



IELTS 2

CROSSCUT

IELTS COURSEBOOK



THIRD GENERATION

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new

CROSSCUT

IELTS Course



مق هرگونه کپی برداری مطالب این مجموعه منحصرا برای سیستم آموزشی CROSSCUT و کانون زبان داری DNI محفوظ و هر گونه استفاده بدین ترتیب موكدا پیگرد قانونی فواهد داشت.

The New CROSSCUT IELTS series has been prepared and compiled of a series of several IELTS textbooks and references. Attempt has been made to select the most authentic and reliant topics from among newly-published books during a breath-taking period at DNI Board of Education. Once fully compiled, the contexts were revised in order to go in line with the foundations of CROSSCUT® English Teaching Method. Hence, it is absolutely essential to ask for a written permission in case of copying *in advance* from the CROSSCUT®.



Try Something Different

TRY SOMETHING DIFFERENT

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Form noun + be in the correct form + past participle (+ by/with + noun)		
	Active	Passive
present simple	<i>They grow bananas in tropical areas.</i>	<i>am/is/are + past participle Bananas are grown in tropical areas.</i>
present continuous	<i>They are redecorating the café.</i>	<i>am/is/are + -ing + past participle The café is being redecorated.</i>
present perfect simple	<i>Has anyone peeled the carrots?</i>	<i>has/have + been + past participle Have the carrots been peeled?</i>
past simple	<i>They served the meal in an elegant dining room.</i>	<i>was/were + past participle The meal was served in an elegant dining room.</i>
past continuous	<i>We asked for coffee while they were preparing the bill.</i>	<i>was/were + -ing + past participle We asked for coffee while the bill was being prepared.</i>
past perfect simple	<i>Someone had eaten all the food by the time I got there.</i>	<i>had + been + past participle All the food had been eaten by the time I got there.</i>
will future	<i>We will deliver your pizza in forty minutes.</i>	<i>will + be + past participle Your pizza will be delivered in forty minutes.</i>
be going to future	<i>Overweight customers are going to sue Burgerland.</i>	<i>is/are going to + be + past participle Burgerland is going to be sued by overweight customers.</i>
future perfect simple	<i>They will have harvested all the grapes by the end of September.</i>	<i>will + have + been + past participle All the grapes will have been harvested by the end of September.</i>
modal	<i>You should brush the chicken breast with oil and then fry it.</i>	<i>modal + be + past participle The chicken breast should be brushed with oil and then fried.</i>
modal + perfect infinitive	<i>They should have delivered the groceries by now.</i>	<i>modal + have + been + past participle The groceries should have been delivered by now.</i>
- ing (gerund)	<i>I don't like people telling me what to do in the kitchen.</i>	<i>being + past participle I don't like being told what to do in the kitchen.</i>

Use	Example
When we don't know who does/did something	<i>My groceries have been stolen!</i>
When it's obvious who does/did something	<i>A boy was arrested in town yesterday for stealing an apple.</i>
When it's not important who does/did something	<i>The French bistro is being knocked down.</i>
When we want to emphasise new information or use a formal style	<i>The potato was brought to Europe by Sir Walter Raleigh.</i>



- We do not normally use verbs in the passive in the present perfect continuous, past perfect continuous, future continuous or future perfect continuous tenses. Instead, we use a different phrase.
 - ✓ *The restaurant has been **under construction** for four years.*
 - ✗ *The restaurant **has been being built** for four years.*
 - ✓ *Dave has been **in training** as a chef for three years.*
 - ✗ *Dave **has been being trained** as a chef for three years.*
- We only normally use 'by' to say who did something when it is important information.
 - ✓ *Margarine was invented **by** a French chef.*
 - ✓ *The best pizzas are made **by** the Italians.*
 - ✗ *Waiter! This steak has been overcooked **by** someone.*
- We usually use 'with' when we talk about the thing used to do something.
 - ✓ *The soup should then be stirred **with** a spoon.*
 - ✗ *The soup should then be stirred **by** a spoon.*
- Some verbs are not normally used in the passive. They include intransitive verbs (without objects), such as *appear* and *die*, and some common transitive verbs, such as *have*, *let*, *lack*, etc.

Complete each definition of an animal with a word from the box.

mammals	hybrids	organisms	reptiles
invertebrates	marsupials	primates	amphibians

- 1 Mammals are animals that have live young, not eggs, which drink their mother's milk.
- 2 Frogs and turtles are , because they can live both on land and in water.
- 3 Monkeys and apes are , a group which also includes humans.
- 4 95% of animals have no skeleton, and are referred to as
- 5 are animals or plants which have been produced from two different types of animal or plant.
- 6 Koalas and kangaroos are : animals whose babies live in a pouch in the mother's skin on the outside of her stomach until they are fully developed.
- 7 are living things; ranging from single-celled life forms to something with billions of cells, like a human being.
- 8 are usually cold-blooded, are covered in scales and generally lay eggs.

Replace the phrases in *italics* with a more academic phrase from the box.

is indigenous to	is nocturnal	is carnivorous	is asexual	is dominant
is feral	is submissive	is tame	is invasive	is venomous

- 1 The panda is a member of the bear family and *originally came from China*.
is indigenous to
- 2 When it licks its owner's face, a dog is showing that it *knows it is less powerful*.
.....
- 3 As this bat *sleeps during the day and is active at night*, it may only be seen after dark.
- 4 The rabbits which now inhabit Australia are a species which *came from other countries, spread quickly and is harmful to the local ecosystem*.
- 5 A cat which turns *into a wild animal again* will prey on native birds.

Complete the text by writing a word from the box in each space.

creatures	giants	feathers	young	characteristics
fossils	packs	skeletons	scales	migrations

Dinosaur discovery

Until relatively recently, most textbook and museum illustrations of dinosaurs showed them as dull, green-brown lizard-like (1) creatures which were covered head to foot in (2) Such images arose because researchers had to rely on prehistoric (3) that were often incomplete. It had been rare to find complete (4) , and the bones of these tended to come from the (5) and not the smaller types. However, the recent discovery of over twenty new very well preserved dinosaurs in China has shed new light on their (6) and probable behaviour. There appears to be evidence of annual (7) amongst some dinosaurs and of some larger carnivores hunting in (8) One parrot-beaked dinosaur, psittacosaurus, was discovered incubating a nest of over thirty (9) Perhaps most intriguing of all has been the discovery of dinosaurs covered in something like (10) This has convinced many palaeontologists that dinosaurs are indeed the ancestors of modern birds.

Complete each sentence with a form of the word in CAPITALS. Use a gerund or a noun ending in **-ion** or **-ance**. A prefix may also be needed.

The (1) dumping of phosphates and fertilizers into rivers speeds up the growth of algae. These plants then take over the rivers, and in the process of (2) they begin to use up the oxygen in the water. As a result, local aquatic life often dies from (3) , and we may soon see the (4) of many native fish from our waterways.

The illegal (5) of trees to supply foreign buyers with timber products quickly leads to (6) In turn, this soon causes the (7) of topsoil. Without topsoil, as soon as heavy rain arrives, (8) is likely to occur as a result.

Herbicides have long been used for the (9) of disease in crops. However, genetic engineering experiments have led to the successful (10) of certain plant genes. Therefore, the (11) of crops such as corn and wheat which have a stronger (12) to disease is now possible.

DUMP
RESPIRE
SUFFOCATE
APPEAR
LOG
FOREST
ERODE
FLOOD
ERADICATE
MODIFY
CULTIVATE
RESIST

Choose the answer (A, B, C or D) that best fits each space.

In the 1930s, a number of stone spear points were discovered in (1) across the American Southwest, particularly at Clovis, New Mexico. The fact that they were nearly identical suggested they had been (2) by a people with a shared cultural (3) The simple (4) discovered at Clovis were estimated to be approximately 11,000 years old, and as no earlier human (5) were known, the commonly held (6) was that the 'Clovis people' must have been the first to (7) foot there. Towards the end of the last ice age, sea levels would have been much lower, so it was proposed that Asian migrants must have (8) from what is now Russia to Alaska by a land bridge, and then used an ice-free corridor stretching from Canada to Latin America in the (9) of their migration. In 1997, however, the (10) of huts, fireplaces and tools were found in Monte Verde in Chile, and further (11) unearthed stone tools which would have been used by a hunting-and- (12) people. Radiocarbon dating analyses established that human (13) first occurred around 12,500 years ago. Use of the ice-free corridor would not have been (14) as it did not then exist. That discovery led to several new migration theories, focusing on both route and genetic (15)

- | | | | |
|------------------|---------------|--------------|----------------|
| 1 A localities | B settings | C landscapes | D sites |
| 2 A moulded | B carved | C formed | D configured |
| 3 A tradition | B custom | C habit | D ritual |
| 4 A antiques | B antiquities | C artefacts | D accessories |
| 5 A environments | B communes | C habitats | D settlements |
| 6 A knowledge | B view | C claim | D theory |
| 7 A set | B put | C place | D rest |
| 8 A extended | B expanded | C crossed | D transferred |
| 9 A course | B duration | C schedule | D term |
| 10 A ruins | B remains | C deposits | D relics |
| 11 A evaluation | B expedition | C assessment | D excavation |
| 12 A searching | B foraging | C gathering | D seeking |
| 13 A habitation | B territory | C occupancy | D civilization |
| 14 A workable | B feasible | C potential | D credible |
| 15 A pathways | B origin | C lineage | D networks |

Complete each sentence with the most appropriate word from the box.

abandoned	spread	expanded	founded
collapsed	dispersed	invaded	conquered

- The ancient city was abandoned by its people, perhaps because of disease.
- It is more accurate to say the Roman Empire slowly fell apart than quickly
- The town was in the late 18th century when the settlers decided to stay.
- Several foreign armies the island but the extreme climate forced them to retreat.
- Researchers now know that the disease far more rapidly than previously believed.
- When the society was, many of its people became slaves to the new rulers.
- Civilization greatly once people knew how to create fire.
- It is thought that tribes may have across the desert in search of water.

Complete each job definition with a word from the box.

historian	anthropologist	genealogist	archaeologist	geneticist
geologist	palaeontologist	Egyptologist	etymologist	

- A(n) historian studies or writes about events in history.
- A(n) studies ancient societies by looking at old tools, bones, and buildings that have been discovered or dug up.
- A(n) studies how individual characteristics and behaviour are passed on through genes, from generation to generation.
- A(n) studies the history of families and how they are related.
- A(n) studies ancient Egypt, its culture, history and language.
- A(n) studies the origin and development of particular words.
- A(n) studies the development of human societies, beliefs and customs.
- A(n) studies the history of the Earth by looking at fossils.
- A(n) studies the way the Earth was formed and how it has changed.

Underline the most suitable word in each sentence.

- A person's DNA can be used to discover their ancestors/predecessors/descendants.
- Ancient/Antique/Prehistoric man used stone tools for approximately 3,000 years.
- As a(n) indigenous/nomadic/tribal people, they would have constantly been travelling and following their herds.
- Archaeologists often look for a trace/trail/deposit of evidence to solve a mystery.
- The hieroglyphics/characters/tokens on the walls of the pyramid are well preserved.
- Frequently found near rivers or coasts, middens/tombs/digs contain the kind of rubbish that is invaluable to archaeologists.
- Small wooden amulets/carvings/statues of animals were hung from the walls.
- Researchers will examine the skull/fossil/skeleton to see what diseases the man may have suffered.

Underline the two words or phrases in *italics* which are similar in meaning.

- 1 People with insomnia are *prone to/addicted to/susceptible to* hallucinations and anxiety.
- 2 Anyone who has had a traumatic experience may be *overcome/overrated/overwhelmed* by sadness.
- 3 It is *a tendency to/an addiction to/a craving for* caffeine that makes it hard to stop drinking coffee.
- 4 Rapid eye movement is a(n) *accidental/subconscious/involuntary* action during the process of lying.
- 5 The need for social interaction is an *instinctive/interior/innate* human desire.
- 6 In some people, gambling becomes a(n) *forceful/uncontrollable/compulsive* habit.
- 7 Under such stress, Chris isn't capable of making a *logical/rational/cerebral* decision.
- 8 Nicotine can *activate/stimulate/enliven* the brain's pleasure centres, making it hard to give up smoking.
- 9 Nuha's ability to remember thousands of dates was a remarkable *trait/mood/attribute*.
- 10 Researchers questioned whether the *cognition/mindset/mentality* of violent criminals was connected to their early childhood.

Complete the definitions with a word from the box.

willpower	hallucinations	well-being	IQ	amnesia
disorder	obsession	dementia	hypochondria	phobia

- 1 Someone who is determined to succeed has a great deal of *willpower*.
- 2 Someone who perceives images which do not exist is experiencing
- 3 Someone who is unable to stop thinking about the same subject has a form of
- 4 Someone who performs very well in an intelligence test has a high
- 5 Someone whose behaviour is anti-social may be suffering from a mental
- 6 Someone whose brain no longer functions properly as they get older has
- 7 Someone who treats people for depression wants to improve their emotional
- 8 Someone who has no memory of the recent and/or distant past is suffering from
- 9 Someone who has an extreme fear of something, for example, spiders, has a
- 10 Someone who often believes they are ill when they are healthy suffers from

Underline the word or phrase in *italics* which has a different meaning.

- 1 *Advocates/Opponents/Supporters/Champions* of this theory are growing in number.
- 2 Researchers have recently found *compelling/convincing/undeniable/scant* evidence.
- 3 Professor Taylor *dismisses/concurs with/supports/back*s the idea of earlier migration.
- 4 There is considerable *conjecture/speculation/supposition/proof* concerning this subject.
- 5 When it comes to the potential use of biofuels, Schuman is a well-known *detractor/skeptic/campaigner/critic*.
- 6 The team *concedes/admits/confesses/refutes* it may have misinterpreted the results.
- 7 Chan continued to *doubt/insist/claim/contend* that the manuscript was authentic.
- 8 These *findings/summaries/conclusions/results* suggest that dogs were domesticated much earlier than previously thought.
- 9 Many of the principles behind behaviourism were *refuted/contested/defended/opposed* in the latter half of the twentieth century.
- 10 If the tomb had been defaced so badly, Collins *reasoned/rejected/inferred/deduced* that it must have been done for political reasons.
- 11 What Alexey did not *contradict/foresee/predict/envisage* was the speed at which the cells began to die.
- 12 What began as a(n) *assumption/theory/hypothesis/denial* soon became established fact.

Complete each sentence by choosing the most suitable adjective from the box that collocates with the noun in *italics*.

common	good	empirical	implausible	heated
prevailing	anecdotal	unanimous	convincing	incorrect

- 1 It is a common *misconception* that some people have naturally superior memories.
- 2 Boyd makes a *case* against the increasing use of pesticides.
- 3 There has always been a great deal of *opposition* to the theory of evolution.
- 4 Williams found this *explanation* to be highly , and set out to disprove it.
- 5 Sociologists may begin their research based on *hearsay*, and then look for *evidence*.
- 6 The notion that sharks are naturally aggressive is an *assumption*, though many believe it.
- 7 There was a *decision* amongst all the team members to continue the project for another two years.
- 8 We have *reason* to believe that the virus originated in an animal species.
- 9 The *opinion* amongst researchers is that 'mother' originated from the Sanskrit word 'ma' of experiment.

Complete the essay by writing a linker from the box in each space.

consequently	yet	as for	so that	provided	such as
in the case of	despite	even though	however	in terms of	

Genetic engineering is a dangerous trend. It should be limited.

To what extent do you agree?

Over the last few decades, remarkable advances have been made in the field of genetic engineering. (1) Consequently..., scientists now have the ability to manipulate genes for a range of purposes, from making improvements in agriculture to experimentation with human genes. The question, (2), is whether there should be any limitations on this development. In this essay, I shall examine both sides of the argument.

Firstly it is clear that genetic engineering has brought about certain benefits (3) crop production. Now plants, for example, can produce more fruit more quickly. This achievement means that greater harvests are guaranteed, (4) more people can be fed. (5) the impact of genetic engineering on healthcare, advocates claim it could be used to cure a range of health-related problems, (6) cystic fibrosis and Alzheimer's. Children and adults with these diseases endure terrible suffering, (7) with gene therapy, there is a possibility of a better quality of life.

(8) these advantages, there are some aspects of genetic engineering which require ongoing consideration. Critics claim that genetically modified plants have little nutritional value and that they will lead to the eradication of weeds, which many insect species depend on. (9) gene therapy, it is still uncertain how the alteration of one gene, (10) it may be faulty, could affect the functions of the human body in the long term.

In my opinion, the benefits of genetic engineering can outweigh the drawbacks, (11) governments and scientists consider the consequences carefully, and put people before profit.

Structure: use the linkers to complete the sentences.

even	also	not only	but	in addition to
------	------	----------	-----	----------------

- Poor nutrition can lead to obesity, heart disease, death.
- obesity and heart disease, poor nutrition can lead to death.
- can poor nutrition lead to obesity and heart disease, death too.
- Poor nutrition can lead to obesity, heart disease and death.

complete each sentence by writing a verb from the box in each space.

contrasted	emerged	granted	predicted	undertook	implemented
retained	imposed	labelled	promoted	attributed	accessed

- 1 'I'd like to begin with one of the key findings that from the research.'
- 2 Japan's economic success is frequently to a strong national work ethic.
- 3 Despite the impact of foreign television programmes, the country has its cultural identity.
- 4 In order to tackle the problem, the government tough new laws.
- 5 Children who are 'slow learners' may lose all motivation to succeed.
- 6 At that time, no-one how the use of pesticides would destroy local ecosystems.
- 7 In the late 19th century, a group of explorers a risky expedition to travel across the desert.
- 8 Schools have recently healthier ways of eating to the children.
- 9 Anderson finally the information he needed in the British Library.
- 10 The team were permission by the authorities to examine the mummy.
- 11 My expectations of life in this region sharply with the reality.
- 12 The university the new enrolment policy at the beginning of term.

complete each sentence by writing a noun from the box in each space.

investigation	goal	integration	mechanism	summary	commitment
hypothesis	option	regime	conference	stress	parallel

- 1 Diabetics may be able to control their disease through a strict dietary
- 2 The Japanese have traditionally eaten a great deal of fish, so the recent of meat into their diet may have an impact on health.
- 3 Far more research is required to understand the memory and how the different parts of the brain are involved.
- 4 There is a clear between the behaviour of the ants and certain aspects of human society.
- 5 'At this stage, the idea is only a , and we need to find proof.'
- 6 The was attended by physicists from all over the world.
- 7 The into the source of the pollution took months to complete.
- 8 Placed under enormous , many people fail to make logical decisions.
- 9 'If you want to make sure you have a place on the next course, your best is to enrol now.'
- 10 The government needs to make a to improving healthcare facilities.
- 11 'The in your assignment is too brief and needs extending.'
- 12 'I'd say that my in life is to achieve a comfortable standard of living.'

Ways of dealing with people

Underline the two words in *italics* which are similar in meaning.

- 1 Researchers are still *debating/arguing/interacting* over the origin of the ancient text.
- 2 Erikson *advised/contacted/approached* others in his field to seek their opinions.
- 3 The team *recommend/propose/demand* that the government invest in adult education.
- 4 The participants were *questioned/interviewed/surveyed* about the effects of advertising on their consumer habits.
- 5 Researchers from the two universities are *teaming up /mediating/collaborating* on the project.
- 6 Professor Ha will be *coordinating/assisting/organizing* the other team members.
- 7 The boys observed in the case study were unable to *interact with/relate to/network with* members of their family.
- 8 You will need to *liaise/debate/cooperate* more with the other students in your presentation group.
- 9 The company decided that they had to appoint someone to *contest/mediate/arbitrate* between management and the workforce.
- 10 Several scientists have *contested/interrogated/questioned* Wang's claims.

Come

Complete each sentence with a word or phrase from the box.

fire	conclusion	up	across	long way	surprise	down
against	together	contact	decision	criticism	down	

- 1 Several companies have *come under* *fire* for their misleading advertising.
- 2 I've finally *come to a* about the subject for my thesis.
- 3 At the end of your essay, *come to a* about the causes of the problem.
- 4 The result *came as a* to the research team.
- 5 Matthews *came into* *with* other geologists also gathering data.
- 6 Medicine has *come a* since the twentieth century.
- 7 I think I *came* *as* a little nervous when I gave my presentation.
- 8 There are many aspects of the fuel crisis to consider, but what it all *comes* *to* is the fact that the supply of oil will finally run out.
- 9 Davis has sometimes *come in for* regarding the way he collects evidence.
- 10 The team from China and France have *come* on this project.
- 11 Without formal qualifications, people in my country will *come up* serious obstacles when they try to find a job.
- 12 Many elderly people *come* *with* flu at this time of year.
- 13 The small team of scientists believe they have *come* *with* a solution.

Prefixes *anti-*, *post-*, *pre-*, *pro-*

Complete each sentence using one of the prefixes above.

