

IELTS

Resource Pack



Includes
audio CD

Photocopiable games,
activities and practice
tests for IELTS
preparation classes

Jon Marks

PHOTOCOPIABLE

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activities and practice
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Jon Marks

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Additional material by Alison Wooder

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Introduction

Preparing classes for the IELTS exam can be hard work for both teachers and students, with lessons often settling into a gruelling cycle of exam practice and intensive language analysis. Games and communication activities may be available, but with the exam approaching it can seem inappropriate to spend much lesson time on anything which is not directly relevant to IELTS.

The games and activities in this book aim to help with this dilemma. They are fun, motivating and in many cases kinaesthetic (i.e., students use their bodies as well as their minds), yet they all relate directly to the exam, in many cases actually using the formats from the exam.

There are activities based on the formats of each part of the Listening, Academic Reading, Academic Writing and Speaking papers of the exam.

Level

IELTS candidates cover a broad range of levels, with candidates from intermediate to advanced levels taking the exam and receiving a grade which is satisfactory for their purposes. The level of each activity in this book is indicated as follows:

- ○ IELTS 5 –7: suitable for the majority of students preparing for the exam, including lower-level IELTS candidates, and students at the beginning of an IELTS course.
- ● IELTS 6 and above: primarily aimed at middle and higher-level candidates, but may be approachable by lower-level candidates as well.

Academic and General versions of the exam

The majority of candidates take the Academic version of the exam, and the activities in this book are based on that version. General versions of the Reading and Writing Papers are also available. The Reading section activities in this book may be useful to General version candidates, as the question formats are similar. The Writing activities will be less useful, as General version candidates are not required to write in an academic style.

Choosing an activity

The activities are not arranged in any particular order within each section. The easiest way to link them with your course material is probably by exam focus – for example, if part of a lesson focuses on Academic Writing Task 2, you could expand on that with an Academic Writing Part 2 activity from this book. The level of difficulty of the activity will also be a factor, of course – see the paragraph on level above.

Setting up an activity

To make sure that everybody understands the format of an activity, it can be a good idea to begin with a demonstration rather than an explanation. Join one pair/group/team, and begin the activity while the rest of the class watches.

Tell the class that the activity is directly linked to the exam, and that the skills they will use to complete it are skills they will need in the exam.

Doing an activity

When everybody is clear about the task, and has begun, visit each group/pair/team as soon as possible, just to check that everything is going well. After this initial round, visit each group/pair/team for longer. Check for language difficulties, and help any students who are having problems.

While you are doing the things listed above, make a mental or written note of any problems with pronunciation, grammar and vocabulary.

After an activity

Use the information you gathered while monitoring to practise problem areas and/or to plan future lessons which address the problems you encountered.

Elicit feedback from the class. Did they think the activity was useful? What did they learn? What aspects of it were difficult?

Follow-up activities

The teaching notes for each activity include suggestions for follow-up activities. These are entirely optional.

Practice Tests

Section 2 of this book features two practice tests which closely reflect the types of question and level of the IELTS exam. When using practice test material such as this, it is a good idea to recreate exam conditions as closely as possible. If there is space in the classroom, seat students with at least a metre between each one. There should of course be no communications between students while the test is in progress. It is essential to keep to the same timings as the exam.

Please note that the instructions for the Reading papers refer to writing on an Answer sheet. The students do this in the actual exam but not in these Practice Tests.

The recordings for the Listening section can be found on the CD that accompanies this book.

Grading Writing module scripts

In the exam, Writing module scripts are graded by trained examiners according to complex and confidential criteria. For most teachers, grading their students' IELTS practice scripts can only be an estimate based on the 9 IELTS bands. These are:

When grading students' scripts, if in doubt about which score to award, it is often better to err on the side of caution. Giving students higher grades than they would actually achieve in the exam may boost their confidence in the short term, but is likely to result in disappointment in the long term. Achievement in parts of the exam can now be reported as half bands (e.g. 7.5).

9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

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Grading Speaking module performances

The Speaking module of the exam takes the following format:

Part	Nature of interaction	Timing
Part 1 Introduction and interview	The examiner introduces himself/herself, and confirms the candidate's identity. The examiner then interviews the candidate on familiar topics such as the candidate's occupation, interests, aspirations and daily life.	4 to 5 minutes
Part 2 Individual long turn	The candidate receives a written stimulus, and is given one minute to prepare to speak for one to two minutes on the topic. The examiner then asks one or two follow-up questions.	3 to 4 minutes
Part 3 Two-way discussion	The examiner invites the candidate to discuss more abstract themes based on the Part 2 topic.	4 to 5 minutes

As with the Writing module, teachers who are not IELTS examiners will generally have to estimate the attainment level of their students' speaking performances based on the nine IELTS bands listed above.

Candidates' performances are assessed according to the following criteria:

Fluency and Coherence

The rate of speech. The linking of ideas to form coherent, connected speech. The logical sequencing of sentences, and the use of cohesive devices such as connectors and conjunctions.

Lexical Resource

The candidate's range of vocabulary, and the precision with which meanings and attitudes are expressed. The variety, adequacy and appropriacy of the words used. The ability to compensate for a vocabulary gap by using other words.

Grammatical Range and Accuracy

The range, accuracy and appropriacy of the candidate's grammatical usage. The length and complexity of sentences, and the range of grammatical structures employed. Especially important is the ability to achieve information focus through the use of grammatical structures.

Pronunciation

The amount of effort required by the listener, and the level of L1 interference.

IELTS candidates typically need to employ the following strategies in the Speaking module:

- Providing personal and non-personal information
- Expressing preferences
- Expressing and justifying opinions
- Comparing, contrasting and analyzing
- Narrating, paraphrasing and summarizing
- Explaining
- Suggesting
- Speculating
- Conversation repair

With the exception of the banding chart, the outline above is the author's interpretation of IELTS criteria, and is not definitive, complete or a quotation of official IELTS documents. Candidates and their teachers are advised to obtain the current IELTS handbook and other materials, available from Cambridge ESOL, 1 Hills Road, Cambridge CB1 2EU, United Kingdom. Tel. +44 1223 553355, Fax +44 1223 460278, email: ESOLhelpdesk@ucles.org.uk. A wide range of information and resources are available from the IELTS website: www.ielts.org

Exam timings

Listening Approximately **30 minutes**, plus 10 minutes for transferring answers to the answer sheets.

Reading **60 minutes** – approximately 20 minutes for each section.

Writing **60 minutes** – approximately 20 minutes for Task 1 and 40 minutes for Task 2.

Speaking **11–14 minutes**

Sleep

Level: ● ○

IELTS focus

The Academic Reading paper often contains questions in this format.

Preparation

Each pair of students will need one *Student A* and one *Student B* worksheet. If required, copy and cut up one *Follow-up activity* sheet per group of four to seven.

Method

- 1 Explain this format from the Reading paper: candidates have to answer a question with no more than a certain number of words taken from the text (usually three or four).
- 2 Organise the class into pairs. Give each pair a *Student A* and a *Student B* worksheet. Sheet A contains the first half of a reading text, sheet B the second half. Allow enough time for everybody to read their half of the text.
- 3 Student B then asks Student A questions as directed by the worksheet, and writes down the answers that A gives in the spaces on the worksheet. The pairs then reverse roles.
- 4 Elicit answers from the class.

Key

B: 1 *asleep* 2 *restoration and repair*
3 *dreams occur* 4 *age* 5 *perceptions*
6 *visual experience* 7 *auditory experience*
8 *random and chaotic* 9 *fears and concerns*
10 *the unconscious*

A: 1 *sleep medicine* 2 *psychological* 3 *treat the cause*
4 *sudden falling asleep* 5 *with drugs* 6 *adolescents* 7 *their surroundings*
8 *deep sleep/NREM sleep/deep NREM sleep*
9 *mental disorder* 10 *medical attention*
11 *(the) sleeping position* 12 *(the) human lifespan*

Follow-up activity

This optional extra activity will consolidate vocabulary from the text.

Organise the class into groups of four to seven, and give each a pile of cards face down. Student A takes a card, and defines the word on it (with the definition on the card as a reminder). The first person to guess the word wins the card. Then Student B takes a card, and so on.

IELTS Skills

As tested by this question format in the exam, the main activity primarily focuses on reading for detail, although reading for gist is also required. In addition, it practices listening for detail as tested by the Listening module.

In the course of an average lifetime, a person will spend around 70,000 hours or 25 years asleep. Virtually all mammals, reptiles, amphibians and even fish can be said to sleep in one form or another. Yet there is much that is still not understood about the state in which we spend up to a third of our lives.

The question of why we sleep has not been completely answered, and there are differing opinions on the subject. Some scientists have suggested that sleep performs no biological function, and has little purpose beyond being a convenient state in which to spend the hours of darkness. A greater number of scientists, however, believe that sleep has two biological functions. The first is to facilitate various restoration and repair processes within the body. This is believed to occur during a type of sleep known as NREM sleep (non-rapid-eye-movement). The second function is to play a role in complex brain processes such as focusing attention and socialising. This is thought to occur during the other type of sleep: REM sleep (rapid-eye-movement). As the name suggests, in this type of sleep the eye moves rapidly, and it is during these periods that dreams occur.

The amount of sleep required varies with age, and from person to person. In general, babies sleep up to 18 hours a day, while young adults

sleep for 6 to 9 hours day. As people age, they tend to need slightly less sleep. At least half of babies' sleep is REM sleep, but this proportion declines to around a quarter in adults. A typical night's sleep consists of cycles of 90 minutes or so, with the final 5 to 30 minutes being REM sleep and the rest being NREM sleep.

Whether they remember them or not, it is probable that all humans have dreams during REM sleep. Research has showed that dreams are more concerned with perceptions (things that are seen, heard etc.) than with thoughts. Almost all dreams include visual experience. Approximately half contain auditory experience, and only a small proportion feature touch, taste and smell. Emotion is a common feature, and when emotions are present, they tend to be in their more extreme forms. External stimuli (such as cold or somebody knocking on a bedroom door) can be incorporated into dreams. Random and chaotic though they often seem, dreams are not without meaning: they express the desires, fears and concerns of the dreamer. There are various schools of psychoanalysis, with differing approaches, but it is widely accepted that there is a division between conscious and unconscious mental processes, and that dreams can offer an insight into the unconscious.

Answer all your partner's questions in NO MORE THAN THREE WORDS FROM THE TEXT. Then reverse roles.

- 1 What is the name for the treatment of sleep disorders?
- 2 What type of problems are most commonly the cause of insomnia?
- 3 With insomnia, what do doctors usually try to do rather than prescribe sleeping pills?
- 4 What involuntary action is the symptom of narcolepsy?
- 5 How can narcolepsy be treated?
- 6 What kind of people are most commonly affected by sleepwalking?
- 7 What are sleepwalkers not aware of?
- 8 During what type of sleep does sleepwalking take place?
- 9 What is sleepwalking not considered to be a sign of?
- 10 What does snoring only very seldom lead to?
- 11 What can be altered to reduce snoring?
- 12 If sleep were no longer necessary, what might seem much longer?

There are numerous kinds of sleep disorder, and their treatment is the remit of a new field of clinical medicine – sleep medicine. Sleep problems are usually divided into three categories: insomnia (inability to sleep), hypersomnolence (excessive sleep), and nocturnal events such as nightmares and sleepwalking.

Insomnia is associated with a wide variety of causes. Sometimes the cause is a physiological one, such as pain, eating a heavy meal, or sleeping on an uncomfortable bed. More often, though, the cause is psychological – typically stress, loneliness or anxiety of one kind or another. Napping during the day is likely to worsen the problem as it disrupts the natural sleep pattern. Nowadays doctors tend to be very reluctant to prescribe sleeping pills, and will usually instead try to treat the cause of the insomnia.

While the term hypersomnolence refers simply to excessive sleep patterns, the word narcolepsy describes a condition characterised by involuntary sudden falling asleep. These sleep attacks may last a few minutes or several hours, and may occur only occasionally or several times a day. Narcolepsy usually begins in adolescence or early adulthood, and the cause is not known: it may be a genetic condition, or it may be a result of chemical imbalances in the brain. The symptoms can be treated with drugs, but there is no cure.

