

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- identify a writer's claims or views
- deal with the 'Select from a list' and 'Yes / No / Not Given' task types
- use second, third and mixed conditionals.



LEAD-IN

0 1 Which countries still have a monarchy today? Can you name any current or past kings or queens?

0 2 Which five of the following words are not specifically associated with royalty?

monarchy	sovereign	rule	abdicate	era	regent
dynasty	emperor	reign	leader	heir	coronation

0 3 Look at the groups of words. For each group, choose one odd-word-out. Why is it different? There may be more than one correct answer.

Example: queen empress monarch princess

Monarch is the odd-one-out because the others are all female royalty and a monarch can be either male or female. / Princess is the odd-one-out because the others are rulers.

- | | | | |
|--------------|--------|-------------|----------|
| 1 kingdom | empire | realm | dynasty |
| 2 sovereign | regent | emperor | king |
| 3 abdicate | reign | rule | govern |
| 4 coronation | crown | investiture | ceremony |

IDENTIFYING A WRITER'S CLAIMS OR VIEWS

0 4 Skim the text on page 94 quickly and answer the questions. Give reasons for your answers.

- | | |
|--------------------------------------|--|
| 1 What is the purpose of the text? | 2 Which of the following do you think summarises the author's view on royalty? |
| A to inform and entertain | A pro-royalty |
| B to argue and persuade | B anti-royalty |
| C to criticise monarchies and rulers | C neither pro- nor anti-royalty |



Some exam tasks require you to be able to identify a writer's claims (what they are presenting as a fact) or the writer's views (personal opinions expressed by the writer). Skim reading a text first can give you a feeling for the overall tone of it and help you understand what the writer is trying to communicate.

ECCENTRIC LEADERS

A When we think of kings, queens, emperors or any kind of royal leader, what usually comes to everyone's mind is dignity, power, ornate dress or majestic figures sitting elegantly on their thrones dispensing favours or wisdom to their subjects. Although many monarchs have done justice to this vision, throughout the world and throughout history there have also been a number of bizarre, frankly eccentric, rulers.

B The French have had their fair share of idiosyncratic kings. Charles VI, who reigned from 1368 to 1422, was not always aware that he was king and often forgot that he had a wife and children. There were times when he believed that he was made of glass and had his manservants put rods into his clothing so that he would not shatter! Charles the Mad, as he was known, would run around the palace grounds howling like a wolf until, eventually, his son-in-law had to take over as regent.



C Turning now to Russia, one of their more eccentric tsars, or leaders, was Fyodor I (1557–1598). He is said to have been simple-minded, and earned the nickname Fyodor the Bellringer for the almost childlike pleasure he took in ringing church bells. Not only did he allegedly lack the intelligence to rule, he also had no interest in doing so, leaving the running of the state to his wife's brother, Boris Godunov. Happily for him, rather than it being seen as a disadvantage, his subjects saw his childlike simplicity as being divinely inspired. However, as he died childless, his death marked the end of the Rurik dynasty and the beginning of a tumultuous period in Russian history known as the 'Time of Troubles'. Had he left an heir, Russian history might well have gone in a different direction.



D England too can boast of at least one peculiar monarch, George III, who reigned from 1760 to 1820. One of his most evident quirks was his speech and famously he once produced a sentence containing 400 words with only 8 of them being verbs! He once purportedly shook hands with a tree, believing it to be the King of Prussia! However, history often ignores the successes of his reign. He was the first English king to study the sciences, of which he became a patron, with the construction of the King's Observatory in Richmond amongst his achievements. But his supposed episodes of madness, particularly towards the end of his life, remained a concern, and according to the standards of the day, George was subjected to some bizarre and inhumane treatments in an attempt to cure them. Interestingly, there is some speculation from historians that had it not been for these treatments, he would not have been quite so unstable.



E Roman emperors are also said to have had some bizarre characters among their number, and Caligula, who ruled from 37–41 AD, probably has the worst reputation. Amongst other things, he was reported to have been an insomniac, roaming his palace all night and engaging in lengthy conversations with the Moon and Jupiter. He allegedly even appointed his horse as a senator, building it a stable out of marble and inviting it to dinner with his guests. However, it should be pointed out that many of these 'reports' about Caligula were written more than 80 years after his death, so their accuracy is open to question. What's more, if we compared his supposed behaviour to that of many of the other Roman emperors, quite a few of them would almost certainly be regarded as even more eccentric.



F One queen who was actually 'accused' of madness was Joanna (Juana) of Castile, who reigned from 1504 to 1516. However, again, whether this was the case or not is subject to debate. Certainly some of her behaviour could be regarded as unconventional, especially for the time. She was said to have been very jealous and on one occasion attacked and cut off the hair of a rival for her husband's affections. On the other hand, by many accounts she was a gifted and intelligent woman with a talent for diplomacy. The fact that both her father and her own son declared her mad and unfit to rule so that they could reign in her stead raises the question of whether the accusations were actually motivated by political ambition. Whatever the case, historians have dubbed her Joanna the Mad and, sadly for her reputation, this is unlikely to change.



G As we know from modern-day news reporting, just because something appears in print, it doesn't necessarily mean it is true, and it is all too easy to ruin someone's reputation with gossip and hearsay. Perhaps we should keep this in mind when we read about these colourful historical characters and remember that some of them may have been unfairly judged. After all, we all have our own strange habits and quirks. I for one think we should celebrate royal eccentricity. It certainly makes reading history much more interesting.

05 Find these sentences in the text. For each, decide if the author is making a claim or expressing a view.

- 1 Although many monarchs have done justice to this vision, throughout the world and throughout history there have also been a number of bizarre, frankly eccentric rulers.
- 2 Happily for him, [...] his subjects saw his childlike simplicity as being divinely inspired.
- 3 He was the first English king to study the sciences ...
- 4 I for one think we should celebrate royal eccentricity. It certainly makes reading history much more interesting.

TIP 05

'Claims' are the author's interpretation of the facts of a situation; in this case, this is what happened in the lives of these rulers. Views are subjective, expressions of the author's personal opinion on the situation.

