

READING

IN THIS UNIT YOU WILL LEARN HOW TO

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

LEAD-IN

01 Ask and answer these questions in pairs.

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

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

A

installations	materials	concepts
groundbreaking	abstract	sculpture
experiment	techniques	cast

B

ideas	innovate	conceptual
media	innovative	methods
mould	exhibitions	figure

TRUE, FALSE, NOT GIVEN



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

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

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

TIP 03

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

04 Which paragraph contains the following information?

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

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

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

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

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

- | | |
|--|--|
| 1 Conventional materials are not used in Modern Art. | a This information is given but about a different person. |
| 2 Rauschenberg and Warhol influenced each other's work. | b Some of the words are used in the text. |
| 3 Warhol grew up in a working class part of his home town. | c We might expect this to be true, given the focus on these two artists in the text. |

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

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

TIP 06

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

20TH CENTURY MODERN ART CHAMPIONS: RAUSCHENBERG AND WARHOL

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

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

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



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

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

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

* Avant Garde – new and modern ideas in art

MULTIPLE-CHOICE QUESTIONS



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

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

- 1 What is the main similarity between Warhol and Rauschenberg in terms of their work?
- A They always used unusual materials.
 - B They both became very famous.
 - C They were both risk takers.
 - D Their work always combined painting and sculpture.

TIP 09

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

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

- A 'He [Rauschenberg] was the ultimate scavenger, prepared to use anything he could find in his artworks, even going so far as to incorporate such disparate objects as socks, bedspreads and car parts into his work.'
- B '... whereas Warhol became a household name, Rauschenberg is remembered only by those in the artistic community.'
- C 'Artistically, what the two have in common is the willingness to innovate, take chances and be different from everything that had gone before.'
- D 'Rauschenberg produced paintings and sculptures and even combined them to produce mixed media, working with a variety of less conventional materials including silk, metal and glass.'
- 'Like Rauschenberg, he [Warhol] didn't limit himself to just one medium. In 1964 he produced his first exhibition of sculpture, which consisted of hundreds of imitation supermarket product boxes, most famously Brillo and Heinz.'

TIP 10

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

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

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

In what way are the artists' backgrounds similar?

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

IDENTIFYING MAIN AND SUPPORTING IDEAS



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

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

- 1 The purpose of Paragraph D is ...
 - A to illustrate Warhol's love of fame.
 - B to highlight the differences between Warhol and Rauschenberg.
 - C to suggest Warhol's work was better than Rauschenberg's.
 - D to give an overview of Warhol's early ground-breaking work.
- 2 What is the main idea of paragraph E?
 - A Both artists worked outside of traditional artistic genres.
 - B Warhol's work influenced rock music.
 - C Both artists engaged in performance art.
 - D The Exploding Plastic Inevitable is a well-known piece of work.

TIP 12

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

GRAMMAR FOCUS: PAST TENSES

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

- | | |
|----------------------------|-------|
| present perfect continuous | _____ |
| present perfect simple | _____ |
| past perfect simple | _____ |
| past perfect continuous | _____ |
| past simple | _____ |
| past continuous | _____ |

