



APADANA

IELTS Jmbrella

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UNIT 1 READING

Unit 1: Exercise 1

Read the information. Then match the general descriptions of the Reading passages with the passage headings.

In the IELTS Reading test, you will read three Reading passages. They will usually have a heading and a 'subheading' (a sentence under the heading, which gives you more information on the topic of the article).

Quickly looking at the heading and subheading will give you a good understanding of what the passage is about.

| | |
|---|---|
| a description of another culture | a description of how something is getting better or worse |
| a discussion of the effect that something has on something else | an explanation of how one |
| section of society is helping to bring about positive change | an explanation of what someone |
| needs to do | an explanation of when something began and how it has developed |

1. The changing fortunes of Antarctic penguins
2. The history of chocolate
3. What does it take to become an astronaut?
4. Matariki celebration
5. How young volunteers are making a difference
6. How birth order might affect a child's personality

Unit 1: Exercise 2

Read the heading and the subheading from a Reading passage.

The changing fortunes of Antarctic penguins

Robert Gates explains how climate change has started to affect the natural habitat of the Adélie penguin

Think about the kinds of information that may be included in the passage. Then read the statements below and decide whether they are likely or unlikely to appear in the Reading passage.

1. An explanation of how the Adélie penguin population in the Antarctic has increased or decreased
 - ☐ Likely
 - ☐ Unlikely
2. An explanation of the best places to see penguins around the world.
 - ☐ Likely
 - ☐ Unlikely
3. A discussion of why one species of penguin is doing better or worse than others.
 - ☐ Likely
 - ☐ Unlikely
4. An explanation of when people first discovered penguins and how these animals caught the imagination of people around the world.
 - ☐ Likely
 - ☐ Unlikely
5. A discussion of how global warming has affected the environment in which one species of penguin lives.
 - ☐ Likely
 - ☐ Unlikely

Unit 1: Exercise 3

Read the information. Then read the first sentence of each paragraph (1–4) from the Reading passage. What is each paragraph about? Choose the correct answers.

In the IELTS Reading test, it's important to first *skim* the text to try and get a general idea of what it is about.

As well as reading the heading and subheading, it's very useful to look at the first sentence of each paragraph. These often 'introduce' the paragraph and may explain what it's going to be about.

The changing fortunes of Antarctic penguins

Robert Gates explains how climate change has started to affect the natural habitat of the Adélie penguin

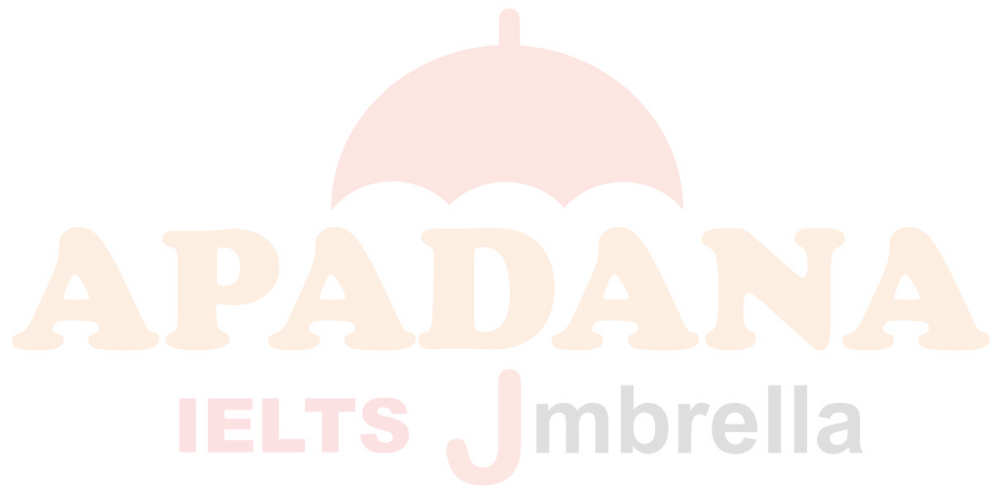
1. The effects of climate change are complex, with scientists constantly trying to understand how ecosystems are affected. ...
2. Over the last five years, scientists have been examining the populations of different types of penguin that inhabit the Antarctic continent. ...
3. Scientists say there are two main reasons for the population decline in this part of Ross Island. ...
4. Elsewhere on Ross Island, in contrast to McMurdo Sound, the situation is more encouraging. ...

1. The first paragraph is an introduction to the whole Reading passage, which is about ...
 - what experts have learnt about changes to the environment and wildlife.
 - whether or not climate change exists.
2. The second paragraph is about ...
 - what scientists want to know about penguins in the Antarctic.
 - what scientists have already learnt about penguins in the Antarctic.
3. The third paragraph discusses ...
 - two explanations for fewer penguins.
 - two things which should be done to prevent the decline of penguins.
4. The fourth paragraph describes ...
 - a place where penguin numbers are less worrying.
 - why we shouldn't be worried about penguins.

Unit 1: Exercise 4

Read the information. Spend two to three minutes getting a general idea of each paragraph in the passage. Then choose the correct answers.

In the IELTS Reading test, you won't have time to read the whole passage in detail. Spend up to 30 seconds looking at each paragraph, skimming for the main idea of each one.



The changing fortunes of Antarctic penguins

Robert Gates explains how climate change has started to affect the natural habitat of the Adélie penguin

A The effects of climate change are complex, with scientists constantly trying to understand how ecosystems are affected. Nowhere is this more so than in the Antarctic – a place where no humans live permanently, but which nevertheless is undergoing change due to human interference.

B Over the last five years, scientists have been examining the populations of different types of penguin that inhabit the Antarctic continent. In particular, they have been looking at penguins living on Ross Island – a huge island connected to the Antarctic mainland by a permanent sheet of ice, and formed from four large volcanoes, one of which is still active. On the western side of Ross Island is Cape Royds, home to a colony of Adélie penguins. In 2000, there were estimated to be about 4,000 Adélie nests, but a survey carried out in the last few months found that the number had fallen to 2,100.

C Scientists say there are two main reasons for the population decline in this part of Ross Island. Firstly, Adélies cannot lay their eggs directly onto ice or snow. However, the average winter air temperature of the area has risen in the past half century. This causes more snow to fall, which buries the rocks on which Adélie penguins would typically construct their nests. Secondly, after a female Adélie lays her egg, she walks to the sea in search of food, while the male remains behind to hatch the egg. As soon as the female reaches an area of open sea, she will dive into the water and start feeding. When the female returns with fish for the penguin chick to eat, the hungry male also hurries off to reach the sea. In previous centuries, the walk would have been relatively short, between 15 and 20 kilometres. But in 2000, a large iceberg blocked the mouth of McMurdo Sound, where many Adélie penguins went to find food. At the same time, the ice in the bay at Cape Royds failed to break up as it had done in the past. This meant the Adélies then had to walk much further over the ice – often up to 75 kilometres – before they could reach the ocean. The result was often that the parent waiting on the nest became too hungry to wait any longer, and the eggs were abandoned.

D Elsewhere on Ross Island, in contrast to McMurdo Sound, the situation is more encouraging. At Cape Crozier, Adélie penguins are thriving. The colony is now thought to have an estimated 230,000 breeding pairs, an upturn of 20% over the last three decades. Penguins nesting on this part of Ross Island may actually be benefitting from human activity, scientists suspect. In 1996, a fishing company opened near the area, and started fishing for vast quantities of Chilean sea bass – otherwise known as the Patagonian toothfish. As both the Adélies and the sea bass eat silverfish, competition for this food source has now been dramatically reduced, and this may partly explain why penguin numbers have risen at Cape Crozier.

E However, it isn't fish, but krill – tiny, shrimp-like creatures that live just below the pieces of ice that float on the sea – that form the largest part of an Adélie's diet. Unfortunately, krill numbers are also declining rapidly. Dr So Kawaguchi, a biologist working for the Australian

government's Antarctic Division, suspects he knows the main reason behind this. He accepts that commercial fishing is partly responsible for huge amounts of krill being removed from the sea, but he points to rising levels of carbon dioxide as the chief cause. It is this which is making the waters of the Antarctic more acidic, in turn preventing the krill eggs from hatching. Diminishing levels of krill not only means less food for penguins. Digesting up to 40 million of these tiny animals per day, most whales depend on them for survival, too. Also, thanks to their more diverse diet, Gentoo penguins, a species which eats squid and small crab-like creatures as well as krill, have hardly been affected by this situation. In fact, their numbers appear to be on the rise. Other species, such as the Chinstrap and Emperor penguins, however, have the same narrow diet as Adélies.

F Scientists are now concerned that Adélie penguins will be forced to move further south in search of more suitable breeding and feeding locations. A team made up of researchers from Stanford University, USA, and the British Antarctic Survey have recently used geolocation sensors attached to a number of penguins to track them in order to better understand their patterns of migration. They know that Adélie penguins leave their nesting areas in February to begin the slow march north to avoid the darkest time of the year. Around 480 kilometres from completely open water, they stop on the floating sea ice to spend time feeding and increase their body weight. They then turn around, and march back to the nesting areas – a journey of about 13,000 kilometres in total. Scientists also know that Adélies have never lived further south of Cape Royd, and suspect that this is because they need light in order to navigate and search for food. It also allows them to spot such predators as the skua – a large bird that can easily kill young penguins. So, will the Adélies be able to adapt, move further south, and live in a darker environment? Scientists doubt that this kind of evolutionary change can happen in a short time.

1. In paragraph A/B/C/D/E/F , you can find information about where Adélie penguins lay their eggs.
2. Paragraph A/B/C/D/E/F gives information about why there is less food for Adélie penguins to eat.
3. In paragraph A/B/C/D/E/F , you can find information about how many penguin nests are on Ross Island.
4. You can find some opinions about what Adélie penguins might need to do to survive in the future in paragraph A/B/C/D/E/F .
5. Paragraph A/B/C/D/E/F explains why one population of Adélie penguins has increased.
6. The introduction to the Reading passage is in paragraph A/B/C/D/E/F .

Unit 1: Exercise 5

Read the information. Then read the questions. Where can you find the information in the passage to answer the questions? Choose the correct paragraphs.

You should now have a general idea of what the Reading passage is about. Use the next couple of minutes to look at the questions and decide what information you need, and where you can find it in the passage. At this point, you do not need to answer the questions.

The changing fortunes of Antarctic penguins

Robert Gates explains how climate change has started to affect the natural habitat of the Adélie penguin

A The effects of climate change are complex, with scientists constantly trying to understand how ecosystems are affected. Nowhere is this more so than in the Antarctic – a place where no humans live permanently, but which nevertheless is undergoing change due to human interference.

B Over the last five years, scientists have been examining the populations of different types of penguin that inhabit the Antarctic continent. In particular, they have been looking at penguins living on Ross Island – a huge island connected to the Antarctic mainland by a permanent sheet of ice, and formed from four large volcanoes, one of which is still active. On the western side of Ross Island is Cape Royds, home to a colony of Adélie penguins. In 2000, there were estimated to be about 4,000 Adélie nests, but a survey carried out in the last few months found that the number had fallen to 2,100.

C Scientists say there are two main reasons for the population decline in this part of Ross Island. Firstly, Adélies cannot lay their eggs directly onto ice or snow. However, the average winter air temperature of the area has risen in the past half century. This causes more snow to fall, which buries the rocks on which Adélie penguins would typically construct their nests. Secondly, after a female Adélie lays her egg, she walks to the sea in search of food, while the male remains behind to hatch the egg. As soon as the female reaches an area of open sea, she will dive into the water and start feeding. When the female returns with fish for the penguin chick to eat, the hungry male also hurries off to reach the sea. In previous centuries, the walk would have been relatively short, between 15 and 20 kilometres. But in 2000, a large iceberg blocked the mouth of McMurdo Sound, where many Adélie penguins went to find food. At

the same time, the ice in the bay at Cape Royds failed to break up as it had done in the past. This meant the Adélies then had to walk much further over the ice – often up to 75 kilometres – before they could reach the ocean. The result was often that the parent waiting on the nest became too hungry to wait any longer, and the eggs were abandoned.

D Elsewhere on Ross Island, in contrast to McMurdo Sound, the situation is more encouraging. At Cape Crozier, Adélie penguins are thriving. The colony is now thought to have an estimated 230,000 breeding pairs, an upturn of 20% over the last three decades. Penguins nesting on this part of Ross Island may actually be benefitting from human activity, scientists suspect. In 1996, a fishing company opened near the area, and started fishing for vast quantities of Chilean sea bass – otherwise known as the Patagonian toothfish. As both the Adélies and the sea bass eat silverfish, competition for this food source has now been dramatically reduced, and this may partly explain why penguin numbers have risen at Cape Crozier.

1. What geographical features have created the land of Ross Island? A/B/C/D
2. How many Adélie penguin nests were counted at Cape Royds? A/B/C/D
3. On what type of surface do Adélie penguins usually choose to build their nests? A/B/C/D
4. What has, in the past, prevented penguins from reaching the open sea in the McMurdo Sound? A/B/C/D
5. Approximately, what distance did Adélie penguins then have to walk to reach the sea? A/B/C/D

Unit 1: Exercise 6

Read the information. Then do the IELTS Reading test below.

Answer the questions below. Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer. Write your answers.

Now that you have an idea of the content of the different paragraphs, you can spend time reading the passage in detail to find the answers to the questions. The questions in this task type will follow the order of the text.

At the end, check your answers carefully:

- Have you written the correct number of words for each answer? Here, it can be one word or two words. It can also be a number, or one word and a number. It cannot be three words or more.
- Are all the words you have written actually in the passage? You mustn't change the words in any way.
- Did you spell all the words correctly?

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1. What geographical features have created the land of Ross Island? _____
2. How many Adélie penguin nests were counted at Cape Royds? _____
3. On what type of surface do Adélie penguins usually choose to build their nests? _____
4. _____ What has, in the past, prevented penguins from reaching the open sea in the McMurdo Sound? _____
5. Approximately, what distance did Adélie penguins then have to travel to get to the sea? _____

Unit 1: Exercise 7

You are going to answer some more questions related to the same Reading passage. You will need to decide what information you want to find.

Read the information and then read questions 6–13. Match the types of information you will need to look for in the Reading passage with the questions.

In an IELTS Reading sentence completion task, it is important to recognise what type of information is missing. Then it is easier to find the answer in the Reading passage.

Questions 6–13

- 6 The Adélie penguin population has increased in the part of Ross Island known as _____.
- 7 Both Adélie penguins and the Chilean sea bass feed on _____.
- 8 Dr Kawaguchi believes that an increase in _____ is the main reason for declining numbers of krill.
- 9 Not only penguins, but also _____ will be affected by smaller krill populations.
- 10 The _____ species of penguins have more variety in their diet than other penguins.
- 11 British and American scientists have used special equipment to find out more about penguin _____.
- 12 The British-American team know that it is in _____ that the penguins begin to walk in a northerly direction.
- 13 It is now thought by the British-American team that penguins require _____ to help them avoid threats and to find food.

| | | | |
|------------------------------------|------------------------------------|--------------------------|---|
| a month or season | a specific location on Ross Island | a type of penguin | another animal living in Antarctica |
| something that has been increasing | something eaten by Adélie penguins | and the Chilean sea bass | something that penguins need to survive |

| | |
|-----|--|
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |
| 13. | |

Unit 1: Exercise 8

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

Now you know what information you need to find (a specific location on Ross Island, something eaten by Adélie penguins, etc.), you can look for it in the Reading passage.

- Look through the passage for the **type** of information you need to complete the sentences.
- Read that part of the passage in more detail to find the **one piece** of information that you need.
- Write your answers to the questions. Make sure you only use one or two words for each answer.
- Make sure your answers make sense and are grammatically correct.
- Check your spelling very carefully. You should use the same spelling as in the Reading passage.

Elsewhere on Ross Island, in contrast to McMurdo Sound, the situation is more encouraging. At Cape Crozier, Adélie penguins are thriving. The colony is now thought to have an estimated 230,000 breeding pairs, an upturn of 20% over the last three decades. Penguins nesting on this part of Ross Island may actually be benefitting from human activity, scientists suspect. In 1996, a fishing company opened near the area, and started fishing for vast quantities of Chilean sea bass – otherwise known as the Patagonian toothfish. As both the Adélies and the sea bass eat silverfish, competition for this food source has now been dramatically reduced, and this may partly explain why penguin numbers have risen at Cape Crozier.

However, it isn't fish, but krill – tiny, shrimp-like creatures that live just below the pieces of ice that float on the sea – that form the largest part of an Adélie's diet. Unfortunately, krill numbers are also declining rapidly. Dr So Kawaguchi, a biologist working for the Australian government's Antarctic Division, suspects he knows the main reason behind this. He accepts that commercial fishing is partly responsible for huge amounts of krill being removed from the sea, but he points to rising levels of carbon dioxide as the chief cause. It is this which is making the waters of the Antarctic more acidic, in turn preventing the krill eggs from hatching. Diminishing levels of krill not only mean less food for penguins. Digesting up to 40 million of these tiny animals per day, most whales depend on them for survival, too. Also, thanks to their more diverse diet, Gentoo penguins, a species which eats squid and small crab-like creatures as well as krill, have hardly been affected by this situation. In fact, their numbers appear to be on the rise. Other species, such as the Chinstrap and Emperor penguins, however, have the same narrow diet as Adélies.

Scientists are now concerned that Adélie penguins will be forced to move further south in search of more suitable breeding and feeding locations. A team made up of researchers from Stanford University, USA, and the British Antarctic Survey have recently used geolocation sensors attached to a number of penguins to track them in order to better understand their patterns of migration. They know that Adélie penguins leave their nesting areas in February to begin the slow march north to avoid the darkest time of the year. Around 480 kilometres from completely open water, they stop on the floating sea ice to spend time feeding and increase their body weight. They then turn around, and march back to the nesting areas – a journey of about 13,000 kilometres in total. Scientists also know that Adélies have never lived further south of Cape Royd, and suspect that this is because they need light in order to navigate and search for food. It also allows them to spot such predators as the skua – a large bird that can easily kill young penguins. So, will the Adélies be able to adapt, move further south, and live in a darker environment? Scientists doubt that this kind of evolutionary change can happen in a short time.