Somnambulism, also known as sleepwalking, most frequently affects adolescents, and may be a result of stress or anxiety. Sufferers rise from their sleep and, although unconscious of their surroundings, perform seemingly conscious activities such as walking about or looking for a lost object. Sleepwalking occurs during deep, NREM, sleep when dreams are absent, and cannot be considered as a “waking dream”. It seldom results in injury, and, as long as it remains reasonably infrequent, is not considered to be a serious medical condition or sign of mental disorder.

The term apnoea denotes short pauses in breathing during sleep. In some cases, these are a result of medical problems such as acid in the blood or heart disease. In other cases they may be due to factors such as obstruction of the airway, smoking, or sleeping position. A common symptom of apnoea is snoring. Although heavy snoring may be an inconvenience, it is rarely in itself considered serious enough to require medical attention. An effective treatment is often simply to change the sleeping position, avoiding lying on the back.

One aspect of sleep research is attempting to discover a ‘cure’ for the need to sleep. If sleep became an option rather than a necessity, it could, in effect, add up to 30 percent to the human lifespan.

Ask your partner these questions.

He/she must answer with NO MORE THAN THREE WORDS FROM THE TEXT. Then reverse roles.

- 1 How do most people spend a third of their lives?
- 2 What processes probably take place in the body during non-rapid-eye movement (NREM) sleep?
- 3 What can happen during periods of rapid-eye-movement (REM) sleep?
- 4 What affects the amount of sleep people require?
- 5 What are dreams principally concerned with?
- 6 What is the feature of virtually all dreams?
- 7 What occurs in only around 50 percent of dreams?
- 8 How do dreams frequently seem?
- 9 As well as desires, what aspects of life do dreams reflect?
- 10 What can dreams help psychoanalysts understand?

Sleep



facilitate

(make possible)

unconscious

(mental process we are not aware of)

nap

(short sleep during the day)

decline

(reduction)

numerous

(many)

insomnia

(inability to sleep)

perception

(the senses)

treatment

(something which results in a cure)

adolescence

(around age 12–17)

auditory

(connected with hearing)

nightmare

(bad dream)

imbalance

(the opposite of balance)

stimulus

(something that affects the senses)

physiological

(connected with the body)

snore

(noisy breathing during sleep)

psychoanalysis

(treatment of psychological problems)

loneliness

(feeling isolated)

lifespan

(length of life)

Now for the oldest, hottest ticket on the universal stage

Level: ● ○

IELTS focus

The Academic Reading paper often contains questions in this format.

Preparation

Each student will need a copy of the text. Copy and cut one set of cards. Use sticky tape or other means to put up the cards around the classroom walls.

Method

- 1** Explain this format used in the Reading paper: candidates have to match headings or paragraph summaries with the paragraphs of a text. There are several extra headings which are not needed.
- 2** The class reads the article silently. At this stage they should read it for the gist rather than worrying about individual words. Brainstorm the class on the gist of the article (Aeschylus was an immensely influential dramatist. A fragment of a lost play has been discovered and has been expanded into a complete work by a present-day playwright).
- 3** The students circulate around the classroom (in pairs if you wish), looking at the headings on the walls, matching them with the paragraphs and writing them into the boxes on page 13.
- 4** Afterwards, perhaps do a close reading of the text looking for problematic language.

Follow-up activity

Organise the class into pairs. Give each pair a copy of an article (not too long) from a newspaper, magazine or other source. The pairs' task is to think of a suitable title for each paragraph. Feed back the results. Which titles are the best?

IELTS skills

As tested by this question format in the exam, matching the headings with the paragraphs principally practises reading for gist, although reading for detail is also an important factor.

Key

1 K 2 C 3 H 4 E 5 J 6 L 7 A 8 B 9 G

Now for the oldest, hottest ticket on the universal stage

- 1 A lost tragedy by Aeschylus has been recovered from ancient ashes. Called the *Achilles*, it is part of his trilogy about the Trojan War. We knew that it existed. The play was mocked by Aristophanes and summarised by ancient commentators, but only fragments and references have survived.
 - 2 The only known copy had vanished off the face of the earth, presumed burnt in the fire that destroyed the Library of Alexandria in the late third century AD, when parts of the city were laid waste after rebelling against Rome.
 - 3 Then, during excavations in Egypt, archaeologists discovered papyrus fragments of the *Achilles* inside mummies. Debris from the fire had been discarded as rubbish and used as stuffing for the dead. The German scholar Bruno Snell pieced together the fragments.
 - 4 Since then Elias Malandris, a Greek author, has reconstructed the entire play, using other fragments from the summaries and parts of the *Iliad* to fill gaps. Aeschylus based his tragedies on Homer, so there is justification for this pastiche. As a result we have rescued from oblivion the closest possible version to Aeschylus's lost masterpiece.
 - 5 The first performance of the *Achilles* for 20 centuries will be performed in Cyprus next summer by the island's national theatre company, Thoc. Andy Bargilly, Thoc's director, said yesterday: "This is an amazing piece of reconstruction and detective work. The final product is a great work of drama."
 - 6 The play tells the story of the Greek warrior Achilles, whose bitter anger is the trigger that fires the *Iliad*. His story is a foundation document of Western literature. Achilles is the first tragic hero, who chose a short life of glory to a long life of inconsequentiality: it tells of how he sulked in his tent, lent his armour to his best friend Patroclus, revenged the killing of Patroclus by killing Hector, and was killed himself by Prince Paris with an arrow in his only vulnerable point, the Achilles' tendon.
 - 7 Every schoolchild still knows about Helen of Troy ("Hell to ships, hell to men, hell to cities"), the Trojan Horse and the Trojan War. These are ageless stories. Achilles and the *Iliad* created the first literature to express pity for underdogs and sympathy for man's condition, as well as the archaic glory of blood and battles and careless gods.
 - 8 Aeschylus wrote his tragedies about three centuries after Homer and he draws heavily on the language and morality of Homer. To recover a lost tragedy by him is a crown jewel in literature, for Aeschylus is the father of tragedy. He lived from 525 to 456BC, and wrote between 80 and 90 plays (mostly tragedies, but including some satyric dramas). However, until today, only seven of his plays had come down to us.
 - 9 Before Aeschylus, the primitive drama had only a chorus and a single actor exchanging verses. Aeschylus introduced a second actor to the tragic stage, creating dramatic dialogue, and innovated costumes and scenery. He was the first dramatist to dare to put contemporary politics on the stage, in the *Persians*. (He fought against them at Marathon, where his brother was killed, and possibly at Salamis.) His best known and most mature work, the *Oresteia* trilogy, is a richly poetic and profound work concerned with justice and mercy, divine will, and the belief that humanity can achieve wisdom through suffering. He turned the primitive Attic goat-dances into grown-up tragedy that still has power to tear the heartstrings.
- Now we have the oldest hottest ticket on the universal stage, the *Achilles*.

Choose the most suitable heading for each paragraph.

Paragraph 1: K	Paragraph 2:	Paragraph 3:
Paragraph 4:	Paragraph 5:	Paragraph 6:
Paragraph 7:	Paragraph 8:	Paragraph 9:

Now for the oldest, hottest ticket on the universal stage

A

Timeless classics of literature

B

Why this rediscovered work is so important

C

Missing, presumed lost

D

The mission of the Cyprus national theatre company

E

Putting together the pieces

F

Politics in ancient literature

Now for the oldest, hottest ticket on the universal stage

G

The importance of Aeschylus

H

Found in unusual circumstances

I

Bringing Greek drama to schoolchildren

J

A chance to see a rediscovered masterpiece

K

An important discovery

L

A classic tale of rage, death and glory

Artificial Intelligence

Level: ● ○

IELTS Focus

The Academic Reading paper often contains questions in this format.

Preparation

Make a copy of the text per student and at least one copy each of the Team A and Team B worksheets.

Key vocabulary

omniscient, broad, uncanny, deny, dilemma

Method

- 1 Organise the class into two teams. If the class is large, organise it into small groups, and divide each group into two teams. Give each team a worksheet, and give every student a copy of the text.
- 2 The class reads the text silently. The teams then complete the worksheets, thinking of another two questions in the same format. Visit each team, and check their questions are reasonably close to the exam format. Help anybody who is struggling.
- 3 Team A ask Team B a question. Team B must agree on their answer before giving it. If they are right, they win a point. Then Team B ask a question, and so on.
- 4 Afterwards, you may like to do a close reading of the text.

Option

This can be done instead as a pairwork activity: Student As take the role of Team A, and Student Bs take the role of Team B.

Note: If anybody is struggling to come up with questions, here are some suggestions:

Paragraph 5: The three types of AI are at different stages of development. (NG)
'Connectionist' AIs are based on biological principles. (YES)

Paragraph 6: A lot of people are unenthusiastic about AI. (YES)
It would be immoral to create a fully conscious AI. (NO)

Follow-up activity: class discussion

Write the following question on the board:

What would be the consequences if scientists created a genuine artificial intelligence?

Invite opinions from the class.

IELTS skills

The question format practised in this activity focuses primarily on reading for detail, along with the skill of drawing inferences from the information given. The speaking element also practices listening skills tested by the Listening module.

Artificial Intelligence

- 1** Artificial intelligence has long captured the imaginations of science fiction writers. From friendly robots and omniscient spaceship computers to evil machines taking over the Earth, innumerable science fiction films have based at least part of their plots on the unpredictable activities of an artificial intelligence. After spending two hours watching amiable androids assisting their human masters or malevolent cyborgs eliminating theirs, the question in many movie-goers' minds is 'could this really happen?' or, to put it in more scientific terms, 'Is artificial intelligence possible?'
- 2** Although seemingly simple, the question is in fact extremely difficult to answer, not least because the term artificial intelligence has a broad meaning. If it is used to describe computer programs which can draw pictures, diagnose medical problems, design objects, compose music and play musical instruments in ways which seem uncannily human, then AI is already with us. If the term is taken to refer to devices which know themselves, which are conscious in a form that resembles human consciousness, then AI is still firmly in the realm of the fantastic. Answering the question of whether it might ever become reality can, for the moment, be no more than a matter of speculation.
- 3** For scientists working in this field, a more serious question than 'Will it happen?' is 'How will we decide *if* it has happened?' The concept of consciousness is only partially understood. It is difficult to assert that an electronic device has become conscious when we lack a scientific understanding of what constitutes consciousness. The mathematician and computer scientist Alan Turing devised what has become known as the Turing Test as a means of deciding whether an artificial device is intelligent. In the test, a human communicates with a machine through electronic messages. If, on reading the messages, it is impossible to tell which ones are from the human, then it is also impossible to deny that the machine is 'thinking'.
- 4** However, this test is regarded by some as unsatisfactory. A sufficiently complex computer program might perfectly replicate human responses, but would not actually be understanding what it was 'saying'. It would simply be outputting data processed according to formal rules. The only difference between a device which could pass the Turing Test and a pocket calculator would be the degree of complexity of the calculation.
- 5** A further difficulty in creating a satisfactory definition of a conscious machine is that at present AI devices are divided into three distinct categories. There are 'symbolic' devices, which are simply powerful computers in the conventional sense: they use rules to perform logical calculations which mimic human responses. The second category are 'connectionist' devices which are engineered to function in a similar way to the human brain (as yet these are still extremely simple and limited in comparison even with the brains of small animals). The third type of AI is 'evolutionary': AI programs are altered at random, and then the best are used to create the next generation. A method of defining 'conscious' or 'intelligent' which was suitable for one category might not be suitable for the others.
- 6** AI in the sense known to science fiction fans may never happen. It may be a scientific impossibility for anything resembling human consciousness to exist in anything other than a human brain. There are certainly many people, mistrustful of technology, who would be happy for this to be the case. However, if conscious artificial intelligence is ever developed, it will create a set of moral dilemmas. Switching off an intelligent device might be considered to be murder. Keeping one in the same place and assigning it a set of duties might be viewed as slavery. It could be argued that such an artificial intelligence should have the same rights of citizenship as a human in the same society, and should be allowed to vote, go on holiday and reproduce itself. The implications, absurd though they may seem at this time, may one day be discussed seriously.