14 Match each tense in exercise 13 with its use.

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

15 Choose the correct form of the verb.

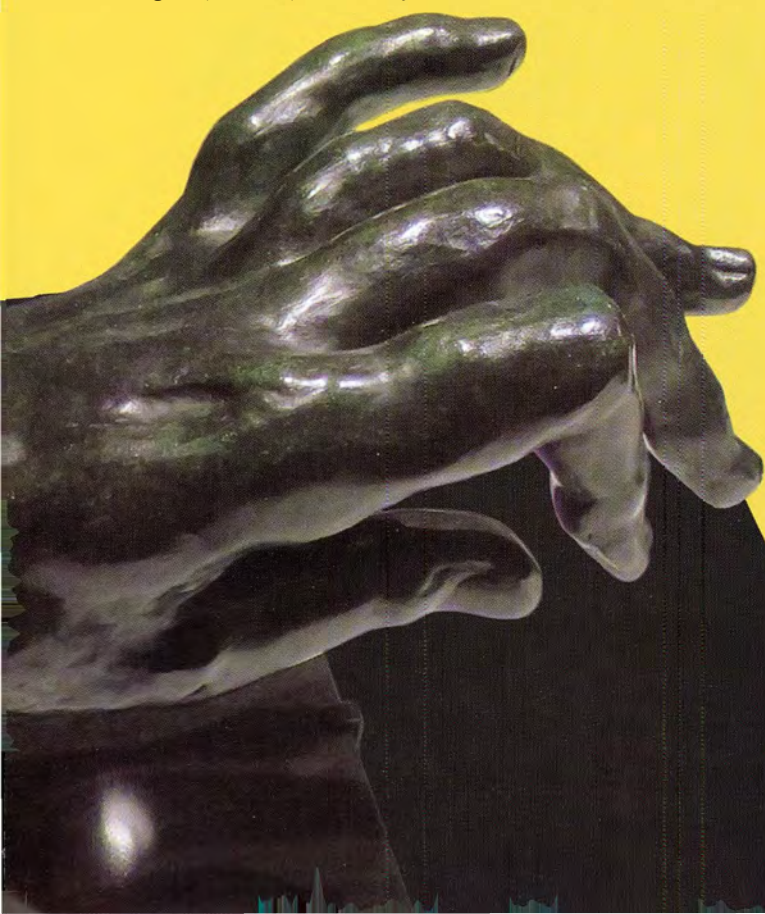
- 1 Warhol's celebrity portraits **had been / have been / were** popular since the 1960s.
- 2 Rauschenberg **was marrying / married / has married** Susan Weil in 1950 but their marriage only **had lasted / lasted / had been lasting** until 1953.
- 3 Artists **have now been developing / had now been developing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

16 Read the passage and answer questions 1–9.

MODERN AND POST-MODERN SCULPTURE

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

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



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

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

E Thanks to the work of these ‘forefathers’, Modern sculpture embraces many forms and styles. It is increasingly common to see it created outdoors, often in view of the spectators. One form of outdoor sculpture is known as Earth Art, which is based on nature and makes use of rocks, branches, leaves, dirt, soil, water and other naturally occurring materials. Another offshoot is kinetic sculpture – sculpture that involves moving parts.

Mobiles are one such example. Early examples had moving parts powered by wind or touch and later some were even powered by machines. Other pioneering forms of Modern sculpture include ice sculptures used in culinary art and sound sculptures – such as Aeolian harps ‘played’ by the wind.



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

*distortion – *twisting out of shape*

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

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

Questions 1–6

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

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Before Rodin, sculpture was very realistic.
- 2 Rodin expected people to interpret his sculptures in their own way.
- 3 Rodin studied the sculpture techniques of the Greeks and Romans.
- 4 Rodin felt that incomplete figures were still artistic works.
- 5 His *Large Hand of a Pianist* tries to convey music being played.
- 6 Rodin believed the surfaces of sculptures should be smooth.

Questions 7–9

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

- 7 Assemblage
 - A** was first used by Pablo Picasso.
 - B** uses only three basic forms.
 - C** involves several artists working on the same theme.
 - D** creates a single composition from a number of versions of an individual.
- 8 What is the purpose of paragraph E?
 - A** to explain the meaning of Earth Art
 - B** to explain how kinetic sculpture has evolved
 - C** to introduce the idea of outdoor sculpture
 - D** to show examples of innovative forms of Modern sculpture
- 9 Art installations
 - A** always use mixed media.
 - B** are always outdoors.
 - C** usually allow viewers to interact with them.
 - D** typically last a long time.



WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

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

LEAD-IN

01 Put the verbs into the correct category.

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

Build	Change	Remove
		demolish

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

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

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

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

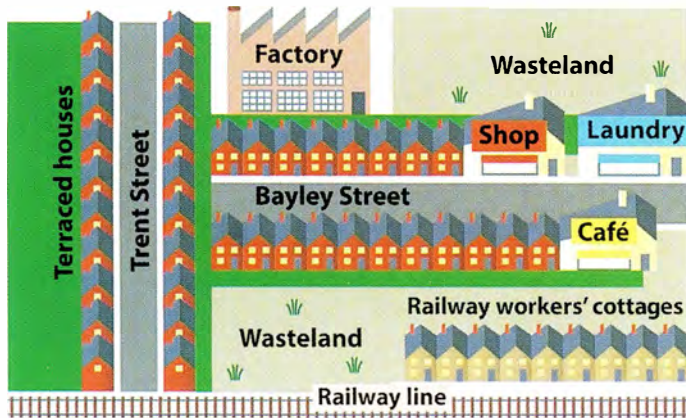
SUMMARISING INFORMATION

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

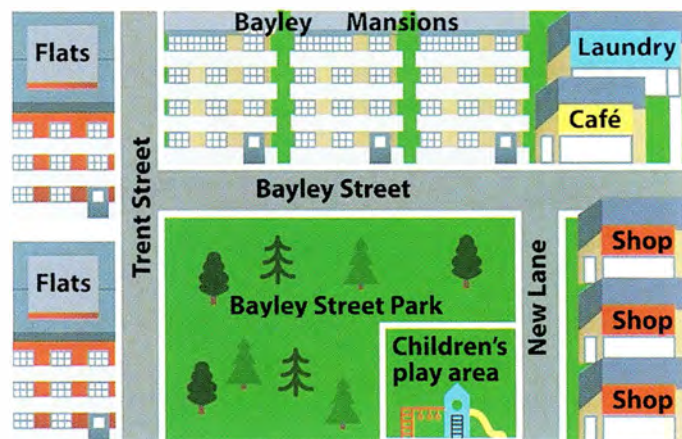
The maps show part of the town of Poulton in 1900 and 1935.

