

READING

IN THIS UNIT YOU WILL LEARN HOW TO

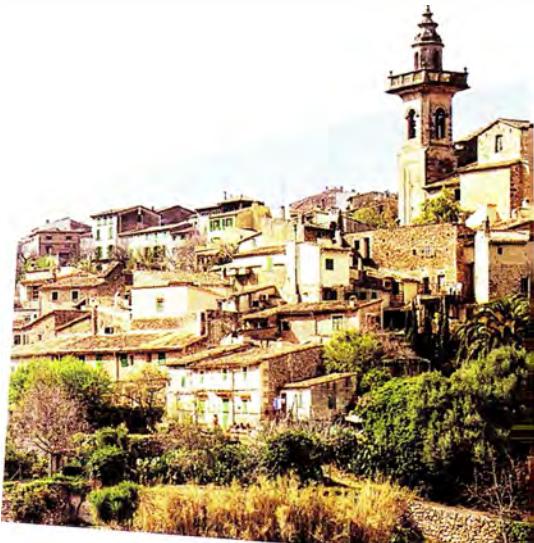
- deal with matching headings tasks
- identify the main idea of a paragraph
- understand the meaning of prefixes.



LEAD-IN

0 1 Read the paragraph below about the island of Mallorca. With a partner, discuss why some of the underlined nouns are preceded by *the*, and others have no article. Do you know any other article rules for geographical features?

Mallorca, the biggest of the Balearic Islands, is situated in the Mediterranean Sea, some 300km from the Valencian coast of Spain, and is an exciting mix of urban energy, rural adventure and coastal calm. Although it isn't popular with the Spanish as a tourist destination, it annually welcomes people from all over Europe (particularly from the United Kingdom, France and Germany), who may head for Alcudia Beach, or go hiking in the Tramuntanas, a mountain range that runs from the northeast to the southwest of the island. The busy capital city, Palma de Mallorca, contrasts entirely with the traditional rural towns and villages in the heart of the island, such as Algaida or Binissalem.



0 2 Think of a geographical area in your country and write a short paragraph like the one above, paying special attention to the correct use of articles. Swap your paragraph with a partner and correct each other's work where necessary.

MATCHING HEADINGS]

0 3 Look at this title and discuss with a partner what you might expect to read in the passage.

**The World's
Most Unusual
Towns and Cities**



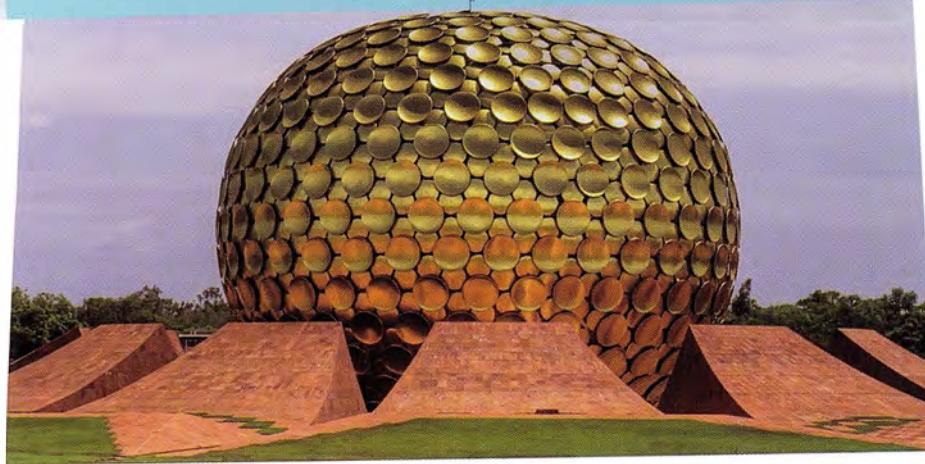
This type of task requires you to choose a heading which correctly summarises the whole paragraph. Often, it is possible to find one sentence in a paragraph which conveys the main idea – this is known as the *topic sentence*.

The topic sentence can frequently be found at the start of the paragraph, but can appear in the middle, or even at the end. Sometimes a paragraph may not have one single, clear topic sentence at all, and the main idea can only be understood by reading the paragraph in full.

04

Read the first sentence of a paragraph about the city of Auroville, India. It is the topic sentence. Which of the three options seems to be the most likely heading? Why?

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity.



- A The reason why attempts to create the perfect city always fail
- B An urban ideal designed for an imperfect world
- C A conflict between reality and imitation

05

Read the full paragraph and check your answer.

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity. It has no government, no one owns any property, and money rarely, if ever, changes hands. There is no leader and rules do not exist. While most experiments at creating the perfect city do not meet with success, the majority of Auroville's residents believe their city to be an exception. Although its critics point to the fact that levels of crime have been creeping up for some years now, its citizens choose to remain there, still believing in its utopian dream, still following its path towards a better world.

TIP 05

The heading you want will probably not use the same words as those which appear in the paragraph, but will paraphrase the ideas.

06

Read this opening sentence about Longyearbyen. Which heading seems to fit this sentence best?

Longyearbyen, Norway, holds the record for being the furthest north city in the world, boasting the world's most northerly school, airport and university.

- A An unwelcoming place to die
- B A city at the top of the world
- C An unusual approach to regulation

TIP 06

Be careful: sometimes the first sentence of a paragraph seems to fit entirely with one particular heading. However, don't be caught out – you still need to check by reading the whole paragraph.



07

Now read the full paragraph and think about the overall message of the paragraph.
Which heading now best fits the paragraph?

Longyearbyen, Spitsbergen, in the Svalbard Archipelago of Norway, holds the record for being the furthest north city in the world, boasting the world's most northerly school, airport and university. But what really sets it apart is that it can also lay claim to some of the world's strangest rules. In Longyearbyen, for example, it has been forbidden to die since 1950, the year in which scientists discovered that bodies simply cannot decompose there – the cold is too extreme. To this day, anyone found ill or dying is not given the chance to pass away, and is instead immediately taken by airplane or ship to another part of Norway so that they can die and be buried safely. But it doesn't end there. Aside from prohibiting death, there are more peculiar rules and freedoms in Longyearbyen. Residents are permitted to openly walk the streets with high-powered guns (there are 3,000 polar bears living locally). At the same time, no one is allowed to own any cats, which are forbidden because they are a danger to the bird population.



08

Underline the main topic sentence in the paragraph.

09

Read the first sentence of the next paragraph about Marloth Park in South Africa.
Find words or phrases that correspond to the underlined words in the headings
A–C below.

Despite the fact the town of Marloth Park is close to the Kruger National Park, one of the largest game reserves in Africa, and despite the constant threat of visits from wild animals such as lions and hippopotamuses, its anxious residents are not allowed to build fences around their houses to keep out their neighbours.