SELECT FROM A LIST



This task tests your ability to match statements with something from the text, often a person. You don't need to focus on the whole text to do this task – just find the sections that mention the options in the list. Some of the options may be mentioned in various places in the text. The instructions will tell you if each option may be used more than once.

06 Look at the exam task. Focus on the four options A–D. Scan the text and say in which paragraphs they are mentioned in the text. Do not try to answer the questions yet.

Look at the following statements and the list of people below.

Match each statement with the correct person, A–D.

Write the correct letter A, B, C or D next to each statement.

- 1 He believed himself to be very fragile.
- 2 He didn't really want to be the ruler.
- 3 It is claimed he talked to celestial bodies.
- 4 He supported the advancement of scientific research.

List of people

- A Caligula
- B George III
- C Charles VI
- D Fyodor I

07 Read the section of the text on Caligula again and then read the statements a–d about him. Which one of them is a paraphrase of one of the statements (1–4) in exercise 6?

- a He ruled from 37 to 41 AD.
- b He was a poor sleeper.
- c He had conversations with the Moon and Jupiter.
- d He made his horse a senator.

08 Complete the missing information about Charles VI. Then decide which statement in exercise 6 relates to Charles VI.

He reigned from 1368 to 1422.

He forgot _____

He believed _____

His son-in-law _____

He ran around the palace grounds, howling _____

Statement _____

TIP 07

The questions in this task type may relate to the views/claims of people mentioned in the text. Remember that the statements will be paraphrases of the words in the text.

09 Now read the sections about Fyodor I and George III. Then decide which of the remaining statements in exercise 6 corresponds to each of them.

Fyodor I: statement _____

George III: statement _____

YES, NO, NOT GIVEN



This task is similar to True / False / Not Given. However, the focus is not based on factual information but rather on interpreting the writer's views or claims. This task type is often used with more complex argumentative texts in the exam.

10 These views and claims (1–4) are made in the text (Yes statements). Match them with the words from the text (a–d) which state the view.

- 1 Most people probably have a favourable view of royalty.
 - 2 George III's condition was made worse by the therapies he was given.
 - 3 Caligula was probably not the most bizarre ruler that his empire had.
 - 4 Joanna of Castile may have been the victim of political intrigue.
- a ... if we compared his supposed behaviour to that of many of the other Roman emperors, quite a few of them would almost certainly be regarded as even more eccentric.
 - b ... what usually comes to everyone's mind is dignity, power, ornate dress or majestic figures sitting elegantly on their thrones dispensing favours or wisdom to their subjects.
 - c The fact that both her father and her own son declared her mad and unfit to rule so that they could reign in her stead raises the question of whether the accusations were actually motivated by political ambition.
 - d ... had it not been for these treatments, he would not have been quite so unstable.

11 These statements contradict the views and claims of the writer. Locate the part of the text where they are found. Which words or phrases help you to realise the statements contradict the views of the writer?

- 1 Fyodor I was disliked by his people.
- 2 Joanna of Castile showed no capacity as a ruler.
- 3 The stories about Caligula's behaviour are completely trustworthy.

12 Read the statement and then re-read paragraphs A and G. Why is this answer *Not Given*?

History shows that the majority of rulers are eccentric.

13 Are the following claims made by the writer? Write *Yes*, *No* or *Not Given*.

- 1 Countries should be ashamed of their eccentric monarchs.
- 2 All of the rulers were replaced by close relatives.
- 3 Russian history might have been different if Fyodor had had children.

TIP 12

'Not Given' answers often partially relate to ideas mentioned in the text, but which are neither confirmed nor contradicted, or they relate to information you would expect to see in the text but which isn't actually there.

GRAMMAR FOCUS: SECOND, THIRD AND MIXED CONDITIONALS

Second and third conditionals are sentences that describe present or past hypothetical situations (the *if* clause) and their hypothetical results (the result clause).

Second conditionals deal with a hypothetical present situation and its hypothetical present or future result. For example, *If I were king, I would reduce taxes.*

Third conditionals present a hypothetical past situation and its hypothetical past result. For example, *If I had been king, I would have reduced taxes.*

It is also possible to mix these two conditionals to give, for example, a hypothetical past situation and its hypothetical present result.

14 Complete the table with the correct structures, A–D.

- A *would* + verb
- B *would have* + past participle
- C *If* + past simple / past continuous
- D *If* + past perfect / past perfect continuous

Conditional type	<i>If</i> clause (situation)	Result clause
Second (hypothetical present situation with hypothetical present or future result)	<i>If</i> + past simple / past continuous	<i>would</i> + verb
Third (hypothetical past situation with hypothetical past result)	<i>If</i> + past perfect / past perfect continuous	<i>would have</i> + past participle
Mixed 1 (hypothetical past situation with present result)	1 _____	2 _____
Mixed 2 (hypothetical present situation with past result)	3 _____	4 _____

15 Look at these conditionals from the text. Which type is each one?

- 1 ... if we compared his supposed behaviour to that of many of the other Roman emperors, quite a few of them would almost certainly be regarded as even more eccentric.
- 2 ... had it not been for these treatments, he would not have been quite so unstable.
- 3 Had he left an heir, Russian history might well have gone in a different direction.
- 4 Without them, history would be a lot less interesting.

TIP 15

Note that there are variations in these structures. We can use other modals like *could* and *might* instead of *would* and sometimes the '*if* clause' does not use the word *if*. For example, we might use an inversion (*If he had known* → *Had he known*) or express the *if* clause with a paraphrase (*Without his rule* = *If he had not ruled*).