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

Poulton In 1900



Poulton In 1935



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

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



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

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

TIP 04

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

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

Example: blocks of flats – *residential*

children's play area

Bayley Mansions

café

terraced houses

railway line

laundry

Bayley Street Park

shops

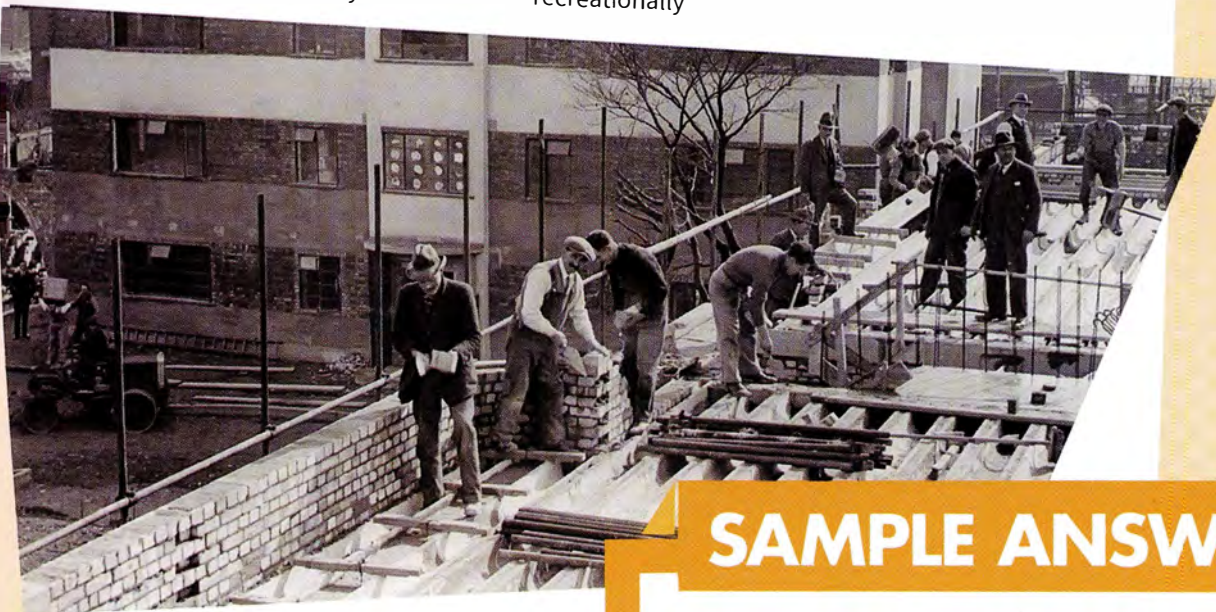
wasteland

TIP 05

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

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

- residentially
- commercially
- industrially
- recreationally



SAMPLE ANSWER

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

TIP 07

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

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

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

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

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

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

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

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

Example: Overall – *In general, Generally speaking*

COHERENCE AND COHESION



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

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

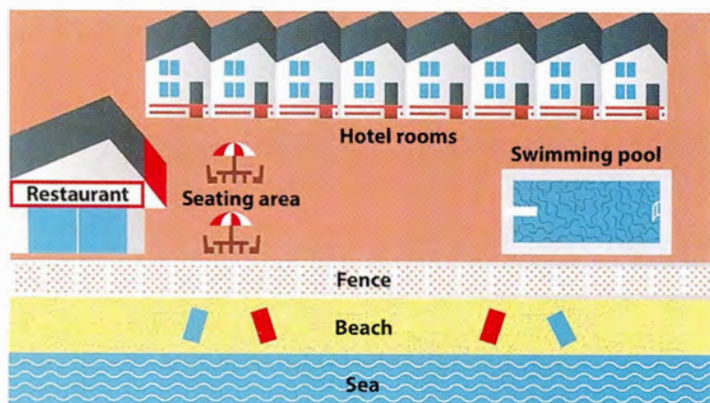
- 1 ... in 1900 a railway line ran through the neighbourhood, by 1935 this had been removed, ...
 - 2 ... amenities of this area. [...] Whereas in 1900 a railway line ran through the neighbourhood ...
 - 3 ... the industrial features had largely disappeared. Whereas in 1900 a railway line ran through the neighbourhood ...
 - 4 ... for a spacious park. [...] to the right of the park, ...
 - 5 ... a number of notable changes to the buildings and amenities of this area. [...] Another major change ...
- a repetition of the same noun a few sentences later to show continuation of an idea
 - b using a demonstrative pronoun to avoid repetition
 - c using the definite article because the noun has been used before
 - d giving a second more specific noun as an example of the first more general noun
 - e using synonyms to avoid repetition

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

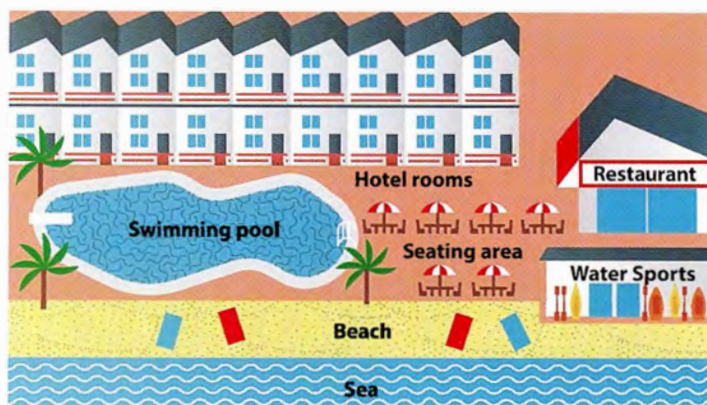
- 1 an opening sentence or paragraph explaining what the maps show, with an overview of what the writer is going to talk about
- 2 a general statement of a change the writer feels is important
- 3 supporting statements which give more specific details about a general statement
- 4 speculation as to why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

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

- accommodation
- facilities
- recreation



Beach hotel 2003



Beach hotel 2013

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

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

SAMPLE ANSWER

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

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

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

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

GRAMMAR FOCUS: PAST TENSES AND PERFECT TENSES

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

- | | |
|------------------------------|----------------------------------|
| 1 past simple | 5 past perfect |
| 2 past continuous | 6 past perfect continuous |
| 3 present perfect simple | 7 <i>would</i> for past habits |
| 4 present perfect continuous | 8 <i>used to</i> for past states |