A An unusual approach to regulation

B Dealing with the occasional dangers of the wild

C Where humans and animals cautiously co-exist

10

Now focus on the adverbs and adjectives in the headings. Which heading is no longer a possible answer?

A An unusual approach to regulation

B Dealing with the occasional dangers of the wild

C Where humans and animals cautiously co-exist

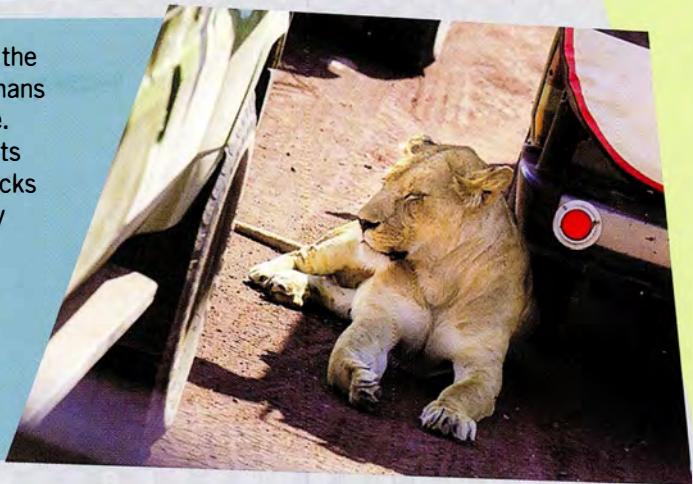
TIP

10

Pay particular attention to adjectives and adverbs in headings and texts, as they may help you to eliminate an incorrect heading immediately.

1 | 1 Read the rest of the paragraph and decide on your answer.

In fact the only fence permitted in the town was built by the local authority, interestingly, with the aim of keeping humans out of the park, rather than containing the animals inside. Consequently, it is not unusual to see giraffes or elephants causing traffic jams, for example, and even predator attacks on humans are unnervingly common – a lion was recently said to have mauled and eaten an escaping burglar. Yet even after this, while some residents then called for all lions to be rounded up and shot, others suggested that they be allowed to walk the thoroughfares as a type of crime control, after an increase in the number of burglaries. Everywhere in Marloth Park, a wary understanding exists between man and beast.

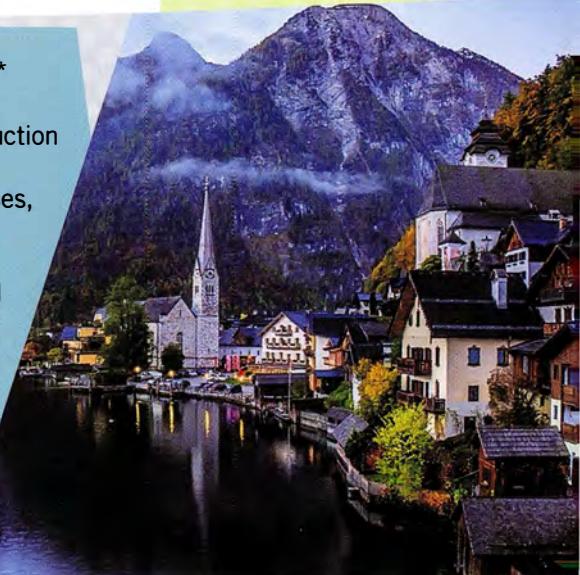


1 | 2 Identify the main topic sentence in the paragraph.

1 | 3 Some paragraphs have no clear topic sentence. Read this paragraph and make notes about its main idea.

The real Hallstatt is in Austria and is proud to be a traditional UNESCO* World Heritage Site. The Chinese Hallstatt is a carbon copy, built in Guangdong province, China, by a millionaire who sponsored the construction of the imitation town. It cost approximately \$940 million to build, and looks exactly like the real Hallstatt, all the way down to its wooden houses, its narrow streets, and its funicular railway. When the residents of Austria's Hallstatt (including the mayor) were invited to visit it, they expressed pride that their town was considered so improbably beautiful that it had been reproduced in its entirety, but they still had cause for complaint. Originally, the Chinese company had promised to meet with the Austrian residents to confirm that they were happy for their homes to be copied; instead, they simply sent their employees to Austria to take photos, and they returned home to China without speaking to a single resident of the original Hallstatt.

* United Nations Educational, Scientific and Cultural Organization



1 | 4 Use your notes to help you choose the correct heading.

- A A conflict between reality and imitation
- B The importance of official recognition
- C The result of encouraging wider investment

PREFIXES

1 | 5 Identify the prefixes in the underlined words. Then work out a general meaning for each.

- A An unusual approach to regulation
- B An urban ideal designed for an imperfect world
- C Where humans and animals cautiously co-exist

16

With a partner, think of some words that begin with the prefixes in the box. Then discuss what the general meaning of each prefix is.

post- for-/fore- sub- multi- anti- mis- non- pre- over- under-

17

Using the correct prefixes from the box above, change the words in CAPITALS into the correct forms.

- A The tourist brochure for Marloth Park ensures that visitors are **WARN** about the wild animals they may encounter walking the streets.
- B One thing you can always be sure of in Longyearbyen – the cemeteries will never be **POPULATE**.
- C The residents of Hallstat believed that they would be consulted by the company building a copy of their town – but it turns out they were **INFORM**.
- D Auroville was founded according to a(n) **GOVERN** system of rules and beliefs.

EXAM SKILLS

18

Read the passage and answer questions 1–6.

The Reading passage has six paragraphs, A–F. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, i–viii.

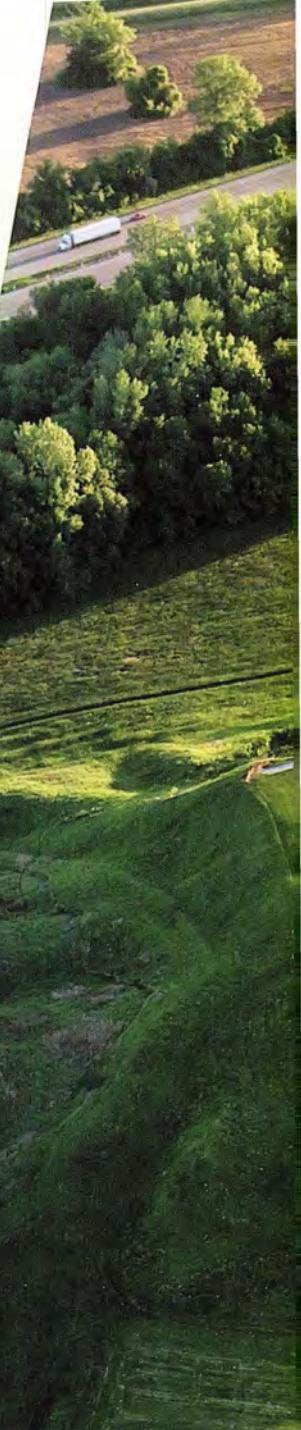
- | | |
|---------------|-------|
| 1 Paragraph A | _____ |
| 2 Paragraph B | _____ |
| 3 Paragraph C | _____ |
| 4 Paragraph D | _____ |
| 5 Paragraph E | _____ |
| 6 Paragraph F | _____ |

