



# APADANA

## IELTS Jmbrella

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## UNIT 3 READING

### Unit 3: Exercise 1

Read the information. Then read the sentences below. What is the writer doing in each sentence? Choose the best options.

In the IELTS Reading test, you might need to find the part of the Reading passage where the writer is doing something (for example, giving a reason, challenging an idea or comparing something).

1. Many people wonder if it is worth spending a huge amount of money on space exploration. This is a sensible question, although we should also consider the benefits that space research has given us in terms of the technological advancements that have been made. challenging an idea/comparing things/giving a reason
2. NASA's annual budget is approximately \$17.5 billion. This sounds like a huge amount of money – and it is – until you realise that Americans spend nearly twice that amount on pizza each year. challenging an idea/comparing things/giving a reason
3. Some historians believe that the USSR and the USA were in a 'race' to develop rocket systems, weapons and satellite technology. This is why conquering space, putting humans in orbit and on the moon, became an important goal in the latter half of the 20th century. challenging an idea/comparing things/giving a reason

### Unit 3: Exercise 2

Skim read the paragraphs. Match the summaries with the paragraphs. There is one extra summary that you do not need.

Remember that in the IELTS Reading test, you should spend a few minutes skim reading the passage in order to get a general idea of what each paragraph is about.

#### Space tourism

A Space exploration is important. Apart from the fact that it inspires whole new generations of young scientists, it helps us understand our environment and has given us a perspective on the world in which we live. Mostly, space travel has been restricted to military or scientific exploration, but this is now changing. Now there is a growing space tourism industry, which enables people to pay money to achieve their dreams of leaving the Earth.

**B** Space tourism is not yet a realistic possibility for most people, although there have been commercial flights into space for a few lucky people over the past few decades. In fact, the very first space tourist, Dennis Tito, travelled to the International Space Station as long ago as 2001. Since then, six other fee-paying astronauts have made the trip into space. The explanation for why it was possible for these visitors to have the privilege to leave the Earth, of course, is that they paid enormous sums of money. For his seven days and 22 hours in space, Dennis Tito is reported to have paid \$20 million.

**C** At present, there are several business ventures planning to launch commercial flights to the edge of space, and specially designed vehicles to enable this are being created. Although these do not plan to take tourists away from the Earth's atmosphere, they do offer the chance to travel on board a suborbital flight reaching altitudes of up to 160 kilometres and moving at over 1.4 kilometres per second. This would offer customers the experience of seeing a dark sky filled with stars, as well as a stunning view of the planet Earth below. Tickets would cost in the region of \$200,000 per trip, which would be a bargain compared to the fee Dennis Tito had to pay. However, the trips would be a lot shorter, offering only a few minutes of weightlessness before returning back to the ground, instead of seven days in outer space.

**D** So, it is possible that space tourism could one day become achievable and affordable for many people. However, although a journey into space (or the edge of it) would be a rewarding, once-in-a-lifetime experience for the lucky few, space travel could have widespread drawbacks for the rest of us. According to a study carried out by NASA, a large number of suborbital launches would inevitably release a significant amount of carbon dioxide into the higher levels of the Earth's atmosphere. This alone could cause large-scale disruption to the planet's climate, increasing temperatures globally and disrupting the ozone layer.

Current developments in the space tourism industry	The benefits and opportunities of space travel
The harmful consequences of space tourism	The number of people who have paid to travel to space
The poor value that trips into space offer compared to their cost	

1. Paragraph A	
2. Paragraph B	
3. Paragraph C	
4. Paragraph D	

## Unit 3: Exercise 3

Read the information, then read the paragraphs again. Which paragraph contains the following information? Choose the correct answers.

Read the questions carefully and decide which paragraph probably contains the information. Then read that paragraph carefully to check if the information is there.

### Space tourism

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1. a comparison between two different amounts of time

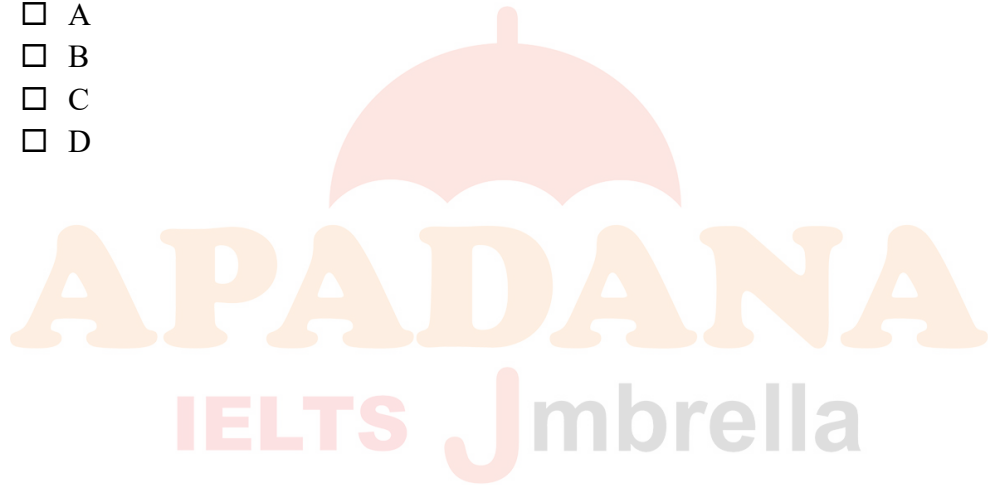
- ☐ A
- ☐ B
- ☐ C
- ☐ D

2. a challenge to the idea that space tourism is worthwhile

- ☐ A
- ☐ B
- ☐ C
- ☐ D

3. a reason why certain people could achieve something

- ☐ A
- ☐ B
- ☐ C
- ☐ D



## Unit 3: Exercise 4

Read the information. Then look at questions 1–3 and choose the sentence from each paragraph that contains the answer.

The information you need to find is located in one key sentence in each paragraph. Notice that the words in the questions are often very similar in meaning to the ones in the paragraphs.

1. **a reason** why certain people could achieve something

### Paragraph B

- Space tourism is not yet a realistic possibility for most people, although there have been commercial flights into space for a few lucky people over the past few decades.
- In fact, the very first space tourist, Dennis Tito, travelled to the International Space Station as long ago as 2001.
- Since then, six other fee-paying astronauts have made the trip into space.
- The explanation for why it was possible for these visitors to have the privilege to leave the Earth, of course, is that they paid enormous sums of money.
- For his seven days and 22 hours in space, Dennis Tito is reported to have paid \$20 million.

2. **a comparison** between two different amounts of time

### Paragraph C

- At present, there are several business ventures planning to launch commercial flights to the edge of space, and specially designed vehicles to enable this are being created.
- Although these do not plan to take tourists away from the Earth's atmosphere, they do offer the chance to travel on board a suborbital flight reaching altitudes of up to 160 kilometres and moving at over 1.4 kilometres per second.
- This would offer customers the experience of seeing a dark sky filled with stars, as well as a stunning view of the planet Earth below.
- Tickets would cost in the region of \$200,000 per trip, which would be a bargain compared to the fee Dennis Tito had to pay.
- However, the trips would be a lot shorter, offering only a few minutes of weightlessness before returning back to the ground, instead of seven days in outer space.

3. a **challenge** to the idea that space tourism is worthwhile

#### Paragraph D

- So, it is possible that space tourism could one day become achievable and affordable for many people.
- However, although a journey into space (or the edge of it) would be a rewarding, once-in-a-lifetime experience for the lucky few, space travel could have widespread drawbacks for the rest of us.
- According to a study carried out by NASA, a large number of suborbital launches would inevitably release a significant amount of carbon dioxide into the higher levels of the Earth's atmosphere.
- This alone could cause large-scale disruption to the planet's climate, increasing temperatures globally and disrupting the ozone layer.

### Unit 3: Exercise 5

Read the information. Then read the questions and the sentences from the paragraphs that contain the answers again.

Select the words or phrases in each paragraph that match the words and phrases in bold in the questions.

1. a reason why certain people **could achieve** something

#### Paragraph B

The explanation for why it was possible for these visitors to have the privilege to leave the Earth, of course, was that they paid enormous sums of money.

2. a comparison between two different **amounts of time**

#### Paragraph C

However, the trips would be a lot shorter, offering only a few minutes of weightlessness before returning back to the ground, instead of seven days in outer space.

3. a challenge to the idea that space tourism is **worthwhile**

#### Paragraph D

However, although a journey into space (or the edge of it) would be a rewarding, once-in-a-lifetime experience for the lucky few, space travel could have widespread drawbacks for the rest of us.

## Unit 3: Exercise 6

Here are some more things a writer may do. Match the descriptions with the functions.

provide precise, factual information should exist	say why something is right or why something write about something, but not in a detailed way a few things which are typical of something	write about
--	--	-------------

1. give details	
2. give examples	
3. mention or make reference to something	
4. justify something	

## Unit 3: Exercise 7

In this type of IELTS Reading matching information task, it is possible that you will find the answer to more than one question in the same paragraph.

Read the passage again. Then decide which paragraph contains the information in questions 1–4. Choose the correct answers.

### Space tourism

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1. gives a justification of why space travel is useful

- ☐ A
- ☐ B
- ☐ C
- ☐ D

2. mentions the main types of space travel that have existed until now

- ☐ A
- ☐ B
- ☐ C
- ☐ D

3. gives examples of people who have paid to travel into space

- ☐ A
- ☐ B
- ☐ C
- ☐ D

4. gives details of flights which reach the edge of space

- ☐ A
- ☐ B
- ☐ C
- ☐ D

## Unit 3: Exercise 8

Read the information. Then do the IELTS Reading task.

The text has seven paragraphs (A–G). Which paragraph contains the following information? Choose the correct paragraph.

Try this exam task, but note that in the real IELTS Reading test there would not be as many questions in a matching information task such as this.

- Read the passage and think about the purpose or function of each paragraph (explaining, comparing, giving details, etc.).
- Look at the questions and identify the type of information you need to look for (a reason, a comparison, etc.).
- Try to match the type of information with the functions of the paragraphs.
- When you think you have identified the right paragraph, read it carefully to check that it contains all the correct information.
- Remember that the words in the question may be expressed differently in the Reading passage.
- Remember that just because you see a word from the question, it does not necessarily mean that you have found the correct paragraph.

### What does it take to become an astronaut?

**A** What could be more thrilling than travelling through space and seeing the Earth from miles above? Becoming an astronaut used to be a typical ambition for children, but one they were unlikely ever to fulfil – it was even harder to achieve than becoming a rock star or Hollywood actor. However, since it was launched, the International Space Station (ISS) has been home to well over 200 people from 18 different countries. Although some critics complain that investing in the ISS is a poor use of billions of dollars, they should not forget that research in the unique conditions of the ISS has resulted in some incredible discoveries in medical treatments, weather science and satellite technology, which we now use on Earth. More teams are scheduled to be sent up in the future and are certain to make even more valuable contributions to humanity.

**B** So what are the requirements for someone wanting to work on the ISS? First, the applicant must be a citizen of the nation whose space programme they are applying for, or be willing to become one. Age is also important, mid-20s to mid-40s being the preferred range. Natural intelligence is vital, and so is achievement in such fields as engineering, biological and physical sciences, and mathematics. Candidates are nearly always from a military background, often because they already have piloting skills, but in some countries, civilians can also apply. For example, in the USA, the National Aeronautics and Space Administration (NASA) considers people from a wide range of backgrounds.

**C** Obviously, applicants are unlikely to have previous space-travel experience when they attend an interview, but recruiters also look for qualities such as adaptability and determination. Even after an applicant has got through the first stage of the interview process,

there are still other tests they have to pass. For example, if it is discovered that the quality of an applicant's eyesight is poor then, unfortunately, it's time to go home. There is a tough physical examination as well. Astronauts need to prove they are in good shape because if they are eventually chosen to go on a mission, they will have to survive long months in microgravity, something which can cause uncomfortable swelling in the arms and legs, and can affect the cardiovascular system.

**D** Eventually, out of all the applicants that apply, a small group is chosen to attend a two-year period of study. During this time, they will learn a whole range of new things, such as a new language (they will have to communicate with other nationalities on the ISS). They will also have media awareness lessons and special preparation in a simulated zero-gravity environment. Once they have completed these sessions, the potential astronauts may have to wait years before being chosen to go up to the ISS. In other words, they need to be willing and able to depart at any time.

**E** If an astronaut is lucky enough to be sent to the ISS, he or she will have plenty to keep them busy. Mostly they will be involved in scientific research, experimentation and maintaining equipment. But just as in any home, the ISS must be kept clean. In fact, wiping and vacuuming up dirt and debris is even more important in space, as the tiny particles could cause huge problems if they got inside some of the computers or other equipment. Astronauts on board the ISS certainly report that they miss their children, their families and their friends on Earth, but few ever complain about boredom. Of course, technology makes it a lot easier to stay in touch nowadays.

**F** While the daily routine for an astronaut on the ISS may be little different from any other kind of job, there are many new challenges each astronaut faces when they take their first trip into space. One of these is getting used to the fact that there is no more 'night' and 'day' – at least, not in the way the astronauts have previously experienced them. In fact, astronauts on the ISS will see a sunrise, or sunset, every 45 minutes. Travelling at 17,500 miles an hour means they orbit the Earth 16 times in a normal 'day'. As a result, it means they won't know when they are supposed to sleep any more. This is one of the reasons why they need to follow the schedule that is organised for them. The schedule also tells them when they need to visit the gymnasium – which is at least once a day. If they do not exercise regularly, they will soon lose all the muscle in their legs.

**G** Another challenge concerns when, what and how the astronauts eat. The schedule, of course, tells them when it's time to heat up a packaged meal, some of which are now prepared especially to suit the tastes of the different nationalities amongst the crew. However, for a long time astronauts have reported that normal food loses its flavour in the ISS, and they find it harder to taste anything. Scientists think this has something to do with the fact that fluid moves to the upper body in microgravity, especially the head. This causes the tissues of the face to swell slightly and makes the nose feel blocked. This is why ISS crews often prefer really spicy food and strong flavours. If the food still isn't spicy enough, they can add salt and pepper, but these have to be squeezed out of tubes in liquid form!

1. details of the way that the ISS moves around the planet

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G

2. a reason why applicants are rejected early on in the recruitment

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G

3. an account of how a particular human sense can be affected during time spent on the ISS

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G

4. a challenge to the idea that the funding of the ISS is wasteful

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G

5. a justification for the fitness tests that potential astronauts have to pass

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G

6. a mention of both specialised and routine work that is carried out on the ISS

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G

7. examples of the necessary academic requirements for applicants

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G

8. an explanation of why astronauts need to stick to a strict timetable in space

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G

9. a comparison between different kinds of occupation

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G

10. a reference to the kind of skills acquired during an astronaut training programme

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G

## Unit 3: Exercise 9

Read the information. Then match the words and phrases from the Reading passage in the box with the words and phrases in bold used in the questions.

When you read the questions in the IELTS Reading test, try to decide what the key words or phrases are which might be expressed differently in the Reading passage.

- 1 details of the way that the ISS **moves around the planet**
- 2 a reason why applicants are **rejected** early on in the recruitment process
- 3 an account of how **a particular human sense** can be affected during time spent on the ISS
- 4 a challenge to the idea that the funding of the ISS is **wasteful**
- 5 a justification for the tests of **fitness** that potential astronauts have to pass
- 6 a mention of both specialised and **routine work** that is carried out on the ISS
- 7 examples of the necessary **academic requirements** for applicants
- 8 an explanation of why astronauts need to stick to a strict **timetable** in space
- 9 a comparison between **different kinds of occupation**
- 10 a reference to the kind of skills acquired during an astronaut **training programme**

rock star or Hollywood actor    wiping and vacuuming up dirt    in good shape  
time to go home    time to go home    a poor use of billions of dollars    period of study  
achievement in such fields as ...    schedule    orbit the Earth

1. moves around the planet \_\_\_\_\_
2. rejected \_\_\_\_\_
3. a particular human sense \_\_\_\_\_
4. wasteful \_\_\_\_\_
5. fitness \_\_\_\_\_
6. routine work \_\_\_\_\_
7. academic requirements \_\_\_\_\_
8. timetable \_\_\_\_\_
9. different kinds of occupation \_\_\_\_\_
10. training programme \_\_\_\_\_

## Unit 3: Exercise 10

Think about some of the skills you need to do the IELTS Reading test.

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

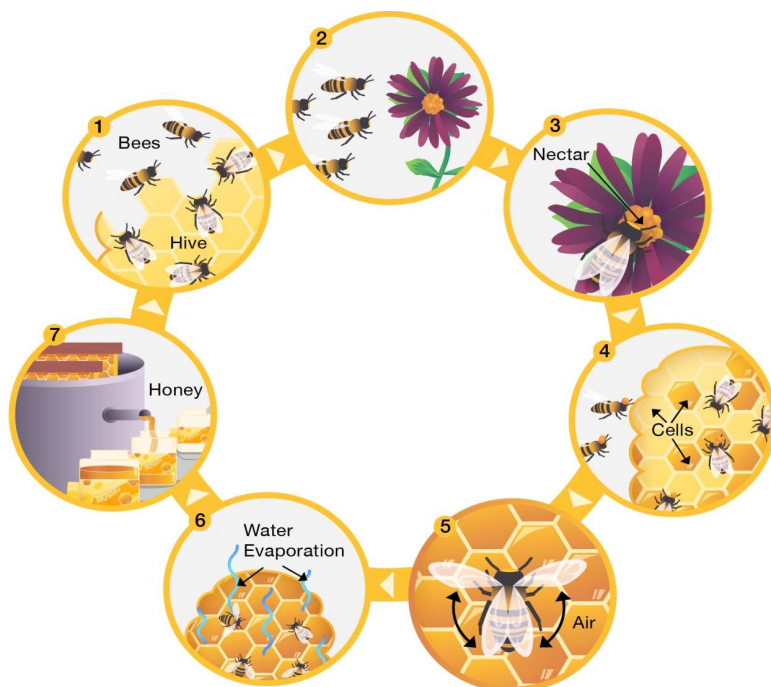
Achieve	contrasting	explain or describe justify or explain reasons	function	intention
---------	-------------	---	----------	-----------

1. In the IELTS Reading test, you will be asked to read passages in which the writer wants to \_\_\_\_\_ something .
2. In passages like these, the writer will want to \_\_\_\_\_ something. For example, he or she may want to justify a point of view, give details or compare different things.
3. A lot of language has a \_\_\_\_\_. This means that the writer intends to *use* it to have an effect on the reader.
4. For example, words and phrases like *that's why ...*, *the reason for this ...* and *because ...* are used when the writer wants to \_\_\_\_\_.
5. Words like *however* and *although* can be used to present \_\_\_\_\_ points of view.
6. So, make sure you recognise when a question is asking you to pay attention to functions. Also, make sure you can recognise what a writer's \_\_\_\_\_ is in a passage.

## UNIT 3 WRITING

### Unit 3: Exercise 1

The diagram illustrates how bees produce honey. Look at the process and complete the sentences. Use the words in the box.



Nectar = A sweet liquid produced by flowers  
Hive = A container where bees live  
Evaporation = water changing to a gas

NA  
ella

Cells	flowers	hive	honey	nectar	water	wings
-------	---------	------	-------	--------	-------	-------

1. The bees build a \_\_\_\_\_.
2. The bees leave the hive in order to search for \_\_\_\_\_.
3. They collect \_\_\_\_\_.
4. The nectar is taken back to the hive and put into the \_\_\_\_\_.
5. Bees fan the nectar-filled cells with their \_\_\_\_\_.
6. Nectar loses its \_\_\_\_\_ content.
7. \_\_\_\_\_ is produced.

