

# READING

## IN THIS UNIT YOU WILL LEARN HOW TO

- do summary completion tasks with and without boxes of options
- label a diagram
- check your understanding of future tenses.

### LEAD-IN

- 01** Find the ten words in this paragraph where the writer has made a mistake with the part of speech.

Technology has greatly improved the life of many people around the world, according to a considerable amount of researches that has been conducted over the past century. The use of the internet in particularly has become so widespread in so many countries that our daily existence would now be imaginable without it. This is not necessarily a positive developed. As the work of Guillermo Vínculos concludes, when social media first started to become popularly, it was an innocence extension of the standard types of interaction between friends and new acquaintances. These days, however, there are two noticeably extremes, both negative. One is where the platform is used as a substituted for human-to-human contact. The second is where it is employment as a way to bully or aggressively intimidate other people.

- 02** Compare your answers with a partner. Then make a list of the incorrect and correct forms of the words you have identified, noting the part of speech in each case. The first one has been done for you.

	Incorr ect	Correct
1	life (noun, singular)	lives (noun, plural)
2		
3		
4		
5		
6		
7		
8		
9		
10		

# SUMMARY COMPLETION WITH OPTIONS



There are two types of summary completion tasks in the Reading test: *with* options to choose from and *without*. Both test your reading skills, especially skimming and scanning to locate specific information. The information you need to complete the summary can come from a single section or various sections of the text, so read the task through first to help you find which part(s) you need to focus on.

**03** Read the summary completion task, which is based on the text *The Future of Virtual Reality* on pages 116–117, and answer the questions below. Do not try to complete the summary yet.

Complete the summary using the list of words, A–J, below.

Write the correct letter, A–J.

## VR: How popular can it become?

There is some debate as to whether VR will ever become something used in a **1** \_\_\_\_\_ way, rather than predominantly in niche areas of technology. On the one hand, experts say it is **2** \_\_\_\_\_ that by 2030, HMDs will have become part of our everyday lives. On the other, it is also possible that they will go the same way as other **3** \_\_\_\_\_ technologies, such as CDs or PDAs. This is because most home consoles and computers are **4** \_\_\_\_\_ of coping with the VR software. Thus, even enthusiastic users are likely to be **5** \_\_\_\_\_ to endure the resultant physical side-effects.

A mainstream   B interactive   C unable   D reluctant   E outmoded  
F operational   G incapable   H essential   I conceivable   J functioning

- 1 What do you notice about the options in the box you have to choose from?
- 2 Use these questions to help you locate which parts of the reading text you need to focus on to complete the gaps.
  - a What does the title of the summary tell you?
  - b Which parts of the summary can you use to scan the passage and locate the information quickly?
  - c In which paragraph of the reading text does it talk about HMDs as part of our lives?
  - d In which paragraph of the reading text are CDs and PDAs mentioned in connection with HMDs?

**04** Complete the task in exercise 3.

**TIP** **04**

This type of summary question requires you to write the *letter* that corresponds to each option, so DO NOT write the words you are given as options onto your answer sheet or you will not gain the marks, even if you are correct.



Some of the options you choose from come directly from the text but others will be synonyms that paraphrase the ideas in the text, so be careful not to choose words just because they appear in the passage.

# THE FUTURE OF VIRTUAL REALITY

**A** For the next ten years, various aspects of society could be going through enormous change as Virtual Reality (VR) technology moves towards fully operational and interactive implementation of its potential. To what extent VR establishes itself as an integral part of our lives, and how quickly it is likely to move from niche technology to common usage throughout society, is currently under discussion. However, many experts are of the opinion that VR may well have become sufficiently developed for it to form an essential part of life by 2030 (if not sooner). Over 40 million people currently own VR headsets, and this figure is expected to double over the next three years. By 2025, we may well have reached the point at which almost 200 million users own a VR viewing device, the Head Mounted Display (HMD), more commonly known as a VR headset.

**B** The ultimate aim of these headsets is to generate a 360-degree, 3D virtual world, enabling the viewer to enjoy what they are watching without the physical limits of a TV, computer or cinema screen. There are two LCD displays, one for each eye, which display images being sent by the computer or some such device (via an HDMI cable) or on the screen of a smartphone inserted into the front of the headset. Lenses, set inside the HMD between the user's eyes and the LCD displays, are necessary to counteract the natural differences between what one human eye and the other simultaneously see.

**C** These lenses enable two 2D images of the display to be viewed, thus creating a tailored picture for each eye. These combine to create the illusion of 'real life' in 3D. The HMD also uses 'head tracking', a system that follows the principle of aircraft flight, tracking three measurements known as pitch, yaw and roll (or movement along the x, y and z axes). It means that when the user tilts their head up, down, or to the side, VR follows these motions and allows them to 'see' all around them.

**D** With such technology in place, one of the most notable sectors in which VR is likely to have far-reaching effects will be the games industry. In this field, traditional games are in development even now with far greater scope for creativity than ever before. Role Playing Games (RPGs), in which a gamer plays the part of a character from a first-person viewpoint, moving through an entirely imagined, graphically rendered world, are nothing new. However, VR games designers will be able to add to this existing appeal by enabling the user to look all around themselves at a fully immersive world, one in which the flow of the narrative can more easily be controlled by the gamer, rather than the creator.

**E** Despite this, games designers currently appear to be more attracted to the untapped potential of new approaches to their end product. For example, games may become less about employing motor skills, such as swift reflexes or hand-eye coordination. Instead, the aim may be to enjoy the experience of a VR world in a more unhurried way, with traditional game mechanics (e.g. accumulating points, moving through a series of levels) running alongside as a secondary concern.





Other fields are similarly going to find their landscapes greatly altered. Educators, for one, will be presented with a vast array of new opportunities through which to pass on knowledge. Within the next five to ten years, teachers may become able to move completely away from the course book or flat screen – even the classroom itself – and into an immersive world of instruction and learning. By way of example, history students could be taken into the epicentre of the world's greatest battles and conflicts, experiencing and understanding the machinations of victory first-hand. Medical students may be provided with the opportunity to travel through the human body as if they were themselves the size of a blood cell, building their comprehension of how veins and arteries, or nerve systems, are interconnected. Music students will be able to watch a VR orchestra perform their new composition in a venue of their choice, whether that be the local concert hall or even the Sydney Opera House.

Current HMDs do not allow for any dialogue to take place between the user and the simulated people they encounter in the VR world. However, this is unlikely to be the case forever; a student of Mandarin should one day be able to 'walk' the streets of Beijing, conversing with the local native-speakers, and practising the regional pronunciation. Similarly, by the year 2021, the concept of travel may have undergone a profound transformation. Parts of the world currently inaccessible to most people, whether because the expense of flying is too great or because those places are too remote to be easily reached, will become open to visitors in the form of exact VR replicas of the original cities, rainforests, beaches and so on. Not only is this bound to please avid travellers, it could also appease the concerned environmentalist; the number of commercial flights operating each day might well decrease as people opt for VR vacations.