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

TIP 14

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

EXAM SKILLS

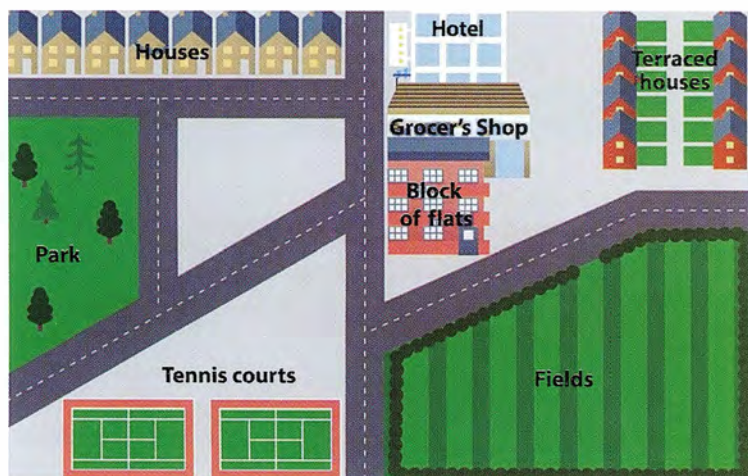
16 Answer the Writing Task 1 below.

You should spend about 20 minutes on this task.

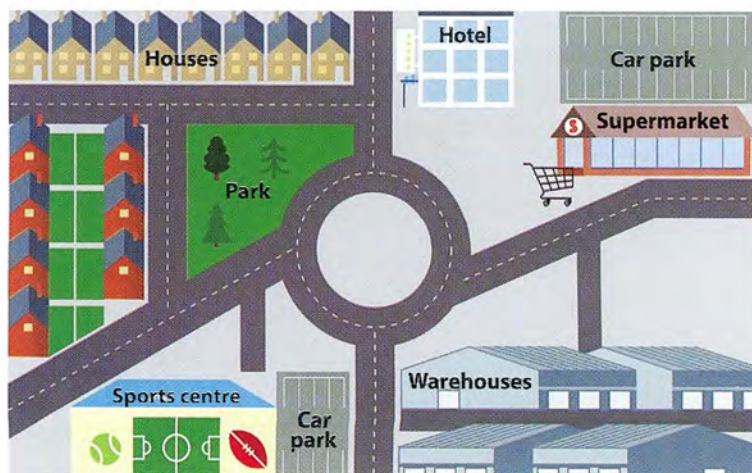
The maps show the outskirts of the town of Fosbury in 1980 and 2015.

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

Write at least 150 words.



Outskirts of Fosbury in 1980



Outskirts of Fosbury in 2015

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

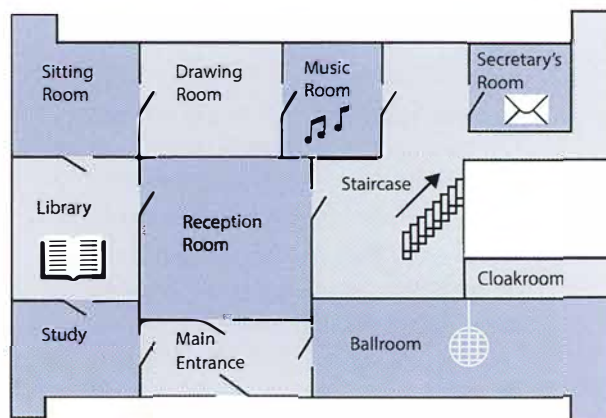
- use prepositions of place and movement correctly
- label a map or plan
- answer multiple-choice questions
- follow directions
- identify distractors.



LEAD-IN

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

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



- To get to the staircase from the main entrance, go _____ the reception room and take the door _____ your right.
- The sitting room is _____ the top left-hand corner _____ the map.
- The library is _____ the sitting room and the study and you can enter it _____ either room or _____ the reception room.
- The cloakroom is adjacent _____ the ballroom.
- The secretary's room is _____ the music room.
- Standing _____ the foot of staircase, facing the stairs, you can see the secretary's room diagonally _____ you _____ the left-hand side.
- The staircase will take you _____ to the first floor.
- _____ the back of the house and just _____ the reception room, you can find the drawing room.