16 Read the passage and answer questions 1–10.

THE PHARAOHS OF ANCIENT EGYPT

HOME

ABOUT

PHOTOS

CONTACT

A pharaoh was a political and religious leader of Ancient Egypt. He – or, less often, she – enjoyed two titles: ‘Lord of the Two Lands’ and ‘High Priest of Every Temple’. ‘Two Lands’ referred to the unification of Upper and Lower Egypt, which occurred during the First Dynasty in about 3150 BCE. King Menes (now believed to be King Narmer) was the first to be depicted wearing the two crowns of Egypt. The word pharaoh is the Greek form of ‘pero’ or ‘per-a-a’, which literally means ‘great house’, a reference to the royal residence. The honorific title first appeared in what is now known as the New Kingdom period of 1570–1069 BCE. Prior to that, the pharaohs were known as kings and addressed as ‘Your Majesty’ by both members of the court and foreign dignitaries. A tradition which started during this period and was maintained into the Pharaonic period was that foreign rulers addressed the king or pharaoh as ‘Brother’.

As time passed, the pharaoh came to be considered a god on earth, a kind of intermediary between gods and humans. It was believed that after death, a pharaoh became Osiris, god of the dead. As such, probably their key role in Ancient Egyptian society was a religious one. In particular, each pharaoh oversaw the building of great monuments and temples to pay homage to the gods, as well as statues commemorating their own achievements. It was the pharaoh who chose the site of temples and officiated at religious ceremonies.

In addition to the religious duties, the pharaoh had civil duties such as making laws, collecting taxes and deciding on the work to be done, and he owned all the land in the country. According to Joshua J. Mark (www.ancient.eu), the pharaoh’s chief responsibility was to maintain Ma’at or Universal Harmony, and warfare was an essential part of this. As well as defending the borders, it may have been considered necessary for the sake of harmony to attack neighbouring lands to gain natural resources.

Most of the pharaohs were male. In *Exploring Ancient Egypt*, Ian Shaw notes that there were only two or three women who were pharaohs, though many women held considerable power as the ‘great wife’, the first wife of the reigning pharaoh. Hatshepsut, the first female pharaoh, who ruled from 1473 to 1458 BCE made her mark on history. Owen Jarus points out that statues depicted Hatshepsut, whose name means ‘foremost of noblewomen’, as a male king complete with beard. She is remembered for her building projects, which were more ambitious than those of her ancestors. These included several obelisks and a Palace of Ma’at. She is buried in the Valley of the Kings in a huge funerary complex. However, her memory was not honoured. Egyptologist Joyce Tyldesley claims her tomb was defaced by her nephew and successor, Thutmose III, who wanted to take credit for her achievements. Hatshepsut’s mummy was discovered in 2007. She had died aged 50, balding and suffering from diabetes. In spite of the desecration of her tomb, history remembers her as a great leader.

In Ancient Egypt kingship usually passed from father to son. However, changes of leadership were not always peaceful, nor did they always happen according to tradition. Some, like Hatshepsut, seized power illegally, and when they did so they typically claimed divine right. Sometimes crown princes were prepared for their future role in advance by being appointed co-regent, which would help them become accustomed to the importance of their role. Enthronements were major events, which celebrated a new beginning. The new reign, it was hoped, would signify an end to evil and injustice. The pharaoh had great, but not absolute, power. To achieve his aims, it was usual for the pharaoh to lavish gifts of power and possessions on those who could help him, such as military leaders, members of the priesthood and the scribal elite.

New information about the pharaohs is still coming to light. A new burial site, potentially as important as the Valley of the Kings, was discovered in 2014 by archaeologists from the University of Pennsylvania in the United States. Danish archaeologist Kim Ryholt first speculated about the existence of a lost dynasty of Ancient Egypt, while legendary Egyptologist Flinders Petrie discovered the site in 1902 but never excavated it, believing the tomb to be of too modest a size to be of significance. The discovery of the mummy of King Senebkay at this site in Abydos, about 100 km north-west of the Valley of the Kings, is the first definitive proof of another pharaonic dynasty.

According to the archaeologist on the project, Forster Mueller, there were more kings and therefore certainly more tombs nearby. Although the tomb had been vandalised by ancient looters, the team from Pennsylvania managed to piece together most of King Senebkay's skeleton. Another project member, Josef Wegner, admits that what they are hoping for is an intact tomb that somehow escaped the looters, though realistically it is fragments they

are looking for. They deciphered Senebkay's name from hieroglyphics found inside the tomb. The 3,600-year-old King had been tall for his time at 1.75m and had died in his late 40s. This evidence of a third dynasty of pharaohs is an exciting discovery for all those interested in the history of Ancient Egypt. Even in the twenty-first century, the great pharaohs may still have more secrets to reveal.



Questions 1-6

Do the following statements agree with the claims of the writer? Write

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

- 1 Conflict with other countries was seen as compatible with maintaining peace in Egypt.
- 2 Pharaohs' wives often exerted great influence.
- 3 The first female pharaoh was particularly influential.
- 4 Hatshepsut came to power in the traditional way.
- 5 Military leaders, priests and scribes would attend enthronement ceremonies.
- 6 King Senebkay's skeleton was stolen by grave robbers.

Questions 7-10

Look at the following statements and the list of people below.

Match each statement with the correct person, A-E.

- 7 He believed a specific burial site was unimportant.
- 8 He acknowledges the prospect of finding an undamaged grave is unlikely.
- 9 He believed that there were probably more pharaohs buried close to Abydos.
- 10 He claimed there had been a pharaonic dynasty that no one knew about.

List of people

- A Kim Ryholt
- B Flinders Petrie
- C Forster Mueller
- D Josef Wegner
- E Ian Shaw

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- describe information in a table or bar chart
- use linkers and cohesive language to improve your Coherence and Cohesion score for Task 1
- avoid repetition of language to improve your Coherence and Cohesion score for Task 1.

LEAD-IN

01 Discuss these questions in groups.

- 1 What goods are manufactured in your country?
- 2 Do you think manufacturing is increasing or decreasing?
- 3 What goods are imported and exported?
- 4 How does this compare with imports and exports in the past?