6. The Adélie penguin population has increased in the part of Ross Island known as _____
7. Both Adélie penguins and the Chilean sea bass feed on _____
8. Dr Kawaguchi believes that an increase in _____ is the main reason for declining numbers of krill.
9. Not only penguins, but also _____ will be affected by smaller krill populations.
10. The _____ species of penguins have more variety in their diet than other penguins.
11. British and American scientists have used special equipment to find out more about penguin _____.
12. The British-American team know that it is in _____ that the penguins begin to walk in a northerly direction.
13. It is now thought by the British-American team that penguins require _____ to help them avoid threats and to find food.

Unit 1: Exercise 9

Read the information. Then match the words in the box from the Reading passage with the phrases in bold in the questions which have a similar meaning.

Very often, the information in the questions will be expressed differently in the Reading passage. An important part of the IELTS Reading test is recognising how different words or phrases can have a similar meaning.

Adélie penguins are thriving diminishing diverse eat geolocation sensors
need rising levels of slow march north

6. **The Adélie penguin population has increased** in the part of Ross Island known as Cape Crozier. _____
7. Both Adélie penguins and the Chilean sea bass **feed on** silverfish. _____
8. Dr Kawaguchi believes that **an increase in** carbon dioxide is the main reason for declining numbers of krill. _____
9. Not only penguins, but also whales will be affected by **smaller** krill populations. _____
10. The Gentoo species of penguins have more **variety** in their diet than other penguins. _____
11. British and American scientists have used **special equipment** to find out more about penguin migration. _____
12. The British-American team know that it is in February that the penguins begin to **walk in a northerly direction**. _____
13. It is now thought by the British-American team that penguins **require** light to help them avoid threats and to find food. _____

Unit 1: Exercise 10

Think about some of the skills you need when you approach the IELTS Reading sentence completion test.

Complete the sentences about what you have learnt in this unit.

| | | | | |
|------------------------|--------------------------|-----------|---------------|-------|
| heading and subheading | key words and phrases | paragraph | whole passage | words |
|------------------------|--------------------------|-----------|---------------|-------|

1. Look quickly at the _____ of the Reading passage, where available. This will give you an idea of the general topic and purpose of the passage.
2. Look quickly at the first few sentences of each _____. This will give you some idea of the main topics in the passage.
3. Read the questions carefully and decide what the _____ are. This will help you find the correct information in the Reading passage.
4. The information in the Reading passage is often expressed differently in the questions, using different _____.
5. You don't need to read the _____ in detail. However, you do need to read certain sentences in detail, once you know that they contain the information you need.

APADANA
IELTS Umbrella

UNIT 1 WRITING

Unit 1: Exercise 1

How much do you already know about IELTS Writing Task 1?

Are the following statements True or False? Choose the correct answers.

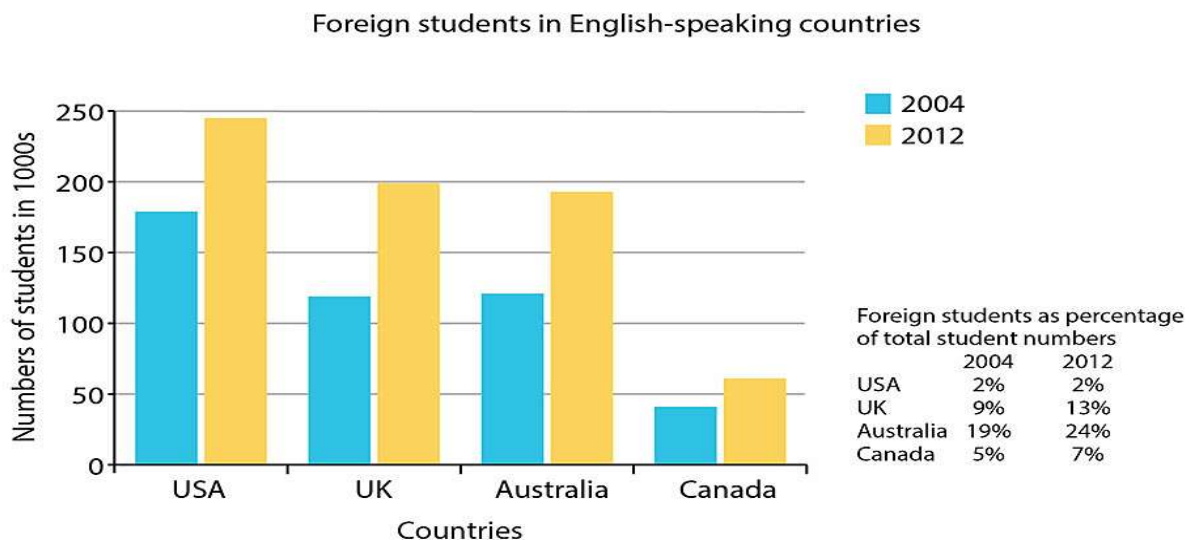
1. You should spend 40 minutes on Task 1.
 - ☐ True
 - ☐ False
2. You will be asked to describe a chart, table, map or diagram.
 - ☐ True
 - ☐ False
3. You should include your opinions in the report.
 - ☐ True
 - ☐ False
4. You should write at least 150 words.
 - ☐ True
 - ☐ False
5. You must include every detail given in the information in your answer.
 - ☐ True
 - ☐ False

Unit 1: Exercise 2

In IELTS Writing Task 1, you may be asked to describe a bar chart. The opening paragraph should include the following information:

- the type of chart or table
- what the information is about
- the date(s)
- the place(s)
- the unit(s) of measurement.

Look at the bar chart and the table. Sentences 1–4 are opening paragraphs taken from four different reports. Read the paragraphs and decide if they contain all the necessary information. Match the comments in the box with the paragraphs.



The bar chart and table show information about students from abroad studying in four English-speaking countries in 2004 and 2012.

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

1. The bar chart shows the number of foreign students studying in the USA, the UK, Australia and Canada, while the table shows foreign students as a percentage of total student numbers in the countries. _____
2. The bar chart shows the number of foreign students studying in four English-speaking countries in the years 2004 and 2012, while the table shows foreign students as a percentage of total student numbers in the countries. _____
3. The bar chart shows the number of foreign students studying in English-speaking countries in 2004 and 2012, while the table shows foreign students as a percentage of total student numbers in the countries. _____
4. The bar chart and the table show the changes in foreign student numbers between 2004 and 2012 in the USA, the UK, Australia and Canada.

Unit 1: Exercise 3

When describing charts and tables, we need to think about what information to include and which paragraph to put the information in.

Choose the correct paragraph (A, B or C), for the statements (1–5).

A

The bar chart shows the number of foreign students studying in four English-speaking countries in the years 2004 and 2012, while the table shows foreign students as a percentage of total student numbers in the countries. We can see that the overall trend is an increase in the number and percentage of international students in most countries.

B

Starting with the number of students, the USA had the most foreign students, rising from approximately 179,000 in 2004 to around 245,000 in 2012. The figures for Australia and the UK were similar, increasing from around 120,000 to almost 200,000. Canada had a significantly lower number of overseas students than the other countries, with about 41,000 in 2004 and approximately 61,000 in 2012.

C

Next, if we look at foreign students as a percentage of total student numbers, we can see that percentages increased for all countries, with the exception of the USA. The percentage of foreign students was highest in Australia at 24% of total student numbers in 2012. In contrast, in the USA, the percentage of foreign students remained stable at 2%, which was the lowest percentage of all four countries.

This paragraph ...

1. gives a summary of the most important information. _____
2. tells us about the important data (percentage) changes shown in the table. _____
3. describes what the bar chart and table are about and what information they show.

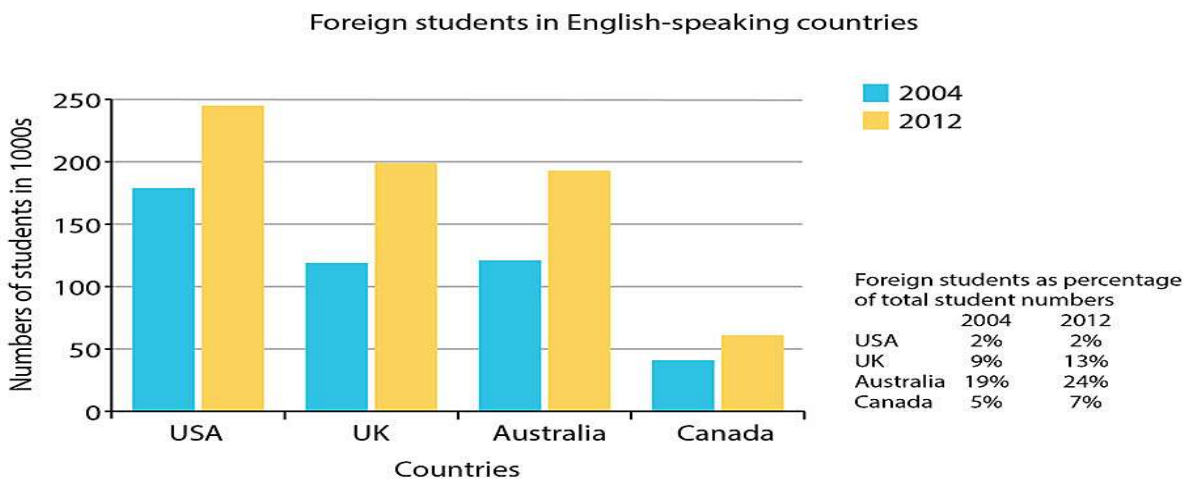
4. includes the important data (numbers) from the bar chart. _____
5. tells us what type of chart is being described. _____

Unit 1: Exercise 4

In IELTS Writing Task 1, you need to decide what information is important. The key information is:

- the main trend
- something which doesn't follow a trend
- highs, lows and equal points.

Look at the sentences from the essay and choose the correct answers. More than one answer may be possible.

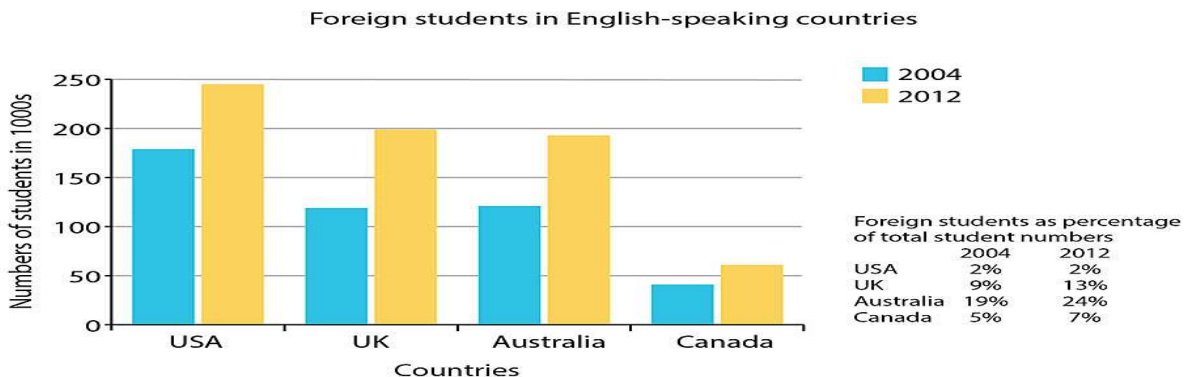


1. The USA had the highest number of foreign students.
 - ☐ the main trend
 - ☐ something which doesn't follow a trend
 - ☐ highs, lows and equal points
2. Canada had significantly lower student numbers than the other countries with around 41,000 in 2004 and approximately 61,000 in 2012.
 - ☐ the main trend
 - ☐ something which doesn't follow a trend
 - ☐ highs, lows and equal points
3. However, in the USA, the percentage of foreign students remained the same.
 - ☐ the main trend
 - ☐ something which doesn't follow a trend
 - ☐ highs, lows and equal points

4. There was an increase in both the number, and percentage, of international students in all but one of the countries.
 - ☐ the main trend
 - ☐ something which doesn't follow a trend
 - ☐ highs, lows and equal points
5. Foreign students, as a percentage of total student numbers, was highest in Australia and lowest in the USA.
 - ☐ the main trend
 - ☐ something which doesn't follow a trend
 - ☐ highs, lows and equal points

Unit 1: Exercise 5

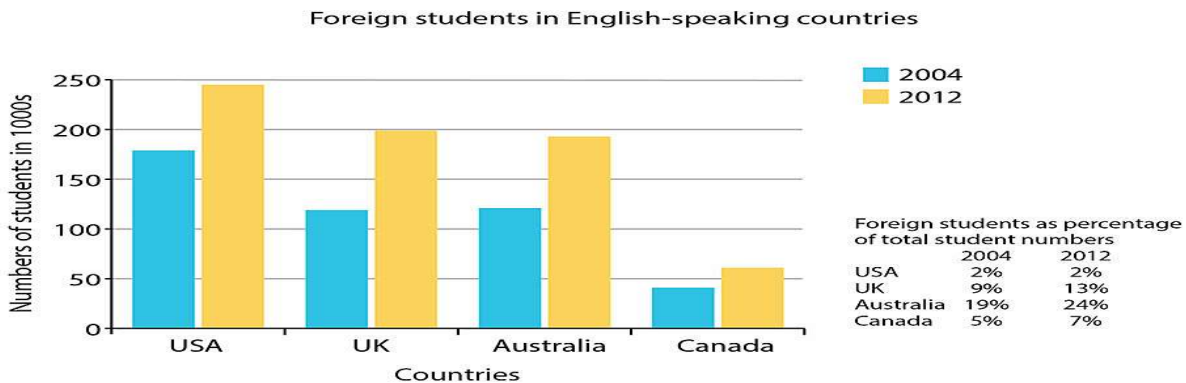
Look at the bar chart and table. Then read the statements and decide if they contain key information or not. Choose Yes or No.



1. The USA had the highest number of foreign students. Yes/No
2. In Canada, foreign students, as a percentage of total student numbers, rose between 2004 and 2012. Yes/No
3. The number of students increased in all the countries. Yes/No
4. The UK had the second lowest percentage of foreign students as a percentage of total student numbers in 2004. Yes/No
5. However, in the USA, overseas students, as a percentage of total student numbers, remained the same. Yes/No
6. The number of foreign students in Canada was much lower than in the other countries. Yes/No
7. Foreign students, as a percentage of total student numbers, in Canada in 2012, was the second highest. Yes/No
8. The numbers of foreign students in the UK and Australia were very similar. Yes/No

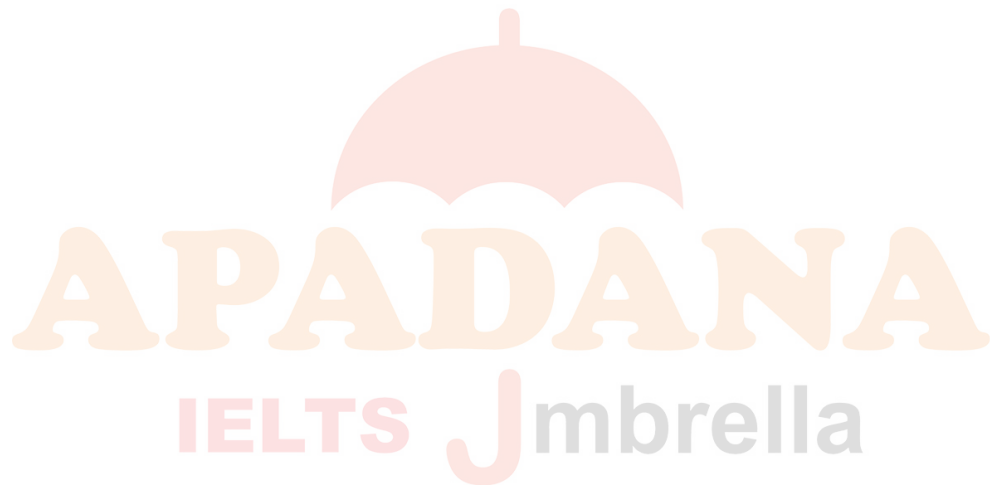
Unit 1: Exercise 6

Look at the bar chart and table. Then read the statements and decide if they are True or False.



