



# APADANA

## IELTS Jmbrella

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## UNIT 5 READING

### Unit 5: Exercise 1

In this unit, you will do IELTS Reading matching heading tasks and read a text on the topic of family history (also called *ancestry*).

What vocabulary do you already know on the topic of ancestry? Match the words with their definitions.

a descendant	a generation	a record	a relative	a will	an ancestor
birth certificate	family background	great - + noun	run in the family		

1. a member of your extended family, for example, your aunt or uncle:  
\_\_\_\_\_
2. a person who is related to you but lived and died before you were born:  
\_\_\_\_\_
3. a person who is related to you and who will live after you in the future (e.g. your grandchildren's children): \_\_\_\_\_
4. a group of people who are all about the same age:  
\_\_\_\_\_
5. the history of your family, for example, where they came from, what jobs they had:  
\_\_\_\_\_
6. used with a word for a family member from an older generation (e.g. your mother's grandmother): \_\_\_\_\_
7. a piece of important information you write on paper or store on a computer:  
\_\_\_\_\_
8. a legal document that explains what a person has decided should be done with their money and property after they die: \_\_\_\_\_
9. a phrase that describes a feature, quality, ability or disease that people from the same family share: \_\_\_\_\_
10. a legal document that contains information about a new baby such as its name, the names of its parents and the time and place it was born:  
\_\_\_\_\_

## Unit 5: Exercise 2

Read the information, then read the sentences from Paragraphs A–H. Do the exercise .

The IELTS Reading matching headings task tests your understanding of the *gist* of a paragraph – this means how well you understand the **main idea** or **topic** of the paragraph.

It is often possible to quickly get a general understanding of the main ideas and topic of a text by reading **only**:

- the **final sentence** of the **introduction** (i.e. the first paragraph in the text)
- the **first sentence** of all the paragraphs in **the main body** (i.e. all the paragraphs between the introduction and the conclusion)
- the **final sentence** of the **conclusion** (i.e. the last paragraph in the text).

**Final sentence of Paragraph A:** ‘... It was also necessary for landowners to know their family background – so they could prove that a large castle or manor house really belonged to them, and not to another person further along a branch of the family tree who wanted it for themselves.’

**First sentence of Paragraph B:** ‘An interest in knowing who your ancestors were and what they did is, of course, something which is common in all cultures.’

**First sentence of Paragraph C:** ‘While some people are still interested in family trees as a way of making sure they can receive money or valuable items from a great-uncle or great-great grandparent, others have different motivations.’

**First sentence of Paragraph D:** ‘Part of what makes family-tree research so fascinating is the sense of uncovering a mystery as you find more clues – just like a detective would.’

**First sentence of Paragraph E:** ‘Before the age of the internet, if you wanted to find out about your family history, you would have needed to travel to different locations.’

**First sentence of Paragraph F:** ‘Researching your family tree has now become an ever more popular activity, partly for the reason that it has become much easier, faster and more convenient.’

**First sentence of Paragraph G:** ‘Despite the advances of modern technology, it can still be a challenge to find your distant ancestors.’

**Final sentence of Paragraph H:** ‘... Rather than writing out the family tree in a book in the traditional way, they record stories, images and voices using audio and video recordings for their descendants to see one day.’

Match the main ideas with the sentences from Paragraphs A–H. Read the text on page 1 again if you need to.

A **description** of how people feel about ancestry

A **method** of learning about ancestry

A **method** of storing information about ancestry

A **reason** why people enjoy researching their family history

A **reason** why people needed to know their ancestry in the past

Different **reasons** why people might be interested in ancestry

**Problems** in learning about ancestry

**Reasons** why more people are learning about ancestry now

Paragraph A	
Paragraph B	
Paragraph C	
Paragraph D	
Paragraph E	
Paragraph F	
Paragraph G	
Paragraph H	

## Unit 5: Exercise 3

Read the information. Then skim read the paragraph and choose the correct heading.

**Remember!** To skim read a text, focus only on the main information. To do this, focus on the **nouns, verbs and adjectives** (in **bold** in the paragraph below).

### Ancestry in the UK

#### Paragraph A

Up until relatively recently, **English school children** were often **obliged to learn** the **names** of the **kings and queens** that **ruled** the **country** from the **8th century** to the **18th**, and **understand** **how** they were **related**. This was **no easy task**. **Sometimes a king** would **pass** his **kingdom** to his **son**, **but** very often it would be a **much more distant relative** that **took over**. To **become king**, you would have to **show you had royal blood** in the **family tree**, and to do **this**, you would **need to know exactly who all** your **ancestors** were. It was **also necessary** for **landowners** to **know their family background** – **so** they could **prove** that a **large castle or manor house** really **belonged** to them, and **not** to **another person further along** a **branch** of the **family tree** who **wanted** it for **themselves**.

The correct heading for **Paragraph A** is:

- How knowing your family tree could bring power and property
- The kind of buildings that wealthy relatives used to live in
- Which academic subjects most students would prefer not to study

## Unit 5: Exercise 4

Read the information. Then skim read the next paragraphs and answer the question .

In an IELTS Reading matching headings task, there will always be **at least** one more heading than the number of paragraphs. So, for example, if there are five paragraphs, you might have to choose from seven or eight headings.

Skim reading the text to get the gist of each paragraph can help you get a general idea of which headings might match one of the paragraphs.

## Ancestry in the UK

### Paragraph B

An interest in knowing who your ancestors were and what they did is, of course, something which is common in all cultures. Not all cultures, however, have a phrase which translates as *family tree* for when they want to describe earlier generations of the same family. We use this particular phrase because it was traditional in the past in some countries to put the oldest generations at the top of a drawing and the youngest generation at the bottom – sometimes just the child of a recently married couple. This meant the image would be wider at the top and narrower at the bottom – just like a tree.

### Paragraph C

While some people are still interested in family trees as a way of making sure they can receive money or valuable items from a great-uncle or great-great grandparent, others have different motivations. Some people choose to research their family tree because they are simply curious about their origins. Or perhaps they have heard an unusual story about an ancestor and wish to discover the truth. They may even have a more serious and useful purpose, for example wanting to find out about a medical condition which runs in the family.

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Choose the correct headings for the paragraphs. Look at the text again on page 1 if you need to.

1. The correct heading for **Paragraph B** is:

- Practical and personal reasons for finding out about ancestors
- The appeal of making unexpected discoveries
- The problems people face in carrying out family-tree research
- Why we use 'family tree' to refer to our family background
- Traditional ways of researching family trees

2. The correct heading for **Paragraph C** is:

- The appeal of making unexpected discoveries
- Practical and personal reasons for finding out about ancestors
- The problems people face in carrying out family-tree research
- Traditional ways of researching family trees
- Why we use 'family tree' to refer to our family background

## Unit 5: Exercise 5

Read the information. Then read the paragraphs again, this time with their headings. The key words in the headings have been underlined. Then do the exercise.

In IELTS Reading matching headings tasks, it is a good idea to underline key words in the headings and match them with synonyms and paraphrases in the text. You can do this to check your answers.

### Paragraph B

#### Why we say 'family tree' to refer to our family background

An interest in knowing who your ancestors were and what they did is, of course, something which is common in all cultures. Not all cultures, however, have a phrase which translates as *family tree* for when they want to describe earlier generations of the same family. We use this particular phrase because it was traditional in the past in some countries to put the oldest generations at the top of a drawing and the youngest generation at the bottom – sometimes just the child of a recently married couple. This meant the image would be wider at the top and narrower at the bottom – just like a tree.

### Paragraph C

#### Practical and personal reasons for finding out about ancestors

While some people are still interested in family trees as a way of making sure they can receive money or valuable items from a great-uncle or great-great grandparent, others have different motivations. Some people choose to research their family tree because they are simply curious about their origins. Or perhaps they have heard an unusual story about an ancestor and wish to discover the truth. They may even have a more serious and useful purpose, for example wanting to find out about a medical condition which runs in the family.

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Match the synonyms and paraphrases from the paragraphs (the words in the box) with the key words from the headings (1–7). Look at the text again on page 1 if you need to.

a more serious and useful purpose      motivations      origins      to research

perhaps they have heard an unusual story about an ancestor and wish to discover the truth

we use this particular phrase      who your ancestors were and what they did

1. we say 'family tree'

\_\_\_\_\_

2. our family background

\_\_\_\_\_

3. practical (reasons)

\_\_\_\_\_

4. personal (reasons)

\_\_\_\_\_

5. reasons

\_\_\_\_\_

6. finding out about

\_\_\_\_\_

7. ancestors

\_\_\_\_\_

#### Unit 5: Exercise 6

Read the information. Then read the headings that the student has chosen, the paragraphs and the reasons for the student's answers. The student's answers are incorrect. Then do the exercise.

In the IELTS Reading matching headings task, it is easy to choose the incorrect answer. The extra headings that you don't need, called 'distractors', often seem to be logical answers.

**Paragraph D:**  
**Creating family trees for future generations**

Part of what makes family-tree research so fascinating is the sense of uncovering a mystery as you find more clues – just like a detective would. This kind of process was shown in the hugely popular programme ‘Who Do You Think You Are?’, which featured well-known TV personalities exploring their family origins. The show’s researchers often found surprising information. One person, interviewer Jeremy Paxman, was disinterested at first. He believed it was more important to be ‘forward-looking’ – and think about the future rather than the past. Then he learnt that his great-grandmother had managed to raise nine children by herself after her husband died, even though she was extremely poor. He soon wanted to know more. Certainly this kind of programme has encouraged people to look for their own ancestors.

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**Student’s reason:**

*I chose this heading for Paragraph D because the word ‘future’ is in the heading, and you can also see it in Paragraph D, in the sentence ‘He believed it was more important to be “forward-looking” – and think about the future rather than the past.’*

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**Paragraph E:**  
**The problems people face in carrying out family-tree research**

Before the age of the internet, if you wanted to find out about your family history, you would have needed to travel to different locations. People used to visit churches to look at their records, for example of the names of people who were born and died in the area. Another way to investigate family history would be to look through old newspapers that were stored in the basements of libraries, or to search through birth and marriage certificates at the local town-council building. Not all of these visits, of course, would be successful. You needed to be very patient and have a lot of spare time to find out about your past.

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**Student’s reason:**

*I chose this heading for Paragraph E because the word ‘problems’ is in that heading – and at the end of Paragraph E, the writer says ‘You needed to be very patient and have a lot of spare time to find out about your past.’ That sounds like a problem to me.*

Think about the mistakes that the student made on page 1. Choose the correct answers to complete the advice. Read the student's answers on page 1 again if you need to.

1. After you read for gist, read the paragraph more carefully to check for the question or main idea/ synonyms and paraphrases of key words in the heading.
2. Make sure the heading matches one sentence in the paragraph/ the main idea of the whole paragraph.
3. The main idea of the paragraph can be found in one sentence in the paragraph/ all the way through the paragraph.
4. Don't choose a heading just because it uses exactly the same word(s) or phrase(s)/ the same idea(s) that you can see in the paragraph.
5. Make sure the heading paraphrases more than one word or phrase/ just one word or phrase in the paragraph.

### Unit 5: Exercise 7

Read the information. Then match the numbers with the Roman numerals.

In an IELTS Reading matching headings task, each heading has a number. These numbers are always *Roman numerals*, so make sure you are familiar with them.

**Only** write the Roman numeral on the answer sheet. Do **not** write the whole heading. If you write the Roman numeral incorrectly, your answer will be marked wrong.

**Example:**

Roman numeral **i** = 1

2	8	5	3	4	10	7	6	9
---	---	---	---	---	----	---	---	---

x	
v	
iv	
ii	
iii	
ix	
vii	
vi	
viii	

## Unit 5: Exercise 8

Read the options in bold (ii, iii, v, vi and x) from the list of headings and then read the paragraphs. Which heading should be used with each paragraph? Write the correct option numbers (ii, iii, v, vi or x).

i	The problems people face in carrying out family-tree research
<b>ii</b>	<b>How technology has helped people research their ancestors</b>
<b>iii</b>	<b>How businesses benefit from the growing interest in family trees</b>
iv	Practical and personal reasons for finding out about ancestors
<b>v</b>	<b>How ancestors are remembered and celebrated in different countries</b>
<b>vi</b>	<b>Traditional ways of researching family trees</b>
vii	Creating family trees for future generations
viii	How knowing your family tree could lead to power and property
ix	Why we say 'family tree' to refer to our family background
<b>x</b>	<b>What people enjoy about making unexpected discoveries</b>

**Paragraph D** Part of what makes family-tree research so fascinating is the sense of uncovering a mystery as you find more clues – just like a detective would. This kind of process was shown in the hugely popular programme ‘Who Do You Think You Are?’, which featured well-known TV personalities exploring their family origins. The show’s researchers often found surprising information. One person, interviewer Jeremy Paxman, was disinterested at first. He believed it was more important to be ‘forward-looking’ – and think about the future rather than the past. Then he learnt that his great-grandmother had managed to raise nine children by herself after her husband died, even though she was extremely poor. He soon wanted to know more. Certainly this kind of programme has encouraged people to look for their own ancestors.

**Paragraph E** Before the age of the internet, if you wanted to find out about your family history, you would have needed to travel to different locations. People used to visit churches to look at their records, for example of the names of people who were born and died in the area. Another way to investigate family history would be to look through old newspapers that were stored in the basements of libraries, or to search through birth and marriage certificates at the local town-council building. Not all of these visits, of course, would be successful. You needed to be very patient and have a lot of spare time to find out about your past..

Heading for Paragraph D \_\_\_\_\_

Heading for Paragraph E \_\_\_\_\_

## Unit 5: Exercise 9

Read the options in bold (i, ii, iii, v and vii) from the list of headings and then read the next paragraphs. Write the option numbers that match the paragraphs.

<b>i</b>	<b>The problems people face in carrying out family-tree research</b>
<b>ii</b>	<b>How technology has helped people research their ancestors</b>
<b>iii</b>	<b>How businesses benefit from the growing interest in family trees</b>
iv	Practical and personal reasons for finding out about ancestors
<b>v</b>	<b>How ancestors are remembered and celebrated in different countries</b>
<b>vi</b>	<b>Traditional ways of researching family trees</b>
<b>vii</b>	<b>Creating family trees for future generations</b>
viii	How knowing your family tree could lead to power and property
ix	Why we say 'family tree' to refer to our family background
<b>x</b>	<b>What people enjoy about making unexpected discoveries</b>

**Paragraph F** Researching your family tree has now become an ever more popular activity, partly for the reason that it has become much easier, faster and more convenient. Councils have uploaded many public records to their websites, including details of marriages, names of taxpayers and property owners, and the wills of people who have died. Many museums and libraries have also become involved, and offer guidance about the best tools and apps to use when searching for ancestors. One online company which helps people trace their ancestors was recently bought for over £2.4 billion – showing just how popular this method of research has become.

**Paragraph G** Despite the advances of modern technology, it can still be a challenge to find your distant ancestors. Before the 11th century, a person would only sometimes share their parents' surname. This was because a surname usually showed the town or region where you came from, e.g. *John of Kent*, or your occupation, e.g. *John (the) Baker*. So, if a child was born in a different place to a parent or had a different job, they might have had different surnames. This system also meant that thousands of people had exactly the same surnames even when they were not related. For wealthy people, it would also have been possible to have two different surnames if they owned land or property in two different locations. Of course, many old records have also been lost or destroyed, too.

**Paragraph H** Many people who are keen on producing a family tree are interested in looking forwards rather than back. They recognise their role as an ancestor of people who haven't even been born yet, and who may live in many different parts of the world. They want to create records for them – showing the different branches of the family today. Rather than writing out the family tree in a book in the traditional way, they record stories, images and voices using audio and video recordings for their descendants to see one day.

Heading for Paragraph F \_\_\_\_\_

Heading for Paragraph G \_\_\_\_\_

Heading for Paragraph H \_\_\_\_\_

## Unit 5: Exercise 10

Think about what you've learnt in this unit.

Complete the advice. Use the words in the box.

headings than paragraphs	synonyms and paraphrases for key words	the key words
the main idea	the first or last sentences	the main nouns, verbs and adjectives

1. In an IELTS Reading matching headings task, it is important to understand the gist or \_\_\_\_\_ of a paragraph or text.
2. You can quickly understand the general topic of a text by reading \_\_\_\_\_ of each paragraph.
3. You can also skim read each paragraph by focusing on \_\_\_\_\_.
4. There will always be more \_\_\_\_\_ in the text.
5. It is a good idea to underline \_\_\_\_\_ in the headings.
6. Remember to check the paragraph for \_\_\_\_\_ in the heading.

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## UNIT 5 WRITING

### Unit 5: Exercise 1

Read the sentences about IELTS Writing Task 2. Are they True or False?

1. You should spend about 30 minutes on IELTS Writing Task 2.
  - ☐ True
  - ☐ False
2. You should write at least 250 words in IELTS Writing Task 2.
  - ☐ True
  - ☐ False
3. You get a higher score if you can write a lot more than 250 words in IELTS Writing Task 2.
  - ☐ True
  - ☐ False
4. You should discuss different opinions about the question and give your own opinion.
  - ☐ True
  - ☐ False
5. You should not write about your own knowledge or experience of the topic.
  - ☐ True
  - ☐ False
6. It is a good idea to be funny and informal in your answer for IELTS Writing Task 2.
  - ☐ True
  - ☐ False

## Unit 5: Exercise 2

Read the information. Then decide whether the underlined words and phrases are *the subject* or *the special idea about the subject*.

To understand the IELTS Writing Task 2 question you should find the **subject**, and the **special idea about the subject**:

Eating enough fruit and vegetables is the most important part of a healthy lifestyle. Do you agree or disagree?

In the question above, the **subject** is *a healthy lifestyle* and the **special idea** is that *eating enough fruit and vegetables is the most important part of a healthy lifestyle*.

1. There are too many overweight children in the world. Why do children become overweight and what can be done about it? the subject/ the special idea about the subject
2. Some people think that vegetarians are healthier than meat-eaters while other people think they are less healthy. Compare the two views. the subject/ the special idea about the subject
3. Compare the dangers and benefits of using oil in cooking. the subject/ the special idea about the subject
4. Sugar is now a big health problem in many countries around the world. What is your opinion? the subject/ the special idea about the subject

## Unit 5: Exercise 3

After you have found *the subject* and *the special idea about the subject*, you should decide what the essay question is asking you to do.

Match each essay question with what it is asking you to do.

Agree or disagree	Compare advantages and disadvantages
Compare two different opinions	Discuss problems and solutions

1. There are too many overweight children in the world. Why do children become overweight and what can be done about it? \_\_\_\_\_
2. Some people think that vegetarians are healthier than meat-eaters while other people think they are less healthy. Compare the two views. \_\_\_\_\_

3. Compare the dangers and benefits of using oil in cooking.
4. Sugar is now a big health problem in many countries around the world. What is your opinion? \_\_\_\_\_

#### Unit 5: Exercise 5

Put the paragraphs in the correct order to complete the IELTS Writing Task 2 essay.

**Sugar is now a big health problem in many countries around the world.  
What is your opinion?**

Nowadays, a lot of people around the world are unhealthy because they eat too much sugar. In my opinion, people should reduce the amount of sugar they eat but also enjoy sweet things sometimes. In this essay, I am going to explain why I partly agree and disagree that sugar is a big health problem.

On the other hand, it is important not to stop enjoying traditional food. For example, in my country we have traditional sweet cakes with cherries and nuts, which we eat at parties. Also, where I live it is normal to have sugar with coffee. I think it would be sad to stop eating these cakes on special occasions and I do not agree that it is a problem to drink coffee with sugar sometimes.

On the one hand, it is true that people eat too much sugar now and that it has a bad effect on their health. For example, in my country a lot of people drink cola with their meals instead of water. Cola has a large amount of sugar in it so they are drinking a lot more calories. More calories means that people get fat and have problems with their heart or other illnesses. In my view, they should reduce the amount of cola that they drink.