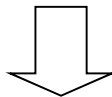


## Unit 3: Exercise 2

Look at the stages of the honey-making process again. Then put the sentences in the correct order to complete the paragraph.



Honey is produced.      The bees leave the hive in order to search for flowers.  
 Nectar loses its water content.      Bees fan the nectar filled cells with their wings.  
 They collect nectar.      The bees build a hive.      The nectar is taken back to the hive and  
 put into the cells.



1.	
2.	
3.	
4.	
5.	
6.	
7.	

## Unit 3: Exercise 3

How you start your report (the introduction) is very important.

Look at the statements and decide if they are True or False.

A good first paragraph (introduction) should ...

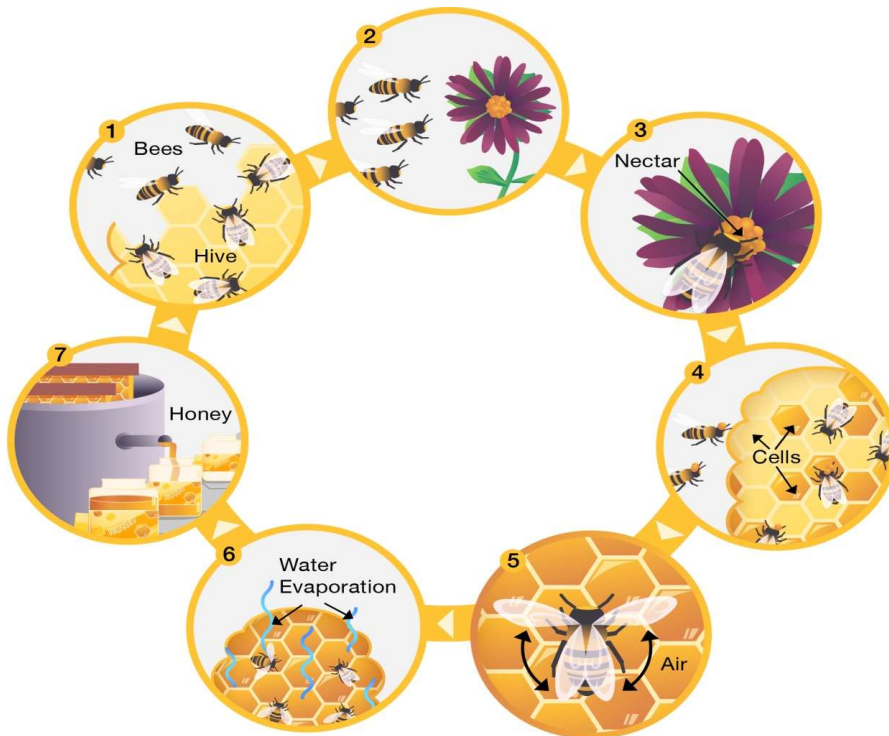
1. give your opinion.
  - ☐ True
  - ☐ False
2. say what the process is.
  - ☐ True
  - ☐ False
3. include every detail of the process.
  - ☐ True
  - ☐ False
4. give extra information based on your own knowledge.
  - ☐ True
  - ☐ False
5. state how many stages are in the process.
  - ☐ True
  - ☐ False
6. identify the start and end of the process.
  - ☐ True
  - ☐ False

## Unit 3: Exercise 4

When describing a process, the first paragraph should include two things:

- ***an opening sentence*** – this tells us what the process is
- ***an overview*** – this tells us where the process starts and finishes

Look at the different first paragraphs about the process and choose the best one.

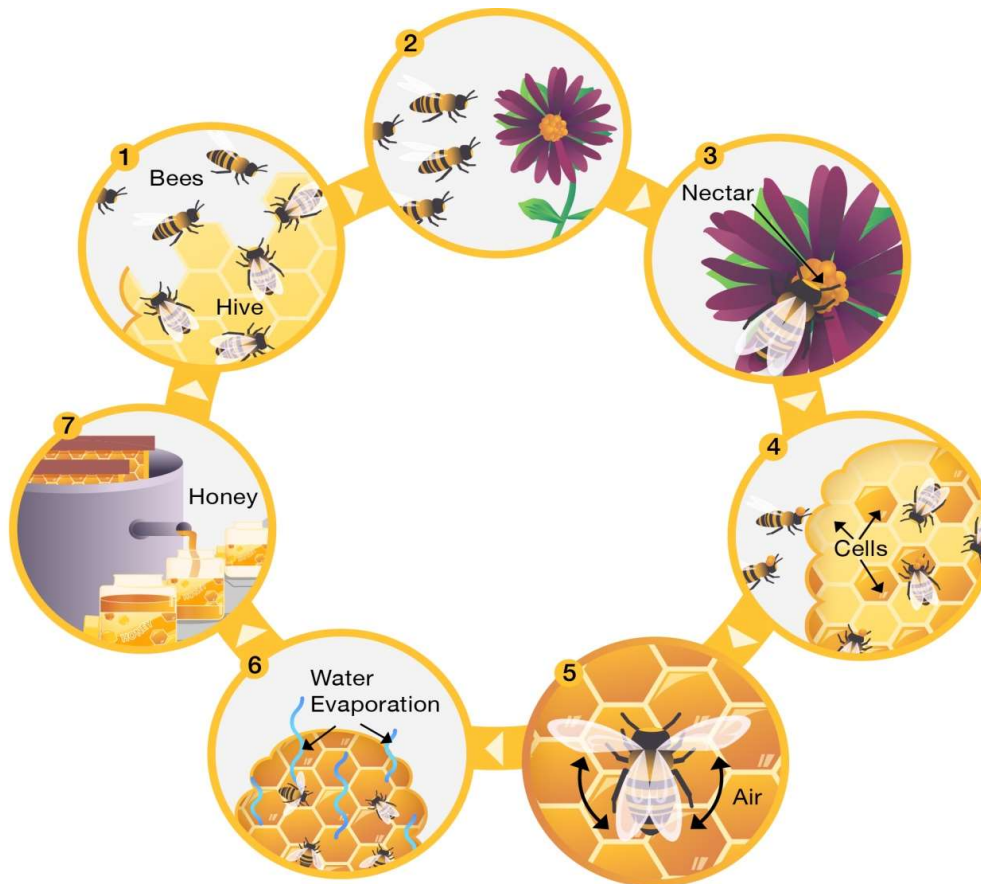


Nectar = A sweet liquid produced by flowers  
Hive = A container where bees live  
Evaporation = water changing to a gas

- 1 The diagram shows how bees make honey which is a popular food all around the world.
- 2 The diagram shows the seven most important stages in the making of honey by bees. The process begins with the honey bees building a hive, and then finishes when the honey is ready to be collected and used.
- 3 The diagram shows how bees make honey. They build a hive, they find flowers, they collect nectar, they take the nectar to the hive and put into cells, they cool the nectar, which loses its water, and then the honey is ready.
- 4 The diagram shows the stages of making honey.

## Unit 3: Exercise 5

Read the main body of the report. Then answer the questions.



Nectar = A sweet liquid produced by flowers  
Hive = A container where bees live  
Evaporation = water changing to a gas

Firstly, the bees have to build a container. This is called a hive and it consists of many individually built cells. Next, the bees leave the hive in order to search for flowers. When they find a suitable flower, they collect nectar from it, which is used to make honey.

The nectar is then taken back to the hive where the production process can begin. First, it is put into cells. Then, following this, the nectar must be cooled down. In order to do this, the bees fan the nectar-filled cells with their wings. As a result, the nectar loses its water content and then finally, the honey is produced.

1. Are all of the stages of the process from the diagram included in the main body?

- ☐ Yes
- ☐ No

2. Are the stages described in the correct order?

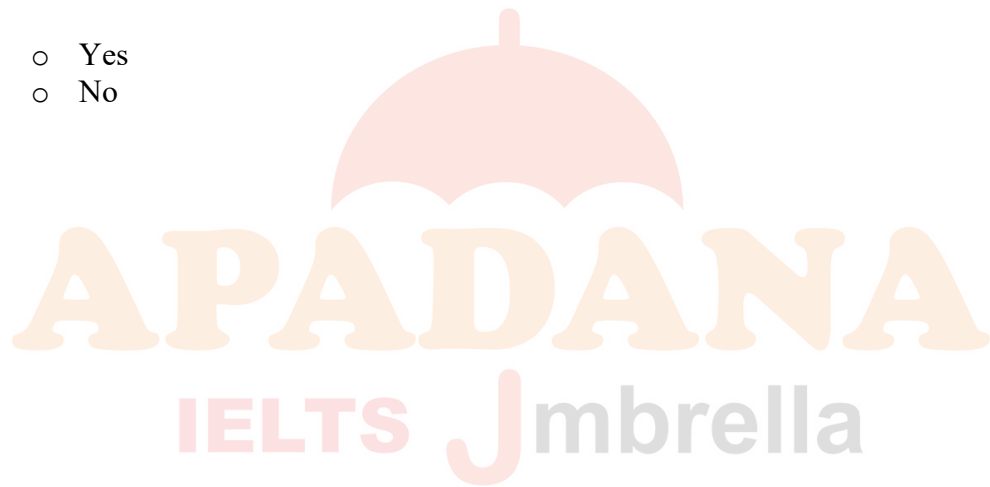
- ☐ Yes
- ☐ No

3. Are the stages linked clearly in the text to show the order?

- ☐ Yes
- ☐ No

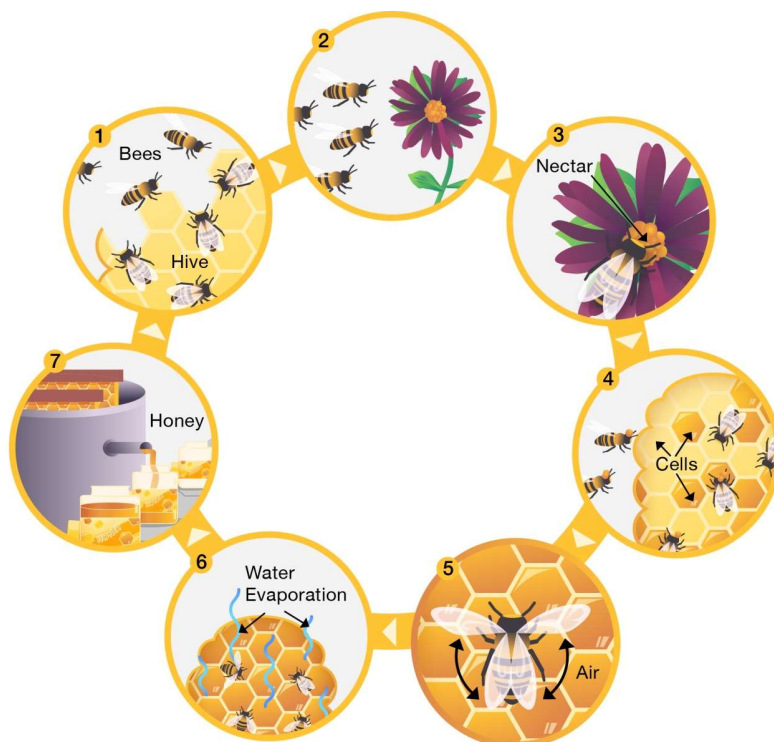
4. Are all of the stages described in detail?

- ☐ Yes
- ☐ No



## Unit 3: Exercise 6

Look at the main body of the text describing the process of making honey. Then complete the text with the correct form of the verbs in brackets.



Nectar = A sweet liquid produced by flowers  
Hive = A container where bees live  
Evaporation = water changing to a gas

Firstly, the bees have to build a container. This is called a hive and it consists of many individually built cells. Next, the bees \_\_\_\_\_ (leave) the hive in order to search for flowers. When they \_\_\_\_\_ (find) a suitable flower, they \_\_\_\_\_ (collect) nectar from it, which \_\_\_\_\_ (use) to make honey.

The nectar is then \_\_\_\_\_ (take) back to the hive where the production process can begin. First, it \_\_\_\_\_ (put) into cells. Then, following this, the nectar must be \_\_\_\_\_ (cool) down. In order to do this, the bees \_\_\_\_\_ (fan) nectar-filled cells with their wings. As a result, the nectar \_\_\_\_\_ (lose) its water content and then finally, the honey \_\_\_\_\_ (produce).

## Unit 3: Exercise 7

Read the information. Then read the *active* sentences and complete the *passive* sentences underneath. The first one has been done for you.

Remember that in passive sentences it is not important who is doing the action, so this information can be left out.

1. Bees build a container.

A container is built.

2. We call this container a hive.

This container \_\_\_\_\_.

3. The bees find a suitable flower.

A suitable \_\_\_\_\_.

4. The bees use this nectar to make honey.

This nectar \_\_\_\_\_.

5. Bees take the nectar back to the hive.

The nectar \_\_\_\_\_.

6. Bees put it into cells.

It \_\_\_\_\_.

7. The bees fan the nectar-filled cells.

The nectar-filled \_\_\_\_\_.

8. The bees produce honey.

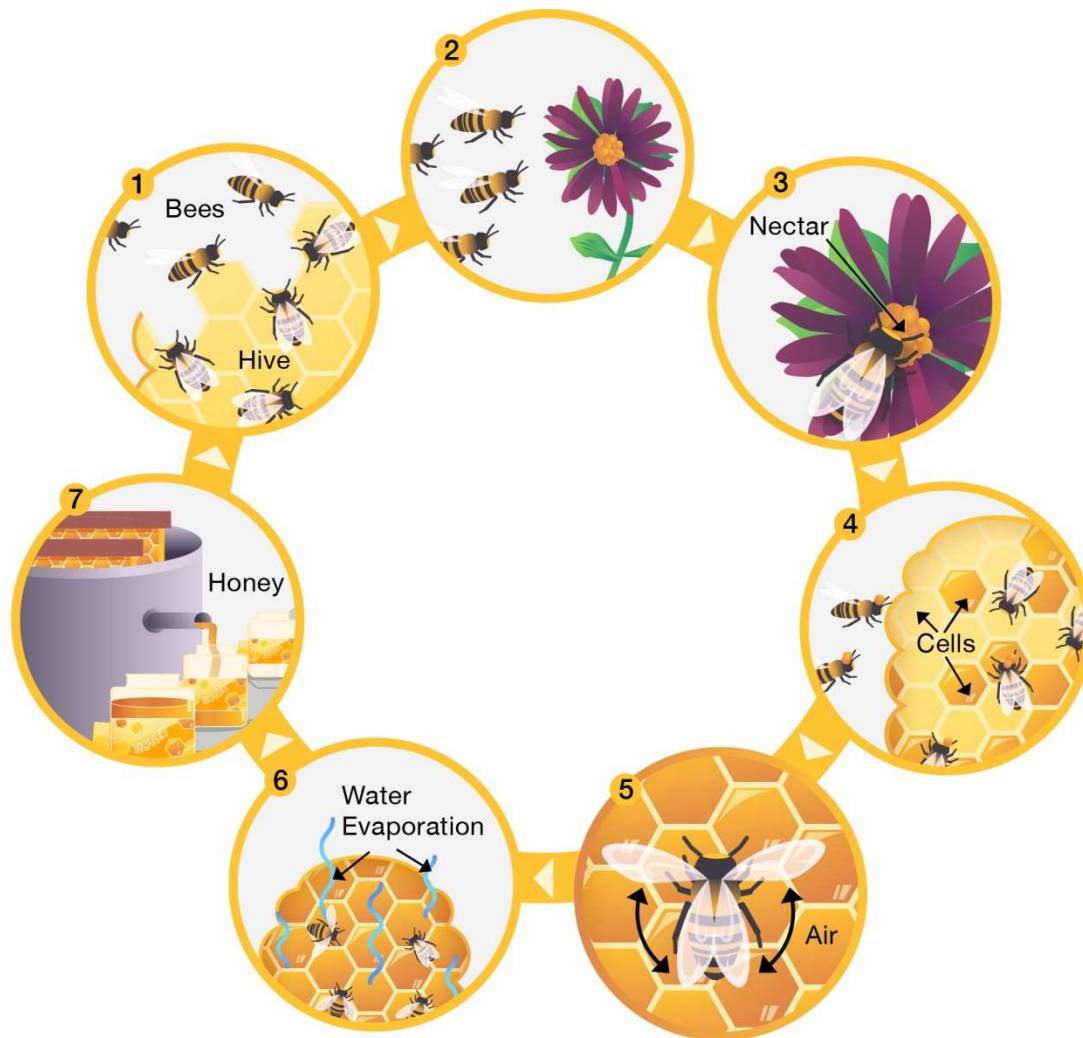
Honey \_\_\_\_\_.



## Unit 3: Exercise 8

It is important to link your stages clearly when you describe a process.

Read the report, looking in particular at the words and phrases in **bold**. Then put the words and phrases in the box in the correct columns.



Nectar = A sweet liquid produced by flowers

Hive = A container where bees live

Evaporation = water changing to a gas



The diagram shows the seven most important stages in the making of honey by bees. The process **begins with** the honey bees building a hive, and then **finishes** when the honey is ready to be collected and used.

**Firstly**, the bees have to build a container. This is called a hive and it consists of many individually built cells. **Next**, the bees leave the hive in order to search for flowers. When they find a suitable flower, they collect the nectar from it, which is used to make honey.

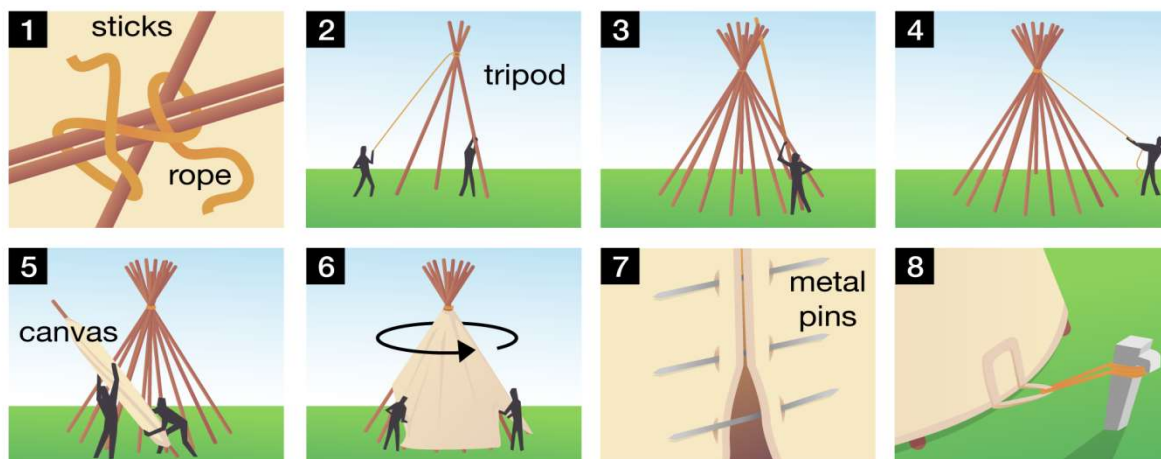
The nectar is **then** taken back to the hive where the production process can begin. First, it is put into cells. Then, **following this**, the nectar must be cooled down. In order to do this, the bees fan the nectar-filled cells with their wings. As a result, the nectar loses its water content and then **finally**, the honey is produced.