- The UK had the second highest number of foreign students in both years.
 - ☐ True
 - ☐ False
- The number of foreign students in Canada rose by just under 50%.
 - ☐ True
 - ☐ False
- There were over 80,000 more foreign students in the UK in 2012 than in 2004.
 - ☐ True
 - ☐ False
- In the USA, foreign students, as a percentage of total student numbers, fell during the period.
 - ☐ True
 - ☐ False
- In Australia, foreign students, as a percentage of total student numbers, was the highest of all countries in both years.
 - ☐ True
 - ☐ False

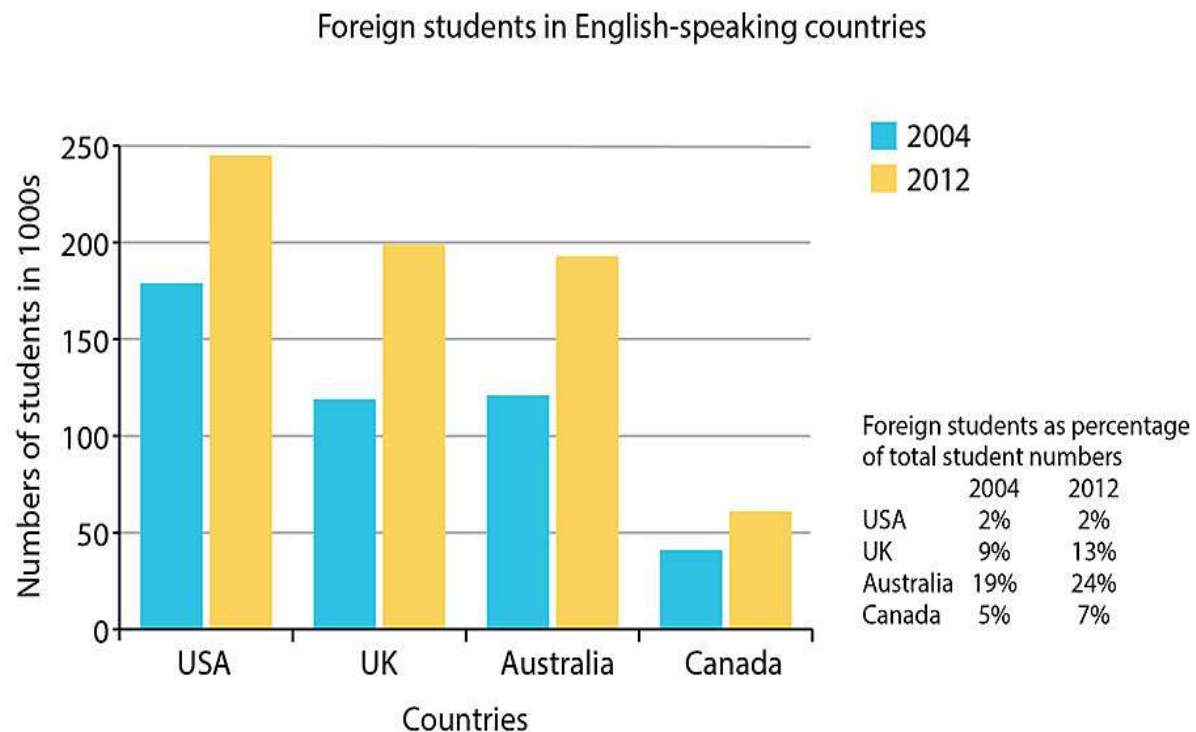
6. In Canada, foreign students, as a percentage of total student numbers, was the lowest in both years.
- True
 - False
7. There were nearly 300,000 foreign students in the USA in 2012.
- True
 - False
8. The rise in student numbers in the UK was approximately four times greater than in Canada.
- True
 - False



Unit 1: Exercise 7

It is important that you support the information with accurate numbers (data) when completing IELTS Writing Task 1.

Look at the bar chart and table. Then put the numbers in the correct gaps to complete the sentences.

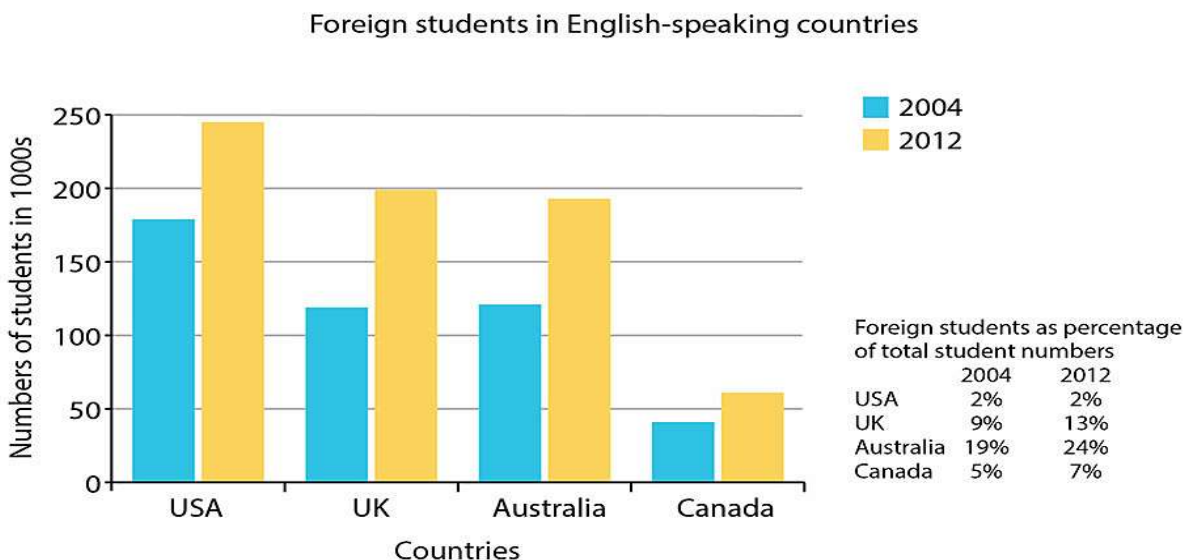


| | | | | |
|---------|---|----|---------|--------|
| 120,000 | 2 | 24 | 245,000 | 61,000 |
|---------|---|----|---------|--------|

1. The USA had the most foreign students, rising from approximately 179,000 in 2004 to around _____ in 2012.
2. The percentage of foreign students in the USA was lowest of all countries during both years, at _____ %
3. The percentage of foreign students was highest in Australia at _____ % of total student numbers in 2012.
4. Canada had the lowest number of overseas students in both years, with 41,000 in 2004 and approximately _____ in 2012.
5. Student numbers in Australia and the UK were similar in 2004, at around _____ .

Unit 1: Exercise 8

Look at the bar chart and table. Then complete the report with the correct numbers in the box (some numbers you can use more than once).



| | | | | |
|----|---------|------|------|--------|
| 2% | 200,000 | 2004 | 2012 | 41,000 |
|----|---------|------|------|--------|

The bar chart shows the number of foreign students studying in four English-speaking countries in the years _____ and _____, while the table shows foreign students as a percentage of total student numbers in the countries. We can see that the overall trend is an increase in both the number and percentage of international students in most countries.

Starting with the number of students, the USA had the most foreign students, rising from approximately 179,000 in _____ to around 245,000 in _____. The figures for Australia and the UK were similar, increasing from around 120,000 to almost _____. Canada had a significantly lower number of overseas students than the other countries, with about _____ in 2004 and approximately 61,000 in 2012.

Next, if we look at the percentage of foreign students, we can see that percentages increased for all countries, with the exception of the USA. The percentage of foreign students was highest in Australia at 24% of total student numbers in 2012. In the USA, the percentage of foreign students remained stable at _____, which was the lowest percentage of all four countries.

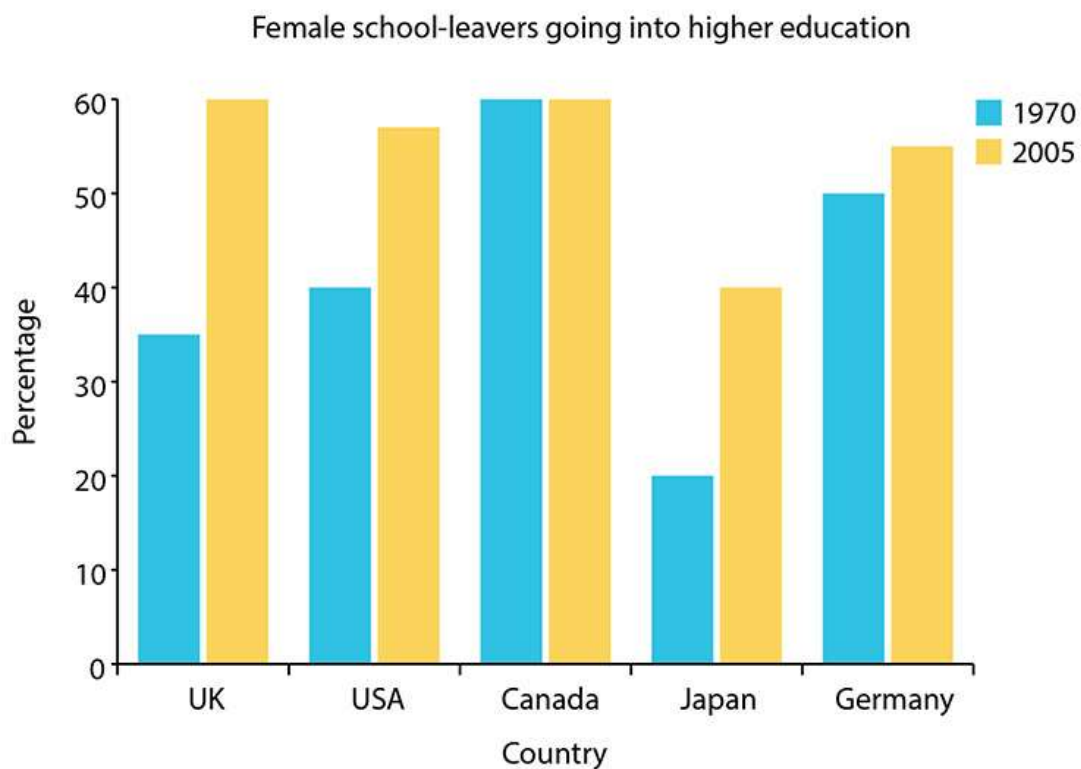
Unit 1: Exercise 9

Look at the IELTS Writing Task 1 question.

The chart gives information on the percentage of women going into higher education in five countries for the years 1970 and 2005.

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

Then read the statements below and decide which points need to be included in your report.
Choose the correct answers.



1. The UK figure was 60% in 2005.
 - ☐ Yes
 - ☐ No
2. In Germany, the percentage increased from 50% to 55%.
 - ☐ Yes
 - ☐ No
3. The percentage of women studying in the UK rose from approximately 35% to 60%.
 - ☐ Yes
 - ☐ No
4. The overall proportion of women in higher education increased in all five countries.
 - ☐ Yes
 - ☐ No
5. The percentage of women studying in higher education in Japan doubled.
 - ☐ Yes
 - ☐ No
6. The percentage of women studying in the USA rose from 40% to 55%.
 - ☐ Yes
 - ☐ No
7. In 2005, 40% of female school-leavers didn't go into higher education in Canada.
 - ☐ Yes
 - ☐ No
8. Changes were a result of wider social changes.
 - ☐ Yes
 - ☐ No
9. Canada's percentage was the same in both years.
 - ☐ Yes
 - ☐ No
10. Canada had the highest percentage in both years.
 - ☐ Yes
 - ☐ No

Unit 1: Exercise 10

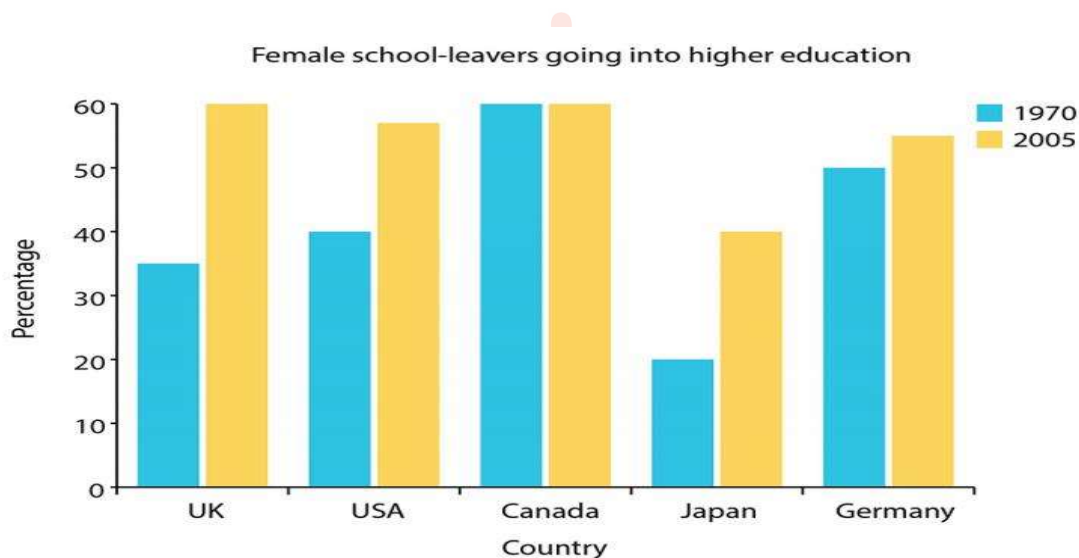
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart gives information on the percentage of women going into higher education in five countries for the years 1970 and 2005.

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

Write at least 150 words.



Please add text into the Student post.

| |
|---------------|
| Student post: |
| |

UNIT 1 LISTENING

Unit 1: Exercise 1

In this unit, you will practise the skills you need to predict the type of information required for multiple-choice and short-answered questions.

Read the information about Section 2 of the IELTS Listening test. Choose two answers for each question.

In Section 2 of the IELTS Listening test, you will hear a single speaker talking. He or she will be speaking in a general situation, giving general information to other people. You will hear the speaker only once. You will have 30–45 seconds before listening to look at the questions. Use this time to try and predict what you might hear.

1. What might you hear in Section 2 of the listening test?
 - ☐ An academic lecture by a university professor.
 - ☐ A talk by a manager to new staff members, explaining some company rules.
 - ☐ A conversation between two friends.
 - ☐ A speech by a counsellor, giving advice about dealing with stress.
2. What will you need to do in this part of the test?
 - ☐ Give your opinion on a topic.
 - ☐ Understand the general context of what you hear.
 - ☐ Listen and find the specific information you need.
 - ☐ Write an essay about the topic you hear.
3. What should you do before listening?
 - ☐ Read the questions carefully.
 - ☐ Answer all the questions.
 - ☐ Decide what type of information you need to listen for.

Unit 1: Exercise 2

Read the information. Then quickly read the questions from Section 2 of an IELTS Listening test and decide what the most important words are in each question.

Choose the correct answers.

Look at the questions carefully before you listen. This will give you a clearer idea of what you need to pay attention to while listening.

- 1 What is the general focus of Giles Watson's training session?
- 2 What does Giles think is the key part of making customers feel happy?
- 3 In another session, Giles will offer advice about ...
- 4 What does Giles say is the most difficult thing to achieve?
- 5 What experience has Giles had of unpleasant customers?

1. The key words in Question 1 are general focus/ training session.
2. The key words in Question 2 are feel happy/key part .
3. The key words in Question 3 are another session/offer advice .
4. The key words in Question 4 are the most difficult thing/ to achieve.
5. The key word in Question 5 is experience/ unpleasant.

Unit 1: Exercise 3

You will listen to extracts from a talk about customer satisfaction.

Read the information. Then look at questions 1–5. Listen and match the underlined words with the words and phrases the speaker uses.

It's important to decide what key information you need to listen for as this will help you to focus your attention while listening. However, the speaker probably won't use the same words which appear in the questions. Instead, he or she will paraphrase them (use other words or phrases with a similar meaning).

Giles Watson:

1 Good morning everyone, and welcome. My name is Giles Watson, and it's great that so many people have signed up for training. I look forward to spending the next few days with you. The overall theme of our session this morning is customer satisfaction: how to make sure our customers are happy and keep on coming back to us!

2 Now that we've covered the basics, it's time to turn to probably the most important aspect of keeping our customers satisfied: making them feel valued. Customers should never feel as if they are just another person to approach your business, and they should definitely **not** be the ones trying hardest to get what they want. Getting them what they want is **your** role.

3 According to some research we've done, one of the main reasons that customers feel unhappy, and take their business elsewhere is because of rude, or uninterested staff. In tomorrow's session, I'd like to give you some tips for how to encourage your staff to always be as professional and enthusiastic as possible.

4 Customers appreciate personal service, where possible. They don't like being treated like just one of many hundreds of other customers. Yet, this is perhaps the main challenge of customer satisfaction – making sure each customer gets some kind of individual attention.

5 The final, crucial, thing I would like to remind you of is that the customer is always right. Now, of course, you might not really think this is true, but you must act as if it is. Needless to say, there have been many occasions when I've had to deal with a difficult customer: rude, problematic, and not especially easy to communicate with – but I have always had to behave professionally, and put them and their needs before my own.



play.MP3

- 1 What is the **general focus** of Giles Watson's training session?
- 2 What does Giles think is the **key part** of making customers feel happy?
- 3 In another session, Giles will **offer** some **advice** in ...
- 4 What does Giles say is the **most difficult thing** to achieve?
- 5 What experience has Giles had of **unpleasant** customers?

| | | | | | |
|---------|-----------|----------------|---------------------------|---------------|------------|
| Crucial | give tips | main challenge | main reasons | overall theme | remind you |
| | rude | the basics | the most important aspect | uninterested | |

| | |
|--|--|
| 1. Instead of 'general focus', Giles says: | |
| 2. Instead of 'the key part', he says: | |
| 3. Instead of 'offer advice', he says: | |
| 4. Instead of 'most difficult thing', he says: | |
| 5. Instead of 'unpleasant', he says: | |

Unit 1: Exercise 4

In the next exercise, you are going to complete Section 2 of an IELTS Listening test.

Read the questions quickly and decide what you will probably hear. Are the statements True or False? Choose the correct answers.

1 What is Anne Smith's principal role at Star Travel Agency?

- A She is in charge of new staff.
- B She is responsible for big tour groups.
- C She hires people to work for the agency.

2 What does Anne find is the best thing about working for Star Travel Agency?

- A the opportunity to travel.
- B the good wages that are paid.
- C the friendliness of the other staff.

3 Later in the morning, Anne will provide some training in

- A using the company computers.
- B recommending places to visit.
- C dealing with telephone bookings.

4 What skill does Anne say is the most important for working in a travel agency?

- A You should be able to deal calmly with annoyed customers.
- B You must be able to speak several languages.
- C You have to be a good listener.

5 The person now in charge of paying wages is

- A Andrew Brown.
- B Julia Summers.
- C Joe Ramsay.