- 1 Psychologists point to the increasingly *anti-* social behaviour of young men.
- 2 In thewar years, many economies took time to gradually recover.
- 3-smoking campaigners say that it is their right to smoke.
- 4 The tutorial will be held on Tuesday instead as I have a-arranged meeting with other staff.
- 5 For people who are-nuclear energy, the advantages outweigh the risks.
- 6 In the novel, it is the-hero that the author clearly favours.
- 7 The continents as we know them today separated duringhistory.
- 8 The-communism era saw great fluctuations in the economy.
- 9 The editorial section of the paper tends to be-government and rarely contains any criticism.
- 10-heated food tends to have little nutritional value.
- 11 The areas we have to research weredefined by the course tutor.

In

Complete each sentence with a word from the box.

ease	contrast	response	practice	advance	conclusion
view	retrospect	accordance	order	addition	comparison

- 1 Please finish your presentation by 2.30 in *case* anyone wants to ask questions.
- 2 After further research Adams now says 'In , I think we were wrong to recommend this diet.'
- 3 In to its negative effects on the ecosystem, pollution can also damage the health of children and adults.
- 4 In to anyone who supports higher taxes, I would argue that not everyone is able to afford them.
- 5 In with 2008, 2009 saw a slight improvement in sales.
- 6 In of the need to reduce crime, I feel that tougher penalties are required.
- 7 The fabric is then taken to the dyeing room in to change its colour.
- 8 In with the terms of their contract, staff were allowed to work flexitime.
- 9 In to the consumer spending patterns of men, those of women were far more consistent.
- 10 In theory, it is advisable to exercise regularly, but in , people cannot often find the time.
- 11 The fees for the term need to be paid four weeks in
- 12 In , it can be seen that the benefits outweigh the drawbacks.

City life

Complete each sentence with a form of the word in CAPITALS.

- | | |
|---|------------|
| 1 Its diverse nationalities make London a city. | CULTURE |
| 2 The old parts of the city were last year. | MODERN |
| 3 On the outskirts of the city are the areas. | INDUSTRY |
| 4 areas in my country often suffer high unemployment. | SUBURB |
| 5 An rail network allows commuters to get around easily. | EXTEND |
| 6 My city is a major centre and most banks are located there. | FINANCE |
| 7 There's an range of amenities, for example, the new mall. | IMPRESS |
| 8 All the main tourist attractions are quite within the city. | CENTRE |
| 9 Some people worry that the city has become | POPULATION |

Words meaning 'part'

Complete each collocation with a word from the box.

stage	quota	constituent	feature	period	fraction
fragment	phase	component	branch	layer	

- stage in a child's development/in rock formation/in a process
- of rock/of clothing/of meaning
- bone/manuscript/pottery
- of history/of economic recovery/of drought
- of the exhibition/of the landscape/of the new mobile phone
- of the moon/of adolescent behaviour/of the project
- machine/course/microchip
- of the original value/of the cost/of a second
- of science/of a company/of a tree
- fish/sales/daily
- of oil/of blood/of medicine

Suffixes -ance, -ence, -ment, -ness

Complete each sentence with the word in CAPITALS, using one of the suffixes above. Make any other spelling or form changes that are needed.

- | | |
|---|-----------|
| 1 In summary, it is vital we preserve the of every culture. | UNIQUE |
| 2 It is essential that the fits the crime. | PUNISH |
| 3 The of education cannot be underestimated. | IMPORTANT |
| 4 Our on fossil fuels cannot be sustained. | RELY |
| 5 can affect the elderly if they are apart from their family. | LONELY |

Groups

Underline the options which make sense. More than one answer may be possible.

- 1 There is a variety/sub-species/rank of fern on the island which grows nowhere else.
- 2 The department was split into three subdivisions/classes/sectors.
- 3 People whose income does not allow them to meet the cost of living fall into the classification/category/personnel of 'working poor'.
- 4 Within their social hierarchy, the older female wolves have a high rank/status/class.
- 5 The team chose a breed/race/class of dog that was easy to train.
- 6 Members of the tribe/clan/clique would have used a range of weapons for hunting.
- 7 All the personnel/workforce/hierarchy in the company were surveyed.
- 8 Mammals are a class/species/variety of animal with backbones and which usually give birth to live young.
- 9 Genetic engineers are working on a new breed/strain/variant of rice.
- 10 The first people to arrive on the island established a small colony/herd/settlement.
- 11 More must be done to integrate new immigrants into the local community/society/neighbourhood.

Take

Complete each sentence with a word from the box.

measures	account	risk	place	give	course
lead	power	dive	responsibility	hours	

- 1 It is often believed that the government should *take* tougher measures to prevent the spread of serious crime.
- 2 I *took* a in International Relations as I hope to become a diplomat.
- 3 It *took* before I could find the information I needed in the library.
- 4 The current government *took* in 2006 after a general election.
- 5 Reynolds knew he was *taking* a by travelling to the region alone.
- 6 We have created a society where fewer people seem willing to *take* for their own actions.
- 7 The expedition will *take* between April and July next year.
- 8 Large corporations must *take* the in fighting global warming.
- 9 When choosing a course, *take* into how likely it is to lead to a career.
- 10 The number of tourists booking 'green holidays' *took* a in 2009.
- 11 Scientists are interested in how the concept of *and take* has developed in human communities, and its impact on their survival.

Time and duration

Complete the second sentence in each pair with an adjective from the box so that it means the same as the first sentence.

provisional chronological simultaneous prolonged futuristic
 historical current contemporary previous temporary

- 1 Ali's offer of a place at Massey University depends on him achieving IELTS band 6.5.
 Ali has a provisional offer of a place at Massey University.
- 2 The opinion that scientists have at the moment may soon change.
 opinion amongst scientists may soon change.
- 3 News reports happened at the same time across the world.
 There were news reports across the world.
- 4 The presentation I did before didn't contain enough visual material.
 My presentation didn't contain enough visual material.
- 5 This period of Korean art occurred over the same period as the European Renaissance.
 This period of Korean art was with the European Renaissance.
- 6 In the past, Simón Bolívar played an important role in developing South America.
 Simón Bolívar is a key figure in the development of South America.
- 7 The novel is about a time in the future when computers dominate the world.
 The novel offers a view of the world where computers dominate.
- 8 Just for a short while, the exhibition is showing in the Terrace Room.
 The exhibition is showing in the location of the Terrace Room.
- 9 People whose exposure to smoke continues over a long time may be harmed.
 The effects of exposure to second-hand smoke may be harmful.
- 10 Archaeologists are hoping to work out in which order the events happened.
 Archaeologists are hoping to work out the order of events.

At work

Match a verb (1–10) with the rest of the sentence (a–k).

- | | |
|-------------------------|---|
| 1 I work .@. | a the senior manager with setting up events. |
| 2 I handle | b after patients, mostly the elderly. |
| 3 I'm responsible | c with the other team members once a week. |
| 4 I assist | d up meetings for everyone involved in the project. |
| 5 I meet | e out my boss's schedule for the week. |
| 6 I'm in charge | f customer enquiries, mainly from overseas callers. |
| 7 I look | g on educational projects and training materials. |
| 8 I sort | h of a group of five other people. |
| 9 I send | i for training new staff. |
| 10 I set | k out letters or emails to our clients. |

Prefixes *bi-, co-, mono-, semi-*

Match each prefix in the box to its meaning and the example below.

co	semi	mono	bi
----	------	------	----

= half	= one	= two/twice	= together
.....-circular	poly	annual	...co...education

Now complete each sentence using one of the prefixes.

- The two countries finally signed a*lateral* agreement.
- In Parts two and four of Listening Test, you will listen to a*logue*.
- There is a shortage of-*skilled* workers in this industry.
- Ensure that you*operate* with the other members of your team on this project.
- Many young adults leaving home are only-*independent*.
- Christianity, Islam and Judaism are the main*theistic* religions.
- Jackson discussed the overtime problem with his*workers*.
- Having a Spanish father and German mother, I grew up*lingual*.

Words with a similar meaning

Underline the correct words in each pair of sentences.

- The lecture today will range/cover the main advantages of hydroponic farming.
The period of history covered in the course ranges/covers from the Middle Ages to the present day.
- The disease quickly spread/stretched across Asia and into Europe.
The main line of the Trans-Siberian railway stretches/spreads over 9,000 kilometres from St Petersburg to Vladivostok.
- Although the two archaeologists disagree about the function of the ancient site, their opinions unite/converge about the way it should be protected.
Researchers are united/converged in their belief that the drug may have long term side effects.
- The university has recently diversified/widened the choice of courses on offer.
The company originally sold medicinal drugs and then diversified/widened.
- In the middle of the summer, local temperatures can rise/raise to 40°C.
The campaign aims to rise/raise awareness of the dangers of speeding.
- The number of business students has enlarged/multiplied over the last few years.
We hope to enlarge/multiply the conservation area by up to another 200 square kilometres.

Traditional events

Underline the correct word in each sentence.

- 1 The Hindu wedding *celebration/ritual* I like best is when the priest ties the end of the bride and groom's clothing together.
- 2 A typical wedding *ceremony/custom* in my country is quite long and complicated.
- 3 Most of the *festivals/occasions* in my country involving singing, dancing and eating.
- 4 On the *birthday/anniversary* of our country's unification, people take the day off.
- 5 Most religions have a period of *fasting/dieting* when food restrictions apply.
- 6 On this day we *celebrate/commemorate* the lives of the soldiers who died in the war.
- 7 For Muslims, it's their duty to go on a *pilgrimage/worship* to Mecca at least once.
- 8 The wedding ring *symbolizes/reflects* the eternal union between husband and wife.
- 9 It's the *habit/custom* in my culture to give money to the poor during this time.
- 10 I think Christmas is a special *occasion/occurence* for children, but perhaps not for their busy parents.

On

Complete each sentence with a word from the box.

behalf	reflection	contrary	loan	agenda
hand	basis	average	verge	point

- 1 I'm learning English so I can do business *on behalf* of my father with American clients.
- 2 The first item *on the* for discussion is the proposal for the new library.
- 3 The team were *on the* of giving up when they made an amazing discovery.
- 4 The number of smokers has not decreased. *On the* , the figure actually rose last year.
- 5 Dividing school children into classes according to their ability may help them to work at their own pace. *On the other* , it may also lead to a lack of motivation amongst students in the lower class.
- 6 *On* , we can see from the graph that men spent more on luxury goods than women.
- 7 People who exercise *on a regular* tend to suffer less from heart disease.
- 8 When I gave my presentation, I thought it was all right, but *on* , I think I should have provided more specific examples.
- 9 It is a species of lizard which is sadly *on the* of extinction.
- 10 The paintings in the exhibition are currently *on* from The Louvre.

Prefixes *cent-*, *pan-*, *multi-*, *tri-*

Match each prefix in the box to its meaning and the example below.

tri	pan	centi	multi
-----	-----	-------	-------

= three	= many	= hundred	= all
.....tri.....angle	national	metre	theism

Now complete each sentence using one of the prefixes.

- The economic downturn was a *pan*-European issue.
- Do you know how to convert Fahrenheit intograde?
- The final book was certainly the best of thelogy
- My city has become increasinglycultural.
- The ability totask is a requirement of the job.
- The carnivorous plants feed mainly on beetles andpedes.
- The lastmester of the academic year seems the hardest.
- Thedemic was responsible for a dramatic fall in the population.

Put

Complete each sentence with an expression from the box. More than one answer may be possible.

at risk	forward	another way	through	at a disadvantage	down to
	under pressure	across	an end to	off	in control of

- We are *putting* our own health *at risk* by allowing toxic waste to reach the ocean.
- 'I was *put* the project when the team leader resigned.'
- Pupils are *put* enormous by their parents to perform well in tests.
- 'If you don't speak English in my field, it *puts you* when you're applying for work.'
- We need to *put* to slavery which still exists in parts of the world.
- 'It is time we recognized the contribution of women to science. To *put it* , more attention must be given to women who have made scientific discoveries.'
- 'I thought you *put* your ideas quite clearly in the presentation.'
- Researchers initially *put* the collapse of the civilization war, but now they believe the reason was disease.
- One solution to crime that is often *put* is longer prison sentences.
- 'I was planning to take my IELTS test in May but then I *put it* till June.'
- The people taking part in the experiment were *put* a series of medical tests.

Character traits and emotion

Complete each sentence with a form of the word in CAPITALS.

- | | |
|--|-------------|
| 1 I like to take in my work. | PROUD |
| 2 Most subjects showed an response to the video clip. | EMOTION |
| 3 Extreme can quickly lead to an increase in blood pressure. | ANGRY |
| 4 Advertisers deliberately try to make consumers feel of others. | ENVY |
| 5 Most people suffer from a degree of before an interview. | ANXIOUS |
| 6 Young employees often lack in such situations. | ASSERT |
| 7 Does natural exist more strongly in some people? | INTELLIGENT |
| 8 One in four of the interviewees had a sense of about the planet's future. | PESSIMISTIC |
| 9 People with a more nature are less likely to question the decisions of their managers. | CONFORM |
| 10 My decision to come to Australia was rather | IMPULSE |

Student text types

Match each instruction from a tutor (1–8) to the way a student reports it later (a–h).

Tutor:

- 1 'You'll need to keep a log during the field trip.' ^h.....
- 2 'Write a critique on the character development in Salinger's *Catcher in the Rye*.'
.....
- 3 'Write a summary of the ideas behind free trade policy.'
- 4 'We would like you to keep a weekly journal.'
- 5 'We would like to ask you to present a paper at the conference.'
- 6 'You'll need to narrow down the scope of your dissertation.'
- 7 'Ensure that you include a full bibliography with your essay.'
- 8 'You will need to contribute a posting to a discussion forum each week.'

Student:

- a 'I have to write briefly about the main ideas and not the details.'
- b 'I have to write down my thoughts and personal experience on a regular basis.'
- c 'I have to read and examine it carefully and give my opinion.'
- d 'I have to look at other students' ideas and comments on-line and respond to them.'
- e 'I have to add all the names of authors, book titles, publishers and page numbers at the end of my work.'
- f 'I have to write about my research and give a talk on it.'
- g 'For my final long research essay, I have to reduce the range of what I intended to cover.'
- h 'I have to record the details of each day's events and any important information.'

Prefix in-

Complete each sentence with a form of a word from the box, using the prefix *in-*.
 More than one answer may be possible.

accurate	conceive	signify	appropriacy	defend
access	convenience	advice	numeracy	

- As an accountant, *inaccuracy* is something I really have to avoid.
- Medical treatment is often to the poor in society.
- There was a small and rise in student numbers in 2009.
- More must be done to educate the illiterate and
- The fact that children are dying from starvation is
- For many people, public transport is rather
- Adults affected by extreme autism may demonstrate behaviour that others find
- It's to include too many graphs in your presentation.
- I find it that the elderly can be so badly neglected.

Make

Complete each sentence with a word from the box.

time	use	suggestion	adjustment	mistakes	progress
	gestures	perfect	difference	decision	living

- Our hectic modern lifestyle does not always allow us to *make* for the important things in life, such as friends and family.
- Many people are struggling to *make a* and cannot even afford basic health care.
- After food which contained these chemicals was removed from the children's diet, it *made all the* to their behaviour.
- To reach professional level in sport, it is true that *practice makes*
- 'I feel that we're *making slow* with this project.'
- 'Did you find it easy to *make the* to study in New Zealand?'
- 'I'd like to *make a* Perhaps we could start the presentation with some visual material?'
- 'Please *make* of the Internet for your research but make sure you include the website address in your bibliography.'
- Kirk discovered that he had *made* a couple of when entering the data.
- Researchers observed that the chimpanzees were *making* similar when asking for food.
- Immigrants often have to *make* a quick to the culture and lifestyle of the new country.

Priority and order

Underline the correct option. Sometimes both are correct.

- 1 Amelia Earhart was a pioneering/ground-breaking female aviator and the first woman to fly solo across the Atlantic Ocean.
- 2 When offered a choice between a job that was creatively satisfying but low-paid and a job that was mundane but paid well, most people chose the latter/second.
- 3 Students were chosen at random/out of order to take part in the experiment.
- 4 The government must give priority/precedence to improving the conditions of the underclass.
- 5 Our old buildings with traditional architecture should be preserved for posterity/afterwards.
- 6 In this case, the benefits clearly outweigh/overtake the drawbacks.
- 7 As a former/prior criminal himself, David was able to understand some of the attitudes held by the young offenders.
- 8 Preliminary/Early findings suggest that the vaccine has been effective.
- 9 Sijbren observed that the birds came back to the island for four consecutive/successive years, and then failed to return.
- 10 The neoclassical style of art dominated European art for almost a half-century and is one of the precursors/predecessors of modern painting.
- 11 It was a style of music that was considered ahead of its time/avant garde.

Confusing words

Underline the correct words in each pair of sentences.

- 1 The chemical had no affect/effect on the majority of the test group.
Few people cannot be affected/effected by the sight of a hungry child.
- 2 Would you mind if I lent/borrowed your notes from the lecture?
I hope the bank will lend/borrow me enough money for my tuition fees next term.
- 3 We require/request you to show your passport before you take the exam.
I requested/required an extension for my essay from my tutor.
- 4 We must take measures to reduce/decline the amount of waste we produce.
The amount of waste has been reducing/declining over the last few years.
- 5 So far, I have avoided/prevented taking a test in English.
My job prevented/avoided me from coming to England to study before now.
- 6 In my country, I live/stay in Riyadh with my parents and sisters.
I'll be living/staying in a hotel in Riyadh when I visit Saudi Arabia.
- 7 We have to find out/find an alternative source of energy instead of fossil fuel.
I expect to find out/find the results of my test on Friday.
- 8 It is the duty of parents to educate/bring up their children with a sense of social duty.
More people need to be educated/brought up about good eating habits.

Crime

Underline the correct word in *italics*.

- 1 Those people who are guilty of *minor/inferior* crimes should be fined, not imprisoned.
- 2 If one person kills another by accident, it is *manslaughter/assassination*, not murder.
- 3 Once a person has been to prison, he will have a criminal *document/record* for life.
- 4 Violent crimes such as *assault/shoplifting* are on the rise.
- 5 The current government has been criticized for showing a soft and *tough/lenient* attitude towards criminals.
- 6 Young people who are sent to prison can easily be influenced by *hardened/strengthened* criminals.
- 7 The issue of *capital/corporal* punishment is a controversial one, although the majority of people are opposed to the death penalty.
- 8 Young people often *perform/commit* acts of vandalism when they lack purpose in life.

Confirming and denying

Underline the correct meaning in the second sentence for the words and phrases in *italics* in the first sentence.

- 1 The results from the test *confirmed* Lee's *suspensions*.
What Lee first believed was *correct/incorrect*.
- 2 Lee said that further research was needed to *corroborate* the results.
Lee said thought further research was needed to *support/disprove* the results.
- 3 Lee *refutes* this commonly held view.
Lee says the view most people have is *wrong/right*.
- 4 Lee then attempted to *verify the claim* in a series of tests.
Lee tried to show the claim was *true/untrue*.
- 5 Lee *upheld his position* during the debate.
Lee *admitted he had been wrong/continued to say he was right*.
- 6 Lee believed he had new evidence that could *undermine the existing theory*.
Lee believed the evidence would *support the theory/make the theory weaker*.
- 7 Lee *countered* McHugh's *argument* at a recent conference.
Lee *gave his support to/opposed* what Fennemore was saying.
- 8 Lee *rebutted the allegations* that Fennemore made against his work.
Fennemore criticized aspects of Lee's work and Lee *proved/argued* that Fennemore was wrong.

Verbs and nouns with the same form

Complete each pair of sentences with a word from the box.

document	conflict	input	project	aid
extract	subject	labour	guarantee	

- As part of our research, we intend to document changes in local temperature.
As a historical document the Treaty is carefully preserved in the museum.
- Engineers are working on new ways to gold from the mountain.
Can I include a short from a published report in my essay?
- The bird may on the building of its nest for several days.
There is a shortage of in the agricultural sector.
- The team that will Professor Kossoff come from various backgrounds.
It is often perceived that foreign does not reach the people it is intended for.
- Even if divers reach the sunken ship, there is no they can retrieve it.
The company claim they can the reliability of the product.
- There is ongoing between those who are opposed to GM foods and those who are avid supporters.
The results from the second experiment appeared to with the first.
- It may take some time to the data into the programme.
..... from the Japanese engineers will be of great help to us.
- The team that the glacier will be gone by 2030.
The looked at the development of speech in twins.
- Every in Young's experiment reported their insomnia had improved.
Many social networking sites their users to unwanted advertising.

Suffix -en

Complete each sentence with a verb formed from an adjective from the box, using the suffix -en.

strong	loose	straight	tight	short
moist	soft	hard	broad	wide

- The dam is weak and will need to be before long.
- If the person is unconscious, first any clothing around their neck.
- The track was narrow and had to be to allow the equipment through.
- Water is added to the firm clay so it can be used more easily.
- We hope to our understanding of the way the solar system was created.
- Restrictions on human cloning need before we go too far.
- Our prime minister has recently his attitude towards immigration, allowing more immigrants to apply for residency last year.
- Until now, doctors have attempted to curved spines using bone grafts.
- Obesity-related illness can a person's life expectancy by over 15%.
- As people grow older and less tolerant, they tend to their attitudes towards others who are less fortunate.