Firstly	next	then	(to) begin with	finally	following this	(to) finish
---------	------	------	-----------------	---------	----------------	-------------

introduce the process	link the middle stages	describe the end of the process

## Unit 3: Exercise 9

Look at the diagram of how a type of tent, called a tepee, is built. Then put the stages in the correct order to complete the text.



Wrap the end of the rope around all the sticks.

Wrap a canvas around another stick.

Lift the stick against the tripod structure and unwrap the canvas onto the tepee.

Pin the ends of the canvas together using metal pins.

Add more sticks to the tripod.

Use a rope to tie three long sticks together.

Fix the bottom of the canvas to the ground.

Raise the sticks by pulling the end of the rope to form a tripod.



1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

## Unit 3: Exercise 10

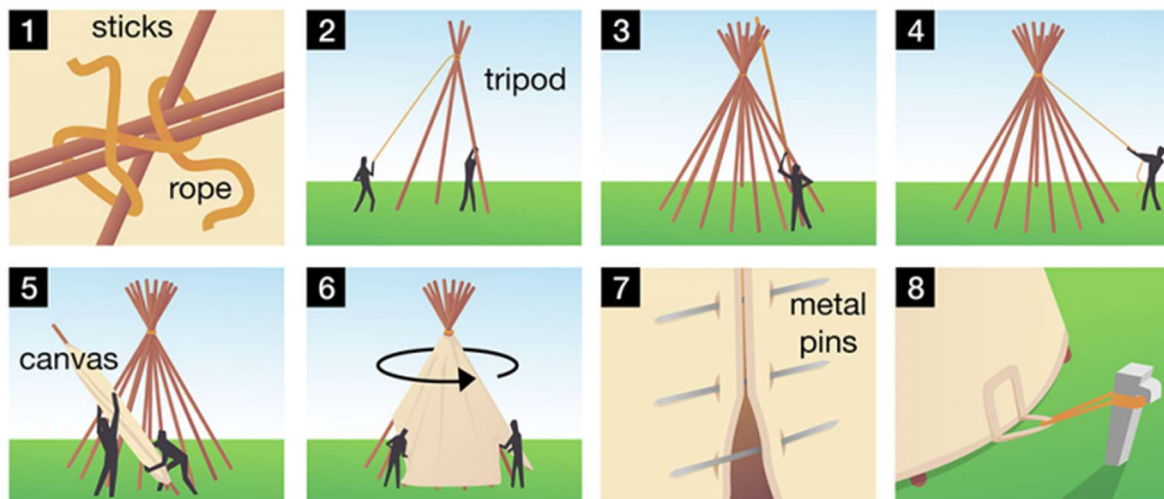
### WRITING TASK 1

You should spend about 20 minutes on this task.

*The diagram shows how a type of tent called a tepee is built.*

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

Write at least 150 words.



## UNIT 3 LISTENING

### Unit 3: Exercise 1

In this unit, you will practise the skills you need to understand what type of information to listen for in a general conversation between two or three people.

Read the information about Section 1 of the IELTS Listening test. Choose two answers for each question.

In Section 1 of the IELTS Listening test, you will hear a conversation between two or three people, in a general situation. They will be attempting to do something specific in their conversation (for example, reach a decision, or get information). You will hear this only once, and you will have a short period of time to read the questions before listening.

1. In this part of the test, who might you hear?
  - ☐ someone telephoning about a sports event
  - ☐ a careers advisor, giving a short talk about what to do after university
  - ☐ a tour operator advising someone on planning a trip
2. What kind of conversation might it be?
  - ☐ a group of friends preparing a party
  - ☐ a student discussing an essay with her tutor
  - ☐ two people discussing arrangements for a charity cycle race
3. What might the people be trying to do?
  - ☐ decide what to do next
  - ☐ find out information about a product
  - ☐ tell an interesting story

## Unit 3: Exercise 2

Read the information. Then look at the table quickly and decide what type of information you need to listen for.

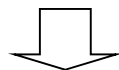
Match the information with the questions. There are more types of information than you need.

In Section 1 of the IELTS Listening test, look quickly at the questions before you listen. This will help you decide what type of conversation you are likely to hear, and what the people want to achieve or find out.

In this type of task, you usually need to listen for nouns: things, people, objects or numbers (for example, dates, times or prices).

	Apartment 1
facilities	has a (1) ..... that guests can use for free
location	lots of shops nearby, but unfortunately, it's also near a (2) .....
cost	(3) €..... per person for one night.

an event      something people do in a hotel      a number      something people normally pay for  
a number of people      a place or building



1. For Question 1, you need to listen for	
2. For Question 2, you need to listen for	
3. For Question 3, you need to listen for	

## Unit 3: Exercise 3

Read the information. Then listen to two people choosing the best apartment for a trip. Choose the correct words to complete the table.

	Apartment 1
<b>facilities</b>	has a <b>(1)</b> ..... that guests can use for free
<b>location</b>	lots of shops nearby, but unfortunately, it's also near a <b>(2)</b> .....
<b>cost</b>	<b>(3)</b> €..... per person for one night.

**M:** So, I've been checking some apartments in Vienna for our trip. This one here is the cheapest of the ones I've looked at.

**F:** OK. How many people can it sleep?

**M:** Only two. It's got a double bed, a nice little kitchen, and a very small balcony where you can sit.

**F:** Anything else included in the price?

**M:** Well, when I checked the website, it looked as though there's a car park you can use, but it looks like you have to pay a little bit extra for that. There is even the option to pay to use a small gym.

**F:** Well, we're not taking a car, and I don't want to use a gym on holiday!

**M:** You might want to use the swimming pool, though. It's in the same building, and it's included in the price.

**F:** Oh, OK. And if there's a kitchen, do you think we should cook our own food?

**M:** Yes, we could. There are a lot of places nearby where we could buy food. There's no supermarket, unfortunately, but we just have to walk down the road to find some small shops.

**F:** That's good.

**M:** There's also a restaurant right next to the apartment, which is good. It's open until midnight.

**F:** I don't know if that's good, is it? Won't it be very noisy at night?

**M:** Yes, you're right. OK, maybe we should choose another one.

**F:** But that would be more expensive, I suppose?

**M:** Yes, I saw one for €42 each per day.

**F:** OK, but you said this one here is the cheapest. So what IS the price, exactly?

**M:** It's €70.

**F:** Mm, so that's €35 each, which isn't bad. I'd rather not pay more if we don't have to. Let's go for this one.



play.MP3

1.

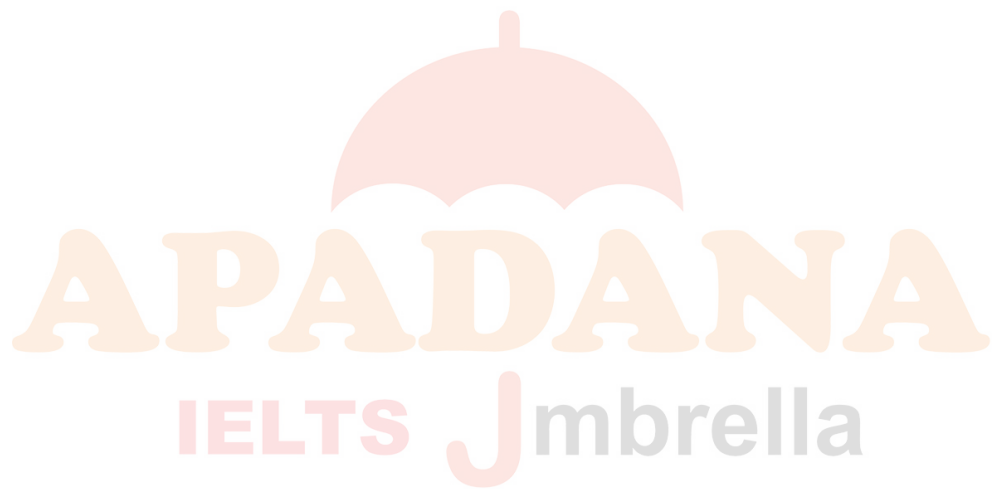
- swimming pool
- gym
- car park

2.

- Road
- Supermarket
- restaurant

3.

- 35
- 42
- 70



## Unit 3: Exercise 4

Read the information. Then listen to the conversation again. Choose the correct options to complete the explanations of why the answers are correct or incorrect.

Identifying information which leads you to the correct or incorrect answer will help you understand the difference between essential information and distracting information. It's important to consider why an answer might be incorrect. It could be because the speaker doesn't talk about it or that they talk about it in a different context to the question. Listen carefully to the whole conversation to decide what the essential and distracting information is.

1

**M:** So, I've been checking some apartments in Vienna for our trip. This one here is the cheapest of the ones I've looked at.

**F:** OK. How many people can it sleep?

**M:** Only two. It's got a double bed, a nice little kitchen, and a very small balcony where you can sit.

**F:** Anything else included in the price?

**M:** Well, when I checked the website, it looked as though there's a car park you can use, but it looks like you have to pay a little bit extra for that. There is even the option to pay to use a small gym.

**F:** Well, we're not taking a car, and I don't want to use a gym on holiday!

**M:** You might want to use the swimming pool, though. It's in the same building, and it's included in the price.

2

**F:** Oh, OK. And if there's a kitchen, do you think we should cook our own food?

**M:** Yes, we could. There are a lot of places nearby where we could buy food. There's no supermarket, unfortunately, but we just have to walk down the road to find some small shops.

**F:** That's good.

**M:** There's also a restaurant right next to the apartment, which is good. It's open until midnight.

**F:** I don't know if that's good, is it? Won't it be very noisy at night?

**M:** Yes, you're right. OK, maybe we should choose another one.

3

**F:** But that would be more expensive, I suppose?

**M:** Yes, I saw one for €42 each per day.



play.MP3



<p><b>F:</b> OK, but you said this one here is the cheapest. So what IS the price, exactly?</p> <p><b>M:</b> It's €70.</p> <p><b>F:</b> Mm, so that's €35 each, which isn't bad. I'd rather not pay more if we don't have to. Let's go for this one.</p>	
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**Facilities:** has a (1) ..... that guests can use for free.

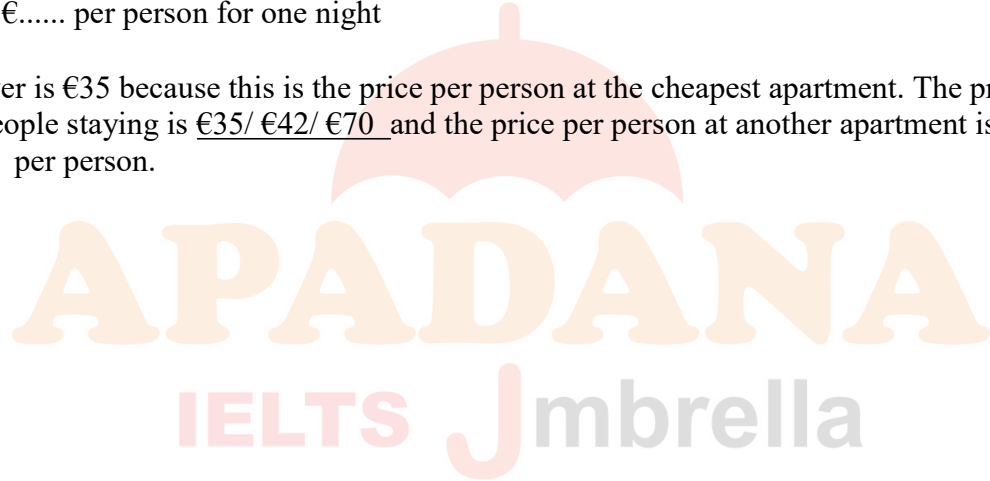
The answer is swimming pool because using it is included in the price. The car park and gym are/aren't free.

**Location:** lots of shops nearby, but unfortunately, it's also near a (2) ..... .

The answer is restaurant, because the woman mentions some disadvantages of staying near it (*it could be noisy at night*). She doesn't say that being near a restaurant/road/ supermarket would be a disadvantage. There isn't a restaurant/road/ supermarket near the apartment.

**Cost:** (3) €..... per person for one night

The answer is €35 because this is the price per person at the cheapest apartment. The price based on two people staying is €35/ €42/ €70 and the price per person at another apartment is €35/ €42/ €70 per person.



## Unit 3: Exercise 5

Look at the table and decide what you are likely to hear in the conversation.

Choose True or False.

Beachside Holiday Park			
	facilities	location	cost
Cabin 1 'Economy'	has bedroom for up to 4 people  doesn't have its own (1) .....	near the (2) .....	£85 per night
Cabin 2 'Family'	bring a (3) ..... for each person	great view of the lake	(4) £..... per night
Cabin 3 'Superior'	can take up to 8 people  has its own small (5) ..... outside	close to the office so there might be some (6) ..... at night	£175 per night

1. You will hear someone talking about a holiday they went on.
  - ☐ True
  - ☐ False
2. You will hear some people deciding what accommodation to book.
  - ☐ True
  - ☐ False
3. You will hear two people discussing why holiday parks are good for families.
  - ☐ True
  - ☐ False

## Unit 3: Exercise 6

Listen and complete the table.

Write ONE WORD AND/OR A NUMBER for each answer.

- First, read the questions and decide what type of information you need.
- Listen for the information you need, and decide what information you don't need.
- Write one word only, or a number, in each gap. Check that your spelling is correct.

Beachside Holiday Park			
	facilities	location	cost
Cabin 1 'Economy'	has bedroom for up to 4 people  doesn't have its own (1) .....	near the (2) .....	£85 per night
Cabin 2 'Family'	bring a (3) ..... for each person	great view of the lake	(4) £..... per night
Cabin 3 'Superior'	can take up to 8 people  has its own small (5) ..... outside	close to the office so there might be some (6) ..... at night	£175 per night

You will hear Tom and Annie, who are brother and sister, planning a joint holiday for their families to a place called Beachside Holiday Park.

**Tom:** Hello?

**Annie:** Hi Tom, it's Annie. How are you?

**Tom:** Oh hi! I'm good. We're really looking forward to going away with you. The children are so excited.

**Annie:** Yes. It's going to be great. Anyway, I've got some information about Beachside Holiday Park.

**Tom:** Great – let me just get a pencil. OK, I'm ready.

**Annie:** Alright, there are three kinds of cabin. The first one is called an 'Economy'.

**Tom:** Economy. OK.

**Annie:** Well, it's only got one bedroom, but it would be OK for you and Sarah and your two boys. There's one double bed, and a bunk bed.

**Tom:** How about a kitchen? Does it have one of those?

**Annie:** No – you'd have to use the same one that everyone else uses at the camp. What it does have is its own small bathroom, though.

**Tom:** Alright, I'll just make a note of that. I'll discuss all of this with Sarah, later.

**Annie:** OK, and you can tell her about the location, too. When I first looked at the map, I thought the Economy cabins were next to the car park but I got that wrong. Actually, they're right by the playground. I think that'd be nice for the children.

**Tom:** Yes, they'd like that. And how about the cost?

**Annie:** It's £85 a night for the whole cabin. So, yes, at the cheaper end. Then there's the Family Cabin. It's got two bedrooms – so a bit more space, and a shower.

**Tom:** That reminds me. Do I need to pack a towel for all of us? You know, sometimes holiday parks don't provide them.

**Annie:** That's right. You'll all need one of those. But you can get shampoo and soap from the little shop, there. And toothpaste, too. So if you forget those, it doesn't matter. Now, what else? Oh yes, it has a great view of the lake, and the cost ... let me see, in the busy season it's £130 per night for the whole cabin, but we're going after the busy season is over, so that's £100 for our booking. Wow! It goes up to £200 on New Year's Eve. Good thing we're not going then.

**Tom:** Yes, that's a lot for a holiday park. And did you say there was a third type of cabin?

**Annie:** Yes, it's called the 'Superior'. It's actually got enough beds for all eight of us, and it's got a nice big kitchen too.

**Tom:** Sounds good. So we could all fit into the Superior?

**Annie:** Yes – I guess it might get a bit crowded with my two girls and your two boys – but it should be fun. I suppose they could always go to the games room if we need some peace and quiet!

**Tom:** Good idea. They can meet other children that way.

**Annie:** The other thing I like about the Superior is that right outside,



play.MP3

there's a garden – just for us to use. It's not very big – but big enough for some chairs – so we could take them outside and relax as we watch the sun go down.

**Tom:** Oh, Sarah would like that. I don't suppose it has a barbecue, does it?

**Annie:** Not one of our own, but there's a whole lot of them in the centre of the holiday park.

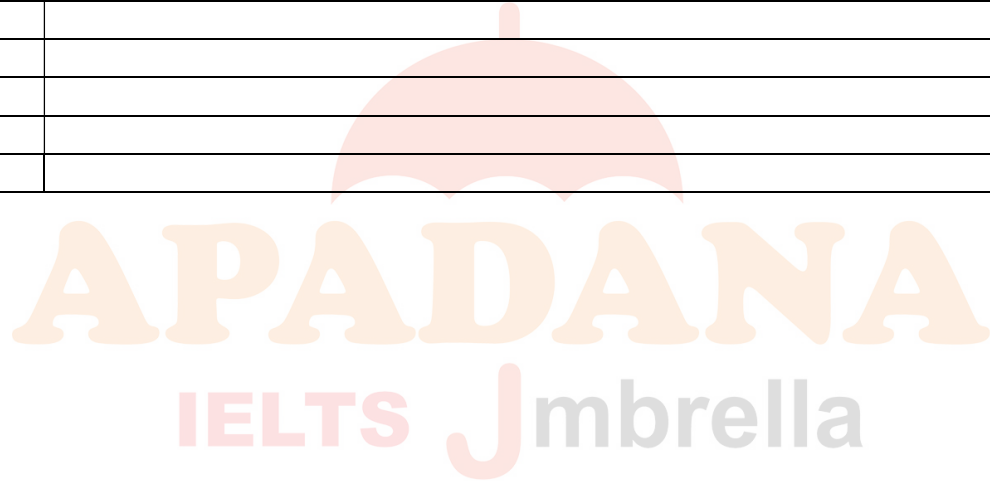
**Tom:** Alright.

**Annie:** The only negative thing for me is that it's quite near to the office – you know, where everyone comes and checks in. The noise might be a problem at night, if people are coming and going.

**Tom:** Hmm, possibly.

**Annie:** But the price isn't bad – £175 for two families. It's worth considering.

1.	
2.	
3.	
4.	
5.	
6.	



## Unit 3: Exercise 7

Read the information. Then, complete the chart. Use the phrases in the box.

It will help if you can recognise when the speakers are making suggestions, or agreeing and disagreeing. It will also help if you can understand at what point the speakers arrive at a final decision. For example, if someone says '*Definitely*', then they are agreeing firmly with the other person, and ending the discussion.

It would be good if ...      Maybe, but ...      I can ...      How about ...?      OK. Good.  
I couldn't agree more.      If you like, I'll ...      I'm afraid ...      OK, but ...      I'm not sure ...  
Alright. I see what you mean.      Definitely.      That's a brilliant idea.      I don't think ...  
If we ..., we should ...

Making suggestion	Showing doubt	Showing agreement

## Unit 3: Exercise 8

Listen and choose the correct answers, A, B or C.