1. You are going to listen to a woman called Anne Smith.
 - ☐ True
 - ☐ False
2. She will talk about why she would like to work for a travel agency.
 - ☐ True
 - ☐ False
3. She doesn't like her job.
 - ☐ True
 - ☐ False
4. She will give other people useful information.
 - ☐ True
 - ☐ False
5. She will give some advice about what abilities people need in order to work at the travel agency.
 - ☐ True
 - ☐ False
6. Her main responsibility in the job is making sure her staff are paid on time.
 - ☐ True
 - ☐ False

Unit 1: Exercise 5

Read the information. Then listen and choose the correct answers.

Presenter: You will hear a woman called Anne Smith talking to a small group of people who are starting their first day of work at a travel agency.

Anne Smith: OK everyone, let's get this meeting started. My name's Anne Smith, and for all of you, this is your first day at Star Travel Agency. It's great to have you here. Um, the person who I think did your job interviews was Melissa Bennett. She's our Branch Manager, and you'll see her around, but she mainly deals with the large tour groups. I deal with smaller groups, or families or independent travellers. And that's what you'll be doing too. So my main responsibility is to look after and train new employees like yourself, anyone who hasn't yet had much experience of working in a travel agency, and help you work with those kinds of customers.

Working for Star Travel Agency is something I hope you'll really enjoy. The salary isn't bad, compared to other travel agencies, that is. But what I like most is the fact that everyone who works here is always very kind and very happy to help. You'll be working with a great group of colleagues. And later on, when you've had a bit more experience, you may have the chance to go abroad and visit some of the destinations we send our customers to.

After our morning coffee break, you'll be given some training that I hope you'll find useful. Um, for training in how to use the *software*, we're going to get you working one on one with an experienced member of staff – and that person will show you how to use it properly. It takes a while to get used to – so ask lots of questions if you need to. And that person will also show you how to answer calls when customers ring up and want you to organise a holiday or flight for them. But after that, you'll all come together as a group again, and it'll be me who explains how to make *suggestions* to your customers when they know they *want* a holiday, but they just aren't sure where to go. Or perhaps they have a general idea, but they want you to come up with some specific advice.

There are lots of skills you need for this job. Paying close attention to what your customers are saying is probably the main one. It might sound obvious, but if they're telling you that they want a quiet, restful experience, then there's no point sending them to a noisy tourist resort. They won't be happy, and then the company will have to deal with a complaint. Then it's also necessary that you



play.MP3

can express yourself clearly to some of our foreign customers. Don't rush the booking, and take time to explain things carefully.

So, let me mention a few other people that work here, and who you'll probably meet. So, for example, the person who's responsible for making sure you get paid on time, and that it's the correct amount, that's Andrew Brown. So any problem, go and see him. Julia Summers does help him out from time to time, but she mainly deals with company accounts, and our financial planning for the year. I think the company website still says that Joe Ramsay is the person responsible for salary payments, but he actually left the company a couple of months ago. We must update those details, sorry. Now ...

1. What is Anne Smith's principal role at Star Travel Agency?
 - A She is in charge of new staff.
 - B She is responsible for big tour groups.
 - C She hires people to work for the agency.
2. What does Anne find is the best thing about working for Star Travel Agency?
 - A the opportunity to travel
 - B the good wages that are paid
 - C the friendliness of the other staff
3. Later in the morning, Anne will provide some training in
 - A using the company computers.
 - B recommending places to visit.
 - C dealing with telephone bookings.
4. What skill does Anne say is the most important for working in a travel agency?
 - A You should be able to deal calmly with annoyed customers.
 - B You must be able to speak several languages.
 - C You have to be a good listener.
5. The person now in charge of paying wages is
 - A Andrew Brown.
 - B Julia Summers.
 - C Joe Ramsay.

Unit 1: Exercise 6

Look at the questions, with the key words underlined.

Listen and decide what phrases Anne Smith uses instead of the underlined words. Choose the correct answers.

1 My name's Anne Smith, and for all of you, this is your first day at Star Travel Agency. It's great to have you here. Um, the person who I think did your job interviews was Melissa Bennett. She's our Branch Manager, and you'll see her around, but she mainly deals with the large tour groups. I deal with smaller groups, or families or independent travellers. And that's what you'll be doing too. So my main responsibility is to look after and train new employees like yourself, anyone who hasn't yet had much experience of working in a travel agency, and help you work with those kinds of customers.

2 Working for Star Travel Agency is something I hope you'll really enjoy. The salary isn't bad, compared to other travel agencies, that is. But what I like most is the fact that everyone who works here is always very kind and very happy to help.

3 After our morning coffee break, you'll be given some training that I hope you'll find useful. Um, for training in how to use the software, we're going to get you working one on one with an experienced member of staff – and that person will show you how to use it properly.

4 There are lots of skills you need for this job. Paying close attention to what your customers are saying is probably the main one.

5 So, let me mention a few other people that work here, and who you'll probably meet. So, for example, the person who's responsible for making sure you get paid on time, and that it's the correct amount, that's Andrew Brown.



play.MP3

1 What is Anne Smith's **principal role** at Star Travel Agency?

2 What does Anne find is the **best thing** about working for Star Travel Agency?

3 Later in the morning, Anne will **provide** some **training** in ...

4 What skill does Anne say is **the most important** for working in a travel agency?

5 The person now **in charge of paying wages** is ...

1. Instead of 'principal role', she says:

- main responsibility
- mainly deals with

2. Instead of 'best thing', she says:

- isn't bad
- what I like most

3. Instead of 'provide', she says

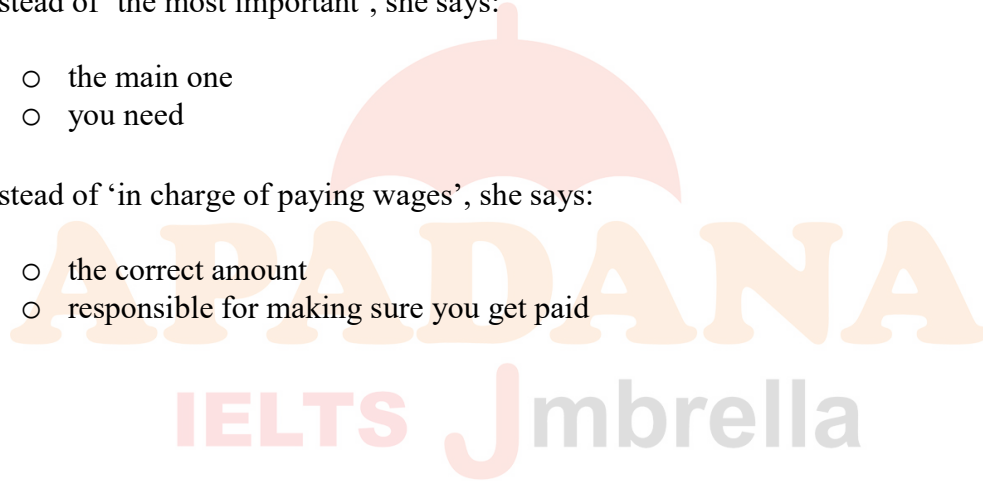
- Explain
- show

4. Instead of 'the most important', she says:

- the main one
- you need

5. Instead of 'in charge of paying wages', she says:

- the correct amount
- responsible for making sure you get paid



Unit 1: Exercise 7

You are going to hear one speaker talk about a topic related to tourism. This is a common topic in IELTS so it's a good idea to familiarise yourself with vocabulary related to tourism.

Match the words in the box with the correct definitions.

| | | | | | | |
|------------|---------|---------|-------------|-----------|------------|-------------|
| Agency | booking | confirm | destination | insurance | obligation | peak season |
| specialist | | | | | | |

1. an agreement in which you pay a company money and they pay for your costs if you have an accident: _____
2. someone who has a lot of experience, knowledge, or skill in a particular subject: _____
3. something that you must do: _____
4. to make a meeting or arrangement certain, often by phone, email or in person: _____
5. a business that represents one group of people, e.g. tourists, when dealing with another group, e.g. hotels: _____
6. the place where someone is going or where something is being taken: _____
7. a time of year when the demand for a service, e.g. a travel agency, is at its highest: _____
8. an arrangement you make to have something, e.g. a hotel room, at a particular time in the future: _____

Unit 1: Exercise 8

Read the information. Then, look at the underlined key words in the questions. Match the information you need to listen for with the questions.

In the short time you have before listening, it is always useful to look at the questions and decide what you need to listen for. It will help if you know you need to listen for a specific action, a time, a place or a person.

A month an action an object the name of a person the name of a place

| | |
|--|--|
| 1. <u>What</u> should staff <u>do</u> when they first <u>arrive</u> at work? | |
| 2. <u>When</u> is the <u>busiest time</u> of year for Star Travel Agency? | |
| 3. <u>Where</u> in <u>Fiji</u> do people like to <u>go</u> to at this time of year? | |
| 4. <u>What</u> must staff <u>see</u> before <u>confirming</u> a <u>booking</u> ? | |
| 5. <u>Who</u> should staff <u>contact</u> if they have a <u>problem</u> with the <u>computer</u> ? | |

Unit 1: Exercise 9

Listen and answer the questions.

Write NO MORE THAN TWO WORDS for each answer.

OK, so what will a typical day be like for you? Let's start with when you first arrive at work – I mean, before the agency opens in the morning. You'll need to answer emails before you do anything else. And that can sometimes take up to half an hour. So you start work at 8.30, and we open the doors to customers at 9 a.m.

Of course, some times of the year are busier than others. If you've worked in Europe, you'll know that the peak season is August. But for us, it's more like January. We probably get the least number of customers around December, as that's when it costs most to fly.

Now of course some destinations are more popular than others. You'll find a lot of customers coming in who want you to find them a cheap flight and a holiday deal in Taveuni, one of the islands of Fiji. I'll just spell that for you – it's T – A – V – E – U – N – I. If you haven't heard of it, it's very beautiful and people like going there for the diving and the snorkelling. So when you're organising a booking, and it doesn't matter whether the customer is sitting in front of you, or whether it's on the phone, you can't confirm the booking until you've had a look at a passport. The customer must either bring one into the agency, or scan and email one. And that's before you take any credit card details. And although there's no obligation for the customer to buy insurance, obviously that's something we recommend.

What should you do if you have a problem with the computer? Well, first of all, don't panic. It happens to everyone. We have an IT specialist who comes and deals with all our software problems, and her name is Ofelya. That's spelt O – F – E – L – Y – A. She's been working with us for the last few years.



play.MP3

1. What should staff do when they first arrive at work?

2. When is the busiest time of year for Star Travel Agency?

3. Where in Fiji do people like to go to at this time of year?

4. What must staff see before confirming a booking?

5. Who should staff contact if they have a problem with the computer?

Unit 1: Exercise 10

Think about what you have learnt in this unit.

Are the statements True or False? Choose the correct answers.

1. In Section 2 of the IELTS Listening test, you will never hear more than one main speaker.
 - ☐ True
 - ☐ False
2. You will have a short time to look at the questions before listening.
 - ☐ True
 - ☐ False
3. It is better to listen without looking at the questions first.
 - ☐ True
 - ☐ False
4. Before you listen, you will have no idea about what the speaker will talk about.
 - ☐ True
 - ☐ False
5. The speaker will always use the same words as in the questions.
 - ☐ True
 - ☐ False

UNIT 1 SPEAKING

Unit 1: Exercise 1

What do you know about IELTS Speaking Part 2? Choose the correct answers.

1. How long does IELTS Speaking Part 2 last?
 - ☐ 3–4 minutes
 - ☐ 5–6 minutes
2. How much preparation time do candidates have?
 - ☐ 1 minute
 - ☐ 2 minute
3. What does the candidate do during the preparation time?
 - ☐ ask questions
 - ☐ make notes
4. Does the candidate ask questions during the preparation time?
 - ☐ Yes
 - ☐ No
5. Does the examiner ask questions during the long turn?
 - ☐ Yes
 - ☐ No

Unit 1: Exercise 2

In IELTS Speaking Part 2 you are given a task card on a particular topic. This will include key points that you should talk about. Then you have one minute to make notes and prepare your talk.

Read the task card and the statements about note-taking. Then choose the correct answers.

Describe your perfect home.

You should say:

- what it looks like
- where it is located
- what it contains

and explain if your real home is similar to this.

1. You should write down every word you want to say.
 - ☐ Yes
 - ☐ No
2. You should write your notes as full sentences.
 - ☐ Yes
 - ☐ No
3. You should only talk about the points on the task card.
 - ☐ Yes
 - ☐ No
4. You should always give examples or extra information about each point.
 - ☐ Yes
 - ☐ No
5. You can ask the examiner for a different task card if you don't like the topic.
 - ☐ Yes
 - ☐ No

Unit 1: Exercise 3

In IELTS Speaking Part 2, you have one minute to make some notes and prepare your talk.

Read the task card, and then complete the table with words that you can use in your talk. Use the words in the box. The first one has been done for you.

Describe your perfect home.

You should say:

what it looks like
where it is located
what it contains

and explain if your real home is similar to this.

| | | | | | | |
|-------------------------|----------------------------------|-----------------------------|-----------|-----------------------|--------------------------|-----------|
| private drive lounge | residential on the waterfront | dissimilar much the same | identical | simple traditional | central large terrace | open-plan |
|-------------------------|----------------------------------|-----------------------------|-----------|-----------------------|--------------------------|-----------|

| what your home looks like : It looks ... | where your home is located : It's somewhere... |
|--|--|
| | |
| | |
| | |

| what your home contains : It has a/an ... | and explain if your real home is similar to this : It's |
|---|--|
| | |
| | |
| | |

Unit 1: Exercise 4

Read the task card. Then watch the video and complete the student's notes.

Describe your perfect home.


You should say:

what it looks like

where it is located

what it contains

and explain if your real home is similar to this.

| | |
|--|---|
| <p>Your perfect home</p> <p>what it looks like: big _____/big windows/ _____</p> <p>where it is located: _____/small town/ _____</p> <p>what it contains: family / _____</p> <p>d explain if your real home is similar to this: Yes: small town, quite a big _____ , _____ but no _____</p> |  play.MP4 |
|--|---|

Unit 1: Exercise 5

In order to have enough to say in IELTS Speaking Part 2, you should always give examples or extra information about each point.

Read the task card and the student's answers. Then complete the table with the words in the box. Watch the video and check your answers.

| | |
|--|---|
| <p>Describe your perfect home.</p> <p>You should say:</p> <ul style="list-style-type: none"> what it looks like where it is located what it contains <p>and explain if your real home is similar to this.</p> |  play.MP4 |
|--|---|

| | | | | | | | | |
|------------|-----|--------|------------|-----------------|-----|------|------|----------|
| Difference | dog | family | guard town | missing wake up | one | only | part | situated |
|------------|-----|--------|------------|-----------------|-----|------|------|----------|

Describe your perfect home. You should say:

| | Answers | Examples and/or extra information |
|---|--|---|
| what it looks like | A big house with big windows and a balcony. | My bedroom is _____ at the top of the house. I can _____ with the sunshine. |
| where it is located | In the forest or in a small town or village. | I don't like busy places so I prefer to live in a quiet _____ . |
| what it contains | My family and animals. | They are the most important _____ of my life. I would like to have a _____ which would _____ my home.. |
| and explain if your real home is similar to this | Yes: small town, big house, family. | I live in a small _____ in quite a big house where all my _____ lives. The main _____ is that I don't have a dog. So this is the _____ thing that is _____ in my perfect home. |

Unit 1: Exercise 6

Sometimes you might have a difficult topic and can't think of anything to say. If this happens, try to think about each part of the question in more detail.

Read the IELTS Speaking Part 2 task card again. Then complete the notes. Use the words in the box.

Describe your perfect home.

You should say:

- what it looks like
- where it is located
- what it contains

and explain if your real home is similar to this.

| | | | | | |
|----------------------|-------------------|-------------|-----------------------|--------------|---------|
| A cellar | country | four rooms | in an apartment block | large window | lounge |
| lots of things to do | on the waterfront | one | room for family | small | suburbs |
| | town | traditional | two bedrooms | wood | |

Your perfect home

what it looks like:

what style it is: modern, _____, simple

how many storeys it has: _____ two, etc.

what size it is: big or _____

the outside of the house looks: _____, red front door

what materials it is made from: _____, brick, stone, glass, steel

how

where it is located:

general details: _____ (urban) or _____ (rural)

specific details: city centre, _____, village

distance to/from other places: _____, ten minutes from work, in the mountains, etc.

where it is in relation to other buildings: _____, skyscraper, on its own

why it would be located there: peaceful, _____

what it contains:

number of rooms: _____ in total
number of each room: one kitchen, one bathroom, _____

what rooms it has: dining room, _____, kitchen, bathroom, bedroom
what other things it has: a garage, _____, a balcony, a staircase, a gym
why it would contain these things: outdoor space, _____

and explain if your real home is similar to this:

what is similar (think about the points you listed above)?

- what looks the same?
- is the location the same?
- is what it contains the same?

what is different (think about your answers to the points above)?

- what looks different (if anything)?
- is the location different?
- is what it contains different?

Unit 1: Exercise 7

Read the IELTS Speaking Part 2 task card again. Then choose the correct words to complete the student's answers.

Describe your perfect home.

You should say:

- what it looks like
- where it is located
- what it contains

and explain if your real home is similar to this.

Your perfect home

what it looks like:

My perfect home would be a huge/high house and it would be three storeys high. It would be simplistic but colourful/coloured.

where it is located:

It would be located at the seaside/ Oceanside probably somewhere on an island. You can suntan/ sunbathe , rest, read a book and relax there.

what it contains:

It would contain a big swimming pool. It would also have a seating/seat area where you can look out onto the ocean.

and explain if your real home is similar to this:

It doesn't really look as/like my home.

I live in a normal flat and it's not as luxury/ luxurious as my perfect home would be.

Unit 1: Exercise 8

In the IELTS Speaking test, it is important to use collocations to score well for *lexical resource*, i.e. using a wide range of vocabulary.

Choose the correct nouns to complete the collocations.