Despite its potential to change life as we know it today, it is also possible that VR will ultimately fail to catch on, and HMDs will be consigned to history in the same way as were CDs, MiniDisc players and Personal Digital Assistants (PDAs). After all, even the technology that today seems improbable will at some point become outdated. If this does indeed occur, the most likely cause of its failure will be that the vast majority of computers and consoles available for the home market lack the required processing power. One potentially disastrous side effect of underpowered hardware is that latency issues – when what the viewer sees on the display fails to catch up with the movement of their head – can cause motion sickness in the HMD wearer. Even the most devoted VR enthusiast may be unwilling to accept this as the consequence of their interest in new technologies.





# SUMMARY COMPLETION WITHOUT OPTIONS



For this version of the task, you need to use exact words from the text to fill the gaps. The gaps can require more than one word and must fit grammatically, and, as with the other summary task, they can come from anywhere in the passage and will not necessarily be found in the same order as they appear in the text.

- 06** Read the summary completion task, which is based on the text on pages 116–117, and answer the questions below. Do not try to complete the task yet.

Complete the summary below.

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

## APPLICATIONS OF VR

The influence and effects of VR technology will be 1 \_\_\_\_\_. This will be most noticeable in one particular 2 \_\_\_\_\_ – Video Games. Since games designers and developers are increasingly able to use their 3 \_\_\_\_\_ in new ways, the conventional mechanics and concerns of game playing may become 4 \_\_\_\_\_. Further changes are likely to happen away from this field as well: teachers will be able to enter an 5 \_\_\_\_\_ that enables learning to take place away from the typical classroom setting; Music students could theoretically listen to their latest 6 \_\_\_\_\_ being played in the Sydney Opera House, while students of Medicine will be able to understand how so many parts of the human body are 7 \_\_\_\_\_. Furthermore, differing approaches to travel may mean that fewer flights are taken, as people ‘virtually’ visit the destinations of their choice. This development is likely to please environmentalists as well as 8 \_\_\_\_\_.

- 1 Which parts of the text contain the information you need?
- 2 Are the answers you need all individual words?

- 07** Look at a candidate's answers for questions 1 and 2 of this summary. Why are they grammatically incorrect?

- 1 extensively
- 2 sectors

- 08** With a partner, discuss what part of speech you will probably need to look for to complete each of the remaining gaps.

- 09** Complete the summary in exercise 6.

# DIAGRAM LABELLING

- 10** Scan the passage quickly and decide in which paragraph(s) you are most likely to read about the diagram below.

Label the diagram below.

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

## How a VR headset works

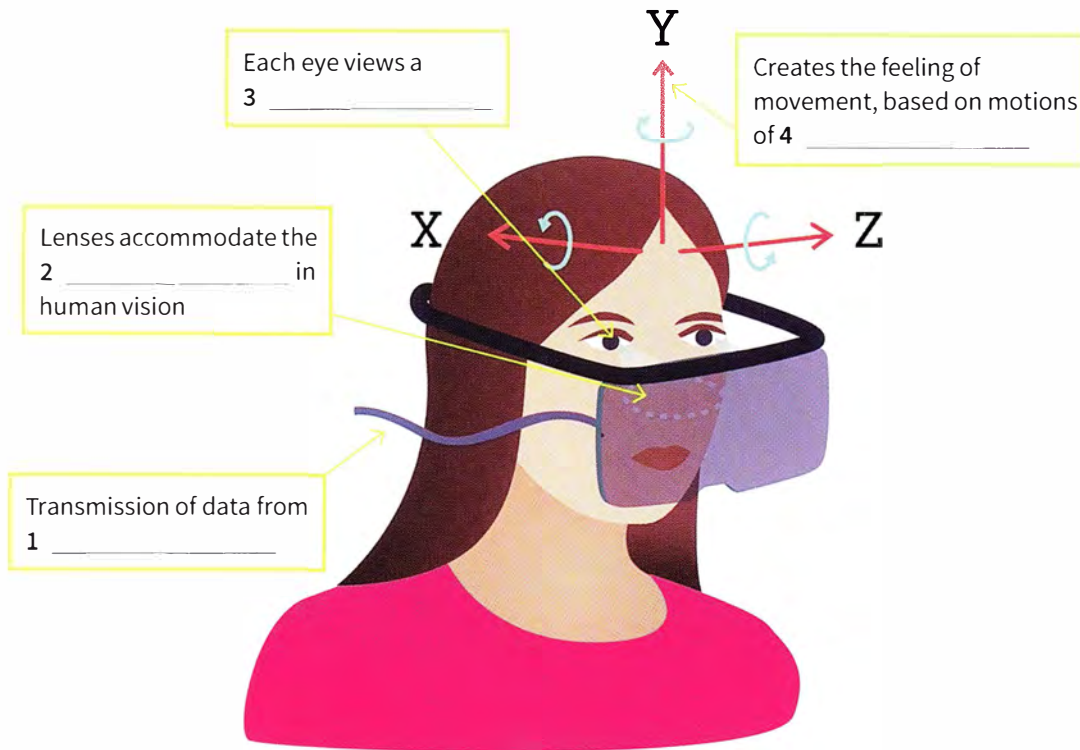


Diagram-labelling tasks normally require single- or multiple-word answers from the text. They usually relate only to a specific part of the text.

- 11** Label the diagram in exercise 10.

## GRAMMAR FOCUS: FUTURE TENSES

- 12** With a partner, discuss how the meaning of the sentences changes when options A, B and C are used in the gaps.

1 Expert opinion suggests that, in 2030, an entirely new form of non-physical communication \_\_\_\_\_ that will make today's social media appear positively prehistoric.

A will be developed

B will have been developed

C will develop

2 Many inventors look at what they have created and think to themselves, 'I'm going to be rich soon because I know this \_\_\_\_\_.'

A works

B will work

C could work

3 Educators seem to be in broad agreement that Coding \_\_\_\_\_ the most important and popular subject in schools, colleges and universities around the world.

A might become

B may well become

C is about to become



**13** Read the passage and answer questions 1–9.

## HOLOGRAPHICS AND ANIMATION IN MUSIC AND PERFORMANCE

**A** For hundreds of years, the more forward-thinking elements of science and technology have stoked imaginations in the world of entertainment. For example, a huge number of science fiction movies were produced over the 20th century, a period during which space exploration became first a possibility, then a reality. Many such films depict situations in which one character (in full bodily form) interacts with a 3D, holographic image of another. Despite the optimism in some quarters, genuine interaction with holograms in the real world is still as far from becoming a reality as ever. Additionally, there is some doubt as to whether the existing, limited holographic technology is even worth exploring any further. However, what is currently available has begun to be used for entertainment purposes in a wide range of industries.

**B** The music industry is one. It has sought to take advantage of this technology since its infancy. There have been numerous examples – concerts and events – during which audiences have been able to watch modern vocalists sharing the stage with holographic images of performers who departed this world some time ago. In fact, the technology has been developed to such an advanced stage that it is almost possible to stage an entire concert ‘performed’ by dead rock stars. Critics have argued that this is exploitative of both audience and musician, pointing out the questionable morality of putting on stage an artist who has no way of refusing to be there.