In the Reading paper, you often have to respond to statements with:

Yes, No or Not Given

You are going ask Team B one question in this format for each paragraph of the text. Four have been done already. Write the questions for the other two paragraphs. Make them as difficult as you can!

Paragraph 1:

The idea of artificial intelligence has been very useful for science fiction writers.
(YES – it's often been used in constructing plots)

Paragraph 2:

Computers can already do some creative things as well as humans can.
(YES – '...ways which seem uncannily human')

Paragraph 3:

Alan Turing believed that it was possible to create artificial intelligence.
(NOT GIVEN)

Paragraph 4:

Under certain circumstances, even a pocket calculator could pass the Turing Test.
(NO – a pocket calculator has a 'different degree of complexity')

Paragraph 5:

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Paragraph 6:

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In the Reading paper, you often have to respond to statements with:

Yes, No or Not Given

You are going ask Team A one question in this format for each paragraph of the text. Four have been done already. Write the questions for the other two paragraphs. Make them as difficult as you can!

Paragraph 1:

Virtually all science fiction films feature artificial intelligence in one form or another.
(NO – ‘innumerable’ ones do, but not ‘virtually all’)

Paragraph 2:

Artificial consciousness would be very different to human consciousness.
(NOT GIVEN)

Paragraph 3:

Alan Turing decided it was possible to define intelligence in a machine scientifically.
(YES – that’s what his test is for.)

Paragraph 4:

The Turing Test is considered too old-fashioned to apply to the latest developments in technology.
(NOT GIVEN)

Paragraph 5:

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Paragraph 6:

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Superstition

Level: ● ○

IELTS Focus

The Reading paper often contains questions in this format.

Preparation

Make a copy of the text for each student and a copy of the cards per group of three to five. Cut up the cards and organise them so that they are face down and in order, with 1 at the top of the pile. It will not matter if the cards become slightly out of sequence.

Key vocabulary

to belittle, to eschew, to pay lip-service to, ambiguous, subjective, omen, folklore, mascot, to thrive, scrutiny, copy (i.e. written text), bold, nostalgic

If you wish to pre-teach this vocabulary, write it on the board, and elicit suggestions from the class as to the meaning of each word/phrase.

Method 1: small groups

- 1 Brainstorm the class on superstitions. How many can they think of?
- 2 Distribute the texts, and allow a few minutes for silent reading.
- 3 Organise the class into groups of three to five, and give each a set of cards and an *Instructions* card. Explain that this question format is often used in the Reading section of the exam.
- 4 Student A takes the first card, and reads out the sentence. The group then discusses whether the statement merits *Yes, No* or *Not given*. Then Student B takes a card, and so on.
- 5 Feed back the results.
- 6 Afterwards, you may like to ask the class to do a close reading of the text: go through it sentence by sentence, checking comprehension, and answering any vocabulary queries. (Alternatively, do this stage before stage 3 above. This will make the activity easier, and so may be preferable for lower-level classes.)

Key

See page 98

Method 2: teams

- 1 Cut the question card sheets vertically down the middle. Discard the Instructions card.
- 2 Organise the class into two teams. Give Team A the column of odd-numbered questions, and Team B the even-numbered questions. Team A ask Team B a question. Team B must agree on their answer before giving it. If they are right, they win a point. Then Team B ask a question, and so on.

Follow-up activity

Select a text from your coursebook or elsewhere. Allow a few minutes for silent reading, or perhaps read the text aloud. Organise the class into pairs or small groups. Assign each pair/group a portion of the text. Their task is to come up with *Yes, No* or *Not given* statements in the style of the exam. They then read these out, and the rest of the class decides which response is correct.

IELTS skills

This activity practises reading for gist, detail and drawing inferences from the information given. It also practices listening for detail as tested by the Listening module.

Superstition

Superstition is not an easy word to deal with. It has been used in numerous contexts, with roughly the same meaning, for at least six hundred years, but it is always the context in which the word appears that matters. By its very nature the concept of superstition is highly subjective, and this is seen most clearly in the use of the word as an adjective. Any person or group can call another 'superstitious', but this tells us nothing about the beliefs of those thus described. The only certainty is that the person using the word disapproves of, or wishes to belittle, the belief or custom which s/he is so labelling. In general, dominant elements in a society dismiss the beliefs of less powerful elements as superstitious.

It is because of this cultural baggage that modern folklorists tend to eschew the word 'superstition' and prefer to use terms such as 'alternative belief'. Unfortunately, such attempts to alter perception by changing language are rarely successful. Outside the strictly scientific spheres, meaning is not under the control of the specialist.

In most dictionary definitions of superstition, the central point is irrationality: 'Irrational belief usually founded on ignorance or fear and characterised by obsessive reverence for omens, charms, etc.' *Collins English Dictionary* (1986).

In the modern world, however, we are often uncomfortable with the assumption that there is only one valid form of 'rationality'. The *Encyclopaedia Britannica* is clearly uneasy on this point: 'Belief, half belief, or practice of which there appears to be no rational substance. Those who use the term imply that they have superior evidence for their own scientific, philosophic, or religious convictions. An ambiguous word, it probably cannot be used except subjectively.'

These descriptions pose the further question of what is 'belief'. Do people really believe, pay lip-service to, or simply know of the superstitions without following them? In many cases we have insufficient information about 'belief' as such, but can merely register that a superstition was recorded at a particular time and place.

In the human mind, 'belief' can vary over time according to situation, and we can happily 'half believe' something. We can even believe and not believe at the same time if we want to. We may notice omens on the way to an important interview but not on other days, and our belief can result in action at some times and not at others.

We are told by the folklorist Edward Lovett that the carrying of mascots and lucky charms increased dramatically during the First World War. Presumably, many individuals knew of mascots before but did not bother about them until a particular need arose. This seems to confirm that a key factor is the feeling of vulnerability, and that superstition thrives in an atmosphere of fear, uncertainty, or perceived lack of control over one's fate. But this does not explain why some people are superstitious all the time, and others not. Superstition represents a failure to apply intelligence and proper inductive reasoning or to distinguish between appearance and reality. Erroneous connections are sometimes made by less than rigorous thinking.

Certainly the principles involved in most superstitions do not normally bear rational scrutiny, but people often manage to believe in the teeth of all evidence. It is clear that tradition plays a strong part in many of these beliefs, but other than that the problem is circular. Why do people believe strange things? Because they are superstitious. Why are they superstitious? Because they believe strange things.

But it has always been the case: many people in the early 19th century, for example, were firmly convinced that horsehairs placed in water turned into eels. It seems ridiculous now, but there are plenty of equally unfounded beliefs still in circulation, and probably always will be. Many people believe that your hair can turn white instantly through shock or fear. Others believe that it is illegal to place a stamp upside down on an envelope, or that a tooth placed in Coca Cola will dissolve overnight.

It is common in popular works on superstition to claim that we are still very superstitious; depending on your definition, this may be true, and anyway it makes good copy. Undoubtedly, there are still people who would be described as 'very superstitious', and it would be a very bold person who claimed to have no superstitious beliefs at all. But it is clear that, as a society, we are immeasurably less superstitious than we used to be.

It is only now that superstition plays such a minimal role in medicine and everyday life that we can afford to be nostalgic and say we regret its passing.

Superstition

INSTRUCTIONS

In the Reading paper, you often have to respond to statements with:

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

Write **Y**, **N** or **NG** on each card

1 'Superstition' is a simple term.

2 The word 'superstitious' can be used in a scientific way.

3 The powerful tend to be less superstitious than the powerless.

4 Modern folklorists avoid using the word 'superstition'.

5 It is easy to influence the way people think by changing language.

6 Scientists have more control over the meanings of words than other specialists.

7 The word 'rationality' has a less clear meaning than it used to.

8 The *Encyclopaedia Britannica* contains the most modern ideas of its time.

Superstition

9 In the past, many people knew of superstitions, but did not believe them.

10 Historians have a clear idea about what people used to believe.

11 Soldiers tend to be more superstitious than most other people.

12 Difficult times increase superstition.

13 Superstition is a result of inadequate education.

14 Superstition is a result of faulty logic.

15 To some extent, superstitions are part of cultural tradition.

16 Nowadays, people tend not to have irrational beliefs.

17 Some people believe that postage stamps have magic powers.

18 Popular writers have made a lot of money by writing about superstitions.

19 Nowadays, the majority of people are not at all superstitious.

20 We are fortunate that society is less superstitious than it used to be.

Do you feel lucky?

Level: ● ●

IELTS focus

The Reading paper often contains questions in this format.

Preparation

Make one copy of the text per student. Copy and cut up one set of Question Cards for the class.

Method

- 1 Explain this format from the Reading paper: candidates have to select the correct answer from groups of four (e.g. B is correct; A, C and D are incorrect).
- 2 Brainstorm the class on ways in which the three wrong answers for each question can be made to seem possible. (For example: they are very close to the correct answer; they repeat words from the text; they are partly true and partly false; they are true in many people's opinions but not according to the text.)

To help get this point across, you may like to copy or project on OHP the following example onto the board:

The academic version of IELTS is an exam which

A helps candidates improve their English.

B tests candidates' ability to use and understand English in an academic setting.

C helps universities select the best students.

D tests candidates' knowledge of academic subjects.

- 3 Hand out copies of the Reading text. Get the class to read it quickly and to tell you the gist. With weaker classes, perhaps get students to discuss this in pairs first, then elicit suggestions.
- 4 Organise the class into 2, 4 or 8 teams and share out the Question Cards. The task is to add an extra incorrect answer, as directed on the question cards. (Explain that in the exam there are always four, not three, answers to choose from.) Visit the teams as they are writing, check that their extra possible answers are reasonably close to the exam format, and point out any language errors.

- 5 Team A reads out a question in full. The other teams refer to their copies of the text, select A, B or C and write down their choices. Listening to the options may be quite challenging for the other students – allow as much repetition as necessary. (If comprehension poses a serious difficulty, the options could be written on the board.) The answer is then revealed and each team who chose correctly can award themselves a point. Then Team B ask a question, and so on. The team with the highest final score wins.

Sample incorrect answers

If any team is really struggling to come up with ideas, perhaps make the following suggestions.

Card 1: are people who have been unlucky in their lives.

Card 2: They are unrealistically optimistic.

Card 3: They give you more energy.

Card 4: are logical about their risk-taking.

Card 5: experience some benefits from their way of thinking.

Card 6: are normal human behaviour.

Card 7: By getting them to talk about their problems.

Card 8: is good news for pessimists.

Follow-up activity: class discussion

Write the following statement on the board:

In this life, we make our own luck.

Invite opinions from the class.

IELTS skills

As well as practising reading and listening skills, this activity aims to get students to analyse a question format from the exam – a useful strategy for exam success.

Do you feel lucky?

Many years ago, I met a man who pronounced that he would 'die young'. He told me this as a bald fact, but on further probing it emerged that his prognosis was based solely on 'a feeling'. The man was a catastrophic thinker – someone for whom the worst-case scenario in any given situation would always seem the most likely outcome, regardless of statistical likelihood. In making an unrealistic assessment about his future health circumstances, 'Richard' (who, incidentally, is still alive) is typical. However, where he is unusual is in presuming the worst. Only a small proportion of people take this doom-laden approach. Most of us actually do the opposite.

Research has shown that more than 50 per cent of people believe they are less likely than others to be afflicted with cancer, tooth decay or a motoring accident. Psychologists describe this phenomenon as 'unrealistic optimism'.

Indeed, studies that require people to assess their risk of negative situations, such as unwanted pregnancy, or to rate skills such as driving ability, reveal that more than 70 per cent of them class their risk factors as low and their positive attributes as high. Put bluntly, this means that average people think they are better and luckier than average.