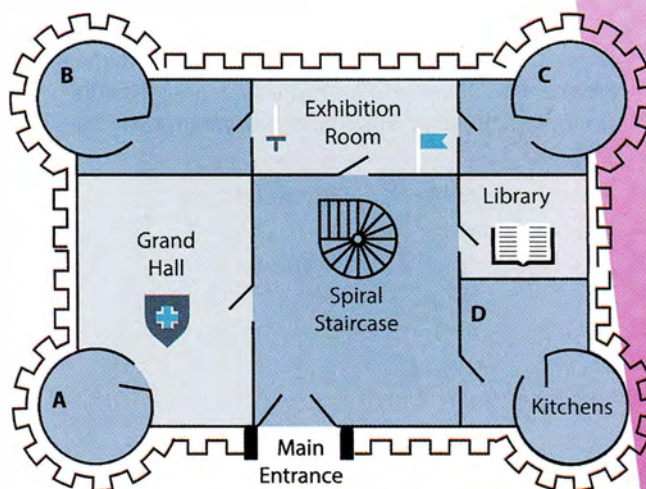
02 Look at these places that might be mentioned in a tour of a building like the one in exercise 1. Discuss with a partner what you know about the function of each room.

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

LABELLING A MAP

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

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



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

05 Listen and answer the question.



Room A is

A Lord Westchester's bedroom.

B the gift shop.

C the aviary.

06 Listen and label room B.



Room B is _____.

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



Spiral Staircase Exhibition Room Anteroom

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



anteroom dining room kitchen sewing room sitting room

TIP 06

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

MULTIPLE-CHOICE QUESTIONS



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

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



21

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

10 Listen again and answer the question.



21

In which century did Westchester Castle become a residence?

- A 11th B 12th C 13th

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

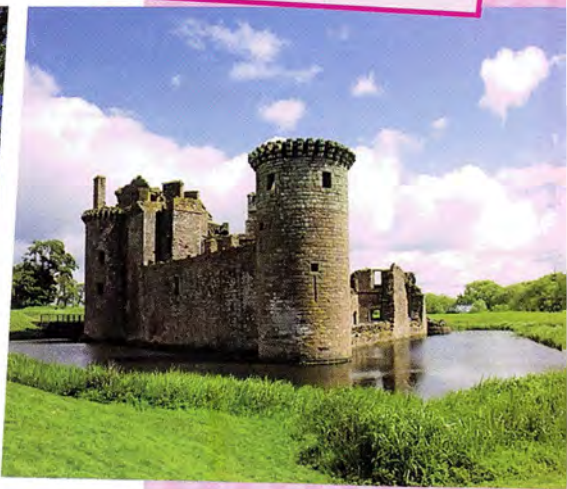
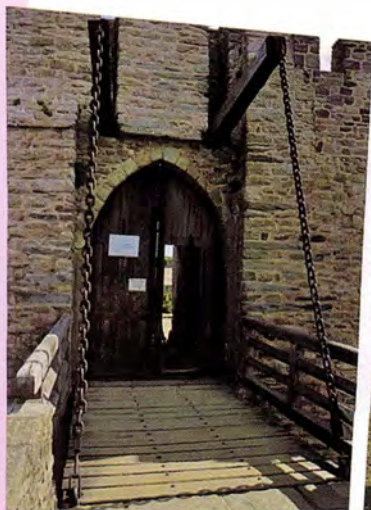


22

- 1 drawbridge 2 turrets 3 moat

TIP 11

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



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



22

- A the drawbridge B the moat C the turrets

13 Listen and write the missing words.



23

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

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

Which were NOT located underground at Westchester?

- A dungeons B storerooms C tunnels

TIP 14

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

EXAM SKILLS

15

Listen and answer questions 1–10.

24

Questions 1–6

Label the map opposite.