List of headings

- i The benefits of collaboration
- ii A forerunner of the modern metropolis
- iii A period of intense activity and plans completed
- iv A clear contrast between then and now
- v The rise and mysterious decline of Cahokia
- vi An archaeological theory to explain Cahokia's development
- vii The light and dark of archaeological finds
- viii A city completely unlike any of its contemporaries

CAHOKIA – ANCESTOR OF TODAY'S CAPITAL CITIES

A A thousand years ago the Mississippians, a diverse group of Native Americans who lived in the area which is today known as the south-eastern United States, took a small village on the Mississippi River and turned it into one of the world's first great urban centres. Cahokia, as it has been called by archaeologists, became as large as London was in the 11th century, and some would argue that it was just as forward-looking and prosperous as its European equivalents. Sophisticated, cosmopolitan and ahead of its time, Cahokia was at the heart of ancient society in North America; an ancestor of today's capital cities.



B In one respect in particular, Cahokia was quite unusual compared to other cities around at the same time. Archaeologists working on the site have found enough evidence over the past fifty years to conclude that, at a certain time, around 35% of the population were not from Cahokia at all; it seems that many of the tribes that lived all along the Mississippi River at some point began to relocate to Cahokia. These researchers have been unable to find more than a handful of other examples of such relocation of tribes, but they do know that something about Cahokia attracted thousands of people to this regional centre. And that, they postulated, appears to have been thanks to a small group of planners who one day decided to redesign the entire village.

C After the redesigns of the village were put in place, the Native Americans at Cahokia worked with tireless determination to carry them out. Over the course of a few decades, they transported huge volumes of soil from the nearby countryside to create 120 huge mounds of earth, the biggest of which rose to one hundred feet. On top of these, they built a vast urban environment, complete with a vibrant town centre, municipal buildings, and a fifty-acre plaza at the foot of the biggest mound. What makes it even more impressive to our modern imaginations is that, with no machinery then, they used their bare hands and woven baskets to dig up and carry the soil from the surrounding regions back to their city-in-waiting. Eventually, after these efforts, the vision of the city planners was fulfilled, but even they could not have predicted how popular Cahokia would become.

D From this period on, Cahokia was alive with intense activity, and grew in size every year, partly because of the co-operation between the residents. While the men busied themselves with manual work, like constructing new buildings, or hunting and fishing in the forests and rivers within a day's walk of the city, the women made sure that the fields stayed healthy and grew crops, and the homes were kept clean. In many ways, it seems to have been the ideal place to live, and one with an exciting and prosperous future ahead of it. And yet, having become a major population centre around AD 1050, by 1350 it had been almost completely abandoned. Somewhere in the course of 300 years, something happened to Cahokia to cause this, but it is an enigma that even archaeologists or historians themselves struggle to resolve.

E This rather curious state of affairs exists today because researchers have never found a single piece of evidence that can conclusively explain why the residents left. Academics who have studied other Native American sites have always found weapons of war buried deep underground. And yet, the bows, arrows and swords that littered the ground at these other sites were nowhere to be seen at Cahokia. Other factors, such as disease or colonisation from European invasion, do not seem to be possible in this case, as common as they were elsewhere at that time. The absence of definitive theories as to Cahokia's decline is highly unusual, but then again, Cahokia was no ordinary city and perhaps comparisons with other urban centres of the time cannot be made.

F While academics remain bemused as to why the residents fled the city, we can still marvel at the individual artefacts that archaeologists have discovered: the jewellery worn, the pots used to cook in, the small workshop at the base of one of the mounds. That said, there is also a more unpleasant side to their investigations. Human sacrifice, it seems, was a common fact of life in Cahokia; even if we cannot be sure whether this was for religious or for other reasons, we can have no doubt that it happened frequently. The bodies of hundreds of people, mostly young women, have been found buried in mass graves, and the way in which they died was often horrific. A sombre reminder that even 'advanced' city states had their shadowy sides.

WRITING

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

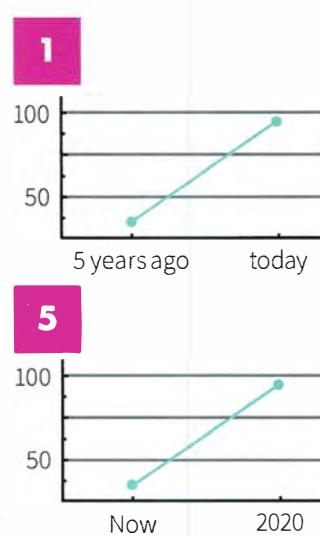
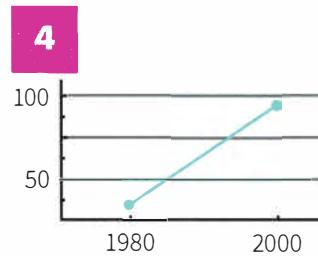
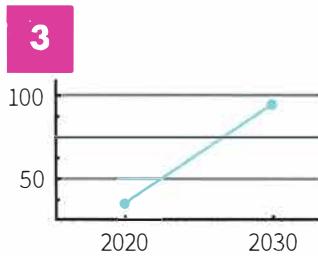
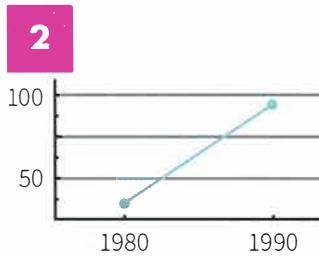
- identify the main features of a line graph
- achieve a high score for Task Achievement
- describe and compare using adjectives and adverbs.



LEAD-IN

01 Using the verb *to grow* and the adverb *rapidly*, complete the sentences to describe the information in the graphs. Focus on the correct verb tense in each case, bearing in mind the time phrases you are given and the dates in the graph.

- 1 Since five years ago, sales have grown rapidly to 90,000.
- 2 Between _____ to 90,000.
- 3 From 2020 to 2030 _____ to 90,000.
- 4 By the year 2000, _____ to 90,000.
- 5 By the year 2020, _____ to 90,000.