On the surface, this skew towards the glass-half-full approach to life can be a good thing – positive emotions trigger the release of endorphins that relax the cardiovascular system, and also the release of cytokines, which boost the immune system. Conversely, pessimistic thinking has been linked to the constriction of blood vessels, the suppression of the immune system and a poorer outcome in serious illness.

However, recent findings from the Royal Society of Medicine may at last give pessimists something to smile about. A paper by Australian psychologist Professor Ron Gold suggests unrealistic optimism may be causing people to ignore advice on the prevention of alcoholism, smoking and obesity. It's a contentious area – no scientific study has actually correlated the two – but many psychologists accept that there is a certain logic in the assumption that risk-taking behaviour may be triggered by unrealistic optimism. 'If you believe you're less at risk of something than the average person, then you're more likely to go ahead and do it,' says Professor Gold.

Catastrophic thinkers do not behave in this way. While most people distance themselves from

negative news reports about illness, for example, catastrophic thinkers identify closely – thinking: 'That's bound to happen to me.'

Clinical psychologist Linda Blair, of the University of Bath, believes that around 10 per cent of the population thinks in this way. 'These are people who have negative underlying beliefs,' she says. 'Their propensity to presume the worst may stem from an earlier traumatic experience or may simply be learnt from an anxious parent or other care giver.'

Unfortunately, whereas unrealistic optimists can find comfort in their improbable but idealistic interpretation of events, no psychologist has ever found any benefits in catastrophic thinking. However, the good news is that both unrealistic and catastrophic thinking are learnt behaviours and, as such, can be 'unlearnt'. Usually, a therapist will use cognitive behavioural therapy to get clients to use rational thought processes to examine how they can change their patterns of behaviour.

Seeing as both unrealistic optimism and catastrophic thinking involve a slightly warped view of how things really are, it is the therapist's job to put some realism into the situation. A catastrophic thinker who fears he will be knocked down by a truck the moment he ventures into the street may, from the comfort of the therapy room, be asked to imagine a disaster-free trip out; while the unrealistic optimist, who feels he is not at risk of an accident despite regularly driving a motorbike at high speed, would be asked to imagine a scenario in which he was responsible for a road crash. In short, in a bizarre twist of the norm, the optimist is being asked to consider the worst-case scenario and the pessimist the best (or, at any rate, an event free of negative consequences).

Dr Lynn Myers, health psychologist at University College London, says these methods work. She took a group of smokers who were unrealistically optimistic about their risk of getting lung cancer and heart disease, and asked them to imagine that they had a smoking-related illness. They were asked to write down what happened in the course of this illness – from its onset to its treatment. By the end of Myers's exercise, they had lost their unrealistic optimism.

Whether such findings will one day influence the way health promoters run their campaigns remains to be seen.

Do you feel lucky?



Question Card 1

Below is a question about the text, and two possible answers. The correct answer is in **bold**. Add another incorrect answer.

Catastrophic thinkers

- A base their assessments solely on feelings
- B believe things that are not statistically likely.**
- C



Question Card 2

Below is a question about the text, and two possible answers. The correct answer is in **bold**. Add another incorrect answer.

How do the majority of people think?

- A They do not think seriously about the risks they take.
- B
- C They believe that they are less at risk than most.**



Question Card 3

Below is a question about the text, and two possible answers. The correct answer is in **bold**. Add another incorrect answer.

What are the beneficial results of positive emotions?

- A They can improve the health.**
- B
- C They can make people feel relaxed.



Question Card 4

Below is a question about the text, and two possible answers. The correct answer is in **bold**. Add another incorrect answer.

Unrealistic optimists

- A
- B are more likely to be alcoholics, smokers or obese.
- C may be more likely to take risks.**



Do you feel lucky?



Question Card 5

Below is a question about the text, and two possible answers. The correct answer is in **bold**. Add another incorrect answer.

According to Linda Blair, catastrophic thinkers

- A
- B view the world in a negative way.**
- C were probably brought up by anxious parents.



Question Card 6

Below is a question about the text, and two possible answers. The correct answer is in **bold**. Add another incorrect answer.

Unrealistic and catastrophic ways of thinking

- A should be treated by therapists.
- B are the result of personal experience.**
- C



Question Card 7

Below is a question about the text, and two possible answers. The correct answer is in **bold**. Add another incorrect answer.

How do therapists help unrealistic optimists and catastrophic thinkers?

- A By getting them to imagine the worst that could happen.
- B
- C By getting them to think in a more realistic way.**



Question Card 8

Below is a question about the text, and two possible answers. The correct answer is in **bold**. Add another incorrect answer.

The research describe in the article

- A
- B has already changed general medical thinking.
- C may change general medical thinking in the future.**



Find your chart

Level: ● ○

IELTS focus

Vocabulary and expressions useful in Task 1 of the Academic Writing paper.

Preparation

Copy and cut up a set of cards. If there are more than 12 in the class, duplicate enough extra graph cards for each student to have one.

Method

Part A: speaking stage

- 1 Put the description cards up around the walls of the classroom.
- 2 Draw attention to Task 1 of the Academic Writing paper. The task usually consists of some data expressed in the form of a graph, chart or table which candidates must describe in a style appropriate for a tutor or examiner. This should be at least 150 words, and candidates should spend about twenty minutes on this section.
- 3 Give each student one graph card. Their task is to walk around the classroom, and find the description that goes with their card.
- 4 Collect in the graph cards. Give them out again, making sure that nobody has the one they had before, and including any that were not used before, then repeat stage 3 above. Repeat this process as many times as desired.

Option

Students do the activity in pairs rather than individually.

Key

(On the page, each graph is next to its description.)

Cars a, coal b, oil c, wheat d, electrical goods e, textiles f, steel g, fruit and vegetables h, bottled water i, computers j, timber k, paper l.

Part B: writing stage

- 1 Collect in the graph cards once again and redistribute one to each student, again making sure that each receives a card which he/she has not had before.
- 2 Students write IELTS-style descriptions of the data expressed in their graphs. In the exam this should be 150+ words, but in this activity it should be 30 to 40 words.
- 3 The class then circulate once again, leaving their graph cards on the desk and finding the description cards that match what they have written. Elicit how different or similar their own versions are.

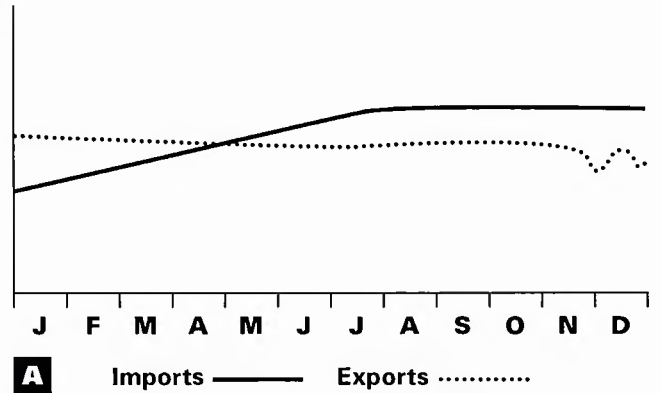
IELTS skills

In addition to introducing and practising useful language for this section of the exam, this activity also practises reading skills tested by the Reading module.

Find your chart

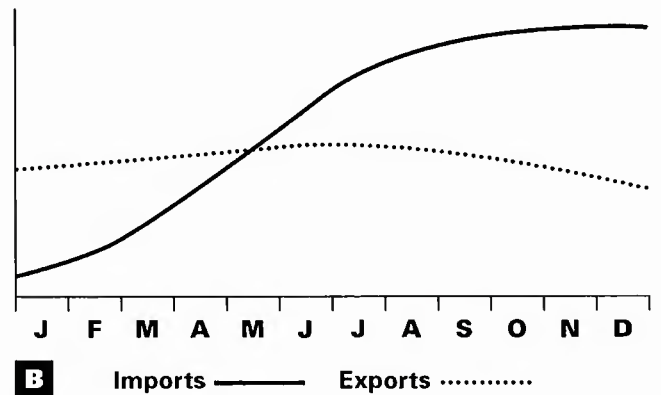
Cars

Imports rose steadily during the first half of the year, while exports declined slightly. From July onwards, both imports and exports remained reasonably steady, although exports fluctuated slightly towards the end of the year.



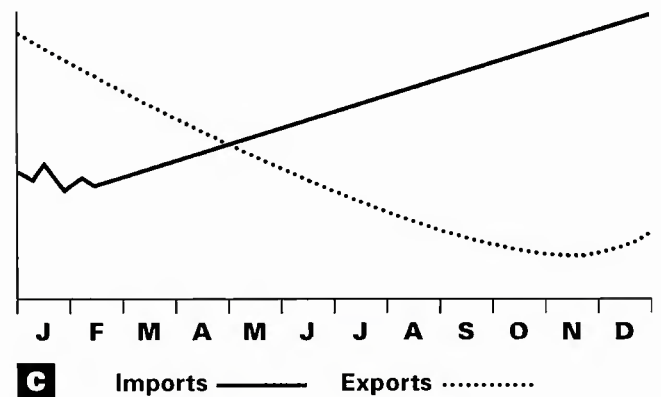
Coal

Imports rose sharply from January until the end of June, while exports increased only slightly. In the second half of the year, exports declined but imports continued to rise, not levelling off until the end of the year.



Oil

After a short period of fluctuation, imports rose steadily throughout the year. Exports, on the other hand, declined dramatically, although they recovered slightly towards the end of the year.



Wheat

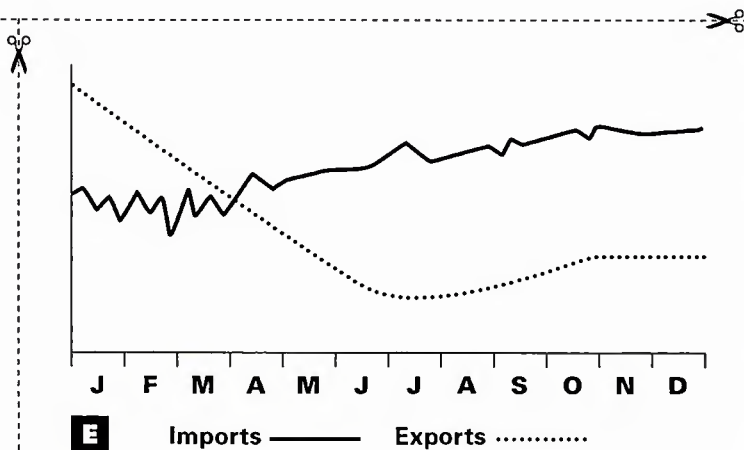
Both imports and exports fluctuated in the first half of the year. From July onwards, imports rose steadily while exports continued to fluctuate until October, when they suddenly began to fall.



Find your chart

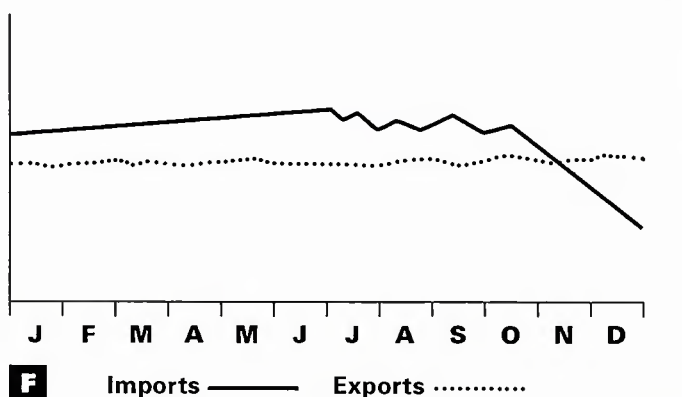
Electrical goods

Exports fell dramatically in the first half of the year, but recovered slightly and remained stable from late October onwards. Imports fluctuated, especially in the first three months of the year, but the general trend was upwards.