In conclusion, I agree that sugar is a big health problem. I think people should reduce the amount of sugar they have by drinking water instead of cola but I also think they should still enjoy sugar on special occasions or in coffee sometimes.

1.	
2.	
3.	
4.	

## Unit 5: Exercise 6

Complete the essay. Use the phrases in the box.

For example,	For example,	In conclusion,	In this essay, I am going to
On the one hand,	On the other hand,		

**Sugar is now a big health problem in many countries around the world.  
What is your opinion?**

Nowadays, a lot of people around the world are unhealthy because they eat too much sugar. In my opinion, people should reduce the amount of sugar they eat but also enjoy sweet things sometimes.

\_\_\_\_\_ explain why I partly agree and disagree that sugar is a big health problem.

\_\_\_\_\_ it is true that people eat too much sugar now and that it has a bad effect on their health. \_\_\_\_\_ in my country a lot of people drink cola with their meals instead of water. Cola has a large amount of sugar in it so they are drinking a lot more calories. More calories means that people get fat and have problems with their heart or other illnesses. In my view, they should reduce the amount of cola that they drink.

\_\_\_\_\_ it is important not to stop enjoying traditional food.

\_\_\_\_\_ in my country we have traditional sweet cakes with cherries and nuts, which we eat at parties. Also, where I live it is normal to have sugar with coffee. I think it would be sad to stop eating these cakes on special occasions and I do not agree that it is a problem to drink coffee with sugar sometimes.

\_\_\_\_\_ I agree that sugar is a big health problem. I think people should reduce the amount of sugar they have by drinking water instead of cola but I also think they should still enjoy sugar on special occasions or in coffee sometimes.

## Unit 5: Exercise 7

Read the sentences and highlight the phrases for giving opinions.

1. In my opinion, people should reduce the amount of sugar they eat but also enjoy sweet things sometimes.
2. On the one hand, it is true that people eat too much sugar now and that it has a bad effect on their health.
3. More calories means that people get fat and have problems with their heart or other illnesses.
4. In my view, they should reduce the amount of cola that they drink.
5. On the other hand, it is important not to stop enjoying traditional food.
6. I think it would be sad to stop eating these cakes on special occasions.
7. I do not agree that it is a problem to drink coffee with sugar sometimes.
8. In conclusion, I agree that sugar is a big health problem.

## Unit 5: Exercise 8

Complete the sentences with phrases for giving opinions. Use the words in the box. Some words can be used more than once.

Agree	important	means	opinion	think	true	view
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1. In my \_\_\_\_\_, people should reduce the amount of sugar they eat but also enjoy sweet things sometimes.
2. On the one hand, it is \_\_\_\_\_ that people eat too much sugar now and that it has a bad effect on their health.
3. More calories \_\_\_\_\_ that people get fat and have problems with their heart or other illnesses.
4. In my \_\_\_\_\_, they should reduce the amount of cola that they drink.
5. On the other hand, it is \_\_\_\_\_ not to stop enjoying traditional food.
6. I \_\_\_\_\_ it would be sad to stop eating these cakes on special occasions.
7. I do not \_\_\_\_\_ that it is a problem to drink coffee with sugar sometimes.
8. In conclusion, I \_\_\_\_\_ that sugar is a big health problem.

## Unit 5: Exercise 9

Complete the table with the advantages and disadvantages.

often cheaper than eating in a restaurant	can be delicious	quick and easy
sometimes tastes disgusting	if you buy fast food you do not have to cook at home	
can cause heart problems	often high in fat and sugar	can make you overweight

advantages of fast food	disadvantages of fast food

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## UNIT 5 LISTENING

### Unit 5: Exercise 1

In this unit, you will learn about Section 1 of the IELTS Listening test and practise the skills you need to answer five-option multiple-choice questions. The topic of this unit is libraries.

Read the information. Then read the sentences from different conversations and decide who is speaking. Choose the correct answers.

In IELTS Listening test, Section 1 the conversation is always with **two** speakers, and five-option multiple choice questions may test your ability to understand specific details (e.g. *the health benefits of doing yoga* or *times when you can visit a local gym*) or the main ideas or opinions you hear (e.g. *I think yoga is a better form of exercise than lifting weights*).

When you listen to the conversation, it is useful to understand the roles of each speaker (e.g. *teacher and student* or *shop assistant and customer*).

- A an architect
- B a library assistant
- C a member of the library
- D a computer specialist
- E a local journalist

1. I'm writing an article about the library for the local newspaper. A/B/C/D/E
2. I've got my library card with me. I'm interested in science fiction, mainly. A/B/C/D/E
3. What I like best is ordering new books and recommending them to people. A/B/C/D/E
4. I designed the new library. A/B/C/D/E
5. I'm working on a new piece of software for the library. A/B/C/D/E

## Unit 5: Exercise 2

Read the information. Then listen to the recording and answer the question. Choose two letters, A–E.

**Announcer:** You hear a conversation about a new library.

**Jim:** Hello, Mary. How are you?

**Mary:** Good, thanks. I haven't seen you for a while.

**Jim:** No, I've been busy at work. But I was having a look at the local newspaper and I saw that the new library had finally been opened. And I really wanted to come and see it and have a look around, and of course, I'm hoping to take some books home with me. It looks fantastic. Much better than the old library that was here before.

**Mary:** Yes, we're very pleased with the design. It's a lot more open and we have a good view of the park outside now.

**Jim:** And I can see that there's a lot more technology in the library now.

**Mary:** Yes. We've got a lot more screens here for people to use. But people also bring in their own laptops and tablets and things so they can do some work or study and use the wi-fi.

**Jim:** Great. So I guess your job has changed quite a bit.

**Mary:** That's right. When I started, I was just checking books in and out for people. But now I'm responsible for many different services. I have to say, though, what I like best is ordering new books and recommending them to people.

**Jim:** Well, what would you recommend to me? I've got my library card with me. I'm interested in science fiction mainly.



play.MP3

In an IELTS five-option multiple choice question:

- there will be five options (A–E) to choose from
- you will always be asked to choose **TWO** of these five options
- the options will not be in the same order that they appear in the conversation (i.e. if the first option in a list of buildings is **A a library**, the speakers may not mention a library until the middle or the end of their conversation).

Which **TWO** people are taking part in the conversation about the new library?

- ☐ A an architect
- ☐ B a member of the library
- ☐ C a library assistant
- ☐ D a computer specialist
- ☐ E a local journalist

### Unit 5: Exercise 3

Read the information. Then read the three extracts from the recording. Each extract matches one of the incorrect options (the distractors), A, D and E. Match the extract with the distractor and explanation.

In a five-option multiple choice question, three options will always be incorrect. Incorrect options are also called **distractors**.

- Distractors might contain **one** or **two** words which are *similar* to something a speaker says in the conversation – but they are different.
- The whole option will **not** give the same information that you hear in the conversation.
- Be careful not to choose an option just because you read and/or hear similar words.

Which **TWO** people are taking part in the conversation about the new library?

- A** an architect ✕
- B** a member of the library ✓
- C** a library assistant ✓
- D** a computer specialist ✕
- E** a local journalist ✕

**Extract 1:**

*'We've got a lot more screens here for people to use. But people also bring in their own laptops and tablets and things so they can do some work or study and use the wi-fi.'*

**Extract 2:**

*'Yes, we're very pleased with the design. It's a lot more open and we have a good view of the park outside now.'*


**Extract 3:**

*'But I was having a look at the local newspaper and I saw that the new library had finally been opened.'*

1. Extract 1/ Extract 2/ Extract 3 matches the distractor in option A and is incorrect because the speaker only says that she likes *the design*. She doesn't say that she planned it.
2. Extract 1/ Extract 2/ Extract 3 matches the distractor in option D and is incorrect because the speaker only describes the kind of computer equipment that the library has. She doesn't say that she knows a lot about computers.
3. Extract 1/ Extract 2/ Extract 3 matches the distractor in option E and is incorrect because the speaker read some information in *the local newspaper*. He doesn't say that his job is to write articles for it.

## Unit 5: Exercise 4

Read the information. Then listen to six extracts from a conversation about library services. Decide if each speaker is talking about the Past, Present or Future. Choose the correct answers.

<p><b>Announcer:</b> One  <b>Mary:</b> Lots of kids his age come along with their tablets and they all play 'Tower Builders' or some other game like that.</p> <p><b>Announcer:</b> Two  <b>Mary:</b> That's an activity that we're only going to run in a month or two.</p> <p><b>Announcer:</b> Three  <b>Mary:</b> The librarian chooses either an old favourite or a new book to read.</p> <p><b>Announcer:</b> Four  <b>Librarian:</b> There was someone here who'd do that here previously, but not now.</p> <p><b>Announcer:</b> Five  <b>Mary:</b> Oh, we used to, but I'm afraid the teacher left.</p> <p><b>Announcer:</b> Six  <b>Librarian:</b> The first session is taking place in May.</p>	 play.MP3
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In the IELTS Listening test, it is important to understand when the speakers are talking about the past, present or future. Listen carefully to the tense the speaker uses, as this will help you.

Note that when the speaker uses the present continuous tense (e.g. *I am taking a Spanish course*), it's important to listen for the time signal the speaker uses as they could be talking about the present or the future. For example:

**Present continuous to talk about the present**

*I am taking a Spanish course at the moment.*

*I am currently taking a Spanish course.*

**Present continuous to talk about the future**

*I am taking a Spanish course in June.*

*I am taking a Spanish course next month.*

1.

- ☐ Past
- ☐ Present
- ☐ Future

2.

- ☐ Past
- ☐ Present
- ☐ Future

3.

- ☐ Past
- ☐ Present
- ☐ Future

4.

- ☐ Past
- ☐ Present
- ☐ Future

5.

- ☐ Past
- ☐ Present
- ☐ Future

6.

- ☐ Past
- ☐ Present
- ☐ Future

## Unit 5: Exercise 5

Read the information. Then listen to the recording and answer the question. Choose the correct letters, A–E.

In a five-option multiple choice question, you may need to understand specific details of something you hear in the conversation. The question you see in the test will be similar to a question you will hear in the recording.

For example:

**You read:** Which **TWO** health benefits of doing yoga does the man mention?

**You hear:** ‘So why would yoga be a good idea for the children? You know, what would be the benefits for their health?’

When you hear *cues* (key words) like the underlined words, you should listen more carefully. Look at the exam question:

Which **TWO** services does the library currently offer?

- A a language-learning class for adults
- B an after-school club for teenagers
- C an evening art class
- D a morning book-discussion group
- E a story-reading session for young children

In the question, the cues are *services* and *currently*. This means you listen for the two services that the library offers *now*.

**Announcer:** You hear a conversation about some services that a library offers.

**Mary:** I wonder if you know about all of the services that are available at the library.

**Jim:** Um, well, I know about some of them. I saw a notice on the wall over there about an art class. That’s something my wife would really be interested in.

**Mary:** Oh, good! But I’m afraid that’s an activity that we’re only going to run in a month or two. We just need to get one of our rooms ready first.



play.MP3

**Jim:** Alright, well, I'll tell my wife about it anyway. Oh, yes, I was just thinking about my daughter. She's only five years old and I know that other libraries organise a time when younger children can come in and listen to one of the librarians tell them stories and fairy tales. Does that happen here?

**Mary:** On Tuesday and Friday mornings, yes. It's a very popular event. The librarian chooses either an old favourite or a new book to read to the children. But the parents seem to enjoy it as well!

**Jim:** Well, that would certainly suit my daughter. And are you still offering Spanish lessons? I might be interested in those.

**Mary:** Oh, we used to, but I'm afraid the teacher left.

**Jim:** I see. That's a pity. What about my son? He's 14 years old, so do you have anything for him?

**Mary:** Is he into gaming? If he is, he might be interested in coming along on Wednesday afternoons. The library is open late on Wednesdays, so we open one of our meeting rooms for the kids from five o'clock. Lots of kids his age come along with their tablets and they all play 'Tower Builders' or some other game like that.

**Jim:** Really? Libraries have certainly changed since I was a kid!

Which **TWO** services does the library currently offer?

- ☐ A a language-learning class for adults
- ☐ B an after-school club for teenagers
- ☐ C an evening art class
- ☐ D a morning book-discussion group
- ☐ E a story-reading session for young children

## Unit 5: Exercise 6

Read the information. Then read the five words in bold in the exam task (A–E). What type of cues are they? Choose the correct answers.

Before you hear the recording, it's a good idea to identify the possible cues in the question and in the five options. **Adverbs** that give information about **how**, **where** or **when** something happens may be a cue, e.g. *currently* (which you saw earlier in this unit). Other words that are used as cues may be:

- **nouns** for people, things, places or events
- **adjectives** that give information about people, things, places or events
- **verbs** for actions and processes (e.g. *become* or *develop*).

Which **TWO** things can library users do on the library website?

- A pay **fin**es for books which are returned late
- B apply to renew a library membership card if one gets **lost**
- C do **searches** for books which have become bestsellers
- D **comment** on books and authors they've read
- E **update** details of their home address if they want to

- 
1. fines noun/ adjective/ verb
  2. lost noun/ adjective/ verb
  3. searches noun/ adjective/ verb
  4. comment noun/ adjective/ verb
  5. update noun/ adjective/ verb

## Unit 5: Exercise 7

Read the information. Then look at the underlined words in each option. Which two underlined words from each of the options are the most important? Select the **TWO** most important words in each option, A–E.

Only some of the nouns, adjectives, verbs and adverbs that you identify in the question and options will be cues. **General** words about the topic are unlikely to be important, so you should look for words that have a **specific** meaning.

For example, the word *books* is probably less important because the conversation is about a *library*. You will therefore probably hear this word many times in the conversation. However, *fin*es and *late* describe specific details. These words are likely to be important in the conversation.

In the IELTS Listening test, you have a short time to read the questions and options before the recording begins. Use this time to identify key words and think about possible paraphrases (e.g. *fine* and *fee*, *penalty* and *charge*).

Which **TWO** things can library users do on the library website?

- A pay fines for books which are returned late
- B apply to renew a library membership card if one gets lost
- C do searches for books which have become bestsellers
- D comment on books and authors they've read
- E update details of their home address if they want to

## Unit 5: Exercise 8

Read the five extracts from the conversation. Match the headings in the box with the extract they refer to.

apply to renew a library membership card if one gets lost

comment on books and authors they've read

do searches for books which have become bestsellers

pay fines for books which are returned late

update details of their home address if they want to

---

**Jim:** And what if I've forgotten to bring a book back before the due date and there's a charge for it because I've gone past the deadline? Can I pay online?

---

**Jim:** And I'm afraid that my son can't find his library membership card. Can we use the website to get another one and replace it? Or do we have to be here at the library to do that?

---

**Jim:** Is there some kind of list on the website where I can find out what the top ten books are?

---

**Mary:** You can post your own review if you like. You know, tell other library users whether it's worth reading.

---

**Mary:** But if you've moved house recently, so you're living somewhere different, you'll need to bring us a copy of an electricity bill or a bank statement – something with your street number on it.

#### Unit 5: Exercise 9

Listen to the recording. Choose TWO correct answers.

**Announcer:** You will hear a library assistant giving a man information about the library website.

**Jim:** So what's on the library website? Can you tell me a bit about it? For example, you were talking before about books that you recommended to people. Is there some kind of list on the website where I can find out what the top ten books are?

**Mary:** Well, that's an interesting idea. At the moment, we display the most popular books on a special shelf – near the information desk. But one thing that you can do online – after you've read a book – is you can post your own review if you like. You know, tell other library users whether it's worth reading. Then they can read about it on the website before they come in.



play.MP3

**Jim:** I see. And I suppose that helps people make up their minds whether to order a copy for themselves or not.

**Mary:** Right.

**Jim:** And I'm afraid that my son can't find his library membership card. Can we use the website to get another one and replace it? Or do we have to be here at the library to do that?

**Mary:** No, you don't have to come in. We have an online form that he can fill in with his name, date of birth – that kind of thing. It'll save him some time if he does it like that, hopefully. And then, when your son comes into the library, he can pick the card up from the information desk. But if you've moved house recently, so you're living somewhere different, you'll need to bring us a copy of an electricity bill or a bank statement – something with your street number on it. We need that information for our records and so that can't be done online.

**Jim:** And what if I've forgotten to bring a book back before the due date, and there's a charge for it because I've gone past the deadline? Can I pay online?

**Mary:** You'll have to come in if you owe us any money, I'm afraid. But we do send out email reminders a few days before you have to return a book. So hopefully you can bring the books back in time.

Which **TWO** things can library users do on the library website?

- ☐ A pay fines for books which are returned late
- ☐ B apply to renew a library membership card if one gets lost
- ☐ C do searches for books which have become bestsellers
- ☐ D comment on books and authors they've read
- ☐ E update details of their home address if they want to

## Unit 5: Exercise 10

Think about what you've learnt from doing this unit.

Complete the advice. Use the words and phrases in the box.


a conversation between two people	general topic of the conversation	
key words from the question	nouns, adjectives, verbs and adverbs	time reference

1. In Section 1 of the IELTS Listening test, you will hear \_\_\_\_\_ on an everyday topic.
2. When you have to answer a five-option multiple-choice question, use the time before the recording to underline \_\_\_\_\_ in the options.
3. Don't underline words which are about the \_\_\_\_\_. For example, don't underline words like *read* if the whole conversation is about *libraries*.
4. You should carefully read the question too. Sometimes just one word might make a difference to the options you decide to choose. For example, the question might contain a specific \_\_\_\_\_, and then you need to listen for something in the past, present or future.
5. Remember that you will hear certain \_\_\_\_\_ in the conversation – these words tell you when you need to listen very carefully.

## UNIT 5 SPEAKING




### Unit 5: Exercise 1

Watch the video of the student doing the IELTS Speaking test, then choose the correct answers to the questions below.

<ol style="list-style-type: none"> <li>1. The IELTS Speaking test takes <u>5-10/11-14</u> minutes, and has three parts.</li> <li>2. In Part 1, you answer questions about yourself and your <u>opinions/suggestions</u>.</li> <li>3. In Part 2, you speak for 1 to 2 minutes about <u>part 1/ a topic</u></li> <li>4. In Part 3, you have a longer <u>discussion/presentation</u> about the topic from Part 2.</li> <li>5. The three parts are <u>always/not always</u> in the same order.</li> </ol>	 play.MP4
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### Unit 5: Exercise 2

Watch the videos of a student doing the IELTS Speaking test. Which part is she doing in each video? Choose the correct answers.

1. <u>The student is doing IELTS Speaking Part 1./ The student is doing IELTS Speaking Part 2./ The student is doing IELTS Speaking Part 3.</u>	 1.MP4
2. <u>The student is doing IELTS Speaking Part 1./ The student is doing IELTS Speaking Part 2./ The student is doing IELTS Speaking Part 3.</u>	 2.MP4
3. <u>The student is doing IELTS Speaking Part 1./ The student is doing IELTS Speaking Part 2./ The student is doing IELTS Speaking Part 3.</u>	 3.MP4

### Unit 5: Exercise 3

In the IELTS Speaking test, 25% of your mark is for *fluency* and *coherence*. Match the sentence halves to complete the sentences.

explaining your ideas in an organised and structured way, that's easy to understand.
for example, using linking words and phrases like First of all , and Secondly.
increasing the amount of topic-related vocabulary and phrases you know.
speaking easily, well and quickly, without a lot of pauses or repetition.

1. *Fluency* means

---

*Coherence* means

---

You can improve your *fluency* by

---

You can improve your *coherence* by

---

#### Unit 5: Exercise 4

In the IELTS Speaking test, you should ask the examiner to repeat the question if you don't understand it. Watch the video of the student doing the IELTS Speaking test and notice the phrase she uses. Then choose the correct answers to complete the phrases.

You can use the phrases here to ask the examiner for more help if you haven't understood the question or need it to be repeated.

1. Sorry, I don't/didn't understand.
2. Could you give me/repeat the question, please?
3. I'm sorry, would you mind repeating/saying that again?
4. I'm afraid I don't know/understand the question.
5. Excuse me, could you repeat that/this ?



play.MP4

#### Unit 5: Exercise 5

Watch the videos. Then complete the sentences with the words the student uses. These words help with *fluency* and *coherence*.