02 Match the terms (1–4) with their definitions (a–d).

- | | |
|--------------------|---|
| 1 heavy industry | a small business carried out at home |
| 2 cottage industry | b extracting raw materials, such as forestry, fishing or mining |
| 3 service industry | c manufacturing large articles or materials, such as ships or steel |
| 4 primary industry | d tourism, catering, plumbing, etc; also known as the tertiary sector |



DESCRIBING INFORMATION IN TABLES AND BAR CHARTS

- 03** Look at the Task 1 practice question and the table. With a partner, discuss the questions below.

The table gives information about the number of deep mines producing coal in the UK between 1913 and 2015.

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

Year	Number of mines
1913	3024
1923	2607
1943	1690
1963	943
1983	170
2003	20
2015	5

- 1 What is the general trend in these figures?
- 2 Which years or time periods would you focus on as the most salient?



Most table and bar chart-based Task 1 questions will ask you either to describe changes over time OR compare two or more sets of information. Sometimes you might have to do both. The language you need will vary depending on the type of task.

- 04** Look at the marking criteria for IELTS Writing and read a candidate's answer to Task 1. What do you think are its strengths and weaknesses?

Marking criteria

Task Achievement: How well the question is answered, including identifying the key features

Coherence and Cohesion: How the text is organised, and how ideas are sequenced and connected together logically to make it easy to follow

Lexical Resource: The range and precision of vocabulary used

Grammatical Range and Accuracy: The range and precision of the grammatical structures used

SAMPLE ANSWER

The table shows the number of deep coal mines in the UK between 1913 and 2015. Obviously, there is a decline over the period. We can say that coal mines almost disappeared and there were only 5 left in 2015.

In 1913, there were 3024 deep coal mines but this number began to decrease. The number of mines fell sharply and consistently over the subsequent years. Nevertheless, in 1943 there were 1690 mines left. This means that in a period of thirty years, the number of mines had almost halved. By 1963, this figure had virtually halved again.

Surprisingly, in the 1980s we see another huge reduction, with the number falling to around 20% of 1963 levels. By the time the current century began, there had been another decrease. In 2003, the number of deep mines producing coal dropped to 20. At last, we see that there are only 5 mines left.

In conclusion, there was a decreasing trend in mining in Britain for the duration of the period shown in the chart.

COHERENCE AND COHESION



This marking criterion covers how the answer is organised, how well the information is linked together and whether it makes sense to the reader. Key aspects of this include:

- paragraphing
- the correct and varied use of linkers (words or phrases) to introduce points in a clear way and to connect ideas logically, allowing the reader to follow it easily
- use of referencing words and phrases, such as pronouns, to avoid repetition.

05

Read this feedback from a teacher on coherence and cohesion in the candidate's answer in exercise 4. Choose linkers from the box to replace the inappropriate highlighted linkers (1–4). Can you think of any other alternatives for these linkers?

The order of information is appropriate and you have divided it into paragraphs. However there is some inappropriate use of linkers. For example, in the first paragraph, is 'obviously' the best choice here? It could imply that everyone should know this information.

In the second paragraph, what do you mean with the word 'nevertheless'? Do you want to show a contrast?

In the third paragraph, why is it 'surprising' that the 1980s saw a 'huge reduction'? This implies knowledge from outside the data set, which shouldn't be included in Task 1 answers. Are you saying that you are surprised? What do you mean by 'At last' here in the same paragraph? This implies that you are relieved by this figure.

- 1 Obviously
- 2 Nevertheless
- 3 Surprisingly
- 4 At last

For example

By the end of the period shown, in 2015,

The clear trend in the figures is that

It is striking that

TIP 06

You can improve your Coherence and Cohesion score if you can use a variety of discourse markers correctly. For Task 1 questions like these, try making your own lists of discourse markers that you can use, and classify them by their function. Practise using them when you do exam practice questions so that you learn to choose appropriate ones depending on the question.

06

Look at this answer by another candidate about the same table. The coherence and cohesion is much better in this one. Find discourse markers that perform the functions listed on the next page. There may be more than one answer for each function.

SAMPLE ANSWER

The data shows how many deep coal mines were in operation in the UK at various points in the 100-year period between 1913 and 2015. The overall trend is clearly one of decline. In fact, by the end of the given time frame, deep mines had almost ceased to operate in the UK.

In the early decades of the twentieth century, there were still thousands of coal mines in Britain: to give a specific example, there were 3024 of them still operational in 1913. However, the process of closing down the UK's deep mines had clearly begun: by 1923, the number had fallen to 2607. By the middle of the century, it was apparent that the days of British coal mining were numbered. In 1963, the figure fell below 1,000 for the first time.

One of the most striking features of this table is that the deterioration of Britain's coal mining industry accelerated even further in the 1980s and was almost complete by the turn of the twenty-first century.

- 1 To emphasise or exemplify an idea or point that you are making
In fact, to give a specific example; One of the most striking features of this table is
- 2 To provide an overview of the evident tendencies in the data
- 3 To show a contrast with previous information
- 4 To introduce key time periods in the data

07 Look at this bar chart which shows data on the manufacture of passenger cars in 2015. With a partner, discuss the following questions.

- 1 What is the most important information in this chart?
- 2 Which regions of the data would you focus on to make comparisons?
- 3 How would you organise your answer based on this data?



08 Now look at a sample answer which summarises and reports the data in exercise 7. Some of the discourse markers have been removed. Fill the gaps with words or phrases from the box.

although	in terms of	Turning next to	respectively	By contrast
Whereas	moving on to	What stands out is	For the purposes of this data set	

The bar chart gives the percentage of passenger cars manufactured by different regions of the world. 1 _____, the world is divided into seven regions, with the total adding up to 100%.

2 _____ that the regions of Greater China and Europe lead the way

3 _____ the manufacture of passenger cars, with 26% and 25%

4 _____. 5 _____, very few cars are produced in the Middle East and Africa: just 2% originate from that area.

6 _____ the Americas, a sharp contrast can be seen between the Northern and Southern parts of the continent. 7 _____ North America can boast 19% of the world's passenger car production, South America manufactures just 4% of this type of vehicle.

Finally, 8 _____ Japan and Korea, 9 _____ they are just two countries rather than a whole region, they account for a sizeable proportion of the total, at 16%.