02 With a partner, make correct sentences using a verb from column 1, an adverb from column 2 and a time phrase.

Example:

Student A: increase, slowly, by the year 2000

Student B: By the year 2000, it had increased slowly to 90%.

Verb	Adverb	Time phrase
increase	dramatically	by the year 2000
decrease	slowly	from 1995 to 2000
fall	sharply	for the next ten years
rise	consistently	between 2010 and now
climb	gradually	by the year 2030
drop	steadily	since 2016

TASK 1 – TASK ACHIEVEMENT



Task Achievement (TA) is the mark you get for how well you answer the question. There are a number of common mistakes that prevent candidates from getting a high score in TA. These are:

- not including an overview statement
- misreporting data
- not highlighting key information or trends
- not including enough or any data
- speculating or giving an opinion about why changes have occurred
- using an inappropriate tone
- writing fewer than 150 words
- not including a final summary or concluding paragraph, or producing one which doesn't summarise the main features.

TIP 03

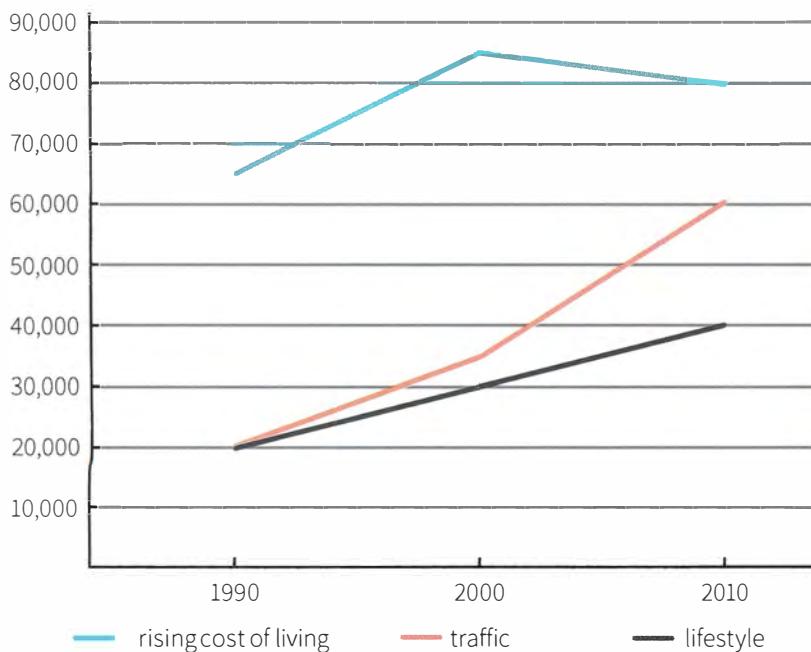
As you look at a graph/table/chart for the first time, ask yourself:

- Are there any common trends in the graphical information?
- Does any of the information differ from the rest in an obvious and significant way? If so, how?
- Is there anything that two or more categories have in common?
- Is there anything that only happens once?

03 With a partner, make notes on the main features in this Task 1 line graph.

The line graph below shows the main reasons people gave for moving away from a particular capital city to the countryside.

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



04 Look at this description of the line graph above. It would not get a good score for Task Achievement. Why not?

Answer 1

The line graph illustrates the main reasons people gave for moving away from a capital city to the countryside.

The main reason was traffic. In 1990, 66,000 people left the city because of this, followed by 85,000 in 2000. 70,000 left in 2010, so it actually went down in those last ten years.

It was different for the other two reasons, which both started a lot lower than rising cost of living and both kept going up between 1990 and 2010. Subsequently, both categories saw large increases, with traffic first going up a lot between 1990 and 2000 and then even more clearly after that. Lifestyle went up to 30,000 initially, then up again until 2010.

05

The description from exercise 4 has been rewritten, but there is still room for improvement. Read it and think about how it could be improved. Then match the teacher's comments (A–D) to the numbered sections (1–4).

Answer 2

The line graph sets out the main motivations people expressed for relocating to the countryside from the city in the years 1990, 2000 and 2010. The overall trend for the period is of an increase in the numbers moving away from the city.

According to the graph, the main reason for relocation was the rising cost of living. In 1990, 65,000 people left the city because of this, then 85,000 left in 2000, then 80,000 people moved away in 2010, so it actually increased by 20,000 initially (between 1990 and 2000), before going down by 5,000 in those last ten years between 2000 and 2010 (1). This drop of 5,000 could have been because people generally had less money in 2010 than they did in 2000, so they couldn't afford to move. (2)

It was a different story for traffic and lifestyle. Both had the same number of city leavers at the start of the period. Subsequently, both categories saw increases, with traffic first going up by a large number between 1990 and 2000 and then even more steeply after that. Lifestyle leavers rose consistently over the whole period, going up to 30,000 initially, then up again to 2010. (3)

So, what does it all mean? For me, the answer is crystal clear. Overall, the graph shows that a huge number of people moved away from the city to the countryside in a twenty-year period. (4)

- A Don't speculate – you shouldn't suggest reasons for any change. All you need to do is report what you can see on the graph.
- B This section is too mechanical – avoid simply listing the changes to a single category like this. Focus more on highlighting the key figures and trends.
- C Better – you have included a conclusion this time, but it doesn't really summarise the key features. Your tone here is inappropriate – it sounds like you're writing a magazine article. Remember to keep the tone more formal and scientific.
- D This section makes its points more clearly but fails to include key data to demonstrate the points.

06

With a partner, discuss which option works best as a summary/conclusion for this task. Give reasons.

- A To sum up, people left the city for three main reasons, all of which rose significantly between 1990 and 2000. Traffic changed the most rapidly, lifestyle changed the least, and rising cost of living was the only reason that went down.
- B Overall, the graph suggests the number of people relocating to the countryside rose across the period. Cost of living was the main reason for relocation by some distance, despite a fall in numbers in the second half of the period. Traffic saw the greatest overall increase, with lifestyle seeing a relatively slow but steady rise.
- C All in all, the rising cost of living rose from 65,000 to 85,000 and then 80,000, and was the highest of all three reasons. Traffic had the biggest increase from 20,000 up to 60,000, while lifestyle changed the least (20,000 / 30,000 / 40,000).

TIP**06**

Don't include data in your conclusion – it is a summary of the trends shown in the whole graph, and you do not need to repeat specific information.