1. A tall garden/terrace/building/lounge .
2. a colourful drive/pool/picture/location .
3. a seaside drive/building/location/terrace .
4. a sunny garden/picture .
5. a seating lounge/area/location/terrace .
6. a swimming home/pool/drive/garden .
7. a luxurious picture/home/area/location .
8. a private drive/picture/location/area .
9. a large terrace/location .
10. an open-plan terrace/lounge/garage/garden .

Unit 1: Exercise 9

Look at the words in bold in the IELTS Speaking Part 2 task card.

Match the synonyms with the words from the task card.

Remember to use synonyms in IELTS Speaking Part 2 to avoid repetition and improve your *lexical resource*.

Describe your **perfect** home.

You should **say**:

what it **looks like**

where it is **located**

what it **contains**

and explain if your **real** home is **similar** to this.

| | | | | | | |
|--------|----------|-----|-------|----------|------------|---------|
| Actual | the same | has | ideal | situated | appearance | explain |
|--------|----------|-----|-------|----------|------------|---------|

| | |
|--------------|--|
| 1. perfect | |
| 2. say | |
| 3. look like | |
| 4. located | |
| 5. contains | |
| 6. real | |
| 7. similar | |

UNIT 1 VOCABULARY / GRAMMAR

Unit 1: Exercise 1

Choose the correct words to complete the sentences. Use the words in the box.

| | | | | | |
|--------|----------|------|-------|--------|---------------|
| Bedsit | bungalow | flat | halls | mobile | semi-detached |
|--------|----------|------|-------|--------|---------------|

1. A _____ is a home inside a bigger building, usually on one floor. It's also called an apartment.
2. I live in a _____ home. It's got wheels, but it's been in the same place for years.
3. There are no stairs in my house. It's a _____, so it's only got one floor.
4. When I was a student, I lived in the _____ of residence for a year, with hundreds of other students.
5. Our house is _____, so it's attached to another house on one side, but not the other side.
6. The first place I lived after I left home was a _____ – a rented room. It had a bed, a table and chairs and a place to cook, so it was quite basic.

Unit 1: Exercise 3

Complete the sentences. Use the words in the box.

| | | | | | | | |
|--------|----------|-------|-------|--------|----------|----------|------|
| Bright | charming | guest | messy | remote | run-down | spacious | tidy |
|--------|----------|-------|-------|--------|----------|----------|------|

1. My sister's room is very _____ – she always puts everything away in the right place.
2. My flat's quite _____. It has enough room for all my things.
3. It's a lovely _____ room. The sun shines through the wide windows all day.
4. Our house is very pretty, but it's rather _____ – it's a long way from everywhere else.
5. The kitchen is really _____. There are dirty plates and cups everywhere.
6. We've got four bedrooms – one for my parents, one each for my brother and me, plus a _____ room for visitors.
7. It was a nice house when it was built, but it's a bit _____ now. It looks in bad condition and a lot of things need to be fixed.
8. What a _____ little house! It looks so pretty and full of character!

Unit 1: Exercise 3

Choose the correct prepositions to complete the sentences.

1. I live on/by/with myself in a bedsit.
2. There isn't enough space for/from/of all my things.
3. My sister shares a flat from/with/to two flatmates.
4. Our flat is by/about/on the top floor of an apartment block.
5. I've got a nice view by/about/of the park from my balcony.
6. My brother is on/in/at home this afternoon.

Unit 1: Exercise 4

Read the sentences. Select the two words that can go in each gap.

1. All my money goes on my flat. There's never any money left after I pay my ... / bills / rent / salary / ... every month.
2. When we bought the house, it was really run-down, but it looked a lot better after we ... / decorated / painted / removed / ... it.
3. When are you going to ... / clean / tidy / wash / ... your room? It's really messy!
4. The central heating has broken again. Can you ... / damage / fix / repair / ... it yourself, or do we need to call a plumber?
5. You can't see the house from the road. There's a tall ... / ceiling / fence / wall / ... all the way around the garden.
6. Our flat is quite small, but it feels a lot bigger now that we've ... / rearranged / remained / replaced / ... some of the furniture.

Unit 1: Exercise 5

Read the information. Then put the verbs in the correct column.

State and action verbs

State and action verbs are verbs that refer to a state, an action or event.

With state verbs, we usually use the present simple.

Example: *I want it.* NOT *I'm wanting it.*

With action verbs, we can use the present simple or present continuous. We use the present simple for habits and present continuous for things happening now.

Example: *I often drive to work but I'm not driving to work today.*

| | | | | | | | | |
|------|----------|------|-------|------|---------|------|-----|------|
| Tidy | decorate | work | build | seem | own | cost | use | help |
| | | pay | know | need | believe | | | |

| State verb | Action verb |
|------------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |

Unit 1: Exercise 6

Read the information. Then complete the sentences with the correct form of the verbs.

Present simple and present continuous

- We use the present simple for activities (action verbs) that happen often (e.g. *I usually **drive** to work.*).
- We use the present simple for state verbs (e.g. *I **want** to go.* NOT ~~*I'm wanting*~~ to go.).
- A few verbs (e.g. *live, work, think, have*) can be actions or states, with a slightly different meaning.
- We use the present continuous for activities (action verbs) that are in progress at the time of speaking (e.g. ***I'm driving** to work at the moment.*).

1. I live/ I'm living with my parents, but I'd like to leave home and live by myself in a year or two.
2. I live/ I'm living with my parents at the moment, while my own flat's being redecorated.
3. I'm afraid the lift isn't working/ doesn't work today. You'll need to use the stairs instead.
4. I don't work / I'm not working for that company now. I left that job last year.
5. We think/ We're thinking of moving to the countryside in a few years' time, but we're not sure.
6. I'm not thinking/ I don't think this is the right house. Are you sure it's the correct address?
7. It's a very small bathroom, so it isn't having/ doesn't have a bath. There's only enough room for a shower.
8. No, now's not a good time to call me. I have/ I'm having a bath at the moment. Can I call you back in twenty minutes?

Unit 1: Exercise 7

Complete the conversation. Use the words in the box.

| | | | | | | | |
|-------------|-----------|------|--------|--------|----------|-------|-------|
| Any | currently | days | longer | moment | nowadays | right | still |
| temporarily | | | | | | | |

A: I remember you were living in a bedsit last time I saw you. Are you _____ living there, or have you found a new place to live?

B: No, I'm not living there _____ more. _____, I'm sharing a flat with another student. But I'm having a few problems with my flatmate at the _____. We got on really well at first, but things aren't going so well these _____. In fact, we're no _____ speaking to each other. So I'm _____ looking for somewhere else to live. Do you know anybody with a spare room?

A: Well, I'm actually looking for a new flatmate _____ now. My sister's staying with me _____, while she gets a new kitchen installed in her flat, but her room will be empty again next week. What do you think? Would you like to stay with me?

Unit 1: Exercise 8

Complete the conversation. Use the words in brackets with the present simple or present continuous. Use contractions (e.g. *isn't*), where possible. The first question has been done for you.

A: Why are you standing on that chair? (you / stand)

B: _____ the batteries in this smoke detector. (I / change)

A: Why _____ that? (you / do) _____ perfectly, isn't it? (it / still / work)

B: Yes, but _____ the batteries every six months. (I / always / change) And look – _____ . (the light / flash)

A: Oh, yes. I can see. Why _____ ? (it / flash)

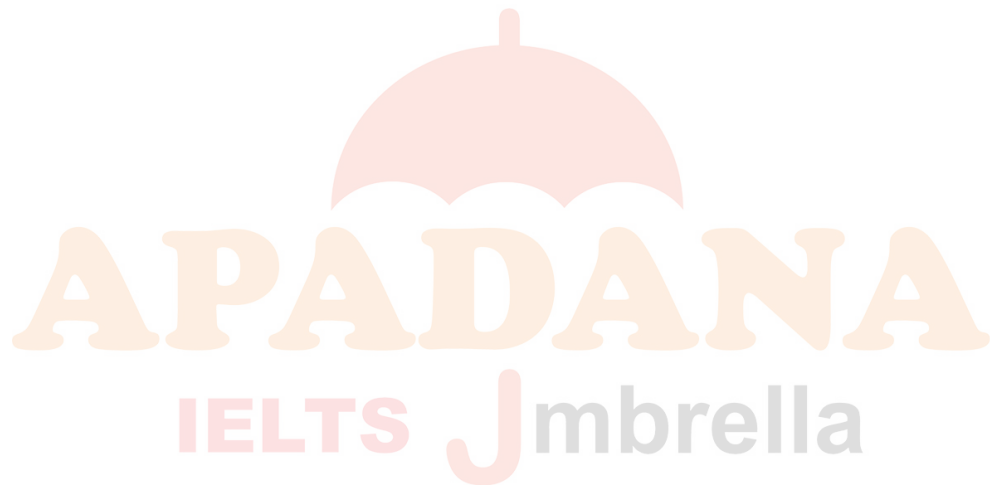
B: _____ the battery's nearly flat. (that / mean) So _____ to change it. (I / definitely / need)

A: OK, _____ like a good idea. (that / sound)

Unit 1: Exercise 9

Each sentence has one mistake with the present simple or present continuous. Correct the mistakes. The first one has been done for you.

1. How much rent you pay do you pay every month?
2. I standing outside your flat now, so can you let me in, please?
3. We aren't planning to move house again soon, but it depend on my job.
4. I don't want to live here, because it don't look very nice.
5. We usually sleeping on the floor when we stay at my grandparent's house.
6. The sofa's in the kitchen right now because we paint the living room.
7. Do you own this flat, or are you just rent it?
8. Hey! Why am I cleaning the flat by myself? You don't helping me at all!



UNIT 2 READING

Unit 2: Exercise 1

In this unit, you will do an IELTS Reading multiple-choice task.

Read the information. Then skim read the paragraph. Choose the best summary.

In the IELTS Reading test, you may be asked to decide what the main idea of a paragraph is. Remember that a paragraph usually contains one main idea. You can often get a good idea of what the paragraph is about by reading the first sentence. However, you may need to read further to understand what the writer's main point is.

A history of ice cream

Although many people might consider ice cream a recent invention, dependent on refrigeration technology and the dairy industry, there have been certain people eating frozen desserts made by mixing ice with fruit flavours for thousands of years. We don't know when people started doing this, but we do know that Roman and Chinese emperors used to eat fruit mixed with snow as far back as 2,000 years ago. However, most fruit grows in the warmer months, and ice needed to be transported from distant mountain tops, or collected in winter and stored in very expensive underground chambers. This meant that it was available only to the people at the very top of society, and only on special occasions.

The main point of this paragraph is that

- A no one knows when ice cream was invented.
- B long ago, only wealthy, powerful people ate fruit mixed with ice.
- C storing and collecting ice is very difficult.
- D ice can be mixed with fruit to create a dessert.

Unit 2: Exercise 2

The main point in the paragraph is that a long time ago, only wealthy, powerful people ate fruit mixed with ice.

Which parts of the paragraph give this main idea? Choose the three correct options.

A history of ice cream

Although many people might consider ice cream a recent invention, dependent on refrigeration technology and the dairy industry, there have been certain people eating frozen desserts made by mixing ice with fruit flavours for thousands of years. We don't know when people started doing this, but we do know that Roman and Chinese emperors used to eat fruit mixed with snow as far back as 2,000 years ago. However, most fruit grows in the warmer months, and ice needed to be transported from distant mountain tops, or collected in winter and stored in very expensive underground chambers. This meant that it was available only to the people at the very top of society, and only on special occasions.

- ☐ A Although many people might consider ice cream a recent invention, dependent on refrigeration technology and the dairy industry,
- ☐ B there have been certain people eating frozen desserts made by mixing ice with fruit flavours for thousands of years.
- ☐ C We don't know when people started doing this,
- ☐ D but we do know that Roman and Chinese emperors used to eat fruit mixed with snow as far back as 2,000 years ago.
- ☐ E However, most fruit grows in the warmer months, and ice needed to be transported from distant mountain tops, or collected in winter and stored in very expensive underground chambers.
- ☐ F This meant that it was available only to the people at the very top of society, and only on special occasions.

Unit 2: Exercise 3

In a paragraph, the writer's main point is usually supported several times, by different sentences.

Read the paragraph below. The parts which relate to the main point are in bold. Choose the best answer.

Not until relatively recently – the 1600s – did people begin mixing milk or cream with ice to create what people today might recognise as ice cream. **Ice cream desserts began to appear in expensive cafés in Paris, and then in New York in the 1700s. In England, recipes for making your own ice cream began to be published in the early 1700s.** Indeed, **the word *ice cream* appeared for the first time in a dictionary in 1744.** This all meant that **ordinary people might have heard about ice cream and understood what a frozen dessert was,** even if they couldn't afford to buy one themselves.

Which idea best summarises the writer's main point in this paragraph?

- A Ordinary people couldn't afford ice cream until relatively recently.
- B People have not been mixing ice with cream for long.
- C Only rich people consumed ice cream in the 1600s and 1700s.
- D The idea of *ice cream* began to spread amongst ordinary people in the 1600s and 1700s.

Unit 2: Exercise 4

Read the information. Then choose the word which best shows the writer's opinion.

Sometimes, you may need to understand how the writer feels about something. Pay attention to how the writer comments on facts. For example, by showing surprise, doubt or other emotions.

In the 1700s, ice cream started to become **popular** in the USA. Adverts began to appear in newspapers for a growing number of **specialist** ice-cream shops, which made and sold their own **frozen** desserts. As before, however, ice cream was only **affordable** for society's **elite**. The first American president, George Washington, was known to enjoy ice cream. He spent an **incredible** \$200 on ice cream in just one year – the **equivalent** of at least \$5,000 in today's money.

- ☐ Popular
- ☐ Specialist
- ☐ Frozen
- ☐ Affordable
- ☐ Elite
- ☐ Incredible
- ☐ equivalent

Unit 2: Exercise 5

Read the paragraph again. Choose the best answer to the question below.

In the 1700s, ice cream started to become popular in the USA. Adverts began to appear in newspapers for a growing number of specialist ice-cream shops, which made and sold their own frozen desserts. As before, however, ice cream was only affordable for society's elite. The first American president, George Washington, was known to enjoy ice cream. He spent an incredible \$200 on ice cream in just one year – the equivalent of at least \$5,000 in today's money.

When the writer discusses the first ice-cream shops in the USA, he or she is surprised that

- ☐ A there were so many ice-cream shops.
- ☐ B anyone would spend so much on ice cream.
- ☐ C ice cream was so expensive in the 1700s.
- ☐ D the first American president liked ice cream.

Unit 2: Exercise 6

Read the information. Then read the question and answer options again. Complete the sentences that explain why the options were right or wrong. Use words from the paragraph.

In the 1700s, ice cream started to become popular in the USA. Adverts began to appear in newspapers for a growing number of specialist ice-cream shops, which made and sold their own frozen desserts. As before, however, ice cream was only affordable for society's elite. The first American president, George Washington, was known to enjoy ice cream. He spent an incredible \$200 on ice cream in just one year – the equivalent of at least \$5,000 in today's money.

When the writer discusses the first ice cream shops in the USA, he or she is surprised that

- A there were so many ice-cream shops.
- B anyone would spend so much on ice cream.
- C ice cream was so expensive in the 1700s.
- D the first president of the USA liked ice cream.

1. Option A is wrong. The writer doesn't give any opinion about the _____ of ice-cream shops. He or she only mentions that the quantity of shops was _____.
2. Option B is correct. The word _____ means 'impossible or very difficult to believe'. The writer is adding a comment to a fact, to say how surprising it was that someone spent such a large amount of money on something such as _____.
3. Option C is wrong. The writer doesn't give any *opinion* about how expensive ice cream was. He or she just mentions that it was only _____ for the richest people in society – the _____.
4. Option D is wrong. The writer talks about the first _____, and says that he used to _____ ice cream, but the writer presents this as a fact. He or she doesn't express any surprise.

Unit 2: Exercise 7

In the IELTS Reading test, as well as identifying the writer's opinion, you may be asked to summarise a writer's argument in a paragraph. In order to do this, you need to read the whole paragraph carefully.

Read the paragraph and answer the question. Choose the correct letter, A, B, C or D.

Of course, when the right technology came along, ice cream became something that could be easily produced. It was in the USA, in the mid-1800s, that the first small freezers appeared. These were quite primitive compared to today's machines, and were powered by steam. Around this time, the first ice cream factory was set up in Pennsylvania, in the USA. From there, ice cream was transported by train to different cities in the region. This was, essentially, the beginning of the ice-cream industry. However, it was not until the beginning of the 20th century that ice cream became a successful commercial product. By this time, much cheaper methods of refrigeration had been developed, meaning that the technology to create ice cream could be adopted in different countries around the world, and affordable products became available to millions of ordinary people.

Which of the following statements best summarises the writer's main point in this paragraph?

- A Ice cream became a popular product in the mid-1800s.
- B Ice cream became a popular product when the cost of making it became cheaper.
- C Early technology for creating ice cream was not successful.
- D Ice cream first became a popular product in the USA.

Unit 2: Exercise 8

Read the information. Then read the text and answer the questions. Choose the correct letter, A, B, C or D.

The history of chocolate

Why people first started eating chocolate and how it spread across the world

No one is certain which Mesoamerican* culture first farmed cacao trees. However, archaeologists think the Olmec people of southern Mexico were one of the earliest to create a drink using cacao beans. While the Olmecs left behind no written records, researchers have dug up pots from this ancient civilisation that date back to 1500 BC. After the pots were taken to a laboratory and analysed, it was discovered that they contained theobromine, a chemical found in cacao beans. A small team of archaeologists has also been looking at a site in the Mexican state of Chiapas. Here, they claim, is proof of another society making cacao drinks even earlier. Not everyone accepts their evidence, so it seems further investigation is necessary.