Add the words from the box to the table.

although ■ as ■ but ■ despite ■ due to ■ for example ■ for instance ■ firstly ■ furthermore
 hence ■ in addition to ■ in order to ■ moreover ■ nevertheless ■ next ■ on the other hand
 since ■ so ■ so as to ■ so long as ■ subsequently ■ such as ■ therefore ■ to ■ unless
 whereas ■ while

Ordering ideas	Additions	Contrast	Concession
Showing reason	Showing result	Showing purpose	Exemplification

Complete the sentences with an appropriate linking word or expression. More than one answer may be possible.

- It is hard to learn a new language. _____ many people make the effort.
- Travelling is an excellent way to meet new people _____ you have to get out of the hotel to do this.
- _____ he wants to study science, he is taking biology, chemistry and physics at school.
- The business plan is going well. _____ they did a lot of research and then they got in the right team to work on it and finally they found some excellent investors.
- The population has risen dramatically and _____ there is pressure on housing.
- _____ learning various sports, the children said they hadn't got much exercise.
- _____ deforestation, global warming is also caused by air and water pollution and industrial and farming practices.
- The olives are pressed _____ make olive oil.
- You can study a number of courses _____ art or interior design.
- The exam was tough _____ he passed with flying colours.

Having good control of sentence structure also means having good control of punctuation. Correct the punctuation in the sentences 1–7.

- 1 Although most people say they would use other forms of transport for short journeys in fact most car journeys are for distances of less than two miles.
- 2 Most people are reluctant to buy electric cars because of three main factors, cost, maintenance and reliability.
- 3 Some of those surveyed said they had concerns about the distance electric cars could travel before having to be recharged.
- 4 Electric cars are more expensive than conventional cars, however their maintenance costs are lower.
- 5 One major Japanese car manufacturer which produces some of the most fuel-efficient petrol-powered cars has recently announced that it plans to invest more heavily in electric car technology.
- 6 By 2025 over 40 per cent of vehicles on the road are likely to be hybrid or electric cars.
- 7 Hybrid and electric cars produce fewer emissions but this may not result in a reduction in overall emissions. Because the growth in car ownership over the next fifteen years is likely to accelerate.

For IELTS Writing Task 2, it is important that you give reasons for your opinions. Connect the pairs of sentences 1–5 using the linking words given in brackets.

- 1 In many parts of the world, people now have greater access to cars. They often have more choice over where they live and work. (as)

- 2 Cities have become more sprawling. People have sought out the greater privacy and space afforded by suburban living. (because)

- 3 There are more vehicles, often travelling at greater speed. The streets are less hospitable to pedestrians. (as a consequence)

- 4 There has also been a decline in public transport. People have less day-to-day contact with other members of their community. (as a result)

- 5 Most people are very dependent on their cars. Most people do not want to give up their cars. (since)

In introductions to academic essays, writers often:

- a** state the topic of the essay: *This essay is about ...*
- b** write something about the general context: *In recent years ...*
- c** explain why the topic is interesting, relevant or important: *X is interesting/relevant/important because*
- d** present a viewpoint that they go on to challenge: *Some people believe that ...*
- e** present their own viewpoint: *In my view, ...*
- f** state the purpose of the essay: *The aim of this essay is to ...*
- g** outline the structure of the essay: *This essay will firstly ..., secondly ..., thirdly ...*

Read the Task 2 question below and the introduction that follows. For each section of the introduction, indicate which of the functions a–g above is being addressed.

As the English language becomes more widespread, some speakers of other languages fear that English loanwords are gradually replacing perfectly adequate native words.

To what extent do you believe that people should seek to protect the 'purity' of their language from the influence of English?

1 _____

3 _____

There is no doubt that English is becoming increasingly important as a language of international communication in the fields of science, trade, entertainment, and international relations. Not surprisingly, English words have appeared in many other languages throughout the world from Japanese to French. This has prompted some people to seek to defend their languages from this type of change. I would argue however, that these efforts are likely to prove futile.

2 _____

4 _____

Exam tip: Make good use of modal verbs to frame your ideas. Use:

- **will to state your intention:** *In this essay I **will** outline three measures that can be taken to safeguard the rights of children.*
- **emphatic modal verbs such as must and should to express a necessity:** *In my view, society as a whole **must** bear some of this responsibility.*
- **can and could to make suggestions:** *Firstly, the government **can** ensure that its policies take the interests of children into account.*
- **would to indicate the consequences of implementing a suggestion:** *This **would** ensure that young people are continuously represented in the halls of power.*

Read the partially completed Task 2 response to the question: *What can be done to encourage young people to become responsible members of society?* Complete the text by adding a modal verb to the gaps 1–10. In some cases more than one modal verb is possible – your choice will depend on how emphatic you wish to be.

In many societies these days, people are concerned about deteriorating standards of behaviour among young people. Petty crime, misuse of drugs and alcohol and apparent lack of respect for others all seem to be on the rise. Some people maintain that the best way to address this problem is to reinstate firm discipline within homes and schools. I (1) _____ suggest that although this (2) _____ be one solution, we (3) _____ approach the task of encouraging responsible behaviour among young people in a variety of ways.

One measure that both parents and teachers (4) _____ take is to involve young people in making decisions about what is acceptable behaviour. In schools for example, teachers (5) _____ draw up a contract with the children in their class. It (6) _____ need to be revised periodically as the children mature and are able to handle more freedom responsibly. Doing this (7) _____ discourage children from using misbehaviour as a means of expressing their independence.

Secondly, young people (8) _____ be taught leadership skills by taking part in organisations such as the Scouts. Young people who have experienced what it is like to be a leader (9) _____ probably have a better understanding of the difficulties involved. This (10) _____ encourage them to cooperate more easily with authority figures ...

Exam tip: Make sure you complete your essay by writing a conclusion, even if this consists of only one sentence. If you are running short of time, it is better to shorten or omit one of your body paragraphs than to fail to complete the task.

In conclusions to academic essays, writers often:

- restate their opinion
- summarise the main points
- make a recommendation
- make a prediction (often stating what may happen if the recommended action is or is not taken)

The adverbs below can be placed at the beginning of a statement to show your attitude to what follows. Rewrite the sentences 1–7, beginning each sentence with an adverb that expresses the sentence in brackets.

fortunately
importantly
inevitably

interestingly
obviously

surprisingly
unfortunately

- 1 Many people who achieve fame as children struggle to live a normal adult life. (This phenomenon is bound to happen.)

- 2 Many people who become famous as children struggle to live a normal life in adulthood. (This is not a good thing.)

- 3 Only a small percentage of people become truly obsessed with celebrities. (This is a good thing.)

- 4 The vast majority of respondents were critical of the amount of celebrity coverage in the news. (I didn't expect this.)

- 5 Fame can confer certain advantages. (This is clear.)

- 6 The majority of children surveyed said that they did not want to be famous. (I find this interesting.)

- 7 Many children were critical of the bad behaviour of people in the public eye. (This idea is significant.)

Some of the adverbs above can be modified by the use of: *more, less, not, somewhat*. Complete the sentences 1–4 below with an adverb and suitable modifier.

- 1 Fame can be stressful. (This is not as clear as the previous point.)

- 2 The majority of children said they did not want to emulate the bad behaviour of their idols. (This idea is more significant than the previous one.)

- 3 People find notorious criminals quite fascinating. (This is to be expected.)

- 4 The children of famous people rarely seek fame themselves. (This is a bit surprising.)

For IELTS Writing, you have to show not only that you have a wide vocabulary but also that you can use the right form of a word in the right context. Complete the table below with the correct word forms.

verb	noun
_____	reduction
_____	production
convert	_____
maintain	_____
_____	emission
combust	_____
propel	_____

Use words to complete the passage below. Make any changes necessary.

Electric cars are battery-powered vehicles (1) _____ by electric motors. Because electric cars are more efficient at (2) _____ stored energy into (3) _____ they have the potential to (4) _____ CO2 emissions. The level of reduction depends on how the electricity is generated; however, it can be substantial. In the UK, for example, if vehicles with internal (5) _____ engines were replaced with electric vehicles, CO2 (6) _____ would decrease by 40 per cent. Moreover, because electric cars do not (7) _____ exhaust fumes, they have the potential to reduce urban pollution. Another advantage of electric cars is their low (8) _____ costs; because electric motors have fewer moving parts than petrol-powered engines, they are easier to maintain. One disadvantage, however, is that they (9) _____ less noise and can therefore be dangerous to pedestrians.

Governments and manufacturers around the world are investing substantial sums in the development of state-of-the-art electric cars and batteries. Some have predicted that electric car (10) _____ will increase substantially over the next decade and that by 2025, 12 per cent of cars on the road will be battery-powered.

Cause-and-effect relationships can also be expressed using a number of different words and expressions:

because + dependant clause

Because mangrove swamps have been damaged, many unique species are now endangered.
Many unique species are now endangered because mangrove swamps have been damaged.

because of + noun phrase

Because of damage to mangrove swamps, many unique species are now endangered.

due to

Many unique species are now endangered due to damage to mangrove swamps.

therefore/consequently/as a result + clause

Mangrove swamps have been damaged; therefore, many unique species are now endangered.

so

Mangrove swamps have been damaged, so many unique species are now endangered.

so + that + clause

Mangrove swamps have been so damaged that many unique species are now endangered.

Re-write the sentences 1–4 below using the words in brackets. Make any other changes necessary.

- 1 Land has been farmed so intensively that there has been a significant decline in biodiversity. (contributed to)
 Intensive farming _____.
- 2 Loss of vegetation has caused a decline in the insect population. (consequently)
 Vegetation _____.
- 3 Because there are fewer insects, the small animals that feed on them have moved elsewhere. (so)
 There are _____.
- 4 The disappearance of prey species has resulted in a marked reduction in numbers of predators such as wild cats and owls. (because of)
 There has been _____.

Each pair of words or phrases in *italics* in the sentences 1–5 below expresses a similar meaning. Underline the word which makes the sentence more moderate.

- 1 Acid rain has *damaged/destroyed* acres of forest.
- 2 As a result, many woodland species *have become extinct/are endangered*.
- 3 The *loss/disappearance* of predator species has caused an increase in numbers of prey species.
- 4 Many forests can no longer be *used/exploited* for commercial purposes.
- 5 Governments should *ban/limit* the burning of fossil fuels, which causes acid rain.

Study the Writing Task 2 question below. Compare the two responses and answer the questions 1–5.

What influences our purchasing decisions? Do we mainly buy things because we need them, or are other factors involved?

Response 1

Sometimes people are more likely to buy products because celebrities have been employed to advertise them. The famous people used in these advertisements make these products more attractive, so people want to purchase them. Therefore, the influence of celebrities can be a powerful reason for some purchasing decisions.

Response 2

Sometimes people are more likely to buy products because celebrities have been employed to advertise them. In buying the product, the consumer may feel 'closer' to a person they admire. An example of this is when famous sportsmen or women endorse a particular brand of trainer or sportswear. Indeed, the powerful influence of this type of advertising on consumer behaviour is reflected in the large sums of money such celebrities are often paid for their advertising work.

- 1 Which response do you think is more satisfactory? Why?
- 2 What is the purpose of the first sentence in Responses 1 and 2?
- 3 What is the purpose of each of the remaining sentences in Response 2?
- 4 What expression is used to signal that the writer is giving an example?
- 5 What expression is used to signal that the writer is supporting the main point with evidence?

Exam tip: You can use a range of expressions to signal to the reader that you are giving an example to illustrate your point:

- *Famous sportsmen and women, **for example/for instance**, may endorse a particular brand of trainer or sportswear.*
- **An example/Another good example** of this is when famous sportsmen and women endorse a particular brand of trainer or sportswear.

And to signal that you are supporting your point with evidence:

- **Indeed/In fact** the powerful influence of this type of advertising on consumer behaviour is reflected in the large sums of money such celebrities are often paid for their advertising work.

The experienced academic reader will normally assume that successive sentences in a passage support or illustrate the points made. For this reason, it is not necessary to use many of these particular signpost expressions to make your passage clear. Two or three in your response will be sufficient in most cases.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Convenience foods will become increasingly prevalent and eventually replace traditional foods and traditional methods of food preparation.

To what extent do you agree or disagree with this opinion?

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

Write at least 250 words.

Unit 2 – Task 2

This is a response to a Type D 'Evaluate an idea' essay question. It asks the writer to consider the truth value of a prediction.

This is a response to a Type D 'Evaluate an idea' essay question. It asks the writer to consider the truth value of a prediction. body paragraph.

One of the most significant advances in civilisation is the development of modern methods of food production and preparation. Convenience foods have now become the norm in many societies.

Although some people idealise traditional cooking practices and believe they will prevail indefinitely, demographic trends suggest that this is unlikely to be the case. In fact, there are a number of reasons for believing that convenience foods are likely to grow in popularity.

By acknowledging there is another point of view, the writer indicates that she has 'tested' her idea.

The first reason is the decline in family size and the increase in single-adult households. In more traditional societies, where families tended to be large, it made economic sense for one person to devote him/herself to time-consuming domestic tasks such as growing and preparing food. Nowadays, people tend to live in ever smaller family units. If each family were to spend large amounts of time growing and processing food, this would be a poor use of society's human resource.

Another reason convenience foods are likely to become more popular is the increase in the number of adults, especially women with children, who work in full-time employment. In the UK, for example, working mothers significantly outnumber stay-at-home mothers. There is evidence that consumption of convenience foods rises with numbers of hours worked. As modern life increasingly demands that people are economically active, this trend is likely to continue.

Examples to illustrate and support the argument are also given.

Although many people still value traditional foods and methods of cooking, the trend towards smaller, dual-income households suggests that convenience foods are likely to continue to grow in popularity and may very well eventually replace traditional methods of food production and preparation.

The response meets the 250-word requirement.

[261 words]

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

The importance of biodiversity is being more widely recognised as increasing numbers of species come under threat.

What can be done to maintain biodiversity?

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

Write at least 250 words.

Unit 4 – Task 2

This is a response to a Type A 'Propose a solution' essay question.

This is a less emotive and therefore more academic way of saying *are destroyed*.

The writer begins with his least favoured option.

Notice that the writer does not use the contracted form *it's*.

In recent years there has been growing awareness of the importance of preserving the world's biological diversity. As **increasing numbers** of unique, and potentially useful, plants and animals **come under threat**, people are beginning to ask whether more can be done to reverse this trend.

One possible approach is to regulate agricultural and industrial activity so that pollution and disruption to natural habitats is kept to a minimum. People argue that economic prosperity must be curtailed if it comes at the expense of the environment. However, businesses affected are unlikely to comply with such a strategy. It may even generate hostility to conservation efforts generally if the economic costs are perceived to be too high.

An alternative approach would be to protect and expand nature reserves so that complete ecosystems can be kept intact. This would ensure that a minimum number of wild plants and animals would survive. However, although such places are indeed valuable, experience shows that **it is difficult** to protect rare plants and animals from exploitation. In fact, as some species, like the tiger, become rarer, the more valuable they become to poachers and others who seek to benefit from their trade.

A more effective approach is to educate the public about the benefits of biodiversity. Money should be invested in the research and development of the world's biological resources. Once people understand that there are real benefits to exploiting natural resources in a sustainable way, they are more likely to make the short-term sacrifices necessary to preserve natural habitats.

(253 words)

This is a more academic way of saying *more and more*.

The writer presents this idea impersonally by making *people* rather than *I* the subject of the sentence.

The writer concludes with his preferred option. This makes the essay feel finished. Notice how the writer avoids using the word *I* and keeps his sentences short and simple.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In many countries, young people are granted certain privileges and responsibilities at the age of sixteen. Clearly parents have a responsibility to both care for and prepare their children as they approach this important milestone.

To what degree should parents intervene in the lives of their 14–15 year-old children?

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

Write at least 250 words.

This is a response to a type A 'Propose a solution to a problem' question.

The writer's intention is expressed using *will*.

Each body paragraph begins with a generalisation.

This supporting example is signalled with *for example*.

May is used to make the statement less sweeping.

In short signals the conclusion.

Unit 8 – Task 2

No two families are alike. Therefore, the degree of control that it is appropriate for parents to exercise over their 14–15-year-old adolescent children is likely to vary from family to family. In this essay, I will outline three key variables that should be considered when attempting to make a decision about what is suitable in a given context.

One variable is the family's physical environment. Some environments clearly pose more dangers than others. Parents in an inner-city area with heavy traffic, a transient population and a high crime rate, for instance, probably need to supervise their children more closely than parents in a small rural community in which the residents know one-another.

Secondly, prevailing cultural norms are likely to be a factor. Some cultures, in Asia and the Middle East, for example, value social cohesion, whereas others, such as the US, tend towards individualism. One of the tasks of parents is to teach their children to function within their society; thus the degree of parental control will probably vary according to the type of society in which children are expected to take part.

The third, and perhaps most important consideration, is the personalities of the children involved. Children vary enormously in terms of traits such as maturity, impulsiveness, conscientiousness, and so on. The degree of parental control appropriate for one 14–15-year-old may not be at all appropriate for another.

In short, it is not possible to make recommendations regarding the supervision of adolescents that fit all contexts. The physical environment, the cultural context, and the personalities of those involved should all be considered.

[261 words]

The writer states her opinion.

Should is used to express a necessity.

This is a supporting example, signalled with *for instance*.

These examples are signalled with *such as*.

The writer begins the conclusion by restating her opinion.

Here the writer summarises the main points.

The box below contains key words. Complete the table by putting nouns from the box in the correct category. The words may be synonyms, antonyms or related words.

advantage ■ attitude ■ channels ■ difficulty ■ disagreement ■ drawback ■ effect ■ hindrance
 methods ■ opposition ■ point of view ■ procedures ■ reasons ■ roots ■ sources ■ steps

Measures	Opinion	Benefit	Causes
		<i>advantage</i>	

Complete the introductions for essays a–d. Use the correct form of words from the table. There may be more than one possible answer.

- a Whilst it is unarguable that technology has provided many _____ to students, helping them with their studies, it is also possible that there are _____ which impact negatively on their ability to use their own initiative and mental facilities.
- b There are many _____ why some children leave full-time education too early to benefit them; it is therefore important to take _____ to prevent this damaging behaviour.
- c There is no doubt that people have differing _____ about who should have access to university education. According to many, it is important that the most able students go.
- d Men tend to outnumber women in maths and engineering courses for a number of _____. These vary from social expectations to personal preference but the _____ is the same: fewer females choose particular subjects to study.

Read the model answer then complete the table below.

Ensuring that visitor numbers to museums are high is an important task at a time when there is a limited amount of money available in the arts. Unless there are sufficient visitors at museums, maintaining them will be problematic and it will be difficult for them to offer interesting exhibitions. In my opinion, this would be a massive drawback in a society that values its cultural heritage. Therefore, it is important to consider how museums might encourage people to visit. Firstly, it would be useful if museums could provide free entry. Some already do but others charge a fee. Of course, this is a helpful source of income for the museums but if we take the view that culture should be available to everyone, it is logical to suggest that the government should fund each museum. If entry was free, this would immediately encourage more people to go to museums and families would be able to take their children, who may become more enthusiastic about museums in the future, too. Of course, a disadvantage of this is the lost income but if funds could be provided centrally, this wouldn't be a problem.

In addition, provided that it doesn't harm any of the exhibits, more interactive exhibitions would encourage younger people to go to museums. If some interactive activities such as screen-based games were available, it would make the museum accessible to younger visitors. For example, visuals of the exhibits in their original setting or interactive quiz questions could work well. A drawback to this is that it might be expensive to manage but it seems to be worth the investment if it encourages more visitors.

Lastly, unless museums advertise, people won't be aware of what they can offer. For this reason, a good advertising campaign reminding people of how interesting museums are will possibly increase numbers. Although some people feel this might attract people with the wrong attitude or expectations and create noisy crowds within the museum, it is unlikely numbers will grow to the point where they create a hindrance.

In conclusion, museums would benefit from offering up-to-date exhibitions without charging entrance fees and their visitor numbers would increase dramatically.

Suggestion 1 <i>Museums provide free entry</i>	Advantage: Disadvantage:
Suggestion 2 	Advantage: Disadvantage:
Suggestion 3 	Advantage: Disadvantage:

Personal opinion	Impersonal idea

Add the phrases 1–12 to the correct place in the table

- | | |
|---------------------------|--|
| 1 I think | 7 As far as I'm concerned |
| 2 In my opinion | 8 Reports show/state/demonstrate/reveal that |
| 3 It should be noted that | 9 Personally, I am certain |
| 4 It is claimed that | 10 A general assertion is |
| 5 To my mind | 11 Predictions suggest that |
| 6 Many might claim | 12 I feel (that) |

Match 1–6 with a–f to make sentences.