**C** On the other hand, it might be argued that, to modern audiences so accustomed to a daily intake of entertainment viewed almost entirely on 2D screens, on-stage animation allows people once again to embrace the excitement of the 3D, live arena. Such shows, its advocates argue, are likely to become commonplace as the world of entertainment expands its horizons. (Great actors could also be resurrected to take their place on the theatre stage, for example.) This is due in no small part to the fact that the on-stage technology making this possible is actually less complex than one might expect, certainly if, rather than a true holographic performance, reflective technology is used instead.

**D** To achieve this, a laser projector shoots down an image beam that is set up to be exactly perpendicular to the floor. If the angle of projection is greater or less than 90 degrees, even by the tiniest amount, the projection will fail. As the song is being played, the animated image is projected onto a mirrored surface which has been set into the stage floor. This set up means that a ‘suspension of disbelief’ can be created

within the onlooking audience, as it collectively sees the moving image while, at the same time, the transparent foil used to make the screen is invisible, stretched back as it is at an angle of 45 degrees. There is no maximum or minimum height at which projection fails to work, and, after a series of relatively simple calculations, the laser projector can be simply fixed to a lighting rig set up high above the stage.

**E** The future of holographic performance does appear rather limited, however, particularly in the context of bringing musicians back to life in this way. For one thing, it is impossible to create a new performance from old videotape, and there is a limited amount of original footage of these icons that was shot while they were alive. It is unlikely that a great deal more will be found. Following on from this, the only way to generate an entirely new show would be through Computer-Generated Imagery (CGI) and this, for most fans, would defeat the object of the exercise entirely. Finally, most of this past footage was shot on acetate film, which cannot come close to the modern ultra HD technology that is the bare minimum required for a truly lifelike reanimation. Consumers would soon grow tired of these limitations, however much of a novelty the experience might once have been.

**F** Away from the revival of past performers, it is now possible to film and project ultra HD holographic visuals in real time, in just the same way as they might appear on a 2D screen. In this way, the individual musicians in a group could ‘perform’ together on the same stage, even though they may be in completely different locations at that moment in time. This has led some people inside the music industry to predict a future of bands touring without needing to leave the rehearsal studio, but any investment of either time or money into this area does seem risky. It would be highly unlikely for any fan to buy a ticket to watch their favourite artists, knowing that the performance they have paid to see is not technically a live show, and the musicians they admire do not wish to be present in the same room as they are.

**G** Essentially, then, stage projection of deceased stars of entertainment is a straightforward endeavour, but one limited both in visual appeal and available source material. Real-time, 3D representations of artists are becoming ever more accurate, but have less appeal for audiences than authentic performances do. As is often the case, the will to create something new and exciting for consumers of entertainment is hindered by the technology currently available to it.



### Questions 1–5

Complete the summary using the list of words, A–J, below.

Write the correct letter, A–J.

While the music industry has begun to explore potential uses for holographic technology in the context of live performance, critics argue that the staging of a **1** \_\_\_\_\_ to include a fake performance from a deceased artist is both exploitative and morally questionable. Despite a belief elsewhere that 3D **2** \_\_\_\_\_ in liveshows will inevitably become commonplace, it is more likely that the lack of original **3** \_\_\_\_\_ will limit how much can be achieved. Additionally, real-time holographic concerts and tours could potentially be staged that allow the artists to remain in a practice **4** \_\_\_\_\_ while performing, but it is thought that this is unlikely to hold much **5** \_\_\_\_\_ for audiences.

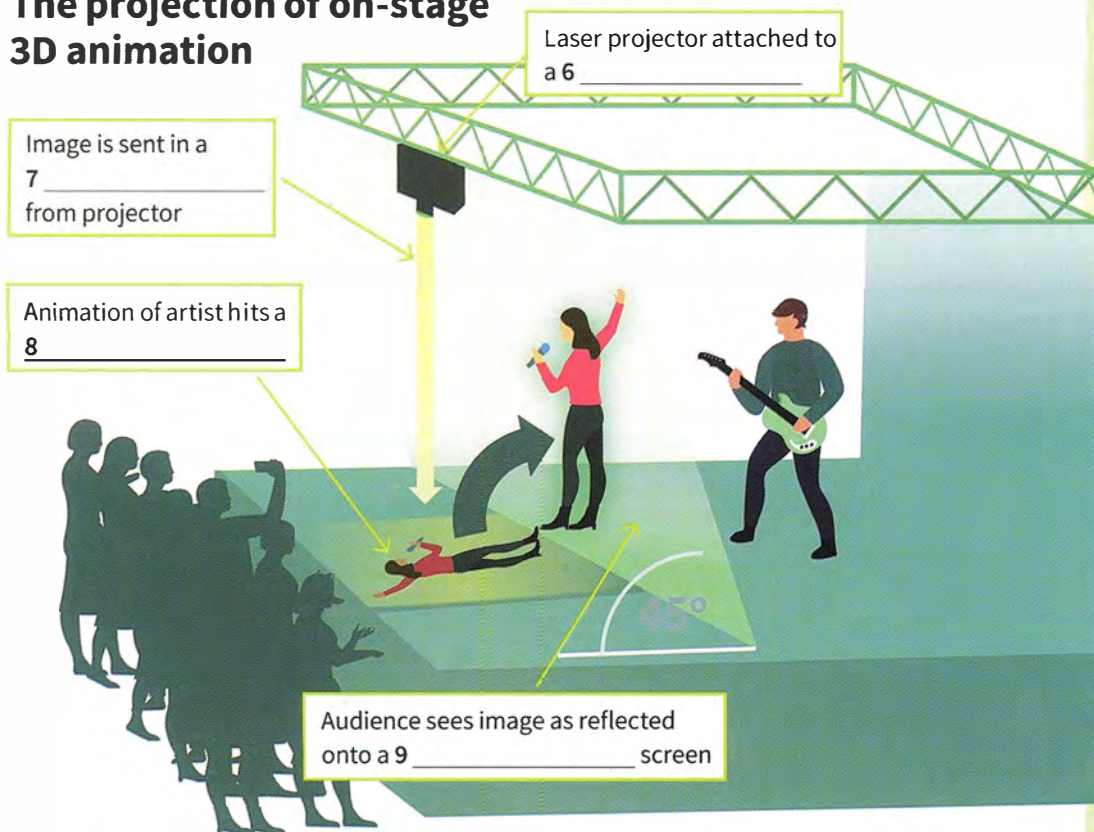
- |           |           |             |              |           |
|-----------|-----------|-------------|--------------|-----------|
| A appeal  | B event   | C rehearsal | D animation  | E screens |
| F footage | G concert | H artists   | I innovation | J studio  |

### Questions 6–9

Label the diagram below.

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

## The projection of on-stage 3D animation





# WRITING

## IN THIS UNIT YOU WILL LEARN HOW TO

- write a 'two questions in one' essay
- increase your chances of a high score in Grammatical Range and Accuracy (GRA)
- write complex sentences with *despite/ although* concession clauses and participle clauses.