**Examiner:** Some people say that buying things only makes people happy for a short time. What do you think?

**Student:** I don't think so well/because if I buy something ... I can always use it but/and I will feel satisfy and I can share to others to let them see this new thing, let them try it.



1.MP4

**Student:** I used to buy clothes from the shopping mall near my home ... It has an online shop .... In our country, we can buy things easily, but/well my mother always told me that I can't buy clothes during the summer, because/well I have a lot of summer clothes already!



2.MP4

## Unit 5: Exercise 6

Read the conversation between an examiner and a student. Then match the words in bold from the conversation (which help with *fluency* and *coherence*) with the descriptions.

**Examiner:** **So**, do people in Hong Kong often go to big shopping centres and malls?

**Student:** **Well**, in Hong Kong, we usually go to big shopping malls because we can buy things from other countries there.

**Examiner:** **Right**, and are you usually able to buy the things you want?

**Student:** Most of the time. **Anyway**, if you can't find what you want in the mall you can also look online.

**Examiner:** **Now**, let's move on to talk about famous people and celebrities ...

So, ...	Well, ...	Anyway, ...	Now, ...	Right, ...
---------	-----------	-------------	----------	------------

1. This word comes before the examiner changes the subject completely. \_\_\_\_\_
2. This word comes before the student explains something. \_\_\_\_\_
3. This word shows that the examiner has understood the student. \_\_\_\_\_
4. This word comes at the beginning of a new part of the conversation. \_\_\_\_\_
5. This word comes before the student gives some new and different information. \_\_\_\_\_

Unit 5: Exercise 7 Complete the conversation. Use the words in the box.

Anyway	Now	Right	So	Well
--------	-----	-------	----	------

**Examiner:** \_\_\_\_\_, I'd like to change topics and talk to you about shopping. Do you like going shopping?

**Student:** \_\_\_\_\_, most of the time I like shopping, apart from if the mall is very busy.

**Examiner:** \_\_\_\_\_, I see, so you mean you don't like crowds?

**Student:** No, I don't like crowds at all. \_\_\_\_\_, it's not normally a problem because I often shop online.

**Examiner:** \_\_\_\_\_, would you say that you shop more online than in malls?

**Student:** Yes, definitely.

## Unit 5: Exercise 8

Using linking words and phrases can help to improve *fluency* and *coherence*.

Put the examples in the box in the correct columns.

Another reason is ...	On the other hand	The main reason is ...	In general
In most cases	But	Secondly	First of all
However	Generally		
In addition	In the first place		

Explaining your main idea	Adding a similar idea

Adding an opposite idea	Explaining something generally

## Unit 5: Exercise 9

Complete the conversation. Use the words and phrases in the box.

another reason	however	in addition	in most cases	the main reason
----------------	---------	-------------	---------------	-----------------

**Examiner:** Why do you think that shopping on the internet has become so popular?

**Student:** Well, in my opinion, \_\_\_\_\_ is that it's so convenient. You don't have to leave your house to do it. \_\_\_\_\_ is that it's often cheaper.  
 \_\_\_\_\_, there is a lot of choice online, so you can choose from a wider variety.  
 \_\_\_\_\_, I still prefer to shop in a mall. I like to spend the afternoon with my friends looking at clothes. \_\_\_\_\_, it's better to shop for clothes in a mall because you can try them on before you buy them.

## Unit 5: Exercise 10

You are going to do IELTS Speaking Part 2. You will need some paper and a pencil.

Listen to the examiner. Record your answer. Play to hear your answer

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Describe a time you went shopping to buy something, but you were not able to buy it.

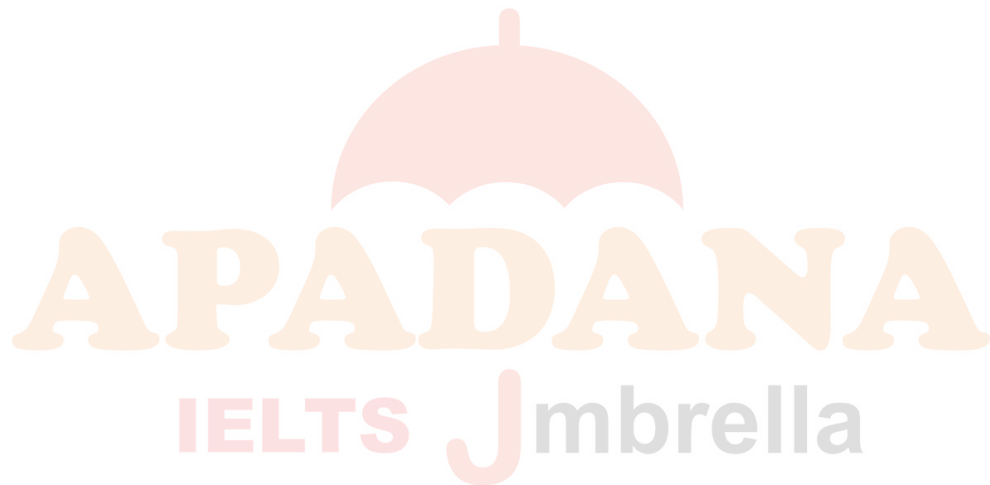
You should say:

what you wanted to buy

when and where you tried to buy it

why you were not able to buy it

and explain how you felt when you weren't able to buy it.



## UNIT 5 VOCABULARY / GRAMMAR

### Unit 5: Exercise 1

Look at the words in the table. Which words can you add to them to make new words? Use the words in the box.

Bag	foot	manager	online	department	convenience	keeper
trolley	assistant	mens	basket	sports		

Shop....	Shopping...

-wear	...store

### Unit 5: Exercise 2

Complete the descriptions. Use the words in the box.

DIY store	bakery	bookshop	butcher's	chemist's	greengrocer's
Newsagent's	travel agency				

1. You can buy meat in a \_\_\_\_\_
2. You can buy bread and cakes in a \_\_\_\_\_
3. You buy books in a \_\_\_\_\_
4. You buy newspapers and magazines in a \_\_\_\_\_
5. You book a holiday in a \_\_\_\_\_
6. You buy fruit and vegetables in a \_\_\_\_\_
7. You buy things to help you build and fix things around the house in a \_\_\_\_\_
8. You get medicines in a \_\_\_\_\_

### Unit 5: Exercise 3

Choose the correct words to complete the story.

The department store in my town was having a discount /sale/sell last week – everything was 25% cheaper than usual. So I went to find some bargains/discount/sell . I love buying things that are cheaper than they should be.

In the footwear and bags department, I found a lovely bag, with a 40% discount/off/sale . It had a two-year fitting room/guarantee/receipt , so I could get my money back if it broke. Then I went to the womenswear department and found some nice trousers on discounts/refund/special offer . They were 50% of the normal price. I wanted to go to the fitting room/queue/till to try them on, but there was a long bargain/queue/sale – there were about ten other people waiting – and I didn't want to wait. So I went to the cash machine/fitting room/till and paid for everything. When I got home, I tried the trousers on. They were the right size, but they didn't fit/pass/suit me at all – they looked terrible on me. So I decided to take them back and ask for a receipt/refund/return . But I couldn't find my footwear/receipt/shopping bag , so the shop assistant said he couldn't give me my money back. Next time, I'll be more careful when I shop at the sales.

### Unit 5: Exercise 4

Complete the phrases. Use the words in the box.

Book	Eat	Go	Meet	Spend	Take	Try	Watch
------	-----	----	------	-------	------	-----	-------

1. \_\_\_\_\_ up with friends.
2. \_\_\_\_\_ bowling.
3. \_\_\_\_\_ out some money from a cash machine.
4. \_\_\_\_\_ a film.
5. \_\_\_\_\_ fast food.
6. \_\_\_\_\_ on some clothes to see if they fit you.
7. \_\_\_\_\_ a holiday.
8. \_\_\_\_\_ money.

## Unit 5: Exercise 5

Read the conversations. Then choose the correct reason for Speaker B using *will* + infinitive or *going to* + infinitive each time. The first one has been done for you.

1. **A:** Hmm, it's a lovely jumper, but I can't buy it today. I haven't got enough money.

**B:** That's OK. I'll lend you the money. How much do you need?

- We often use *will* to make a decision while we're speaking, or to ask another person for a decision.
- We often use *will* to make a prediction (= a guess about the future) based on our own opinions.
- We often use *will* to make a promise to another person.
- We often use *will* to offer help to another person, or to ask for help.

2. **A:** These trainers are quite expensive. Are you sure you need them?

**B:** Yes, Mum. Don't worry – I'll wear them every day. Trust me!

- We often use *will* to make a decision while we're speaking, or to ask another person for a decision.
- We often use *will* to make a prediction (= a guess about the future) based on our own opinions.
- We often use *will* to make a promise to another person.
- We often use *will* to offer help to another person, or to ask for help.

3. **A:** I'm sorry, but we don't accept credit cards at this till.

**B:** Really? OK, I'll pay by cash.

- We often use *will* to make a decision while we're speaking, or to ask another person for a decision.
- We often use *will* to make a prediction (= a guess about the future) based on our own opinions.
- We often use *will* to make a promise to another person.
- We often use *will* to offer help to another person, or to ask for help.

4. **A:** This phone looks great, and it's really cheap.

**B:** Yes, a bit too cheap. I'm worried that it'll stop working after a few weeks.

- We often use *will* to make a decision while we're speaking, or to ask another person for a decision.
- We often use *will* to make a prediction (= a guess about the future) based on our own opinions.
- We often use *will* to make a promise to another person.
- We often use *will* to offer help to another person, or to ask for help.

5. **A:** Have you booked your holiday yet?

**B:** Yes, we've just been to the travel agency and bought our tickets. We're **going to** go to Thailand.

- We often use *going to* to make a prediction based on what we know or can see.
- We often use *going to* to talk about plans and decisions that we made earlier.

6. **A:** Can we go home soon? I'm bored.

**B:** I want to try on this blouse, but there's a long queue for the fitting rooms. It's **going to** be at least half an hour before we can go home.

- We often use *going to* to make a prediction based on what we know or can see.
- We often use *going to* to talk about plans and decisions that we made earlier.

#### Unit 5: Exercise 6

Read the conversations and correct Speaker B's answers by using the correct form of *will* + infinitive. Use contractions where possible (e.g. *he'll*). The first one has been done for you.

1. **A:** Look what I've found. A lovely shirt for you. Do you want to see if it fits you?

**B:** OK, ~~I try~~ **I'll try** it on.

2. **A:** The lift's broken.

**B:** OK, I take the stairs.

3. **A:** Wow, I can't believe I've bought so much today!

**B:** How do you get home with all those bags?

4. **A:** Can I tell you a secret? My 'expensive' dress was actually really cheap. I only paid £10 for it.

**B:** Wow! Don't worry. I don't tell anyone.

5. **A:** I ordered some books online yesterday, but they haven't arrived yet.

**B:** Don't worry. They probably arrive next week.

6. **A:** You should take those shoes back if they don't fit and ask for a refund.

**B:** I know, but I'm a bit nervous. Do you come with me?

7. **A:** Can you wait here? I just need to go to a few shops.

**B:** OK. Are you long?

8. **A:** I don't want to go to the shopping centre tomorrow. It's always really crowded.

**B:** Don't worry. It isn't be crowded tomorrow morning.

Unit 5: Exercise 7

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

It'll      think      expensive      I      quite      be

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

You'll      think      film      enjoy      the      Do      you

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

We'll      stay      I      think      don't      long

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

Think      cost      How      it'll      do      you      much

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

Need      think      I'll      a      I      trolley

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

To      think      don't      need      I      you'll      pay

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

Do      think      go      you      shopping      we'll      When      again

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

There'll      many      you      people      think      Do      be

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

## Unit 5: Exercise 8

Complete the conversation with the correct forms of the words in brackets. Use *going to* + infinitive in all your answers. Use contractions where possible (e.g. *isn't*).

**A:** Hurry up! You need to decide. The \_\_\_\_\_ in a minute. (shop / close)  
Which laptop \_\_\_\_\_ ? (you / buy)

**B:** \_\_\_\_\_ one here. (I / not / buy)

**A:** Why not? Your old laptop's broken and you've got a business trip next week.  
\_\_\_\_\_ one when you're away. (you / need)

**B:** I know, but \_\_\_\_\_ a new laptop online instead. (I / get)

**A:** Well, don't forget your flight's on Monday morning, so that doesn't leave you a lot of time.

**B:** Don't worry. \_\_\_\_\_ it tonight. (I / order) It won't take more than three days to arrive.

**A:** \_\_\_\_\_ pretty stupid at your business meeting next week if you don't get your new laptop by then. (you / feel)

**B:** Don't worry. It'll be fine.

**Unit 5: Exercise 9** Read the information. Then choose the best answers to complete the sentences.

- We often use *will* to make a decision while we're speaking, or to ask another person for a decision.
- We often use *will* to make a prediction (= a guess about the future) based on our own opinions.
- We often use *will* to make a promise to another person.
- We often use *will* to offer help to another person, or to ask for help.
- We often use *going to* to talk about plans and decisions. Often the plan/decision has already been made.
- We often use *going to* to make a prediction based on what we know or can see.

1. This laptop comes with a five-year guarantee. That means that if it stops working in the next five years, you're going to/you'll get your money back.
2. I've just bought some new running shoes because I'm going to/I'll start running every day from tomorrow.
3. Oh no! We've spent too long in the shops. We're going to/We'll miss the last bus home. Look – it's leaving now.
4. We aren't going to/won't buy anything. We didn't bring any money. We only came here to do some window-shopping.
5. **A:** What are you going to have for lunch?  
**B:** I'm going to/I'll have a burger. I haven't had one for ages.
6. **A:** We've just bought our wedding rings.  
**B:** Really? When are you going to/will you get married?
7. **A:** I can't carry all these bags. Are you going to/Will you help me, please?  
**B:** Yes, of course.

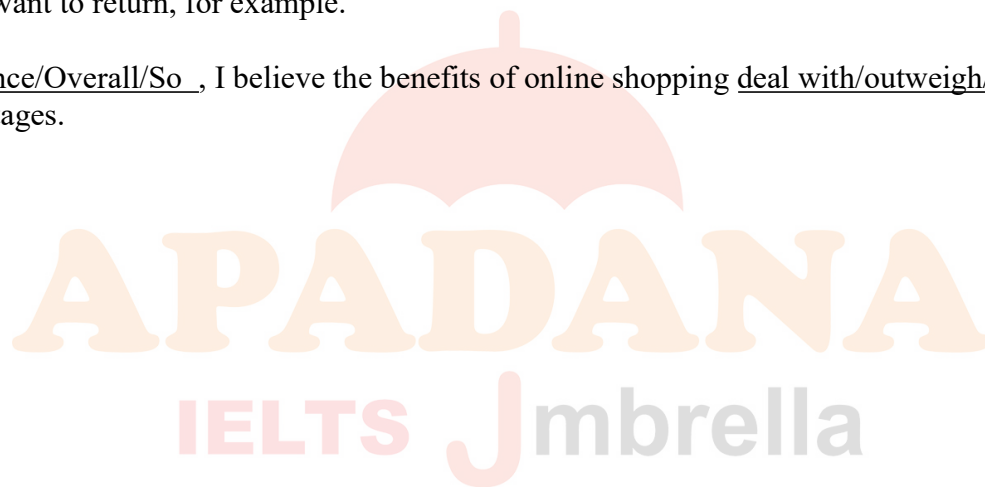
## Unit 5: Exercise 10

Do the advantages of online shopping outweigh the disadvantages? Choose the best words to complete the student's answer.

In my view, the main advantage/disadvantage/positive aspects of online shopping is that it is convenient – you can buy things in your own home, at any time of day or night. Another benefit/drawback/negative aspects is that online stores are often cheaper than traditional shops. All things considered/Moreover/Overall , they usually have a wider range of sizes and colours.

However, there are also some important advantages/benefits/drawbacks to online shopping. For one thing /Overall/Personally , you have to wait a few days, or even weeks, for your shopping to arrive. However /In my view/What's more , you can't try on clothes before buying them. Because/However/In addition , you sometimes need to pay extra for postage. Many online shops do try to deal with/suffer/outweigh the disadvantages by offering free delivery for any clothes that you want to return, for example.

For instance/Overall/So , I believe the benefits of online shopping deal with/outweigh/suffer the disadvantages.



## UNIT 6 READING

### Unit 6: Exercise 1

In this unit, you will look at Yes / No / Not Given questions and summary completion. You will read a text about travel photography.

Read the information. Then read the sentences about photography and decide if they are the writer's views or claims.

For IELTS Reading Yes / No / Not Given questions, you need to recognise and understand the **views** and **claims** that a writer expresses in a text:

- a **view** is the writer's **opinion** about something.

**Example:**

*The best way for students to spend their free time is in travelling and taking photos.*

- a **claim** is something that the writer believes is **a fact** – information they understand to be true.

**Example:**

*The first modern photograph was taken in France in 1826 or 1827.*

1. I was delighted with the way my photographs turned out.
  - View
  - Claim
2. One of the world's first travel shoots took place in 1849.
  - View
  - Claim
3. Photographers now need to be more flexible about the kind of projects they work on.
  - View
  - Claim
4. Some groups of native Americans strongly dislike photographs.
  - View
  - Claim
5. The festival is held in November.
  - View
  - Claim
6. This festival should be included in any photographer's diary.
  - View
  - Claim

## Unit 6: Exercise 2

Read the information and look at the examples of both views and claims. Then complete the statements based on the examples.

The bold words in the sentences below can help you to work out whether a sentence is a view or a claim.

### Views

#### Examples:

*The **best way for** students to spend their free time is travelling and taking photos.*

*I was **delighted with** the way my photographs turned out.*

*This festival **should be included** in any photographer's diary.*

*Photographers now **need to be** more flexible about the kind of projects they work on.*

### Claims

#### Examples:

*The **first modern** photograph was taken in France in 1826 or 1827.*

***One of the world's first** travel shoots took place in 1849.*

*The festival is **held in November**.*

***Some groups of native Americans** strongly **dislike** photographs.*

1. **Modal verbs for advice, necessity or obligations** (e.g. *should, need*) are more common in views / claims.
2. Words and phrases that describe **when** something happens are more common in views / claims.
3. Words and phrases for **feelings, emotions and attitudes** are more common in views / claims.
4. Words and phrases that describe **where** something happens are more common in views / claims.
5. Words and phrases for **quantities** (e.g. *all, most, few*) and **qualities** such as **colour, size, age, shape**, etc. are more common in views / claims.
6. Words and phrases that give **advice** or make **suggestions** are more common in views / claims.

### Unit 6: Exercise 3

Read the information. Then read the first paragraph of an article on travel photography and the statement which follows. Decide if the statement agrees with a view or claim of the writer.

Choose the correct answer.

In an IELTS Reading Yes / No / Not Given task, you read a text in which the writer expresses some views or makes some claims. Then you decide if a set of statements agree with the writer's views or claims in the text.

- If the statement expresses **the same idea as the writer**, the answer is **Yes**.
- If the statement expresses **the opposite idea to the writer's**, the answer is **No**.
- If the statement expresses an idea that **the writer does not express any views or claims about**, the answer is **Not Given**.

#### ‘Eyes on the World’: Travel photography in the 21st century

One of the world's first travel shoots took place in 1849 when two young Frenchmen, Gustave Flaubert and Maxime Du Camp, decided they would set out on a great adventure and travel to Egypt. Du Camp took hundreds of photographs of the Pyramids and the Sphinx, and when he returned home and published his travel album, the images amazed the European public and turned Du Camp into a celebrity overnight.

---

Maxime Du Camp became famous because of the photos in his travel album.

- ☐ Yes
- ☐ No
- ☐ Not Given

## Unit 6: Exercise 4

In the IELTS Reading task, choosing No or Not Given can sometimes be more difficult than choosing Yes.