- Read through the questions so you know what kind of thing you need to listen for.
- Listen and pay attention to how the speakers ask for each other's opinions, make suggestions, and agree or disagree.
- Pay special attention to what the speakers finally agree on.
- Go back and choose the best answers, **A**, **B** or **C**.

**Tom:** OK, when do you think we should leave? The journey will take about 4 or 5 hours, won't it? So if we left early on Friday evening, we should be at Beachside Holiday Park about 9 or 10 o'clock.

**Annie:** Oh, but the traffic will be awful then. How about we go first thing Saturday morning? Then we won't have to drive in the dark.

**Tom:** Alright. I see what you mean. So if we leave then, we should arrive early Saturday afternoon – still time to head down to the beach.

**Annie:** OK, good. So if you all come round to our house for about nine, we can set off together. And what about food for the journey? I know my children – they'll be asking for food all the way there!

**Tom:** Yes – and I don't think we can make them wait until after we arrive at the holiday park. We can stop at the bakery on our way over to you, if you like – and pick up some sandwiches or something for us all.

**Annie:** That's a brilliant idea. Then we can stop off somewhere on the way and eat. Cheaper than a café, anyway.

**Tom:** OK, then. Do the children know what kind of activities they want to do when we're at the holiday park, Annie?

**Annie:** Well, they're very keen for us to go horse riding.

**Tom:** Great!

**Annie:** But you need to book in advance, and I'm not sure I want to do that right now.

**Tom:** Why not? If you're worried about the cost, I'd be happy to pay for you and the children.

**Annie:** Thanks, but that's not it. It's just that at the moment, we're not sure what the forecast is. I mean, it's fine right now, but there's a possibility it might rain at the weekend. So I'd rather wait until we get there.

**Tom:** OK.

**Annie:** But hopefully it'll be OK – it's a two-hour ride, and my kids would enjoy that. They can ride pretty well.



play.MP3

**Tom:** One thing that I'd like to happen during the holiday – I'd like the children to be a bit more independent. I think they're old enough to go and explore by themselves, don't you?

**Annie:** Actually, Tom, I'm afraid the waves at the beach can be pretty big, and my children aren't great swimmers, although they are having lessons. Maybe next year?

**Tom:** If you like, I'll go with them to the beach.

**Annie:** I'd feel better if you did. But it would be good if we could teach them how to make a fire, like dad taught us. And how to put it out properly, once you've finished with it.

**Tom:** Definitely. I couldn't agree more. All kids should know how to do that. It's part of growing up. More useful than playing on their computers all day long, or watching TV!

**Annie:** Well, I'll call you again tomorrow and ...

1. Tom and Annie agree that they should start their journey ...
  - A on Friday evening.
  - B early on Saturday morning.
  - C on Saturday afternoon.
2. What do Tom and Annie decide about food?
  - A to eat soon after they arrive at the holiday park
  - B to look for a café along the route to the holiday park
  - C to bring snacks to eat during the trip to the holiday park
3. Annie doesn't want to book a horse ride until she is certain about ...
  - A the weather.
  - B the times.
  - C the prices.
4. Tom and Annie both think that during the holiday their children ...
  - A should learn a new skill.
  - B must look after each other.
  - C could have more independence than usual.



## Unit 3: Exercise 9

Listen and complete the sentences with the words the speakers use to introduce topics, and make and respond to suggestions.

1

**Tom:** So if we left early on Friday evening, we should be at Beachside Holiday Park about 9 or 10 o'clock.

**Annie:** Oh, but the traffic will be awful then. How about we go first thing Saturday morning? Then we won't have to drive in the dark.

2

**Tom:** Alright. I see what you mean. So if we leave then, we should arrive early Saturday afternoon – still time to head down to the beach.

**Annie:** OK, good. So if you all come round to our house for about nine, we can set off together. And what about food for the journey? I know my children – they'll be asking for food all the way there!

3

**Tom:** Yes – and I don't think we can make them wait until after we arrive at the holiday park. We can stop at the bakery on our way over to you, if you like – and pick up some sandwiches or something for us all.

**Annie:** That's a brilliant idea. Then we can stop off somewhere on the way and eat. Cheaper than a café, anyway.

**Tom:** OK, then.

4

**Annie:** It's just that at the moment, we're not sure what the forecast is. I mean, it's fine right now, but there's a possibility it might rain at the weekend. So I'd rather wait until we get there.

5

**Tom:** If you like, I'll go with them to the beach.

**Annie:** I'd feel better if you did. But it would be good if we could teach them how to make a fire, like dad taught us. And how to put it out properly, once you've finished with it.



play.MP3

6

**Tom:** Definitely. I couldn't agree more. All kids should know how to do that. It's part of growing up.

1. \_\_\_\_\_ we go first thing Saturday morning? Then we won't have to drive in the dark.
2. OK, good. So \_\_\_\_\_ all come round to our house for about nine, we can set off together. And \_\_\_\_\_ food for the journey?
3. That's a \_\_\_\_\_. Then we can stop off somewhere on the way and eat.
4. I mean, it's fine right now, but \_\_\_\_\_ a possibility it might rain at the weekend. So \_\_\_\_\_ wait until we get there.
5. I'd feel better if you did. But it \_\_\_\_\_ we could teach them how to make a fire, like dad taught us.
6. Definitely. I \_\_\_\_\_ more.

### Unit 3: Exercise 10

Think about what you have learnt in this unit.

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

1. In Section 1 of the IELTS Listening test, you will hear two people talking, in a general context.
  - ☐ True
  - ☐ False
2. The two people are often trying to reach an agreement or find out information from each other.
  - ☐ True
  - ☐ False
3. Before you listen, you will have no information about the conversation, or what the speakers want to do.
  - ☐ True
  - ☐ False
4. The speakers might discuss several options before arriving at a decision.
  - ☐ True
  - ☐ False

## UNIT 3 SPEAKING

### Unit 3: Exercise 1

Match the words to make collocations you can use to talk about the news and media.

Affairs	broadcasting	channel	headline story	news	newspaper	release
---------	--------------	---------	-------------------	------	-----------	---------

1. Current \_\_\_\_\_
2. radio \_\_\_\_\_
3. tabloid \_\_\_\_\_
4. 24-hour news \_\_\_\_\_
5. Breaking \_\_\_\_\_
6. Newspaper \_\_\_\_\_
7. News \_\_\_\_\_
8. Press \_\_\_\_\_

### Unit 3: Exercise 2

Read the examiner's IELTS Speaking Part 3 questions and look at the words and phrases in bold.

Match the paraphrases with the words or phrases from the questions. Use the phrases in the box.

Examiner:

- Tell me, what kind of **news stories interest young people** in your country?  
Are young people interested very much in **news stories about politics**?  
What **differences** are there between news reporting on television and in newspapers?  
Are there any disadvantages of getting **news from the internet**?

(how does) ... differ from ... (?)      The youth ... take an interest in ...      online news sources  
    political issues                      reports about recent events


1. news stories	
2. interesting young people	
3. news stories about politics	
4. differences	
5. news from the internet	

### Unit 3: Exercise 3

Complete the examiner's IELTS Speaking Part 3 questions. Use the words in the box.

Then watch the video and check your answers.

News	newspaper	politicians	reporting	sources	sportspeople	stories
------	-----------	-------------	-----------	---------	--------------	---------

<p>1. We've been talking about the _____ and I'd like to discuss with you now one or two more general questions related to this.</p> <p>2. Let's consider, first of all, _____ of news. Tell me, what kind of news _____ interest young people in your country?</p> <p>3. What about news stories about _____ or _____ ?</p> <p>4. What differences are there between news _____ on television and in newspapers?</p> <p>5. Do many people buy _____ in your country?</p>	 play.MP4
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## Unit 3: Exercise 4

Choose the correct words to complete the IELTS Speaking Part 3 test. Then watch the video and check your answers.

**Examiner:** Let's move on now to talk about the media and celebrities/the famous such as actors and musicians. Why do the media often talk/report about bad things that celebrities do?

**Student:** I think, ... it's probably because ... it's easy to spread around, and it's interesting to read about ... .

**Examiner:** Should they report about the good things that celebrities do?

**Student:** Of course, they should show the public/people the positive side also, because not every person or celebrity is bad. They should show the good side/view of celebrities, like the donations to charities they make ... .

**Examiner:** Do you think it's all right that the media talk about the secret/private lives of celebrities?

**Student:** I personally feel it's not right because we all have the right/need to have privacy. It's a basic human right to have privacy in life and it shouldn't be shown in the media. ... But it's breaking news and people are more interested in it.

**Examiner:** But then do some celebrities invite/start news about their private lives?

**Student:** Maybe they do because they want to get famous. It's the clear/obvious way of getting famous because if ... you're trending and you're in the news, it's a good way of being in people's heads/minds .

**Examiner:** But what about most celebrities – do they really need/require the media?

**Student:** Celebrities do need the media because it's the media that gets them the status/popularity , the fans ... who/will go and watch their movies, so celebrities, they do need the media, in my opinion.

**Examiner:** And film stars?

**Student:** Film stars, they also need it ... to promote/advertise their movies because ... the media represents you know ... and tells society what is happening around the world.

**Examiner:** Thank you very much. That is the end of the speaking test.




play.MP4

## Unit 3: Exercise 5

In IELTS Speaking Part 3 it's important to express your opinions. Read the examiner's questions and the student's answers, looking in particular at the words in *italics*.

Then watch the video and decide if the student's opinions are *positive*, *negative* or if he's *not sure*.

<p>1. <b>Examiner:</b> Let's consider, first of all, sources of news. Tell me, what kind of news stories interest young people in your country? <b>Student:</b> <i>Erm ... it's hard because every person has a different taste. ...</i></p> <ul style="list-style-type: none"><li>○ Positive</li><li>○ Negative</li><li>○ not sure</li></ul> <p>2. <b>Examiner:</b> What about news stories about politicians or sportspeople? <b>Student:</b> <i>Yeah, they like to read about it, too ...</i></p> <ul style="list-style-type: none"><li>○ Positive</li><li>○ Negative</li><li>○ not sure</li></ul> <p>3. <b>Examiner:</b> Do you think more people read about sport than about politics? <b>Student:</b> In my country? I would say <i>fifty-fifty ...</i></p> <ul style="list-style-type: none"><li>○ Positive</li><li>○ Negative</li><li>○ not sure</li></ul> <p>4. <b>Examiner:</b> What differences are there between news reporting on television and in newspapers? <b>Student:</b> Television is <i>more exciting than</i> newspapers, <i>actually ...</i></p> <ul style="list-style-type: none"><li>○ Positive</li><li>○ Negative</li><li>○ not sure</li></ul> <p>5. <b>Examiner:</b> Do many people buy newspapers in your country? <b>Student:</b> <i>No, not any more.</i> They use their phones <i>actually ...</i></p> <ul style="list-style-type: none"><li>○ Positive</li><li>○ Negative</li><li>○ not sure</li></ul> <p>6. <b>Examiner:</b> Do you think they should also broadcast the good things that celebrities do? <b>Student:</b> <i>Yes, yes, of course.</i> I mean every person has a good side and a bad side ...</p> <ul style="list-style-type: none"><li>○ Positive</li><li>○ Negative</li><li>○ not sure</li></ul>	 play.MP4
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<p>7. <b>Examiner:</b> Do you think it's all right that the media talk about the private lives of celebrities?</p> <p><b>Student:</b> <i>I don't think so.</i> That's why it's called private life, ... but this is the price of fame ...</p> <ul style="list-style-type: none"> <li><input type="radio"/> Positive</li> <li><input type="radio"/> Negative</li> <li><input type="radio"/> not sure</li> </ul> <p>8. <b>Examiner:</b> Can you stay low key if you're a celebrity?</p> <p><b>Student:</b> <i>Yes, ... you can</i> stay low key in public places ...</p> <ul style="list-style-type: none"> <li><input type="radio"/> Positive</li> <li><input type="radio"/> Negative</li> <li><input type="radio"/> not sure</li> </ul>	
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## Unit 3: Exercise 6

Complete the table with the phrases that express opinions.

No way!	That's right.	I'm not an expert, but ...	It's hard to say ...	It's fifty-fifty.
There's no doubt about it.	I couldn't agree more.	I wouldn't say that.	Actually, I don't like ...	Absolutely!
don't like ...	I don't believe that is the case.	That's partly true.		

agree	disagree	Neutral/unsure

## Unit 3: Exercise 7

Complete the phrases that express opinions. Use the words in the box.

Agree	believe	doubt	expert	fifty	hard	partly	say
-------	---------	-------	--------	-------	------	--------	-----


1. There's no \_\_\_\_\_ about it.
2. I don't \_\_\_\_\_ that is the case.
3. I couldn't \_\_\_\_\_ more
4. I wouldn't \_\_\_\_\_ that .
5. That's \_\_\_\_\_ true .
6. It's fifty- \_\_\_\_\_ .
7. I'm not an \_\_\_\_\_ , but ...
8. It's \_\_\_\_\_ to say ...

## Unit 3: Exercise 8

Watch the video. Then look at the errors in bold that the student makes.

Choose the correct words that the student should have used. Use the words in the box. Replace any words that were unnecessary with '-'.

A	in	on	or	try	-	-
---	----	----	----	-----	---	---

<p>1. ... Many young people are interested <b>about</b> football ... _____</p> <p>... they are more inclined towards ... entertainment because that's <b>the</b> common topic for young people. _____</p> <p>2. ... young people like to hang out and they <b>are trying</b> to stay away from political issues ... _____</p> <p>3. ... so I think more <b>of</b> less, ... TV is better. _____</p> <p>4. ... <b>The</b> technology is growing ... _____</p> <p>... so more <b>of</b> technology is coming in. _____</p> <p>5. ... if the sources are not reliable such as news <b>in</b> Facebook ... _____</p>	 play.MP4
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## UNIT 3 VOCABULARY / GRAMMAR

### Unit 3: Exercise 1

Complete the sentences. Use the words in the box.

Breaking news	bulletin	headlines	interview	news flash	notifications
Round-the-clock reporting			scandal		

1. I don't usually read the newspaper – I just look at the \_\_\_\_\_ to see if anything important has happened.
2. I was watching a film on TV when suddenly the film was interrupted by a \_\_\_\_\_. Apparently, there's a bad storm heading towards our region.
3. These days, TV news channels have to provide \_\_\_\_\_. In other words, they have to report the news 24 hours a day.
4. I read a really interesting \_\_\_\_\_ with a former politician in yesterday's newspaper. The interviewer asked lots of really difficult questions and the politician didn't know what to say.
5. I've got an app on my phone that sends me \_\_\_\_\_ of the most important news stories. I can then click on the link to read the full story.
6. That's all for today's programme. The next news \_\_\_\_\_ is at ten o'clock.
7. Now we've got some \_\_\_\_\_ for you. We've just heard that the prime minister is in hospital after a skiing accident.
8. There was a shocking story about a tennis player secretly being paid a lot of money to lose an important match. It's a real \_\_\_\_\_.

### Unit 3: Exercise 2

Choose the correct words to complete the text.

What are the main opinions/sources/summaries of news? Where do journalists get their stories from? Well, there's always an element of personal interviewing/reporting/researching, i.e. seeing things with your own eyes and describing what you see. In the same way, journalists interview a lot of articles/reporters/witnesses to events, to find out what happened from the people who actually saw it happening. Journalists can also find their own news stories, through investigation, where they do a lot of research to cause/discover/effect something completely new. They can also find out useful information from account/reaction/social media sites. It's fair to say that a large number of news stories are provided by businesses and other organisations as press archives/images/releases. Organisations also hold press conferences, where a large number of journalists are invited to listen to important discussions/radio/statements and then ask questions.

## Unit 3: Exercise 3

Complete the sentences. Use the verbs in the box.

Comment	follow	interview	release	report	research	stay	update
---------	--------	-----------	---------	--------	----------	------	--------

1. I'd love to be a TV journalist so I could travel around the world and \_\_\_\_\_ on all the big events, as they happen.
2. Last month, I tried to \_\_\_\_\_ a famous film star about her latest film, but she didn't want to answer any of my questions.
3. So, that's all we know at the moment, but we'll \_\_\_\_\_ you on this breaking news as soon as we have more information.
4. I try to \_\_\_\_\_ up to date with news and current affairs, so I always watch news programmes on TV.
5. Our reporter spent six months trying to \_\_\_\_\_ the story behind the scandal. You can watch his full report later this evening.
6. I don't really \_\_\_\_\_ all the latest celebrity news. I don't think it's important to know what famous people are doing all the time.
7. Whenever I read an interesting news story online, I always \_\_\_\_\_ on it. I think it's important to give my own opinion, not just to read other people's.
8. The company says it will \_\_\_\_\_ a statement shortly to explain why it took this action.

## Unit 3: Exercise 4

Answer the questions. Use the phrases in the box.

Business news	Editorial section	Entertainment news	Lifestyle section
Local news	Review section	Sports news	the main story

1. Where could you find news about your favourite sports team?  
\_\_\_\_\_
2. Where could you read stories and advice about things like fashion, cooking and gardening?  
\_\_\_\_\_
3. Where could you find news about music, TV, films, etc.?  
\_\_\_\_\_
4. Where could you find news about finance, economics and companies?  
\_\_\_\_\_
5. Where could you find news about your own town or city?  
\_\_\_\_\_

6. Where could you find the most important news of the day?  
\_\_\_\_\_
7. Where could you read journalists' own opinions and comments about news stories?  
\_\_\_\_\_
8. Where could you find out whether new books, films and music are good or bad?  
\_\_\_\_\_

## Unit 3: Exercise 5

Choose the correct words to complete the sentences.

1. It's good to make notes during an interview, then to make/pick/write them up afterwards.
2. Why are the newspapers full of bad news? I need some good news to catch/cheer/turn me up!
3. I didn't plan to watch the news today, but the first news story was really interesting and I ended/followed/went up watching the whole programme.
4. I always watch the TV news in the morning, and then I catch/stay/write up on the news during the day on my phone.
5. Did you hear/hold/see any interesting news from those celebrities you met?
6. Do you really think all those stories are true, or do the newspapers just cheer/do/make them up?

## Unit 3: Exercise 6

Read the information. Then choose the correct reason for using the passive in each sentence.

We often use the passive (e.g. *something is / was done*):

- to make our language sound more formal
- to show a link between the end of one sentence and the beginning of the next
- to describe impersonal or technical processes
- when the agent (the person or thing that did the action) isn't known
- when the agent isn't important to the story – for example, because we can easily work out who it is
- when we don't want to say who the agent is
- when we want to draw special attention to the agent. We use *by* before the agent and put it at the end of the sentence
- when the agent is a process or event, such as a storm or an accident. We often introduce this type of agent with *in*.

1. *The office **was broken into** at around midnight.*
  - The agent isn't known.
  - To show a link between the end of one sentence and the beginning of the next.
2. *The thief **was arrested** in the early hours of this morning.*
  - The agent is an event, not a person.
  - The agent isn't important (we can work out that the agent was the police).
3. *I'm afraid some incorrect information **was given** at our last press conference.*
  - The speaker is describing a process, so there's no need to mention people.
  - We don't want to say who the agent is.
4. *The police are investigating the theft of a priceless painting. It **was stolen** from an art gallery last night.*
  - To show a link between the end of one sentence and the beginning of the next.
  - The agent isn't important to the story (we can work out that the agent was the burglars).
5. *Thank you for your help. It **is greatly appreciated**.*
  - We don't want to say who the agent is.
  - To sound more formal.
6. *The event **was attended** by over three thousand students.*
  - The agent is an event.
  - To draw special attention to the agent (i.e. the students).
7. *The house **was damaged** in a storm.*
  - The agent was an event, not a person.
  - To sound more formal.