- | | |
|--|--|
| 1 Personally, I feel that green spaces in the city | |
| 2 It is commonly accepted that more | |
| 3 Many might claim that they | |
| 4 It seems to me | |
| 5 In my opinion | |
| 6 It should be noted that some cities | |
| a housing would make homes more affordable for people such as key workers. | |
| b major cities, Istanbul or Shanghai for instance, are relatively expensive places to live. | |
| c make them nicer places. In other words they make cities healthier and more beautiful. | |
| d enjoy the benefits of the countryside, for example the fresh air, but others would say it is too boring. | |
| e that work opportunities are better in cities. That is to say you have more chance of finding a job. | |
| f are known as megacities due to their size. A case in point is Tokyo. | |

Introduction

- 1 Cities: have high density of buildings.
- 2 _____
- 3 I partly agree that space needs to be used well.

Reason 1 – agree because

- 4 Important to use space effectively – population of world increasing/more people need to live in cities
- 5 _____

Reason 2 – agree because

- 6 Design of high-rise architecture suitable for buildings in city – buildings in cities generally contemporary and high rise – economic use of space
- 7 _____

Reason 1 – disagree because

- 8 Attractive surroundings improve quality of life/attract tourists and income
- 9 _____

Reason 2 – disagree because

- 10 Nowadays good design includes green space but still economic – also better for environment
- 11 _____

Conclusion

Agree space is important but not the only factor to consider.

Technique

Decide on your viewpoint before you begin. This helps you present the information consistently throughout the essay. Remember your adverbs, introductory phrases and general language should indicate your attitude, not just the introduction and conclusion of your essay.

It is important to distinguish between opinions you hold and those that are more general. Look at each statement in the plan in 4 and decide if it is a generally accepted opinion (g) or an opinion held by the writer specifically (w). Write (g) or (w).

Read the introduction and first paragraph of a model answer below. Underline the phrases that introduce opinions.

It is generally accepted that contemporary cities are growing in size and population. Various recent reports have indicated growth in megacities such as Mumbai, Tokyo and Mexico City, which cover huge areas and are still developing. Along with the increase in population globally, it is therefore commonly acknowledged that there is pressure on available space and housing. I would therefore maintain that space is an important factor in city planning and must be taken into account in any kind of planning activity. However, although space is key to good city design, it is not the only thing that should be considered and this essay will go on to discuss other factors, too.

To begin with, a primary factor for consideration is population. Experts claim that the population of the world is increasing quickly and it is true that urban societies are growing very rapidly. More young people, for instance, are moving to cities for work opportunities as well as all the facilities and opportunities they can find there. For this reason, I believe we need to find more economic ways to live. Good design, with high-rise living space, can help. It seems to me that the cost of accommodation in many cities is prohibitive, which restricts opportunities and could be solved by better town planning.

Technique

When writing an opinion essay you need to present different viewpoints. These can be varied to appear personal or impersonal. Both are possible approaches.

Look at the Task 1 question below. Is it asking you to find solutions or evaluate a solution?

You should spend about 40 minutes on this task.

Some people believe that famine is caused by climate change and preventing this will stop famine. What is your view of this?

Write at least 250 words.

Look at the introduction and conclusion of the essay. Put the sentences in the correct order.

Introduction

- a Some people believe this is the result of climate change and the impact it has on farming and the ability of less-developed countries to produce sufficient food.
- b Famine is a terrible problem which astonishingly still exists in the 21st century.
- c Indeed, millions of people still die from starvation every year.
- d However, I will argue that, whilst this is one factor which contributes to the problem of famine, there are other causes which have as much impact and must also be considered.

Conclusion

- a In summary, what is needed is for a range of causes to be tackled, and global warming is only one of them.
- b Politics, economics and technology also have a part to play.
- c Whilst global warming is a significant contributor to the problem, and addressing it would also help prevent famine, this alone would not end famine.
- d There are clearly many factors involved in the causes of famine.

An essay which evaluates solutions often describes the proposed solution and looks at the disadvantages and the advantages.

Of course the impact of climate change can't be underestimated in relation to famine. Climate change is, in itself, caused by many different factors including deforestation and polluted air. The ¹deforestation problem leads to soil erosion. The ²polluted air problem increases temperatures. ³Deforestation and polluted air contribute to unpredictable rainfall patterns which damage crops and the quality of vegetation that grows, preventing steady food production in developing countries. Farmers in ⁴developing countries usually don't have enough money for measures which will help counteract the effects, e.g. anti-flooding or irrigation methods. Consequently, preventing climate change would decrease ⁵climate change's unpredictable effects and therefore reduce famine. Agricultural planning would be easier as farmers would know what the likely seasonal changes would be. However, climate change is a vast problem and not ⁶a problem easily solved. ⁷The problem requires a global effort and huge investment, which is difficult to achieve quickly in the short term.

Read the Task 2 question below and complete the table with your own ideas. Take a position. Then select the most appropriate ideas and write an outline using the headings given.

Success in formal 'pen and paper' examinations is often seen to be a sign of intelligence.

To what extent do you agree with the view that formal examinations measure intelligence?

Ideas

Template D: Evaluate an idea

What are the ideas?	What is the evidence for?	What is the evidence against?
Idea in the question: Exams measure intelligence.	People who do well in exams often do well in other types of tasks, e.g. assignments. Exams usually include a range of tasks to measure different abilities.	Pen & paper exams are often predictable – students can prepare by rote learning. 1 _____ _____
Other possible idea: There are probably different types of intelligence – these can only be measured in different ways.	Some people express themselves much better verbally than in writing. 2 _____ _____	3 _____ _____ _____

Essay outline

Introduction:

Body paragraph 1:

Evidence for:

Evidence against:

Body paragraph 2:

Evidence against:

Evidence for:

Conclusion:

In IELTS Writing Task 2, you are often required to express more than one point of view. You can use reporting verbs to do this. In English, there is a wide variety of reporting verbs, which can be used:

- to express beliefs: *believe, maintain, suspect, think*
- in discussion: *argue, assert, claim, insist, say*
- to show agreement: *accept, acknowledge, admit, advocate, agree, concede, support*
- to show disagreement: *challenge, deny, disagree, dismiss, doubt, object, question, refute*
- to give suggestions: *imply, suggest, urge*

Reporting verbs can be tentative (e.g. *suspect, suggest*), neutral (e.g. *say, agree*), or emphatic (e.g. *assert, dismiss*). Look at the sentences 1–7 below and underline the stronger of the two reporting verbs.

- 1 Many people *insist/argue* that there is one 'best' variety of English.
- 2 However, I *question/refute* the idea that one variety of the language is better than another.
- 3 Some people *doubt/deny* the value of a bilingual education.
- 4 Others *accept/advocate* the idea of a bilingual education, even for very young children.
- 5 I would *urge/suggest* that educational authorities do all they can to promote minority languages.
- 6 Some people *suspect/maintain* that within a century, there will only be two or three languages spoken in the world.
- 7 Other people *dismiss/doubt* the idea that all but two or three languages will die out.

Different reporting verbs are followed by different structures:

- **that + clause:** *Some people argue that governments should subsidise ...*
- **whether + clause:** *Others question whether governments should subsidise ...*
- **reporting verb +**
 - **preposition + noun/noun phrase:** *I object to the policy of government subsidies ...*
 - **noun/noun phrase:** *Most people support the idea of subsidising ...*
 - **gerund:** *Educators recommend subsidising ...*
 - **object + infinitive verb:** *I would urge the government to subsidise ...*

Some reporting verbs can be followed by more than one type of structure. For example:

- **question +**
 - **whether + clause:** *Others question whether schools should promote ...*
 - **noun phrase:** *Others question the feasibility of promoting ...*

Re-write the sentences 1–4 below using the phrases a–d. Make any changes necessary for a more academic style.

- | | |
|---------------------------------|--------------------------------|
| a Some people insist ... | c I concede ... |
| b Teachers recommend ... | d I refute the idea ... |
- 1 Maybe making English a mandatory subject in primary schools isn't such a good idea.

- 2 The world definitely needs one common language for trade.

- 3 It is highly unlikely that everyone in the world will speak the same language at any point in the future.

- 4 You should practise a foreign language outside the classroom if you want to become really fluent in it.

Task 2

You should spend about 40 minutes on this task.

Some young people look forward to a year of travelling, a 'gap year', before they begin work or university and see it as a chance to broaden their horizons. For others this is an expensive waste of time. Discuss both views and give your own opinion.

Write at least 250 words.

Task 2

The 'gap year' is now common phenomenon, with young graduates travelling to distant places before they settle down on their first long term job. Such travels can be seen as hugely beneficial, a way of developing a person's interest and understanding of the world, or alternatively viewed as time spent irresponsibly. Although I have some sympathy with the latter view, ultimately I believe that gap year can be very rewarding.

For many people, a student should begin work as soon as university is finished since a gap year is simply an extendable, self-indulgent holiday. They claim that 'gappers' end up in holiday resorts and do not even see much culture. While there is probably some truth in this, any kind of travel is an important experience in expanding a person's world view. Furthermore, although some people may spend part of that time in resorts, many more do voluntary work or backpack and gain a huge amount from the experience.

Similarly, people critic gap years on basis that the person is wasting money instead of earning it. But many graduates would not find work immediately. In fact 'gappers' often work while they travel, gaining world and work experience which will help them find employment on their return.

Another argument against the gap year is that it takes up time better used beginning a career. However, most people will spend another 40 years or more doing exactly this. Moreover it becomes more and more problematic to take time off as we get older. So the time after university is ideal to learn about the world and gain an experience outside our normal nine to five existence.

Finally while some people see a gap year as unproductive, it should be remembered that a great deal can be achieved in that time; students come back home having done charity or learnt a language in a different country.

In summary, whilst it is true that some people may spend a year on a beach wasting time and money, many more people will find out a great deal about the world around them and themselves during a gap year and it is therefore a beneficial experience. (360 words)

Grade: 8

Comment: The arguments in this answer are clear and well developed. They are ordered logically and each paragraph is clear, with a key point made sensibly. The grammar shows lots of different structures and these are mostly very accurate. The vocabulary is effective and demonstrates an ability to use quite colloquial phrases. There are some errors in vocabulary and grammar but these are quite minor and don't follow a pattern.

Task 2

You should spend about 40 minutes on this task.

In recent years sports stars have become increasingly famous and wealthy. For some this is a benefit, raising the profile of sports, but for others it is a negative influence. Discuss both views and give your own opinion.

Write at least 250 words.

Task 2

Sports stars are as famous as film stars nowadays. They have an increasingly prominent role with the media and earn large amounts of money; but this can create mixed reactions. For some people sports stars are deserving, positive role models; for others, the increasing amounts of money and media attention are damaging. It is useful to consider both viewpoints before making a decision in the matter.

One common argument is that high financial and social rewards encourages younger people to become interested in sports. Whilst not everyone will become rich and famous, any trend supports people in doing more sport should be seen as a good thing. On the other hand, it is possible that people might become fascinated by sports for the wrong reasons and it will attract those more interested in money or fame than actual sports. For example, it can give young people unrealistic expectations and stop them working towards more achievable goals.

Another argument in favour of sports people earning substantial money and media attention is that it makes sports more exciting. However, this diverts attention from the real focus of competition and into making a profit. In other words it could be claimed that team loyalty and enthusiasm for the sport itself have disappeared as money has become too important.

Finally, some assert that sports people can only be at the top of their career for a limited number of years so they should be able to exploit every opportunity. But this should not be the main motivation and this could be argued to some degree about anyone in a job requiring physical fitness.

It is unlikely that the fame and money earned by sports people will reduce any time soon but this trend of more money and attention is not beneficial to sports overall. (302 words)

Grade: 8

Comment: The structure of the essay is sensible and each point is related to the question. The writer balances the arguments before coming to a final conclusion. Grammar is well controlled but there are a few minor errors. There are also a couple of spelling errors.

Choose the best answer (A, B, C or D) for each space.

- 1 Evidence has _____ shown that too much gaming can damage children's concentration.
- 2 _____, a higher level of funding in technological research will lead to better results and new technological developments some years later.
- 3 _____, younger people are more likely to be 'digital natives' and older people tend to be 'digital immigrants'.
- 4 _____, 70 per cent of teenagers report seeing cyberbullying on a regular basis.

- | | | | | |
|---|-----------------|----------------|-----------------|----------------|
| 1 | A highly | B clearly | C strongly | D vastly |
| 2 | A Unfortunately | B Conclusively | C Without doubt | D Severely |
| 3 | A Apparently | B Seriously | C Distinctly | D Worryingly |
| 4 | A Consistently | B Probably | C Amazingly | D Disturbingly |

Complete each sentence with an adverb to suggest the opinion shown in brackets. There may be more than one possible answer.

- 1

a	_____	older people are not	(This is generally true.)
b	_____	good with technology.	(This is inevitable.)
c	_____		(This is a bad thing.)
- 2

a	_____	people spend a lot of	(Everyone knows this.)
b	_____	their time online.	(This could be a problem.)
c	_____		(This has a key impact.)
- 3

a	_____	multinational	(This is terrible.)
b	_____	companies have too	(This is definitely true.)
b	_____	much control over what	(This is mostly true.)
		appears on the internet.	

Read the model answer below. Label the sections of the essay a–e with phrases from the box.

introducing topic ■ justifying opinion (x2) ■ stating opinion ■ summarizing point of view

In a number of countries, those at university have their degree courses funded by the government but many people nowadays assert that students should pay themselves. Whilst there are many reasons to justify such a viewpoint, I don't entirely agree with it.

1 _____, the benefits of having a well-educated population are felt by all those in society. This is because the general population gains when there is a ready supply of good doctors, engineers, teachers and businesspeople who can contribute to the welfare of all. Therefore it seems fair that all members of society should contribute through a tax system in order to pay for such education.

2 _____, it is important that those who train to undertake such roles are the most able and competent in the country. Should education be too expensive, it is likely that some of the most capable and talented young people may be discouraged from studying, especially if they happen to come from a poorer background. Indeed, if the tax system is organized so that those earning more pay a higher level of tax, then probably most graduates will pay back a good deal into society over many years of work. Their education will help them get better employment so they will probably contribute more money over a lifetime.

It is ³ _____ important to remember that an educated and cultured society is a civilized one and, in principle, I believe that education should be available to all young people and that their financial background should not hold them back.

4 _____, while some people argue that government money should not be spent on the university education of individuals, I disagree entirely. I feel that society as a whole benefits from supporting students in higher education so the government should fund these costs.

a

b

c

d

e

Complete the model answer with organizing phrases from the box.

also ■ firstly ■ furthermore ■ in conclusion

Technique

Keep your introduction brief and don't copy out the rubric (question). Ensure each paragraph has a clear topic and there is a final conclusion. If you are writing an opinion or 'contrasting viewpoints' essay, make sure your position is clearly presented.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Many people believe that media coverage of celebrities is having a negative effect on children.

To what extent do you agree or disagree with this opinion?

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

Write at least 250 words.

Unit 10 – Task 2

Celebrities appear to play an increasingly prominent role in popular culture today. It is difficult to open a newspaper or switch on the television without encountering an item of celebrity gossip. **Not surprisingly**, there are concerns about **how this trend** impacts on children, with some people claiming that children are being corrupted. **This essay will argue that these fears are unnecessarily alarmist.**

Firstly, some people maintain that children cannot distinguish between notoriety and genuine fame. However, in my experience, children usually **admire footballers, singers and actors** for their skill and achievements and express disappointment when they misbehave. Moreover, historically **famous figures** have also been flawed. In the past, many **prominent** political and business leaders **had links** with the slave trade, for example. Yet they are still presented to children as noteworthy individuals.

Another common fear is that children are being encouraged to pursue the unrealistic goal of achieving celebrity status themselves instead of working towards more socially useful occupations **such as engineering, teaching or nursing**. In fact, children have always had unrealistic fantasies about what they might do as adults, **and these commonly** reflect the preoccupations of their society. In the 19th century, for example, British children often aspired to being famous explorers. As children grow up, they learn to draw inspiration from their heroes and heroines without emulating them literally.

In short, there is little about today's celebrity culture that is fundamentally more harmful than the types of celebrity children have encountered in the past. Provided children are given appropriate guidance, they are unlikely to be adversely affected.

(259 words)

Annotations:

- This is a response to a type D 'Evaluate an idea' question.
- this + summary word (trend)* links two sentences.
- The writer avoids repeating *celebrities* by listing common types of celebrities.
- Prominent and noteworthy* in the following sentence are synonyms for famous.
- Commonly* is a hedging expression, as is *often* in the following sentence.
- This adverb phrase shows the writer's attitude to the opinion expressed.
- The writer states her intention using *will*. The subject of the sentence is *this essay* rather than *I*, in keeping with academic style.
- Famous figures* is used to avoid repetition.
- These are examples of socially useful occupations, signalled with *such as*.
- Here, the conclusion begins with a summary of the main points.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Women and men are commonly seen as having different strengths and weaknesses. Is it right to exclude males or females from certain professions because of their gender?

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

Write at least 250 words.

Task 2: Model answer

There have always been differences in the types of work men and women have done. However, the trend in modern times has been for both men and women to have greater freedom of choice in terms of employment. Some people might say that there is no need to go further. However, in my view, wherever possible, gender equality should be encouraged.

There may indeed be good arguments for allowing certain posts to remain predominantly male or female. Where all-male or all-female groups exist, there may be a need for related posts to be held by men and women respectively. Patients in all-female hospital wards, for example, would probably appreciate having female nurses to look after them. It could also be argued that certain jobs requiring a great deal of physical strength, coal mining or logging, for example, should continue to be done mainly by men.

However, in the vast majority of situations, making occupations more open to both genders has distinct advantages. Men and women can bring slightly different perspectives and approaches to a job. Female police officers, for example, may have a greater understanding of domestic violence and a better range of strategies for dealing with this problem. Male primary school teachers probably have a better understanding of the needs of young boys and can serve as good role models for them.

The changes that result from allowing men into female-dominated occupations and vice versa may be subtle, but they are far-reaching. However, to benefit the most from this development, it is important not to expect males and females to approach work in identical ways.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Many people believe that formal 'pen and paper' examinations are not the best method of assessing educational achievement.

What is your view of examinations?

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

Write at least 250 words.

Task 2: Model answer

Examinations are one of the most common methods of measuring learning in education systems throughout the world. At virtually every stage of the learning process, exams are used to verify that the learner is ready to move on to the next stage. However, many people believe that the role of examinations should be reconsidered.

There are clearly certain advantages to exams. They help to ensure fairness by imposing the same conditions on all exam candidates. They are also relatively versatile; different types of exam questions, for example, multiple-choice questions and essay tasks, can test different sorts of reasoning ability. However, exams also have clear drawbacks. Test-wise candidates can often perform well on exams without having good underlying knowledge or skills. On the other hand, some test-takers perform poorly in exams simply because of anxiety. Some teachers and learners focus only on those aspects of the curriculum that are likely to be tested, thus narrowing the educational experience for all.

A number of measures should be taken to address these concerns. Wherever possible, exams should match the content and activities of the learning environment. Exam tasks should be varied to give fair opportunities to candidates with different types of skills. Other types of assessment should also be considered; assignment writing, for example, to assess independent learning and research skills, or group projects, to measure teamwork ability.

Exams clearly have a role to play in ensuring proper, objective assessment of achievement. However, exams need to be carefully designed and supplemented with other forms of assessment if they are to be a truly useful component of the educational system.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

As languages such as English, Spanish and Mandarin become more widely spoken, there is a fear that many minority languages may die out. Some countries have taken steps to protect minority languages.

What is your view of this practice?

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

Write at least 250 words.

Task 2: Model answer

As the world becomes more integrated, the need for common means of communication is becoming more pressing. Inevitably, speakers of minority languages have been under pressure to speak the languages of more dominant groups, both locally and globally. Some people argue that there is nothing that can or should be done to stop this process. I would suggest that the issue merits more careful consideration.

It is true that as the balance of power among groups of people throughout history has shifted, languages have arisen, changed, and died out. Even once widely-spoken languages, such as Latin, have disappeared. To some extent, therefore, this process may be inevitable. However, there are examples of communities that have managed to preserve and even revive languages under threat. Irish and Scots Gaelic, for example, have been preserved by government policy on education and broadcast media.

There are, indeed, several benefits to preserving minority languages. Retaining the language of a community often means that other forms of culture are maintained: songs, literature and local traditions. These all contribute to the richness and variety of human culture. Moreover, language helps communities to remain cohesive and to have a strong sense of identity. This can help people to be strong in adversity. Where this sense of identity and cohesion has been lost, for example among many indigenous communities in North America, problems can follow: low self-esteem, lack of confidence and loss of initiative.

In short, it is possible and in many cases, desirable, to make the effort to preserve minority languages. This can have benefits both for the minority speech community and for society as a whole in terms of cultural richness.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

New technologies and ways of buying and selling are transforming the lives of consumers.