Each fruit of the cacao tree is full of white flesh, and inside this are about 60 brown seeds, or *beans*. Some researchers theorise that early Mesoamerican cultures boiled the flesh for stews, before discovering that the seeds could also be used. This seems highly likely, as the flesh is sweet, but the seeds are incredibly bitter. It's remarkable, in fact, that anyone would have thought to dry out the seeds and then roast them in the first place. Perhaps what happened is that someone was eating the fruit and spitting seeds into a fire. They might have then noticed that the burnt seeds were producing a rich smell, and decided to experiment, but we can never know for sure. More certain is the fact that the Olmecs turned the roasted beans into a thick paste to make their drink, and into this was added chilli and vanilla.

Unlike the Olmecs, the Mayan people left behind paintings showing their use of cacao beans. From these pictures, we know that cacao beans and chocolate drinks had a special status in Mayan society, and were often used in marriage ceremonies and other rituals. Later, when the Aztecs ruled much of Mesoamerica, they wanted cacao beans for themselves, and would trade with the Mayans to get them. Although other crops were important at the time, they were nowhere near as valuable as cacao beans. This was partly because cacao trees could not survive in the dry highlands of central Mexico, the centre of Aztec civilisation. Unusually for plants, cacao trees depended on tiny swarms of flies for pollination, and these insects lived only in a humid climate.

In Mayan society, we know that cacao beans were very valuable, perhaps so valuable that it may have been worth creating ‘fake beans’. Archaeologists have discovered beans made of clay in many Mesoamerican sites, and suspect that they were used by Mayans when they had to pay a form of tax to the Aztecs. But it wasn’t just their economic value that made them important in society. Like today, the Mayan people liked to prepare traditional dishes to share with friends and family. Extended families would have come together to collect cacao beans and slowly turn them into a rich drink, using the occasion to strengthen their social ties.

In the 16th century, the Spanish arrived in Mexico and noticed the way in which cacao was central to the local diet. We still have records of the letters they sent home to Spain.

Expedition leader Hernán Cortés wrote to King Carlos I of Spain about a strange drink called *xocoatl*, which he mistakenly believed the Aztecs, including their ruler, Montezuma, used for medicinal purposes. One of Cortés’s officers even claimed to have seen Montezuma drinking more than 50 cups of a chocolate drink per day, and thought he was doing this to improve his health. That number is no doubt inaccurate, but even if it were true, the officer missed the point. The Aztecs simply saw cacao as part of their diet and did not attribute any special qualities to it. Nevertheless, the Spanish were soon exporting cacao beans back to Spain and creating chocolate drinks for themselves, adding sugar and honey to sweeten them. The demand for cacao soon spread across the rest of Europe.

Until 1828, it was only the wealthy that could afford these new chocolate drinks. It was in this year that Dutch chemist Coenraad Johannes van Houten invented the cocoa press, a machine that could squeeze the natural oils from roasted cacao beans. The beans were then crushed into powder, combined with alkaline salts, and sold as cheap blocks of cooking chocolate. Later, in 1847 the first edible chocolate was created by Fry and Sons in England. Unfortunately, its bitter taste was unpopular with consumers. In 1874, Swiss chocolate maker Daniel Peter finally realised that milk was perfect for improving the taste and texture of chocolate, and it has been a key ingredient ever since.

* *Mesoamerica* A region stretching from Mexico to Costa Rica in which several advanced civilisations existed before the 1600s.

1. What are we told about research into the origins of cacao-based drinks?
 - A Researchers have used written documents as evidence.
 - B Researchers have failed to agree about the findings.
 - C It was carried out in laboratories outside Mexico.
 - D No more research is needed.
2. When the writer discusses the early use of cacao beans, he is surprised that
 - A they were first eaten raw.
 - B people preferred the flesh to the seeds.
 - C people regarded them as something to throw away.
 - D anyone had the idea that they could be eaten.
3. What problem did the Aztecs face in getting cacao beans?
 - A The beans were destroyed by insect pests.
 - B The Mayans asked increasingly high prices for the beans.
 - C The local conditions were unsuitable for growing the cacao tree.
 - D The Mayans were unwilling to trade with them for religious reasons.
4. Which of the following best summarises the writer's argument in the fourth paragraph?
 - A The Aztecs mainly appreciated cacao beans for their economic benefit.
 - B The sharing of food is not as important now as it used to be in earlier societies.
 - C Cacao beans had a value which went beyond how much they were worth.
 - D The use of artificial cacao beans meant that real ones lost their value.
5. The writer refers to the drinking of chocolate by the Aztec ruler Montezuma to show how
 - A the Spanish misunderstood why Aztecs drank chocolate.
 - B the history of chocolate has not always been a peaceful one.
 - C the Aztecs pretended their chocolate drink had powerful qualities.
 - D people tend to make untrue claims about food and drink.
6. What is the writer doing in the final paragraph?
 - A Highlighting why modern chocolate is less healthy than its original form.
 - B Questioning whether modern chocolate is superior to older types.
 - C Outlining the steps that led to the kind of chocolate we have today.
 - D Explaining why rich people were prepared to pay more for chocolate.
7. According to the writer, what led to chocolate becoming a successful mass product?
 - A The price of manufacturing chocolate became cheaper.
 - B New machines were invented which made it easier to create chocolate.
 - C A lot of the fatty oils were taken out of cacao beans.
 - D The recipe was altered to reflect what consumers wanted.

Unit 2: Exercise 9

Read the information. Then read the extracts from the Reading passage and look at the words in bold. Match the words on the left from the Reading passage with the descriptions on the right.

It is very likely that an IELTS Reading passage will contain specialised words, or other words you do not know. Often, you do not need to know what the word means in order to answer a question. Sometimes, you can guess what a technical word means by reading around it in the passage. Where this is not possible, the meaning of the word may be given in a footnote.

1. After the pots were taken to a laboratory and analysed, it was discovered that they contained **theobromine**, a chemical found in cacao beans.
2. From these pictures, we know that cacao beans and chocolate drinks had a special status in Mayan society, and were often used in marriage ceremonies and other **rituals**.
3. Unusually for plants, cacao trees depended on tiny swarms of flies for **pollination**, and these insects lived only in a humid climate.
4. The beans were then crushed into powder, combined with **alkaline salts**, and sold as cheap blocks of cooking chocolate.
5. Later, in 1847 the first edible chocolate was created by Fry and Sons in England. Unfortunately, its **bitter** taste was unpopular with consumers.

something that exists in chocolate a set of fixed actions performed regularly,
especially as part of a ceremony to take pollen from one plant, or part of a plant,
to another so that new plant seeds can be produced a chemical that can be added
to food to improve it in some way with a sharp, unpleasant taste

| | |
|-------------------|--|
| 1. theobromine | |
| 2. rituals | |
| 3. pollination | |
| 4. alkaline salts | |
| 5. bitter | |

Unit 2: Exercise 10

Think about some of the skills you need when you approach the IELTS Reading test.

Complete the summary of what you have learnt in this unit.

| Argument | comments | main idea points | negative surprising | personal opinion | supporting |
|----------|----------|---------------------|------------------------|------------------|------------|
|----------|----------|---------------------|------------------------|------------------|------------|

1. Each paragraph in a Reading passage contains a _____. This is often, but not always, introduced in the first sentence of the paragraph.
2. A paragraph contains many sentences. Some of these sentences will be _____ related to the main idea. These might contain background information or information which contrasts with the main idea.
3. Writers usually present facts if they are describing or explaining something. However, a writer will sometimes give his or her _____ on those facts.
4. Writers may do this by adding an extra word which _____ on a fact. For example, the word 'remarkably' shows that the writer finds the fact _____. The word 'unfortunately' shows that the writer thinks something is _____.
5. A writer may use a paragraph to present an _____ (an opinion that the writer would like to give reasons for). Sometimes, a writer may present background information, only to contrast it later in the paragraph with what he or she really wants to say.

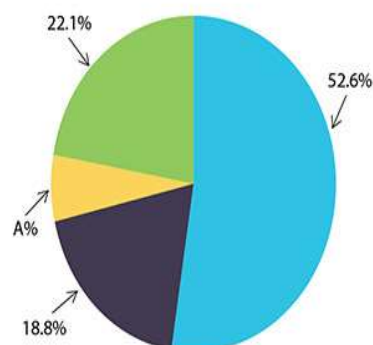
IELTS Umbrella

UNIT 2 WRITING

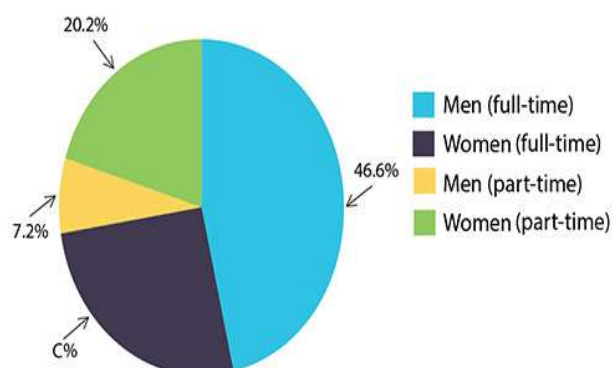
Unit 2: Exercise 1

Look at the pie charts. Then complete the missing information in the pie charts and the key. Use the numbers in the box.

Employment in the UK 1988



Employment in the UK 2012



Key:

Number
(in 1000s)

12,539
4,482
1,550
B

Total 23,839

Number
(in 1000s)

13,794
7,696
D
5,979

Total 29,600

| | | | |
|-------|----|-------|-----|
| 2,131 | 26 | 5,268 | 6.5 |
|-------|----|-------|-----|

| | |
|---|--|
| A | |
| B | |
| C | |
| D | |

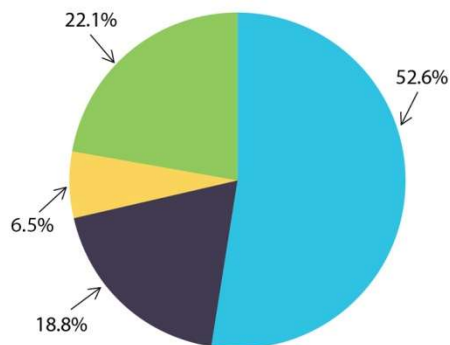
Unit 2: Exercise 2

When comparing two charts, you need to carefully choose the most important information.

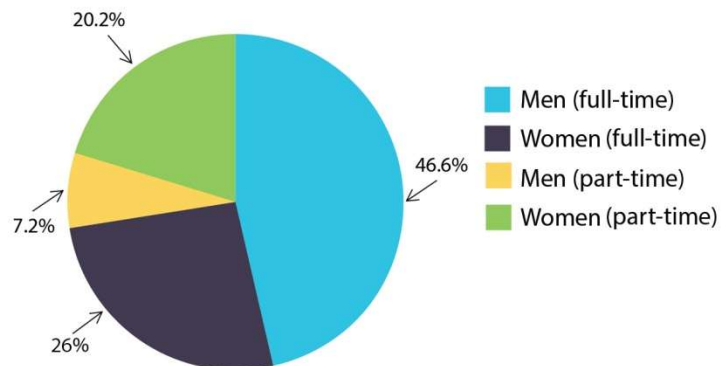
- Look for high numbers, low numbers and equal numbers.
- Remember to look for trends and patterns.
- Look for noticeable differences.

Look at the sentences and decide what type of information they give.

Employment in the UK 1988

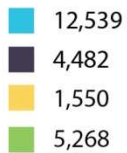


Employment in the UK 2012



Key:

Number
(in 1000s)



Total 23,839

Number
(in 1000s)



Total 29,600

This is a key pattern as other numbers changed. This is a key trend. This is a large increase. This is not a key piece of information – small changes are not significant. This is not true – the percentage change was 7.2%. This is not true – women in full-time employment was the greatest percentage change. This is the highest number of employees in all the groups represented. This is the most significant change. This represents a key point – smallest and largest numbers are important.

1. All the numbers increased.

2. Women in full-time employment rose by 3,214,000.

3. Women working full-time increased by over 8%.

4. The number of men in full-time employment was greatest in both years.

5. The number of women in part-time employment rose very slightly.

6. The greatest percentage change was in men working full-time.

7. 26% of workers in 2012 were women in full-time employment.

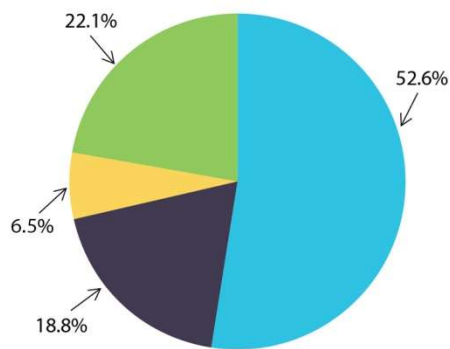
8. Men working part-time was the smallest percentage in each year.

9. 13,794,000 men were working full-time in 2012.

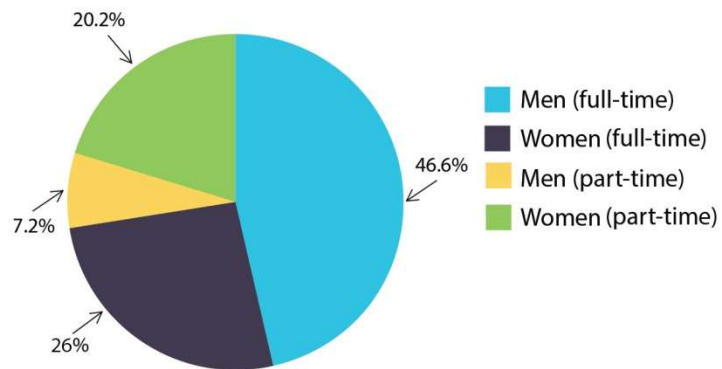
Unit 2: Exercise 3

Look at the charts. Then put the sentences in the correct order to complete the paragraph.

Employment in the UK 1988

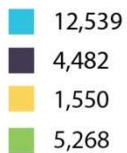


Employment in the UK 2012



Key:

Number
(in 1000s)



Total 23,839

Number
(in 1000s)



Total 29,600

The pie charts show the numbers and percentages of men and women in both full-time and part-time employment in the UK in 1988 and 2012.

Overall, we can see that all numbers increased but there were significant differences in the proportions for each year.

These changes can be seen in the percentages of the total workforce; in 1988, women in full-time employment made up only 18.8% of working people, but this increased to 26% in 2012.

As well as the number of people working full-time, the number of people working part-time also increased, with women being the largest number in both years: 5,268,000 and 5,979,000, compared with 1,550,000 and 2,131,000 for men.

Firstly, although the number of men in full-time employment was largest in both years, the greatest change was in the number of women working full-time. This increased from 4,482,000 in 1988 to 7,696,000 in 2012.

In conclusion, apart from female full-time employment and male part-time employment, percentage figures decreased between the two years. Most significantly, men working full-time dropped below 50% to 46.6% in 2012.



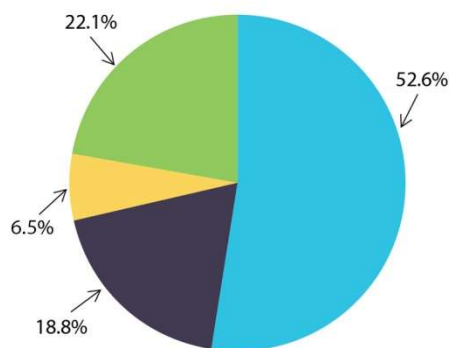
| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

Unit 2: Exercise 4

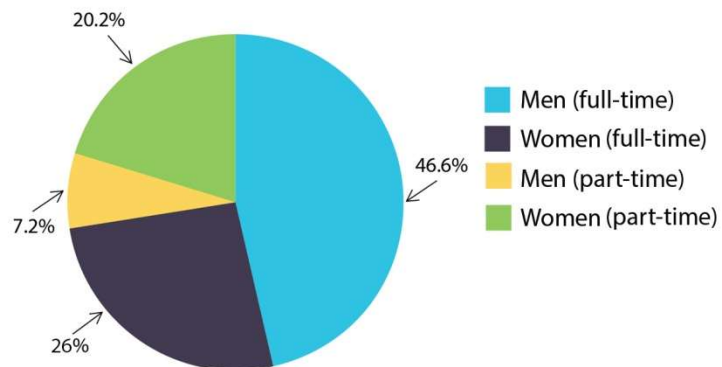
It's important to understand the information given and present the facts in a clear way.

Each sentence from the report covers one topic. Match the topics with the sentences.

Employment in the UK 1988

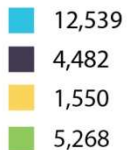


Employment in the UK 2012



Key:

Number
(in 1000s)



Total 23,839

Number
(in 1000s)



Total 29,600

| | |
|---|--|
| Details of full-time employment figures. | Details of part-time employment figures. |
| Details of the percentage of women working full-time. | General description of the charts. |
| General information about the overall trends. | Overview of the information in the charts. |

1. _____

The pie charts show the numbers and percentages of men and women in both full-time and part-time employment in the UK in 1988 and 2012.

2. _____

Overall, we can see that all numbers increased but there were significant differences in the proportions for each year.

3. _____

Firstly, although the number of men in full-time employment was largest in both years, the greatest change was in the number of women working full-time. This increased from 4,482,000 in 1988 to 7,696,000 in 2012.

4. _____

As well as the number of people working full-time, the number of people working part-time also increased, with women being the largest number in both years: 5,268,000 and 5,979,000, compared with 1,550,000 and 2,131,000 for men.

5. _____

These changes can be seen in the percentages of the total workforce; in 1988, women in full-time employment made up only 18.8% of working people, but this increased to 26% in 2012.

6. _____

In conclusion, apart from female full-time employment and male part-time employment, all the other percentage figures decreased between the two years. Most significantly, men working full-time dropped below 50% to 46.6% in 2012.

Unit 2: Exercise 5

Match the words with the definitions.