## Unit 3: Exercise 7

Choose the correct passive forms to complete the sentences.

1. These days, fewer newspapers are being bought / is bought/ was bought , as more people get their news from free news websites.
2. The cause of the accident had been known / was known/ isn't known , but the police are investigating it at the moment.
3. The good thing about online newspapers is that they're updated/ they've been updated/ they were updated all the time, unlike print newspapers.
4. When is the photograph taken/ was the photograph being taken/ was the photograph taken ?
5. The politician spoke about her political opponent while she has been interviewed / is being interviewed/ was being interviewed by a journalist live on TV.
6. Don't worry – you can speak honestly. This interview isn't recorded/ isn't being recorded/ was recorded.

## Unit 3: Exercise 8

Read the information. Then rewrite the sentences in the passive, using *It is/was* + past participle + *that*. The first question has been done for you.

Use the structure *It is/was* + past participle + *that* ... (e.g. *It is believed that* ...) to create passive sentences.

Remember to change the order of the structure in questions (e.g. *When **was it** made?* NOT *When ~~it was~~ made?*).

Don't include the agent (the person or thing that did the action).

1. The police think that the man was responsible for several similar robberies last year.

It was thought that the man was responsible for several similar robberies last year.

2. We hoped that some witnesses might come forward, but so far, nobody has approached us.  
\_\_\_\_\_ come forward, but so far, nobody has approached us.
3. We understand that someone will release a statement soon.  
\_\_\_\_\_ a statement soon.
4. People don't often say that politicians have a sense of humour, but this story shows that some politicians can be funny.  
\_\_\_\_\_ a sense of humour, but this story shows that some politicians can be funny.
5. Why did the reporter announce that the factory is staying open, when in fact it's going to close?  
Why \_\_\_\_\_ open, when in fact, it's going to close?

## Unit 3: Exercise 9

Read the active sentences. Then complete the passive sentences. You might have to change the form of some of the words. The first question has been done for you.

1. ACTIVE: A fire completely destroyed a local factory last night.  
PASSIVE: A local factory was completely destroyed last night in a fire.
2. ACTIVE: Several witnesses in nearby houses heard the noise.  
PASSIVE: \_\_\_\_\_ by several witnesses in nearby houses.
3. ACTIVE: Fortunately, the fire didn't kill anybody.  
PASSIVE: Fortunately, \_\_\_\_\_ in the fire.
4. ACTIVE: However, flying glass cut three security guards.  
PASSIVE: However, \_\_\_\_\_ by flying glass.
5. ACTIVE: People are still investigating the cause of the fire.  
PASSIVE: \_\_\_\_\_ investigated.
6. ACTIVE: However, people are treating it as an accident, not a crime.  
PASSIVE: However, \_\_\_\_\_ as an accident, not a crime.
7. ACTIVE: One possibility is that an electrical fault inside the factory caused the fire.  
PASSIVE: One possibility is \_\_\_\_\_ inside the factory.
8. ACTIVE: The police advise members of the public to stay away from the scene of the fire.  
PASSIVE: \_\_\_\_\_ to stay away from the scene of the fire.

## Unit 3: Exercise 10

Read the information. Then choose the correct words or phrases to complete the text.

### Using time markers

#### *First, firstly, at first, etc.*

- We use *firstly* / *secondly* / *thirdly* / *finally*, etc. to put a series of events in order: e.g. *There are three things you need to do. **Firstly**, you need to do X. **Secondly**, you need to do Y. **Finally**, you need to do Z.*
- We can use *first* (or *first of all*) instead of *firstly*: e.g. ***First** (of all), you need to do X.*
- We use *at first* to describe what was true at the beginning, before it changed later: e.g. ***At first**, there were only a few people. But more and more people arrived during the day.*
- We can use *first* between the subject and verb to describe the beginning of a process or the first time something happened: e.g. *I **first** met her when we were students, but we've met many times since then.*

#### *At the end / in the end*

- We use *at the end* to describe the last part of an event: e.g. ***At the end** (of the party), everyone went home.*
- We use *in the end* to describe the final (and perhaps unexpected) results: e.g. *We were really worried about his illness, but **in the end** he made a full recovery.*

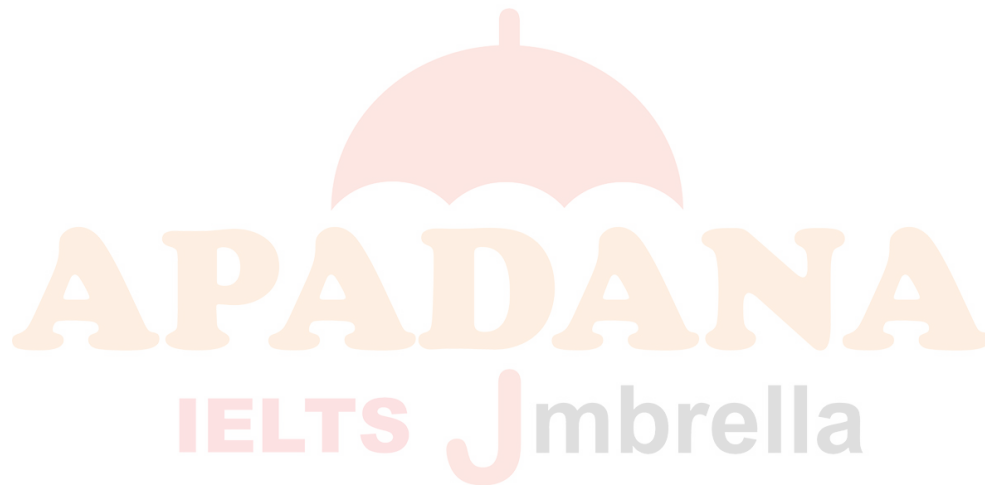
#### *While, during, meanwhile*

- After *while*, we need a clause (subject + verb): e.g. ***While** we were at the meeting, I checked my emails.*
- It's also possible to have an *-ing* clause after *while*: e.g. ***While** waiting, I checked my emails (= *While I was waiting ...*).*
- After *during*, we need a noun phrase: e.g. ***During** the meeting, I checked my emails.*
- We usually use *meanwhile* to connect two separate sentences: e.g. *He gave a really boring presentation at the meeting. **Meanwhile**, I checked my emails.*

When the robbery of a local museum was first/firstly/while reported, nobody paid it much attention. At first/First/Secondly , it was thought that nothing valuable was missing. However, it was later discovered that some valuable coins were missing.

During/ Meanwhile/While a recent press conference, an expert was asked what the thieves might do with the coins. She suggested three possibilities: At first/First/ In the end , the thieves might try to sell the coins to a collector. This was considered to be rather unlikely, as it would be easy to find the coins. Meanwhile/Second/Secondly , they might melt the coins and sell the gold from them. This was also thought to be unlikely, as the gold would be worth a lot less than the coins themselves. At the end/ Finally/Last , the coins might be sent abroad for sale in another country. This was seen as the most likely case.

During/ Meanwhile/While , the police have released a statement, announcing that they have a good idea who the thieves are. 'We are confident that we will catch them at the end/ finally/ in the end , even if it takes months, and we will return the coins to the museum.' the statement said.





## UNIT 4 READING

### Unit 4: Exercise 1

Read the title of the Reading passage and the paragraph headings (i–iii). What is the passage about? Choose the correct answers to complete the sentences.

#### The annual Busójárás celebration

- i Rituals that have continued to the present day
- ii A connection between the carnival and historical events
- iii The effect of the things people wear during the carnival

1. The topic of the Reading passage is likely to be about a traditional festival/ people's everyday habits.
2. The writer will explain why the celebration is no longer popular / is still popular .
3. The celebration might involve people dressed in special clothes/ people using special equipment .

### Unit 4: Exercise 2

Read the information. Then look at the paragraph headings (i–iii) again. Choose the key information in each heading.

It is very useful to decide what the key words are in the headings. This will help you decide what you need to find when you start reading the passage.

- i Rituals that have continued to the present day
- ii A connection between the carnival and historical events
- iii The effect of the things people wear during the carnival

4. The key word in the first heading is
  - ☐ Rituals
  - ☐ Continued
  - ☐ present day
5. The main idea of the second heading is
  - ☐ the carnival
  - ☐ historical events
6. The key information in the third heading is
  - ☐ the things people wear
  - ☐ people and carnival

## Unit 4: Exercise 3

Read the information. Then match the words and phrases in the box with the underlined key words in the headings.

After you have decided what the key words are in a heading, you can then scan (look quickly for details) the paragraph for any words or phrases that match those key words.

- i Rituals that have continued to the present day
- ii A connection between the carnival and historical events
- iii The effect of the things people wear during the carnival

a man-like figure is constructed      costumes      set on fire      makes      cloaks  
a famous battle      people from the town hold hands and dance      the man is paraded  
managed to repel the invaders

rituals	historical events	things people wear

## Unit 4: Exercise 4

Read the information. Then match the paragraph headings with the paragraphs.

In the IELTS Reading test, you may be asked to match headings with paragraphs.

First, it is a good idea to pay attention to any key words in the headings. Then, look at the paragraphs quickly, to find out what kind of information they contain. Next, read each paragraph in detail and decide which heading fits best.

### **The annual Busójárás celebration**

*Agnes Kovacs travels to a small Hungarian town to witness a local festival that has entertained people for hundreds of years*

**A** The costumes are intentionally frightening. Several people walk around the square of the small town wearing masks. The faces are red, with small eyes and large pointed teeth. Then, there are the horns. In some of the costumes, they look like goat's horns. Other masks have bull's horns. The people wear huge cloaks made of sheepskin, which make them look bigger than they really are. With the sticks and rattles they carry to make noise with, they look like monsters.

**B** This carnival has been a tradition in southern Hungary for several centuries. The town of Mohács was the site of a famous battle between the Hungarians and the Ottoman Empire 500 years ago. The Turkish army was far superior at the time and would eventually overrun most of Hungary. However, the small town of Mohács managed to repel the invaders, albeit briefly. Legend has it that the townspeople dressed up as monsters and managed to drive away the Turks.

**C** The carnival is a celebration of continued life and combines historical events with ancient traditions of chasing away the winter darkness. It is held at the end of each winter and, as in many other winter festivals around Europe, a man-like figure is constructed from straw. On the final night of the carnival, the man is paraded through the town and set on fire. People from the town hold hands and dance around the burning man until dawn.

i Rituals that have continued to the present day

ii A connection between the carnival and historic events

iii The effect of the things people wear during the carnival

4. Paragraph A \_\_\_\_\_
5. Paragraph C \_\_\_\_\_
6. Paragraph B \_\_\_\_\_

## Unit 4: Exercise 5

Read the information. Then skim read the paragraphs with the headings again. Choose the correct options to answer the questions.

It is not only the vocabulary of a paragraph that can help you understand what its main idea is. The grammar of a paragraph can also help you.

### **The annual Busójárás celebration**

*Agnes Kovacs travels to a small Hungarian town to witness a local festival that has entertained people for hundreds of years*

#### **A The effect of the things people wear during the carnival**

The costumes are intentionally frightening. Several people walk around the square of the small town wearing masks. The faces are red, with small eyes and large pointed teeth. Then, there are the horns. In some of the costumes, they look like goat's horns. Other masks have bull's horns. The people wear huge cloaks made of sheep skin, which makes them look bigger than they really are. With the sticks and rattles they carry to make noise with, they look like monsters.

#### **B A connection between the carnival and historical events**

This carnival has been a tradition in southern Hungary, for several centuries. The town of Mohács was the site of a famous battle between the Hungarians and the Ottoman Empire 500 years ago. The Turkish army was far superior at the time and would eventually overrun most of Hungary. However, the small town of Mohács managed to repel the invaders, albeit briefly. Legend has it that the townspeople dressed up as monsters and managed to drive away the Turks.

#### **C Rituals that have continued to the present day**

The carnival is a celebration of continued life and combines historical events with ancient traditions of chasing away the winter darkness. It is held at the end of each winter and, as in many other winter festivals around Europe, a man-like figure is constructed from straw. On the final night of the carnival, the man is paraded through the town and set on fire. People from the town hold hands and dance around the burning man until dawn.

1. Which paragraph mostly uses the past form of verbs? A/B/C
2. Which paragraph uses the present simple and describes things as if the writer is actually there? A/B/C
3. Which paragraph uses the present simple to talk about things that regularly happen? A/B/C

## Unit 4: Exercise 6

Read the information. Then read the headings and decide which words are the key words. Choose the correct answers.

With IELTS Reading matching headings tasks, the headings will always summarise the paragraphs. So it makes sense to look at them first before you look at the whole Reading passage. Try to spend no more than one or two minutes doing this. At this point, you only need to get a general idea of what the Reading passage is likely to be about.

5. The role of the Matariki in bringing different generations of people together

- ☐ role
- ☐ Matariki
- ☐ bringing
- ☐ different
- ☐ generations
- ☐ together

6. Different ancient legends told in New Zealand about how the Matariki were created

- ☐ ancient
- ☐ legends
- ☐ New Zealand
- ☐ How
- ☐ Matariki
- ☐ created

7. The possibility of the Matariki replacing traditional national holidays

- ☐ possibility
- ☐ Matariki
- ☐ traditional
- ☐ national
- ☐ holidays

8. Current interest in a craft once commonly associated with celebrating Matariki

- ☐ interest
- ☐ craft
- ☐ celebrating

9. The importance of the Matariki as a navigational tool in the past

- ☐ importance
- ☐ navigational
- ☐ tool
- ☐ past

10. Other cultures' legends about the origin of the seven stars

- ☐ legends
- ☐ origin
- ☐ stars

11. The Matariki's influence on customs associated with agriculture

- ☐ influence
- ☐ customs
- ☐ agriculture

12. The decline and later revival of the celebration of Matariki

- ☐ decline
- ☐ revival
- ☐ celebration
- ☐ Matariki

13. The kind of traditional dishes guests can expect to receive during Matariki

- ☐ traditional
- ☐ dishes
- ☐ guests
- ☐ receive

14. A strategy for locating the formation of the stars that make up the Matariki

- ☐ strategy
- ☐ locating
- ☐ formation
- ☐ stars
- ☐ make

## Unit 4: Exercise 7

Read the information. Then do the IELTS Reading task.

The text has seven paragraphs, A–G. Choose the correct heading for each paragraph and move it into the gap. You do not need to use all the headings.

- You have already looked through the headings. Now, read the title and look quickly over the paragraphs to get a general idea of what the passage is about.
- Read the first paragraph and decide which headings might fit and which do not.
- Read the first paragraph again in more detail and choose the one heading that fits best.
- Do the same for the other paragraphs. If you have any time at the end, check your answers. If you have the same answer for two paragraphs, you need to look again!

### **The meaning and celebration of Matariki**

*Henry Wilkes travels to New Zealand to investigate an ancient Māori tradition*

**A** Over the cliffs at Mission Bay in Auckland, New Zealand, an incredible number of kites give extra colour to the cold blue sky. It is no coincidence that so many people have gathered here to fly them; they have come together to celebrate the arrival of the Matariki, the group of seven stars that appear in mid-winter. Many of the kite fliers are Māori, descendants of the people who first arrived in New Zealand in the 13th century, but others have European ancestors, or are recent immigrants to this country. What all of them have in common is that they are keen to take part in the celebration, and a key part of this is the designing and making of a kite. The Māori used to make them out of pampas grass, flax and the bark of the mulberry tree, and would often decorate them with shells or feathers. Nowadays, although it is easy enough to make a modern plastic kite, people prefer to follow their customs and use traditional methods and materials.

**B** Before the Europeans began to arrive and settle in New Zealand, festivities associated with the Matariki were popular amongst all Māori tribes. They gradually began to disappear, eventually coming to an end with the last traditional festival held in the 1940s. It wasn't until the beginning of the 21st century that people began calling in large numbers for Matariki to be brought back as a cultural event. In 2000, around 500 people attended a community gathering and public firework display in Hastings, New Zealand, to mark the return of Matariki. This year, over 20,000 people are expected to participate in the same event. And around the rest of New Zealand, other similar events are co-ordinated.

**C** Māori have several stories about the origins of the Matariki. One is connected to their creation myth, in which the god of the weather and winds threw his eyes into the heavens, where they became the seven stars. In another version, the god of the forests, Tāne Mahuta, became jealous of a very bright star which everyone admired. He angrily threw the star to destroy it but instead it broke up into seven smaller stars. In a third myth, the main star is a

mother and the six smaller ones are her daughters. Regardless of the origins, Māori communities have traditionally celebrated in similar ways.

**D** Although Māori living in New Zealand recognise January 1st as the official start of the year, it is the appearance of the Matariki which traditionally marks the beginning of the Māori New Year. Of course, people living in different parts of the world will be able to see the cluster of seven stars at different times of year. However, for New Zealanders hoping to see the Matariki, they should keep an eye out from the second week of June. If they look towards the north-east horizon, slightly to the west of where the sun rises, they should have a good chance of spotting it in the tail of the Milky Way. Of course, it is best to get up an hour before dawn, so the stars are bright enough to be easily noticed. A pair of binoculars can come in handy, too.

**E** Like the first people to settle in Tonga, Samoa, Niue, the Cook Islands, Hawaii and Tahiti, the Māori were great sailors. All these Polynesian peoples were able to travel long distances over water by observing the position of the stars. The seven stars that made up the Matariki were especially useful due to the fact that they changed position during the year, showing a clear direction for the huge traditional canoes to follow. It's easy to see the common ancestry of the people of Polynesia when you look at the names for the Matariki in the different countries: it is *Matali 'l* in Samoa, *Makali 'l* in Hawaii, and *Mataliki* in Tonga, for example.

**F** Nowadays, as in the past, Matariki celebrations provide an excellent opportunity for communities to unite. It is a time when people reflect on the experiences of the year which has just passed, give thanks for the good things they have received from the land and the sea, and look forward to the year ahead. It is also the perfect time for older members of the extended family or local tribe to share their knowledge with the young. They may teach them traditional songs or stories, demonstrate old ways of fishing or catching eels, or show them how to prepare *hangi* (food which is cooked on heated stones in a hole in the ground). For many Māori children, this contact and experience gives them a strong sense of cultural identity and belonging.

**G** While Māori arts such as carving and weaving were practised during Matariki celebrations in the past, the arrival of the seven stars had another significant role. Māori decided when to plant their crops according to how easily the stars could be seen. If they were clear and bright, Māori believed that the growing season would be a productive one, and they would plant their crops in September. But if they appeared to be out-of-focus and closer together than usual, they knew that the winter was going to be an extremely cold one. This meant they wouldn't start planting until October. But Matariki also occurred at harvest time, so there was plenty of food to share around between family members and visitors. This kind of feasting is still very much part of the modern celebrations.



ii Different ancient legends told in New Zealand about how the Matariki were created

iii The possibility of the Matariki replacing traditional national holidays

iv Current interest in a craft once commonly associated with celebrating Matariki

ix The kind of traditional dishes guests can expect to receive during Matariki

i The role of the Matariki in bringing different generations of people together

vi Other cultures' legends about the origin of the seven stars

vii The Matariki's influence on customs associated with agriculture

viii The decline and later revival of the celebration of Matariki

v The importance of the Matariki as a navigational tool in the past

x A strategy for locating the formation of the stars that make up the Matariki

Paragraph A \_\_\_\_\_

Paragraph B \_\_\_\_\_

Paragraph C \_\_\_\_\_

Paragraph D \_\_\_\_\_

Paragraph E \_\_\_\_\_

Paragraph F \_\_\_\_\_

Paragraph G \_\_\_\_\_

## Unit 4: Exercise 8

What was the information you needed to find the correct headings in Exercise 8? Match the underlined information in the headings with the information from the passage.