To what extent do you agree or disagree with this opinion?

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

Write at least 250 words.

Task 2: Model answer

New technologies, and in particular the Internet, are undoubtedly having a major impact on the way goods and services are bought and sold. In many countries, buying products online has become a mainstream activity. Now in the UK, for example, roughly 12 per cent of all retail trade is conducted on line. While some maintain that the actual impact of the Internet on shopping is negligible, I would argue that it is in fact quite significant for two main reasons.

The first main reason is that the development of online shopping has meant that the market for goods available to the individual has grown exponentially. It is possible to buy virtually anything from what has effectively become a world-wide retail market: exotic foods, art works, rare books, adventure holidays; the list is endless. Products that were once only available to those who lived in large cosmopolitan cities with a wide variety of shops can now be bought by those living in small towns with few local amenities.

Another significant reason is that the buyer can have more control over the process. Price comparison websites make it easier to find bargains. Shopping can be done at any time of the day or night, and shoppers can browse for as long as they like without pressure from sales assistants. This means that shoppers can potentially become more astute and knowledgeable about the products they are buying. Because of the greater competition involved in trading within a large market, sellers may have to improve the quality of their products.

In short, experience suggests that online shopping has shifted the balance of power in favour of the consumer. Consumers not only have wider access to goods but also have greater access to information and more control over how they shop.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Learning to manage money is one of the key aspects of adult life. How in your view can individuals best learn to manage their money?

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

Write at least 250 words.

Task 2: Model answer

Learning to manage money is something that virtually everyone must do as the ability to maintain a balance between income and expenditure is essential for a stable life. In many developed countries, the availability of easy credit and a wide variety of financial products have made the task of managing one's money more complex. In less affluent parts of the world, lack of money or access to credit creates its own challenges. In this essay, I will outline two ways in which people can learn to manage their money.

Learning by example is one important method. From their early years, children can observe how their parents make financial decisions. They may notice, for example, whether money is saved for costly purchases, or whether purchases are bought on credit. Children can also see what kinds of criteria parents use when choosing what to buy, for instance, whether quality or quantity is more important. It is important, therefore, that parents model sensible purchasing behaviour and explain what they are doing and why. However, in many circumstances, this may not be sufficient.

Another important means of teaching people to manage money is through education. When school children, for instance, learn arithmetic, they could also be taught the basics of budgeting and how to recognise good value. For adults, the Internet could be a good source of advice on how to save money. Price comparison websites, for example, can be a good way of researching what is available before making an expensive purchase.

The ability to manage money is often taken for granted. Because the consequences of poor money management can be severe, it is worthwhile taking steps to ensure people are as well-informed as possible.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Longer life spans and improvements in the health of older people suggest that people over the age of sixty-five can continue to live full and active lives.

In what ways can society benefit from the contribution that older people can make?

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

Write at least 250 words.

Task 2: Model answer

People today can expect to live a longer and healthier life than people in the past. People often see retirement as a time for relaxation and letting go of the stresses of working life. However, many who reach retirement age are more interested than ever in contributing actively to their communities. This essay will outline two ways in which this interest can benefit society.

Becoming involved in schools is one of the ways in which the life experience of the elderly can be made available to the community. Because families now are often more mobile than in the past, many children do not have regular contact with grandparents. Yet children are often fascinated by stories of life in the past. Inviting local retired people into schools to speak to children can help to maintain a vital link between past and present.

Another way in which society can benefit from a more active older generation is by inviting older employees to remain in work part-time. Older people may not want to or indeed be able to do a full day's work; however, their experience may continue to be valuable to their employers. A good example of this can be seen in one scheme in the UK in which elder employees remained in work as mentors for younger employees.

Schools and the workplace are just two of the areas in which those who have reached retirement age can continue to contribute to their communities. As life expectancy improves, the need to maintain an active and socially meaningful life may also increase. Experience suggests that this trend can have benefits for all, not just the elderly.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

There is a good deal of evidence that increasing car use is contributing to global warming and having other undesirable effects on people's health and well-being.

What can be done to discourage people from using their cars?

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

Write at least 250 words.

Task 2: Model answer

Mass car ownership clearly has a number of undesirable consequences for people's health and fitness as well as for the environment and community life generally. Nevertheless, owning a car is still seen as a desirable option. In fact, the number of cars in the world today is fast approaching one billion. Although this trend may seem inexorable, there is much that can be done to discourage unnecessary car use.

One possible approach is to make cars expensive to own and use, for example, by taxing them at the point of purchase or annually through a road tax. Certain types of car use, for instance short journeys within already congested cities, can also be discouraged through road pricing schemes such as that operating in London. However, these punitive measures alone are unlikely to have a major impact unless alternative means of transport are available.

Evidence suggests that where public transport options are plentiful, convenient and reliable, people will use them. Inhabitants of cities such as Paris, which have invested heavily in commuter rail networks, are more likely to use public transport than people living in cities where such networks have been allowed to deteriorate.

A less expensive and more environmentally sound option is to create a network of cycle lanes and other facilities for cyclists, such as safe weather-proof shelters for parking bicycles. This has the additional advantage of encouraging people to keep fit whilst allowing them the flexibility of autonomous travel. Cities in the Netherlands, which have relatively high rates of cycling, have shown how this can work.

In brief, the trend towards rising car ownership and use need not be inexorable. People can be encouraged to use other means of transport. However, rhetoric alone is unlikely to bring about change. Investment in practical alternatives is what is needed above all.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In recent years, there has been growing interest in the relationship between inequality and personal achievement. Some people believe that individuals can achieve more in more egalitarian societies. Others believe that high levels of personal achievement are possible only if individuals are free to succeed or fail according to their individual merits.

What is your view of the relationship between equality and personal success?

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

Write at least 250 words.

Task 2: Model answer

The issue of equality and achievement has occupied people throughout history. Some argue that because people vary in terms of talent and initiative, inequality is inevitable. The job of the government is to ensure freedom for each person to achieve his or her personal best. Others believe that because wealth and therefore opportunity tend to concentrate in the hands of a few, the government must actively redistribute resources. While I believe there is some truth in both views, the latter is likely to yield greater life satisfaction for the majority.

Societies that are very unequal in terms of income and resources are often credited with great achievements. The United States, for example, has many successful individuals in business and science. Its universities, among the world's most expensive, rank among the top ten in the world and employ a disproportionately large number of Nobel-prize winners. However, such countries also often produce many people without qualifications, and poor prospects.

More egalitarian countries often achieve higher average rates of success. Finland and Korea, for example, which invest heavily in free public education for all, tend to rank high in international comparisons of literacy and numeracy rates. Although such countries do not always produce many internationally successful 'superstars', they tend to have a high proportion of moderately successful people in terms of employment and income. More importantly, they have lower rates of absolute deprivation and underachievement.

In short, if we allow freedom for individuals to achieve their potential, some inequality is inevitable. However, success usually generates wealth, which can be passed from one generation to another resulting in inequality of opportunity regardless of individual merit. It, therefore, makes sense for society to level the playing field.

Writing Task 1 (Academic)

Look at the Task 1 instructions below. Then read the sentences a–d and answer the questions 1–3.

The diagram illustrates the percentage of the world population that speaks minority, mid-sized, and dominant languages.

Summarise the information by selecting and reporting the main features.

- a** The diagram shows the percentage of the world population that speaks minority, mid-sized, and dominant languages.
- b** The diagram shows the number of languages classified as minority, mid-sized, or dominant, and the proportion of people in the world that speak them.
- c** The diagram shows that although many languages are spoken throughout the world, the size of their respective speech communities varies enormously.
- d** The diagram shows that a very small number of languages (approximately 100) hold a dominant position, whereas more than half of the world's languages are spoken by a very small percentage of the world population (0.2%).

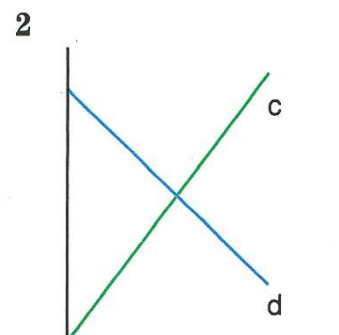
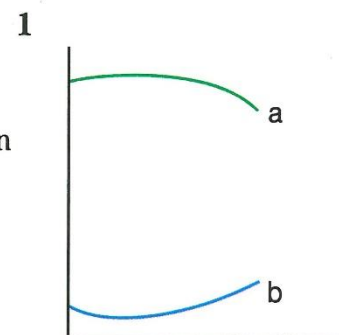
- 1** Which of the sentences a–d would work well as an introduction?
- 2** Which would work well as a conclusion?
- 3** What is the problem with sentence a?

Look at the line graphs opposite. Which line a–d matches sentence 1?
Which matches sentence 2?

Match the sentences a–d to the line graphs opposite. Then write the adverbs in the correct place in the table below.

dramatically ■ gradually ■ marginally ■ markedly ■ moderately ■ modestly
noticeably ■ progressively ■ sharply ■ significantly ■ slightly ■ steadily

a The numbers rose. b The numbers dropped.	c The numbers soared. d The numbers plunged.
1	7 <u>dramatically</u>
2	8
3	9
4	10
5	11
6	12



Exam tip: Use adverbs to make your comparisons more exact.

To emphasise a difference, you can use: *many, much, far, and significantly.*

Many more students sat examinations in science subjects.

Science-related subjects were much more popular than arts-related subjects.

For small differences you can use: *slightly or nearly as ... as.*

The percentage of students gaining top marks in Chemistry was slightly higher than the percentage of students gaining top marks in Art and Design.

Nearly as many students sat the Art and Design exam as did the Chemistry exam.

To do well in IELTS Writing Tasks, you must show that you can use a range of expressions and structures for functions like comparing and contrasting. Re-write the sentences 1–5 using the words in brackets.

- 1 More girls than boys passed their English examinations. (fewer)

- 2 The same number of boys and girls achieved a passing grade in Mathematics. (as ... as)

- 3 Boys did well in Technology; girls, in contrast, did well in language-related subjects. (whereas) _____
- 4 The number of passes in Religious Studies was higher for girls than for boys. (lower)

- 5 Nearly as many girls as boys passed the Economics exam. (similar)

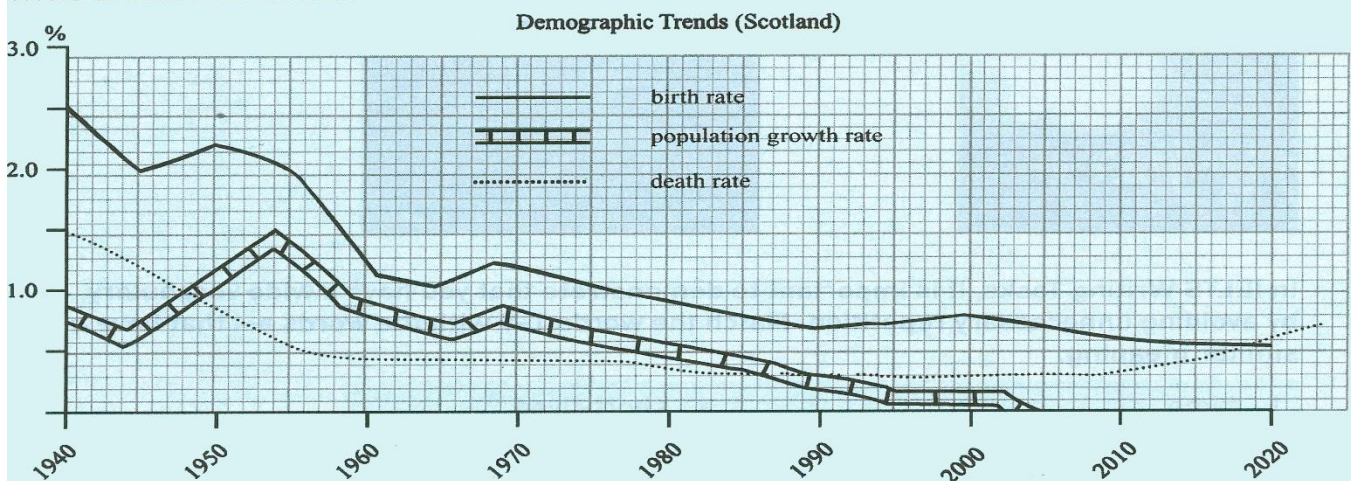
WRITING TASK 1

You should spend about 20 minutes on this task.

The figure shows demographic trends in Scotland.

Summarise the information by selecting and reporting the main features.

Write at least 150 words.



The colon is used to introduce a list.

The writer has organised this response chronologically, with all three trends compared in segments of time.

The line graph shows three demographic trends in Scotland between 1940 and 2020: birth rate, population growth rate, and death rate.

Between 1940 and 1970, both birth rate and population growth rate fluctuated significantly. The birth rate started the period at 2.5 per cent and ended at just over 1.0 per cent. The population growth rate began and ended at approximately 1.0 per cent, having peaked at 1.5 per cent in 1955. The death rate, on the other hand, declined steadily until 1955 and then remained stable.

both ... and links these trends.

on the other hand is a sentence linker signalling contrast. When placed after the subject of the sentence, it requires commas on either side.

however is a sentence linker. It is usually punctuated with a full stop or semi colon before, and a comma after.

Between 1970 and 1990, all three trends declined gradually. In about 1990, the death rate overtook the population growth rate for the first time; however, all three trends remained roughly static over the next ten years.

The writer uses the present perfect tense because the time frame is past to present.

Over the last decade, the birth rate and population growth rate have continued to decline, with the latter dipping below 0 per cent in 2005. The death rate, in contrast, has risen slightly. This trend is projected to continue over the next ten years.

with can be used as a cohesive device.

the latter is used to avoid repeating *population growth rate*.

This + summary word (*trend*) ensures cohesion.

This brief reference to the future is enough to make the passage feel complete. No separate conclusion is required.

{157 words}

Task 1: Model answer

The line graph shows three demographic trends in Scotland between 1940 and 2020: birth rate, population growth rate, and death rate.

The birth rate followed a falling trend overall from 2.5 per cent in 1940 to a projected 0.5 rise in 2020. There were brief increases in the late 1940s and 1960s followed by more substantial falls, particularly between 1950 and 1960.

The population growth rate followed a very similar trend with a brief time lag, suggesting a strong link between birth rate and population rate. The main difference in the two trends was a more substantial rise in population growth between 1945 and 1955.

The death rate showed a somewhat different trend. There was a steady fall between 1940 and 1955, followed by a very gradual decline over the next forty-five years. There is expected to be a slight rise over the next decade, presumably as the 'boom' generation of 65–75 years previously reaches the end of its life span.

Overall, the trends show a declining population in Scotland.

WRITING TASK 1

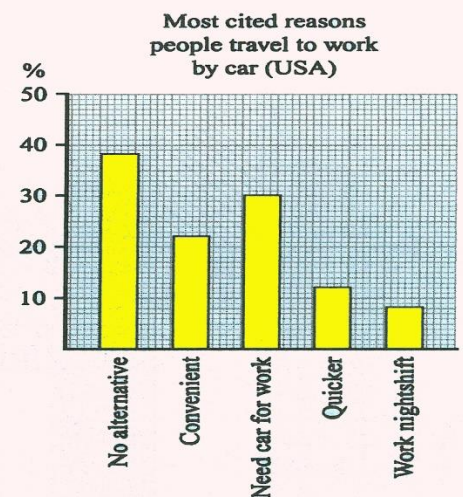
You should spend about 20 minutes on this task.

The table shows the percentage of journeys made by different forms of transport in four countries. The bar chart shows the results of a survey into car use.

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

Write at least 150 words.

Journeys made by:	USA	UK	France	Netherlands
Car	90%	72%	68%	47%
Bicycle	1%	2%	2%	26%
Public transport	3%	12%	18%	8%
On foot	5%	11%	11%	18%
Other	1%	3%	1%	1%



Notice how the writer has paraphrased the task instructions.

The table compares four countries in terms of the proportion of journeys undertaken by five modes of travel: car, bicycle, public transport, walking, and 'other'. The bar chart gives findings of a study into the reasons people in the USA drive.

With is used as a cohesive device in this and the following sentence.

Of the four countries compared, the USA was heavily reliant on cars, with only a small proportion of journeys made by other means (only 10 per cent in total). The Netherlands, in contrast, showed a more even distribution of travel modes with fewer than half of all journeys made by car, a relatively large percentage made by bicycle (28 per cent) and nearly one in five on foot. France and the UK fell between these two extremes.

When the task requires you to compare several figures, the information must be more condensed.

Quantity is expressed in different ways. See also *one in five* in the following sentence.

The response does not end with a general summary. However, at 172 words it is sufficiently long. It also feels complete as the two figures are adequately linked and described.

The survey results shown in the bar chart may help explain why car use is higher in some countries than in others. The most cited reasons were the lack of alternative means of transport (38 per cent) and the need to use a car for work (28 per cent). However, convenience was also an important factor for over 20 per cent of respondents.

The paragraph begins with a generalisation.

A superlative is used as a focusing expression for the supporting detail that follows.

(172 words)

Task 1: Model answer

The table compares modes of transport used in four countries: the USA, the UK, France and the Netherlands. Percentages of journeys made by car, bicycle, public transport and on foot are given. The bar chart shows the results of a survey into reasons people in the USA travel to work by car.

As can be seen from the table, cars were the most frequently used form of transport in all four countries. However, the proportion of journeys made by car ranged from a low of 47 per cent in the Netherlands to a high of 90 per cent in the USA. Figures for the other forms of transport also varied considerably. Not surprisingly, in the Netherlands, a high proportion of trips were made by bicycle (26%) and on foot (18%). The highest rate of public transport use was in France, where nearly one in five journeys was made by public transport.

The bar chart provides information that may help explain why car use is so high in the USA. The most frequently cited reason was lack of any other alternative (38%). Although a sizable percentage said it was more convenient (21%), the other factors listed appeared to relate more to need than preference, e.g. working night shift.

Overall, the figures show considerable variation in modes of transport used, though the car continues to dominate in most contexts.

WRITING TASK 1

You should spend about 20 minutes on this task.

The figures give information about economic growth and household expenditure across a range of categories.

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

Write at least 150 words.

Figure 1: Economic Growth

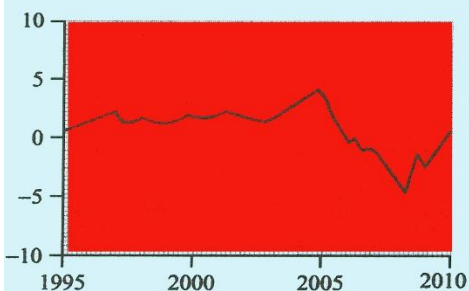
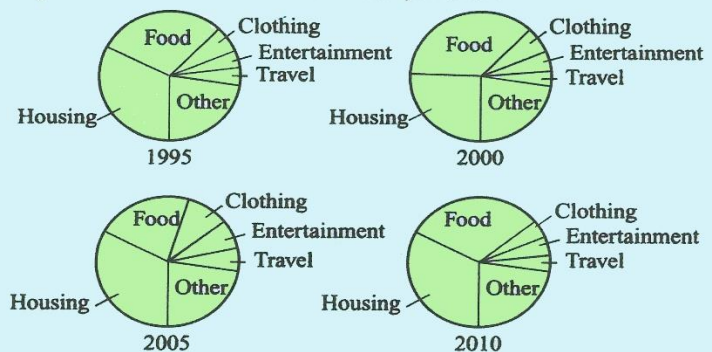


Figure 2: Breakdown of Household Expenditure



The introduction briefly summarises what the figures show.

Figures 1 and 2 show economic growth and patterns of household expenditure from 1995 until 2010.

In 1995, economic growth was approximately 1 per cent. The pie chart for that year shows that spending on essentials such as food and housing accounted for approximately two-thirds of total household expenditure. Spending on less essential items such as clothing, entertainment and travel was relatively modest at roughly 20 per cent.

This paragraph includes information from both figures. This pattern is repeated in the following paragraphs, which are sequenced chronologically.

In contrast highlights difference.

Five years later, growth had roughly doubled and expenditure on essentials had shrunk as a proportion of total spending. Spending on non-essentials, in contrast, had expanded. This trend was even more marked in 2005, when growth peaked at approximately 4.5 per cent and over 25 per cent of expenditure was devoted to non-essentials.

The comparative form (*more* + adjective) is used because two years are being compared.

The writer begins the paragraph with a generalisation.

However, the trend had reversed when in 2010 growth stood again at approximately 1 per cent following an economic contraction. The pattern of expenditure in that year was similar to the pattern in 1995, though the contraction in non-essential spending was even more pronounced.

Overall, the figures suggest that economic growth has an effect on patterns of household expenditure.

(169 words)

The conclusion cautiously expresses a cause-and-effect relationship between figures 1 and 2 using the less emphatic reporting verb *suggest*.