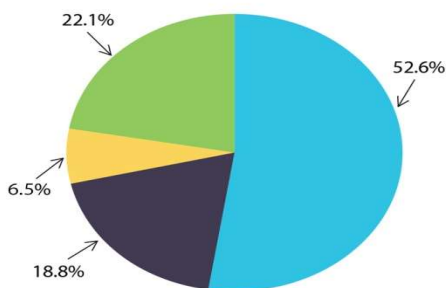
| | | | | | |
|---------|----------|--------------|---------|-------------|---------|
| A chart | a figure | a percentage | a trend | an overview | details |
|---------|----------|--------------|---------|-------------|---------|

| | |
|--|--|
| 1. an amount expressed in numbers: | |
| 2. a short description which provides general information about something: | |
| 3. a general development or change in a situation: | |
| 4. an amount of something, expressed as a number out of 100: | |
| 5. a drawing that shows information in a simple way, often using lines and curves to show amounts: | |
| 6. pieces of information about something: | |

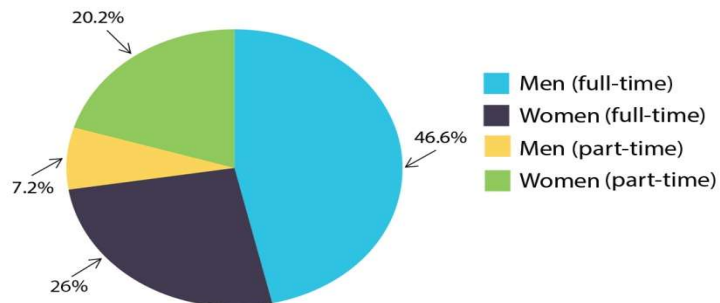
Unit 2: Exercise 6

Complete the introduction. Use the words in the box. You won't need to use all the words.

Employment in the UK 1988

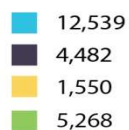


Employment in the UK 2012



Key:

Number
(in 1000s)



Total 23,839

Number
(in 1000s)



Total 29,600

| | | | | | | |
|---------|---------|------------|------------|---------|---------------|---------|
| Firstly | Overall | decreased | details | figures | increased | largest |
| | number | pie charts | proportion | | significantly | |

The _____ show employment _____ for both men and women in the UK for the years 1988 and 2012. _____, the number of people in work _____ in that period, but the _____ of working women rose most _____.

Unit 2: Exercise 7

Read the information. Then look at the sentences. Select the word in each sentence that matches the definition.

When comparing two charts, we need to find which numbers you can compare because they are similar and which numbers you can contrast because they are different. Examples of this are high and low numbers, and numbers which show little or no change.

1. looking or being almost, but not exactly, the same (adjective):

The percentages of women working part-time are similar.

2. (referring to) two people or things together (quantifier):

The numbers for both men and women in employment increased.

3. describing everything together (quantifier):

All numbers rose between 1988 and 2012.

4. an obvious difference between two or more things (noun):

In 1988, there were 12,539,000 men working full time, in contrast only 1,550,000 were part-time.

5. important or noticeable (adjective):

There was a significant increase in women working full-time.

6. small in amount or degree (adjective):

We can see a slight increase in men working part-time.

7. exactly the same, or very similar (adjective):

The pie charts show identical information for 1988 and 2012.

8. compared with the fact that; but (conjunction):

The percentage of women working full-time increased, whereas for men it decreased.

Unit 2: Exercise 8

When you describe the information in two charts, you need to look for figures and facts that are the same or different.

Look at the sentences and put them into the correct columns.

All numbers rose between 1988 and 2012.

The percentage of women working full-time increased, whereas for men it decreased.

The numbers for both men and women in employment increased.

The percentages of women working part-time are similar.

There was a significant increase in women working full-time.

In 1988, there were 12,539,000 men working full-time, in contrast only 1,550,000 were part-time.

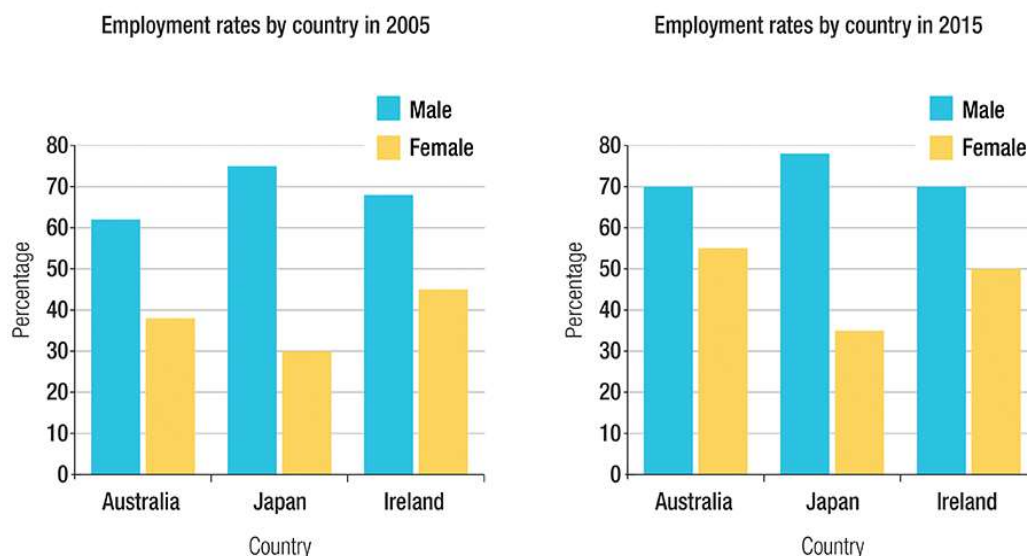
We can see a slight increase in men working part-time.

The pie charts show identical information for 1988 and 2012.

| figures/facts that are the same (or nearly the same) | figures/facts that are different |
|--|----------------------------------|
| | |
| | |
| | |
| | |

Unit 2: Exercise 9

Look at the bar charts. Then choose the best words for the gaps.



All Both contrast identical significant similar slight whereas

- The percentage of men in employment was _____ in both years.
- _____ the percentages rose between the two years.
- Women in _____ to men showed much lower employment rates in all countries.
- The employment rate for Japanese men showed a _____ increase.
- The pattern was _____ for all countries – an increase in percentages.
- _____ men and women were working more in 2015.
- Numbers of Japanese and Australian working women increased greatly, _____ in Ireland the change was smaller.
- There was a _____ gap between men and women in Japan in both years.

Unit 2: Exercise 10

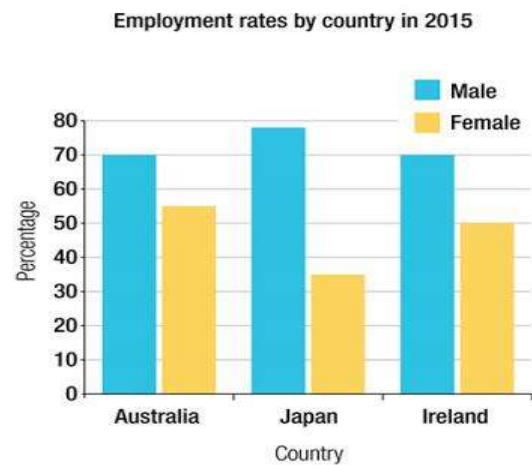
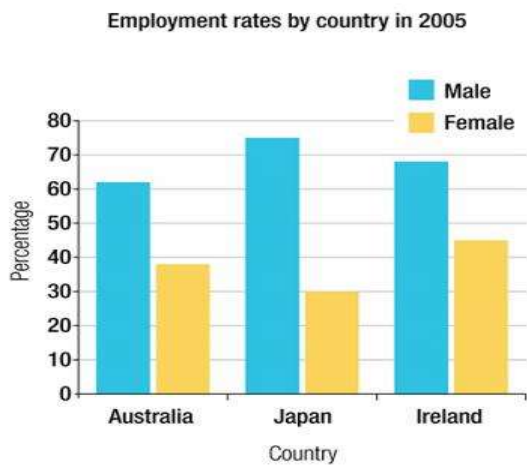
WRITING TASK 1

You should spend about 20 minutes on this task.

The bar charts below show the percentages of men and women in employment in three countries in 2005 and 2015.

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

Write at least 150 words.



UNIT 2 LISTENING

Unit 2: Exercise 1

In this unit, you will practise the skills you need to understand a monologue in an academic situation and complete short-answered and multiple-choice questions.

Read the information about Section 4 of the IELTS Listening test. Choose two answers for each question.

4. In this part of the test, what might you hear?
- ☐ One person talking for a long time, without stopping.
 - ☐ Two or more university students trying to solve a problem.
 - ☐ A lecturer talking about a specific subject.
 - ☐ A manager giving advice to company workers about how to do something.
5. What might you be asked to do in this part of the test?
- ☐ Listen carefully for specific information.
 - ☐ Decide what your opinion is on the topic.
 - ☐ Make your own notes on the information you hear.
 - ☐ Complete a summary of what you hear.

Unit 2: Exercise 2

Read the information. Then match the topics in the box with the introductory sentences from the lecture.

| | |
|---------------------------------|--|
| Early forms of transport | How New Zealand was affected by the introduction of |
| trains | The future of steam trains |
| | The use of trains for personal transport |
| | What the trains transported |

1. Before the railways were built, transport could be slow and unreliable.
2. But once the railways were built, everything changed: farmers could send their milk by train. _____
3. Another thing we should think about is the impact that the development of the railways had on the New Zealand landscape. _____
4. Now, one interesting difference between the railway in New Zealand and railways in other countries is that New Zealand trains have always been used to carry more goods than people. _____
5. Many railway lines are no longer used, which is a great shame in my opinion, although the government is still deciding whether it is possible to create a new network in the city centre, for electric trains, of course. _____

Unit 2: Exercise 3

Read the information. Then listen and choose if the statements are True or False.

1 Today we'll be looking at the history and development of railways in New Zealand. Let's start by thinking about what a difference they made to people's lives – the people who were living in New Zealand in the 1800s. Before the railways were built, transport could be slow and unreliable – goods were often transported by sea for the first part of their journey, and then up or down a river to their destination. Using the road to transport heavy goods would have been impossible – there was too much mud and too many stones.



2 But once the railways were built – everything changed. Farmers could send their milk by train. Wood and coal could get to the factory faster. And the railway also meant that meat could get to the shops much more quickly, and I'm sure that customers were happy to buy it fresh.

1. Before railways were built, people transported goods by road.
 - ☐ True
 - ☐ False
2. Railways were used to transport products such as milk, wood and coal.
 - ☐ True
 - ☐ False

Unit 2: Exercise 4

Match the words in the box with the correct definitions.

| | | | | | | |
|------------|-----------|-------|--------|--------|--------|-----------|
| Commute | construct | goods | impact | petrol | stream | transport |
| unreliable | | | | | | |

1. not able to be trusted or believed: _____
2. to build something or put together different parts to form something whole: _____
3. an effect that something has, especially something new, on a situation or person: _____
4. the hot gas that is produced when water boils: _____
5. to take goods or people from one place to another: _____
6. items for sale or possessions that can be moved: _____
7. a liquid used as fuel for cars or other forms of transport: _____
8. to make the same journey regularly between work and home: _____

Unit 2: Exercise 5

Read the five extracts from Section 4 of an IELTS Listening test quickly. Then decide what type of information should replace the gap (...) in each extract.

Match the types of information in the box with the extracts. There are more types than you need.

| | | |
|--|-----------------------------|---------------------|
| a place where goods can be transported | a type of product | a type of transport |
| something that is more expensive | something that people build | something you eat |
| somewhere people visit | | |

1. Before railways were built, people transported goods by sea and on a ...
2. Railways were used to transport products such as milk, wood, coal and ...
3. In the 1900s, as railways were built, trees were cut down, and lots of ... were built next to the lines.
4. Because the price of ... has gone up, trains are becoming more popular with passengers.
5. Working steam trains can be seen at the ...

Unit 2: Exercise 6

Listen and complete the notes.

Write ONE WORD ONLY for each answer.

- Remember what type of information you need to listen for.
- The speaker may mention several of these types, but only one is correct.
- Complete each gap with a word that the speaker uses.
- Make sure your spelling is correct, and that you have only used one word in each gap.

Today we'll be looking at the history and development of railways in New Zealand. Let's start by thinking about what a difference they made to people's lives – the people who were living in New Zealand in the 1800s. Before the railways were built, transport could be slow and unreliable –



goods were often transported by sea for the first part of their journey, and then up or down a river to their destination. Using the road to transport heavy goods would have been impossible – there was too much mud and too many stones.

But once the railways were built, everything changed: farmers could send their milk by train. Wood and coal could get to the factory faster. And the railway also meant that meat could get to the shops much more quickly, and I'm sure that customers were happy to buy it fresh.

Another thing we should think about is the impact that the development of the railways had on the New Zealand landscape. During the 1900s, many forests were cut down so that railways could be built, and next to the railway lines, it was then necessary to construct many towns. They were created for the thousands and thousands of people who worked on the railways, and their families.

Now, one interesting difference between the railway in New Zealand and railways in other countries is that New Zealand trains have always been used to carry more goods than people. In other countries, passengers use trains to travel from city to city, or to commute to work, but this didn't use to happen so much in New Zealand. However, nowadays it is becoming more and more expensive to buy petrol, so a greater number of people are choosing to buy a train ticket instead.

Many railway lines are no longer used, which is a great shame in my opinion, although the government is still deciding whether it is possible to create a new network in the city centre, for electric trains, of course. If you want to see some steam trains in action, I suggest you go to the museum. I think it's on the first Sunday of every month that the old steam engines are started up and you can go for rides up and down the line.

1. Before railways were built, people transported goods by sea and on a _____.
2. Railways were used to transport products such as milk, wood, coal and _____.
3. In the 1900s, as railways were built, trees were cut down, and lots of _____ were built next to the lines.
4. Because the price of _____ has gone up, trains are becoming more popular with passengers.
5. Working steam trains can be seen at the _____.

Unit 2: Exercise 7

In the next exercise you are going to listen to the next part of the talk.

Read the information. Then match the categories with the things which could be included in those categories.

A *category* is a way of describing a group of things. For example, *weather* is a category. *Rain, sun, snow*, etc. can be categorised as types of weather. Often, a lecture will be divided into sections – each section talking about a different category.


mountains and dense bush diggers, carpenters, blacksmiths, mechanics iron, wood
economy, capital snow and fog arguments, unhappy councils, department

| | |
|-----------------------|--|
| 1. finance | |
| 2. type of land | |
| 3. material | |
| 4. workers | |
| 5. government | |
| 6. weather conditions | |
| 7. disagreements | |

Unit 2: Exercise 8

Read the information. Then listen and complete the sentences with the words the speaker uses.

Notice how the speaker discusses each railway line in order. The speaker always introduces each one, as a new topic, which helps the listener follow the talk.

- | | |
|--|---|
| <ol style="list-style-type: none">1. _____ ever railway lines to be built was the Christchurch to Ferrymead line. It eventually opened in 1863, and was only seven kilometres long.2. At about the same time, _____ was starting. This was the Invercargill to Makarewa line.3. Local government _____ to build a line between Napier and Gisborne. They were making plans for this in the mid-1920s.4. _____ ambitious project of all was the North Island line – a distance of 680 kilometres in total.5. _____ line to construct was the Raurimu line. You have to feel sorry for the workmen who were employed on this line. |  play.MP3 |
|--|---|



play.MP3

Unit 2: Exercise 9

Listen and decide which problem each of the following railway lines had.

Choose five problems and write the correct letters, A–G, next to the railway lines 1–5.

- Look quickly at the names of the five railway lines (1–5). The speaker will mention these in order. (The place names may look difficult to pronounce, but you will be able to recognise them when the speaker says them!)
- The speaker will talk about each railway line separately. Listen for key words in the talk which match the categories in the list of problems (finance, type of land, material, workers, etc.).
- Choose one problem for each railway line before the speaker moves on.

Of course, it wasn't easy to build the railways. And sometimes, each railway faced its own particular kind of problem. One of the first ever railway lines to be built was the Christchurch to Ferrymead line. It eventually opened in 1863, and was only seven kilometres long. However, you need to remember that the population of New Zealand was relatively low at the time, and even though the public were very keen for it to be built, it was hard to find enough people to do it. To build a railway, you need diggers, carpenters, blacksmiths, mechanics – and there weren't many of those in that area. So the project took longer than planned. At about the same time, another project was starting. This was the Invercargill to Makarewa line. Here, instead of using tracks made of iron, the local government decided to use wood. This turned out to be a bad idea: when it rained, the trains couldn't move. And in the summer, in dry weather, sometimes the hot sparks from the engines would set the track on fire. Local government also wanted to build a line between Napier and Gisborne. They were making plans for this in the mid-1920s. However, the economy of the country took a downward turn until the mid-1930s, and it was only then that they had the capital to start work on the line. Probably the most ambitious project of all was the North Island line – a distance of 680 kilometres in total. It would connect the capital, Wellington, to New Zealand's most populated city, Auckland. Although most people supported the project, progress was very slow. The main reason for this was the fact that engineers had to find a way through mountains and dense bush. All in all, it took 23 years to complete. Another difficult line to construct was the Raurimu line. You have to feel sorry for the workmen who were employed on this line. Every day they had to face snow, and often fog – it was continuous. It was a tough job and they worked extremely hard for their money. Anyway, let's look at ...



play.MP3

Problems

A a lack of finance

B the type of land

C unsuitable material

D a lack of workers

E lack of government interest

F terrible weather conditions

G disagreements between planners

Railway line

1. Christchurch to Ferrymead _____
2. Invercargill to Makarewa _____
3. Napier to Gisborne _____
4. North Island _____
5. Raurimu _____

UNIT 2 SPEAKING

Unit 2: Exercise 1

In IELTS Speaking Part 3, you will be asked general discussion questions related to the topic from Part 2.