09 Find words and phrases from the box in exercise 8 which match these functions.

- 1 Showing contrast: _____, _____, _____
- 2 Introducing a new point/idea/section: _____, _____, _____
- 3 To emphasise or exemplify an idea or point that you are making: _____
- 4 To introduce a statement which clarifies the data: _____
- 5 To indicate that some information is in the same order as connected information mentioned in a previous statement: _____

10 These are extracts from the sample answers in exercises 6 and 8. What information does each underlined word or phrase allow the writer to avoid repeating?

- 1 The overall trend is clearly one of decline. a trend
- 2 the 100-year period between 1913 and 2015 ... by the end of the given time frame
- 3 ... there were still thousands of coal mines in Britain: to give a specific example, there were 3024 of them.
- 4 the process of closing down the UK's deep mines had clearly begun: by 1923, the number had fallen to 2607.
- 5 North America can boast 19% of the world's passenger car production, South America manufactures just 4% of this type of vehicle.



EXAM SKILLS

11 Answer the Writing Task 1 below.

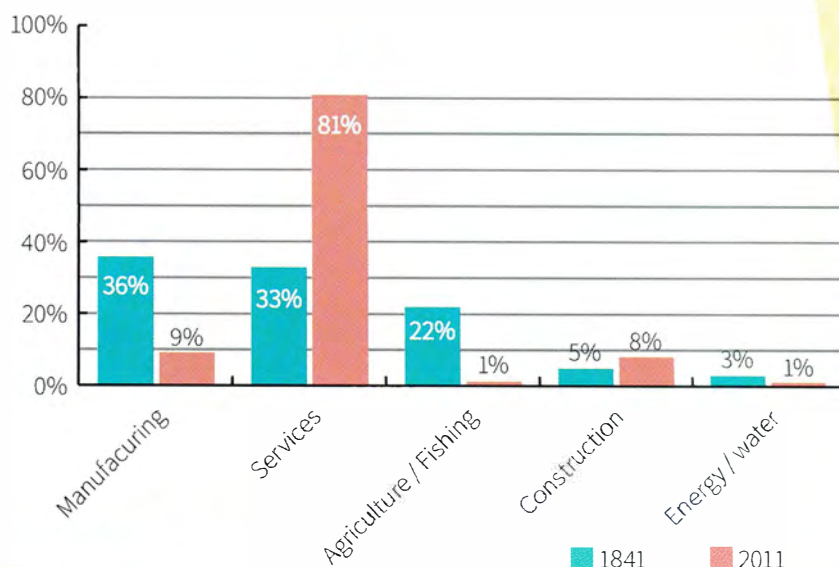
You should spend about 20 minutes on this task.

The bar chart shows the percentages of the UK workforce in five major industries in 1841 and 2011.

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

Write at least 150 words.

Percentage of UK workforce in each industry



LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- describe trends and periods in history
- answer 'Select from a list' and matching tasks
- identify attitude and opinion
- use prepositions of time correctly.

LEAD-IN

01▶ Look at the following time phrases. For each, decide which option(s) are NOT correct.

- a in / during / on the 1070s
- b in the end / early / mid twentieth century
- c during the Victorian period / season / era
- d from / between / in 1642 and 1649
- e in / after / before the restoration of the monarchy
- f between / from / in 1914 to 1918
- g since / during / on the 9th century AD
- h in the first half / era / decade of the twenty-first century
- i in the past / recent / last 200 years

02▶ Try to match the events (1–9) with the time periods (a–i) in exercise 1. Then listen and check your ideas.



- 1 The monarchy has existed in England ...
- 2 Elizabeth II became Queen of England ...
- 3 There was a Civil War in England ...
- 4 The Tower of London has had many functions ...
- 5 The Tower of London was built by William the Conqueror ...
- 6 The First World War lasted ...
- 7 King Charles II gained control of the Tower of London ...
- 8 The Tower of London became a tourist destination ...
- 9 The number of visitors to the Tower of London rose to 2 million per year ...

SELECT FROM A LIST



In this task type you have to choose two correct answers from a list of five options. Make sure you read the question and options carefully before you listen. Try to identify the key words and phrases in the options – the ones which carry the main meaning. Think of different ways to express these ideas as the recording will most likely use different words.

- 03** Read the 'Select from a list' question. The key words are in bold. Choose a synonym for each bold word from the box below. Do not answer the question yet.

Which **ONE** of these is **NOT** mentioned as a previous use of the Tower of London?

- A a home for a king or queen
- B a place where arms are kept
- C a place of worship
- D a destination for sightseers
- E a place where currency is manufactured

church money attraction residence royalty weapons made tourists

- 04** Listen to the first part of a talk about the Tower of London and answer the question in exercise 3.

36

- 05** Read the question and the list of statements. For each of the key words and phrases in bold, think of different ways of expressing them, including using different parts of speech.

Which **TWO** of these statements about the history of the Tower are true according to the speaker?

- A Henry the Eighth **ordered the construction of** the Tower of London.
It was built by, commissioned the building of, had the Tower of London built
- B King Charles the First **controlled** the Tower throughout the English Civil War.
- C **Enemies** of Henry the Eighth **lost their lives** in the Tower.
- D There was a **zoo** in the Tower for **six centuries**.
- E Charles the Second **got back** the Crown Jewels from his enemies.

- 06** Listen and answer the question in exercise 5 by choosing **TWO** statements from the list A–E.

37

- 07** Look at the exam task. Before you listen, use the strategies from exercises 3 and 5 to pick out the key words and think of different ways of expressing them. Then listen and answer the question.

38

Which **TWO** statements are **NOT** true about the Tower of London today?