### LEAD-IN

01

Discuss the questions with a partner.

- 1 How many different social media accounts do you have?
- 2 What effect does social media have on your relationships with your friends and family?
- 3 Do you think people use social media too often?

02

Decide which options are grammatically correct. Sometimes more than one option is correct.

- 1 The IT security team has **advised / recommended / suggested** that we don't give out personal information to strangers on social media.
- 2 I don't **advise / recommend / suggest** spending more than two hours on social media every day – it is better to speak to people face-to-face.
- 3 I **advise / recommend / suggest** against using the same password for all your social media platforms.
- 4 He was looking for a new gaming laptop so I **advised / recommended / suggested** to him that he look at comparison reviews on YouTube.
- 5 As I love photos, my sister **advised / recommended / suggested** Instagram to me.

TIP 02

Make sure you are clear how common verbs in writing are used grammatically in a sentence. Many require specific grammar or structures and it is easy to confuse them.

03

Make a note of the verb patterns that can be correctly used for the verbs *advise* and *suggest*, and write an example sentence to help you remember how to use them. Here is an example with *recommend*.

- (i) *recommend + (that)\* + clause*  
*I recommend (that) you limit the time you spend playing online games.*
  - (ii) *recommend + -ing*  
*I recommend limiting the time you spend playing online games.*
  - (iii) *recommend + something + to + someone*  
*I recommended a new study app to my brother.*
- \* optional

# TWO QUESTIONS IN ONE ESSAY



Generally with this type of Task 2 essay, you will need to consider your response to a statement in two ways: one objective, one subjective. The first question might ask you to set out causes, problems or reasons behind a particular situation, and the second might ask you to give your opinion, or to say how much you agree with the statement. A good structure would be:

- Introduction
- Answer the first question
- Answer the second question
- Conclusion

04

**Look at the essay question and a candidate's essay. Then discuss questions 1–4 below with a partner.**

*Social media has completely changed the way family and friends communicate with each other.*

*What are the reasons for this?*

*Is this a positive or negative development?*

Social media was introduced to the internet around twenty years ago. It has since gone from strength to strength. Many people initially dismissed social media as a passing fashion. They believed that it would never replace face-to-face communication. There are many downsides to this development, but I believe that overall it has had a positive effect on our lives.

One of the main reasons why social media websites are so popular is that they are a very convenient way of contacting friends and family. At the touch of a button, it is possible to communicate with somebody you are close to on the other side of the world. In the past, people were able to speak to each other on telephones but they had to make sure that they were both at home to make or answer the call at an agreed time. Furthermore, if someone is a fan of a certain actor or singer, they can easily message that person and tell them so. In return, the fans can get updates on the films or songs the actors or singers are planning to release next, so this is a huge change from the way this communication happened in the past.

In my opinion, the increasing popularity of social media is a positive development. It allows everyone to stay in touch constantly, even though it is not in person. For example, if a young person decides to stay out late, they can just phone their parents and let them know. In the past, they would have needed to find a telephone box, and to have the correct change to be able to make a call, and this may have caused their parents to worry.

In conclusion, social media has a number of negative sides, but overall it is a positive development. I would recommend that everyone has at least one account that they use every day.

TIP

04

For this essay task, it is important to be concise. Limit yourself to two, possibly three, main ideas for each paragraph and develop them properly.

- 1 Does the candidate make their position on the statement clear?
- 2 Did the candidate answer the first question correctly?
- 3 Did the candidate answer the second question correctly?
- 4 Does the conclusion summarise the essay correctly?



## GRAMMATICAL RANGE AND ACCURACY



If you only write short, simple sentences in an IELTS essay you will not achieve a high score in GRA, even if there are no mistakes at all. To score well, you will need to show that you can correctly write more complex sentences. Complex sentences are typically ones that combine two or more sentences or clauses into one, often using grammatical or discourse markers. In Unit 8 you will see how relative clauses can create more complex sentences, but here we will look at the correct use of contrast discourse markers and participle clauses.

### GRAMMAR FOCUS: COMPLEX SENTENCES – EXPRESSING CONTRAST / CONCESSION WITH *DESPITE* AND *ALTHOUGH*

05

Read the first half of another candidate's essay based on the question in exercise 4. Find the two sentences in the second paragraph that use discourse markers of contrast/concession.

First introduced to the internet around twenty years ago, social media has since gone from strength to strength. Many critics have suggested that it is affecting the closeness of family relationships, arguing that people spend too much time staring at screens rather than actually talking to each other. I believe that it brings more advantages than disadvantages to our lives.

One of the main reasons why social media has had such an effect is that it does not require a great deal of effort or planning to connect with friends and family. In the past, people were able to talk to each other on the phone, but they had to make sure that they were both at home to make or answer the call at an agreed time. Another reason is that it fulfils our basic need for human contact, even between people who are on the other side of the world to each other. Despite the fact that people need to communicate regularly with their loved ones in order to be happy, it appears that physical contact is not as vital as once thought. Evidence suggests that contentment in relationships can actually be achieved through social media.

06

Which of the phrases below are grammatically correct paraphrases of the underlined part of this sentence from paragraph 2?

Despite the fact that people need to communicate regularly with their loved ones in order to be happy, it appears that physical contact is not as vital as once thought.

- 1 Despite people needing to communicate regularly with their loved ones ...
- 2 Despite people need to communicate regularly with their loved ones ...
- 3 Despite people's need to communicate regularly with their loved ones ...



**07** In which of the options (1–3) in exercise 6 can the word *Despite* be replaced with *Although* to form a grammatically correct sentence?

**08** Read the sentence, which is taken from the essay in exercise 5. Then look at sentences 1–4 below, which are paraphrases of it. Decide if they are grammatically correct and, if not, make any changes so that they are.

*In the past, people were able to talk to each other on the phone, but they had to make sure that they were both at home to make or answer the call at an agreed time.*

- 1 In the past, although people were able to talk to each other on the phone, but they had to make sure that they were both at home to make or answer the call at an agreed time.
- 2 In the past, although the ability to talk to each other on the phone, people had to make sure that they were both at home to make or answer the call at an agreed time.
- 3 In the past, despite able to talk to each other on the phone, people had to make sure that they were both at home to make or answer the call at an agreed time.
- 4 In the past, although able to talk to each other on the phone, people had to make sure that they were both at home to make or answer the call at an agreed time.

**09** Write complete sentences using *despite* or *although*.

- 1 wi-fi technology is cheaper than ever / certain parts of the world still have no internet access
- 2 Virtual Reality headsets are now available to buy / most home computers lack the processing power to make them worthwhile
- 3 it is extremely important to learn science at school / some students are better suited to studying arts subjects
- 4 space exploration receives a limited amount of government funding worldwide / it has uncovered a huge amount of information about the way the universe works

## COMPLEX SENTENCES – PARTICIPLE CLAUSES



Participle clauses combine two sentences or clauses, both of which share the same subject, and make a single sentence. They use:

- the *present* participle of a main verb for active sentences
- the *past* participle / 3rd form for passive sentences.