Read the paragraph again. Then choose the correct answers

### **‘Eyes on the World’: Travel photography in the 21st century**

One of the world’s first travel shoots took place in 1849 when two young Frenchmen, Gustave Flaubert and Maxime Du Camp, decided they would set out on a great adventure and travel to Egypt. Du Camp took hundreds of photographs of the Pyramids and the Sphinx, and when he returned home and published his travel album, the images amazed the European public and turned Du Camp into a celebrity overnight.

- 
3. The European public was disappointed with the photos in Maxime Du Camp’s travel album.
- ☐ No
  - ☐ Not Given
4. The European public saw photos of Egypt for the first time when they looked at Du Camp’s travel album.
- ☐ No
  - ☐ Not Given
5. Maxime Du Camp was surprised by the amount of attention he received after publishing his book.
- ☐ No
  - ☐ Not Given
6. It took a long time for Maxime Du Camp to become famous after he published his travel album.
- ☐ No
  - ☐ Not Given

## Unit 6: Exercise 5

Read the information. Then read the statements 1–7.

Match the synonyms and paraphrases in the box with the bold words and phrases in the statements.

In an IELTS Reading Yes / No / Not Given task, it is important to look for paraphrases of the statements in the text. This will make it easier to decide the correct answer.

Dangerous      event      great      is now acceptable      outsiders      work hard for  
realise what the challenges were

1. Most photographers **understand how hard it was** to take photographs in the 19th century. \_\_\_\_\_
2. Some of the chemicals that Du Camp used for his photography were **unsafe** .  
\_\_\_\_\_
3. There is a lot of luck involved in taking **really good** photographs.  
\_\_\_\_\_
4. It's usually photographs that **require a lot of effort** that professional photographers are most pleased with. \_\_\_\_\_
5. All Souls Day in the Philippines is an older **festival** than the Day of the Dead in Mexico.  
\_\_\_\_\_
6. Mexican locals are happy for **foreigners** to attend Day of the Dead celebrations.  
\_\_\_\_\_
7. It **has become common** for some native American groups to photograph important ceremonies. \_\_\_\_\_

## Unit 6: Exercise 6

Read the information. Then read the next four paragraphs of the ‘Eyes on the World’ article. Answer the questions

While Du Camp’s photographs may appear simple in comparison to modern photographs with their special effects, it seems to me that nowadays the majority of photographers fail to realise what the challenges were in taking photographs in the 19th century. To begin with, foreign travel was expensive and difficult to organise. Fortunately, Du Camp had money of his own and he was also able to get additional funding for the journey from the French government. Another issue was the size and weight of 19th-century cameras – they were very large and heavy. Finally, not only was there a great deal of equipment and chemicals to transport, but travelling itself could be highly dangerous. Of course, travel photographers do still take risks as part of their job, but the level of danger is hardly the same as when Du Camp was travelling across continents.

Nevertheless, as any professional photographer knows, to be good at the job still requires hard work and dedication. The popular idea that great photographs are often the result of a photographer being in exactly the right place at exactly the right time, just by chance, does not reflect reality. Last year, for example, on a visit to Reykjavik, Iceland, I met several photographers I knew. We were all there for the annual Winter Lights festival, involving works by many artists and musicians. One shot we all wanted was the perfect image of the *aurora borealis* – the strange green lights that sometimes appear briefly in the sky as the sun is going down. It took hours for everyone to decide how best to catch this moment and to work out where to place themselves to get the best result. In the end, I was delighted with the way my photographs turned out. In general, professional photographers share the feeling that the most rewarding photographs are the ones you’ve worked hard for.

Events like this attract photographers because the atmosphere can help create some wonderful photo opportunities. The Day of the Dead in Mexico is a perfect example. Although other countries have a similar event, for example, All Souls Day in the Philippines, the Mexican event is a photographer’s dream. It’s a time of celebration, when people remember relatives who have already passed away. Good photographs will capture that sense of joy in the bright and colourful decorations on the gravestones and in the faces of the families who are using humour and art to remember their dead. What’s more, the local people are usually happy to share this experience with outsiders so visitors can participate if they wish. The festival is held in November, and should be included in any photographer’s diary.

Travelling as a photographer has encouraged me to question some ideas I previously believed to be true. An example of this is the popular belief that some groups of native Americans strongly dislike photographs and will turn away from cameras. This, however, is not the case. From talking to native Americans I’ve met on my journeys, it seems that it is now acceptable to regard photographs as valuable connections to ancestors and even include them in important ceremonies, some of which I have been lucky to observe and record.

Read the statements and choose the correct answers. Read the text on page 1 again if you need to. Note that the words and phrases for expressing views and claims have been underlined here for reference.

1. Most photographers understand how hard it was to take photographs in the 19th century.
  - ☐ Yes
  - ☐ No
  - ☐ Not Given
2. Some of the chemicals that Du Camp used for his photography were unsafe.
  - ☐ Yes
  - ☐ No
  - ☐ Not Given
3. There is a lot of luck involved in taking really good photographs.
  - ☐ Yes
  - ☐ No
  - ☐ Not Given
4. It's usually photographs that require a lot of effort that professional photographers are most pleased with.
  - ☐ Yes
  - ☐ No
  - ☐ Not Given
5. All Souls Day in the Philippines is an older festival than the Day of the Dead in Mexico.
  - ☐ Yes
  - ☐ No
  - ☐ Not Given
6. Mexican locals are happy for foreigners to attend Day of the Dead celebrations.
  - ☐ Yes
  - ☐ No
  - ☐ Not Given
7. It has become common for some native American groups to photograph important ceremonies.
  - ☐ Yes
  - ☐ No
  - ☐ Not Given

## Unit 6: Exercise 7

Read the final paragraph of the 'Eyes on the World' article carefully. Then choose the four ideas which are found in the text.

One question that people often ask is whether it's possible to make a reasonable living in the travel photography industry today. Gone are the easy days when photographers simply shot photos for magazines and newspapers, sent them to an editor and got paid at the end of every month: these forms of media now usually buy photos for their stories directly from companies that store millions of them. As a result, photographers now need to be more flexible about the kind of projects they work on. One way to do this is by working for big businesses. In the past, photographers often decided where they would like to go, and could perhaps experiment more with the kinds of photographs they took. However, working for a big business often means that you are sent where the company wants you to go; perhaps to a beach or a mountain if they want to promote these as tourist destinations. The desert is another popular place: many car companies like to shoot this kind of background to advertise their new vehicles. Of course, nowadays this kind of well-paid work opportunity is very popular, so a huge number of photographers will all apply for the same job; a situation which you didn't see so much in the past. Nevertheless, in my experience, whether photographers are amateurs or professionals, there is a generally positive feeling between them: they are supportive of each other and willing to share advice about work opportunities and the risks that travelling to foreign destinations sometimes involves.

- 
- ☐ Some photographers like to take photographs of serious subjects while others like to take amusing ones.
  - ☐ The typical career of a photographer is not the same today as it was in the past.
  - ☐ Newspapers no longer buy so many photographs from individual photographers.
  - ☐ Big businesses sometimes use photographers to take pictures of their products or services.
  - ☐ The internet has made it much easier to see the work of many photographers.
  - ☐ There are a huge number of training courses if people want to study photography.
  - ☐ Photographers talk to each other about their experiences and provide useful information.

## Unit 6: Exercise 8

Read the information. Then match the paraphrases and synonyms in the box with the ideas in the sentences.

For an IELTS Reading summary completion task you:

- should carefully read the part of the article which is being summarised to understand the main ideas;
- should carefully read a gapped summary;
- may need to choose words or phrases from a box to complete the summary.

You will need to recognise *synonyms* and *paraphrases* in the text when you do this task successfully.

good relationships	great competition	international exhibitions	marketing purposes
new ideas	public interest	regular income	work experience

1. The photographs are displayed in a gallery. \_\_\_\_\_
2. Each month, the photographers get money for their work.  
\_\_\_\_\_
3. People really enjoy looking at their photographs. \_\_\_\_\_
4. The photographers make suggestions and plans about what to do next.  
\_\_\_\_\_
5. The photographers do the job to improve their skills but they don't get paid anything.  
\_\_\_\_\_
6. The photographers get on well with each other. \_\_\_\_\_
7. Some people use photographs to persuade other people to buy things.  
\_\_\_\_\_
8. A lot of photographers are all trying to get the same job.  
\_\_\_\_\_

## Unit 6: Exercise 9

Read the final paragraph of the text again. Then choose the correct words or phrases to complete the summary.

One question that people often ask is whether it's possible to make a reasonable living in the travel photography industry today. Gone are the easy days when photographers simply shot photos for magazines and newspapers, sent them to an editor and got paid at the end of every month: these forms of media now usually buy photos for their stories directly from companies that store millions of them. As a result, photographers now need to be more flexible about the kind of projects they work on. One way to do this is by working for big businesses. In the past, photographers often decided where they would like to go, and could perhaps experiment more with the kinds of photographs they took. However, working for a big business often means that you are sent where the company wants you to go; perhaps to a beach or a mountain if they want to promote these as tourist destinations. The desert is another popular place: many car companies like to shoot this kind of background to advertise their new vehicles. Of course, nowadays this kind of well-paid work opportunity is very popular, so a huge number of photographers will all apply for the same job; a situation which you didn't see so much in the past. Nevertheless, in my experience, whether photographers are amateurs or professionals, there is a generally positive feeling between them: they are supportive of each other and willing to share advice about work opportunities and the risks that travelling to foreign destinations sometimes involves.

---

Nowadays photographers no longer receive regular income/ exhibitions from the work they do, and they need to look for different kinds of project. One option is to get a job with a large company and take photographs for marketing purposes/ public interest. A job like this is attractive to many photographers, and there is new ideas/ great competition between them. However, it is also true that in general, photographers form good relationships/ work experience with each other, no matter whether they take photos for fun or as a career.

## Unit 6: Exercise 10

Think about what you've learnt in this unit.

Complete the advice. Use the words in the box.

attitude or feelings	is a claim	is his or her view	read the statements
same order	statements	summarise parts of the text	text very carefully
understand a writer's views and claims	when or where		

7. Yes / No / Not Given questions check how well you can \_\_\_\_\_
8. Something that a writer believes to be true \_\_\_\_\_
9. The writer's personal opinion about something \_\_\_\_\_
10. Claims often include factual information such as \_\_\_\_\_ something happens.
11. Views often include expressions of the writer's \_\_\_\_\_ about something.
12. Yes / No / Not Given questions are always \_\_\_\_\_
13. Statements in Yes / No / Not Given tasks follow the \_\_\_\_\_ as the text.
14. In the Yes / No / Not Given task, it is a good idea to \_\_\_\_\_ before you read the text.
15. In the summary completion task, you should read the \_\_\_\_\_
16. In the summary completion task, you need to choose words that \_\_\_\_\_

## UNIT 6 WRITING

### Unit 6: Exercise 1

Read the IELTS Writing Task 2 question.

---

*Many people think it is important to go to university while others prefer to start work without getting a university education. Discuss both choices and give your opinion.*

---

Put the parts of the essay plan in the correct order.

Main Paragraph 2: Fact	Introduction	Main Paragraph 2: Reasons or examples
Main Paragraph 1: Reasons or examples		Main Paragraph 1: Fact

1.	Essay Plan
2.	
3.	
4.	
5.	
6.	

### Unit 6: Exercise 2

Read the IELTS Writing Task 2 question.

---

*Many people think it is important to go to university while others prefer to start work without getting a university education. Discuss both choices and give your opinion.*

---

Then complete the student's essay plan. Use the words and phrases in the box.

get a degree in Law	get a degree in Medicine	go	going	have a university education
improve your knowledge	manage a business	require a degree	run	studying

### Essay Plan

**Introduction:** a lot of people want to \_\_\_\_\_

### Main Paragraph 1

**Fact:** true = there are advantages to \_\_\_\_\_ at university

**Reasons or examples:** if you \_\_\_\_\_, you can be a doctor

if you \_\_\_\_\_, you can be a lawyer

also, a degree can \_\_\_\_\_ and ability

### Main Paragraph 2

**Fact:** however, some jobs do not \_\_\_\_\_

**Reasons or examples:** a degree is not necessary if you want to \_\_\_\_\_  
a shop or \_\_\_\_\_

also, \_\_\_\_\_ to university can be very expensive

**Conclusion (with my opinion):** a degree is necessary for some jobs but not others

I think you should \_\_\_\_\_ to university if you can

### Unit 6: Exercise 3

Complete the essay. Use the words and phrases in the box.

Addition	conclusion	firstly	for example	in this essay	likewise
Nevertheless	on the one hand	on the other hand	secondly		

At the present time, a lot of people want to have a university education while others choose not to go to university, and get a job instead. \_\_\_\_\_, I am going to compare both of these options and then offer my own view.

\_\_\_\_\_, it is certainly true that there are advantages to studying at university.

\_\_\_\_\_, certain jobs require certain degrees. If you want to be a lawyer or a doctor, you will need to get a degree in Law or Medicine. \_\_\_\_\_, learning about something that interests you can improve your knowledge. Moreover, there are studies that show that getting a degree can help you learn how to ask questions and solve problems.

However, \_\_\_\_\_, there are a lot of jobs that do not require a degree. As a result, some people prefer to start work as soon as they leave school without going to university.

\_\_\_\_\_, if you want to run a shop, it is not necessary to get a degree in Psychology first.

\_\_\_\_\_, you do not have to study Engineering or Education in order to manage a business. In \_\_\_\_\_, university can be very expensive, so some people prefer to get a job instead of paying a lot of money.

In \_\_\_\_\_, there are definitely advantages to receiving a university education. A degree is necessary for certain jobs but not essential for others. \_\_\_\_\_, in my opinion, everyone who has the opportunity to go to university, should go.

## Unit 6: Exercise 4

Read the IELTS Writing Task 2 question.

---

***Many people think it is important to go to university while others prefer to start work without getting a university education. Discuss both views and give your opinion.***

---

Put the paragraphs in the correct order to complete the essay.

Secondly, learning about something that interests you can improve your knowledge. Moreover, there are studies that show that getting a degree can help you learn how to ask questions and solve problems.

On the one hand, it is certainly true that there are advantages to studying at university. Firstly, certain jobs require certain degrees. If you want to be a lawyer or a doctor, you will need to get a degree in Law or Medicine.

However, on the other hand, there are a lot of jobs that do not require a degree. As a result, some people prefer to start work as soon as they leave school without going to university. For example, if you want to run a shop, it is not necessary to get a degree in Psychology first.

Likewise, you do not have to study Engineering or Education in order to manage a business. In addition, university can be very expensive, so some people prefer to get a job instead of paying so much money.

In conclusion, there are definitely advantages to receiving a university education. A degree is necessary for certain jobs but not essential for others. Nevertheless, in my opinion, everyone who has the opportunity to go to university, should go.

At the present time, a lot of people want to have a university education while others choose not to go to university, and get a job instead. In this essay, I am going to compare both of these options and then offer my own view.

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

## Unit 6: Exercise 5

It is important not to repeat the same words or phrases too often in IELTS Writing Task 2. Using *synonyms* can help. Remember: *synonyms* are different words or phrases that mean the same thing as each other.

Read the student's essay. Match the words or phrases in **bold** from the essay with the *synonyms* in the box.

At the moment	From another point of view	From one point of view	In my view
To conclude			

**At the present time**, a lot of people want to receive a university education while others choose not to go to university, and get a job instead. In this essay, I am going to compare both of these options and then offer my own view.

**On the one hand**, it is certainly true that there are advantages to studying at university. Firstly, certain jobs require certain degrees. If you want to be a lawyer or a doctor, you will need to get a degree in Law or Medicine. Secondly, learning about something that interests you can improve your knowledge. Moreover, there are studies that show that getting a degree can help you learn how to ask questions and solve problems.

However, **on the other hand**, there are a lot of jobs that do not require a degree. As a result, some people prefer to start work as soon as they leave school without going to university. For example, if you want to run a shop, it is not necessary to get a degree in Psychology first. Likewise, you do not have to study Engineering or Education in order to manage a business. In addition, university can be very expensive, so some people prefer to get a job instead of paying a lot of money.

**In conclusion**, there are definitely advantages to receiving a university education. A degree is necessary for certain jobs but not essential for others. Nevertheless, **in my opinion**, everyone who has the opportunity to go to university, should go.

At the present time \_\_\_\_\_

On the one hand \_\_\_\_\_

On the other hand \_\_\_\_\_

In conclusion \_\_\_\_\_

In my opinion \_\_\_\_\_

## Unit 6: Exercise 6

Look at the words and phrases in **bold** in the student's essay. Complete the table with the correct words in the box.

From one point of view, it is certainly true that there are advantages to studying at university. Firstly, certain jobs require certain degrees. If you want to be a lawyer or a doctor, you will need to get a degree in Law or Medicine. Secondly, learning about something that interests you can improve your knowledge. **Moreover**, there are studies that show that getting a degree can help you learn how to ask questions and solve problems.

**However**, from another point of view, there are a lot of jobs that do not require a degree. **As a result**, some people prefer to start work as soon as they leave school without going to university. For instance, if you want to run a shop, it is not necessary to get a degree in Psychology first. **Likewise**, you do not have to study Engineering or Education in order to manage a business. **In addition**, university can be very expensive, so some people prefer to get a job instead of paying a lot of money.

To conclude, there are definitely advantages to receiving a university education. A degree is necessary for certain jobs but not essential for others. **Nevertheless**, in my view, everyone who has the opportunity to go to university, should go.

Likewise	however	nevertheless	moreover	in addition	as a result
----------	---------	--------------	----------	-------------	-------------

also	but	because of this

## Unit 6: Exercise 7

Choose the correct words or phrases to complete the sentences.

9. I like Maths but I also /as a result/however like Literature.
10. He was excellent in his interview. But/However/Moreover , he is the most qualified for the job.
11. I had a headache during the exam. Also /Because of this/Nevertheless , I answered all the questions.
12. My grandfather runs a business. Also/Because of this/However , I could easily go to work for him.
13. My sister always does her homework. But/However/Likewise , my brother always does his, too.
14. If you want to be a dentist, you need good grades. Because of this/In addition/Nevertheless , you must like working hard.
15. My father wants me to be an accountant also/because of this/but my mother wants me to be a musician.
16. I didn't think I would get the job. Also/Because of this/However , they offered it to me the day after the interview.
17. My cousin failed his exams. Also /As a result/However , he has to repeat a year of university.
18. There are two advantages to my job: it's different every day and also/but/however I'm my own boss.

## Unit 6: Exercise 8

Read the IELTS Writing Task 2 question.

---

***Some people think that liking your job is more important than how much money you earn while others think that your salary is more important than how much you like your job. Compare the two views and give your opinion.***

---

Decide whether the ideas below are advantages of earning a lot of money or liking your job. Choose the correct answers.

1. You can buy special gifts for your friends and family.
  - An advantage of liking your job
  - An advantage of earning a lot

2. You might work harder and be more friendly.

- An advantage of liking your job
- An advantage of earning a lot

3. You might stay in your job longer.

- An advantage of liking your job
- An advantage of earning a lot

4. You can spend more money on your hobbies.

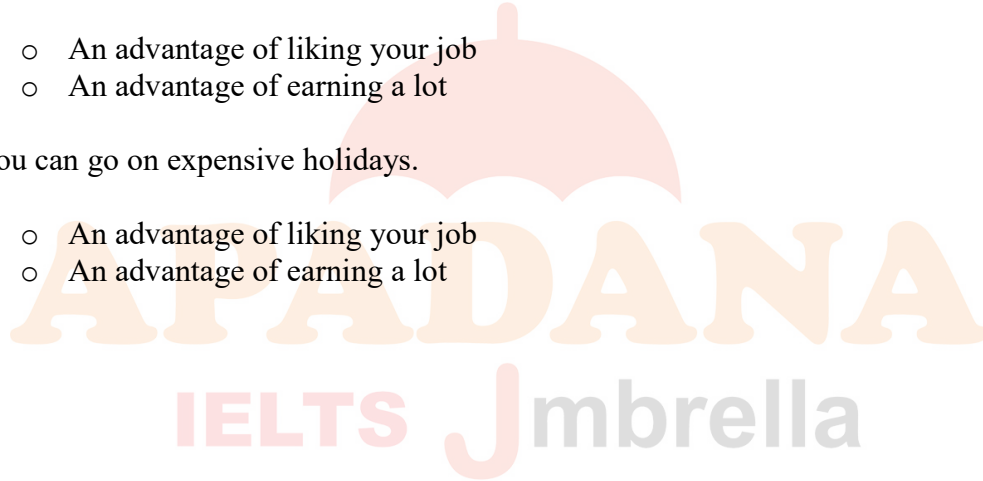
- An advantage of liking your job
- An advantage of earning a lot

5. You might be less stressed at work.

- An advantage of liking your job
- An advantage of earning a lot

6. You can go on expensive holidays.

- An advantage of liking your job
- An advantage of earning a lot



## UNIT 6 LISTENING

### Unit 6: Exercise 1

In this unit, you will learn about IELTS Listening Sections 3 and 4 and practise the skills you need to answer three-option multiple choice questions and a map labelling task. The topic of this unit is university life.