DESCRIBING CHANGES WITH ADJECTIVES AND ADVERBS

07 Look at these notes that another candidate made for this line graph, which helped them to write a more effective description. Complete the sentences with the adjectives in the box.

consistent highest joint-lowest lowest notable overall stable

Rising cost of living: the (1) _____ point of any reason in any year (85,000 in 2000); the only one to decrease (to 80,000 in 2010)

Traffic: greatest (2) _____ rise (40,000); most (3) _____ rise between 2000 and 2010 (25,000)

Lifestyle: Most (4) _____ and (5) _____ increase (only 20,000); remained the (6) _____ of all three reasons

Traffic and Lifestyle: (7) _____ in the first year presented (20,000 in 1990)

08 Look at the following adverbs which describe the manner of change.

With a partner, decide which ones would be inappropriate for a Task 1 answer.

abruptly amazingly gradually inconsistently
markedly noticeably predictably progressively
sharply shockingly significantly surprisingly
steadily

TIP 08

This kind of task requires you to report the data objectively. Avoid using adverbs which give your subjective interpretation or opinion of the data, e.g. *worryingly*.

09 For the adverbs in exercise 8 that are appropriate for a Task 1 answer, discuss how you would expect the line to appear on the graph.

Example: steadily = *the line went up or down at a constant rate without many fluctuations*

10 Change the underlined words in the sentences into the form given in brackets and then rewrite the sentences. The first one has been done for you.

1 The category of 'Lifestyle' increased the most consistently and stably.
(adjective + noun)

The most consistent and stable increase was seen in the category of 'Lifestyle'.

2 Traffic rose steadily as a reason for moving to the countryside between 1990 and 2000 ... (adjective + noun)

3 ... but then there was a marked increase between 2000 and 2010. (verb + adverb)

4 The number of people moving to the countryside for lifestyle reasons grew consistently across the whole period shown in the graph. (adjective + noun)

TIP 10

If your answer includes a range of structures, you can improve your score in another category, Grammatical Range and Accuracy (GRA), so vary your combinations (verb + adverb, adjective + noun). When using an adjective + noun combination, we can use the structure *There is/are* or verbs like *see* or *experience*. For example: *The figures saw a sudden fall in 2010*.

EXAM SKILLS

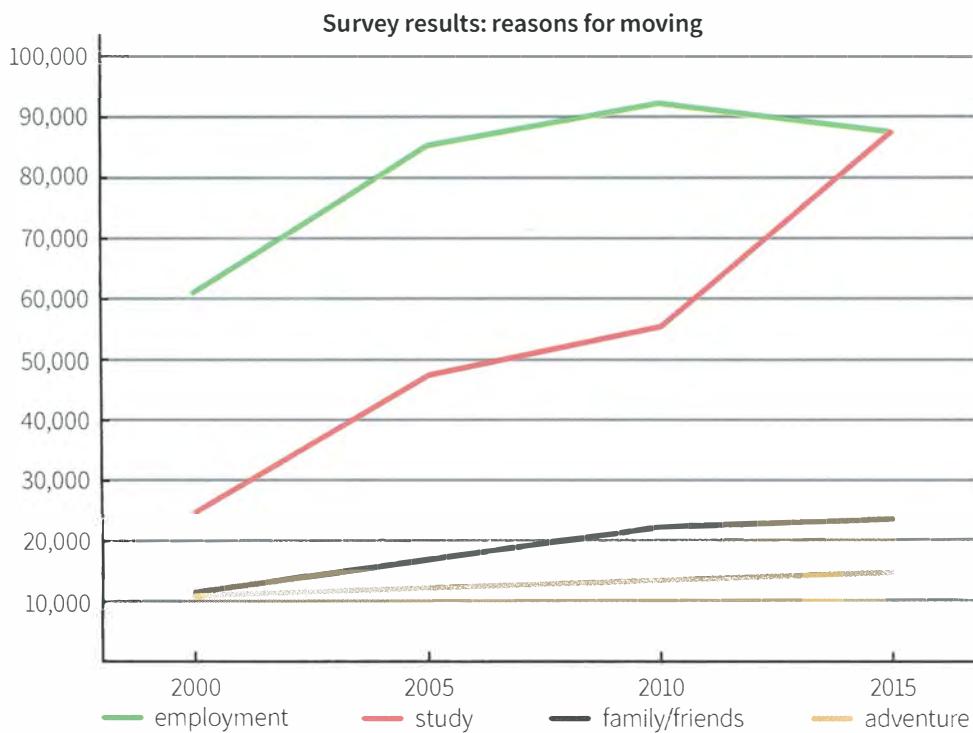
11 Use the information and language from this lesson to answer this Writing Task 1.

You should spend about 20 minutes on this task.

The line chart below shows the results of a survey giving the reasons why people moved to the capital city of a particular country.

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

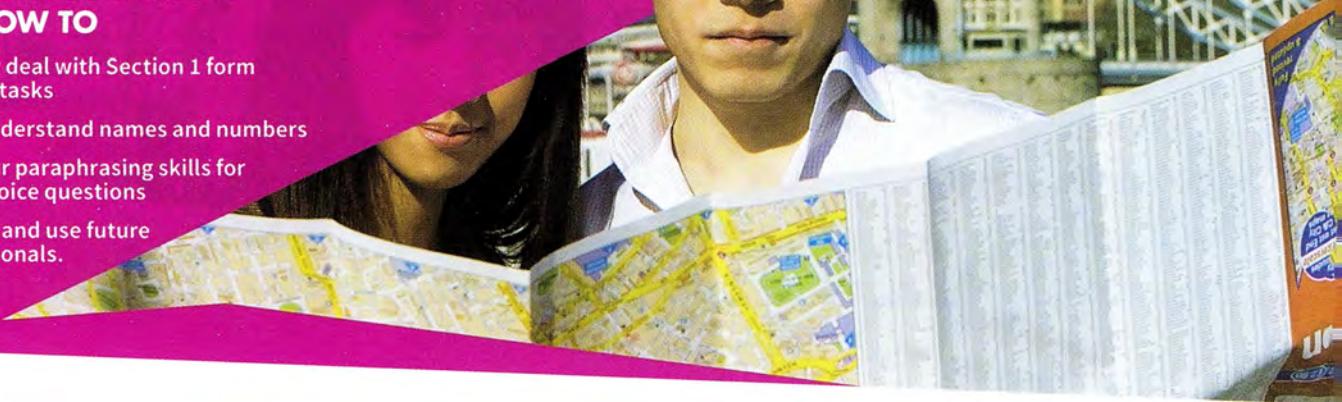
Write at least 150 words.



LISTENING

IN THIS UNIT YOU WILL
LEARN HOW TO

- successfully deal with Section 1 form completion tasks
- correctly understand names and numbers
- develop your paraphrasing skills for multiple-choice questions
- understand and use future time conditionals.



LEAD-IN

01 ► Think of a city you would like to spend some time in. Discuss with a partner which options you would prefer and why.

- A visit to a museum OR a stroll through the park?
- A city tour OR a sports event?
- An evening at a restaurant OR at the theatre?
- A day wandering around the shops OR exploring the backstreets?
- Seeing the city by day OR at night?