They can perform a number of different functions, such as giving background information, reasons, results or conditions. Correct use of participle clauses will help to improve your GRA score.

**10** Look at these examples of complex sentences produced from simple sentences. In pairs, discuss how this has been done, using the underlined words to help you.

- 1 *Original sentences:* Social media was first introduced to the internet around twenty years ago. It has since gone from strength to strength.

*Participle clause sentence:* First introduced to the internet around twenty years ago, social media has since gone from strength to strength.

- 2 *Original sentences:* Many critics have suggested that it is affecting the closeness of family relationships. They argue that people spend too much time staring at screens rather than actually talking to each other.

*Participle clause sentence:* Many critics have suggested that it is affecting the closeness of family relationships, arguing that people spend too much time staring at screens rather than actually talking to each other.



**11** ▶ Using the examples from exercise 10, transform sentences 1 and 2 to make each one a single participle clause sentence. There may be more than one possible answer.

- 1 Young people are greatly excited by social media. They believe that it is a necessary way to keep in contact with their friends.
- 2 Some people argue that social media is the perfect tool for modern communication. They draw attention to the fact that family members and friends often find it impossible to spend time with each other.

**12** ▶ Look at ideas A and B (each expressed in two sentences) and then at a rewritten version of the third paragraph of the essay from exercise 4. For each set of ideas, underline where the writer has paraphrased them in complex sentences in the essay.

- A It is possible to argue that social media has created a society in which people spend less face-to-face time with friends and family. However, it has revolutionised the way in which we relate to one another.
- B Most people would not welcome a return to an old-fashioned style of communication. They are more accustomed now to this convenient new form of interaction.

With this in mind, it seems logical to suggest that the positive sides of social media are more significant than the negative. Although it is possible to argue that it has created a society in which people spend less face-to-face time with friends and family, social media has revolutionised the way in which we relate to one another. It is easier than ever to keep in touch with old friends, to post pictures of exciting moments in our lives, or to send a quick message to parents. Most people would not welcome a return to an old-fashioned style of communication, being more accustomed now to this convenient new form of interaction.

**13** ▶ Read through the model essay paragraphs in exercises 5 and 12. Then decide which option, A, B or C, is the best conclusion for this essay.

- A In conclusion, social media has proved to be a success because people greatly enjoy the benefits it brings, adapting their approach to friendships and family relationships in order to maintain and improve these bonds in new ways. This is clearly more of a positive than a negative development.
- B In conclusion, I would argue that there are more positive than negative aspects to the effects of social media on our friendships and family relationships.
- C In conclusion, there are too many reasons to outline in a short essay, both in favour and against social media, so perhaps it is better simply to stay neutral: both positives and negatives are roughly equal.

## EXAM SKILLS

**14** ▶ Answer the Writing Task 2 below.

You should spend about 40 minutes on this task.

*We are becoming increasingly dependent on computer-based technology.*

*How do you think it will change in the future?*

*Is it good for us to rely so much on computers?*

Write at least 250 words.



# LISTENING

## IN THIS UNIT YOU WILL LEARN HOW TO

- complete multiple-choice questions with multiple answers and with single answers
- answer flow-chart completion tasks
- use less common phrases to explain *cause and effect*.



### LEAD-IN

- 01▶** Look at these subjects for talks at a Science and Technology Festival. Which ones would you be interested in?

Technology for Medicine  
 Computer Game Design  
 Houses and Apartments of the Future  
 Driverless Cars – Benefits and Drawbacks  
 How to Get the Best Grades In Science

- 02▶** Now look at the schedule. With a partner, have a conversation about what lectures you would be able to see. Try to use a range of future tenses.

6.00 pm	6.30 pm	7.00 pm	7.30 pm	8.00 pm
	Houses and Apartments of the Future			
Technology for Medicine				Computer Game Design
			Driverless Cars – Benefits and Drawbacks	
		How to Get the Best Grades in Science		

Example:

- A 'Technology for Medicine' will have finished by 6.45, so we should be able to see 'How to Get the Best Grades in Science'.
- B I won't be able to see 'Driverless Cars', as I'll be watching the lecture on 'Houses and Apartments of the Future'.



# MULTIPLE-CHOICE QUESTIONS



There are two types of this task: questions with one correct answer from three possible answers, or questions with more than one possible answer. In Section 3 of the Listening test, these tasks become more difficult because they often test your ability to understand the *opinions* or *arguments* that the speakers put forward, rather than facts or pieces of information (as in Sections 1 and 2).

**03** Read the exam question and options (A–E). Decide which phrase(s) (1–10) mostly closely relate to each option.

*Which TWO concerns do Dylan and Tanya agree are the most important about the Science and Technology Festival?*

- |                                |   |
|--------------------------------|---|
| A cost of entry                | 1 pick which ones to go to                              |
| B distance between venues      | 2 a waste of time for our courses                       |
| C choosing between talks       | 3 ticket prices   |
| D scheduled times of the talks | 4 run from one talk to another                          |
| E relevance to their course    | 5 the schedule must be really tricky to plan            |
|                                | 6 pay a lot on the door                                 |
|                                | 7 it's almost impossible to decide who to see           |
|                                | 8 the lecture rooms around campus are pretty spread out |
|                                | 9 not going to be related to my studies                 |
|                                | 10 timings in the programme                             |

**TIP 03**

Remember that the words in the recording will usually paraphrase the options. Listen carefully in the test because you usually hear all options referred to in some way. Remember that here you must listen for what both speakers agree on.

**04** Listen and do the exam task in exercise 3.



**05** Listen to part of the recording again and complete the conversation. Then answer the questions below.



**Tanya** If we do have to pay a lot on the door, I'll only be able to see one or two.

1 \_\_\_\_\_ that there won't be anything related to my studies.

**Dylan** 2 \_\_\_\_\_, but it's not so much that I'm worried about it being a waste of time for our course, and with a student discount we definitely shouldn't have any concerns about ticket prices. 3 \_\_\_\_\_ is how to pick which ones to go to.

**Tanya** 4 \_\_\_\_\_ – there are so many interesting speakers, it's almost impossible to decide who to see. Plus, the lecture rooms around campus are pretty spread out, so 5 \_\_\_\_\_ we'll be able to make it to each venue in time.

**Dylan** 6 \_\_\_\_\_, neither am I.

- Which of the gaps contain phrases that relate to the most important concerns, and which to agreement?
- Read the agreement phrases carefully in context. Which one seems to suggest agreement but actually introduces disagreement?
- Circle the phrases which help you identify the concerns that Tanya and Dylan agree on.

**TIP 04**

Always read the question carefully – in this example, you don't just need to find *agreement* between Tanya and Dylan about their concerns, but which are *the two most important* concerns that they share.

**06▶**

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Work in pairs. Student A should look at the questions in the first box, Student B should look at the questions in the second box. Then listen and answer.