Complete the table with the words and phrases in the box.

an interview	a seminar	a tutor	a campus	an accommodation officer
an administration block	a lecturer	a lecture	halls of residence	

People	Places	Events

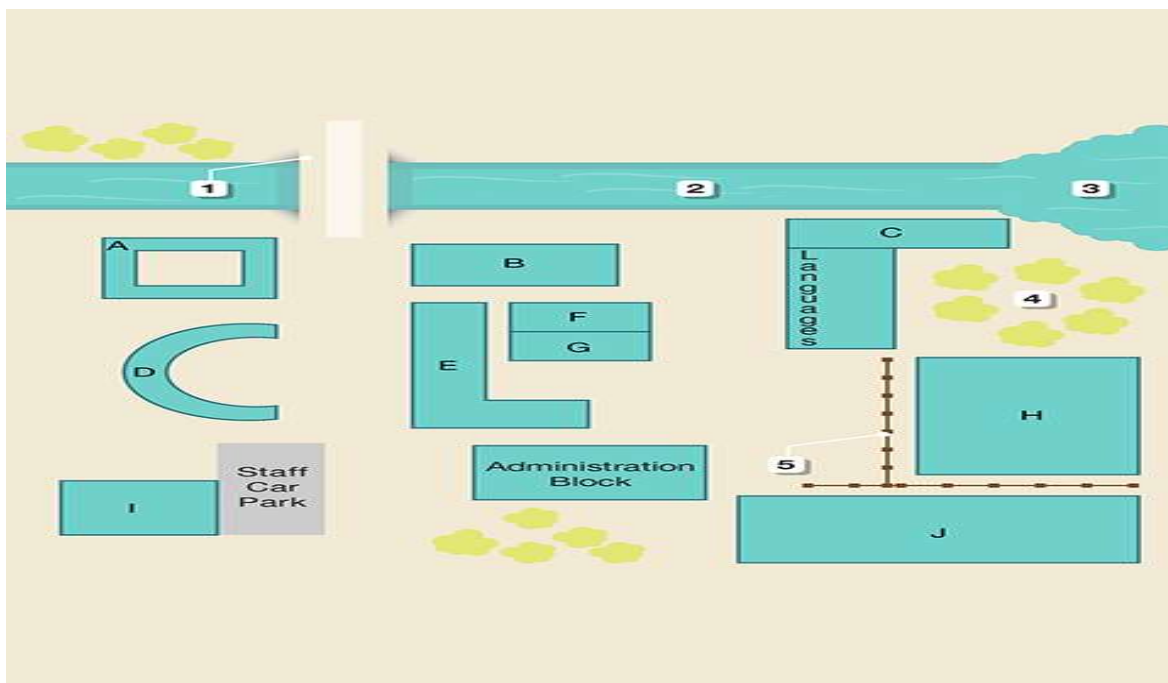
### Unit 6: Exercise 2

Read the information. Then look at the plan of a university campus and label the features 1–5 with the words in the box.

In the IELTS Listening test, you may have to label a plan or map, which may include one or more of the following:

- **places** that are already labelled, e.g. *café, reception, main entrance*, etc.
- **features** that are not labelled but can be seen in the drawing, e.g. *a statue, a forest, a hill*, etc.
- **buildings** or other places that are a particular **size** (e.g. *small, large*) or **shape** (e.g. *round, square*)
- **compass directions**, i.e. some plans and maps may include *north, south, east* and *west*.

Before you listen, it is a good idea to look carefully at the plan or map to identify the objects you can already see.



Bridge	fence	lake	river	small park
--------	-------	------	-------	------------

1.	
2.	
3.	
4.	
5.	

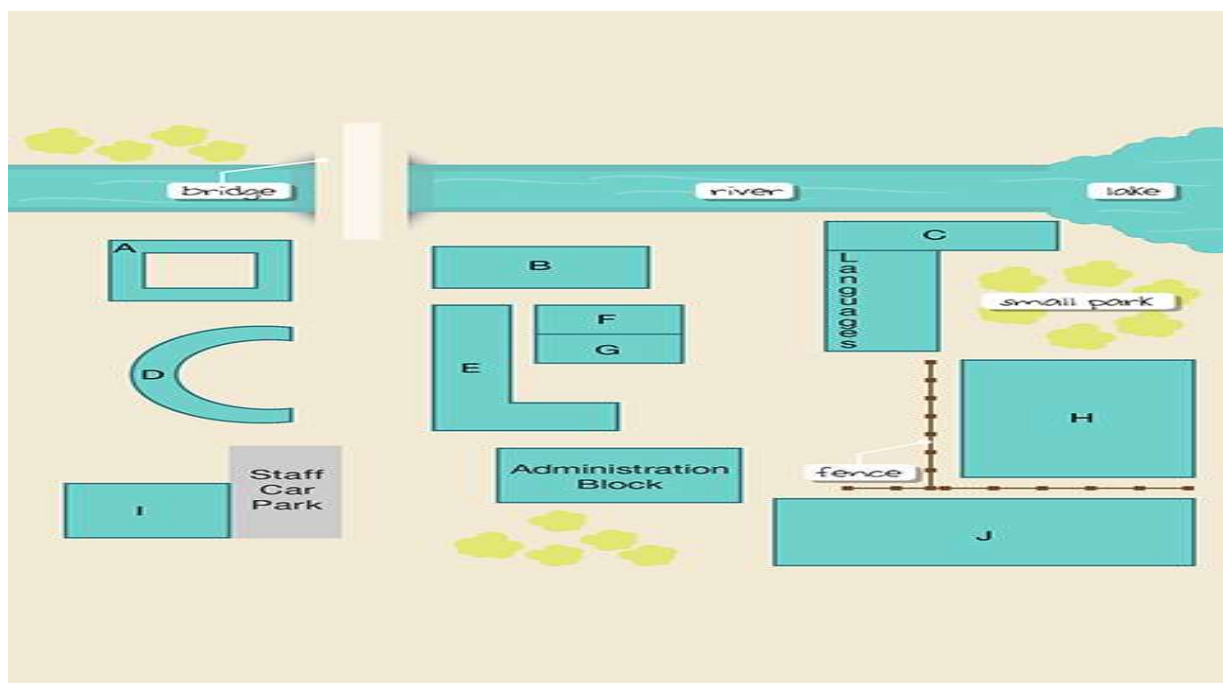
### Unit 6: Exercise 3

Listen to a guide describe where different places are on a university campus plan. Write the correct letters next to the locations.

A speaker may describe a plan or map in two ways:

- the speaker **gives directions** on how to get to different places
- the speaker **describes the positions or locations** of different places on the map or plan.

When a speaker gives directions, you will hear language such as *turn left*, *go straight ahead* or *walk past*. When a speaker describes positions or locations, you will hear language such as *at the top/bottom of the map*, *on the left of the plan* or *above the small park*.



**Announcer:** You will hear a guide giving students some information about a university campus.

**Guide:** OK, so we're going to have a look at the plan of the City University Campus. Can everyone see a copy? Great. Right, let's start by finding the Browning Lecture Hall. For a lot of you science students, that's where all your lectures are going to be. So, at the bottom of the plan, you can see the administration block, and at the very top of the plan, you can see a river, and going across the river is a small bridge. Just below that bridge – but slightly to the right, not directly underneath, is the Browning Lecture Hall. Got it? It's actually a great building for lectures – really modern and bright.

OK, the Dining Hall. A very important place for hard-working, tired and hungry students! So, see where the administration block is? To the right of that, you've got two quite big buildings – and you can also see that there's a fence. The Dining Hall is the building that has a fence on two sides – so the building that's a bit closer to the top of your plan.



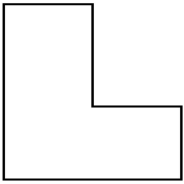
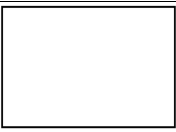
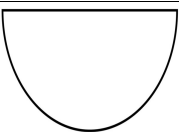

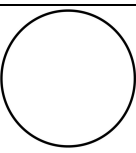
play.MP3

1. the Browning Lecture Hall \_\_\_\_\_
2. the Dining Hall \_\_\_\_\_

## Unit 6: Exercise 4


For an IELTS Listening labelling task, it's a good idea to learn adjectives that describe shapes. Label the shapes with the correct adjectives in the box.

L-shaped	circular	rectangular	semi-circular	square
----------	----------	-------------	---------------	--------

1.		
2.		
3.		
4.		
5.		

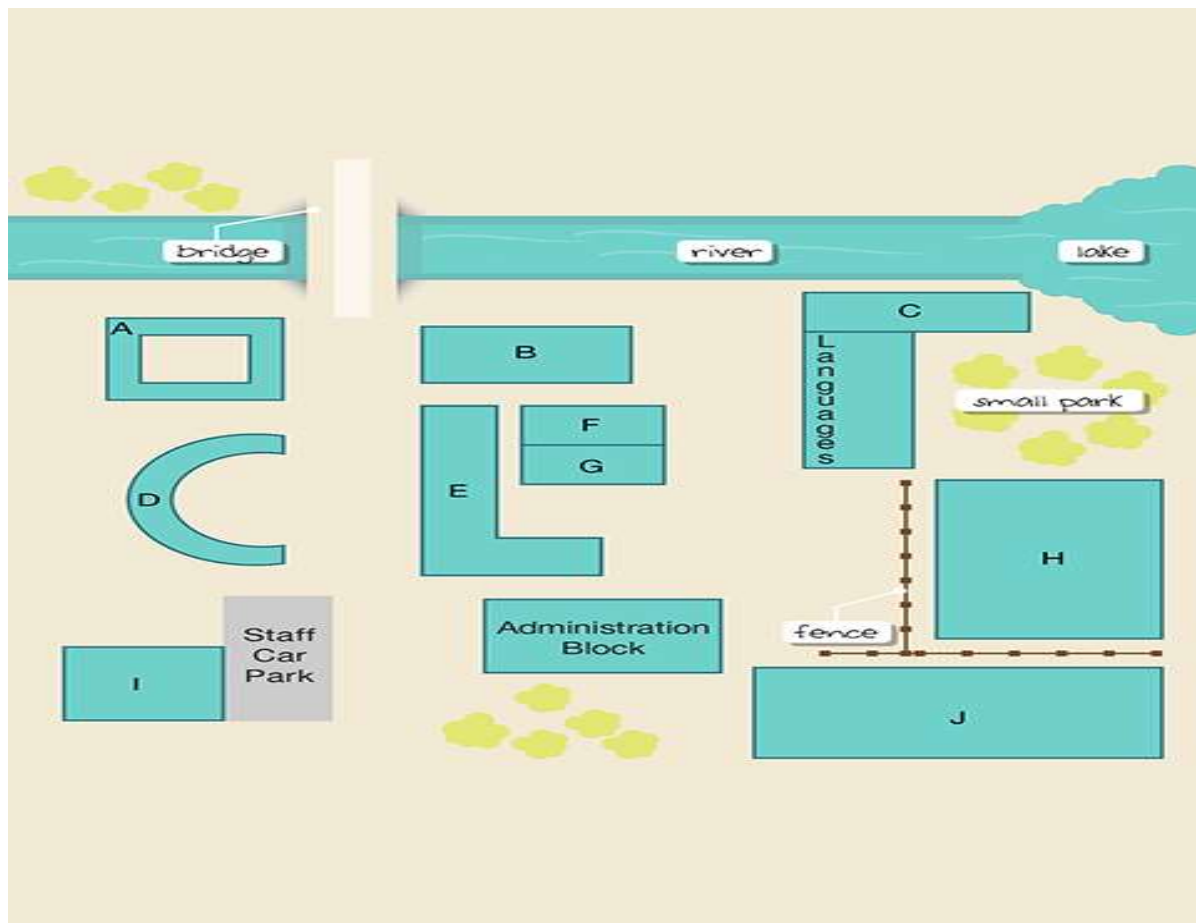
## Unit 6: Exercise 5

Listen to the recording. Write the correct letters next to the locations.

<p><b>Announcer:</b> You will hear a guide giving students some information about a university campus.</p> <p><b>Guide:</b> OK, so I'm sure you'll want to know where the Halls of Residence are. As you probably know, these rooms are for all first-year students and also some students in their <i>third</i> year at university. OK, so across the top of the plan, you've got three fairly large buildings, all just below the river. You've got that rectangular building in the middle, and then on the left of that there's a square-looking building. That second building's the Halls of Residence. Your name and room number will be on the list outside the building, by the entrance.</p>	 play.MP3
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OK, how about the Seminar Rooms? You won't be going to your first seminar until the second week of term, but it's useful – obviously – to know where they are. OK, in the right-hand corner – the corner at the *top* of the map, I mean – you can see that building that looks like an upside-down 'L', next to a little group of trees. Part of that is used as the rooms for students studying French, Spanish, Arabic – Modern Languages, you know. But the *other* part is where you go for your seminars. You'll have a nice view of the lake from there.

Um, I guess that some of you are here for the Arts course. I would really recommend that you join the Arts Society if you are. It used to be in that semi-circular building, but not any more, sadly. It's moved to that square building in the centre of the plan – the one that's been divided into two parts. The Art Society is in the room nearer the bottom of your plan. OK, does anyone have any questions about ...?



1. Halls of Residence \_\_\_\_\_
2. Seminar Rooms \_\_\_\_\_
3. Art Society \_\_\_\_\_

## Unit 6: Exercise 6

Read the information. Then listen to a conversation between two students on a university campus. Choose the correct answers.

**Announcer:** You hear a conversation between two students on a university campus.

**Ann:** Excuse me. Can you help me? I'm a bit lost.

**John:** Sure.

**Ann:** That's great, thanks.

**John:** So where do you need to be?

**Ann:** Well, actually, I'm looking for a person – Professor Sarah Carter?

**John:** Oh, yes, I know her. Are you one of her students?

**Ann:** Oh, no, I'm not. Or not yet! I'm here to meet her. She's expecting me. That's actually the main reason why I've come here today. I'm supposed to be meeting her at 1.30. I'd like to be a student on her course next year and she wants to know more about me. You know, ask me questions about the subjects I'm doing at school, about my interests, about why I want to do the course – that kind of thing.

**John:** I see, OK. In that case, you should go to her office. It's quite near the administration block. Right next to the library.

**Ann:** The library? I think I walked past it already. Is it that huge, glass building near the car park?

**John:** Yes, that's the one. So if you're going to meet Professor Sarah Carter, does that mean you want to study History of Art?

**Ann:** Yes, that's right! In fact, I was planning to get here a bit earlier so that I could go to Professor Carter's lecture this morning. She was going to talk about painting at the end of the 19th century. That's my favourite period of time in art history because so many things changed.

**John:** Oh, yes? In what way?

**Ann:** Oh, well, photography had become more popular by that time and that made a really big difference. In fact, by the 1860s, photography was already quicker and cheaper than painting. In fact, there were quite a few amateur



play.MP3

photographers at that time. Anyway, it was because of photography that a lot of painters decided to change the way they made their pictures – they didn't need to look like photos any more. So art became much more exciting and imaginative in those years. But – oh! – the traffic on the way here was absolutely terrible, so I was late and I missed the lecture!

**John:** Oh, dear! What a shame!

**Ann:** I know! So what about ...

Remember that:

- *cues* (key words) in the question tell you when you should listen carefully for the answer
- the words in each option will probably be expressed in different words in the recording (i.e. they will be paraphrased).

In an IELTS three-option multiple choice task, the questions follow the same order as the recording. For example, in the questions you will hear the woman explain why she has come to the university before you hear her talk about painting in the 19th century.

However, the options A, B and C may not follow the same order as the recording. For example, you may hear words or phrases connected to an interview (option C) before words or phrases connected to books (option A) or a new job (option B).

1. Why is the woman at the university?
  - **A** to borrow some books
  - **B** to start a new job
  - **C** to have an interview
2. According to the woman, 19th-century paintings
  - **A** developed in an interesting way.
  - **B** were as popular as photographs.
  - **C** became an affordable hobby for the average person.

## Unit 6: Exercise 7

Two of the options in an IELTS three-option multiple choice will be *distractors*. A distractor is an option that seems to match part of the recording but it does not answer the question.

Read the answers and distractors. Then read the extracts from the conversations. Match the extracts with the correct answers and the distractors.

After you complete the exercise, notice:

- how the order of the options does not follow the order of the conversation
- how each option has been paraphrased.

1. Why has the woman come to the university?

A to borrow some books ✕

B to start a new job ✕

C to have an interview ✓

2. According to the woman, 19th-century paintings

A developed in an interesting way. ✓

B were as popular as photographs. ✕

C became an affordable hobby for the average person. ✕

- 
1. She wants to know more about me. You know, ask me questions about the subjects I'm doing at school, about my interests, about why I want to do the course – that kind of thing. 1A/1B/1C/2A/2B/2C
  2. In that case, you should go to her office. 1A/1B/1C/2A/2B/2C
  3. The library? I think I walked past it already. 1A/1B/1C/2A/2B/2C
  4. Photography had become more popular by that time ... 1A/1B/1C/2A/2B/2C
  5. In fact, by the 1860s, photography was already quicker and cheaper than painting. In fact, there were quite a few amateur photographers at that time. 1A/1B/1C/2A/2B/2C
  6. ... a lot of painters decided to change the way they made their pictures – they didn't need to look like photos any more. So art became much more exciting and imaginative in those years. 1A/1B/1C/2A/2B/2C

## Unit 6: Exercise 8

Read the information. Then read the sentences carefully. Decide if the words and phrases in bold in each question or sentence are Facts or Opinions. Choose the correct answers.

IELTS three-option multiple choice questions test different kinds of listening skills. For example, some questions test your understanding of **facts**, while other questions test your understanding of a speaker's **opinion**.

For example:

1 Why has the woman come to the university? (Fact)

2 According to the woman ... (Opinion)

1. **What time does** the lecture start?

- ☐ Fact
- ☐ Opinion

2. What is **the man's attitude towards** the project?

- ☐ Fact
- ☐ Opinion

3. **How does the woman feel** about the book called *History Revisited*?

- ☐ Fact
- ☐ Opinion

4. **In the student's view**, the lecture on sociology was ...

- ☐ Fact
- ☐ Opinion

5. **Where did the research take place?**

- ☐ Fact
- ☐ Opinion

6. **According to the tutor**, the problem with the US study is that ...

- ☐ Fact
- ☐ Opinion

7. The two students **agree that the most interesting** finding is ...

- Fact
- Opinion

8. **The number of students** that answered the survey **was** ...