02 ► Read these sentences that you might hear when deciding to go on a city tour. Look at each group of words in bold type. Decide which is NOT a synonym of the others and explain how it differs. In one sentence there are no synonyms.

'As long as you (1) book / select / reserve your tickets online at least 24 hours in advance, you can get a special (2) discount / reduction / bargain of 10%.'

'Hi, my name is Lucy and I'm going to be your (3) curator / presenter / guide for today's visit of the Trumpington Tower Museum. Can I remind you that all (4) visitors / explorers / guests will need to show their tickets at the (5) guard room / front desk / main entrance as soon as they come in.'

'When the tour finishes, you will have some free time to (6) explore / navigate / wander around the town centre for 30 minutes. The tour bus will (7) pick us up / collect us / let us on at 15:45 in the town square, next to the monument, and it will leave on time, provided everyone is on board.'

UNDERSTANDING PARAPHRASE



Many tasks in the IELTS Listening test test your ability to recognise *paraphrases* or *synonyms*. You need to be able to understand the key ideas in a question and listen for these ideas expressed in different words in the recording. However, the answers you write will *always* need to be exactly as you hear them – and must also be spelt correctly.

- 03** Here is a section from the Museum of London Life website. What words might you expect to read in the gaps? Think of as many possibilities as you can. Are any of them paraphrases/synonyms of each other?

● ● ● < >

LONDON – FROM COUNTRYSIDE VILLAGE TO URBAN METROPOLIS

HOME

ABOUT

PHOTOS

CONTACT

The Museum of London Life takes you on a thrilling journey from 1 _____ times in the city to modern-day life and beyond. Your trip through history begins with a look at how 2 _____ humans used to live when London was just open countryside. This is followed by a 'walk through the ages'. In every room you are surrounded by fascinating exhibits – images, photos, maps and all kinds of 3 _____ from years gone by. After you leave the here-and-now, when you have finished the 4 '_____ London' section, you will be transported into the final era – the 5 _____ century, to be precise – as you look at how the city might continue to evolve in the future.



04 Listen to a guide talking to a group of visitors to the Museum of London Life and fill the gaps in exercise 3. Write ONE WORD AND/OR A NUMBER in each gap.

02

05 Listen again to the guide and read the script on page 206. Underline the words he uses to paraphrase the brochure.

02

- 1 'thrilling journey from ancient times in the city to modern-day life and beyond'
- 2 'how prehistoric humans used to live'
- 3 'when London was just open countryside'
- 4 'surrounded by fascinating exhibits – images, photos, maps and all kinds of objects from years gone by'
- 5 'you will be transported into the final era – the 22nd century, to be precise'

FORM COMPLETION]



Section 1 is the least difficult of the four parts of the Listening test and is often a form completion task. If you are aiming for a high score, it is important that you listen carefully from the first moment you hear somebody speak and try to get all ten marks for Section 1. After all, each question carries one mark, which is exactly the same as the later, more difficult sections.

06 Look at the booking form. With a partner, consider what kind of information you expect to hear for each question.

You will hear an employee at the Museum of London Life taking a booking.

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

MUSEUM OF LONDON LIFE

Booking Form

See how Londoners lived from Prehistoric times through to the 22nd century.

- Name: 1 _____
- Address: 2 _____ Road, London, 3 _____
- Telephone: 4 _____
- Discounts:
- 4+ people: 10%
- 5 10+ people: _____ %
- 6 Students: _____ %
- 7 Students: 20% for groups of at least _____ people
- Price for entry: 8 £_____
- Special exhibition: 9 _____ London
- Date of visit: 10 _____ July

07 Listen and complete the form.

03

08▶

For each piece of information in the questions, which of the options would you NOT hear?

- 1 410266 (part of a telephone number)
 - A four, one, oh [pause] two, double six
 - B four, one, zero, two [pause] two sixes
 - C four, one, zero, [pause] two, six, six
- 2 18th century (period)
 - A eighteen century
 - B the eighteenth century
 - C century eighteen
- 3 2012 (year)
 - A two zero twelve
 - B two thousand and twelve
 - C twenty twelve
- 4 20/7/76 (date)
 - A July the twentieth, nineteen seventy-six
 - B twenty, seven, seventy-six
 - C twentieth of seven of seventy-six
- 5 Baker-Jones (name)
 - A B-A-K-E-R, hyphen, J-O-N-E-S
 - B B-A-K-E-R, line, J-O-N-E-S
 - C B-A-K-E-R, dash, J-O-N-E-S
- 6 £5.40 (price)
 - A five pounds forty pence
 - B five forty
 - C five forty pence
- 7 museuminfo@history.org
 - A museuminfo (one word) at history point org
 - B museuminfo (one word) at history full stop org
 - C museuminfo (one word) at history dot org
- 8 09.00
 - A nine A-M
 - B oh-nine A-M
 - C nine in the morning

TIP**08**

If you know the conventions for expressing information in English, you will avoid making a mistake with your answer. Make sure you practise:

- numbers (money, dates, years, telephone numbers)
- spelling of names (people, places, addresses, including email addresses), paying special attention to letters which represent problem sounds for your language

MULTIPLE CHOICE]

09▶

For multiple-choice tasks, you will normally hear all three options mentioned in the recording in some way, but only one will answer the question.

The correct answer is often a paraphrase, so when you read the question stem and the possible answers, think about what can and can't be paraphrased. For example, if you have a question where all three options are proper nouns, you only need to focus on the key words in the stem, and how these might be re-phrased.

09▶ Look at the questions and the options. Discuss with a partner whether the underlined words and phrases could be paraphrased in the recording, and how they might be said.

Example: produce a document showing his booking
show his booking reference, provide a reservation print out

Choose the correct letter, A, B or C.

- 1 If James can't produce a document showing his booking, what does he have to show to collect his ticket?
 - A his passport
 - B his debit card
 - C his smartphone
- 2 The museum employee most appreciates the way the museum
 - A is designed.
 - B talks about the city's inhabitants.
 - C is involved in fundraising for the local community.

10 Listen to the recording and answer the questions in exercise 9.



11 Listen again and read the script on page 206. Make notes on the following.



- 1 The order in which the three multiple-choice options are mentioned
- 2 The words in the audio that correspond to each option

GRAMMAR FOCUS: FUTURE TIME CONDITIONALS

12 Look at the sentences. With a partner, divide each sentence into two clauses and decide which part needs to happen first for the second to be the result (i.e. which part is the condition, which is the result).

- 1 I'll book tickets for that as well today, provided there is something special that I'm particularly interested in.
- 2 You'll get your tickets fine, as long as you can produce the payment card you bought the tickets with.
- 3 Once we leave the part of the exhibition called 'Contemporary London', we will move into the 22nd century.
- 4 Unless something dramatic happens, I should be working here for a long time.