### **The meaning and celebration of Matariki**

*Henry Wilkes travels to New Zealand to investigate an ancient Māori tradition*

#### **A Current interest in a craft once commonly associated with celebrating Matariki**

Over the cliffs at Mission Bay in Auckland, New Zealand, an incredible number of kites give extra colour to the cold blue sky. It is no coincidence that so many people have gathered here to fly them; they have come together to celebrate the arrival of the Matariki, the group of seven stars that appear in mid-winter. Many of the kite fliers are Māori, descendants of the people who first arrived in New Zealand in the 13th century, but others have European ancestors, or are recent immigrants to this country. What all of them have in common is that they are keen to take part in the celebration, and a key part of this is the designing and making of a kite. The Māori used to make them out of pampas grass, flax and the bark of the mulberry tree, and would often decorate them with shells or feathers. Nowadays, although it is easy enough to make a modern plastic kite, people prefer to follow their customs and use traditional methods and materials.

#### **B The decline and later revival of the celebration of Matariki**

Before the Europeans began to arrive and settle in New Zealand, festivities associated with the Matariki were popular amongst all Māori tribes. They gradually began to disappear, eventually coming to an end with the last traditional festival held in the 1940s. It wasn't until the beginning of the 21st century that people began calling in large numbers for Matariki to be brought back as a cultural event. In 2000, around 500 people attended a community gathering and public firework display in Hastings, New Zealand, to mark the return of Matariki. This year, over 20,000 people are expected to participate in the same event. And around the rest of New Zealand, other similar events are co-ordinated.

#### **C Different ancient legends told in New Zealand about how the Matariki were created**

Māori have several stories about the origins of the Matariki. One is connected to their creation myth, in which the god of the weather and winds threw his eyes into the heavens, where they became the seven stars. In another version, the god of the forests, Tāne Mahuta, became jealous of a very bright star which everyone admired. He angrily threw the star to destroy it but instead it broke up into seven smaller stars. In a third myth, the main star is a mother and the six smaller ones are her daughters. Regardless of the origins, Māori communities have traditionally celebrated in similar ways.

### **D A strategy for locating the formation of the stars that make up the Matariki**

Although Māori living in New Zealand recognise January 1st as the official start of the year, it is the appearance of the Matariki which traditionally marks the beginning of the Māori New Year. Of course, people living in different parts of the world will be able to see the cluster of seven stars at different times of year. However, for New Zealanders hoping to see the Matariki, they should keep an eye out from the second week of June. If they look towards the north-east horizon, slightly to the west of where the sun rises, they should have a good chance of spotting it in the tail of the Milky Way. Of course, it is best to get up an hour before dawn, so the stars are bright enough to be easily noticed. A pair of binoculars can come in handy, too.

### **E The importance of the Matariki as a navigational tool in the past**

Like the first people to settle in Tonga, Samoa, Niue, the Cook Islands, Hawaii and Tahiti, the Māori were great sailors. All these Polynesian peoples were able to travel long distances over water by observing the position of the stars. The seven stars that made up the Matariki were especially useful due to the fact that they changed position during the year, showing a clear direction for the huge traditional canoes to follow. It's easy to see the common ancestry of the people of Polynesia when you look at the names for the Matariki in the different countries: it is *Matali'l* in Samoa, *Makali'l* in Hawaii, and *Mataliki* in Tonga, for example.

### **F The role of Matariki in bringing different generations of people together**

Nowadays, as in the past, Matariki celebrations provide an excellent opportunity for communities to unite. It is a time when people reflect on the experiences of the year which has just passed, give thanks for the good things they have received from the land and the sea, and look forward to the year ahead. It is also the perfect time for older members of the extended family or local tribe to share their knowledge with the young. They may teach them traditional songs or stories, demonstrate old ways of fishing or catching eels, or show them how to prepare *hangi* (food which is cooked on heated stones in a hole in the ground). For many Māori children, this contact and experience gives them a strong sense of cultural identity and belonging.

### **G Matariki's influence on customs associated with agriculture**

While Māori arts such as carving and weaving were practised during Matariki celebrations in the past, the arrival of the seven stars had another significant role. Māori decided when to plant their crops according to how easily the stars could be seen. If they were clear and bright, Māori believed that the growing season would be a productive one, and they would plant their crops in September. But if they appeared to be out-of-focus and closer together than usual, they knew that the winter was going to be an extremely cold one. This meant they wouldn't start planting until October. But Matariki also occurred at harvest time, so there was plenty of food to share around between family members and visitors. This kind of feasting is still very much part of the modern celebrations.

Crops , plant and harvest	disappear brought back	making traditional kites
myth and origins	sailors spotting	unite

1. What *craft* is mentioned in paragraph A? \_\_\_\_\_
2. What words also mean *decline* and *revival*? \_\_\_\_\_
3. What words have similar meanings to *legend* and *created*? \_\_\_\_\_
4. What word has a similar meaning to *locating*? \_\_\_\_\_
5. What type of people need to use *navigational tools*? \_\_\_\_\_
6. What word also means *bring ... people together*? \_\_\_\_\_
7. What words are associated with the idea of *agriculture*? \_\_\_\_\_

## Unit 4: Exercise 9

Think about some of the skills you needed when you approached the IELTS Reading test in this unit.

Choose the correct options.

You needed to:

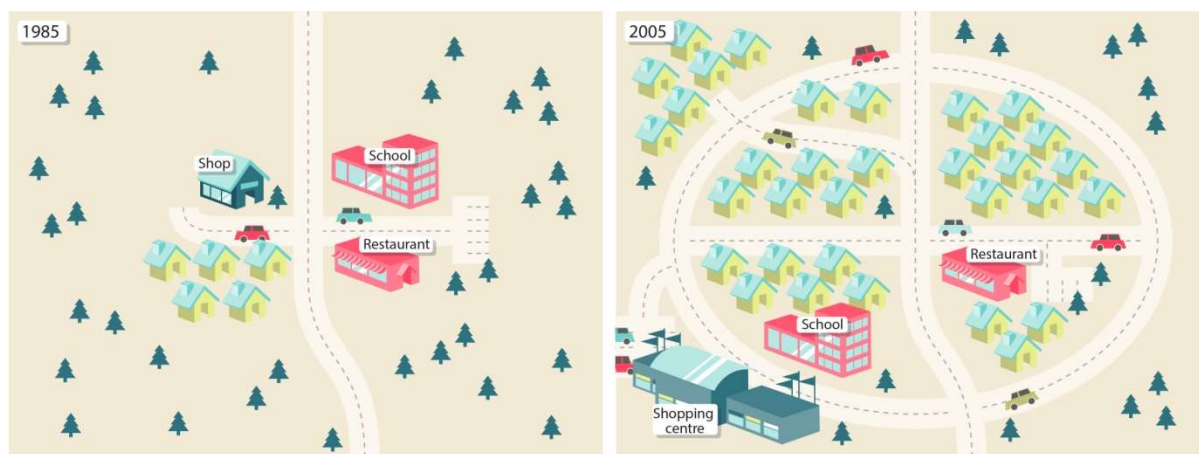
- ☐ start by reading the whole passage in detail.
- ☐ identify the topic of the Reading passage before you started reading.
- ☐ understand almost every word in the passage.
- ☐ decide what you needed to find before you started reading.
- ☐ decide what the key information is in each heading.
- ☐ read the Reading passage once only.
- ☐ decide what the writer's main idea is, in each paragraph.

## UNIT 4 WRITING

### Unit 4: Exercise 1

In IELTS Writing Task 1, you may be asked to describe one or two maps.

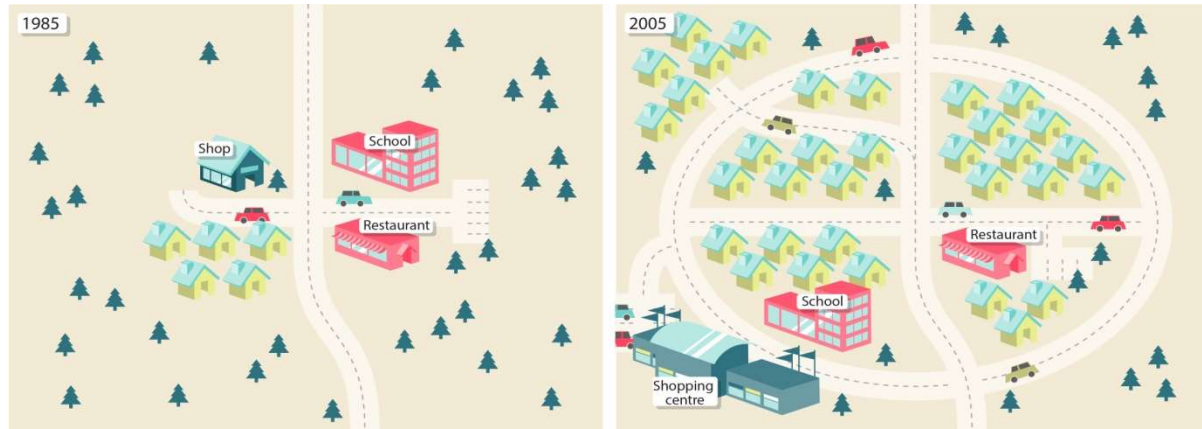
Look at the two maps. Then choose the correct words to complete the sentences.



1. The pictures show/compare two maps.
2. The maps show changes/improvements over time.
3. The map changes need to be described/explained in your report.
4. The maps show different times in the future/past .
5. The first map shows the location before new facilities/shops were built.
6. The second map displays the same location after development/ change .

## Unit 4: Exercise 2

Choose the correct words and phrases to complete the report.



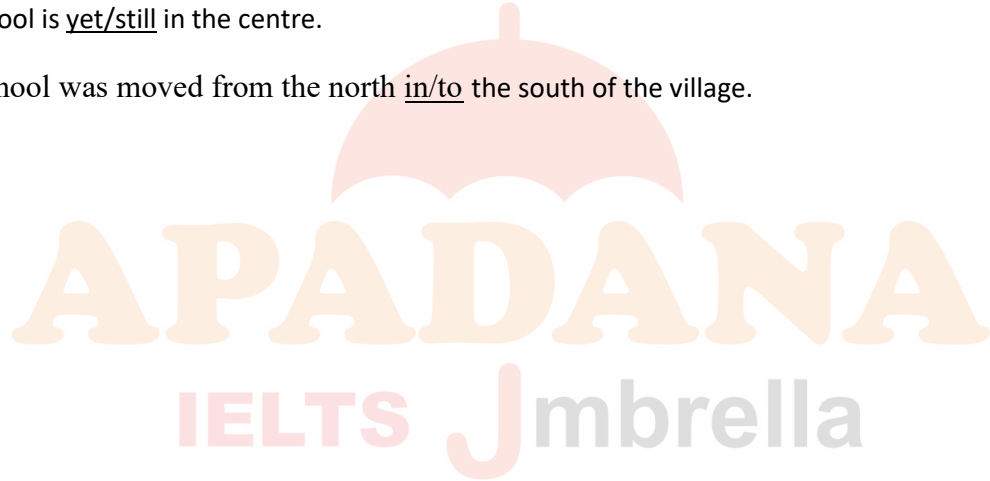
The two maps show the layout of Green Village in different years. The first one shows the village in 1985 and the second shows how it looked in 2005. Overall/To begin, it can be seen that the village has been extended and enlarged in almost all areas.

Although / To begin, the biggest change is that a new road was built around the village. As a result/ Regarding this the village has had several new developments: new houses were built both in the centre and out of the village. In addition to/ As a result of these, a new shopping centre was built on the southern edge of the village. As a result of/ Overall this, we can see that the small shop in the middle of the village disappeared. However/ Although, the restaurant remained in the same location in the centre of the village. Although/ However the school is still in the centre, it was moved from the north to the south of the village.

## Unit 4: Exercise 3

Choose the correct words to complete the sentences.

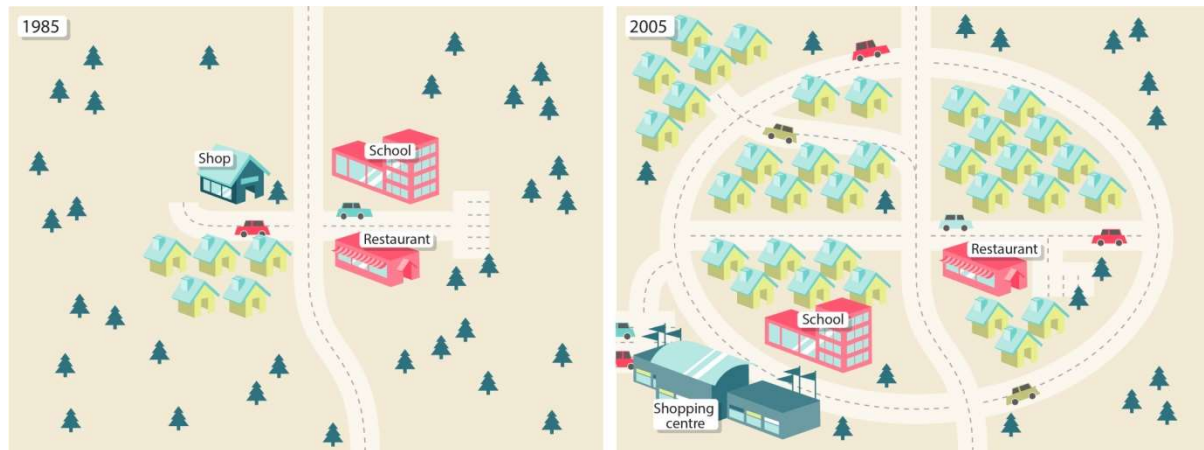
1. The village has/has been extended and enlarged.
2. A new road was built around / through the village.
3. New houses were built either/both in the centre and out of the village.
4. A new shopping centre was built in/on the southern edge of the village.
5. The/A small shop in the middle of the village disappeared.
6. The restaurant remained in the same location in the centre/inside of the village.
7. The school is yet/still in the centre.
8. The school was moved from the north in/to the south of the village.





## Unit 4: Exercise 4

Read the report again, this time looking at the words and phrases in bold. Then answer the questions.



The two maps show the layout of Green Village in different years. **The first one shows the village in 1985** and the second shows how it looked in 2005. Overall, **it can be seen** that the village has been extended and enlarged in almost all areas.

To begin, the biggest change is that a new road was built around the village. As a result, the village has had several new developments: new houses were built both in the centre and out of the village. **In addition to these, a new shopping centre was built on the southern edge of the village. As result of this, we can see that the small shop in the middle of the village disappeared.** However, the restaurant remained in the same location in the centre of the village. Although the school is still in the centre, it was moved from the north to the south of the village.

1. *The first one shows the village in 1985 ...*

In this sentence, *one* refers to the first map/ the first difference/ the first year.

2. *... it can be seen.*

Here, *it* refers to the maps/ the village/ we (can see).

3. *In addition to these, a new shopping centre was built on the southern edge of the village.*

In this sentence, *these* refers to new developments/ new shops/ new houses.

4. *As a result of this, we can see that the small shop in the middle of the village disappeared.*

In this sentence, *this* refers to the increase in the number of houses/ the new road/ the new shopping centre



## Unit 4: Exercise 5

Look at the maps. Then put the sentences in the correct order to complete the report.



The two maps show the layout of Green Village in different years.

The first one shows the village in 1985 and the second shows how it looked in 2005.

Although the school is still in the centre, it was moved from the north to the south of the village.

Overall, it can be seen that the village has been extended and enlarged in almost all areas.

In addition to these, a new shopping centre was built on the southern edge of the village.

As a result of this, we can see that the small shop in the middle of the village disappeared.

However, the restaurant remained in the same location in the centre of the village.

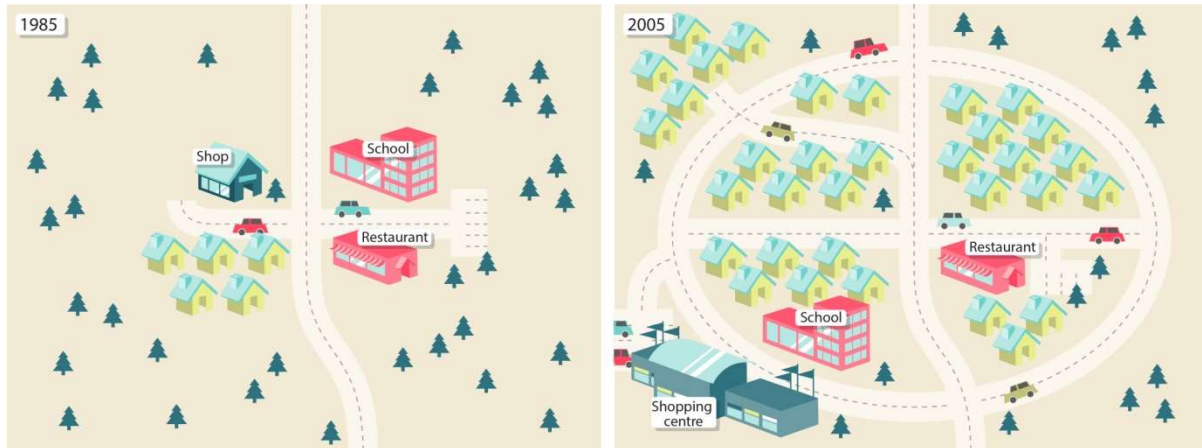
To begin, the biggest change is that a new road was built around the village.

As a result, the village has had several new developments: new houses were built both in the centre and out of the village.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

## Unit 4: Exercise 6

Look at the maps again. Then complete the sentences using the words in the box. You can use the words more than once.

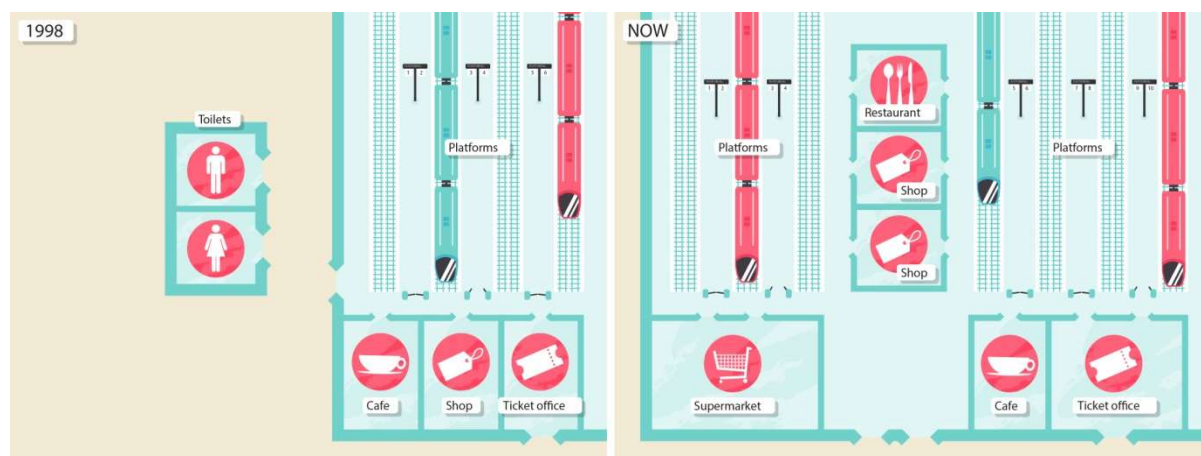


These      this      with

1. There were many changes between 1985 and 2005. \_\_\_\_\_ changes resulted in a much larger village.
2. The school was moved to the south. \_\_\_\_\_ made space for more houses.
3. The shopping centre, \_\_\_\_\_ is outside the village, led to the local shop closing down.
4. New housing was built all around the village. \_\_\_\_\_ changed its character completely.
5. Originally there were only four things on the map. \_\_\_\_\_ were located around a crossroads.
6. The village, \_\_\_\_\_ was very small in 1985, was much larger by 2005.