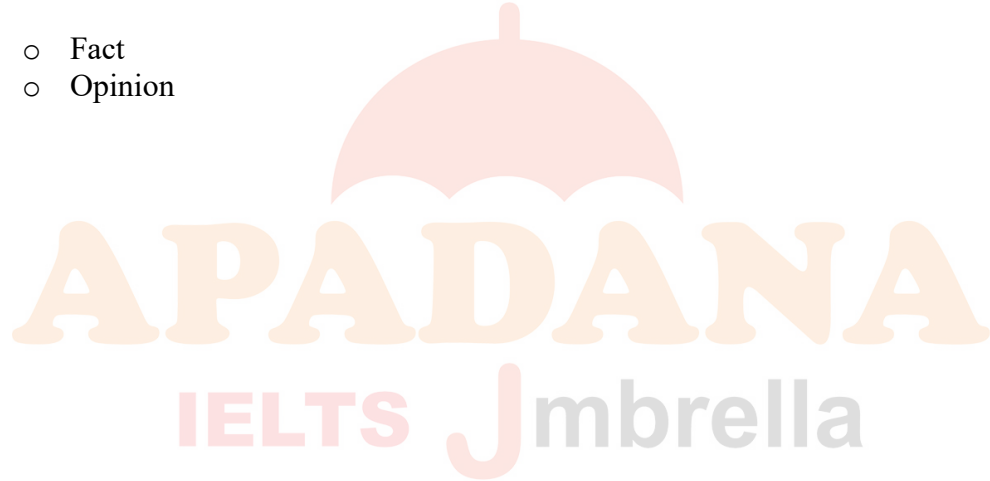
- Fact
- Opinion

9. **The deadline** for the project **is** the ...

- Fact
- Opinion

10. **Most students** taking the Arts course **have already visited** ...

- Fact
- Opinion



## Unit 6: Exercise 9 Listen and answer questions 1–2.

**Announcer:** You hear a conversation between two students on a university campus.

**Ann:** But – oh! – the traffic on the way here was absolutely terrible, so I was late and I missed the lecture!

**John:** Oh, dear! What a shame!

**Ann:** I know! So what about you? Have you been a student here for long? Or are you new here?

**John:** I'm in my third year – but it's not my final year. Most courses at the university are three years, but my course is one year longer. It's because I'm studying Chinese and Japanese. All language students do four years because we spend one year living abroad. So last year, I spent six months in Beijing and six months in Tokyo.

**Ann:** How exciting! I'll be starting my course here next January. I'm a bit nervous, to be honest.

**John:** Don't worry! Most people feel the same way. It's a new experience for everyone when they start university.

**Ann:** How did you feel – about your first week?

**John:** Let me think. I remember they gave us a lot of different things to read – even *before* we moved onto campus and started classes. But actually, it made me feel more confident about starting. And in your first week, you're not really expected to write or produce very much at all. It's really just a time when you get to find your way around the campus, move into the Halls of Residence, you know. The work doesn't come until later on. I think what I found really amazing was just how kind everyone was. I mean, the other students in my seminar group and the lecturers. I thought they were very easy to talk to. So I guess that was my main feeling about the first week here.



play.MP3

### University Life

1. How long is the man's course?

- A one year
- B three years
- C four years

2. How did the man feel about his first week at university?

- A He was confused by all the information he was given.
- B He was impressed by the friendliness of other people.
- C He was worried about the amount of work he had to do.

## Unit 6: Exercise 10

Think about what you've learnt from doing this unit.

Choose the words in the box to complete the information.

a speaker describing locations.      a speaker giving directions.      in fact questions.  
in opinion questions.      or describe positions of things on a plan or map.  
the same order of the information in the recording.  
to identify things you can already see.      vocabulary for shapes and sizes.  
your understanding of facts or opinions.

6. When you have a plan or map, use the time before you listen  
\_\_\_\_\_
7. A speaker may give directions to places  
\_\_\_\_\_
8. *Turn right* and *go straight ahead* are examples of  
\_\_\_\_\_
9. *At the top* and *on the left* are examples  
of \_\_\_\_\_
10. For labelling a plan or map, it is a good idea to learn  
\_\_\_\_\_
11. In an IELTS three-option multiple choice test, the options may not follow  
\_\_\_\_\_
12. IELTS three-option multiple choice questions may test  
\_\_\_\_\_
13. Words like *view*, *attitude* and *according to* are often  
used \_\_\_\_\_
14. Words like *what time* and *the number of* are often used  
\_\_\_\_\_

## UNIT 6 SPEAKING

### Unit 6: Exercise 1

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

In the IELTS Speaking test you can give examples by using *for example, for instance, like* and *such as*. You can compare two things by using *but, while, whereas* and *on the one hand ..., on the other hand*.

1. On the one hand, most people think having a lot of free time is a good thing. On the other hand/For example some people would rather have less free time.
2. I enjoy sports that you play in teams, whereas /like football, rugby, hockey and basketball.
3. Most girls at my college like listening to music, while/for instance most boys prefer playing computer games.
4. My family regularly eat together at the weekend. Such as/For example , last weekend, my grandparents, uncles, aunts and cousins all came to my house for lunch.
5. We live on a farm where we keep a lot of different kinds of animals, such as/whereas horses, sheep, goats, chickens and ducks.
6. My brother likes swimming but/for instance I prefer playing football.
7. In my country, people who are the same age as my parents have enough money to go on holiday, for example/whereas a lot of young people don't have money to travel.
8. My father has expensive hobbies. For instance/While , he likes horse riding and sailing.

### Unit 6: Exercise 2

In the IELTS Speaking test you can explain your answers by giving an example or by comparing two things.

Read the conversations and choose what the student is doing in each one.

1. **Examiner:** Who usually has more free time – young people or older people?

**Student:** Older people have more free time because they are already retired and have lots of free time. For example, my grandparents have lots of time every day.

- This student gives an example.
- This student compares two things.

2. **Examiner:** Who usually has more free time – young people or older people?

**Student:** I'm not sure. I suppose that maybe young people don't have much free time because they spend a lot of time studying and doing activities. On the other hand, old people have a lot of free time because they're not very active.

- This student gives an example.
- This student compares two things.


## Unit 6: Exercise 3

Another way that you can explain your answer in the IELTS Speaking test is by talking about the past or the future. Do the phrases below give an example from the past or give an opinion about the future? Choose the correct answers.

1. One time, a few years ago, I was ...
  - ☐ The past
  - ☐ The future
2. I think that next year it might ...
  - ☐ The past
  - ☐ The future
3. In the past, people from my hometown used to ...
  - ☐ The past
  - ☐ The future
4. In my country, people didn't ...
  - ☐ The past
  - ☐ The future
5. In my opinion, it will definitely become a problem if ...
  - ☐ The past
  - ☐ The future
6. When my mother was a child, it was normal to ...
  - ☐ The past
  - ☐ The future
7. I doubt that will happen because ...
  - ☐ The past
  - ☐ The future
8. If you ask me, it will probably get better ...
  - ☐ The past
  - ☐ The future

## Unit 6: Exercise 4

Watch the video of the student answering a question in IELTS Speaking Part 3. Then choose the correct answers to complete the sentences.

1. The examiner asks the student about <u>the past/ the future</u> .	 play.MP4
2. The student explains his answer by <u>giving an opinion about the future/ giving an example from the past</u>	

## Unit 6: Exercise 5

Read the information. Then complete the phrases using the words in the box.

In the IELTS Speaking test, phrases like *That's a good question ...* can give you more time to think of an answer.

### Example:

**Examiner:** *Have the types of shop you like going to changed over the years?*

**Student:** *That's a good question, ...*

Good	moment	question	see	sure	think	what
------	--------	----------	-----	------	-------	------

1. That's a very interesting \_\_\_\_\_
2. Hmm ... that's a \_\_\_\_\_ question.
3. I'm afraid I'm not \_\_\_\_\_, but ...
4. Let's \_\_\_\_\_, that's a hard one.
5. \_\_\_\_\_ an interesting question!
6. Let me think about that for a \_\_\_\_\_.
7. You know, I would have to \_\_\_\_\_ about that.

## Unit 6: Exercise 6

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

Interesting      That's      a      very      question

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

That's      question      good      a

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

Sure      not      I'm      I'm      afraid

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

A      Let's      hard      that's      one      see,

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

What      question      interesting      an

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

For a moment      that      about      think      Let      me

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

You know,      I      to think      would      have      about that

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

## UNIT 6 VOCABULARY / GRAMMAR

### Unit 6: Exercise 1

Find the answers to the questions. Use the words in the box.

Basketball	cricket	football (soccer)	golf	hockey	squash
table tennis	tennis	volleyball			

1. In which sport do players try to score goals by kicking a ball into a net? \_\_\_\_\_
2. In which sport do players use sticks to try to score goals, either on grass or on ice? \_\_\_\_\_
3. \_\_\_\_\_ In which sport do two or four players hit a small ball over a net on a table with small bats? \_\_\_\_\_
4. In which sport do players try to hit a ball into nine or 18 holes using a long thin stick (called a club)? \_\_\_\_\_
5. In which sport do players hit a ball over a high net with their hands and arms? \_\_\_\_\_
6. \_\_\_\_\_ In which sport do players hit a small ball against a wall using rackets? \_\_\_\_\_
7. In which sport do players try to score points by throwing a ball through a high hoop? \_\_\_\_\_
8. \_\_\_\_\_ In which sport do players try to hit a ball as far as possible using a bat and then run between two sets of wooden posts? \_\_\_\_\_
9. In which sport do two or four players hit a ball over a net with rackets? \_\_\_\_\_

### Unit 6: Exercise 2

Complete the descriptions. Use the words in the box.

Course	court	ground	gym	pitch	pool	ring	rink
Stadium	track						

9. An area of grass where you play football, hockey or cricket is called a \_\_\_\_\_
10. Major sports events (and musical performances) take place in a \_\_\_\_\_.
11. In some sports, like golf and horse racing, the area of land or water you move along, from the start to the finish, is called a \_\_\_\_\_.
12. In athletics, runners run around a \_\_\_\_\_.
13. Events like ice skating and ice hockey take place in an ice \_\_\_\_\_.
14. A sports \_\_\_\_\_ is smaller than a stadium, but it includes a pitch and an area for people to sit.
15. If you want to have a swimming race, or play water polo (a game where swimmers try to get a ball into a goal), you'll need a swimming \_\_\_\_\_.
16. In schools, the large room for sports is called the \_\_\_\_\_. It is the same word for places where people go to get fit.
17. You play indoor sports like basketball and squash, or outdoor sports like tennis, on a \_\_\_\_\_.
18. A boxing \_\_\_\_\_ is a square, not a circle.

### Unit 6: Exercise 3

Choose the correct verbs to complete the sentences.

1. It was difficult to beat/draw/win our opponents (the people you play against), but in the end we won the match 13–11.
2. In karate, you have to hit your opponent with your hands or beat /kick/miss them with your feet.
3. We didn't break/shoot/win the tournament, but we came third, so we still won a bronze medal.
4. We created a lot of good chances, but we couldn't kick/score/shoot a goal, so the final score was 0–0.
5. Don't just keep the ball to yourself. Don't forget to beat/pass/save it to other players in your team.
6. I took a shot, but I was too far away and I hit/missed/scored the basketball hoop by a few centimetres.
7. He ran 100 metres in 16.2 seconds, which broke/hit/won the school record. The previous best time was 16.7 seconds.
8. Unfortunately, we lost/missed/past the match. Our opponents were better than us and they scored more goals.
9. In football, if the ball goes off the pitch, one of the players hits/scores/ throws it back onto the pitch.
10. Some tennis players can hit/push/save the ball at over 250 kilometres per hour.

### Unit 6: Exercise 4

Read the information. Then complete the sentences with the correct prepositions of place.

We use prepositions of place to show where something is (e.g. *on / in / near*).

**Example:**

*In tennis, the umpire (the person who is in charge) sits in a high seat **above** the court, so that he or she can see clearly what is happening and decide who wins each point.*

1. We had great seats between/beyond/next to the pitch, so we could see all the action really clearly.
2. In volleyball, there is a high net along/between/opposite the two halves of the court.
3. When you serve in squash, you can't hit the ball below/between/beyond the line on the wall.
4. The other player was standing right behind/ in front of/outside me, so I couldn't get past him.

5. In football, the goalkeeper is only allowed to use his or her hands below/inside/over the penalty area (the area within the white lines in front of the goal).
6. The golfer was careful not to hit the ball too far. Just around/ beneath/beyond the hole there was a small lake.
7. In tennis, the players stand below/opposite/outside each other, on either side of the net.
8. We couldn't see much of the match – we were sitting behind/in front of/ on top of some people who kept standing up.

#### Unit 6: Exercise 5

Complete the sentences. Use the prepositions in the box.

Across	along	at	away from	into	out of	over	past
Through	towards						

1. In golf, players try to hit the ball \_\_\_\_\_ a series of nine or 18 holes.
2. In horse racing, horses race \_\_\_\_\_ a course to the finishing line.
3. In archery, people shoot arrows \_\_\_\_\_ a target.
4. In basketball, you only get points if the ball goes \_\_\_\_\_ the hoop.
5. The footballer got the ball \_\_\_\_\_ five players from the other team, but then she fell over without scoring a goal.
6. The runner made a good start and got \_\_\_\_\_ the others quickly, so he won the race.
7. The cricketer hit the ball so hard that it flew \_\_\_\_\_. The cricketer hit the ball so hard that it flew \_\_\_\_\_.
8. I saw all the other rugby players running \_\_\_\_\_ me and I got scared, so I kicked the ball away.
9. Today's your first tennis lesson, so just try to hit the ball \_\_\_\_\_ the net.
10. The football pitch is in the middle of the running track, so you have to walk \_\_\_\_\_ some of the track to get to the pitch.

## Unit 6: Exercise 6

Read the information. Then choose the correct words to complete the sentences.

We use comparatives (e.g. *better, slower, more important*) and superlatives (e.g. *the best, the slowest, the most important*) to compare things.

- With short adjectives, we usually add *-er / -est*.
- With long adjectives, we usually add *most / more*.

1. Boxing is one of the oldest/most old/more old/older sports in the world.
2. I like running, but it's a bit boring. Team games like football are the most exciting/ most exciting/ more exciting.
3. Crazy golf is a fun, short version of golf. It's a lot the most easy/ easiest/ easier/ more easy than real golf.
4. Formula 1® racing is one of most dangerous/ more dangerous/ the most dangerous sports in the world.
5. In the USA, sports like baseball and American football are a lot more popular/ the most popular/ most popular than soccer.
6. Table tennis is a lot more fast/fastest / most fast/faster than normal tennis – it's hard to see the ball most of the time!
7. Most sports have become safest/safer / most safe/more safe in the last 100 years, but there are still a lot of accidents and injuries.
8. Most expensive/ The most expensive/ More expensive footballer in the world cost £89 million.
9. The most cheap / cheapest/ cheaper/ more cheap sport is probably running – you don't need to buy anything and you can do it wherever you like!
10. You should do some more exercise! It's a lot Healthiest / most healthy/ healthier/ healthier than sitting and watching TV all day.

## Unit 6: Exercise 7

Read the information. Then change the adjectives in the sentences to the correct comparative form where necessary.

### Spelling *-er* forms

We can make *-er* comparatives from most short adjectives (e.g. *clean*) and some short adverbs (e.g. *soon*).

- Word ends in *-e*, add *-r*  
(e.g. *nice* → *nicer*).
- Word ends in consonant + *-y*,  
change *-y* to *-ier*  
(e.g. *angry* → *angrier*).
- Word ends in one vowel + one consonant, double the consonant  
(e.g. *hot* → *hotter*).

### Irregular forms:

*good / well* → better

*bad / badly* → worse

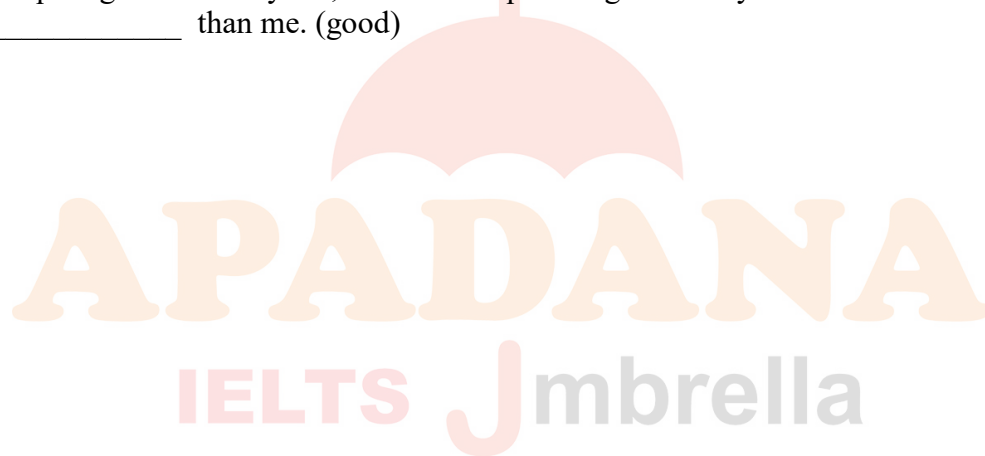
*far* → further / farther

1. I'm quite good at most sports, but my sister's good than me at everything.
2. I can run quite far, but she always runs far than me.
3. I can lift heavy weights, but she can lift much heavy things than I can.
4. I can jump quite high, but she always jumps high than me.
5. I'm quite tall, but my sister's a lot tall.
6. I'm quite fit, but she's much fit than me.
7. When we throw the ball in basketball, hers is always close to the hoop than mine.
8. She says I'm lazy, but she's even lazy than me. She never practises sports, but she's still really good at them.
9. There's only one sport she's bad at, and that's tennis. She's terrible, but I'm even bad than her.

Unit 6: Exercise 8

Use the correct form of the words in brackets to complete the sentences.

1. I can run 10 km quite easily, but a marathon is much \_\_\_\_\_ (hard) .
2. Most basketball players are much \_\_\_\_\_ Most basketball players are much
3. What's \_\_\_\_\_ sport, in your opinion? Which do you think is the hardest? (difficult)
4. Skiing is a lot \_\_\_\_\_ in mountainous countries like Switzerland than it is in flatter countries like England. (popular)
5. Who's \_\_\_\_\_ runner in the world? (fast)
6. Motor racing is a lot \_\_\_\_\_ than it was, but it's still really dangerous. (safe)
7. I don't think he's better or \_\_\_\_\_ than you. You're both as good as each other. (bad)
8. The least \_\_\_\_\_ thing you can do is watch sports on TV all day! (healthy)
9. That was the \_\_\_\_\_ goal ever! It was fantastic! (good)
10. I'm quite good at volleyball, but I'm not quite as good as my brother. He's a bit \_\_\_\_\_ than me. (good)



## Unit 6: Exercise 9

Put the phrases in the correct categories to complete the table.

Try to use these phrases to help link sentences, paragraphs, ideas, etc. in your writing.

On the other hand, ... In my view, ... There has been a lot of discussion recently about ...

In my opinion, ... Overall, ... Also, ... In addition, ... Secondly, ...

In conclusion ... First of all, ... For this reason ... For instance, ...

Some people believe that ... As a result, ... In contrast, ... For example, ...

Introducing a topic	Saying what you think

Listing points in order	Giving an example

Introducing a contrast (e.g. the opposite view)	Introducing a result

Adding a point to support an argument	Summarising all your points at the end and reaching a conclusion

## Unit 6: Exercise 10

Complete the text. Use the words in the box.

All    discussion    example    hand    opinion    overall    people

Reason    result    secondly

There has been a lot of \_\_\_\_\_ recently about the role of money in sport. Some \_\_\_\_\_ believe that sport has become a business and, therefore, that we are forgetting the original meaning of sport as a game.

In my \_\_\_\_\_, however, money is good for the world of sport for two reasons. First of \_\_\_\_\_, money allows the best sportsmen and sportswomen to spend all their time practising their sports. They don't have to do other jobs just to earn money. As a \_\_\_\_\_, they can become a lot better at their chosen sports.

\_\_\_\_\_, when there is more money, sports might become a lot safer. For \_\_\_\_\_, sports teams could then afford more full-time doctors to take care of their players. On the other \_\_\_\_\_, there is a risk that money gives the richest people, teams and countries an unfair advantage. For this \_\_\_\_\_, most people from poorer teams or countries rarely have the chance of reaching the top of their sports.

\_\_\_\_\_, however, I believe that more money generally makes sport better.