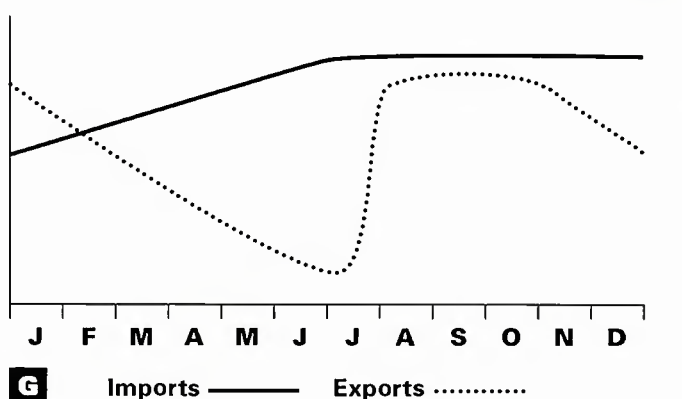
Textiles

Imports increased slightly during the first six months of the year, then fluctuated before starting to fall sharply in October. Exports, however, remained reasonably stable throughout the year.



Steel

Imports rose steadily until the end of June, then levelled off. Exports fell dramatically throughout the first half of the year. They recovered in July, but started to fall again towards the end of the year.



Fruit and vegetables

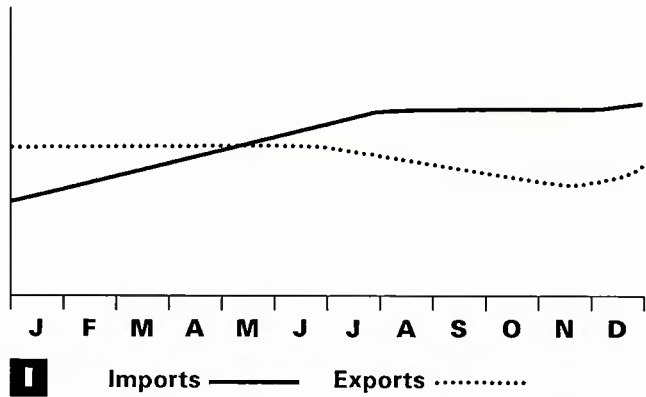
Imports rose sharply, fell back slightly, then reached a new peak in July. From then onwards they declined steadily. Exports remained stable for most of the year, but declined slightly from November onwards.



Find your chart

Bottled water

Exports were stable throughout the first half of the year, then declined gradually until November, when they began to recover slightly. Imports increased until late July, levelled off, then rose very slightly at the end of the year.



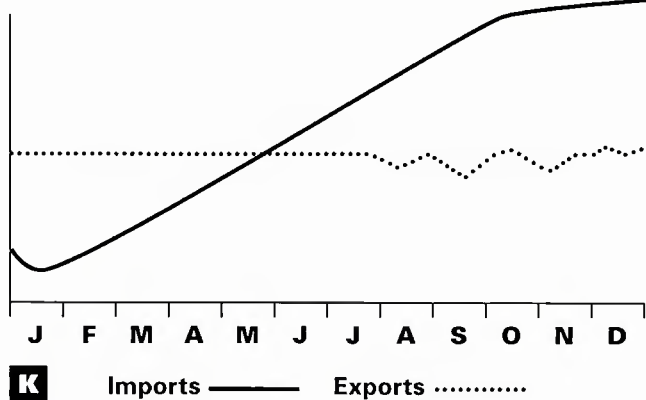
Computers

After a slow start, imports began to rise dramatically, reaching a peak in July. From then onwards, they declined steadily. Exports fluctuated throughout the year, but the general trend was downwards.



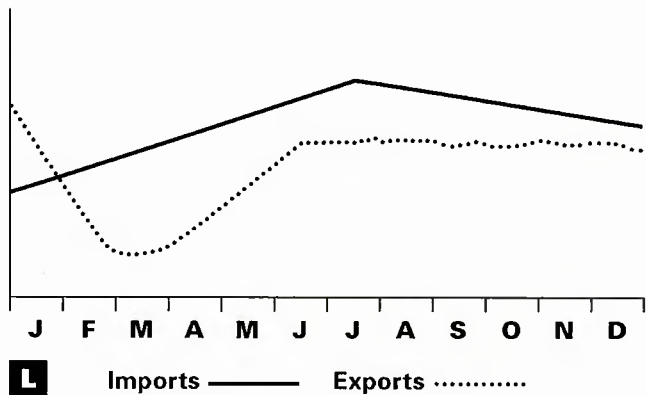
Timber

Imports fell slightly at the beginning of the year, but then began to rise dramatically, not slowing down until the final quarter of the year. Exports were stable until July, then entered a period of fluctuation which lasted for the rest of the year.



Paper

Imports increased steadily until July, then declined gradually for the rest of the year. Exports fell sharply at the beginning of the year, but recovered and from June onwards were reasonably stable.



Describing trends

Level: ● ●

IELTS focus

Vocabulary and expressions useful in Task 1 of the Academic Writing paper.

Preparation

Each pair of students will need one worksheet A, one worksheet B and (if required) two copies of the follow-up worksheet.

Method

Part A: speaking stage

- 1 Draw attention to Task 1 of the Academic Writing paper. The task usually consists of some data expressed in the form of a graph, chart or table which candidates must describe in a style appropriate for a tutor or examiner. This should take about twenty minutes, and should be at least 150 words.
- 2 On the board, draw a graph similar to those in the activity. Brainstorm the class on ways to describe the data.
- 3 Organise the class into pairs, and give an A and a B worksheet to each pair (they should not show each other their worksheets at this stage). They then proceed as directed by the worksheets.
- 4 Ask the class to write the new words and phrases they have learned into their notebooks.

Part B: writing stage

Give each student a copy of the follow-up worksheet. Brainstorm the class on five or so possible topics for the graph (for example, 'sales of newspapers over the last five years', 'average earnings over the last fifty years' etc.). Each student then chooses one of the topics or comes up with one of their own, draws a graph of their own invention, and writes a description of it. (Note that each student will need to put a time period along the bottom of the graph, for example, 1950, 1960, 1970, or March, April, May, June etc.) They then take it in turns to dictate their descriptions for their partners to draw.

IELTS skills

This activity introduces and practises useful language for this section of the exam and also practises listening skills tested by the Listening module, especially Part 4.

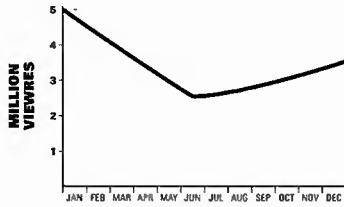
Describing trends

IELTS focus

In this part of the exam, you usually have to write about data in the form of a graph, chart or table.

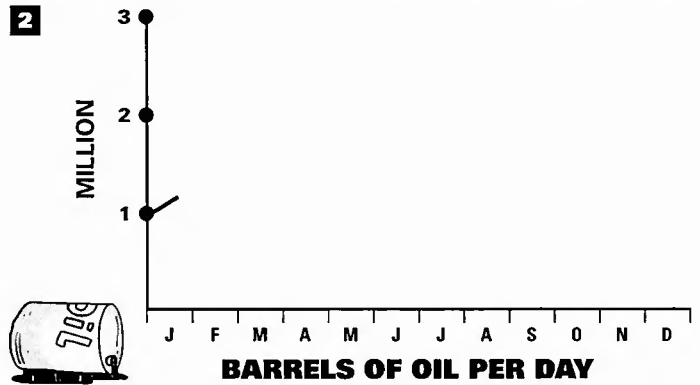
Read the description to your partner. She/he must complete the chart on her/his worksheet. If your partner doesn't understand part of the text, use other words to describe your chart. Then reverse roles.

1



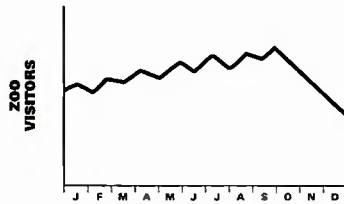
The programme was being watched by 5 million viewers at the beginning of January, but the figure had halved by June. It then rose gradually, ending the year at 3.5 million.

2



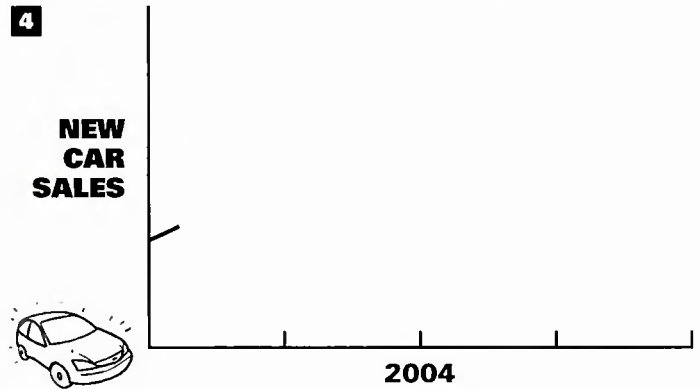
BARRELS OF OIL PER DAY

3



The number of visitors to the zoo fluctuated, but the general trend was upwards until the end of September. Visitor numbers then dropped sharply, ending the year at half their September peak.

4



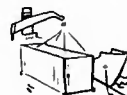
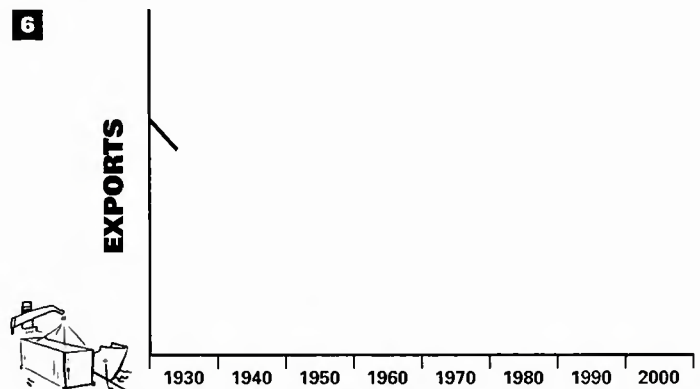
2004

5

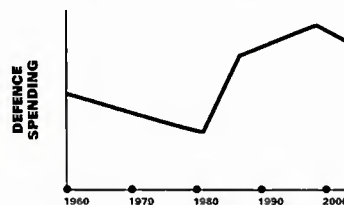


House prices had been level since 1960, but plunged in the early seventies. From the mid-seventies they picked up gradually, then suddenly soared in the mid-eighties. They remained steady for a decade, then dipped slightly before rocketing again in the late nineties.

6

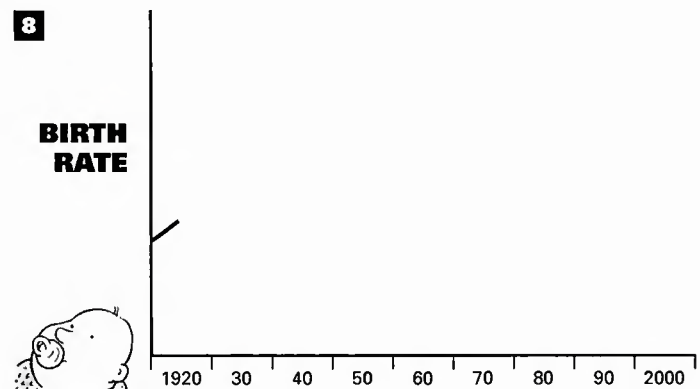


7



Defence spending had been in steady decline throughout the sixties and seventies, but took off in the early eighties, nearly doubling in the space of five years. From then onwards it continued to grow, but at a slower pace, until the late nineties. The trend then reversed, and the figure started to fall gradually.