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

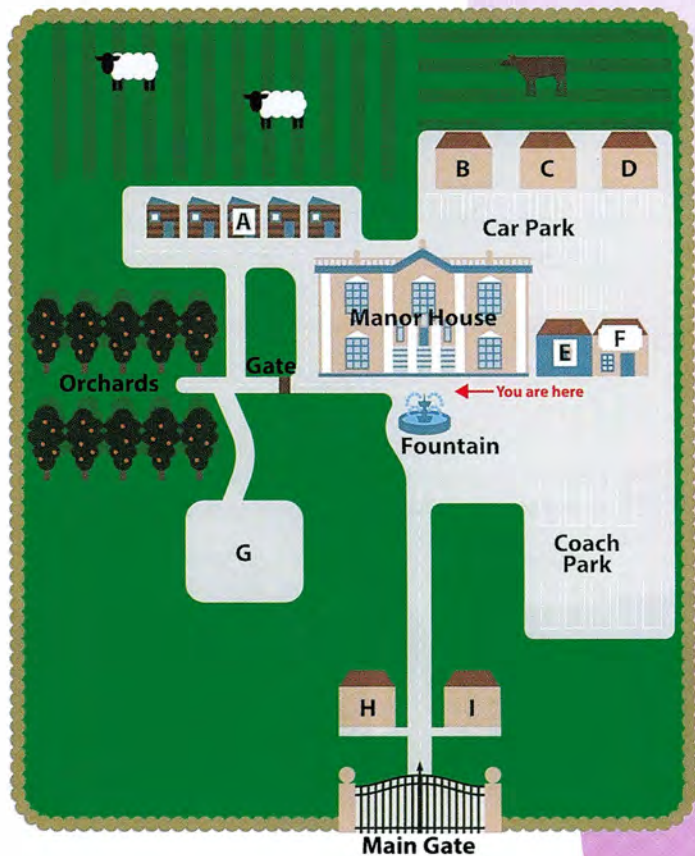
- 1 gift shop
- 2 beehives
- 3 holiday cottages
- 4 dairy
- 5 museum
- 6 estate office

Questions 7–10

Choose the correct letter, A, B or C.

- 7 How many unpaid helpers does the National Trust have?
 - A about 62,000
 - B about 5,899
 - C about 4.24 million
- 8 The main aim of the National Trust is
 - A to make money from its properties.
 - B to preserve historical properties.
 - C to donate money to property owners in financial difficulties.
- 9 A couple can join the National Trust for a year for
 - A £64.
 - B £108.
 - C £114.
- 10 Paying membership fees by direct debit also gets you
 - A a pair of binoculars.
 - B a National Trust handbook.
 - C three copies of the National Trust magazine per year.

Holloway Estate



SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

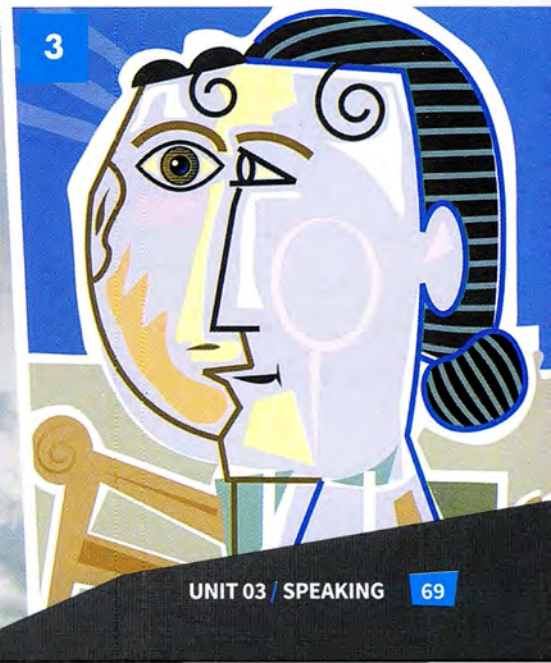
- make notes for your long turn in Part 2
- structure your long turn
- use a range of spoken discourse markers.

LEAD-IN

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

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

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



SPEAKING PART 2 – LONG TURN

MAKING NOTES

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

Describe someone whose creative or artistic work you like.