Task 1: Model answer

The line graph shows economic growth over a 15-year period ending in 2010. The pie charts give a breakdown of household spending in four separate years over the same period. Viewed together, there appears to be a relationship between economic growth and patterns of spending.

According to the graph, economic growth began at a modest 1 per cent, rose modestly, then remained more or less steady at about 2 per cent until 2003. It grew sharply and peaked at nearly 5 per cent in 2005, then fell dramatically to -5 per cent in 2008, before recovering to 1 per cent in 2010.

Over the same period, changes in patterns of spending were evident. In periods of low or negative growth, spending on housing and food accounted for a larger proportion of total household expenditure than in times of relative prosperity. Conversely, in times of economic growth, spending on less essential items such as travel, entertainment and clothing tended to increase. This is particularly evident in the chart for 2005 where together these three items appear to account for over 15 per cent of total spending.

In summary, the figures show that in times of hardship, households spend a greater proportion of their income on necessities whereas, in times of prosperity, more is spent on non-essentials.

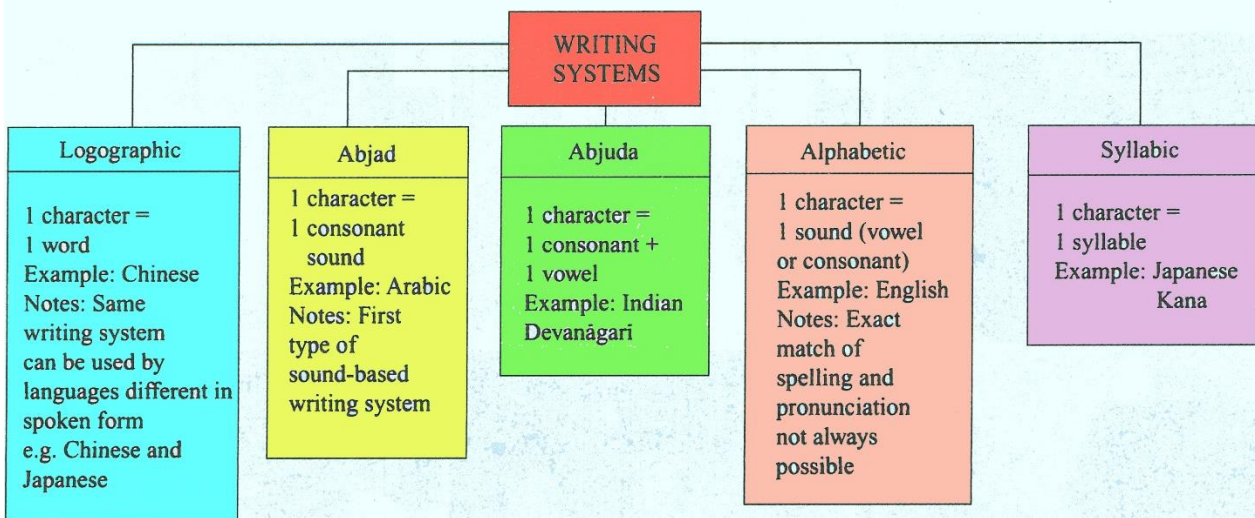
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram shows the main systems of writing used throughout the world.

Summarise the information by selecting and reporting the main features.

Write at least 150 words.



The introduction indicates what the diagram shows.

The diagram gives information about the five principal writing systems used throughout the world: the Logographic, Abjad, Abjuda, Alphabetic, and Syllabic.

Another is used to signpost the second item in the list. Notice the remaining signposting expressions in this paragraph (*The third system* and *Finally*).

Four of these are similar in that characters represent sounds. The oldest is the Abjad, used in Arabic, for example, where each character represents a consonant sound. Another is the Abjuda, used in the Indian Devanāgarī. Here, each character indicates a consonant plus vowel. The third system is the Alphabetic, used in English, for instance, where characters refer to a sound, either vowel or consonant. However, the relationship between pronunciation and spelling is sometimes approximate. Finally, in the Syllabic system, used in Japanese Kana for example, characters represent syllables.

The superlative form is used because more than two items are compared.

The concluding sentence says something about the diagram as a whole. The word *overall* signals the conclusion.

In addition to these four systems, there is also the Logographic system, which works on a different principle. Here, each character represents a word meaning. Therefore, languages which are different when spoken, such as Chinese and Japanese, can share written forms.

Overall, the diagram shows that most writing systems are based on sounds.

(167 words)

Task 1: Model answer

The diagram illustrates six different writing systems.

There is one type of writing system, the Logographic, in which characters represent word meanings. An example of this is Chinese. Interestingly, because each character represents a word meaning rather than a sound, it is possible for two languages which are different in spoken form to share the same writing system. This is partially the case with Chinese and Japanese, for example.

There are four types of writing system in which characters represent sounds. The oldest of these is the Abjad, in which each character represents a consonant sound. Arabic uses this type of system. Related to this is the Abjuda system, in which each character represents a consonant plus a vowel sound. The third type, the Alphabetic system, is slightly different in that consonant and vowel sounds are represented by different characters. English, for example, uses this type of system. Finally the Syllabic system is used in languages such as Japanese Kana, in which there are a relatively small number of possible syllables in the spoken form.

Overall, the diagram shows that there is wide variation in writing systems around the world.

Model answer 2: Maps

The two maps show the main changes which have taken place in the town of Castellón between the year 2000 and today.

In general, it appears that Castellón has become a much more modern city, with far more shopping and transport facilities.

One interesting change is that a new tram line has been built, to connect the university with the town centre. In 2000, there wasn't any accommodation for students, but a hall of residence has been built near the university. Another striking change is that the old

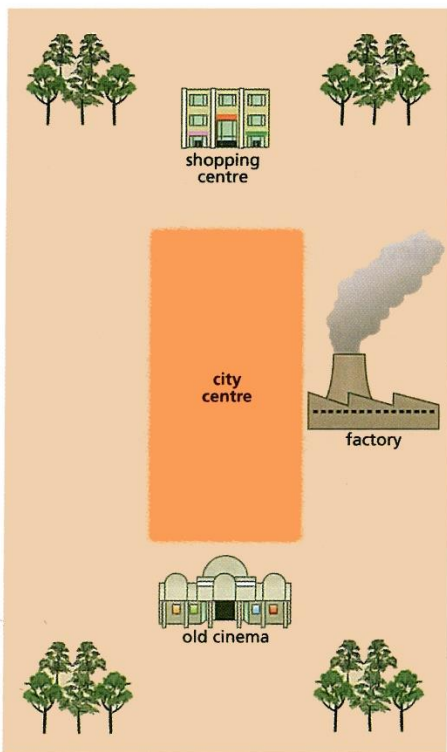
market in the west of the city has been knocked down to make way for new shops. A completely new covered market has also been built on the other side of town.

If we look at the port area, it has been pedestrianized since 2000, and a range of entertainment facilities have been built, such as cinemas, bars and clubs. The north-east of the city used to be a green area, with lots of trees, but the trees have been cut down, and a new shopping complex has been constructed. A final interesting development has been the introduction of a bike-rental scheme in the city centre.

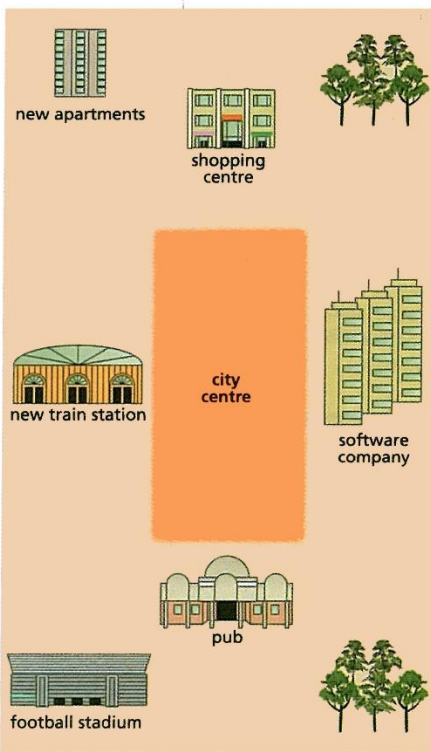
(194 words)

The maps below show recent changes in the town of Kimsville. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Kimsville, 2002



Kimsville, today



Model answer 1: Processes

These pictures illustrate how tea is produced, and how a cup of tea is made. There are 18 stages in the diagram, from sowing the tea seeds in India and China, to enjoying a cup of tea at home.

The first step is that the tea seeds are sown, and then the sun shines, which causes the seeds to grow into plants. Once the plants have grown sufficiently, the leaves are then picked by the farmer and put into baskets. After the picking stage, the tea leaves are spread out in the sun to be dried. The tea leaves are packed into boxes and then they are loaded onto lorries,

which take the boxes of tea to supermarkets.

In order to make a cup of tea, first of all you buy a box of tea and take it home. Next, you fill the kettle with water and put it on the stove to boil. Meanwhile, you put a tea bag in a cup, and once the kettle has boiled, the water is poured into the cup. Having been left in the cup for two minutes, the tea bag is then removed, and the tea is now ready to drink. At this point, milk and sugar can be added. The final step is that you drink a nice cup of hot tea.

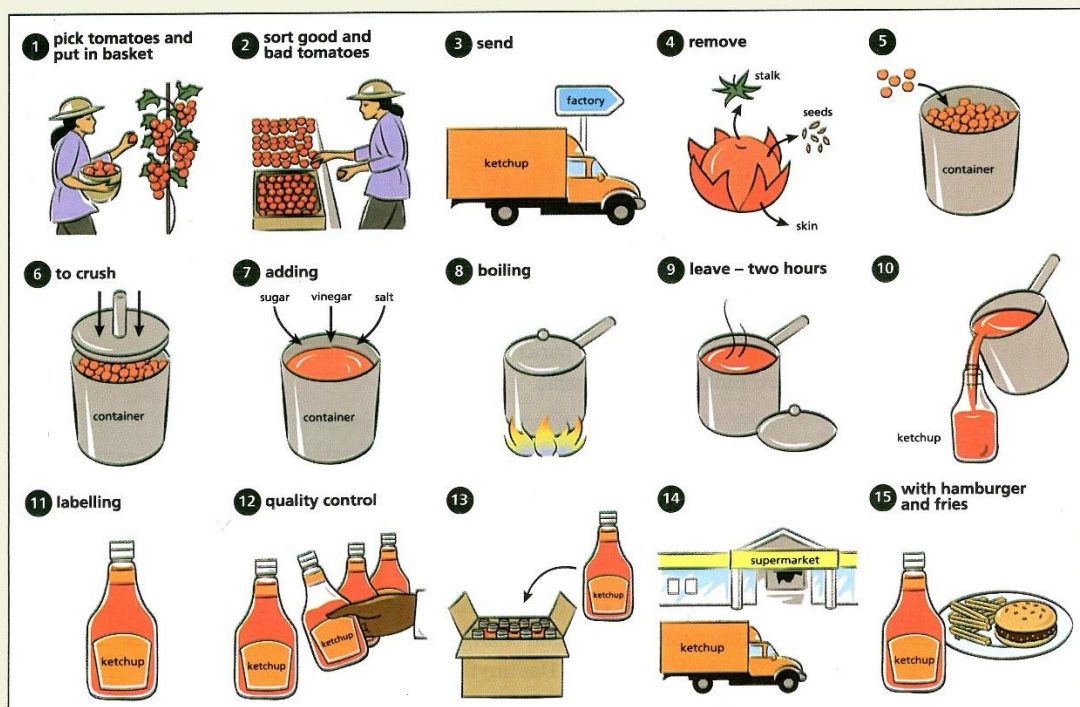
Read the model answer.

(221 words)

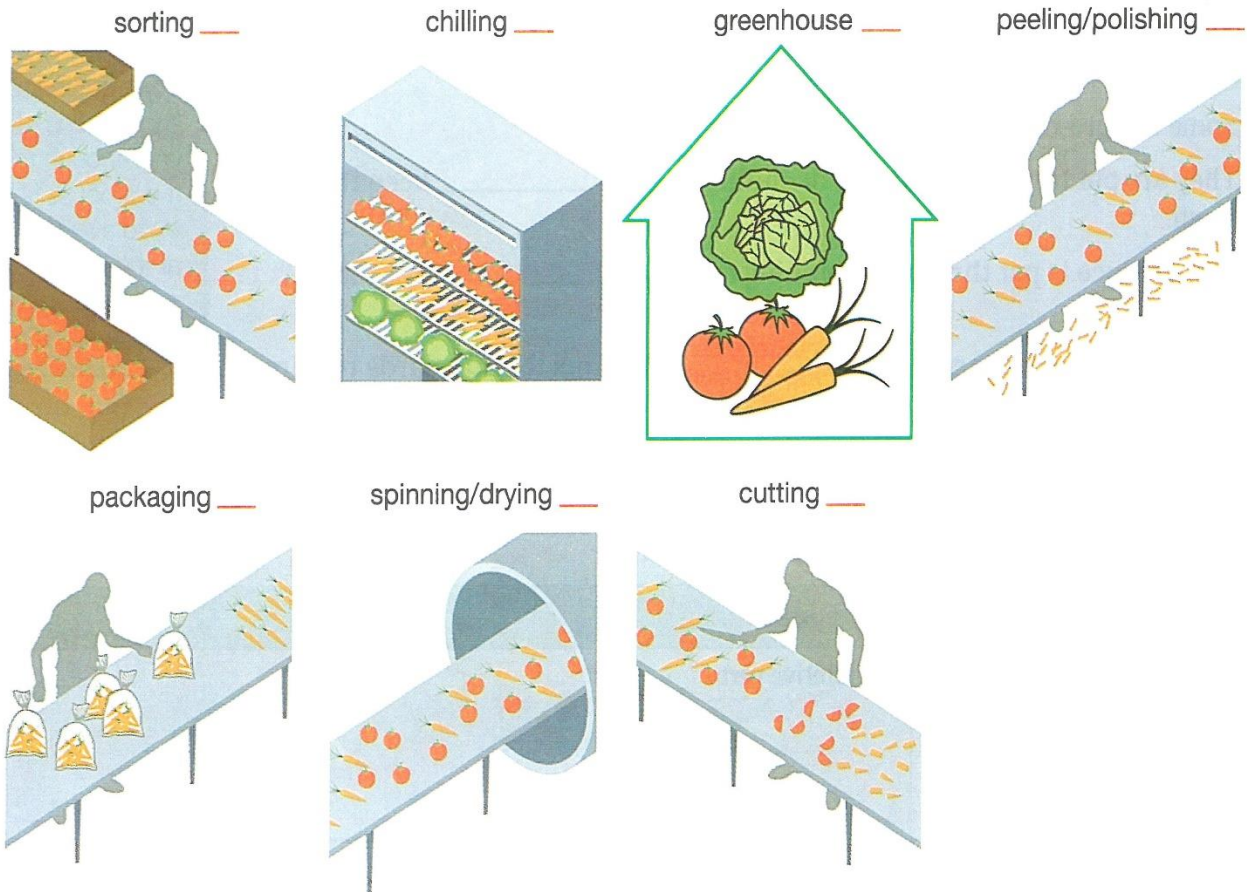
- 1 Circle all the linking words in paragraphs 2 and 3.
- 2 Underline the examples of joining ideas with *once/when* + present perfect.
- 3 Find examples of extra detail about a stage. ... *the sun shines, which causes* ...
- 4 Highlight an example of joining two stages with *Having* + past participle.
- 5 Find a linking word which means *at the same time*.

Write an answer for this Task 1 process question.

The pictures below show how tomato ketchup is made. Summarize the information by selecting and reporting the main features.



Read the description and look at the pictures, which show how vegetables are prepared and packaged before they are sold. Number the pictures in the correct order to create a flow chart.



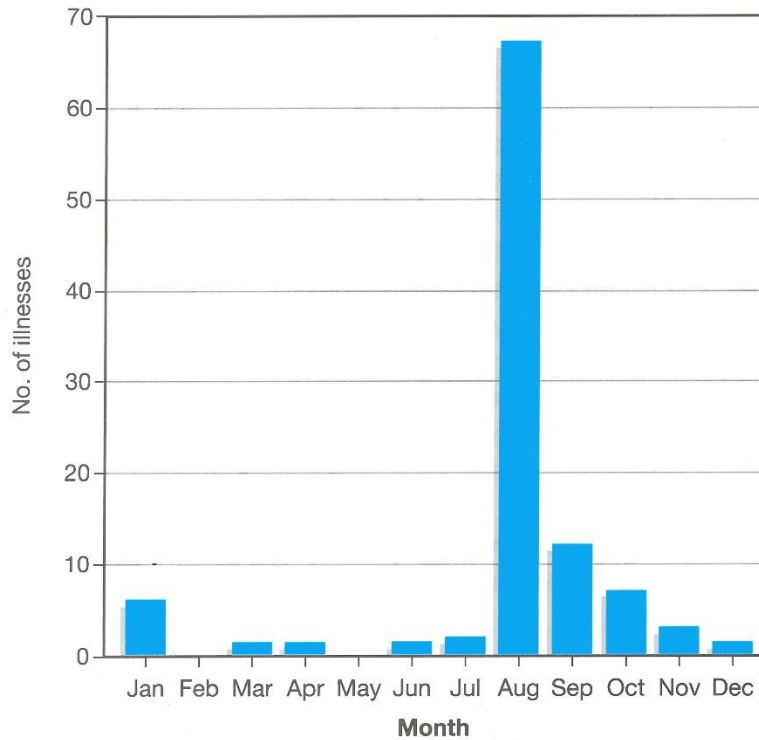
The flow chart identifies how vegetables and fruit are cleaned and prepared for sale.

There are a number of different stages undertaken in order to ensure that the vegetables are in the correct condition for the shops. These include cleaning, cutting and packaging.

The first stage of the process begins when the vegetables and fruit are picked and taken out of the greenhouse. Having been collected, they are subsequently sorted by hand so as to remove any that are below standard. Those that are good enough are then polished or peeled depending on the type of vegetable or fruit they are. Similarly, some are also pre-cut for market. Next all the vegetables and fruit are put through a process of chilling to keep them fresh. After this initial chilling, the produce is put through a spinning machine so that it is dry. Finally the end product is packaged in order that it meets the standards required for selling.

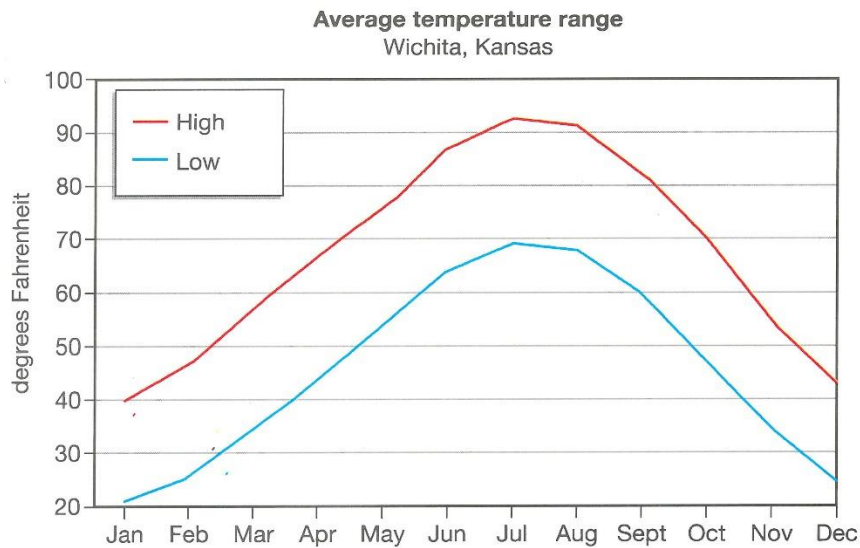
In summary, the process of preparation ensures that vegetables and fruit are all cleaned, cut as necessary and packaged so that they are in good condition and can be sold in shops and supermarkets.

Look at the information below about heat-related illness in sports activities



Technique

When you have to write about two sets of data, think about how they connect but make sure you read the data properly and don't make assumptions or guesses without evidence.



Read the model answer below.

The bar chart shows the number of students from high school who were affected by heat-related illnesses in one year when participating in sports events in central US states. The line graph shows the average temperature in Fahrenheit over a year for one of those states. When considered together, the information suggests that there was a ¹ link between temperature and the number of illnesses suffered by sports participants, but this was not consistent.

The ² vast majority of illnesses occurred in August, reaching a peak at ³ just under 70 incidences per 100 000 sporting events. This number was at a ⁴ much higher level than at any other point in the year, almost seven times that of September, which experienced the next highest occurrence. It also correlates with a similar peak in temperature, which reached ⁵ approximately 92 degrees Fahrenheit in the same month at its highest and 69 degrees Fahrenheit at its lowest.