**Pre-IELTS 3**

**PRACTICE TESTS**

**1-2**



# TEST 1

## SECTION 1 QUESTIONS 1–10

### Questions 1–4

Complete the form below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

<b>Example</b>	.....Global.....	Bicycle Tours
Tour name:	River Valley tour	
Tour month: 1	.....	
Customer Name:	2	.....Schmidt
Address:	P.O. Box	3
	.....Manchester	
Bicycle rental required?	..... Yes	.....X..... No
Dietary restrictions:	4	.....

### Questions 5–7

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

- 5 What size deposit does the caller have to pay?
- A 5 percent
  - B 30 percent
  - C 50 percent
- 6 When does the deposit have to be paid?
- A Two weeks from now
  - B Four weeks from now
  - C Six weeks from now
- 7 How will the luggage be carried?
- A By bus
  - B By bicycle
  - C By van

*Questions 8–10*

Choose **THREE** letters, **A–F**.

Which **THREE** things should the caller take on the tour?

- A** raincoat
- B** spare tire
- C** maps
- D** water bottle
- E** camera
- F** guide book

**SECTION 2 QUESTIONS 11–20**

*Questions 11–15*

What change has been made to each part of the health club?

Write the correct letter, **A–F** next to questions 11–15.

**HARTFORD HEALTH CLUB**

- A** installed a new floor
- B** repainted
- C** moved to a new location
- D** rebuilt
- E** enlarged
- F** replaced the equipment

**Part of the health club**

- 11** swimming pools .....
- 12** locker rooms .....
- 13** exercise room .....
- 14** tennis court .....
- 15** club store .....

*Questions 16–18*

*Complete the sentences below.*

*Write **NO MORE THAN TWO WORDS** for each answer.*

- 16 Tomorrow, ..... for adults and children will start.
- 17 On Wednesday, there will be a .....
- 18 A ..... is planned for next weekend.

*Questions 19 and 20*

*Answer the questions below.*

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

- 19 How many months did it take to complete the renovation work?
- A three
  - B nine
  - C twelve
- 20 What project is planned for next year?
- A An indoor pool
  - B An outdoor tennis court
  - C An outdoor pool

**SECTION 3**

**QUESTIONS 21–30**

*Questions 21–25*

*Choose **FIVE** letters, **A–I**.*

*What **FIVE** things will the students do during their museum internship?*

- A art conservation
- B administrative duties
- C guide tours
- D attend board meetings
- E give classes
- F research
- G write brochures
- H plan a reception
- I meet artists

*Questions 26–30*

*Complete the notes below.*

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

**City Art Museum**

Construction of the main museum happened in 26 .....

Construction of the 27 ..... happened sixty years later.

Collections: modern art, works by 28 ....., sculpture,  
European art.

Classes: 29 ..... classes for adults  
Arts and crafts workshops for children

Weekly 30 ..... in the fall and winter

**SECTION 4 QUESTIONS 31–40**

*Questions 31–35*

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

31 The tomato originally came from

- A Mexico.
- B Spain.
- C Peru.

32 The original color<sup>1</sup> of the tomato was

- A red.
- B green.
- C yellow.

33 The Aztec word for *tomato* means

- A golden apple.
- B plump thing.
- C small fruit.

34 In the 1500s, people in Spain and Italy

- A enjoyed eating tomatoes.
- B used tomatoes as ornamental plants.
- C made medicine from tomatoes.

35 In the 1600s, the British

- A saw tomatoes as poisonous.
- B published tomato recipes.
- C ate tomato sauce daily.

### *Questions 36–40*

*Complete the timeline with information about the history of the tomato in the United States.*

*Write **NO MORE THAN TWO WORDS** for each answer.*

1806 Tomatoes were mentioned as food in 36 .....

1809 Thomas Jefferson 37 ..... at his home in Virginia.

1820 A man proved that tomatoes were not poisonous by eating them  
38 .....

1830s 39 ..... appeared in newspapers and magazines.

1930s People began to eat 40 .....

## READING PASSAGE 1

*You should spend about 20 minutes on Questions 1–14, which are based on Reading Passage 1 below.*

### Candle Making in Colonial America

The primary material used in making candles today is paraffin<sup>1</sup> wax, which is derived from petroleum. In the process of refining crude oil, refiners “crack” the oil, thereby separating it into different products such as gasoline, heating oil, and kerosene. Paraffin wax, originally produced by plants that lived 100 to 700 million years ago to protect their leaves, is inert and remains suspended in the decayed vegetable matter that eventually becomes crude oil. In the refining process, paraffin wax is separated out and sold as a by-product.

Paraffin was not discovered until the early 1800s. At that time, paraffin was derived by a process of distilling bituminous schist, now known as shale oil. In 1850, Dr. James Young, a Scottish industrial chemist, applied for a patent for obtaining paraffin oil and paraffin from bituminous coals. Shortly after that, under a license from Young, paraffin was being produced from coal on a large scale in the United States. Because petroleum is now readily available, Young’s original process for obtaining paraffin is no longer profitable, and paraffin is currently produced from crude oil.

Before the discovery of paraffin, candle making had for centuries relied on different materials. Chemically, those materials were also hydrocarbons; however, they were derived directly from insects, animals, or plants.

In colonial times in America, beeswax was highly valued for making candles. Even today beeswax, though more expensive, is highly regarded because pure beeswax candles emit no smoke when burning, whereas paraffin candles produce a black, slightly oily soot. Beeswax is secreted only by female worker bees. As a worker bee eats honey, her wax glands exude the wax as oval flakes that form on the underside of her last four abdominal segments. The bee then removes the wax flakes and chews them, mixing the wax flakes with her saliva to soften them. When the wax is sufficiently pliable, she attaches it to the honeycomb. As the wax comb is built up, each pocket is filled with honey and then sealed with more wax.

Given the numerous uses and considerable value not only of honey but also of the bees themselves and their beeswax, beekeeping was an important part of American life in the seventeenth and eighteenth centuries. Many of the early settlers brought honeybee hives with them from Europe. Not indigenous to North America, the European honeybees nonetheless thrived and often escaped into the wild. In 1785, writing in *Notes on the State of Virginia*, Thomas Jefferson

observed, "The bees have generally extended themselves into the country, a little in advance of the white settlers. The Indians therefore call them the white man's fly, and consider their approach as indicating the approach of the settlements of the whites." Eventually, the Native Americans as well as the colonists used beeswax and honey in the frontier bartering system that grew up in the absence of readily available coinage.

Another source of colonial candle material was animal fat or tallow. Cattle and sheep were the most common sources of tallow. Pork fat was not used because candles made from it dripped too much and were dangerous. Additionally, the odor<sup>1</sup> of burning pork tallow was particularly offensive. Chicken and duck fat were too soft to make candles. The tallow was rendered—heated in a cauldron until the fat melted—and then strained numerous times to remove any gristle, meat fibers,<sup>2</sup> and as many impurities as possible. Straining reduced, but did not entirely eliminate, the extent to which the candles smoked and emitted a noxious odor. Tallow candles needed to be stored in tightly closed containers, usually made of tin or wood, to keep out rodents and other animals that might eat them.

In the New World, the colonists discovered a native plant high in a natural waxy substance that could be extracted and used for candle making. The plant is the bayberry shrub, also known as candleberry. Bayberry shrubs are dense and semievergreen. The plants are extremely hardy, grow to as much as nine feet high, and do well even in salt-laden, coastal soil unsuitable for other horticulture. In winter, the female plants bear clusters of blue-gray berries, which lend their color to the wax. The colonists boiled the berries to separate the waxy matter from the pulp and then skimmed the wax off the top. Although making bayberry candles was more labor<sup>3</sup> intensive than making tallow candles, bayberry candles were considerably superior, burning longer and producing less smoke. Further recommending them, they had a pleasing scent. Compared to beeswax, bayberries were available in greater quantities, and the colonists found that bayberry wax was harder than beeswax and thus also burned longer.

Because the bayberry clusters were harvested in winter and because making the candles was very time-consuming, the candles were often saved for special occasions, particularly Christmas and New Year's Eve. Eventually, they became a holiday tradition and gave rise to the saying, "Bayberry candles burned to the socket, puts luck in the home, food in the larder, and gold in the pocket." Fortunate indeed was the colonial household with brightly burning candles and a holiday feast.

### Questions 1–3

Write the correct letter, *A, B, or C*, on lines 1–3 on your answer sheet.

- 1 Paraffin is
  - A a petroleum by-product.
  - B found in rocks.
  - C from a type of vegetable.
- 2 Paraffin was first obtained from
  - A crude oil.
  - B rotten vegetables.
  - C bituminous coal.
- 3 James Young was
  - A a candle maker.
  - B an oil producer.
  - C a scientist.

### Questions 4–14

Classify the following as descriptive of

- |  |
|--|
| <p>A paraffin</p> <p>B beeswax</p> <p>C tallow</p> <p>D bayberry wax</p> |
|--|

Write the correct letter, *A, B, C, or D*, in boxes 4–14 on your answer sheet.

- 4 was often made from the fat of cows
- 5 is made from a bush that grows near the sea
- 6 needs to be filtered before being made into candles
- 7 was not used before the nineteenth century
- 8 produces smokeless candles
- 9 produced candles that were attractive to hungry mice and rats
- 10 is bluish in color
- 11 was brought to colonial America by European settlers
- 12 was often reserved for holiday use
- 13 has a pleasing aroma
- 14 was often used for trading in place of money

## READING PASSAGE 2

*You should spend about 20 minutes on Questions 15–27, which are based on Reading Passage 2 below.*

### Caffeine

Almost 200 years ago, a young German chemist named Friedrich Ferdinand Runge isolated a molecule from coffee beans; he named the substance *kaffein*. Today, scientists are still studying the properties of this bitter, white powder. More than sixty plants are known to produce caffeine, whose pungent taste helps protect them from insect predators.

Caffeine is probably the most widely used drug in the world. Humans have been consuming caffeine for hundreds of years, primarily in the form of coffee, tea, and cocoa. Today, it is also added to soft drinks and energy drinks and is a component of some over-the-counter medications. Many of the world's people, including children, ingest it in some form daily.

The body absorbs caffeine in less than an hour, and it remains in the system for only a few hours, passing from the gastrointestinal tract into the bloodstream within about ten minutes and circulating to other organs, including the brain. Caffeine molecules are small and soluble in fat, properties that allow them to pass through a protective shield known as the blood–brain barrier and directly target the central nervous system.

Caffeine acts on the body in many ways, some of them probably still unknown. However, caffeine accomplishes its principal action as a stimulant by inhibiting adenosine, a chemical that binds to receptors on nerve cells and slows down their activity. Caffeine binds to the same receptors, robbing adenosine of the ability to do its job and leaving caffeine free to stimulate nerve cells, which in turn release epinephrine (also known as adrenaline), a hormone that increases heart rate and blood pressure, supplies an energy boost, and in general makes people feel good.

For all its popularity, caffeine retains a somewhat negative image. It is, after all, a mildly habit-forming stimulant that has been linked to nervousness and anxiety and that causes insomnia. It affects most of the body's major organs. Recent research casts doubt on the magnitude of many of these seemingly undesirable effects and even suggests that a daily dose of caffeine may reduce the risk of some chronic diseases, while providing short-term benefits as well.

Daily caffeine consumption has been associated with lowered incidence of type II diabetes, Parkinson's disease, and Alzheimer's disease. How caffeine works to thwart diabetes, a condition characterized<sup>1</sup> by high levels of glucose in the blood, remains unknown, but glucose tolerance or more efficient glucose metabolism may be involved. Parkinson's disease, a central nervous system

disorder that causes tremor and joint stiffness, is linked to insufficient amounts of a substance called dopamine in the brain. Caffeine may interact with brain cells that produce dopamine and help maintain a steady supply. The role of caffeine in Alzheimer's disease, which damages the brain and causes memory loss and confusion, may be related to a problem in the blood-brain barrier, possibly a contributor in Alzheimer's, if not the major cause. Caffeine has been found to protect the barrier against disruption resulting from high levels of cholesterol.

Habitual coffee and tea drinkers had long been observed to have a lower incidence of non-melanoma skin cancers, although no one knew why. A recent study found that caffeine affects skin cells damaged by ultraviolet radiation, a main cause of skin cancer. Caffeine interferes with a protein that cancerous cells need to survive, leaving the damaged cells to die before they become cancerous. Drinking caffeinated coffee has also been associated with a decreased incidence of endometrial cancer—that is, cancer of the cells lining the uterus. The strongest effect appears to be in overweight women, who are at greatest risk for the disease. Researchers believe blood sugar, fat cells, and estrogen may play a role. Although the mechanism remains unknown, people who drink more than two cups of coffee or tea a day reportedly have about half the risk of developing chronic liver disease as those who drink less than one cup of coffee daily; caffeinated coffee has also been associated with lowered risk of cirrhosis and liver cancer.

While many of caffeine's undesirable effects, such as elevated heart rate and blood pressure, are brief, some short-term benefits, including pain relief, increased alertness, and increased physical endurance, have also been attributed to caffeine. As a component of numerous over-the-counter diet pills and pain relievers, caffeine increases their effectiveness and helps the body absorb them more quickly. By constricting blood vessels in the brain, it can alleviate headaches—even migraines—and can help counter the drowsiness caused by antihistamines.

Caffeine does not alter the need for sleep, but it does offer a temporary solution to fatigue for people who need to stay alert. Research has shown that sleep-deprived individuals who consumed caffeine had improved memory and reasoning abilities, at least in the short term. Studies of runners and cyclists have shown that caffeine can improve their stamina—hence its addition to energy-boosting sports drinks.

People who consume a lot of caffeine regularly may develop temporary withdrawal symptoms, headache being the most common, if they quit or cut back on it abruptly. Fortunately, these symptoms last only a day or two in most cases. Individuals who are more sensitive to the stimulatory side effects of caffeine may want to avoid it, but most doctors agree that the equivalent of three cups of coffee a day does not harm healthy people. There is no medical basis to give up daily caffeine and many reasons to include a moderate amount in one's diet.

### Questions 15–23

*Do the following statements agree with the information given in the passage?  
On lines 15–23 on your answer sheet, write*

**TRUE**                      *if the statement agrees with the information*  
**FALSE**                    *if the statement contradicts the information*  
**NOT GIVEN**          *if there is no information on this*

- 15 Before 200 years ago, people did not drink coffee regularly.
- 16 Children generally do not consume caffeine.
- 17 The nervous system is affected by caffeine.
- 18 Caffeine causes the heart to beat faster.
- 19 Caffeine can be addictive.
- 20 Alzheimer's disease may be caused in part by caffeine consumption.
- 21 Drinking coffee can help protect against some skin cancers.
- 22 Caffeine may increase the incidence of endometrial cancer.
- 23 Caffeine can help some medications work faster.

### Questions 24–27

*Write the correct letter, A, B, or C, on lines 24–27 on your answer sheet.*

- 24 Caffeine is used to treat
  - A high blood pressure.
  - B liver cancer.
  - C headaches.
- 25 Some athletes use caffeine to
  - A increase their endurance.
  - B improve their speed.
  - C maintain their alertness.
- 26 Symptoms of caffeine withdrawal
  - A can become an ongoing problem.
  - B may last as long as a week.
  - C are usually short-lived.
- 27 Drinking three cups of coffee a day
  - A may be recommended by a doctor.
  - B will probably not cause problems.
  - C is harmful to the health.

## READING PASSAGE 3

*You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.*

### Animal Camouflage

The theory of natural selection, proposed by Charles Darwin almost 150 years ago, hypothesizes<sup>1</sup> that organisms with traits that give them a survival advantage tend to live longer and produce more offspring. Over many thousands of years of evolution, those beneficial characteristics dominate the gene pool. Animals that use camouflage to conceal themselves from their enemies, predator and prey alike, provide a classic example of natural selection at work. Creatures with some type of protective coloring pass along the genes responsible, with each generation fine-tuning them along the way, eventually providing the most effective coloring for their environment and lifestyle. Scientists have described four types of camouflage that animals use: background matching, disruptive coloration, counter-shading, and mimicry.

From dirt-colored chipmunks and gophers to leaf-green praying mantises and tree frogs to ocean-gray mackerel and sharks, all sorts of wildlife use background matching, also known as *crypsis*, to blend in with their surroundings. Some animals have the ability to alter their coloring as their environment changes seasonally or as they change locations. The arctic fox and the snowshoe hare both have white winter fur that matches the snow and ice around them, but a brown pelt in warmer weather blends in with their woodland environs. Some reptiles and fish can alter their surface appearance instantly as they move from place to place. The green anole lizard changes from green to brown as it travels among leaves and branches, whereas the flounder and other types of flatfish are able to match not just the color but also the silty or mottled sandy texture of the ocean floor beneath them.

Most animals, though, cannot change their appearance so easily. Because background matching works only for a specific setting and often requires animals to remain motionless for long periods, a somewhat more effective strategy involves having a camouflage that works on many backgrounds, blending in with all, but not perfectly matching any of them.

Disruptive coloration uses a pattern such as stripes or spots to disrupt the body's outline. The pattern breaks up the contour of the animal's body, confusing observers and making it difficult to distinguish an individual shape. Colors with more contrast, like a tiger's stripes, tend to increase the disruptive effect. This type of camouflage works well for animals that travel in herds. It helps zebras blend in not so much with their background as with each other. Their major predator, the lion, sees a mass of moving stripes and has trouble targeting

a specific animal. A single zebra, on the other hand, may use background match-ing when hiding in tall grass, where its black and white stripes merge with the green and yellow stalks. The different colors of the grasses and zebra are no help to a lion, which is color-blind.<sup>1</sup>

Animals with countershading typically have a dark backside and a light belly, which affect an onlooker's perception of their three-dimensional appearance and help decrease their visibility in sunlight. Countershading also can create a more uniformly dark appearance, presenting an apparent lack of depth. Caterpillars make good use of this effect, which gives them a flat look that blends in with tree bark.

Countershading is useful to birds and marine animals that are typically seen against a light environment from below and against dark surroundings from above. Predatory birds like hawks take advantage of it to conceal themselves from the small birds and rodents they hunt. While in flight, a dark back absorbs the sunlight above them and a light underside reflects the light below, diminishing telltale shadows that might give them away. On the ground or in a tree, their mottled brown feathers blend in with branches and leaves. Penguins also use countershading. Their white chests and black backs stand out on land but disappear in water where penguins spend most of their time. They are almost invisible to an observer looking down into dark water, while a creature in deeper water looking up sees a splash of white that looks like a beam of sunlight.

Mimicry, or masquerading, works not by hiding a creature but by making it appear to be something else. Walking stick insects are virtually indistinguishable from twigs, and katydids look so much like green leaves that leaf-eating insects have been observed trying to chew on them.

A type of mimicry known as *aposematism* involves masquerading as an animal that is undesirable or even dangerous. Predators bypass the foul-tasting monarch butterfly, but they also avoid the tasty look-alike viceroy butterfly. Coral snake impersonators, like the harmless scarlet snake, have the same red, black, and yellow bands but in a different order: black, yellow, red, yellow on the coral snake and red, black, yellow, black on the scarlet snake. Different types of moths use aposematism to scare off predators; some species have a big spot on each wing to mimic the eyes of a large animal, while the hawk moth caterpillar has a pattern on its rear that looks like a snake head.

Some predators use what is known as aggressive mimicry to disguise themselves as something harmless so they can catch prey off guard. Small animals are not afraid of turkey vultures, which are scavengers, not predators. So when the similar zone-tailed hawk flies with a group of turkey vultures, it has an easy time locating and zeroing in on its living prey.

No single type of camouflage works best in all situations, and many animals use more than one technique to enhance their ability to avoid detection by predator and prey alike.

### Questions 28–36

Complete the summary below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers on lines 28–36 on your answer sheet.