8

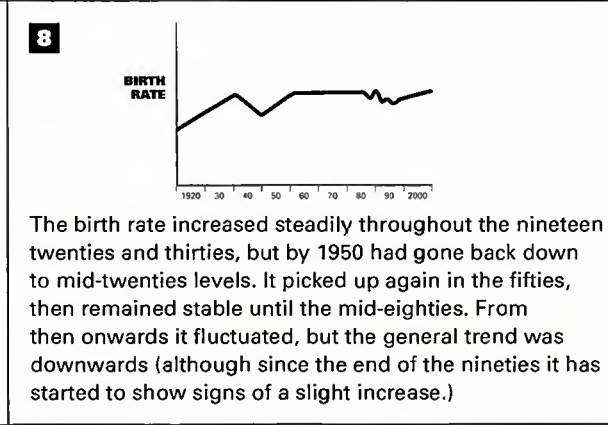
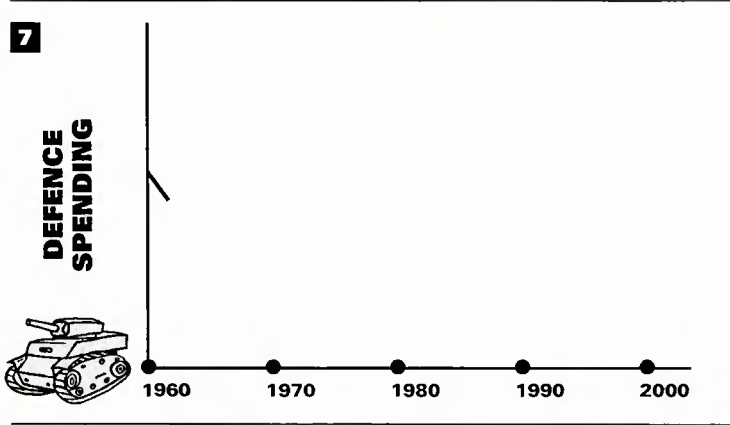
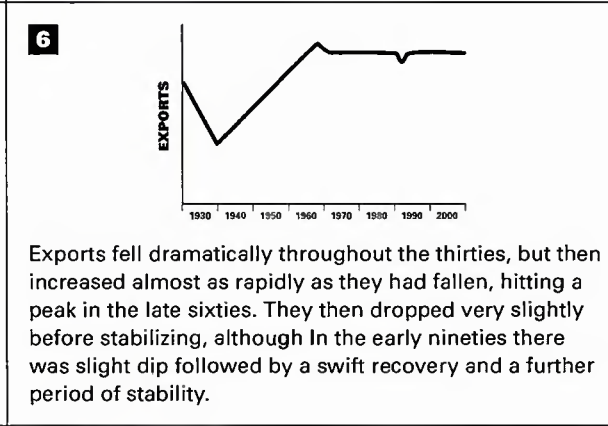
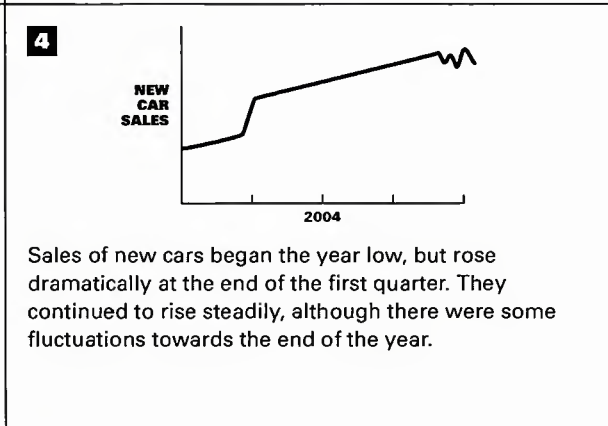
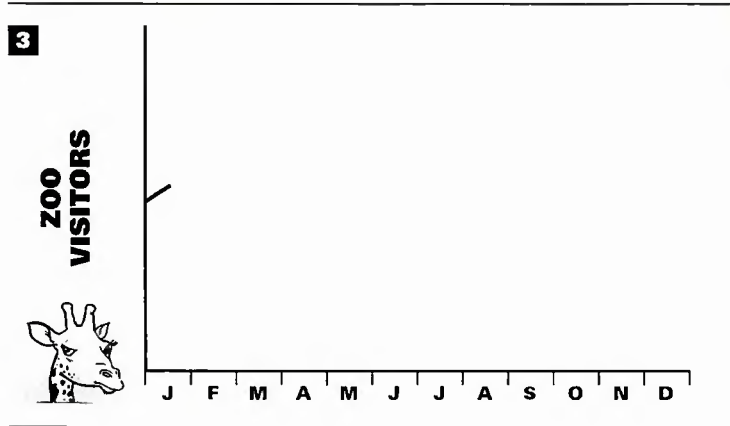
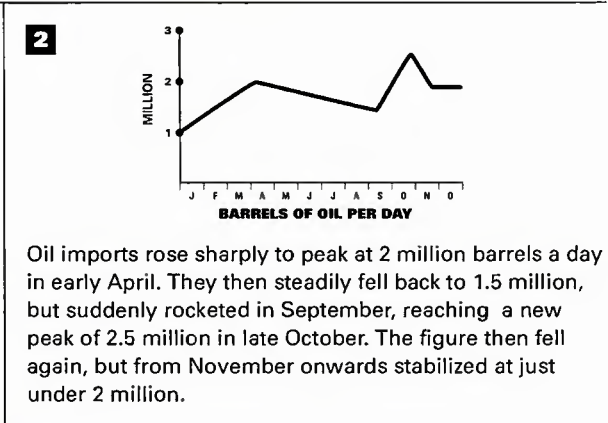
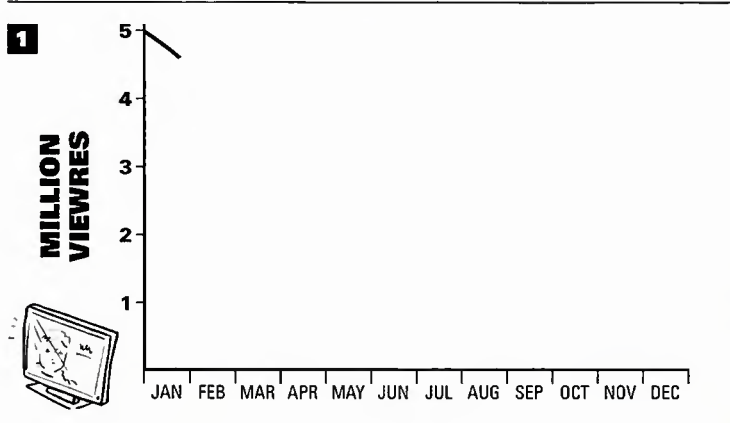


Describing trends

IELTS focus

In this part of the exam, you usually have to write about data in the form of a graph, chart or table.

Listen to your partner, and complete the chart on her/his worksheet. Is your graph the same as your partner's? Then reverse roles.

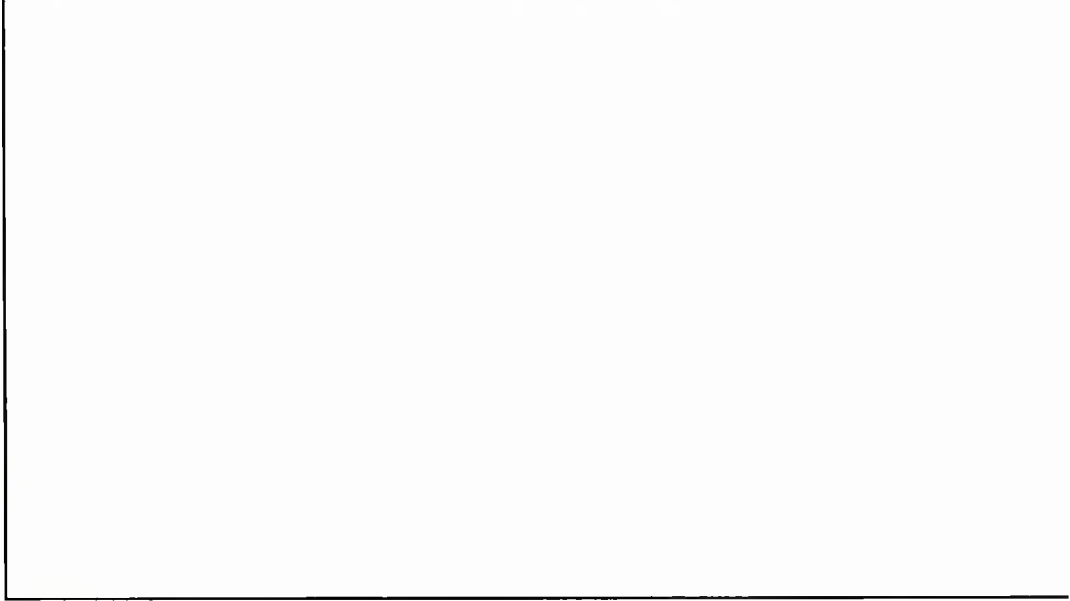


Describing trends

IELTS focus

In this part of the exam, you usually have to write about data in the form of a graph, chart or table.

**Complete the chart below. Then write a description.
Then take it in turns to read your description for your partner to draw.**



.....

.....

.....

.....

Now listen to your partner, and complete the chart below.



Charts and tables

Level: ● ●

IELTS focus

Vocabulary-building for this part of the exam.

Preparation

Make one copy of the gap-fill worksheet per student, and copy one pair of crosswords per pair of students.

Method

- 1** Working alone or in pairs, the class completes the gap-fill worksheet. Feed back the results. The worksheets must then be put out of sight.
- 2** Organise the class into pairs, and give each pair an *A* and a *B* crossword. Student *A* defines a word to Student *B* to write into her/his grid. Then Student *B* defines a word, and so on.
- 3** Ask the class to write new vocabulary into their notebooks.

Option

With classes already reasonably familiar with the vocabulary, omit the worksheet stage, or use it as consolidation after the crossword activity.

Key (gap-fill worksheet)

Bar chart: 1 *average* 2 *approximately*
3 *subsequent* 4 *stable* 5 *exceeding*
6 *halving* 7 *altered* 8 *decline* 9 *onwards*
10 *upward*

Table: 1 *period* 2 *hovering* 3 *fluctuated*
4 *trend* 5 *peak* 6 *plummeted* 7 *rocketed*
8 *steadily* 9 *Meanwhile*

Follow-up activity: Vocabulary quiz

- 1** Organise the class into two or more teams. Each team must prepare six questions on vocabulary from the activity. For example, "What's another way of saying 'fell very quickly'?" ('Fell dramatically' and 'plummeted' are both acceptable answers).
- 2** When the questions have been completed, the activity handouts must be put away. Then Team *A* ask Team *B* a question. Then Team *B* ask Team *C* a question, and so on.
- 3** Award one point for a correct answer, and keep the score on the board.

IELTS skills

The worksheet section aims to input vocabulary useful in this section of the exam. The speaking section practises that vocabulary and also practises speaking skills as tested in the Speaking module, especially Part 3.

Charts and tables

Complete the texts using the words below.

altered	exceeding	meanwhile	period	subsequent
approximately	fluctuated	onwards	stable	trend
average	halving	peak	rocketed	upward
decline	hovering	plummeted	steadily	

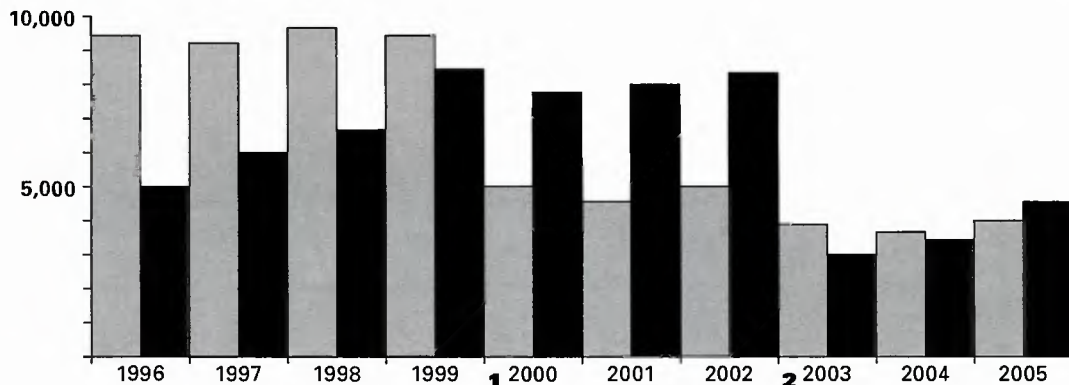
CAR JOURNEYS INTO THE CITY CENTRE

Average number of journeys per day

Residents
Non-residents

1 Parking meters introduced into city centre

2 Westgate Street and Park Lane closed to traffic



The graph shows the number of car journeys into the city centre made by residents and non-residents over a ten year period. In 1996 an 1..... of just under 10,000 journeys per day were being made by residents, while 2..... half that number were made by non-residents. Over the 3..... three years, resident journeys remained reasonably 4....., while non-resident journeys increased each year, 5..... 8,000 per day in 1999. In early 2000, parking meters were introduced into the city centre, and this had the effect of virtually 6..... resident traffic, although non-resident traffic decreased only slightly. By the end of 2002, the number of resident journeys had not 7..... significantly, but non-resident journeys had risen to their 1999 level. At this point, Westgate Street and Park Lane were pedestrianised. This resulted in a dramatic 8..... in non-resident traffic, and a slight decrease in resident traffic. From this point 9....., resident traffic remained more or less at the same level, while non-resident traffic resumed its 10..... trend, reaching nearly 5,000 journeys per day in 2005.