You should say:

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

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

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

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



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

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

25

- 05** Swap notes with a partner.

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

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

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

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

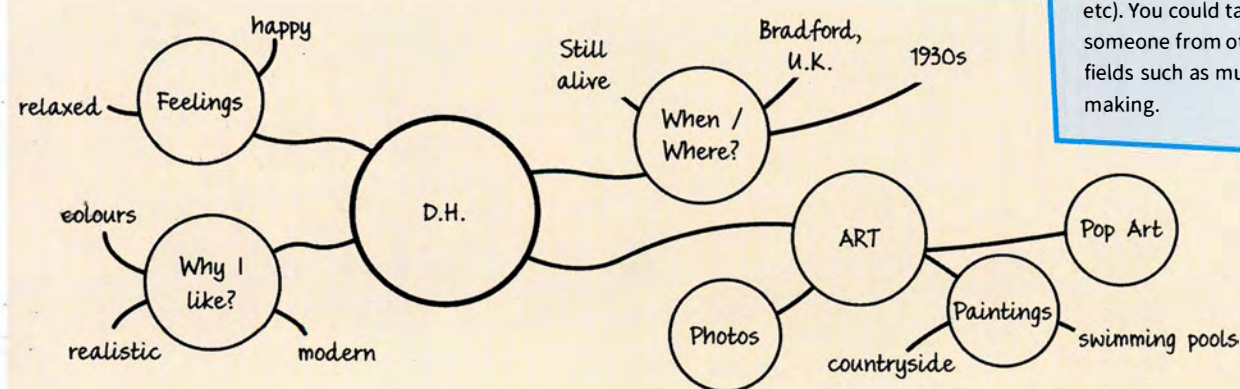
- 09** Look at the notes another candidate, Yaz, made for his talk on his favourite artist. Discuss the advantages or disadvantages of using this style of notetaking.

TIP 04

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

TIP 07

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



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

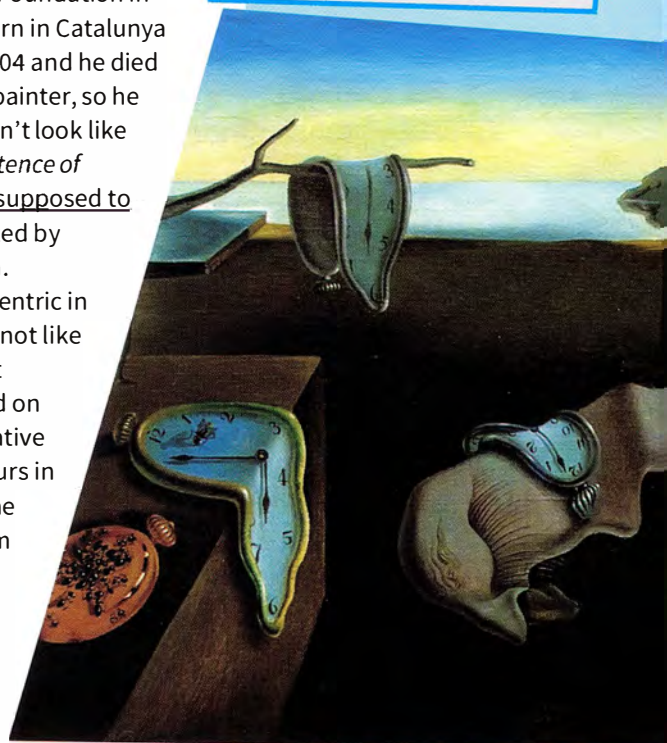
STRUCTURING A LONG TURN

TIP 11

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

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

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



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

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

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

26



14▶

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

26

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

OK, 2 _____ to talk about his art. He's a modern artist and he was part of the Pop Art movement. 3 _____ a painter, he's a photographer and printmaker, so he's pretty versatile.

He paints country scenes and for some reason he used to love painting swimming pools.

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

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

15▶

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

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

16▶

Repeat your talks and see if you can improve them.

EXAM SKILLS

17▶

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

Part 1

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

Part 2

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

You should say:

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

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

Part 3

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

TIP 17

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