13 Underline each future time word or phrase in exercise 12 that indicates the condition. Which of those words or phrases could be replaced by 'if' with no change to the meaning of the sentence?

14 Choose the correct answers from each pair of options to complete the rule.

Future time conditionals follow the same structure as the **first / second conditional**:
If + present / past simple, ... / ... will / would + 'to' infinitive / bare infinitive

15 Imagine you are a tour guide taking tourists to a museum. Complete the statements to make sentences you might say to your tourists.

- 1 You can get a discounted ticket as long as ...
- 2 Once everybody has bought their ticket, ...
- 3 You won't get lost provided ...
- 4 Now everybody is free to explore the museum. You can go wherever you like as long as ...
- 5 Your bus back to the hotel will depart as soon as ...
- 6 Do not touch or take photos of the exhibits unless ...

TIP 10

Don't write down the first piece of information that seems to fit the gap. Sometimes in the Listening test, the speaker will talk for longer than you might expect before the correct answer becomes clear. For example, a speaker may seem to confirm an answer and then change their mind.

EXAM SKILLS

16 Listen and answer questions 1–9.

05

Questions 1–6

Complete the notes below.

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

Name: Mr 1 _____
Current address: 4 West Cottages, Humblington, Devon, 2 _____
Destination address: 8b Greenend Road, E19 4RR
Date of move: 30 August
Time booked: 3 _____
Value of insurance cover: 4 £ _____
Total cost for service: around £2,000
Telephone number: (07238) 5 _____
Website: www. 6 _____ .co.uk

Questions 7–9

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

- 7 The removals package that the man chooses is
A Premium.
B Silver.
C Economy.
- 8 The woman believes that the best thing about We-Move-U is that they
A cost less than people expect.
B are very efficient.
C provide excellent service to their clients.
- 9 After the man makes a booking, there will be
A no more charges.
B a 10% charge when the move is completed.
C a charge if the man changes the day of his move.



SPEAKING

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

- review all three parts of the Speaking test
- analyse good and bad answers to parts of the test
- correctly use future time conditionals in the Speaking test.

LEAD-IN

01► Complete this IELTS Speaking test quiz. Then compare your answers with a partner.

- 1 How long does the full Speaking test last?
A 8–10 minutes B 11–14 minutes C 17–20 minutes
- 2 Which part of the test is a two-way discussion with the examiner about abstract issues and ideas?
A Part 1 B Part 2 C Part 3
- 3 The assessment criteria Fluency and Coherence relates to
A the range of vocabulary you use.
B grammatical structures and accuracy.
C the flow of your speech and how you connect your ideas.
- 4 Which part of the test is known as the ‘Long Turn’?
A Part 1 B Part 2 C Part 3
- 5 Which parts of the test are linked by topic/theme?
A Part 1 and Part 3 B Part 1 and Part 2 C Part 2 and Part 3
- 6 In the assessment criteria, what is indicated by **GRA**?
A Grammar Rules and Application
B Grammatical Rules and Accuracy
C Grammatical Range and Accuracy
- 7 Describe the focus of the questions in Part 1.
A Simple general questions, familiar topics, personal focus
B More complex questions based on one topic only, personal focus
C More complex questions based on one topic only, impersonal focus
- 8 How long do you get to prepare your answer in Speaking Part 2?
A 1 minute B 30 seconds C 45 seconds

02► Discuss with a partner what you find easy/difficult about each part of the Speaking test and why.



SPEAKING TEST – PART 1

03 Read the questions. Which ones would probably NOT be asked in Part 1 of the Speaking test?

- 1 Do you live in a house or an apartment?
- 2 If you could choose any country to visit, where would you go?
- 3 What are the main issues affecting life in your town?
- 4 What do you like about the area where you live?
- 5 How might overpopulation affect city life in the future?
- 6 How often do you use public transport in your town/city?
- 7 Why is it important to look after places of natural beauty?
- 8 Do you often visit parks in your town/city?



Part 1 questions focus on general familiar topics that reflect your everyday life, rather than complex or abstract questions.

04 Listen to three candidates answering three of the questions in exercise 3. For each question, what does the candidate do wrong?

06

TIP

04

- Never memorise complete answers to questions before the exam. It is normally obvious to examiners when a candidate does this and it may affect your score.
- Aim to show a variety of verb forms and grammar structures – but they must be correct if you want a high score.
- Vary your vocabulary. Use synonyms and paraphrase to express your ideas using different words.

SPEAKING TEST – PART 2

05 Which Part 2 task card is an accurate example of what you would be given in the IELTS test?

A

Describe a rural town that you plan to visit in the future.

You should say:

- where the town is
- when you would like to go
- who you would go with

and explain what you would like to do there.

B

Describe this town in a rural area.



State whether you would like to go there and why.

C

Describe a town in a rural area that you plan to visit in the future.

You should say:

- how far it is from your home
- when you plan to go
- why it is important for people to spend time in places like this

and explain what is being done to maintain it as an area of outstanding natural beauty.

06

Listen to an answer to the task card in exercise 5. Does the candidate cover all the prompts in equal detail? What effect would this have on his score?

07

TIP

06

When answering the Part 2 question, you do not need to try and give equal time to each of the four prompts. Some prompts will be easier to expand on than others.

SPEAKING TEST – PART 3

07 Listen to a candidate giving good answers to Part 3 questions. For each answer (1–5), choose the corresponding question (A–E), and write the letter.

08

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

- A If private cars were completely banned from the most overcrowded cities, what might happen?
- B How was family life different before transport links connected most towns and cities?
- C Which is preferable, living on the top floor of a studio apartment block in a city, or in a beautiful house in the middle of the countryside?
- D Why do people decide to move from the city to the countryside?
- E How might overpopulation affect city life in the future?

08 Read questions A–E again and read the script on page 208. What was each question asking the candidate to do? Discuss with a partner and choose from the list of ‘functions’ below.

- i Make a prediction
- ii Compare and contrast
- iii Consider a hypothetical situation
- iv Suggest cause and effect
- v Analyse past and present

TIP 08

Thinking about the *function* of the question being asked will help you to develop your answer and decide what language and structures to use.

09 Read these comments on the candidate’s performance. Write the correct marking criteria they correspond to: Fluency and Coherence (FC); Lexical Resource (LR); Grammatical Range and Accuracy (GRA); Pronunciation (P).

