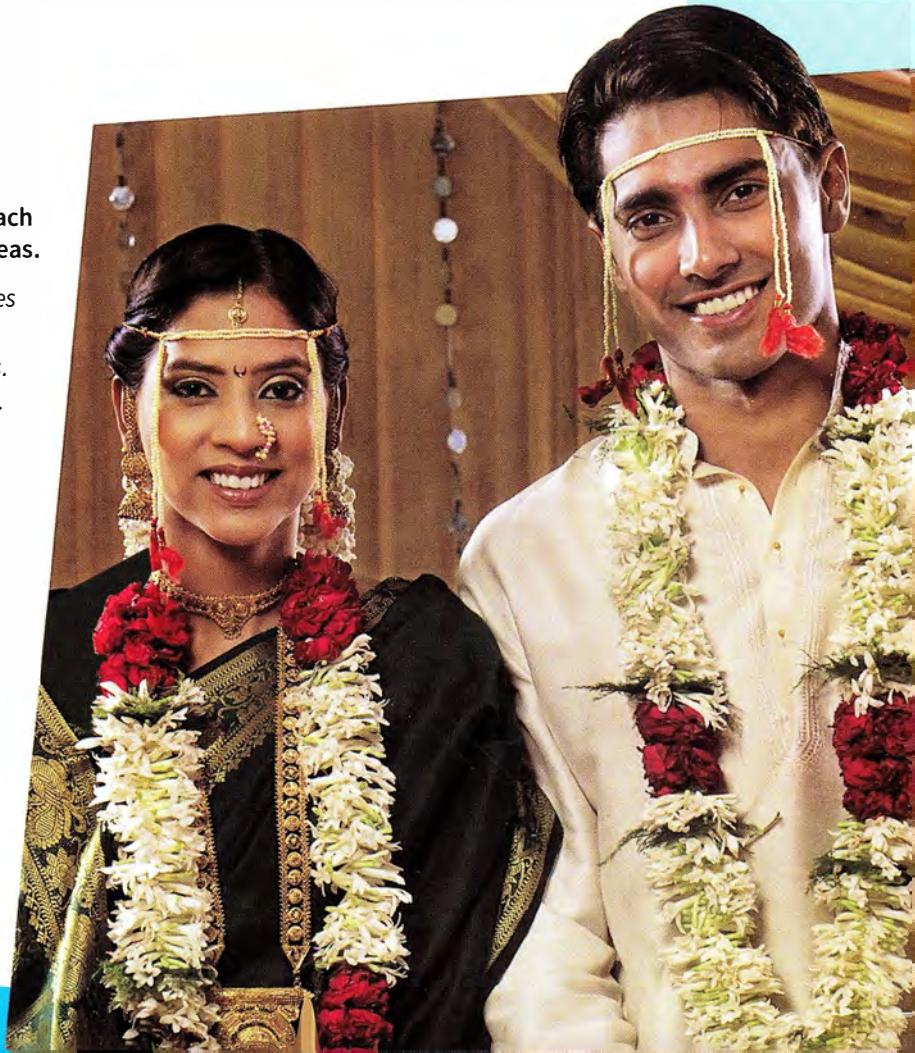
- 1 I remember _____ we went together.
- 2 Do you know _____ who can help with this?
- 3 _____ told me you were in town.
- 4 There is _____ I can do.
- 5 We got gifts from _____ who came to the wedding.
- 6 I have _____ very interesting to tell you.
- 7 Is there _____ you need from the shops?
- 8 There is _____ I'd rather be.

15 Complete these sentences so that they are true for you.

- 1 Everyone who visits my country ...
- 2 I am someone who ...
- 3 Cultural difference is something that ...
- 4 Somewhere that I'd really love to visit is ...
- 5 I don't know anybody who ...

16 Read your sentences to your partner. After each one add a sentence or two to explain your ideas.

Example: *Everyone who visits my country loves the food. They usually say that the seafood is really fresh and delicious. Some say it's a bit too spicy though.*



EXAM SKILLS

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

Part 1

- 1 Do you live in a house or a flat?
- 2 Is it big or small?
- 3 What do you like most about your house/flat?
- 4 Is there anything you would like to change about the place you live?
- 5 What kind of clothes do you like wearing?
- 6 What colours do you prefer to wear?
- 7 How much time do you spend shopping for clothes?
- 8 How important is fashion to people in your country?
- 9 Do you enjoy dancing?
- 10 On which occasions do people dance in your culture?
- 11 How do you feel about watching professional dancers performing?
- 12 Do traditional dances have an important place in your culture?

Part 2

Describe a wedding you have been to or heard about.

You should say

- whose wedding it was
- what the ceremony was like
- what clothes people wore

and say how you felt about the wedding.

Follow-up question: Do you often go to weddings?

Part 3

- 1 Is getting married important in your culture?
- 2 Have wedding ceremonies changed much in recent years?
- 3 What do you think is the ideal age to get married? Why?
- 4 Is it common for married couples to live with their parents or other family members?
- 5 What are the advantages and disadvantages of living in an extended family?
- 6 Do you think extended families will become more or less common in the future?