Look at the common types of questions you may be asked. Match each of the general discussion questions (on the left) with what the question asks you to do (on the right).

| | |
|--|---|
| Question asks you to describe something | Question asks you to compare two things |
| Question asks you for your opinion | Question asks you to explain something |
| Question asks you to compare the past to the present | Question asks you about the future |

| | |
|--|--|
| 1. Tell me about popular hobbies in your country. | |
| 2. What do you think about school sports? | |
| 3. Is it better to play games to win or for enjoyment? | |
| 4. What will the Olympics be like in 20 years' time? | |
| 5. Why do people like team sports? | |
| 6. How have sports on TV changed since you were a child? | |

Unit 2: Exercise 3

Read the information. Do you think the examiner might ask the questions below in Part 3? Choose the correct answers.

In IELTS Speaking Part 2, you talk about your personal opinion on a topic. In Part 3, you answer questions which are related to this topic, but you should give a general opinion.

Examples:

I like to play football. = personal opinion (Part 2)







People in my country like to play football. = general opinion (Part 3)

1. Do you think that playing sports is less important now than in the past?
 - Yes
 - No
2. What sport don't you like?
 - Yes
 - No
3. Do you watch sports alone or with your friends?
 - Yes
 - No
4. What are the advantages of watching sports live rather than on television?
 - Yes
 - No
5. Do you think professional sportspeople will continue to get stronger and fitter in the future?
 - Yes
 - No
6. Who is your favourite tennis player?
 - Yes
 - No

Unit 2: Exercise 4

Read the IELTS Speaking Part 3 questions and listen to the student's answers.

Then match the student's answers with the questions.

| | | | | | |
|--|--|--|--|--|--|
|  a.MP3 |  b.MP3 |  c.MP3 |  d.MP3 |  e.MP3 |  f.MP3 |
|--|--|--|--|--|--|

| | |
|---|--|
| 1. Do you think top sportspeople will continue to get stronger and fitter in the future? | |
| 2. Do you think that playing sports is less important now than in the past? | |
| 3. How can people be encouraged to take part in more sport? | |
| 4. Do people who watch a lot of sport also play a lot of sport? | |
| 5. Do you think that the way people watch sport has changed much over the years? | |
| 6. What are the advantages and disadvantages of watching sports live rather than on television? | |

Unit 2: Exercise 5

Read the information. Then complete the table with the phrases in the box.

In IELTS Speaking Part 3 you should *extend* your answers, i.e. make them longer and more complete. You can do this by giving an example, making a suggestion or using conversation fillers, etc.

Look at the phrases in the table. You can use them to extend your answers.

| | | | |
|------------------------------------|--------------------------------------|---|--------|
| It might happen. alternatively, | My view is that ... for instance, | That's an interesting question. the reason is that ... | Should |
|------------------------------------|--------------------------------------|---|--------|

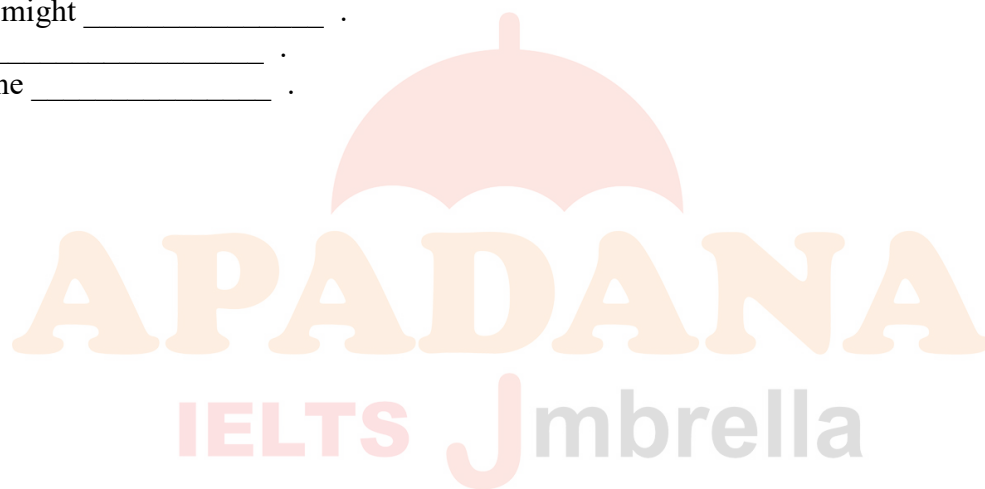
| | |
|---|---|
| Giving an example: | such as for example, ----- |
| Giving your opinion: | In my opinion ... I believe ... ----- |
| Suggesting other opinions: | or ... if you look at ... ----- |
| Offering an explanation: | because ... the explanation is ... ----- |
| Making a suggestion or recommendation: | I would recommend / suggest ... We could ... People ----- |
| Considering possible outcomes: | Maybe ... It depends on ... (+ something / someone) ----- |
| Conversation fillers: | ----- |

Unit 2: Exercise 6

Complete the phrases for extending your answers. Use the words in the box.

| | | | | | | |
|----|---------|---------|----------------|---------|----------|---------|
| As | believe | depends | explanation is | happen | instance | is that |
| | | opinion | question | suggest | | |

1. For _____ ,
2. In my _____ ...
3. the reason _____ ...
4. I would _____ ...
5. Such _____
6. It _____ on ...
7. That's an interesting _____ .
8. It might _____ .
9. I _____ .
10. The _____ .



Unit 2: Exercise 7

In IELTS Speaking Part 3, you should extend your answers.

Read the conversation from IELTS Speaking Part 3 and complete the student's answers. Use the words in the box. Then watch the video and check your answers.

| | | | | |
|-------------|---------|-------------|-----------------------------|-----------------|
| For example | Maybe | because | have never thought about it | just my opinion |
| should | such as | you look at | 've never thought about it | |

Examiner: Do you think that playing sports is less important now than in the past?

Student: I _____ but I think it's important _____ students are shy about finding new friends. Playing sports, _____ football which is a team sport, can help find new friendships ... I don't know, it's _____ .

Examiner: How can people be encouraged to take part in more sport?

Student: Maybe they might be encouraged by their parents. Parents _____ encourage them because playing sports gives you a better lifestyle. _____ some sports should be for free for some students, otherwise students from poor families can't afford to play.

_____, hockey is a really expensive sport so maybe the government should subsidise it.

Examiner: Do you think top sportspeople will continue to get stronger and fitter in the future?

Student: If _____ football players like Messi or Ronaldo, they still work hard on their football skills and it doesn't seem like they will stop and say that they are good enough, and don't need to train anymore.




play.MP4

Unit 2: Exercise 8

Read the examiner's questions and complete the student's answers with the extra information. Use the phrases in the box.

Then watch the video and check your answers.

I'd say the disadvantage is that it takes away the feeling that you're there.
Now we are more dependent on technology. Some people might think so.
others, for enjoyment and fun. whereas you can watch it for free on TV.


| | |
|--|---|
| <p>1. Examiner: Do you think that the way people watch sport has changed much over the years? Student: I think it has changed dramatically, yes. _____</p> <p>2. Examiner: Is it a good idea to watch sport on your mobile phone? Student: It has its advantages and disadvantages. _____</p> <p>3. Examiner: Is it more realistic if you watch it on a large screen? Student: I think it depends on your personal perspective. _____</p> <p>4. Examiner: What are the advantages and disadvantages of watching sport live rather than on television? Student: Nowadays, going to watch a football match is expensive, _____</p> <p>5. Examiner: Do people who watch a lot of sport also play a lot of sport? Student: Some people may watch sport just to compare their own performance to the players, _____</p> |  play.MP4 |
|--|---|

Unit 2: Exercise 9

Read the extracts from the IELTS Speaking Part 3 conversation.

Then watch the video and complete the student's answers to the examiner's questions. Use the words in the box.

| | | | | | |
|----------|------------|---------|---------|-----------|------------|
| Nowadays | advantages | believe | compare | dependent | depends on |
| | might | others | say | whereas | |

| | |
|---|--|
| <p>1. Examiner: Do you think that the way people watch sport has changed much over the years? Student: I _____ it has changed dramatically, yes. Now we are more _____ on technology.</p> <p>2. Examiner: Is it a good idea to watch sport on your mobile phone? Student: It has its _____ and disadvantages. I'd _____ the disadvantage is that it takes away the feeling that you're there.</p> <p>3. Examiner: Is it more realistic if you watch it on a large screen? Student: I think it _____ your personal perspective. Some people _____ think so.</p> <p>4. Examiner: What are the advantages and disadvantages of watching sport live rather than on television? Student: _____, going to watch a football match is expensive, _____ you can watch it for free on TV.</p> <p>5. Examiner: Do people who watch a lot of sport also play a lot of sport? Student: Some people may watch sport just to _____ their own performance to the players, _____, for enjoyment and fun</p> |  play.MP4 |
|---|--|

UNIT 2 VOCABULARY / GRAMMAR

Unit 2: Exercise 1

Read the information and look at the examples. Then complete the sentences. Use the words in the box. You can use the words more than once.

You can use different adjectives to describe how much you do something or how much you like doing something.

Examples:

*I'm a **keen** musician. (= I enjoy playing music. / I'm very interested in playing music.)*

*I'm an **avid** musician. (= I spend as much time as possible playing music.)*

*I'm an **amateur** musician. (= I play music for fun / as a hobby, not for money.)*

*I'm a **dedicated** musician. (= I take my hobby very seriously; I do it as much as I can.)*

| | | | |
|---------|------|-----------|------|
| Amateur | avid | dedicated | keen |
|---------|------|-----------|------|

1. I enjoy gardening. I'm a _____ gardener.
2. I'm extremely interested in bird-watching. I'm an _____ bird-watcher.
3. I do photography for fun. I'm not paid for it. I'm an _____ photographer.
4. I'm very interested in mountain-climbing. I'm a _____ mountain-climber.
5. I spend all my free time blogging. I'm a _____ blogger.
6. I really like cycling. I've been told that I'm good enough to be a professional cyclist, but I prefer to be an _____ and cycle for fun.
7. Many people think that playing video games isn't a real hobby. However, I take it very seriously. You could say that I'm a _____ gamer.
8. My friends say that I'm such a good cook I should enter a national competition for _____ cooks.
9. I'm extremely interested in collecting stamps from across the world and have a book of my collection. I've been an _____ stamp collector since I was a child.

Unit 2: Exercise 3

Choose the correct prepositions to complete the sentences.

1. I'm keen about/in/on board games like chess, where you have to think a lot.
2. I'm good at /from/on most sports, but I'm terrible at tennis.
3. I'm interested for/in/of politics, so I spend a lot of time reading political newspapers and blogs.
4. I'm passionate about/on/to the environment, and I'm a member of a local wildlife centre.
5. I spend all my free time building and fixing things like cars. I'm fascinated at/by/for anything with an engine.
6. My hobby is dressmaking. I don't spend a lot of time on / over/to it though – just a few hours a week.

Unit 2: Exercise 4

Read the information and think carefully about the way *like*, *love* and *prefer* are used in the sentences. What does each sentence mean? Choose the correct answers.

Verb forms with *like*, *love* and *prefer*

- After some verbs (e.g. *enjoy*, *finish*), the next verb must be an *-ing* form.
Example: *I enjoy swimming.*
- After some verbs (e.g. *want*, *decide*), the next verb must be a *to*-infinitive.
Example: *I want to go.*
- After some verbs (e.g. *like*, *love* and *prefer*), both forms are possible, with a small difference in meaning.
Example:
I like swimming. (= *I enjoy the action or experience of swimming.*)
I like to swim every day. (= *Swimming is a habit or something I prefer to do.*)

1. *I like to go to the gym twice a week.*
 - The person has a lot of fun at the gym.
 - The speaker feels positive about his/her routine.
2. *I like going for long walks in the countryside.*
 - The person feels happy while he/she is walking.
 - The person thinks it's important to go for long walks.

3. *Board games are OK but I prefer playing video games.*
- The person is happier about the fact that he/she plays video games than board games.
 - The person thinks video games are more fun than board games.
4. *I prefer to read a book before I watch the film version.*
- The person enjoys reading books more than watching films.
 - The person thinks it's better to read the book before watching the film version of the book.
5. *I love to get up really early and take photos of the sunrise.*
- The person enjoys the process of getting up early.
 - The person often gets up early, and enjoys being awake at that time of day.
6. *I love playing football.*
- The person has a good time when he/she plays football.
 - The person is happy about the fact that he/she often plays football.

Unit 2: Exercise 5

Complete the conversation. Use the words in the box.

| | | | | | | | |
|--------|------|-----------|------|-------|---------|--------|----------|
| Active | busy | exhausted | free | relax | running | social | stresful |
|--------|------|-----------|------|-------|---------|--------|----------|

A: Do you get a lot of _____ time?

B: Not really. I spend most of my time at work. I've got quite a _____ job.

A: So what do you do to _____ after a day at work?

B: I usually like to sit and watch TV. I'm always too _____ to do anything else.

A: Maybe you should take up a sport or a hobby. Then you might have a bit more energy. For example, I go _____ twice a week, and now I feel great.

B: I know what you mean, but I'm too _____ to find the time.

A: Well, that's what I thought. But I prefer to be _____. It's good to spend time on something I actually enjoy. It's even been good for my _____ life. I've met some really great people since I started.

B: Really? OK, you've convinced me. How do I sign up?

Unit 2: Exercise 6

Complete the conversations using the past continuous form of the verbs in brackets. Use contractions (e.g. *wasn't*), where possible. The first question has been done for you.

1. **A:** Wow! Those are great photos. When did you take them?
B: While we were walking in the mountains. The views were amazing. (walk)
2. **A:** How did you hurt your back?
B: I _____ at the gym this morning, and I think I did too much! (work out)
3. **A:** I saw David this morning. He was jogging in the park.
B: Really? Why _____ ? He never goes jogging! (he / jog)
4. **A:** Why didn't you answer the phone earlier?
B: Oh, sorry. I _____ some decorating and I didn't hear the phone ring. (do)
5. **A:** I saw a lot of your friends in the park earlier. I think they were fighting.
B: They _____ , Mum. They were playing rugby. (not / fight)
6. **A:** I saw an eagle this morning while I was bird-watching.
B: Really? _____ or was it on the ground? (it / fly)
7. **A:** I don't know what to do. I didn't hear the trainer's instructions.
B: That's because you _____ when she was telling us what to do. (not / listen)

Unit 2: Exercise 7

Each sentence has one mistake with the past simple or past continuous verb form. Correct the mistakes. Use contractions (e.g. *wasn't*), where possible.

1. Everything was going really well in the archery tournament until I completely was missing the target.
2. Thousands of fans was in the stadium, singing and waving flags.
3. Lisa finished fourth in the race so she wasn't winning a medal.
4. I was trying to take a photo while I was cycling, but I was dropping my phone.
5. My team scored an amazing goal, but I didn't see it because I stood in a queue for a hot dog.

Unit 2: Exercise 8

Read the information. Then complete the sentences with the comparative form of the adjectives or adverbs in brackets.

Comparative forms of adjectives

- One syllable: add *-er* (e.g. *strong* → *stronger*; *hot* → *hotter*)
- One or two syllables ending in *-y*: change *-y* to *-ier* (e.g. *dry* → *drier*; *happy* → *happier*)
- Most other long adjectives: add *more* (e.g. *modern* → *more modern*; *difficult* → *more difficult*)
- Two irregular adjectives: *good* → *better*; *bad* → *worse*

Comparative forms of adverbs

- When the adverb has the same form as a short adjective (e.g. *early*, *fast*, *hard*, *late*, *soon*), follow the same rules for adjectives.
- All other adverbs: add *more* (e.g. *clearly* → *more clearly*)
- One irregular adverb: *far* → *further/farther*

1. I wasn't very fit before I started jogging, but I'm a lot _____ now. (fit)
2. The gallery manager said I can't have an exhibition until I can take _____ photographs. (good)
3. I was much _____ when I was younger, but now I don't have much time for sports. (active)
4. Of course you've got time to go to the gym. You just need to get up 30 minutes _____ (early)
5. That was a _____ race than the one last week. I'm exhausted! (demanding)
6. The team played well, but they need to pass the ball _____ if they want to win next time. (often)
7. We started playing well, but we got _____ as the match continued. (bad)

Unit 2: Exercise 9

Read the information. Then complete the text. Use the words in the box.

caber (pronunciation: 'keɪ.bər)

= a long, heavy wooden pole (from the trunk of a tree) that people throw as a test of strength in traditional sports competitions in Scotland.

As closer far less more popular straighter than

Throwing, or 'tossing', the caber is a very old and _____ sport in Scotland. The sport involves throwing a caber, which can be _____ long as six metres. A lot of people think the competitors have to toss the caber as _____ as possible. However, it's a lot more interesting _____ that. In fact, the aim is to throw the caber so that it turns over and lands pointing in a straight line away from the thrower. The _____ the caber is when it lands, the _____ points the competitor gets. The winner is the competitor whose caber is _____ to the '12 o'clock' mark on a clock face than the others. However, when you're throwing a caber that weighs around 80 kg, that's a lot _____ simple than it sounds!

Unit 2: Exercise 10

Read the sentences from the story. Each sentence has one mistake with either the past simple, past continuous or comparatives. Correct the mistakes. You may need to add a new word.

1. I wasn't feeling confident before the race. I knew the other runners were faster and experienced than I was.
2. But I still wanted to do my best and run the race as fastest possible.
3. When I heard the whistle to start the race, I wasn't ready – I looked for my parents in the crowd at the time.
4. So I got off to a slow start than the other runners.
5. Over the next 400 metres, I fell even far behind.
6. But then, just as I was starting to think the race was over, I was seeing my parents in the crowd.
7. So I started running a little more fast and I noticed that I was catching up with the others.
8. I gradually got closer and closer to the other runners, who were a lot more tired that I was.
9. Then, with less than 100 metres to go, I tried even hard, and I ran past the leader. I was in the lead!
10. In the end, I was winning the race by two seconds! It was my best time ever.