- 1 Uses stress and intonation appropriately, e.g. *NOT just NAtionally, but INternationally*.
- 2 Uses a good range of more advanced structures naturally, e.g. *... if you were just visiting the city, it probably wouldn’t bother you ... | That might sound ridiculous now, but cities are likely to keep expanding at the rate they are currently ...*
- 3 Speaks fluently with very rare hesitation or repetition.
- 4 Avoids making grammatical mistakes.
- 5 Uses varied vocabulary that is relevant to the topics discussed.
- 6 Develops the topics fully and appropriately; supplies answers of an appropriate length.
- 7 Every answer can be understood very easily.
- 8 Uses less common vocabulary, including collocation and idiomatic phrases, e.g. *the bright lights of the big city | traditional family unit | it’s too over the top for some*.
- 9 Uses appropriate phrases to introduce and connect ideas, e.g. *Generally speaking, though ... | Having said that ...*

10 Listen again to the candidate and notice how she does these things.

08

GRAMMAR FOCUS: FUTURE TIME CONDITIONALS

- 11** In the Part 1 section earlier, the candidate gave a weak answer which would not score highly for GRA. It included the sentence below. Why is this incorrect?

As soon as we will finish class, we will go.

- 12** In the Part 3 section you listened to in exercise 7, the candidate gave strong answers which would score well for GRA, and included the sentences below. Complete the sentences with the correct *future time phrases* from the box. Then listen and check.

As long as As soon as By the time Providing that Unless

- A _____ people are happy to use buses and bikes instead of their cars, life will continue as normal.
B _____ I'm a grandparent, I think it will be even more different.
C _____ I make enough money, I'll definitely be on a top floor myself one day.
D _____ you get older and have a family, you start thinking it's time to move.
E _____ this changes, we're going to need more and more homes for everyone.

- 13** Look at exercise 12 again and answer the questions.

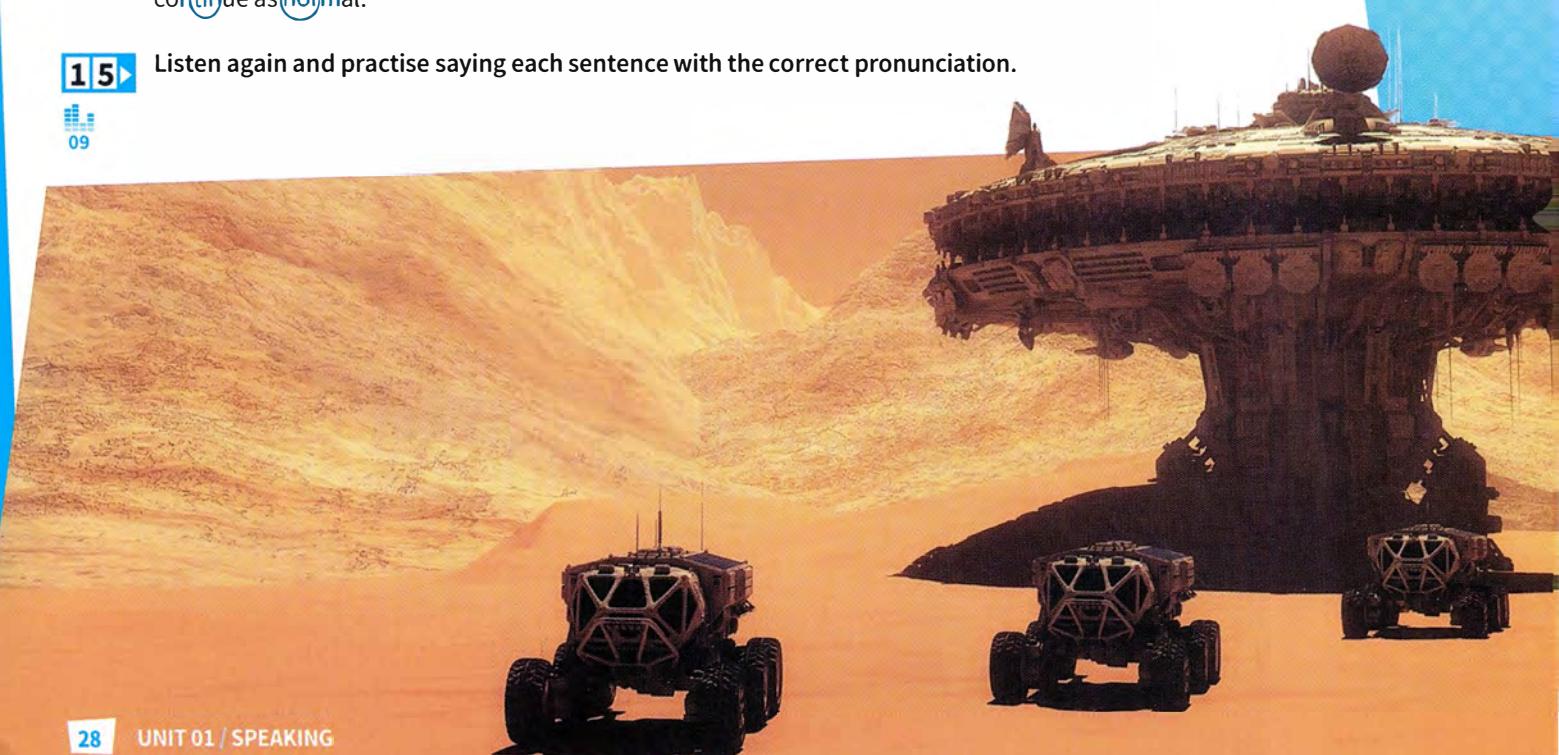
- 1 What happens to the meaning of sentence E if you use *Once*?
- 2 What happens to the meaning of the sentences A and C if you use *When*?
- 3 In which sentence is the grammar different from the others? Why does the speaker decide to use this structure here?

PRONUNCIATION

- 14** Listen again and put a circle around the stressed syllables in each sentence A–E in exercise 12.

Example: As long as people are happy to use buses and bikes instead of their cars, life will continue as normal.

- 15** Listen again and practise saying each sentence with the correct pronunciation.



EXAM SKILLS]

16 Think about how you would answer these Part 1 questions. Then ask and answer them with a partner.

- In your city, what do you usually do at the weekend?
- When you were last in the countryside, who did you go with? Why?
- In the town or city you live in now, what are your favourite pastimes?

17 Read the Task 2 card. Then practise making notes for one minute, and deliver your long turn to a partner.

Describe a city where you have lived in the past.

You should say:

- where the city was
- why you were living there
- how long you lived there for

and explain what you liked and disliked about living there.

18 Ask and answer the Part 3 questions with a partner.

- 1 Do you think that within the next 100 years we will be trying to build new cities on other planets?
- 2 What would happen if the government put limits on how many people were allowed to live in big cities?
- 3 Today, many young people move away from smaller towns to big cities. What effect does this have on these small towns?