### Student A

#### Listen and answer the questions.

- 1 What surprised Dylan about the keynote speaker?  
Write an answer to this question in your own words.
- 2 What does Tanya say she plans to do before the first class of her Game Design module?  
A research the subject in detail  
B practise her note-taking skills  
C buy the correct study materials

### Student B

#### Listen and answer the questions.

- 1 What surprised Dylan about the keynote speaker?  
A She gives most of her talks online.  
B She didn't make her main points clear enough.  
C She appeared more reserved than he had expected.
- 2 What does Tanya say she plans to do before the first class of her Game Design module?  
Write an answer to this question in your own words.

**TIP 06**

Some candidates prefer to read the questions and all the options before the recording starts. Others prefer to only read the questions and then listen to form their own idea as to the answer before checking the options and seeing which one most closely matches their idea.

**07▶**

Compare your answers with your partner. For the questions where you wrote an answer, decide which of your partner's three options best matches your idea.

**08▶**

Discuss with a partner. Which do you prefer as a technique: reading the question and the options or reading only the question?

**09▶**

Listen to the next part of the recording and answer questions 3 and 4.



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- 3 What does Dylan say about the other students in his tutorials?  
A They tend to dominate conversations.  
B They are nervous when they do experiments.  
C They usually wait for him to start the discussion.
- 4 What do Tanya and Dylan agree to do immediately after the keynote speech?  
A go out for dinner  
B go to the more interesting of the two talks that come next  
C take a break and choose lectures to see the following day





# FLOW-CHART COMPLETION

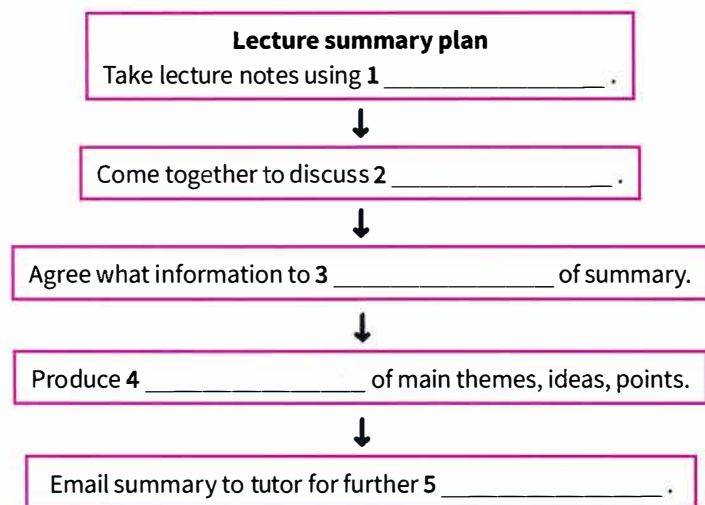


Flow-chart completion tasks require you to identify the missing words in a series of steps that describe a chronological process. As with other completion tasks, you will either need to complete the gaps from the words you hear in the recording, or choose your answers from a list given. For the former, pay attention to the word limit stated, and avoid making any changes to the words you hear.

- 10▶** With a partner, decide on the part of speech for the missing words in the flow-chart and predict what answers you may hear for each question.

Complete the flow-chart below.

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



- 11▶** Listen to five extracts from Dylan and Tanya's conversation and for each one, decide at which point in the flow-chart you are most likely to be. The extracts are not in order.

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- Extract 1 Question \_\_\_\_\_  
 Extract 2 Question \_\_\_\_\_  
 Extract 3 Question \_\_\_\_\_  
 Extract 4 Question \_\_\_\_\_  
 Extract 5 Question \_\_\_\_\_

## TIP 11

If you miss an answer or lose your place in the recording, look at the next two questions after your last answer, and then quickly decide which one most closely paraphrases what you are hearing.

- 12▶** Listen to the conversation in full and answer questions 1–5 in exercise 10. Use **NO MORE THAN TWO WORDS** for each answer.

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## TIP 12

One way higher-ability candidates are identified is through their ability to recognise and differentiate between singular and plural forms of words as they are spoken, especially if the next word after a plural begins with 's'.

## EXPLAINING CAUSE AND EFFECT

**13** Listen and complete these extracts from the conversation in exercise 12. Then discuss with a partner what was the *cause* and *effect* referred to in each.

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- 1 **Dylan** I think it's better if we both opt for bullet points so that it's clear and consistent.  
**Tanya** OK, let's use those. \_\_\_\_\_, when we meet up again after the lecture, we'll be more able to compare notes ...
- 2 **Dylan** Good plan. We agree what the most significant points are from each lecture, maybe even try to establish some of the common themes.  
\_\_\_\_\_, we can then put together an edited version of these on a separate sheet of paper ...
- 3 **Tanya** \_\_\_\_\_ get some feedback about this, we should probably contact our tutor ...



Aside from the more common conjunctions and discourse markers of cause and effect (*so, because, as a result, etc.*), candidates aiming for a higher IELTS score should be able to recognise and use a range of less common, more complex examples, particularly where it helps to avoid repetition.

**14** Decide which option in each group is *not* grammatically correct for the sentence. Then, for the correct options, decide if they are suitable for both speaking and writing, or speaking only.

- 1 **In order that she could / So as to / In order so to** practise her listening and note-taking skills, Florence went to as many lectures as she could during the Science and Technology festival.
- 2 Shall I talk you through what we've been studying in science this week?  
**This way / The way / That way** you can catch up on the work you missed when you were off sick.
- 3 The pharmaceutical company successfully applied for a grant from the government.  
**For doing so / By doing so / After doing so**, they were able to continue their research into cancer prevention.

## EXAM SKILLS

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

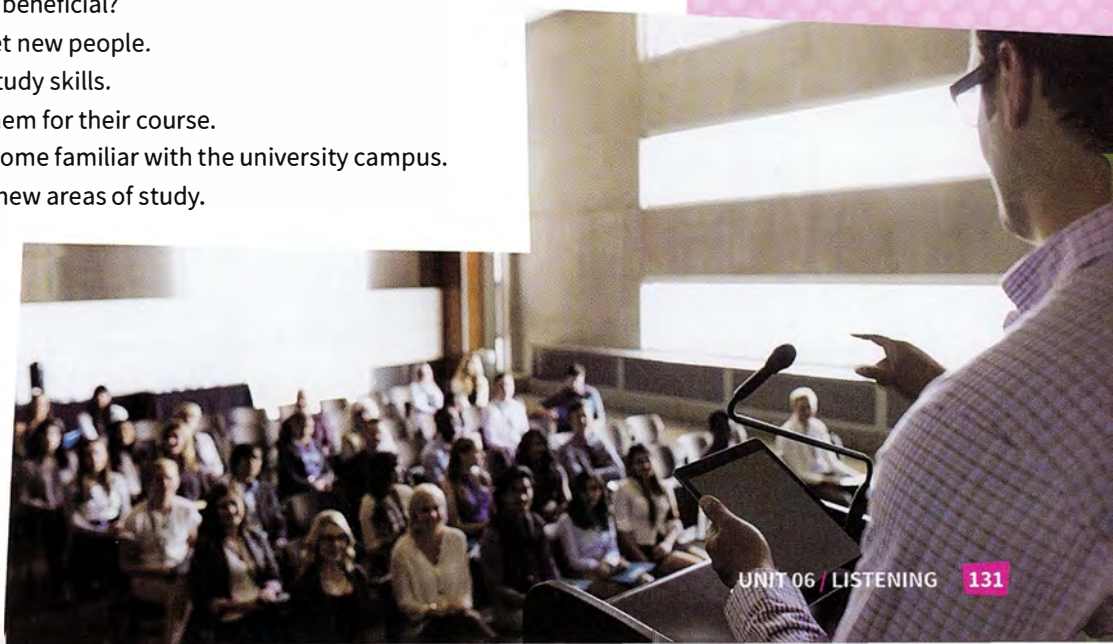
52

**Questions 1 and 2**

Choose **TWO** correct answers.