Camouflage helps animals hide from both 28 .....  
Animals pass on their 29 ..... through their genes.  
There are four different types of camouflage. In background matching, an animal's appearance helps it 30 ..... with its environment.  
The arctic fox and snowshoe hare are examples of animals that 31 ..... with the seasons. However, not all animals can easily change their appearance. Many use a different strategy, having camouflage that helps them disguise themselves on a variety of 32 .....  
Animals with disruptive coloration have marking such as 33 ..... that make it difficult for a predator to discern the shape of the body. Therefore, the predator has a hard time targeting one animal out of a group. Although zebras are black and white, they can hide in tall grass because their major predator is 34 .....  
35 ..... is a type of camouflage that helps hide animals that are seen from above or below. Penguins, for example, have 36 ..... , which help them blend in with the dark water from the point of view of an observer standing above.

### Questions 37–40

Do the following statements agree with the information in the passage? On lines 37–40 on your answer sheet, write:

<b>TRUE</b>	if the statement agrees with the information
<b>FALSE</b>	if the statement contradicts the information
<b>NOT GIVEN</b>	if there is no information on this

- 37 The walking stick insect looks like a small stick.
- 38 The viceroy butterfly is similar in appearance to the monarch butterfly.
- 39 The scarlet snake is extremely poisonous.
- 40 The hawk moth caterpillar is brightly colored.

SECTION 1 QUESTIONS 1-10

Questions 1-5

Complete the information below.

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

**City Library**

Head Librarian

*Example* Mrs. Phillips

Hours 1 ..... to 4:30

Books

Ground floor<sup>1</sup> 2 .....

Second floor Adult collection

Third floor 3 .....

Book carts

Brown cart books to re-shelve

Black cart books to 4 .....

White cart books to 5 .....

Questions 6-10

Complete the library schedule below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for

Activity	Location	Day and Time
Story Time	Children's Room	6
	Reference Room	
	9 ..... Room	..... at 11:00
7 .....		Saturday at 8 .....
Lecture Series		Friday at 10 .....

**SECTION 2 QUESTIONS 11–20**

*Questions 11–15*

Choose **FIVE** letters, **A–I**.

Which **FIVE** activities are available at Golden Lake Resort?

- A** swimming
- B** boating
- C** waterskiing
- D** fishing
- E** tennis
- F** golf
- G** horseback riding
- H** biking
- I** arts and crafts

*Questions 16–20*

Complete the schedule below.

Write **NO MORE THAN ONE WORD** for each answer.

Night	Activity
Sunday	16 .....
Monday	Dessert Night
Tuesday	17 ..... Night
Wednesday	18 .....
Thursday	19 .....
Friday	Talent Show
Saturday	20 .....

## SECTION 3

## QUESTIONS 21–30

### *Questions 21–23*

Choose **THREE** letters, **A–F**.

Which **THREE** things are the students required to submit to their professor?

- A** a written summary
- B** notes
- C** a case study
- D** charts and graphs
- E** a list of resources used
- F** a video

### *Questions 24 and 25*

Answer the questions below.

Write **NO MORE THAN THREE WORDS** for each answer.

- 24** What two sources of information will the students use when preparing their presentation?

.....

- 25** What will the students show during their presentation?

.....

### *Questions 26–30*

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

- 26 Only rescue birds that are  
A all alone.  
B obviously hurt.  
C sitting on the ground.
- 27 Protect yourself by wearing  
A gloves.  
B a hat.  
C protective glasses.
- 28 Put the bird in a  
A cage.  
B box.  
C bag.
- 29 Keep the bird calm by  
A petting it.  
B talking to it.  
C leaving it alone.
- 30 When transporting the bird,  
A talk softly.  
B play music.  
C drive very slowly.

## **SECTION 4 QUESTIONS 31–40**

### *Questions 31–32*

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

- 31 The Great Barrier Reef consists of about ..... individual coral reefs.  
A 400  
B 900  
C 3,000
- 32 The larger islands in the Great Barrier Reef are covered with  
A sand.  
B plants.  
C coral.

### Questions 33–38

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.

#### Great Barrier Reef

##### Habitats

Habitats include reefs, salt marshes, and 33 .....

##### Types of plants

Reef habitat: 34 .....

Islands: mostly 35 ..... at the northern end  
mostly herbaceous at the southern end

##### Types of animals

Salt marsh: 36 .....

Sea grass beds: 37 .....

Islands: 38 .....

### Questions 39 and 40

Answer the questions below.

Write **NO MORE THAN THREE WORDS** for each answer.

39 What causes coral bleaching?

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40 What has been one response to this problem?

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## READING PASSAGE 1

*You should spend about 20 minutes on Questions 1–14, which are based on Reading Passage 1 below.*

### Pollination

Plants have evolved a wide variety of methods to reproduce themselves. Some plants reproduce asexually by splitting off new roots or bulbs (e.g., garlic, lilies) or even branches, stems, or leaves (e.g., mangroves, spider plants). Plants that reproduce asexually are essentially reproducing clones of themselves. This is a simple and direct method of reproduction, producing new plants more quickly and with less energy than plants using sexual reproduction. The majority of plants, however, reproduce sexually. The advantages from an evolutionary perspective include more genetic variety and better dispersal than the colonies of clones formed by asexual reproduction. In flowering plants, pollen (male) grains are moved from the anther to the stigma, where the pollen fertilizes<sup>1</sup> the ovaries (female), resulting in seeds.

A few flowering plants such as peas, beans, and tomatoes pollinate themselves, but more commonly, pollination occurs between separate plants, either through pollen being borne by the wind (most conifers and many grasses) or by pollinators, animal species that plants rely on to help move the pollen from one plant to the ovaries of another. Most pollinators are insects, but some species of bird and bats also play an important role.

Plants have evolved a variety of methods to entice pollinators to do their work. Many produce nectar, a sugary substance that pollinators use as food. A well-known example is the honeybee, which collects nectar as well as pollen for food. When a bee enters one flower, it brushes against the anther, and pollen grains are picked up by the surface of its body. When the bee enters a second flower and brushes against the stigma, some of that pollen comes in contact with the ovaries of the second plant, thus fertilizing it, resulting in seeds that contain genetic material from the male gametes of the first plant combined with the female reproductive organs of the second plant. Most bees, butterflies, and moths, as well as certain species of bats and birds, are attracted to nectar-producing flowers.

Flowering plants have evolved a variety of methods for signaling<sup>2</sup> their usefulness to pollinators or for otherwise making their work easier. Butterflies are attracted to flowers that are open during the day, are bright—typically red, yellow, or orange—and have a “landing platform.” In contrast, many moths are active at night and thus are attracted to flowers that are pale or white, have a strong fragrance, but also have broad areas to land on. Both butterflies and moths have long tongues and have co-evolved with plants that have developed deep sources of nectar that are available only to certain species. Hummingbirds are also attracted by color<sup>3</sup> especially by bright reds, and flowers that attract these tiny birds also have strong stems and are designed for pollen to be brushed on the hummingbirds’ heads as they sip nectar.

Bees do not see red; thus, flowers that attract bees tend to be blue, yellow, purple, or other colors. Many bee attractors also have nectar guides, which are spots near the center<sup>1</sup> of each flower that reflect ultraviolet light, making it easier for the bees to find the nectar. Bees are also attracted to flowers with a mintlike or sweet smell. Snapdragons not only attract bees visually, they are adapted to appeal to certain bee species: snapdragons have a landing platform that, if the bee is the correct weight, opens—allowing access to the nectar and pollen.

Pollinators play a major role in agriculture. While many staple crops such as rice, corn, canola, and wheat are self-pollinating or pollinated by the wind, farmers are dependent on pollinator species for many fruit, vegetable, nut, and seed crops. Over 30 percent of the world's crops require the work of pollinator species. Bees are the most common agricultural pollinators, with crops including fruit trees such as apples and cherries; vegetables such as squash, beans, tomatoes, and eggplant; flowering shrubs and annual and perennial flowers; forage crops such as clover and alfalfa; and fiber<sup>2</sup> crops such as cotton. Other pollinators include midges (cocoa), wasps (figs), moths (yucca, papaya), butterflies (asters, daisies, marigolds), and even a few species of bats (agave, palms, durians) and humming-birds (fuchsia).

Recent declines in honeybees and in other pollinator species around the world have raised concerns about future food production, and many scientists have called for increased study of the role of pollinators, the agricultural and environmental changes involved in the declines, as well as the economic and environmental effects and ways to prevent further declines.

### Questions 1–5

Complete the summary using the list of words and phrases below.  
Write the correct letter, A–I, on lines 1–5 on your answer sheet.

- |   |                  |
|---|------------------|
| A | pollen           |
| B | flowering plants |
| C | roots            |
| D | grains           |
| E | spider plants    |
| F | wind             |
| G | copies           |
| H | fertilization    |
| I | time             |

The reproduction of plants occurs in different ways. Some plants send out new parts such as 1 ..... or bulbs. These grow into new plants, which are actually 2 ..... of the original plant. The advantage of this form of reproduction is that it does not require a lot of 3 ..... or energy. Many 4 ..... reproduce themselves by forming seeds through the process of pollination. Some plants pollinate themselves. Others rely on the 5 ..... or animals to carry the pollen from plant to plant.

### Questions 6–14

Do the following statements agree with the information given in the passage? On lines 6–14 on your answer sheet, write:

- TRUE**                      if the statement agrees with the information  
**FALSE**                     if the statement contradicts the information  
**NOT GIVEN**            if there is no information on this

- 6 Honeybees eat both nectar and pollen.
- 7 If an attractive flower is very small, a butterfly will land on its leaves.
- 8 Moths are attracted by scent.
- 9 Certain flowers are shaped to be pollinated by hummingbirds.
- 10 Special markings on a flower help bees to locate the nectar.
- 11 Bees rarely respond to scent.
- 12 Most grain crops are pollinated by insects.
- 13 Close to one third of the world's harvest depends on animals for pollination.
- 14 Farmers in certain parts of the world have suffered economically because of the decline in the honeybee population.

## READING PASSAGE 2

*You should spend about 20 minutes on Questions 15–27, which are based on Reading Passage 2 below.*

### Paleolithic<sup>1</sup> Cave Art

Students of art history tend to be familiar with the images of horses and bison discovered in the famous cave art site in Lascaux, France, in 1940. Less well known but vitally important to understanding Ice Age art and culture is the art discovered by three cave explorers in the Chauvet Cave near Vallon-Pont-d'Arc in southern France in 1994.

The Chauvet Cave hosts one of the largest groups of Paleolithic drawings yet discovered on one site, as well as the fossilized<sup>2</sup> remains of a number of now-extinct animals. The art found in the Chauvet Cave differs from that found in most other European cave art sites, which primarily feature prey animals such as horses, bison, wild cattle, and reindeer. The Chauvet paintings include many animals that humans would have feared—panthers, bears, lions, hyenas, and rhinoceroses. While the Chauvet paintings also include many species that would have been hunted by the artists—horses, aurochs, bison, and extinct species of moose and deer—the presence of non-prey animals calls into question a common theory that the primary purpose of cave art was to magically ensure plentiful game. Perhaps the discovery of the Chauvet art points to a shift in emphasis from the hunters' predators to the hunters' prey over time, but more evidence is needed.

Carbon-14 dating has established three of the paintings (one bison and two rhinoceroses) as being 31,000 years old. This discovery pushes the common understanding of the date range for European cave art much further back than what had been assumed. It has also clearly disproved theories that earlier cave art was cruder and more primitive because these older images are equally sophisticated in execution.

In addition to the hundreds of animal paintings, the Chauvet Cave also has an image of a being, referred to as the Sorcerer, with the body of a human and the head of a bison. There is also part of an image of a woman. In addition, explorers found the skull of a cave bear placed on a squared-off altarlike rock. The cave had been untouched for thousands of years due to a rock slide that had sealed off the cave; the floor of the cave contains the footprints of humans and cave bears, and fire pits, stone tools, remnants of torches, and bones from meals. After scientists collected data and recorded images, the site was placed off-limits to prevent the damage that has occurred at many other caves known for their rock art.

Ice Age paintings in certain European caves have been extremely well pre-served and have reached iconic status because of their beauty and the artists' skill in execution. As a result, many people assume that the art of early hunters and gatherers was limited to cave paintings. While the artwork in the deep caves has been the best preserved, artwork was also done on the walls of rock shelters and on rock faces out in open light. Paleolithic artists not only painted with pig-ments but also created engravings by scratching designs into rock with pointed tools, as well as creating low-relief sculptures. Often the artists seemed to have seen a suggestion of an animal's shape in a rock, and then added detail through incising lines, incorporating clay, or applying pigment. In addition to animal images, most sites also have geometrical designs, including dots and quadran-gles. Archeologists<sup>1</sup> have also discovered small sculpted figures from the same time period.

Images of hands, created either by wetting the palm of the hand with paint and pressing the hand onto rock or by applying paint around the hand, perhaps by spitting pigment from the mouth, are common. However, full images of humans are rare in the European caves. Images combining human and animal elements such as the Chauvet Cave Sorcerer have been found in various sites as have partial images of women, but portrayals of a full human are few and far between, and they tend to be simple abstract depictions. Most of the animal images, on the other hand, are detailed, realistic portrayals of an individual ani-mal species, not simply an abstract symbol meant to depict an animal such as a horse or bison.

### Questions 15–21

Choose the correct letter. Write the correct letter *A*, *B*, or *C*, on lines 15–21 on your answer sheet.

- 15 As compared with the Chauvet Cave, the cave art site in Lascaux is
- A more well known.
  - B less important.
  - C more difficult to explore.
- 16 The art discovered in the Chauvet Cave differs from other European cave art because
- A it does not include images of horses and bison.
  - B it shows images of now-extinct animals.
  - C it includes images of predatory animals.
- 17 According to the passage, a common belief about the function of cave art is that
- A it was meant to bring animals to be hunted.
  - B it was intended to drive away predatory animals.
  - C it was used to warn others about the presence of fearsome animals.
- 18 As compared with other European cave art sites, the art in the Chauvet Cave is
- A cruder and more primitive.
  - B significantly older.
  - C more sophisticated in subject matter.
- 19 Images found in the Chauvet Cave include
- A a crude map.
  - B a part-human, part-animal being.
  - C a complete drawing of a woman.
- 20 In addition to art, other discoveries in the Chauvet Cave include
- A implements made of stone.
  - B human bones.
  - C bison pelts.
- 21 No humans had visited the Chauvet Cave for thousands of years because
- A cave bears lived inside it.
  - B it was declared off limits.
  - C the entrance was blocked by rocks.

*Questions 22–27*

*Complete the sentences below.*

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

*Write your answers on lines 22–27 on your answer sheet.*

- 22 People often believe that Paleolithic art consisted only of .....
- 23 Ice Age artists used pointed tools to make ..... and sculptures on rocks.
- 24 As well as pictures of animals, ..... are common in most sites.
- 25 Pictures of ..... were sometimes made by wetting the palm with paint.
- 26 It is unusual to see an image of a ..... in European cave art.
- 27 Rather than being symbolic, paintings of animals are ..... images.

## READING PASSAGE 3

*You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.*

### The Braille System

#### A

About 200 years ago, a curious three-year-old boy playing in his father's shop had an accident that ended up changing the lives of hundreds of thousands of people. The little boy was Louis Braille, and his father was a harness maker in Coupvray, France, a small town near Paris. Louis poked his eye with one of the sharp tools on his father's workbench. The injury and the ensuing infection, which spread through both eyes, caused him to lose his vision. Only a dozen years later, at the age of fifteen, Braille developed a system of raised dots on paper that made it possible for blind people to read and write. While he was not the first person to toy with the idea of tactile reading—that is, reading by feel-ing shapes on a flat surface—his system surpassed others thanks to its simplicity, ease of use, and adaptability.

#### B

During the first few years after his accident, Braille attended a local school with sighted children, where he learned by the only means available to him—listen-

ing and memorizing.<sup>1</sup> He was a gifted student and at the age of ten earned a scholarship to attend the Royal Institution for Blind Youth in Paris. He later became a teacher at the Institution and remained there until his death in 1852 at the age of forty-three. The Institution relied largely on oral instruction, but pupils had access to a few books specially designed for blind students by Valentin Haüy, the school's founder. Haüy had developed a method for pressing shapes of letters onto wet paper and then letting them dry, providing pages with raised characters that students could "read" by running their fingertips across the thick paper. The books were big and cumbersome and took a long time to produce-and to read. In addition, they addressed only part of the blind students' communication dilemma—the ability to read. For full literacy, students also needed to be able to write.

#### C

A man named Charles Barbier, who had invented a system known as night writing for soldiers to send messages in the dark, provided the inspiration Braille needed for his reading method. Barbier visited the Royal Institution for Blind Youth in 1821 to demonstrate his technique, which used rectangular cells with raised dots. The cells, thirty-six in all, represented sounds rather than individual letters of the alphabet and consisted of a template of twelve dots in six rows of two. Braille saw the system's benefits right away and then zeroed in on its draw-

backs. He thought it should be based on the alphabet—the way sighted people read—and not on phonetics. It also needed a way to designate punctuation marks, accents, numbers, and other symbols; and, for the user to be able to read with ease, a cell had to be small enough to fit beneath one's fingertip.

## D

For the next three years, Braille fine-tuned his system and in 1824 came up with a version that worked to his satisfaction: a six-dot cell (three rows of two) that allowed for sixty-three possible combinations of dots, enough for all twenty-six letters of the Roman alphabet plus accents, capital letters, punctuation marks, and numbers. For example, a cell with one dot at the top left (position one) represents the letter *a*, whereas a cell with one dot at the bottom right (position six) means the next symbol is a capital letter. The numbers zero to nine are coded the same as the letters *a* to *j*, except they are preceded by a cell with dots in positions three through six (bottom left dot and all three dots in the right column). Users could read an individual cell with a single touch of the fingertip, and they scanned dots from left to right as in normal reading. What's more, the Braille system made it possible to write by punching dots into paper (from right to left because the reverse side is read).

## E

Originally, Braille symbols were written with a slate and stylus—the equivalent of paper-and-pencil writing, using the slate to hold the paper and the stylus to prick holes in it. In 1892, a Braille writing machine was invented; used like a typewriter, it has six keys and a space bar. Today, writing Braille is no more difficult or time-consuming than producing a printed document. You need only to hook up a standard computer to a machine that will emboss the text in Braille. Braille's fellow students quickly learned his system; for the first time, they could take notes in class and write papers, not to mention pass notes back and forth to one another. Yet the system was not widely used in Braille's lifetime. It did not become the official communication system for blind people in France until 1854, two years after he died.

## F

The system remains in use today, only slightly altered from the original version. It has incorporated symbols for math, science, and music and has been adapted to dozens of languages, including many with non-Roman alphabets, such as Chinese and Japanese. Braille symbols often show up in public places, such as on elevator buttons, and their helpfulness in labeling household items like canned goods is undisputed. Nevertheless, knowledge of Braille has declined in recent years as technology has provided innovations, such as recorded books and computers with synthetic speech, that make it less necessary to read the old-fashioned way. Many now deem Braille an obsolete system, but its devotees still consider it a form of literacy as basic as the three R's.

### Questions 28–36

*Reading Passage 3 has six paragraphs, A–F. Which paragraph contains the following information? Write the correct letter, A–F, on lines 28–36 on your answer sheet. You may use any letter more than once.*

- 28 a description of the Braille system of representing letters and numbers
- 29 Louis Braille's early education
- 30 how people write in Braille
- 31 reasons why Braille is used less now than in the past
- 32 when the Braille system was officially accepted in France
- 33 a reading system for the blind used when Louis Braille was a child
- 34 how Braille is read
- 35 the reason why Louis Braille was blind
- 36 a description of the method on which Louis Braille based his system

### Questions 37–40

*Do the following statements agree with the information given in the passage? On lines 37–40 on your answer sheet, write:*

<b>TRUE</b>	<i>if the statement agrees with the information</i>
<b>FALSE</b>	<i>if the statement contradicts the information</i>
<b>NOT GIVEN</b>	<i>if there is no information on this</i>

- 37 Braille symbols represent letters and numbers only.
- 38 Braille is used in a variety of languages.
- 39 Braille readers can read faster than sighted readers.
- 40 Modern technology has made Braille less important.