## Unit 4: Exercise 7

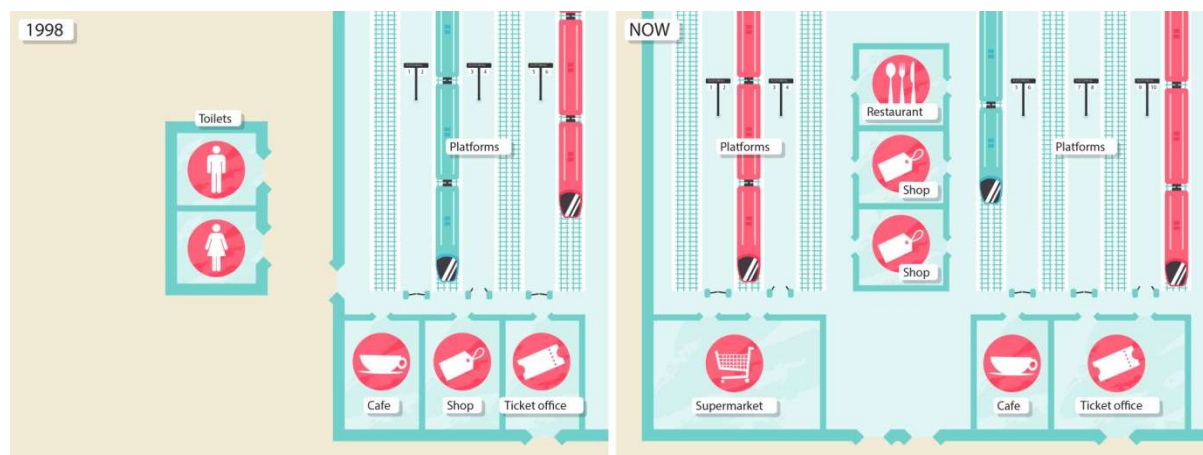
Look at the maps of a railway station in 1998 and now. Then look at the things which have changed and match them with the correct verbs. You can use one verb more than once.



	Increased	extended	removed	built
1. number of platforms				
2. supermarket				
3. old shop				
4. ticket office				
5. toilets				

## Unit 4: Exercise 8

Look at the maps again. Then choose the correct words to complete the report. You will need to use some words more than once.



Café	platforms	restaurant	shops	ticket office	toilets
------	-----------	------------	-------	---------------	---------

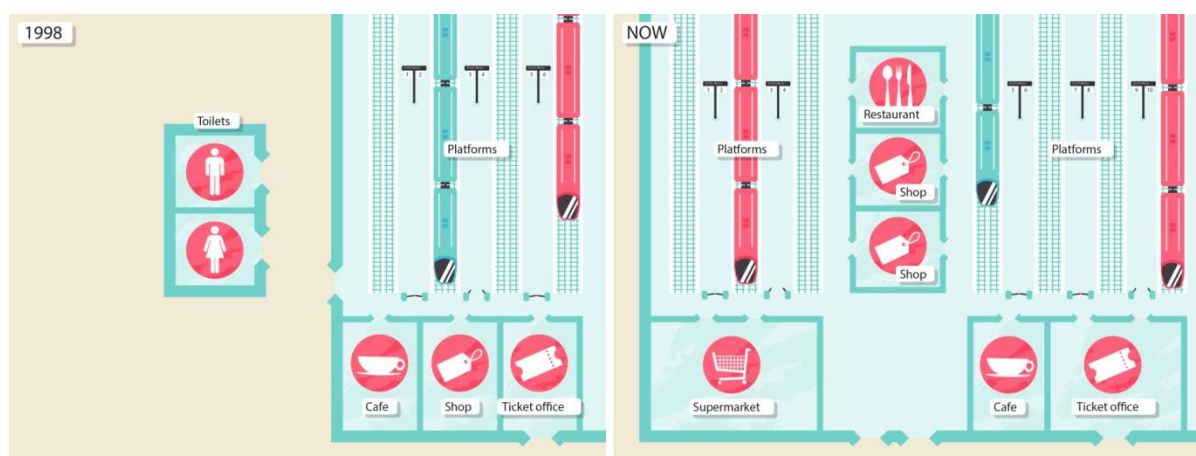
The maps show Shebdon Railway Station in 1998 and the present day. We can see that the station has been expanded, with significantly more facilities available to customers now compared with 1998. Firstly, the station has been developed and the number of \_\_\_\_\_ has increased.

In 1998, there were only four platforms but today there are seven. A \_\_\_\_\_ has been added between the new and old platforms and the number of \_\_\_\_\_ has grown, as there are now two shops situated next to the restaurant and the old shop has been removed. The \_\_\_\_\_ remains in the same place but has been extended and is now much larger.

The \_\_\_\_\_ has also stayed in roughly the same place, which is at the bottom of the old platforms. The \_\_\_\_\_ were previously in a separate building next to the platforms, but they have now disappeared. A new supermarket has been built at the bottom of the new \_\_\_\_\_.

## Unit 4: Exercise 9

Look at the maps again. Then choose the correct words to complete the sentences.



1. Firstly, the station is been/has been developed.
2. The number of platforms increased /has increased .
3. A new restaurant has been/have been added.
4. The number of shops have grown/has grown .
5. The ticket office is been/has been extended.
6. The café stays /had stayed in roughly the same place.
7. The building for the toilets have been/has disappeared.
8. A new supermarket has/has been built at the bottom of the new platforms.





## UNIT 4 LISTENING

### Unit 4: Exercise 1

Read the information. Then read the statements about Section 3 of the IELTS Listening test.

Decide if the statements are True or False. Choose the correct answers.

In Section 3 of the IELTS Listening test, you will hear a conversation, with a maximum of four people taking part. They will be talking in an academic context. You will hear this conversation only once, and you will have a short period of time to read the questions before listening.

1. In this part of the test, you might hear someone giving a lecture.
  - ☐ True
  - ☐ False
2. You might hear a pair or a group of students planning a presentation for a seminar.
  - ☐ True
  - ☐ False
3. You might hear someone complaining, for example in a shop or a hotel.
  - ☐ True
  - ☐ False
4. You might hear people discussing what to do, and arriving at a set of decisions.
  - ☐ True
  - ☐ False
5. You might hear someone describing a past experience.
  - ☐ True
  - ☐ False

## Unit 4: Exercise 2

Read the information. Then, listen to a conversation between two students.

Complete the conversation with the words you hear.

When people talk, they often have a purpose, in other words, they want to achieve something. Their language has a *function*. For example, they may want to agree or disagree, start a new topic, or explain something. Often, the words we use have specific functions. For example, we can use *however* to contrast different things, or *you mean ...?* to check if we have understood correctly what someone said.

**A:** So, have you studied anything for our seminar next week, Kara?

**B:** On the topic of lying? Yes, it's an interesting subject. I've been reading lots of articles. For example, I read that when some people tell lies, they don't make eye contact with the person they're speaking to.

\_\_\_\_\_, in some cultures, avoiding eye contact is a sign of respect.

**A:** That's interesting. I read that in the US, police have been able to find out whether people are lying using technology.

**B:** \_\_\_\_\_ with machines?

**A:** \_\_\_\_\_. Machines can tell us a lot, apparently.

**B:** \_\_\_\_\_, it's usually possible to tell if someone's lying from their body language, isn't it?

**A:** Some people think so, yes.

**B:** I'd say that it's easy to find out if someone's a liar.

**A:** That's not always true, \_\_\_\_\_, because liars often believe the things they're saying.

**B:** Another interesting thing is that people are less likely to lie when they're face-to-face with you – \_\_\_\_\_, when they're right in front of you.



play.MP3



## Unit 4: Exercise 3

Read the information. Then read and listen to the extracts. Look at the underlined words and phrases. What are the students doing when they speak? Match the functions in the box with the extracts.

- People often use 'so' at the beginning of a question when they want to raise a new topic or idea to discuss.
- We can use 'actually' when we want to say how something *really* is. We often use it when we are correcting someone

**A:** So, have you studied anything for our seminar next week, Kara?

**B:** On the topic of lying? Yes, it's an interesting subject. I've been reading lots of articles. For example, I read that when some people tell lies, they don't make eye contact with the person they're speaking to. However, in some cultures, avoiding eye contact is a sign of respect.

**A:** That's interesting. I read that in the US, police have been able to find out whether people are lying using technology.

**B:** You mean with machines?

**A:** Exactly. Machines can tell us a lot, apparently.

**B:** So, it's usually possible to tell if someone's lying from their body language, isn't it?

**A:** Some people think so, yes.

**B:** I'd say that it's easy to find out if someone's a liar.

**A:** That's not always true, actually, because liars often believe the things they're saying.

**B:** Another interesting thing is that people are less likely to lie when they're face-to-face with you – you know, when they're right in front of you.



play.MP3

agreeing strongly with what the other person said	checking what someone meant
contrasting different things	correcting the other person
	explaining what you meant
suggesting a new thing to talk about	

1. When some people tell lies, they don't make eye contact with the person they're speaking to. **However**, in some cultures, avoiding eye contact is a sign of respect. \_\_\_\_\_
2. **You mean** with machines? \_\_\_\_\_
3. **Exactly**. Machines can tell us a lot, apparently \_\_\_\_\_
4. **So**, it's usually possible to tell if someone's lying from their body language, isn't it? \_\_\_\_\_
5. That's not always true, **actually**, because liars often believe the things they're saying \_\_\_\_\_
6. People are less likely to lie when they're face-to-face with you – **you know**, when they're right in front of you. \_\_\_\_\_

## Unit 4: Exercise 4

Read the next part of the conversation. Why do the speakers use the words and phrases in bold?

Choose the correct answers to complete the statements.

**B:** Another interesting thing is that people are less likely to lie when they're face-to-face with you – you know, when they're right in front of you.

**A:** Really?

**B:** Yes, **apparently**, we lie more in writing than we do face-to-face.

**A:** You mean people lie more in texts and emails, and on social media?

**B:** Exactly. **It appears that** the further you are from the person you're communicating with, the easier it is to lie.

**A:** So, it's easier to tell a big lie when you're writing?

**B:** Actually, the article said that the lies are usually minor ones ...

**A:** That's interesting. **It might be** because when you're in front of someone, you have to control your body language. However, when you're writing, you don't have to worry about body language at all. That makes things easier, **doesn't it?**

**B:** That's right. And **according to** the article I read, **perhaps** it's also because you have more time to think when you're writing. People **seem to** have more time to think of a convincing lie.

1. **apparently/perhaps/seem to:** The speakers use these words and phrases because they don't know/know that what they are saying is 100% true, or because they don't want to make their opinions sound too strong.
2. **It appears that/It might be/according to:** People don't often/often use words and phrases like this in academic contexts.
3. **doesn't it?:** We can use questions like *isn't it?* or *doesn't it?* To invite someone else to give their opinion/ finish the conversation.
4. We use **apparently** and **according to** to report someone else's opinion/ to give our own opinion about something.

## Unit 4: Exercise 5

In the next exercise you will hear two students preparing for a seminar presentation on the topic of ‘recognising why and when people tell lies’.

Match the words in the box with the correct definitions.

Body language	detect	dishonest	fake	lie	pretend	psychologist
survey						

- behaving in a way that is not truthful: \_\_\_\_\_
- to behave like something is true when you know that it's not: \_\_\_\_\_
- someone who studies the human mind and human emotions and behaviour: \_\_\_\_\_
- something that is not real: \_\_\_\_\_
- the movements or position of your body that show other people how you are feeling: \_\_\_\_\_
- to say or write something that is not true: \_\_\_\_\_
- to notice or discover something, usually by using a special method: \_\_\_\_\_
- a study of opinions or behaviour by asking people questions: \_\_\_\_\_


## Unit 4: Exercise 6

Read the information. Then listen to extracts from a conversation between the two students.

Complete the extracts with the words you hear.

When speakers are sure about something, they emphasise it, using language like *will* or *should*.

Speakers can also emphasise special information by introducing it with phrases like *The thing is ...*

<ol style="list-style-type: none"> <li>1. _____ men lie more than women. I think they're all equally dishonest!</li> <li>2. _____ children lie all the time, but it's possible that they don't realise that they are lying. They think they are just playing.</li> <li>3. A lot of people lie in order to get a job. We _____ see that as normal, regardless of how we feel about it.</li> <li>4. _____ everyone tells lies. Not everyone is dishonest.</li> <li>5. If a person is very smart, you _____ never know whether he or she has lied to you or not.</li> <li>6. Many people tell small lies, _____ if they think they won't get caught out.</li> </ol>	 play.MP3
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## Unit 4: Exercise 7

Read the sentences from the conversation and decide how the speakers feel.

Choose the correct options.

1. I **doubt** if men lie more than women. sure that something is true/ sure that something isn't true
2. **The thing is** children lie all the time, but it's possible that they don't realise that they are lying. sure that something is true/ sure that something isn't true
3. A lot of people lie in order to get a job. We **should** see that as normal, regardless of how we feel about it. sure that something is true/ sure that something isn't true
4. **I don't think** everyone tells lies. sure that something is true/ sure that something isn't true
5. If a person is very smart, you **will** never know whether he or she has lied to you or not. sure that something is true/ sure that something isn't true
6. Many people tell small lies, **especially** if they think they won't get caught out. sure that something is true/ sure that something isn't true

## Unit 4: Exercise 8

Read the information. Then, listen to the next part of the conversation. What comment, 1–3, do the students make about the topic?

Choose the correct answer.

In the IELTS Listening test, you may be asked to decide what comment a speaker made on a topic. Listen carefully, and then choose the best option. All the options may use similar words from the conversation, but only one will be correct.

**A:** Another thing I read was that a lot of people lie in order to get something they really want, like a job. We should see that as normal, regardless of how we feel about it.

**B:** Yes, but I doubt if these are big lies. These are just small ones, like making your CV sound a little bit better than it really is.

**A:** Or making it sound like the job you did was a bit more important than it really was.

**B:** Exactly. I don't think many people would put a huge lie on their CV.

**A:** No, especially because their lie would be found out sooner or later.

**B:** The thing is, that's what job interviews are for. So the employers can find out how honest the job candidate really is.

**A:** Yes, because it's more difficult to lie face-to-face, when you're in front of another person.

**B:** Especially in a job interview, when you're in front of two or three people.



play.MP3

### Topic

People lie in order to get work.

### Comment

- 1 They put large lies on their CV.
- 2 A lot of people lie in job interviews.
- 3 Big lies will be discovered.

## Unit 4: Exercise 9

What comments do the students make for each of the following topics related to lying?

Listen and choose five answers and write the correct letters, A–G, next to the topics 1–5.

- Look quickly through the topics 1–5 before listening. The speakers will go through these topics in the same order.
- Study the list of comments carefully and be prepared to listen for things the speakers say that have a similar meaning.
- Listen and pay attention to how the speakers comment on each topic. At the same time, look through the comments and choose the one which seems to fit best.
- After listening, go back and make sure you are happy with the comment you chose for each topic.

**Presenter:** You will hear two students, called Christina and Dan, preparing for a seminar presentation on the topic of ‘recognising why and when people tell lies’.

**Christina:** So, did you find anything interesting when you were doing the research?

**Dan:** Well, I read a good article about children lying. It makes the point that parents in all cultures tell their children off if they’re dishonest. They say ‘You mustn’t tell lies.’ However, when children are about six, they start to realise that parents lie, too.

**Christina:** How?

**Dan:** Well, parents might say to a child ‘If your little sister wants another biscuit, we should tell her that they’re all finished.’ So learning to lie is something that children are taught to do by their parents.

**Christina:** So, that’s dishonest, isn’t it?

**Dan:** In a way. But the parents probably don’t see it as lying, they’re trying to get the child to do what they want. The thing is that then, the child starts lying to get what he or she wants, too! So, when children lie, we should actually see this as a normal part of their development.

**Christina:** Right. That seems like a good point to include in the presentation. One of the things I was interested in is people telling ‘white lies’ – you know, small lies to make other people feel better. According to one survey, it seems that women tell about 30 white lies a day, whereas men tell about eight.

**Dan:** It won’t come as a surprise that people tell white lies to make other people feel more positive, but we should mention the number of lies. That



play.MP3

will be surprising to people.

**Christina:** What else did you find interesting?

**Dan:** Professor Miller mentioned body language, didn't she? You know, if someone keeps moving from foot to foot, or has their arms folded across their chest – psychologists used to say 'That's a sure sign of lying! But now we know that's not true.'

**Christina:** So, if people are looking for those kinds of body language signals, they may completely misunderstand what's going on?

**Dan:** Yes. Especially because gestures have different meanings in different cultures.

**Christina:** For example, a lack of eye contact might be a sign of respect, not of dishonesty.

**Dan:** Exactly. What about people lying online? You know, someone posts a fake review of a restaurant they've never actually been to.

**Christina:** Well, apparently there is a problem with people writing fake reviews, but the thing is, journalists are always writing about it and saying how awful the situation is, when actually, according to Professor Edwards, it's just a small minority of people that do this.

**Dan:** So, just newspaper hysteria?

**Christina:** Right. So shall we say something about being dishonest at university?

**Dan:** You mean, pretending you wrote something when really you just copied it from somewhere?

**Christina:** Yes.

**Dan:** That's really serious. Like, if you get caught, you might be asked to leave the course.

**Christina:** I don't think everyone knows that tutors have software programmes that only take a few seconds to identify whether the work is yours, or whether you've copied something.

**Dan:** OK, why don't we start with that point?

### Comments

- A It has unexpected statistics.
- B It may not show how people really feel.
- C It is something that people learn to do.
- D It gets lots of media attention.
- E It may have an unexpected positive outcome.
- F It can be detected easily.
- G It is becoming less common.

### Topics related to lying

1. Children lying \_\_\_\_\_
2. telling 'white' lies \_\_\_\_\_
3. body language \_\_\_\_\_
4. being dishonest online \_\_\_\_\_
5. lying about academic work \_\_\_\_\_

## UNIT 4 SPEAKING

### Unit 4: Exercise 1

Put the letters in the correct order to complete the collocations you can use to talk about travel and transport.