Which **TWO** elements of the Science and Technology Festival do Dylan and Tanya agree were most beneficial?

- A They were able to meet new people.
- B They improved their study skills.
- C It helped to prepare them for their course.
- D It allowed them to become familiar with the university campus.
- E It introduced them to new areas of study.





**Questions 3–6**

Choose the correct answer.

- 3 The professor believes that the main role of the festival is to  
A make the general public more aware of science and technology.  
B have a different focus each year.  
C show how both fields of study are equally important.
- 4 The university information stands were there to  
A help people who were lost.  
B generate more interest in current research.  
C allow the people who attended the festival to meet the lecturers.
- 5 What does Tanya say about the festival guidebook?  
A The map was confusing.  
B There were too many advertisements.  
C The schedules for some lectures were wrong.
- 6 Dylan says that nowadays festivals  
A have to increase the entry charge every year.  
B make a lot of money from the admission fee.  
C are mostly paid for through advertising.

**Questions 7–10**

Complete the flow-chart below.

Choose **FOUR** answers from the list below and write the correct letter, **A–H**, next to questions 7–10.

**Advice for posting summary on department website**  
Choose four main 7 \_\_\_\_\_ to summarise.



Refer to previous 8 \_\_\_\_\_ for guidance on how to write them.



Agree on how 9 \_\_\_\_\_ is to be shared.



Set a 10 \_\_\_\_\_ and keep to it.



Upload summary and documents onto website.

- |               |             |          |            |
|---------------|-------------|----------|------------|
| A deadline    | B timetable | C styles | D workload |
| E information | F theories  | G posts  | H ideas    |

# SPEAKING

## IN THIS UNIT YOU WILL LEARN HOW TO

- improve your score for Grammatical Range and Accuracy (GRA)
- correctly use verb patterns in your answers
- develop strategies for buying time to answer more difficult questions.

### LEAD-IN

**01** Under each picture write the year in which it was invented. Work with a partner to see who can get the most answers correct.

1280    2400 BC    1783    1963    1866    1710    1843    1798

1



parachute

2



typewriter

3



dynamite

4



vaccination

5



computer mouse

6



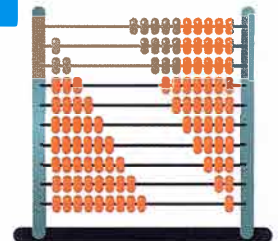
eyeglasses

7



thermometer

8



abacus

**02** Discuss with a partner which invention you think is the most important and why.



# PART 1

## GRAMMATICAL RANGE AND ACCURACY (GRA)



Don't think of Part 1 as just a warm-up for the more difficult parts of the exam – this is a real opportunity to show the examiner that you have a wide understanding of Grammatical Range and Accuracy (GRA). Consider in particular how to display your knowledge of:

- a range of structures / tenses / aspects
- subordinate clauses
- hypothetical structures, e.g. 2nd and 3rd conditional
- modal verbs.

03▶

Look at a candidate's answer to the examiner's question. Ignoring the numbers for now, how many different verb tenses does the candidate use in their answer?

**Examiner** How often do you use your mobile phone?

**Candidate** Not as much as I (1) *did in the past*. After I first bought it, I (2) *used* it almost constantly, but I (3) *think* that maybe I use it too often and I should try to limit how long I spend on it. I don't know if that (4) *is* possible, though, as they (5) *are* such a big part of everyone's lives these days, but I (6) *have to* try. Not completely, though – (7) *I need it for my* social life.

TIP 03

One good way to exhibit a wide range of grammar is to consider how you might be able to relate the question you have been asked to:

- present, past, or future situations so that you can show a variety of verb tenses and aspects (simple, continuous, perfect, etc.)
- hypothetical alternatives or results.

04▶

Listen to a recording of the candidate's improved answer and read the script on page 218. Write what the candidate actually says in place of the words and phrases indicated by the numbers 1–7 in exercise 3. How would this help to improve their score for GRA?

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- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

05▶

Considering how you might be able to demonstrate a wide range of GRA, write an answer to each of the Part 1 questions. Then, ask and answer the questions with a partner. (Don't read out your answers – try to remember them as best you can.)

- 1 When did you first own a mobile phone?
- 2 Do you think it is better to send a message or talk to someone on the phone?
- 3 How often do you watch television?
- 4 Do you prefer to listen to music through headphones or through speakers?
- 5 What are you most likely to use a computer for?

## PART 2

**06** Look at the pictures and discuss the questions with a partner.

**A**



**B**



**C**



**D**



- 1 Which scientific discovery or invention do the pictures represent?
- 2 For this Part 2 question, which of the above inventions do you think you would be best able to talk about for two minutes?  
*Describe an important scientific discovery or invention.*
- 3 Can you think of any other scientific discoveries or inventions that you would feel more confident in talking about for two minutes?

**07** Here is the full Part 2 question. Choose one of the discoveries or inventions you discussed in exercise 6 and, in one minute, write brief notes for a two-minute long turn. You will come back to these shortly.

Describe an important scientific discovery or invention that you think is very important.

You should say:

- how you learnt about it
- what it does
- what it is most used for today

and explain why you think it is such an important discovery or invention.



## VERB PATTERNS



When you learn common verbs, especially those which introduce other verbs, it is important to understand and practise how they can be used in sentences or you may lose GRA marks. Questions you can ask yourself include:

- What form does the verb following this verb take?
- Can it be used to introduce a 'that' clause?
- Does it need an object?