CHANNEL 7 NEWS VIEWING FIGURES (millions of viewers per day)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1pm	1.3	1.3	1.4	1.3	1.3	1.2	1.2	1.3	1.3	1.2	1.3	1.4
6pm	4.8	4.4	3.9	4.6	3.9	4.2	3.7	3.3	4.0	3.5	3.2	3.3
9.30pm	3.2	3.4	3.5	3.7	3.8	3.1	2.3	1.1	2.4	2.6	2.7	3.0
11pm					0.2	1.7	3.4	4.1	2.8	1.9	1.4	0.9

(The 11pm news was introduced on 1st May)

The table shows the average daily viewing figures for Channel 7 News over a 12-month 1..... . The figure for the 1pm News remained fairly stable, 2..... at around 1.3 million throughout the year. The figure for the 6pm News began the year at 4.8 million. It 3....., but the general 4..... was downwards, and it ended the year at 3.4 million. The figure for the 9.30 News gradually increased from 3.2 million viewers per day in January to a 5..... of 3.8 million in May. However, this month saw the introduction of the 11pm News, and the figure for the 9.30 News 6....., hitting a low-point of 1.1 million in August. In the same period, the figure for the 11pm news 7..... from 0.2 million to 4.1 million. At this point, the trend reversed. From August onwards, the figure for the 9.30 news grew 8....., reaching 3 million by the end of the year. 9....., the figure for the 11pm News declined sharply, and in December fell below the 1 million mark.

Charts and tables

Define the words in your half of the crossword for your partner.
All the words are connected with the worksheet you have just completed.

IELTS focus
 In this part of the exam, you usually have to write about data in the form of a graph, chart or table.
 You have to write a minimum of 150 words, and the style should be appropriate for giving to a tutor or examiner.

Charts and tables

Define the words in your half of the crossword for your partner.
All the words are connected with the worksheet you have just completed.

1 UPWARD

2 CHART

3 MEANWHILE

4 LOW POINT

5 HALVE

6 PLUMMET

7 PERIOD

8 ONWARDS

9 ROCKETS

10 EXCEED

11 ALTER

12 DECLINE

13 FIGURE

IELTS focus

*In this part of the exam, you usually have to write about data in the form of a graph, chart or table.
You have to write a minimum of 150 words, and the style should be appropriate for giving to a tutor or examiner.*

Academic English?

Level: ● ●

IELTS focus

Academic written English.

Preparation

Each pair of students will need one worksheet A and one worksheet B. For the follow-up quiz activity, copy and cut up sufficient sheets for everybody to be able to see one easily.

Method

- 1 Draw attention to Task 2 of the Academic Writing paper. Candidates have to write a composition in a style appropriate for an essay or report addressed to a tutor or examiner.
- 2 Organise the class into pairs, and give an A and a B handout to each pair. There is a sample exam writing task, followed by a composition. The pairs have to compare their respective compositions. Where the text differs, they must choose the version which is more appropriate for an essay or report, and correct their versions of the composition accordingly.
- 3 Feed back the results. Discuss the reasons why the correct version is more appropriate.

Follow-up activity: Quiz

- 1 Organise the class into two teams, A and B, and give each team copies of their questions. Each team must elect a captain to give their answers.
- 2 Team A ask Team B a question. Team B must agree on a single true/false answer (rather than simultaneous shouting out). If the answer is correct, they win a point. Then it is Team B's turn to ask a question, and so on.

IELTS skills

The main activity aims to introduce/practise fixed and semi-fixed expressions useful for this section of the exam, and to raise awareness of the differences between formal and informal English.

The follow-up activity focuses on exam skills for this section.

Key

It is easy to understand why some people believe that computers are more of a hindrance than a help. Operations such as obtaining a refund or changing a ticket tend to be fairly straightforward without the aid of a computer, yet once one is involved, the process can become time-consuming, complex and prone to errors. In an office environment, it can sometimes seem that for every hour saved by computers, at least another is wasted in sending frivolous emails and in trying to resolve the latest set of problems caused by a system malfunction.

Another consideration is that over-enthusiastic use of computers in the home has the potential to divert large amounts of free time away from activities such as socialising, taking exercise or interacting with family members. Spending a lot of leisure time looking at a computer screen could perhaps hinder achieving other goals in life, such as being healthy and socially integrated.

However, it would be simplistic to assert that computers have a generally negative impact. They have enabled enormous advances in communications, medicine, design, education and numerous other fields of human endeavour. Nowadays, virtually the entire sum of human knowledge is as far away as the nearest internet point. Computers have brought about a profound change in the way most people in the developed world live. (Although it should not be forgotten that the majority of the inhabitants of this planet have never so much as touched a computer keyboard.)

The benefits of computers undoubtedly outweigh the disadvantages. The question is not whether computers help or hinder, but whether people always use their huge potential in a wise and responsible way.

(274 words)

IELTS focus

In this part of the exam, you have to write a composition in a style appropriate for a tutor or examiner.

Compare the composition below with your partner's. Where they are different, which version is more suitable? Correct your version where necessary.

Some people consider computers to be more of a hindrance than a help.

Others believe that they have greatly increased human potential.

How could computers be considered a hindrance? What is your opinion?

Write about this topic. Give reasons for your answer any and include any relevant examples from your own experience. Write at least 250 words. You should spend about 40 minutes on this task.

It is easy to understand

~~Know~~ why some people believe that computers are more of a hindrance than a help.

Operations such as getting your money back or changing a ticket tend to be fairly straightforward without the aid of a computer, but when you use a computer, it is time-consuming, complex and there will probably be lots of mistakes. In an office environment, for every hour saved by computers, at least another is wasted in sending stupid emails and in trying to sort out the latest set of problems caused by a system malfunction.

Another consideration is that too much use of computers at home diverts lots of free time away from activities such as being with your friends, taking exercise or interacting with family members. Spending a lot of time with a computer could perhaps hinder achieving other goals in life, such as being healthy and socially integrated.

However, it would be stupid to assert that computers have a generally negative impact. Thanks to them, there have been enormous advances in communications and numerous other fields of human endeavour. These days, virtually the entire sum of human knowledge is as far away as the nearest computer. Computers have brought about a big change in the way most people in the developed world live. (Although we must remember that the majority of the world's people have never so much as touched a computer keyboard.)

The benefits of computers undoubtedly outweigh the disadvantages. The question we must ask ourselves is not whether computers help or hinder, but whether people always use their huge potential in a wise and responsible way.

IELTS focus

In this part of the exam, you have to write a composition in a style appropriate for a tutor or examiner.

Compare the composition below with your partner's. Where they are different, which version is more suitable? Correct your version where necessary.

Some people consider computers to be more of a hindrance than a help.

Others believe that they have greatly increased human potential.

How could computers be considered a hindrance? What is your opinion?

Write about this topic. Give reasons for your answer any and include any relevant examples from your own experience. Write at least 250 words. You should spend about 40 minutes on this task.

believe

It is easy to understand why some people ~~think~~ computers are more of a hindrance than a help.

Things like obtaining a refund or changing a ticket are easy without using a computer, yet once one is involved, the process can become time-consuming, complex and prone to errors. In all the offices I've seen, it can sometimes seem that for every hour saved by computers, at least another is wasted in sending frivolous emails and in trying to resolve the latest set of problems caused by the computers breaking down. This wastes a lot of time.

Also, over-enthusiastic use of computers in the home has the potential to divert large amounts of free time away from things like socialising, taking exercise or having dinner with your family. Spending a lot of leisure time looking at a computer screen hinders achieving other goals in life, like being healthy and socially integrated.

However, it would be simplistic to say that computers are bad. They have caused enormous improvements in communications, medicine, design, education and lots of other things. Nowadays, virtually everything we know is as far away as the nearest internet point. Computers have brought about a profound change in the way most people in rich countries live. (Although it should not be forgotten that the majority of the inhabitants of this planet have never even used a computer once.)

There are definitely more good things than bad things about computers.

The question is not do computers help or hinder, but do we always use them in a sensible and responsible way?

Academic English?

Team A

Ask Team B these *true/false* questions.

- 1 It's very important to make sure your composition fully answers the exam question, and only answers the exam question.
- 2 It doesn't matter if some sentences are repetitive or redundant. The important thing is the quality of the English.
- 3 It's a good idea to use qualifying phrases like 'it can seem ...' and 'it is often the case that ...'
- 4 It's better to write in an impersonal way. Avoid using *I*, *we* and *you* very often.
- 5 The minimum is 250 words, but if you write a lot more, you may get more points.
- 6 Some phrasal verbs are more informal than others, and you should avoid using the informal ones.
- 7 It's a really good idea to use lots of fixed expressions such as 'contrary to popular belief ...'
- 8 In English-language academic writing, it's customary to include rhetorical questions (i.e. questions for dramatic effect).
- 9 You should write more about your own personal experience than about general ideas.
- 10 You should never say something you don't believe, just because you can think of a really good way to say it in English.
- 11 You'll lose points if the examiner strongly disagrees with your views.

KEY

1T, 2F, 3T, 4T, 5F, 6T, 7F, 8F, 9F, 10F, 11F

Academic English?

Team B

Ask Team A these *true/false* questions.

- 1 Academic English should be written in very short, simple sentences.
- 2 It's better not to repeat key words if you can avoid it.
- 3 You shouldn't waste time thinking of a lot of examples to support your argument.
- 4 You shouldn't worry too much about your handwriting. The examiners are trained to read difficult handwriting.
- 5 You must never use phrasal verbs in academic writing.
- 6 It's a good idea to include plenty of jokes if you can. The examiners appreciate a good laugh.
- 7 There's no reason to use exclamation marks in academic writing.
- 8 One of the most important things is to show you have a good vocabulary, and can use it accurately.
- 9 It's worth spending at least a couple of minutes thinking about what you're going to write, and the best way to write it.
- 10 Forty minutes is plenty of time to write 250 words of good academic English.
- 11 Intolerant political views are inappropriate in academic writing, and may lose marks.

KEY

1F, 2T, 3F, 4F, 5F, 6F, 7T, 8T, 9T, 10F, 11T

Group Writing

IELTS focus

Practice and task analysis for Task 2 of the exam.

Level: all levels

Preparation

Copy sufficient handouts for the class (see below for details). You may like to expand the copies from A4 to A3 (140%), as this will allow more space for writing.

Method

- 1 Give each student a worksheet. Hand out the worksheets in order, so that to the right of sheet 1 there is sheet 2, to the right of sheet 2 there is sheet 3 etc.
- 2 Students write the first paragraphs as directed. Then everybody passes their sheet one to the left for continuation. This is repeated for each of the five stages on the sheet. In order to avoid some students taking a lot longer than others, you may wish to specify a time limit for each section – about 8 minutes would match the exam timescale.
- 3 Attach the finished compositions to the wall, and give the class time to circulate and read them.
- 4 Feed back from the class. How good are the compositions? How could they be improved? How important is the planning stage? Explain that this is not the only way to structure a composition.