However, in the winter months, the numbers of heat-related illnesses and the temperatures did not follow similar proportional trends. Temperatures dropped steadily from August to December, dipping to a minimum of 20 degrees Fahrenheit and remaining there for January and February. However, illnesses reached their minimum of zero in February and May when the temperatures were at 25 degrees Fahrenheit and 55 degrees Fahrenheit respectively. There was actually a minor increase in the number of illnesses in January to roughly seven, when temperatures were at their lowest point for the whole year.

Overall the figures suggest a possible association between very high temperatures in the summer and the number of heat-related illnesses, but the correlation is not consistent at other times of the year.

Task 1

You should spend about 20 minutes on this task.

The table shows the number of mobile phones sold in millions for a period of six years. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

	Nokia	Ericsson	Samsung	Motorola	Apple
2006	345	74	117	210	
2007	436	102	154	165	2.3
2008	475	95	202	108	12
2009	442	57	238	59	24
2010	463	42	282	39	42
2011	422	33	330	40	89
2012	335	28	396.5	28	135.8

Task 1

The table provides information about the sales rates of five major types of mobile phone from 2006 to 2012.

There are three clear trends visible in the data. Firstly, two phone brands, Samsung and Apple, demonstrated a consistent rise in sales during the six-year period, Samsung finishing with the highest level of sales overall at 396.5 million in 2012. While Apple made the lowest number of sales at the start, with a mere 2.3 million in 2007, this soared to just under 136 million by the end of the period, paralleling the growth of Samsung's sales and putting Apple in third highest position.

Nokia had a higher number of sales than Apple at the finish with a total of 335 million; however this was a marked drop from a previous high of 475 million in 2008. Nokia's sales were slightly erratic in general, rising rapidly from 2006 to 2008 before dropping in 2009, then repeating the cycle by improving to 463 million in 2010 before slipping downwards to its final result in 2012.

Finally two other brands, Motorola and Ericsson, followed a more persistently downward pattern. Both suffered the lowest number of sales overall, achieving only 28 million sales each in 2012. Ericsson's sales dropped rapidly from the highest point of 102 million in 2007 before levelling out and decreasing far less dramatically from 2010 where they were at 42 million.

Overall two brands improved their sales, two brands showed dramatic drops and one brand had a mixed performance with a negative trend at the end of the period. (257 words)

Grade: 9

Comment: This is a good answer with an organized structure and lots of supporting detail. The vocabulary is used accurately and there are no spelling or grammar errors. There is a summary of the information included at the end. However, it is a long answer and this could impact on the performance of the candidate when answering Task 2.

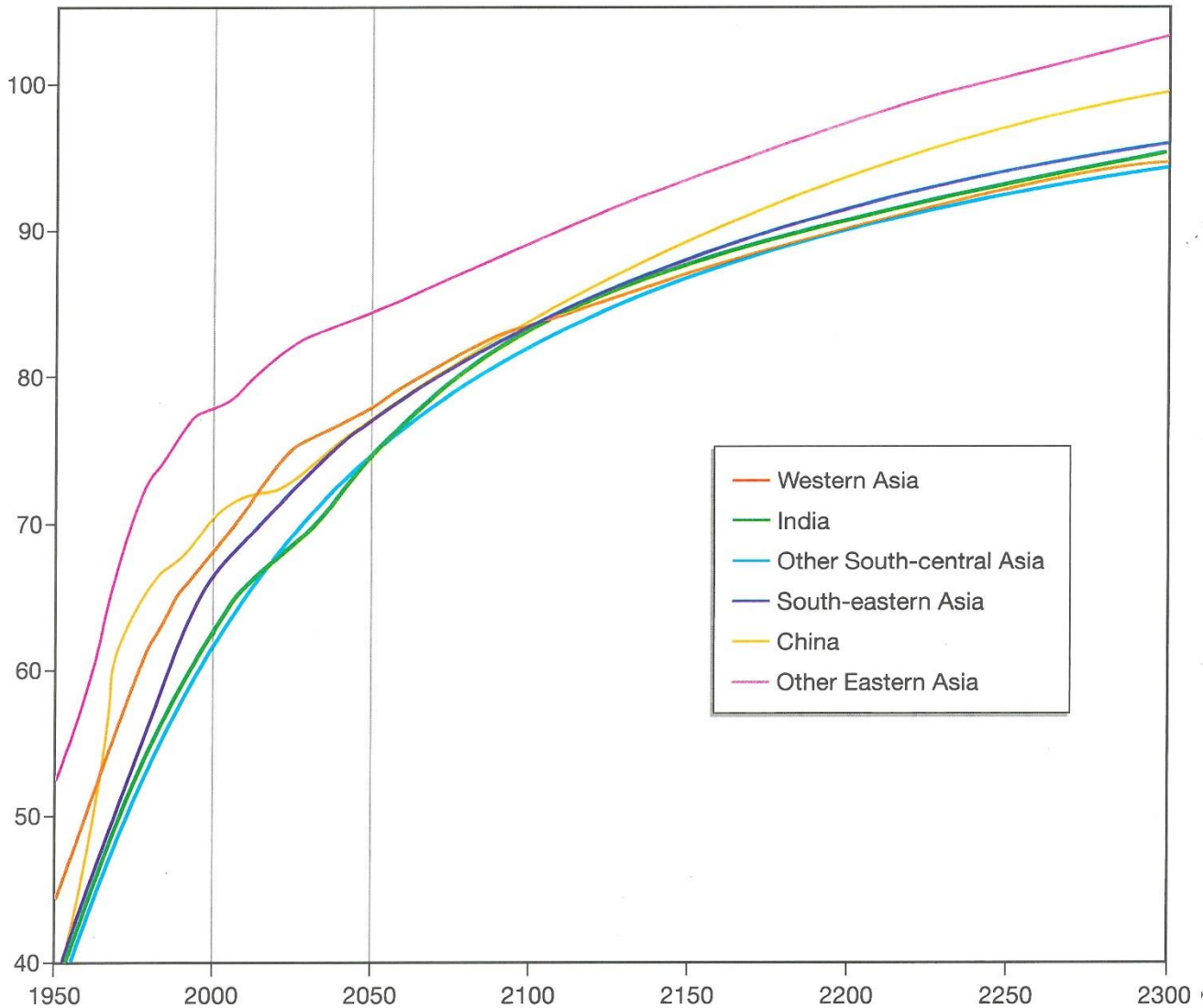
Task 1

You should spend about 20 minutes on this task.

The graph shows the life expectancy of people living in Asian regions from 1950 and predicts life expectancy until 2300. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Life expectancy at birth, Asian regions: 1950–2300



Task 1

The line graph indicates the life expectancy of people living in Asian regions starting 1950 up until 2300. Most striking about the graph is trends are all upwards; in most areas of Asia life expectancy more than doubles from average of 40–50 years old in 1950 to expected 90–100 years old in 2300.

The initial rise was steep in each case, especially between 1950 and 2000, the trends have gradually slowed since 2000. They are set to continue rise but at a much slower rate.

The Eastern Asian region offers the longest life expectancy for all the periods shown. In 1950 it was higher than all the other regions at an approximate age of 54 years and it is predicted to peak at a likely 103 or 104 years by 2300.

South-central Asia generally has the lowest life expectancy throughout beginning under 40 years old and predicted to reach just under 90 years old. This trend is closely matched by India which follows almost exactly the same pattern, reaching a year or so higher than South-central Asia, except in the years between 2030 and 2050, where India set to be a year or so behind.

(198 words)

Grade: 7

Comment: The vocabulary in the answer is strong with some good collocations and natural use of language. A summary is included at the beginning. All the key information is included though the amount of data given as evidence could be higher, especially at the start. There is a good range of grammar but some errors with the word forms and sentence structures.

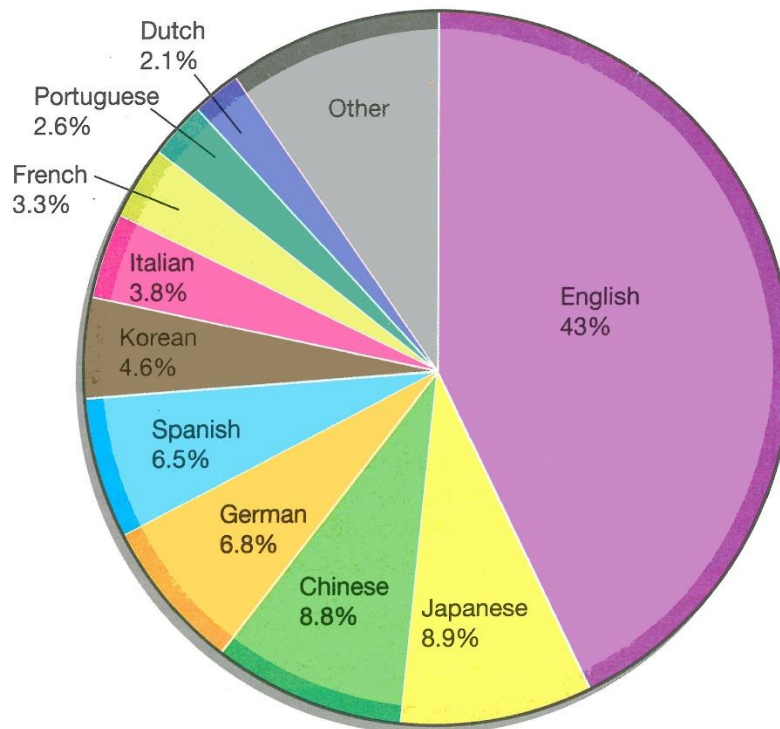
Task 1

You should spend about 20 minutes on this task.

The pie chart shows the number of people who were using different languages online. The table shows the average number of people online each year. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Online language populations Total: 529 million (Dec., 2001)



Date	Number in millions	% of world population
August 2001	513	8.4
August 2000	368	60
August 1999	195	4.6
September 1998	147	3.6
November 1997	76	1.8

Task 1

The pie chart provides a breakdown of the types of language used by those on the internet by the end of 2001 and the table offers information about the number of people using the net as a percentage of the world's population.

The percentage of the global population increased year on year for the given period, reaching its highest level in 2001. At this point 8.4 per cent of the world's population was online, a surprisingly low number but still much higher than the figure in 1997, which was a mere 1.8 per cent. In the years between 1999 and 2001 the percentage of internet users had almost doubled from 4.6 to 8.4 per cent overall.

Of these users the majority, a huge 43 per cent of the total, used English online. Use of English outstripped all the other languages, the next most popular of which was Japanese at 8.9 per cent. Chinese was just behind at 8.8 per cent and German and Spanish were the next most frequent at 6.8 and 6.5 per cent respectively. The other languages, including Korean, Italian and French, largely reached 3 or 4 per cent at most.

In summary, as the percentage of the world's population comes online, by far the biggest number will be using English to do so. *(201 words)*

Grade: 9

Comment: The data has been chosen appropriately with the key facts identified and described, so content is solid. The range of grammar and vocabulary is wide but also used accurately. Spelling and punctuation are accurate. There is a clear summary.

General writing (task 1)

1. Your friend is coming over to stay with you. However, you will be away on vacation for a month. Write him/her a letter and say:

- **How to get the keys to your flat**
- **How to operate the equipment in the flat, and**
- **Suggest a few places of interest to visit**

Dear Susan,

Hope this finds you well. As I wrote to you in my previous letter, I am unable to cancel the finalized trip visit my parents. But, soon after you arrive in Melbourne, contact Jessie, a good friend of mine. She offered her help to pick you up from the airport and you can collect the key from her.

I must say that sometimes, the hot water geezer turns off automatically so, you might have to make sure it is switched on before having a shower. Also, the gas heater fixed in the lounge does not work, but you can use the oil heater in my bed room instead.

If you have time you might enjoy visiting the Aquarium, the Queen Victoria Market and the Botanical Gardens as these places are not that far from where I live. I hope you are happy with this arrangement, but if you need more help or information please let me know.

Looking forward to hearing from you.

With love,

Amber

2. You have recently ordered an item through the Internet, but are not happy with the purchase. Write to the company. In your letter:

- **describe what you purchased,**
- **explain why you are not happy with the purchase,**
- **tell them what you would like them to do about the situation.**

Dear Sir or Madam,

I am writing this letter to express my disappointment with a recent purchase on your online store, order number #7298883. I ordered a set of soccer equipment advertised on your site as a package including 3 pairs of socks and a pair of soccer boots. However, on their arrival I found out that there were only 2 pairs of socks. In addition, there were scratches on the boots that suggest that they had been used before and returned to your store.

I have since found the same offer on another website and will be returning the packages to your office. I have read the refund policy, and as I am dissatisfied with the product, I would like to request a return of all fees paid, as well as the postal and packaging fees. Should you have any questions, you can contact me via email.

I look forward to a swift resolution to this matter.

Thanks for your time,

Raymond Jose

3. You are not happy with the course you are doing at college and would like to change to a different course. Write a letter to the college director requesting to change your course.

You should include details about:

- **what course you are doing now**
- **why you are not satisfied with that course**
- **what course would you like to change to**

Dear Mr. Hodgkins,

I am currently enrolled in an Italian cooking class at St. James and am writing regarding some difficulties I have had doing this subject for the past two weeks. I would like to know if it is possible to change my course.

I believe that the last day allowed for students to make any changes was Wednesday 5th June but, in my situation, the circumstance is uncompromising. The fact is that, during the enrolment session, no one mentioned that I needed to be literate in Italian, which I'm not. Therefore, you will comprehend that for me, getting an understanding of what the teacher is saying is beyond comprehensible.

Thus, I am requesting that my current enrollment be transferred from the Italian course to the French cooking class. As unlike in Italian, I am fluent in French.

I apologise for any inconvenience this may cause to you and the staff and look forward to hearing from you.

Yours sincerely,

Sandrine Mo

4. Your neighbours have a dog that is noisy at night. You can't sleep. Write a letter to your neighbours. In your letter:

- describe the problem with the dog
- explain why it is important for you to sleep
- outline what your neighbours could do about the situation.

Dear Mr Brown and Mrs Brown,

I am writing to you to bring to your attention a problem that I have been having with your dog at night.

As you may already be aware of, your dog started making small detours at night around the neighborhood, digging holes in the gardens and often making loud noises. I was awoken by your dog's barks several times lately, and I had even consulted a doctor and had been prescribed some sleeping pills.

This wouldn't have been as big of a problem for me if I wasn't in the middle of my exams, but since I am, it is crucial for me to take good rest and sleep during the right hours; I have morning exams to wake up to.

I will therefore be grateful if you could have your dog looked after by another member of your family away from this neighborhood, even if only until my exams are over, which will be in about three weeks' time.

Thank you for taking time to read this letter, I hope to hear back from you with good news.

Yours sincerely,
Jeongsup Byun

5. You have decided to leave your current employment. Write a letter to your employer. Include the following in your letter:

- Explain why you are writing
- Explain why you have decided to leave the company
- Tell your employer what you plan to do after leaving your present employment

Dear Human Resource,

I am writing this letter in regards of terminating my contract with the organization as a Guest Service Agent. The employment contract has stated a requirement of two weeks' notice. Therefore, my last day of employment will be on 25th of May 2012.

The decision made was due to personal reasons, as my family and I will be migrating to Singapore. Recently, my husband has been offered a managerial position in a five star hotel, which we thought would be a better prospect for his career.

Once my family and I have settled down in Singapore, I plan to look for a “work at home” job. This allows me to have flexibility with my time and would be able to take care of my children too. Leaving the company is a great loss for me as I have learnt a lot and was given opportunities to grow.

Finally, I would like to thank you for the guidance provided during the period of my employment.

Yours sincerely,

Eve

6. You play sport (e.g. football) for a local team. You recently heard that a player in your team is in a hospital. Write a letter to your team-mate. In your letter:

- Say how you feel about the news
- Ask about the treatment in the hospital
- Suggest some ways of cheering him/her up

Dear John,

I'm sorry to hear that you've fallen and fractured your leg. It is extremely unfortunate that you had this accident, especially when we are having a big match next week.

I understand that you're admitted in St. John's Hospital and will be there for a week. I hope you're taken care well at the hospital. Although there had been some complaints about St. John's in the past, I heard they have improved a lot. Did you get to consult their chief orthopaedician? His specialty is in sports medicine and he could probably suggest some specific treatments that will help you.

And let me share some good news with you. Our university has granted a sports scholarship for your studies. I heard it from our coach and you should be getting a letter shortly. So it is not all gloom!

Do let me know if you need any help. I will visit you at the hospital next week. Till then, bye.

Regards,

Al

Speaking

4 Complete the passage about Julia with the words and phrases a–i, and the passage about Peter with the words and phrases j–s.

a an office job	d long hours	g retired
b earn	e own boss	h sacked
c job satisfaction	f redundant	i self-employed

Julia: I'm (1) _____. I give art classes, mainly to (2) _____ people. I may not (3) _____ a great deal but I get an immense amount of (4) _____ because I see people who have barely held a brush before gain in confidence and learn new skills. I don't think I could cope with having (5) _____ – the monotony would drive me mad. People in offices seem to work (6) _____, and there's always the risk of being made (7) _____ or getting (8) _____. Nobody can fire me because I'm my (9) _____!

j breadwinner	n part-time	q volunteer work
k career-minded	o responsible	r wage
l get home late	p stay-at-home mum	s workaholic
m overtime		

Peter: I'm a water engineer. In my current job, I'm (10) _____ for designing flood defence systems and monitoring flood levels. I must admit that I'm a bit of a(n) (11) _____. I'm constantly doing (12) _____ – unpaid, I should add – and so I generally (13) _____. I would definitely say I live to work, not work to live. Years ago, I did a lot of (14) _____, advising people in developing countries on installing water supplies. However, since I've now settled down and am the main (15) _____, I feel I have to earn a decent (16) _____. My wife works (17) _____ but she only went back to work last month. Before that, she was a(n) (18) _____. I think she enjoyed looking after the kids but she's always been quite (19) _____ so she didn't want to stay a housewife forever.

IELTS Speaking Exam: Part 1

You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Record your answers.

Now listen to the sample answer and note down any useful words and phrases.

What is the difference in meaning between the three conditionals?

- 1 **First conditional:** *If I study harder, I will get my dream job.*
if + present tense, will/can/may/might/could/be going to + infinitive OR
will/can/may/might/could/be going to + infinitive + if + present tense
- 2 **Second conditional:** *If I studied harder, I would get my dream job.*
if + past tense, would/might/could + infinitive OR
would/might/could + infinitive + if + past tense
- 3 **Third conditional:** *If I had studied harder, I would have got my dream job.*
if + past perfect, would/might/could have + past participle OR
would/might/could have + past participle + if + past perfect

Note: We use mixed conditionals when the time of the *if* clause is not the same as the time of the result clause.

If you had taken that job (in the past), you would be a manager now.

If she were a dentist (in the present), she would have got a job in the UK (in the past).

11

Rewrite sentences 1–4 using the alternatives to *if* in brackets.

- 1 I'll get into university if I get straight As. (provided that)

- 2 If my CV doesn't stand out, I will never be called for an interview. (unless)

- 3 If I pass my final exams, I've got a chance of getting my dream job. (as long as)

- 4 I will never be an athlete, even if I train really hard. (no matter how)

IELTS Speaking Exam: Part 3

You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and record your answers.

Now listen to the sample answer. What additional vocabulary could you use in your own answers?

Complete the texts below with words a–j, which collocate with the words in *italics*.

- | | | |
|-------------------|------------------|---------------------|
| a biting | e high | h flooding |
| b bitterly | f boiling | i rain |
| c hot | g rainy | j unbearable |
| d heavy | | |

In my country, we have a (1) _____ *season*. During this time, there is really (2) _____ *humidity* so it gets awfully (3) _____ *and sticky*, and we often get (4) *torrential* _____, which can cause (5) *severe* _____. In the early summer, before the rains come, it tends to be (6) _____ *hot*. Most tourists (7) *find the heat* _____, actually, so I wouldn't recommend visiting then.

In the winter, it gets (8) _____ *cold*. We get (9) _____ *winds*, so cold that I have heard of people's ears freezing and then snapping off! Not only that but we get such (10) _____ *snow* that some people's houses get completely covered by snowdrifts and they have to be dug out.

Match sentences 1–8 to people a–c.



- | | |
|---|---|
| 1 I'm soaked to the skin. _____ | 5 My teeth are chattering. _____ |
| 2 I feel so dehydrated. _____ | 6 I wish I was wearing more layers. _____ |
| 3 I wish I had my waterproofs on. _____ | 7 I'm frozen to the bone. _____ |
| 4 I'm drenched. _____ | 8 I wish I could find some shade. _____ |

1 Rewrite the simple sentence below as an *it*-cleft sentence.

Simple sentence: *I can't stand the monsoon season.*

Cleft sentence: _____

2 Rewrite the simple sentence below as a *what*-cleft sentence.

Simple sentence: *I want to go to the beach.*

Cleft sentence: _____

Complete sentences 1–7 using your own ideas. The words in italics are adverbial subordinating conjunctions.

1 *Although* it was windy, _____.

2 _____ *while* the snow was falling.

3 *Because* I want to help to protect the environment, _____.