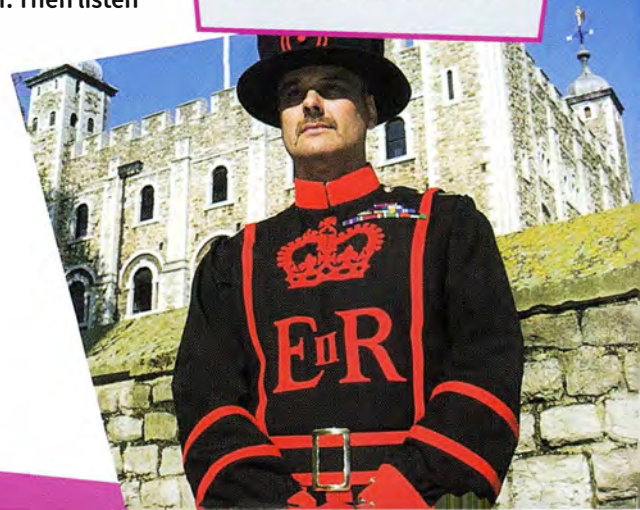
- A The birds called ravens have left the Tower.
- B There is a special person to look after the ravens.
- C The ravens can be dangerous.
- D The guards called Beefeaters also act as tourist guides.
- E Anyone can become a Beefeater.

TIP 05

Be careful. The words you hear on the recording may be synonyms for the whole statement or you may hear the ideas expressed using different parts of speech or grammatical structures. For example, in the statement the key word might be a noun but in the recording the speaker might express the same idea using a verb phrase.

TIP 06

Be careful. The options in this type of task will not be in the same order as the recording.



ATTITUDE AND OPINION



Some exam tasks require you to identify the attitudes or opinions of a speaker on a certain subject. Listen for opinion verbs, adjectives, adverbs and expressions. Also focus on the speaker's reactions and responses to a situation, as how someone reacts can reveal a lot about how they feel.

08 Match a word or expression from the box with each group of words which express a similar attitude or opinion.

challenging	sub-standard	famous	My favourite part was
phenomenal	frightening	dazzling	apprehensive

- 1 It didn't live up to my expectations disappointing inadequate
- 2 gorgeous stunning exquisite
- 3 out of this world impressive It took my breath away
- 4 I really like how I love the way that What pleased me the most was
- 5 horrifying terrifying gruesome
- 6 anxious on edge I had butterflies in my stomach
- 7 iconic legendary renowned
- 8 heavy going I really struggled with it tough

09 Now read these comments from speakers. For each, what do you think the speaker's opinion or attitude to the situation is?

- 1 To be honest, I was glad when the tour ended. I was beginning to think it never would.
A interested B bored C angry
- 2 I usually hate museums, but in this one the hours just flew by and sadly, before I knew it, it was time to leave.
A frustrated B angry C fascinated
- 3 Pete said that the Science Museum was out of this world. Well, there's no accounting for taste. I certainly won't be recommending it to anyone.
A disappointed B delighted C impressed
- 4 To be frank, that exhibit had an incredible effect on me. I cried my eyes out afterwards.
A surprised B moved C frightened
- 5 When I heard that there was an exhibition on space travel, I was over the moon. And it more than lived up to my expectations.
A pleased B indifferent C surprised

10 Listen to two students discussing their ideas for a presentation on The Tower of London and do the task.

39

Which **TWO** opinions are **NOT** agreed on by both of the speakers?

- A It is not realistic to talk about the entire history of the Tower.
- B There is not enough to say about the Beefeaters and ravens.
- C The Fusilier Museum topic would appeal to most students.
- D Including a competition would be a good idea.
- E The Crown Jewels would be the best topic to present.

MULTIPLE MATCHING



In this task type you match one set of information (numbered) with another (lettered). For example, you match people or places in the recording with comments they make or comments made about them. There are two versions of this task – one with more lettered options than questions, so some of the letters are distractors, and one with more questions than options, so the letters can be used more than once.

- 11** You are going to listen to two students discussing other tourist attractions in London. First, look at the exam task. Think of different ways of paraphrasing the comments.

What comments do the speakers make about the tourist attractions?

Choose FIVE answers from the box and write the correct letter, A–G, next to questions 1–5.

Tourist attractions

- 1 Madame Tussauds _____
- 2 Buckingham Palace _____
- 3 Westminster Abbey _____
- 4 The Tower of London _____
- 5 The London Bridge Experience _____

Comments

- A It had previously had a display of real royal clothes.
- B Many famous artists are buried there.
- C It updates its exhibits from time to time.
- D It lived up to its reputation.
- E The queues were too long to get in.
- F It always has beautiful flower displays.
- G It has hosted many royal weddings.

- 12** Listen and answer questions 1–5 in exercise 11. Were any of your suggested paraphrases used in the recording?



EXAM SKILLS

13 Listen and answer questions 1–7.

41

Questions 1–5

What problem is associated with each of the topics Adrian is considering?

Choose **FIVE** answers from the box and write the correct letter, A–G, next to questions 1–5.

- 1 History _____
- 2 Trade routes _____
- 3 Conflicts _____
- 4 Architecture _____
- 5 Modern life _____