Y d I l r f n e

1. Environmentally \_\_\_\_\_

J m a s

2. Traffic \_\_\_\_\_

I n l I r e s a

3. Budget \_\_\_\_\_

M I e s s s o I n

4. carbon \_\_\_\_\_

E k t I t c

5. season \_\_\_\_\_

C e I e n f I c f y

6. fuel \_\_\_\_\_

C r a

7. electric \_\_\_\_\_

E t I s a c d n

8. long- \_\_\_\_\_



## Unit 4: Exercise 2

Complete the travel words and phrases. Use the words in the box. Then watch the video and check your answers.

Air pollution	air travel	cars	cars	jams	place to another	the pavement
		transport	travel			

1. public \_\_\_\_\_
2. traffic \_\_\_\_\_
3. walk on \_\_\_\_\_
4. \_\_\_\_\_ long distances
5. go from one \_\_\_\_\_
6. reduce \_\_\_\_\_
7. electric \_\_\_\_\_
8. cheap \_\_\_\_\_
9. environmentally-friendly \_\_\_\_\_



play.MP4

## Unit 4: Exercise 3

Choose the correct words to complete the sentences about travel and transport. Use the words in the box.

Air	distance	domestic	efficiency	electric	forms	friendly	jams
			season	ticket			

1. An advantage of walking to work is that you avoid traffic \_\_\_\_\_
2. Cycling is good for the environment because it reduces \_\_\_\_\_ pollution.
3. It's cheaper to use the train if you buy a \_\_\_\_\_ ticket.
4. My father prefers to use the car for long-\_\_\_\_\_ journeys.
5. I like all \_\_\_\_\_ of transport. I love to travel!
6. It's usually more economical to buy a return \_\_\_\_\_ instead of two singles.
7. I don't like flying so I prefer to take the train instead of \_\_\_\_\_ flights.
8. Do you think that \_\_\_\_\_ cars will be cheaper in the future?
9. Fuel \_\_\_\_\_ is thought to be better in diesel than petrol cars.
10. Public transport is popular in our city because it's environmentally \_\_\_\_\_ and cheap.

## Unit 4: Exercise 4

Read and complete the conversation from IELTS Speaking Part 3. Use the words in the box.

Then watch the video and check your answers.

Yes,	comfort	developed	distances	forms	private	public	take
		relatively	using	wait			

**Examiner:** ... Let's consider, first of all, types of transport. Which are the most popular \_\_\_\_\_ of transport in your country?

**Student:** I believe it's mostly \_\_\_\_\_ transport, ... because it's easy to use and it's relatively cheap ...

**Examiner:** So, has public transport in Dubai been \_\_\_\_\_ fairly recently?

**Student:** ... \_\_\_\_\_ it's \_\_\_\_\_ easy and cheap.

**Examiner:** How do people travel long \_\_\_\_\_ in your country?

**Student:** They prefer public transport to go from city to city. For example, you can \_\_\_\_\_ a bus.

**Examiner:** What are the disadvantages of \_\_\_\_\_ public transport?

**Student:** I think a disadvantage would be the crowds, because you have to \_\_\_\_\_ in line to get a ticket.

**Examiner:** In your own, \_\_\_\_\_ car you would probably arrive later, wouldn't you?

**Student:** Yes, but you would have your own space and \_\_\_\_\_



play.MP4

## Unit 4: Exercise 5

It's important not to run out of things to say in the IELTS Speaking test.

Complete the table with some words and phrases you can use to develop a conversation.

In general, ...	That's why ...	I would/wouldn't say that ...	For example, ...
... which/that ...	Not at all.	... relatively ...	Let's consider, first of all, ...
While ...	Another point is ...	... mostly ...	Yes, of course ...
	Lastly, ...	You know ...	... whereas ...

Conversation fillers	Generalising	Comparing and contrasting ideas

Ordering your ideas	Explaining your ideas
Firstly, ...	

## Unit 4: Exercise 6

Complete the conversation from IELTS Part 3 using the words and phrases in the table.

Then watch the video and check your answers.

Ordering your ideas	Generalising	Explaining your ideas
Firstly, ... Let's consider first of all ... Another point is ... Lastly, ...	In general, ... I would/wouldn't say that ... mostly	For example, which/that ... That's why ...
Comparing and contrasting ideas	Conversation fillers	
While ... ... whereas relatively ...	You know ... Yes, of course ... Not at all.	

**Examiner:** Let's consider, first of all, types of transport. Which are the most popular forms of transport in your country?

**Student:** I believe it's \_\_\_\_\_ public transport, because it's easy to use and \_\_\_\_\_ cheap.

**Examiner:** So, has public transport in Dubai been developed fairly recently?

**Student:** Yes, it now has trams and buses which take people from Dubai to other cities.

**Examiner:** So, people are using their private cars less?

**Student:** I \_\_\_\_\_ say that, because there's so much traffic.

**Examiner:** How do people travel long distances in your country?

**Student:** They prefer public transport because it's \_\_\_\_\_ cheap.

**Examiner:** What are the disadvantages of using public transport?

**Student:** I think a disadvantage would be the crowds because you have to wait in line to get a ticket, that's \_\_\_\_\_ .

**Examiner:** Let's move on now to talk about changes in transport. Tell me, how has transport changed over the last few decades?

**Student:** The government has recently opened a tram system and the Dubai metro, which they are expanding.

**Examiner:** So, do you really need buses if you have the tram or metro?

**Student:** Buses are more usual because they travel from Dubai to Sharjah or Abu Dhabi, \_\_\_\_\_ the metro and tram is only in Dubai.

**Examiner:** Do you think people will be using different types of transport in the future?

**Student:** In my opinion, I believe people might be using electronic cars.



play.MP4

## Unit 4: Exercise 7

Complete the table with some more useful words and phrases you can use to develop a conversation in IELTS Speaking Part 3. The first one has been done for you.

It has been predicted that ...	Well, ...	Let's move on now to talk about ...
However, ...	To begin with, ...	In spite of this/that, ...
For instance, ...	Right, OK ...	It's usual/usually ...
I'd like to add that ...	In my opinion, ...	To sum up, ...

Conversation fillers	Generalising	Comparing and contrasting ideas

Ordering your ideas	Explaining your ideas
Firstly, ...	

## Unit 4: Exercise 8

Read the examiner's questions. Choose the correct words and phrases to complete the student's answers.

1. **Examiner:** Let's consider, first of all, types of transport. Which are the most popular forms of transport in your country?  
**Student:** Right/ That's why/Well , I would say buses are popular for getting around cities.
2. **Examiner:** Has public transport in your city been developed or improved recently?  
**Student:** Yes, the stations are often modernized despite/however/ in spite of the London Underground being over 150 years old.
3. **Examiner:** Do people use private cars much in your country?  
**Student:** Traffic jams are a common problem, so I 'd like to add/will/would say that private cars are still overused.
4. **Examiner:** How do people travel long distances in your country?  
**Student:** Trains are never/plus/ relatively inexpensive, so this is how people generally prefer to travel.
5. **Examiner:** What are the disadvantages of using public transport?  
**Student:** It's often unreliable, because of this/ in spite of this/plus , it can be expensive.
6. **Examiner:** Let's move on now to talk about changes in transport. Tell me, how has transport changed over the last few decades?  
**Student:** Mostly/No/Right , OK ... well, I think that the government is reducing carbon emissions by improving public transport.
7. **Examiner:** Do you think there are any negative effects of cheap air travel?  
**Student:** Yes, I do. Budget airlines allow people to fly more frequently. As a result/Due/However of this, air pollution has increased.
8. **Examiner:** Do you think people will be using different types of transport in the future?  
**Student:** Yes, of course. For instance,/ In my opinion/ It has been predicted that oil will run out one day, so electric cars will be usual.

## Unit 4: Exercise 9

Watch the video of a student doing IELTS Speaking Part 3. Find and correct the student's mistakes. There are eight mistakes.

You will get a maximum of 2 points per mistake (1 point for finding the correct part to change, 1 point for making the change correctly).

**Examiner:** ... Which are the most popular forms of transport in your country?

**Student:** Cars. Almost everyone in my country uses the car to transport from one place to another.

*(1 mistake)*

**Examiner:** Why is that?

**Student:** Because public transports are bad in my country and it's because petrol is cheap ...

*(2 mistakes)*

**Examiner:** Is it a good thing that there are so many cars in your country?

**Student:** Actually it's a bad thing because there is always traffic jams. ...  
*(1 mistake)*

**Examiner:** How do people travel long distances in your country?

**Student:** By car, because my country's too small ... it only take you two hours to go from east to west. ... *(1 mistake)*

**Examiner:** ... How has transport changed over the last few decades, would you say?

**Student:** More cars are being used ... If you take a look at the country, you will see that each house got more than five cars. ... *(1 mistake)*

**Examiner:** Have people started to use electric cars now?

**Student:** No, not yet. ... No-one want it to use them. ... *(1 mistake)*

**Examiner:** Do you think that people will be using different types of transport in the future?

**Student:** ... Yes, of course, but they also be using ... environmentally-friendly cars. *(1 mistake)*



play.MP4

## UNIT 4 VOCABULARY AND GRAMMAR

### Unit 4: Exercise 1

Complete the travel advice. Use the words in the box.

Arrive	baggage	board	cabin	check	customs	destination	fasten
			gate	passport			

When you arrive at the airport, look for your \_\_\_\_\_ on the departure board. Then \_\_\_\_\_ in and get your boarding pass. Your \_\_\_\_\_ might also be weighed at the desk.

After going through security, wait in the departure lounge until you are told to go to the \_\_\_\_\_ for your flight. Then, when the flight is ready, and just before departure, you will be asked to \_\_\_\_\_ the flight. You can then go and find your seat in the \_\_\_\_\_.

Remember to \_\_\_\_\_ your seat belt before the plane takes off. Keep your seat belt fastened until you \_\_\_\_\_ at your destination and the engines are turned off. Be ready to show your \_\_\_\_\_ and visa at the immigration desk. Finally, pick up your baggage, and take it with you through \_\_\_\_\_.

### Unit 4: Exercise 2

Complete the sentences. Use a word from the same family as the words in bold. The first question has been done for you.

1. My cousin spends every summer **backpacking** around Europe. He is a real backpacker.
2. I usually **cycle** to work, but I'm not a very fast \_\_\_\_\_.
3. William's a keen \_\_\_\_\_. He **sails** his boat between England and France.
4. We can go to the \_\_\_\_\_ lounge while we wait for our plane to **depart**.
5. When you're **travelling** by train, don't forget to think about the other \_\_\_\_\_ . For example, don't play your music too loud.
6. She drives a \_\_\_\_\_ van. She **delivers** important documents to offices around the city.
7. **A:** Do I need to **reserve** a seat on the train?  
**B:** Yes, I think you usually need a \_\_\_\_\_.
8. **A:** Are there any companies that do **tours** around the city?  
**B:** No, not really. We don't have much \_\_\_\_\_ here.
9. **A:** I need to get to the railway station and I'm not sure which \_\_\_\_\_ to go.  
**B:** Just follow this road – it's a **direct** route to the station.
10. **A:** What time does the flight **arrive**?  
**B:** Well, the timetable says the \_\_\_\_\_ time is 10:20.



## Unit 4: Exercise 3

Correct the spelling mistakes. There is one spelling mistake in each sentence.

1. I love travelling to different countries, because it gives me a chance to meet lots of interesting foriegners.
2. We found the campsite in our gide book. It was close to the beach resort.
3. I nearly crashed my car yesterday. The car in front stopped suddenly and I had to break hard to slow down.
4. The motorway was really busy. There were lots of slow vans, lorries, coaches and other large veicles.
5. Welcome abroad the plane. Please find your seats and place your luggage in the overhead compartments.
6. We need to book our accomodation at the hostel soon.

## Unit 4: Exercise 4

Choose the correct answers to the questions.

1. When you go on a cruise, how do you travel?
  - ☐ By boat
  - ☐ By plane
  - ☐ By train
2. When you go on holiday for a fortnight, how long are you away?
  - ☐ Two days
  - ☐ Seven days
  - ☐ Fourteen days
3. When is the best time to unpack?
  - ☐ Before a journey
  - ☐ During a journey
  - ☐ After a journey
4. When do you need to check out?
  - ☐ When you book a hotel
  - ☐ When you arrive at a hotel
  - ☐ When you leave a hotel
5. When do people usually buy souvenirs?
  - ☐ Before a holiday
  - ☐ During a holiday
  - ☐ After a holiday
6. Which type of ticket do you buy when you want to go somewhere and come back?
  - ☐ A single ticket
  - ☐ A return ticket
  - ☐ A season ticket

## Unit 4: Exercise 5

Complete the sentences. Use the words in the box.

Board	drive	hitchhiked	jam	pedestrians	reached	set	via
-------	-------	------------	-----	-------------	---------	-----	-----

7. It was a terrible journey, and we were exhausted when we finally \_\_\_\_\_ the hotel.
8. When I was a student, I always \_\_\_\_\_ rather than travel long distances by public transport. Now I think it's much too dangerous.
9. If you want to get to the office by 8 a.m., it's a good idea to \_\_\_\_\_ off before 7 a.m.
10. I'm sorry I'm late. I got stuck in a terrible traffic \_\_\_\_\_ in the city centre.
11. I'm afraid you can't make phone calls when you're on \_\_\_\_\_ this plane.
12. It's a six-hour \_\_\_\_\_ from here to the coast.
13. You can't ride your motorbike down this street. It's for \_\_\_\_\_ only.
14. **A:** How did you get to Washington? Did you fly direct from London?  
**B:** No, we went \_\_\_\_\_ New York, but it was easy to change planes there.

APADANA  
IELTS Umbrella

## Unit 4: Exercise 6

Match the examples in the box with the reasons for using the present perfect simple or present perfect continuous.

Amy's just called to say she's back from Spain.

Her plane's already landed, but she hasn't got off yet.

I can't go on holiday because I've lost my passport.

I've been taking a lot of photos recently. I've been waiting in this queue for over an hour.

I've had this suitcase for ten years. I've never been to South America.

The plane can't land because it's been snowing a lot.

1. We often use the present perfect simple to talk about experiences in our lives up to now. We can use words like *ever* and *never* to talk about experiences.  
\_\_\_\_\_
2. We often use the present perfect simple with state verbs (e.g. *know*, *like*) to measure time up to now. We can use words like *for* and *since* to measure time with state verbs.  
\_\_\_\_\_
3. We often use the present perfect continuous with action verbs (e.g. *wait*, *talk*) to measure time up to now. We can use words like *for* and *since* to measure time with action verbs.  
\_\_\_\_\_
4. We often use the present perfect simple to talk about progress through a list of plans / steps. We can use words like *already* and *yet* to talk about progress.  
\_\_\_\_\_
5. We often use the present perfect simple to talk about news – things that the other person doesn't know yet. We can use words like *just* to talk about news.  
\_\_\_\_\_
6. We often use the present perfect simple to talk about the present results of a completed past event. We can use words like *because* and *so* to talk about the present results of past events.  
\_\_\_\_\_
7. We often use the present perfect continuous to talk about the present results of a past process – something that happened over a period of time, without a clear start / finish. We can use words like *because* and *so* to talk about the present results of past processes.  
\_\_\_\_\_
8. We often use the present perfect continuous to talk about recent habits – something that is happening a lot. We can use words like *lately* and *recently* to talk about recent habits.  
\_\_\_\_\_

## Unit 4: Exercise 7

Read the information. Then complete the sentences in the present perfect simple. Use the verbs in brackets and contractions (e.g. *I've*), where possible. The first question has been done for you.

We make the present perfect simple with *have / has + past participle* (e.g. *known, been*).

1. We've lived in a little seaside town for about twenty years. (we / live)
2. During that time, \_\_\_\_\_ from a quiet fishing town into a major holiday resort. (it / change)
3. The population \_\_\_\_\_ from about one hundred to several thousand people. (increase)
4. The town \_\_\_\_\_ from the coast right up into the mountains. (also / expand)
5. Dozens of new hotels \_\_\_\_\_ all along the coast. (also / appear)
6. In addition, the town council \_\_\_\_\_ a wide road through the centre of the town. (build)
7. Many people in the town \_\_\_\_\_ a lot richer. (become)
8. However, some people \_\_\_\_\_ the town because they couldn't afford to live here any more. (leave)
9. So the town \_\_\_\_\_ a lot over the years. (certainly / develop)
10. The question is though, \_\_\_\_\_ ? I don't know. (it / improve)

## Unit 4: Exercise 8 Choose the correct words to complete the sentences.

1. That was the best holiday I've already/ever/never had.
2. Have you checked out of the hotel just/since/yet, or do you still need to?
3. It's been raining for/long/since two weeks. It started on the first day of our holiday, and it's been raining ever since.
4. There's been an accident on the motorway for/so/yet now there's a terrible traffic jam.
5. I'm afraid you're too late. The train's already/ever/yet departed. You'll have to get the next one.
6. We've ever/just/yet been on a guided tour of the city. It finished a few minutes ago.
7. **How** already/long/since have you been working as a tour guide?
8. We're absolutely exhausted because/just/so we've been travelling for over 24 hours.
9. We've been coming to this town for our holidays because/long/since we were children, and we still love it.
10. I've been using the buses and trams in this city for years and I've yet /ever/never had my ticket checked by a ticket inspector.

## Unit 4: Exercise 9

Read the information. Then choose the correct verb form (present perfect simple or present perfect continuous) to complete the sentences.

We often use the **present perfect simple**:

- to talk about our experiences in our lives up to now. We can use words like *ever* and *never* to talk about experiences
- with state verbs (e.g. *know*, *like*) to measure time up to now. We can use words like *for* and *since* to measure time with state verbs
- to talk about progress through a list of plans / steps. We can use words like *already* and *yet* to talk about progress
- to talk about news – things that the other person doesn't know yet. We can use words like *just* to talk about news
- to talk about the present results of a completed past event. We can use words like *because* and *so* to talk about the present results of past events.

We often use the **present perfect continuous**:

- with action verbs (e.g. *wait*, *talk*) to measure time up to now. We can use words like *for* and *since* to measure time with action verbs
- to talk about the present results of a past process – something that happened over a period of time, without a clear start / finish. We can use words like *because* and *so* to talk about the present results of past processes
- to talk about recent habits – something that is happening a lot. We can use words like *lately* and *recently* to talk about recent habits.

1. We 've been walking/'ve walked around museums and castles all day, so we're all really tired.
2. We 've been/'ve been going to Russia a few times, but only to Moscow and St. Petersburg.
3. How long have you been having/have you had that suitcase? It looks quite old.
4. How long have you been travelling/ have you travelled ? You look exhausted!
5. I 've been reading/'ve read a lot of travel blogs recently. I've been trying to find ideas for my next trip.
6. We've decided to go to Canada next year, but we haven't been booking/ haven't booked our flights yet.

## Unit 4: Exercise 10

Put the words in the correct order to complete the sentences.

Here have been waiting you long How

1. \_\_\_\_\_  
\_\_\_\_\_

Landed the yet Has plane

2. \_\_\_\_\_ ?

I seen you for long time haven't a

3. \_\_\_\_\_  
\_\_\_\_\_

Flown in a ever you Have helicopter

4. \_\_\_\_\_  
\_\_\_\_\_ ?

You What been have recently doing

5. \_\_\_\_\_  
\_\_\_\_\_ ?

There before I've been never

6. \_\_\_\_\_  
\_\_\_\_\_

Been times many have tour this on How you

7. \_\_\_\_\_  
\_\_\_\_\_ ?

Gate They yet the boarding haven't announced

8. \_\_\_\_\_  
\_\_\_\_\_