4 *Whenever* the sun shines, _____.

5 *Whatever* the weather, _____.

6 *Rather than* driving to work, _____.

7 _____ *as soon as* it stops raining.

Listen to the sample answer to the Part 2 question . Find some useful language to use in your own answers.

IELTS Speaking Exam: Part 3

2

You are now going to hear some Part 3 questions. The research you have done, and your practice discussing the topic, should mean that you have much to say. Pause the CD after each question and give your answer.

Look at the table below. Listen and repeat the strong and weak prepositions. Note that *to* and *for* have different weak forms when they come before vowel sounds.

You will find a full guide to reading phonetic symbols at the back of this book.

Word	Strong form	Weak form(s)	Weak form before a vowel sound
1 to	/tu:/	/tə/	/tʊ/ e.g. I'm going to Egypt.
2 of	/ɒv/	/əv/, /ə/	—
3 at	/æt/	/ət/	—
4 from	/frɒm/	/frəm/	—
5 for	/fɔ:/	/fə/	/fər/ e.g. This is for Andy.

Sometimes, even in fast speech, we use the strong form of a word:

- a if we want to emphasise it, or contrast it with another word
- b if it comes before a pause
- c if it comes at the end of a sentence

Listen to sentences 1–4. Are the prepositions strong or weak? If they are strong, give a reason from the list a–c above.

- 1 Has she been waiting for long? _____
- 2 What are you looking at? _____
- 3 The present's not from Mark, it's for Mark. _____
- 4 I want to go! _____

Now check your answers. Then repeat the sentences.

Exam tip: Other function words (or grammatical words) also have weak forms. Some common ones are:

- positive auxiliary verbs (e.g. *can, must, do, shall, was, are*)
- pronouns (e.g. *her, you, them, your*)
- conjunctions (e.g. *and, but, because ('cos), than*)
- articles (*the, a, an*)

A good dictionary will give you guidance on strong and weak pronunciations.

Practise using weak forms by saying sentences that have prepositions in them.

Listen to someone talking about the languages they speak. Listen again and write the words and phrases that correspond to definitions 1–6. You will hear the answers in order.

- 1 the language that you learn from your parents when you are a baby _____
- 2 able to speak more than two languages very well _____
- 3 able to speak the language easily and correctly _____
- 4 speak a language well enough to communicate about basic things _____
- 5 not as good at something as you used to be because you have not done it for a long time _____
- 6 learn something without effort over a period of time _____

Listen again and find five collocations with the word *language* that correspond to definitions 7–11.

- 7 a language that is spoken internationally _____
- 8 a language that is spoken by only a small proportion of people in a country _____
- 9 a language that is not spoken as a native language in your country _____
- 10 a language that is used by many people _____
- 11 a language that you speak well but that is not your native language _____

Vocabulary: Globalisation

 Read the text below and correct the words in italics by using another form of the word.

The (1) *integrate* _____ of the world's economies and cultures is (2) *common* _____ known as globalisation. Although there is nothing new about countries (3) *work* _____ closely together, globalisation is now happening at a (4) *remarked* _____ pace. This is (5) *large* _____ due to (6) *technology* _____ advances. Television channels such as the BBC are available throughout the world, and many clothing and food brands are (7) *recognised* _____ to people of almost any nationality. In addition, the Internet (8) *create* _____ a common (9) *globe* _____ culture, one which is predominantly English (10) *speaker* _____.

Complete sentences 1–4 with words a–e.

- | | | |
|-------------------|--------------------|--------------------|
| a accents | c dubbed | e subtitled |
| b dialects | d loanwords | |

- 1 British and American English are different _____ of English – there are some differences in vocabulary and grammar.
- 2 When they are shown in cinemas in my country, American films tend to be _____. I wish they were _____ instead because then I could improve my English while I watch.
- 3 French has a lot of _____ from English, for example *week-end*, *job*, and *jeans*.
- 4 My friends and I speak with northern _____.

IELTS Speaking Exam: Part 1

You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answers using some of the vocabulary you have learnt so far in this unit. Record your answers.

Now listen to the same sentences with words. Repeat the sentences, imitating the speaker's intonation. The syllables with the most stress are in capitals.

- | | |
|----------------------|------------------------|
| 1 It was aMAzing! | 3 It was BREATHtaking! |
| 2 It was inCREdible! | 4 The crowd went WILD! |

Exam tip: The correct intonation – intonation that reflects accurately how you feel – will improve your marks. If you are telling an exciting story, but your intonation makes you sound bored, the examiner will probably find your story less interesting.

We use different intonation to express different emotions. The best way to improve your intonation is to listen to *how* English-speakers say something, as well as *what* they say. You could watch a film and listen carefully to how the characters sound when they are sad, happy, frightened, and so on. Pause the film and imitate them.

Expressing attitude

You can make your language more interesting by expressing your attitude with precision. One way to do this is with attitude markers. These are often adverbs, but they can also be phrases and they modify a whole sentence or clause. Their position in a sentence is generally very flexible.

*Example: British people **apparently** spend an average of £90 a month on communication services. They have increased their use of such services in recent years but, **interestingly**, they spend less money on them because competition between companies has reduced the charges.*

Check the meanings of the attitude markers a–g in your dictionary. Then use them to complete sentences 1–7. There is sometimes more than one possible answer.

- | | | |
|--------------------------------|--------------------------------|----------------------|
| a admittedly | d as luck would have it | f ideally |
| b all things considered | e even more importantly | g undoubtedly |
| c arguably | | |

- 1 Due to the emergence of China as a leading economic power, Mandarin will _____ become the foreign language of choice in future years. I am sure of it.
- 2 _____, I'd like to study at a British university but I'm not sure I'll be able to. For financial reasons, I may have to stay here instead.
- 3 My friend wants to improve her speaking and, _____, our school has just set up an English conversation club.
- 4 _____, English is a more useful language to learn than Italian. I still prefer Italian, though.

Listen to the sample answer to the Part 2 question

IELTS Speaking Exam: Part 3

Listen to the Part 3 questions. Answer them, aiming for accurate pronunciation of any difficult consonants or consonant clusters.

Now listen to the sample answers.

IELTS Speaking Exam: Part 1

You are going to hear some questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Try to use some of the vocabulary you have learnt so far in this unit.

Now listen to the sample answers.

Vocabulary: Phrasal verb particles

It can be difficult to guess the meaning of phrasal verbs and difficult to learn them. Learning about some general meanings of the particles will help you.

Particle	Meaning	Examples
up	increase	build up, grow up
down	decrease	calm down, cut down
	record in writing	write down, jot down
on	start	turn on, log on
	continue	carry on, stay on
off	end	ring off, turn off
	depart	set off, blast off
in	put into	plug in, stir in
	stay inside	stay in, lie in
out	be outside	go out, get out
away	avoid	keep away, look away

IELTS Speaking Exam: Part 2

Read this example Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one to two minutes and record your answer.

Describe a piece of electronic equipment that you find useful.

You should say:

what the piece of equipment is

when and where you got it

what you use it for

and explain why you find it useful.

Note: *equipment* is uncountable, so do not say *an equipment* or *equipments*. If you want to count it, use another noun: *a piece of equipment*. If you want to refer to it in a general sense, use the zero article: for example, *Equipment like this is indispensable*.

Listen to the sample answer. What phrase does the candidate use to introduce the talk?

IELTS Speaking Exam: Part 3

You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and give your answer. Put into practice all you have learnt in this unit.

Now listen to the sample answers.

Music

charts concert gigs live lyrics taken up tunes

I've just (1) _____ *the piano*. It was after a (2) _____ I went to that inspired me because the pianist was so talented. I love (3) _____ *performances*, though usually I'm more into (4) _____. I went to see my favourite band the other week, actually. What I like about them is their *thoughtful* (5) _____ and *catchy* (6) _____. Of course, the band write their own music unlike the manufactured groups you see so much these days. They always *reach the top of the* (7) _____ but I think it's more down to marketing than talent.

IELTS Speaking Exam: Part 1

You are going to hear Part 1 questions that are typical of the exam. Listen to each question and give your answer. Record yourself. Remember, do not give answers that are too short: saying just one word or one short sentence is not enough.

Now listen to the sample answers. Notice that the candidate uses a range of language to express likes and dislikes, and a range of frequency phrases.

IELTS Speaking Exam: Part 2

Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish, then record yourself answering it. By now, you should be finding it easier to speak for two minutes on a topic.

Describe a hobby you enjoy.

You should say:

how long you have been doing it

how often you do it

what benefits you get from it

and explain why you enjoy it.

Now listen to the sample answer.

Check that you know the meanings of the words below. Then put them in the correct column, 1–4 below, according to their stress pattern.

prestigious	frustrating	fundamental	security
interesting	experience	redundant	difficult
responsible	seminar	lecturer	consider
motivate	foreigner	entertaining	workaholic

1	2	3	4
0 0 0	0 0 0	0 0 0 0	0 0 0 0

Read the pairs of words 1–4. Then listen and underline the word you hear.

1 skid
skied

2 pitch
peach

3 full
fool

4 wok
walk

IELTS Speaking Exam: Part 3

12

You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and give your answers. Practise what you have learnt in this unit. Record your answers.

Now listen to the sample answers.

Listen and complete the texts below with the words you hear. The words form part of collocations and phrases connected with remembering – the other words in the collocations and phrases appear in italics.

- 1 When I hear music from the 70s, *it really* (1) _____ *me back*. It makes me feel like I'm a teenager again, the *memories* are so (2) _____. So many things from that period of my life *left a* (3) _____ *impression on me*, like meeting my first girlfriend and sitting my A levels in sweltering heat. *It's still* (4) _____ *in my mind*.

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Match words 1–8 with definitions a–h.

- | | |
|--------------------------------|---|
| 1 be well brought up | a speak to someone angrily or seriously because they have done something wrong |
| 2 upbringing | b someone who is older than you, usually someone quite a lot older |
| 3 parenting | c obey a person, a command, or an instruction |
| 4 your elders | d be polite because your parents have taught you to behave well |
| 5 do as you're told | e do some of the housework |
| 6 have good manners | f the way that your parents treat you and the things that they teach you when you are growing up |
| 7 tell someone off | g the activity of bringing up and looking after your child |
| 8 help around the house | h be polite and observe social customs |

IELTS Speaking Exam: Part 2

Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one or two minutes. Record your answers.

Speaking Exam Part 2

Describe a happy childhood memory.

You should say:

when and where the incident you remember happened

who you were with

what happened exactly

and explain why it is a happy memory.

Now listen to the sample answer.

IELTS Speaking Exam: Part 3

You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and give your answers. Record your answers.

Listen to your recording, assessing your use of the vocabulary, grammar and pronunciation you have studied in this unit. Re-record your answers, trying to improve your performance in the areas where you were weaker.

Now listen to the sample answers.

Complete the sentences below with words a–n.

a backwater	b far	c middle	d easy	e picturesque
-------------	-------	----------	--------	---------------

My village is:

in the (1) _____ of nowhere.

a real (2) _____.

within (3) _____ reach of the nearest big town/city.

not (4) _____ from a big town/city.

idyllic and the countryside is really (5) _____.

f congested	g cosmopolitan	h destination
-------------	----------------	---------------

My city/town is:

very (6) _____. You can meet people from all over the world.

a tourist (7) _____.

pretty polluted and (8) _____.

Complete sentences 1–5 with the noun form of the words in brackets.

- There is a real _____ of affordable housing in my town. (short)
- Fortunately there is almost full _____ in this part of the country. (employ)
- The _____ of natural resources means we have to import an awful amount. (scarce)
- _____ is quite common when you're away from home for long periods. (homesick)
- I have a _____ for flats over bungalows. (prefer)

IELTS Speaking Exam: Part 1

You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answers. Try to use the vocabulary you have learnt so far. Focus on your use of tenses, particularly when talking about changes to your town or city.

Now listen to the sample answers.

Exam tip: It is perfectly acceptable to say negative things about your hometown or any other topic – for example, *There is not much for young people to do* or *It used to be peaceful but now it's built up and congested*. However, focusing exclusively or almost exclusively on the negative in all your answers will affect the impression the examiner gains of you. Although you will not be judged specifically on your attitudes, it is probably better to present yourself as a predominantly positive person.

Complete the table below by putting the verbs into the correct column, according to the pronunciation of **-ed**.

accepted	aged	agreed	answered	asked	breathed
cycled	decided	hated	helped	laughed	loved
matched	needed	played	pretended	seemed	thanked
wanted	wished				
/d/	/t/	/id/			

There are a large number of words in English with silent letters. For this reason it is important to learn the pronunciation of words, not just guess the pronunciation from the way the words are spelt. Highlight the silent letters in words 1–10 below.

- 1 island
- 2 calm
- 3 camera
- 4 half
- 5 interesting

- 6 vineyard
- 7 walk
- 8 Wednesday
- 9 foreigner
- 10 restaurant

1 Forming adjectives: Put the noun roots below in the correct gaps to form adjectives. Take care with any spelling changes.

road mess mountain plenty child

- 1 This region is extremely _____ous.
- 2 My car is not _____worthy at the moment, so I'll have to take the bus home.
- 3 Our home is completely _____proof. We've had to make sure of that since having Jake.
- 4 Our house is always _____y because none of us is very house-proud.
- 5 We have a _____ful supply of organic produce due to the large number of farms in the surrounding area.

2 Write down at least two more examples of adjectives formed with the suffixes above.

Other suffixes used to form adjectives include *-ible/-able* (breakable), *-ive* (attractive), *-ish* (smallish), and *-al* (optional).

1 Using the suffixes *-ise*, *-en*, or *-ify* below, complete sentences 1–5 with the verb form of the word in brackets. Ensure the verbs are in the correct tense.

- 1 Sadly, my mum was _____ last week. It means I'm having to do all the housework. (hospital)
- 2 I would _____ my uncle's house as 'a mansion'. (class)
- 3 Driving to the shops _____ the journey by twenty minutes but I prefer to walk because it's healthier. (short)
- 4 They've _____ the motorway because it was always so congested. (wide)
- 5 The local council is trying to _____ the city by planting flowers and cleaning up. (beauty)

2 Find at least two more examples of verbs formed using each of the suffixes. Another typical verb suffix is *-ate*, as in *abbreviate*. How many more verbs ending in *-ate* do you know?

IELTS Speaking Exam: Part 2

Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one or two minutes. Practise using the vocabulary you have learnt so far in this unit.

Describe a place that you enjoy visiting.

You should say:

where the place is

what you can see and do there

how it has changed since you first visited it

and explain why you enjoy visiting this place.

Now listen to the sample answers.

IELTS Speaking Exam: Part 3

You are going to hear questions that are typical of Part 3 of the exam. Answer them and record your answers. Ask a friend or teacher to listen carefully to your recording. Are there any words you pronounced incorrectly? Practise saying the words with accurate pronunciation. Keep a list of words you have mispronounced and test yourself frequently.

Now listen to the sample answers.

Exam tip: You will have noticed that the sample answers contain contractions, e.g. *I'm* (for *I am*). Contractions are extremely common in spoken English, and using them can make your English sound more natural and fluent. Check how to pronounce them, however, or your English could become unclear.

Some contractions are very informal and are better avoided in the exam, e.g. *ain't* and *init* (for *isn't it*). Studying the sample answers will show you which contractions are suitable.

2 Complete the text below with words a–g from Exercise 1.

- | | | |
|-------------------------|--------------------------|----------------------|
| a day off | d national anthem | f marks |
| b celebrations | e banners | g anniversary |
| c street parties | | |

The 20th of May (1) _____ the (2) _____ of when our King ascended to the throne. Every year there are massive (3) _____ in every city, town and village throughout the country. All workers are granted the (4) _____ and the rules around having (5) _____ are relaxed making it easier for people to close off the roads to traffic, set up stalls and put up (6) _____. In the afternoon, we all watch a television address by the King, and then our (7) _____ is performed. Everyone knows the words, of course, so we all sing along.

3 Choose the correct words in italics 1–12 to complete the text.

It's all too unusual for archeology to make the news but the other day there was a news item about an (1) *excavation/exhumation* not far from where I live. An archeologist proudly announced that he and his team had found the (2) *leftovers/remains* of a group of Bronze Age roundhouses. In fact, all they had (3) *displayed/unearthed* of the buildings themselves were post-holes, but they were clearly chuffed by the discovery. They had also found a large number of (4) *ruins/artefacts*, and by carbon dating some substance from inside a pot they were able to (5) *date/time* the site to around 2000 (6) *BC/AD*. Although people tend to think of prehistoric man as (7) *illiterate/primitive*, the archeologist explained that they were more sophisticated than we many imagine, capable of creating the most elaborate metalwork, both (8) *ornaments/embroidery* and weapons. And Neolithic man was clever enough to (9) *demolish/construct* structures such as Stonehenge, which still (10) *draws/pulls* over 800,000 visitors each year. The (11) *finds/findings* will be (12) *exposed/exhibited* in my local museum and I'll definitely go to see them.

Record yourself reading the sample answer to the first Part 1 question, beginning *Our most important festival is without doubt ...*

IELTS Speaking Exam: Part 2

Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one to two minutes. Try to use some of the vocabulary you have learnt on the topic of festivals.

Describe a festival that you enjoy.

You should say:

when the festival occurs

where it occurs

what happens during it

and explain why you enjoy the festival.

Now listen to the sample answer.

IELTS Speaking Exam: Part 3

You are going to hear questions that are typical of Part 3 of the exam. Listen and answer the questions, practising what you have learnt in this unit, paying particular attention to your use of future forms.

Now listen to the sample answer.

Vocabulary: Holidays

1 Match questions 1–5 to their responses a–e.

1 Did you get a package deal ? _____	a No, I'm too old for that now. I don't want to rough it anymore!
2 Oh, you're going round Europe. Are you going backpacking again? _____	b Well, eating out is so expensive.
3 Have you booked your holiday already? _____	c Yes, we go often because we've got a holiday home there.
4 Are you going to Italy again? _____	d No, we booked our flights and accommodation separately. It was actually cheaper that way.
5 How come you decided to go self-catering ? _____	e No, we're going to try and get a last-minute deal .

2 Look up the meanings of the words and phrases in bold and make a note of them.

1 Match the beginnings of sentences 1–8 with the endings a–h.

- | | |
|--|--|
| 1 It's a kind of ... _____ | a sells you flights and accommodation. |
| 2 It's something you do when ... _____ | b keeping your toothbrush, shower gel and brush in. |
| 3 It's made of ... _____ | c short holiday. |
| 4 It's a place where ... _____ | d a pair of shorts but it's for swimming in. |
| 5 It's something you ... _____ | e cardboard, with a picture and room to write on the other side. |
| 6 It looks (a bit) like ... _____ | f wear on your feet on the beach. |
| 7 It's used for ... _____ | g you want to get a tan. |
| 8 It's a person who ... _____ | h young people can stay cheaply. |

2 What do you think is being described each time? Check your answers, then cover the phrases above and, if possible, practise describing the things to a friend. Can they guess what you are describing?

You can also use these phrases to explain words or concepts from your own language for which there is no direct translation.

IELTS Speaking Exam: Part 2

Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one or two minutes. Practise the vocabulary you have learnt so far in this unit.

Describe a memorable holiday.

You should say:

when you went on this holiday

where you went

what you did

and explain why it is memorable.

Now listen to the sample answer.

1 Consonant + vowel

Listen:

in England

most important

Where one word ends in a consonant sound and the next word begins with a vowel sound, we do not pause between the words – we link the words.

2 Vowel + vowel

a Listen. What sound is inserted between the two vowel sounds?

- the end
- I ate

We add an extra sound, / ____ /, to link two vowel sounds when the first vowel is /eɪ/, /aɪ/, /ɔɪ/ or /i:/.

b Listen. What sound is inserted between the two vowel sounds? Complete the sentence below.

- too often
- so amazing

We add an extra sound, / ____ /, to link two vowel sounds when the first vowel is /aʊ/, /əʊ/ or /u:/.

IELTS Speaking Exam: Part 3

You are going to hear some questions that are typical of Part 3 of the exam. Answer the questions, putting the language you have learnt in this unit into practice.

Now listen to the sample answers.

Exam tip: Don't be afraid to express strong opinions in the exam. As you can see from the sample answers, it is appropriate to give strong opinions as long as you say nothing offensive. Expressing such views will make the discussion you have with the examiner more engaging.

Practice exam

PART 1: Introduction and interview (4–5 minutes)

Listen to Track 53, pausing the CD after each question to answer.

PART 2: Individual long turn (3–4 minutes)

Before you read the task card, listen to Track 54.

Describe a personal achievement you are proud of.

You should say:

what you achieved

when you achieved it

what was difficult about achieving it

and explain why you are proud of this achievement.

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

Give yourself exactly one minute to think about your answer. Then listen to Track 55 before you begin speaking.

PART 3: Two-way discussion (4–5 minutes)

Listen to Track 56, pausing the CD after each question to answer.

Listen to Track 57 to hear a sample answer.



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