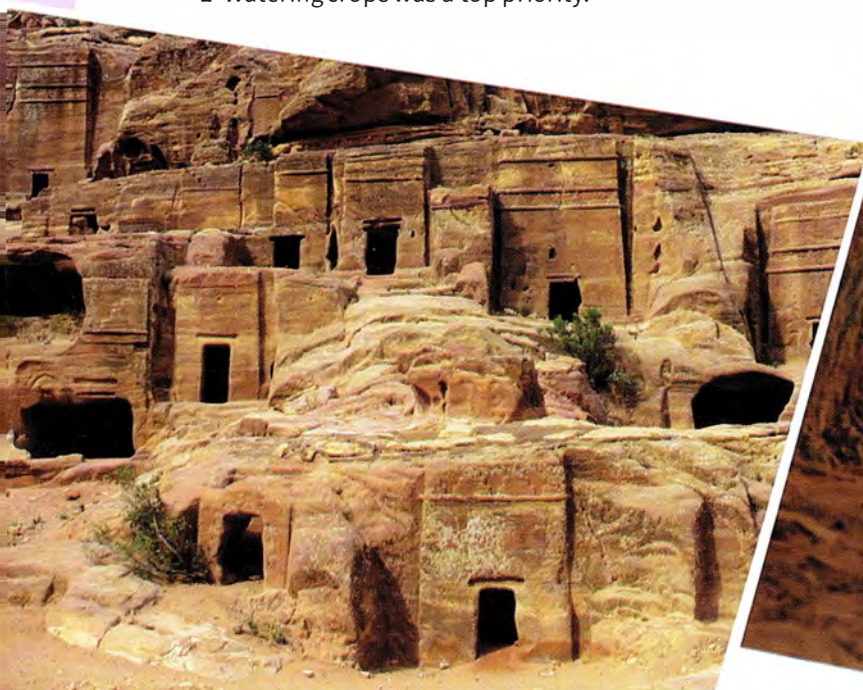
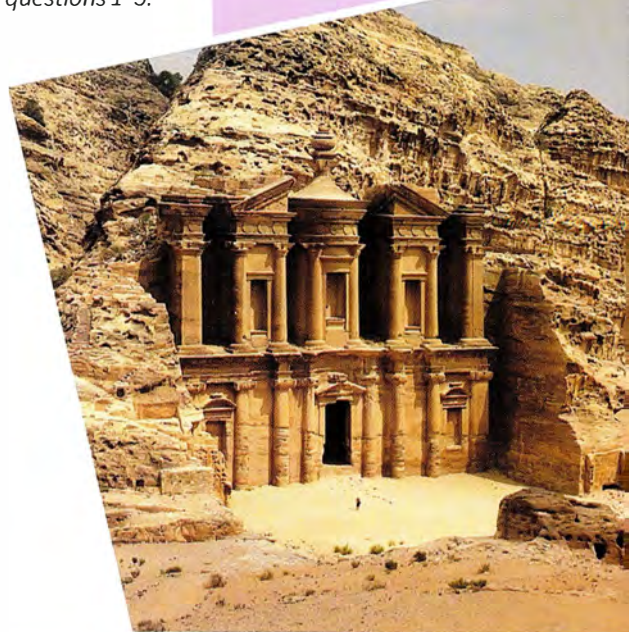
Problems

- A Most people are not aware of this aspect.
- B It would involve too much investigative work.
- C It is too large a topic.
- D It could be too technical.
- E It might take the focus off Petra.
- F Most people would not be interested in this aspect.
- G Academically, it is an inappropriate topic.

Questions 6 and 7

Which **TWO** points about water management are **NOT** made by the speakers?

- A Petra's water management was more advanced than that in other comparable areas.
- B The topic of water management systems is very complex to understand.
- C In Petra the people knew how to get the most out of all the sources of water available to them.
- D The advantages of water management were enjoyed by all levels of society equally.
- E Watering crops was a top priority.



SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- use a range of past time phrases
- improve your score for Grammatical Range and Accuracy
- use expressions for agreeing and disagreeing
- develop your answers in Part 3.

LEAD-IN

01 Explain these historical periods to your partner using different words.

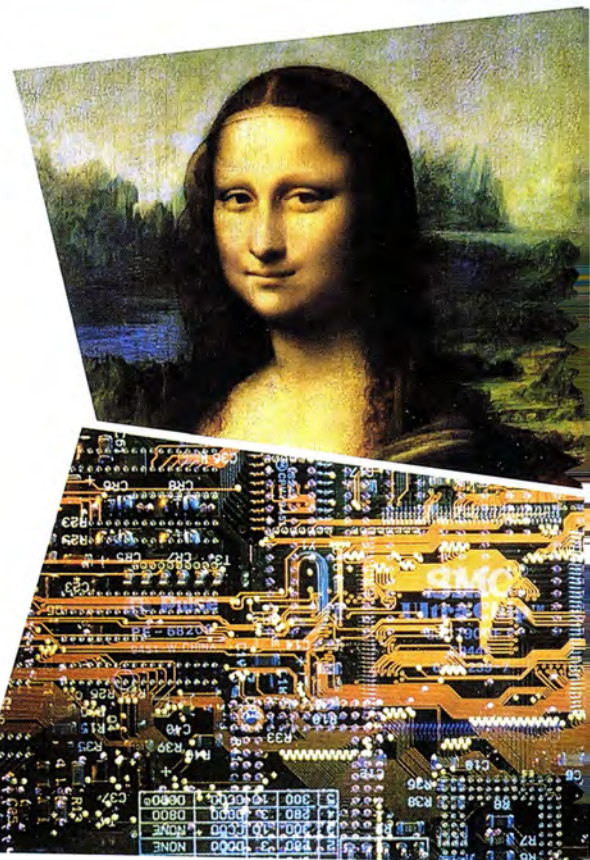
- 1 in the second half of the twentieth century *about 1950 to 1999*
- 2 during the Middle Ages
- 3 during the Renaissance
- 4 at the turn of this century
- 5 in the early decades of the twentieth century
- 6 at the start of this millennium
- 7 in prehistoric times
- 8 in 3100 BC

02 Match these historical events/trends with the time periods in exercise 1.

- a cave paintings
- b the First World War
- c the medieval period
- d rapid growth of technology
- e the start of the Egyptian Pharaoh dynasties
- f Y2K (2 answers)
- g developments in art, literature, science and intellectual inquiry

03 Think about major historical events that have occurred in your country. Tell your partner about them using expressions in exercise 1 or in the box.

about _____ years ago	when my parents/grandparents were young
in the _____ th century	in the recent/distant past
in around 1923	during the _____ war



GRAMMATICAL RANGE AND ACCURACY



In the Speaking test, a quarter of the marks are awarded for Grammatical Range and Accuracy. This means it is not enough to avoid mistakes: you have to use a range of complex grammatical structures accurately to achieve the higher score bands.

04

Read the Part 2 task card. Then listen to Daniel and answer the questions.



42

Describe an important historical event in your country.

You should say:

- when it happened
- who was involved
- what caused the event

and explain what people think about the event nowadays.