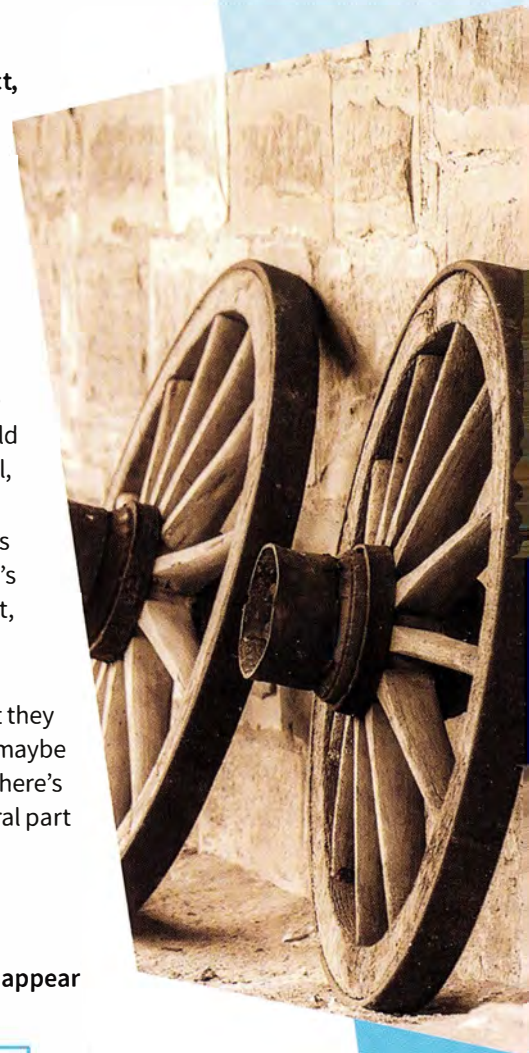
08▶

**Read the transcript of a candidate's answer to the Part 2 question in exercise 7. With a partner, decide if the verb patterns in 1–14 are correct. If they are incorrect, what should they be?**

(1) *I'd like telling* you what I know about one of the most significant inventions in human history: the wheel. Why is it so significant? Well, (2) *let me to begin* by saying first of all, it basically (3) *enabled us to develop* whole civilisations, as we could for the first time start transporting goods from place to place, and this mobility really (4) *made trade grow* at an incredible speed. I (5) *remember to be taught* about this at school. Our teacher (6) *told us not to see* the wheel itself as the crucial invention, because it was actually the moment someone (7) *managed attaching* a non-moving platform to two wheels that was critical. But I (8) *can't help think* that you don't have to agree with everything you are told at school, and I would politely (9) *refuse to agree* with him, if I was told this today. You see, without a wheel, a platform is just a bit of wood, essentially.

Anyway, wheels in everyday use. Well, can you (10) *imagine to live* without them? It's practically impossible. You wouldn't be able to drive anywhere, for one thing. What's more, wheels (11) *allow us have* a public transport system, and if wheels didn't exist, aeroplanes wouldn't be able to take off and land, and no one would be able to go on holiday.

How exactly a wheel works, I won't even (12) *attempt to explain*, other than the fact they go round. It's something to do with force. I've never been any good at Physics, but maybe I should (13) *remember looking it up* on the internet when I get home. But, overall, there's no question about how important the wheel is, and it will (14) *continue be* an integral part of our lives forever.



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**Listen to the recording and check your answers.**

09▶

**Classify the verbs / verb phrases according to the structures they use. Some can appear in more than one column.**

would like	let	enable	help	remember	refuse	manage
can't help	tell	imagine	allow	attempt	continue	

Verb + to infinitive	Verb + gerund	Verb + object + to infinitive	Verb + object + bare infinitive
would like		would like	

**10** Look at the verbs that appear twice. Does the form of the verb phrase affect the meaning?

**11** Use the notes you made in exercise 7 to write a full answer to the Part 2 question, paying particular attention to verb patterns. Then, in pairs, take turns to deliver your Part 2 answers to each other (*without* reading aloud from what you have written). When it is your turn to listen, check that your partner is using verb patterns correctly.

## PART 3

**12** For this Part 3 question, which of the strategies (A–C) in the box below does each candidate (1–8) use to buy themselves some thinking time?

**Examiner** How important is it for students to study science at school?

- 1 Hm. Are science subjects an integral part of study at school? I'm not sure that they are. For one thing ...
- 2 Um, I'm not sure. Are you asking if science should be compulsory for all students, whatever year they are in at school? Or if science is just something we all need some degree of basic knowledge in?
- 3 Well, I don't think there's one, clear-cut answer to that. It really depends on the individual. By that I mean ...
- 4 I couldn't say for certain one way or another.
- 5 Do students need to study science at school? Perhaps, yes ...
- 6 As in, science should be studied at the expense of all other subjects?
- 7 That's a good question. Well, I suppose ...
- 8 By that do you mean, is science one of the main subjects that should be taught at school?

- A Asking the examiner to clarify the question
- B Paraphrasing the question
- C Explaining that the question is not a simple one to answer

**13** Discuss with a partner which word is incorrect in each of the sentences. Then listen and make the relevant corrections.

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**Examiner** With technology in the home, what sort of dangers do people need to look out for?

- 1 That's quite a trick question to answer. Let me think ...
- 2 I don't really know how to answer that. It's never crossed over my mind before.
- 3 I'm not entirely sure what you're running at. Can you rephrase the question, please?
- 4 Sorry, I don't quite chase your question. Do you mean with appliances, like kettles, or something like internet security?
- 5 You know, I'd usually be able to answer that question immediately, but my mind has gone clear.

**14** Which of the three strategies do the sentences in exercise 13 belong to?

- A Asking the examiner to clarify the question
- B Paraphrasing the question
- C Explaining that the question is not a simple one to answer



In the Speaking test, you will not lose credit if the examiner asks you a question and you don't immediately know *what* to say for an answer (this is more likely to happen in Part 3 than in Part 1). However, you will lose credit if it appears that you are having trouble thinking of *how* to say something, i.e. if you cannot find the right words. It is quite possible to pause for a moment to consider your response, but it is far better to use one of the following strategies/phrases to buy yourself some thinking time.



**15▶** With a partner, follow these instructions and practise buying yourself some thinking time in Part 3 of the Speaking test.

- Take it in turns to ask and answer the questions below.
- At the same time as you ask a question, you should point to one of the three strategies in exercise 14. Your partner should use this strategy to begin their answer.
- When it is your turn to answer, your partner will point to one of the strategies; you should use this strategy to begin your answer.

- 1 Are people getting lazier as a result of technology?
- 2 What will computers be able to do in the future?
- 3 Why are some scientists world famous while so many others are unknown?
- 4 Why do some people refuse to own a smartphone?
- 5 Is it possible that people rely too much on science for their knowledge and understanding of the world?

## EXAM SKILLS

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

### Part 1

- 1 How often do you use the internet?
- 2 Do you think it is better to send an email or a text message?
- 3 What do you use a computer for?
- 4 What is your favourite item of technology that you own?
- 5 In your country, do most people study science at school?

### Part 2

Describe an invention that has been very important in your life.

You should say:

- where you first used it
- how you use it today
- what you plan to use it for in the future

and explain why it has been so important in your life.

### Part 3

- 1 In the near future, we may see the first driverless cars on the roads. Are there any potential dangers if this happens?
- 2 As more and more people are becoming victims of online crime, is it time for everyone to stop conducting all their business over the internet?
- 3 How important is it for governments to invest in space travel?
- 4 Do you think that people fully appreciate and value the technology that is available to them today?