- 1 Which of the points on the card does Daniel mention?
- 2 In which order does he mention them?
- 3 Do you think Daniel would get a good score for his answer? Why?

05

Look at the script of Daniel's Part 2 task. Match the underlined phrases (1–10) with the grammatical structures (a–j).

Actually, I can talk about a historical event that I witnessed in person in my country. It happened in November 1989, when I was just a young boy, about 10 years old. All my life (1) there had been a wall (2) dividing our city – and our country – into East and West. I often saw the wall when I went around town with my family or friends. It was a fact of life. I never (3) expected it to come down in my lifetime, but I often wondered what (4) it would have been like to live on the other side. As I lived on the Western side, I had been on the other side several times, but I knew that my aunt and my cousins, (5) who lived in the East, (6) were not allowed to come over to our side. But that winter's night it all changed. We could hear people running through the streets shouting 'Tor auf' – 'Open the gate!' Even though it was past midnight, my parents took my sisters and I to the wall. It was like a huge street party. People (7) were dancing and shouting, everyone was excited. At midnight they opened the checkpoints and people from the East flooded through. We bought a huge bunch of flowers from a stand. My sisters and I handed them out to people coming across from the East to welcome them. At the time I didn't know what caused the event, but later I found out it was the end of the Cold War. People still think of this event as a symbol of peace. I was very (8) fortunate to be present to see history being made. Those of us (9) who live in Berlin often think what life (10) would be like today if the wall hadn't come down on that fateful night in 1989.

- | | |
|---|-------------------------|
| a verb + object + infinitive | f past continuous tense |
| b adjective + infinitive | g passive voice |
| c mixed conditional (past action, present result) | h participle clause |
| d defining relative clause | i modal perfect |
| e non-defining relative clause | j past perfect tense |



06▶ Now read the script of another candidate doing the task. Find 10 grammatical errors and match them with the error types (1–10) below.

One event I remember well is my parents taking me to the Beijing to see Opening Ceremony of Olympics. It was held in 2008, when I was 12 years old. My father explained me that it was a very important event in our country. I never went to the Beijing before. It was the exciting day of my life. I remember 2008 drummers were all doing the same thing. If one made a mistake, the whole show will be ruined. But no one made a mistake. It was perfect! There were people dressed in colourful costumes fly across the stage. Small children was dressed in national clothes. A small girl was singing beautifully. When our national anthem played, we all stood up and sang. I felt so proud. I never forget that day!

- | | |
|-----------------------------|--|
| 1 past perfect tense needed | 6 subject/verb agreement in passive |
| 2 present participle needed | 7 future simple needed |
| 3 third conditional error | 8 superlative error |
| 4 unnecessary article | 9 verb pattern error |
| 5 article missing x2 | 10 past continuous used instead of past simple |

07▶ At the end of his task, Daniel from exercise 5 was asked the additional question 'Do children learn about this event at school?' Listen to three possible answers to this question. Which is the best? Give reasons.

TIP 07

At the end of your talk, the examiner may ask one or two follow-up questions. The aim of the follow-up question(s) is to round off Part 2, so don't introduce new ideas. Answer the question in a full sentence or two, taking about 15 seconds at most.

AGREEING OR DISAGREEING

08▶ Look at these Part 3 questions on the subject of history. Listen to a candidate called Minji answering the questions. Match the questions (1–4) with the words Minji uses to begin each answer (a–d).

- Do you think it's important for children to learn history at school?
 - You said children should learn the history of their own country. What about world history?
 - Do you think most children are interested in learning history these days?
 - Can technology help us learn about history?
- a I'm not so sure about that.
b Absolutely!
c Yes, definitely.
d To be honest, I'd say probably not.



In Part 3 the examiner may ask you questions which require you to agree or disagree. Try to use a variety of responses to show your agreement or disagreement to impress the examiner with your range of language. Remember that Part 3 questions require more extended answers, so make sure you provide reasons, explanations, examples, etc. to support what you say.

09▶ Listen again. Make notes to summarise what Minji says to expand her answer.

10▶ Look at the expressions for agreeing and disagreeing and put them into three columns: Agree / Neither agree nor disagree / Disagree.

Well, there are two ways to look at this.	Certainly.	It's hard to say.	Not really.
Definitely not!	Possibly.	To some extent	Sure.
To be frank, it's not very ...	Of course.	Without a doubt	No, not at all.



11 Read the script of Minji's Part 3 answers on page 216. Identify the following grammatical structures from the underlined phrases.

- 1 verb *-ing* as the subject or object of a sentence x2
- 2 *without* + verb *-ing*
- 3 passive x3
- 4 superlative
- 5 modal verbs x2
- 6 defining relative clause with *where*

12 Match the Part 3 questions (1–4) with their functions (a–d).

- 1 Why has attendance at museums declined so much in recent years?
 - 2 Can you think of any jobs or careers for which the study of history is very important?
 - 3 Is the way history is taught in schools different from how other subjects are taught?
 - 4 What important events do you think might take place in the future?
- a Compare two things
 - b Speculate about something
 - c Make predictions about the future
 - d Explain the causes of something

13 In pairs, look at all the Part 3 questions in exercises 8 and 12. Write answers for each question. Focus on the following:

- Think about the function of the question, and answer appropriately.
- Use a word or expression of agreement or disagreement if appropriate.
- Give an extended answer.
- Use more advanced grammar structures and vocabulary.

TIP 12

In Part 3 you will not be asked questions about your own experience or about very familiar topics. You will be asked to give reasons for something or to explain the results of events, or to imagine what might happen in the future. These questions require more advanced structures and vocabulary.

EXAM SKILLS

14 Do these sample exam tasks with a partner. Take turns to ask and answer.

Part 2

Describe an interesting person from history.

You should say

- who the person was
- what historical event(s) they were involved in
- where or how you learned about this person

and say why you found this person so interesting.

Part 3

What lessons can we learn from studying the past?

What events have happened recently that you think will be remembered as important in history?

Do you think museums are the best way to get children and young people interested in history?

Do you think it is important for literature and films about past events to be historically accurate?