Alternative method

As above, but using just one of the worksheets, and focusing in greater detail on the language suitable for the task. Repeat using the remaining worksheets in later lessons.

Option

Students work in pairs rather than individually.

Follow-up activity

Put the compositions out of sight. Copy one of the titles from the activity sheets onto the board. The class then does the composition as if in the IELTS exam. They should write at least 250 words in a style suitable for handing to a university tutor. Allow about 40 minutes.

IELTS skills

This activity focuses on strategies for producing composition structures which are appropriate for the exam. It also aims to practise writing for the exam in a lively and motivating context.

Group Writing

In this part of the exam, you have to write at least 250 words. The style has to be serious, and suitable for giving to a tutor or examiner. Don't use contractions (*can't, wouldn't* etc.), and try to use long sentences.

Some people feel that education should be provided exclusively by the state, and that private education should be prohibited.

To what extent do you agree or disagree? Give reasons for your answer and include any examples from your own knowledge or experience.

Writer A: Write the first paragraph. Introduce the topic. Why is this subject often discussed? Why do people care about it?

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.....

Writer B: Read the previous paragraph. Continue the composition. What reasons are there for banning private education? Try to think of at least two.

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Writer C: Read the previous paragraphs. Continue the composition. What reasons are there for allowing private education? Try to think of at least two.

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Writer D: Read the previous paragraphs. Give your own opinion. Perhaps talk about what is practical and realistic. You could also mention any experience you have of this matter.

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Writer E: Read the previous paragraphs. Write a short conclusion. This could sum up the previous paragraphs. Perhaps also mention any changes that might happen in the future.

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Group Writing

In this part of the exam, you have to write at least 250 words. The style has to be serious, and suitable for giving to a tutor or examiner. Don't use contractions (*can't, wouldn't* etc.), and try to use long sentences.

Although tourism is a very profitable business, it can have a damaging effect on local communities.

To what extent do you agree or disagree? Give reasons for your answer and include any examples from your own knowledge or experience.

Writer A: Write the first paragraph. Introduce the topic. Why is this subject often discussed? Why do people care about it?

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Writer B: Read the previous paragraph. Continue the composition. What are the local benefits of tourism? Try to think of at least two.

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Writer C: Read the previous paragraphs. Continue the composition. What are the disadvantages of tourism to local communities? Try to think of at least two.

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Writer D: Read the previous paragraphs. Give your own opinion. Perhaps talk about what is practical and realistic. You could also mention any experience you have of this subject.

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Writer E: Read the previous paragraphs. Write a short conclusion. This could sum up the previous paragraphs. Perhaps also mention any changes that might happen in the future.

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Group Writing

3 Pay

In this part of the exam, you have to write at least 250 words. The style has to be serious, and suitable for giving to a tutor or examiner. Don't use contractions (*can't, wouldn't* etc.), and try to use long sentences.

Workers in public services such as education and health-care are undervalued and underpaid, while others such as footballers, actors and company directors can earn a great deal more, yet contribute much less to society.

To what extent do you agree or disagree? Give reasons for your answer and include any examples from your own knowledge or experience.

Writer A: Write the first paragraph. Introduce the topic. Why is this subject often discussed? Why do people care about it?

.....

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Writer B: Read the previous paragraph. Continue the composition. Write about the situation of nurses, teachers etc. How far is it true that they are "undervalued and underpaid". What are the results of low pay?

.....

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.....

Writer C: Read the previous paragraphs. Continue the composition. Write about the situation of actors, footballers, company directors etc. How far is it true that they "contribute much less to society"? Why do they often earn so much?

.....

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Writer D: Read the previous paragraphs. Give your own opinion about how levels of pay should be decided. Perhaps talk about what is practical and realistic.

.....

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.....

Writer E: Read the previous paragraphs. Write a short conclusion. This could sum up the previous paragraphs. Perhaps also mention any changes that might happen in the future.

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Sentence auctions

IELTS focus

Language analysis for Task 2 of the exam:

Sentence auction 1: style appropriacy

Sentence auction 2: linking words/phrases

Sentence auction 3: fixed and semi-fixed expressions

Level: ● ○

(Preparation and method are the same for all three auctions. They should be used in different lessons.)

Preparation

Make one copy of the worksheet per student.

Method 1

- 1 Explain the format of this part of the exam (a 250+ word essay in an academic style), and brainstorm the class on the differences between academic English and 'normal' English.
- 2 Organise the class into teams of 2 to 4. Give each student a worksheet. The students go through the sentences trying to decide which are correct/appropriate, and which are not. While they are doing this, write the names of each team on the board, along with '\$500' and a box for writing in points.
- 3 Explain that each team has \$500 to buy as many correct sentences as they can. Conduct the auction, with increasing bids for each sentence. On the board, keep a record of how much each team has spent, and how many correct sentences they have bought. (The team which finishes with the most correct sentences wins.)
- 4 As the auction progresses, explain why the inappropriate/incorrect sentences are inappropriate/incorrect.

Method 2

As above, but do not say whether the sentences are right or wrong during the auction. Instead keep a record on the board of who has bought which sentence, and how much they paid for it. When the auction is over, *then* go over the sentences revealing if they are right or wrong.

Keys

See page 98

Follow-up activities

Auction 1

Write the following task on the board:

Formal language is often used by the powerful to maintain their position of dominance over the powerless.

How far do you agree with this statement?

Would it be better if societies abandoned formal language?

The class then does this composition as if in the IELTS exam. They should write at least 250 words in a style suitable for handing to an examiner or tutor. Allow about 40 minutes.

Auction 2

Ask the class to underline the linking words and phrases in each of the sentences. They should then write an example sentence using each one. Feed back the results.

Auction 3

Ask the class to underline the fixed and semi-fixed expressions in each of the sentences. They should then write an example sentence using each one. Feed back the results.

Sentence auction 1

Appropriate style?

IELTS focus

In this part of the exam, you have to write a composition in a style appropriate for a tutor or examiner. It should be well structured, and has to be at least 250 words.



Some of the extracts below are suitable for this part of the exam, others are not.

You have \$500 to buy as many suitable sentences as you can.

- 1 When there is so much terrible poverty in the world, it is incredibly unfair that some people live in idle luxury.
- 2 Tourist guidebooks often focus on the "big sights", and do not give the reader any real insight into the local culture.
- 3 Instead of using cars, it is much, much better to use public transport, such as buses, trains, taxis, aeroplanes, ferries and so on.
- 4 Despite this, the traditional hamburger remains enormously popular, especially with children and teenagers.
- 5 There is considerably more to academic research than simply looking up facts on the internet.
- 6 It is absolutely crazy that the governments of the world cannot find solutions to even the tiniest little problems.
- 7 Regardless of the amount of preparation done beforehand, the unexpected can turn a dream holiday into a nightmare.
- 8 Unemployment is a difficult subject for me to write about, as I have never been unemployed, apart from a few weeks after I left school when I was 18, and as I was living with my parents, I did not need a job.
- 9 Can politicians always be trusted? Or are they often more interested in their own careers? Who can say?
- 10 To dismiss popular music as nothing more than light entertainment is to ignore the role it plays in millions of people's lives.
- 11 My personal opinion is that English is an easier language to learn than German.
- 12 There is no point in having too much violence in films, and anyway, violent films are often boring, too.
- 13 Tourism is a very big industry. In some ways this is good, but in other ways it is bad.
- 14 Being a parent can be stressful, boring and generally extremely difficult, but it can also, of course, be incredibly rewarding.
- 15 In general, therefore, we can conclude that, on the whole, television usually has a positive effect, overall.

Sentence auction 2

Linking words/phrases

IELTS focus

In this part of the exam, you have to write a composition in a style appropriate for a tutor or examiner. It should be well structured, and has to be at least 250 words.



The extracts below contain words and phrases for linking ideas. Some are grammatically correct, others are not. You have \$500 to buy as many correct sentences as you can.

- 1 Despite of the cold, in winter my country is visited by a large number of tourists.
- 2 Even though this sport is relatively dangerous, it is still very popular.
- 3 Talent is hardly never recognised at a very early age.
- 4 But for his hard work, he would never have passed the exam.
- 5 Although widely known to be bad for the health, smoking is actually increasing in popularity in some countries.
- 6 Not only he was a gifted musician, but also he was talented as a sculptor.
- 7 Some people watch several hours of television a day, in spite the fact that the quality of the programmes is not high.
- 8 Salaries for teachers have risen considerably over the last twenty years. Nevertheless, many people still feel that they should be paid more.
- 9 Beside needing a lot of looking after, pets can also be quite expensive to keep.
- 10 According to some, prison is an effective deterrent to crime. Others, however, feel that prisons act as "schools for criminals", and may even increase crime.
- 11 People who live in villages usually know their neighbours, whereas while the inhabitants of towns often have no idea who lives next door.
- 12 Neither governments nor charities have been able to solve this problem.
- 13 In addition to traditional subjects, many schools in my country also teach skills such as cooking, car maintenance and using the internet.
- 14 I would never consider buying expensive designer clothes, even I had a lot of money.
- 15 Both of the road system and the railway network have improved in recent years.
- 16 It is difficult to predict what will happen. In any case, the situation is unlikely to change in the near future.
- 17 Skiing is a very popular sport, even although it is often extremely expensive.

Sentence auction 3

Fixed and semi-fixed expressions

IELTS focus

In this part of the exam, you have to write a composition in a style appropriate for a tutor or examiner. It should be well structured, and has to be at least 250 words.



The extracts below contain useful phrases for writing essays. Some are correct, others are slightly wrong. You have \$500 to buy as many correct sentences as you can.

- 1 There is nothing wrong with computer games except from the fact that, in a few cases, they can become addictive.
- 2 Generally to speak, advertising campaigns increase sales.
- 3 While it is true to say that the city is noisy, dirty and overcrowded, it is nevertheless a very interesting place to visit.
- 4 More and more and more people are travelling abroad for their holidays.
- 5 Travelling by air tends to be much more expensive than travelling by land or sea.
- 6 According to most scientists, the temperature of the earth is rising because of pollution.
- 7 According to me, friendship is one of the most important things in life, and also one of the most difficult.
- 8 There are a number of ways in which the situation could have been improved without major expense.
- 9 Examinations provide evidence of hard work and intelligence. In the other hand, they can be stressful, and sometimes prove only that a person is good at taking examinations.
- 10 For the whole, it is more enjoyable to watch a film in the cinema rather than on television.
- 11 A lot of stress is due to problems at work.
- 12 Traffic increases every year. As the results of this, traffic jams are now very common.
- 13 In my opinion, after a week or so, going to the beach every day can become very dull, especially if you are not a fan of sunbathing.
- 14 It is sometimes suggested that space exploration is a waste of time and money.
- 15 For them who like spicy food, the cuisine of my country is one of the finest in the world.
- 16 People are made to feel inferior for no reason other than that they are not wearing the latest fashions.
- 17 Although most people think they are good drivers, for reality, a lot of driving is dangerous and irresponsible.

Ask me about ...

IELTS Focus

Practice for the Speaking paper of the exam.

Level: all levels

Preparation

Make enough copies of the handout for each student. Use roughly equal proportions of the A, B and C versions.

Method

- 1 Explain the format of Part 1 of the Speaking paper. Candidates are asked questions about their lives.
- 2 Hand out the worksheets. Students should prepare themselves for speaking on their given subjects by writing notes in the boxes.
- 3 They then fold their worksheets along the dotted line. The class stands up, and everybody must hold their worksheet so that they can see their own notes, and other people can see the 'Ask me about ...' section.
- 4 Students then mingle, and find a partner to work with. Student A chooses one of Student B's subjects, and asks about it. Then Student B asks Student A. After this, the pair separate, and find other partners. This process can continue for as long as required or until everybody has spoken to everybody else. (As they gain confidence in speaking on their subjects, students may find that they no longer need to look at their notes.)

Alternative method

Use just one of the three worksheets, and use the others in later lessons.

Follow-up activity

Write the following on the board:

Home

Occupation

Free time

Holidays

Plans for the future

Ambitions

Ask the class to copy the list.

Organise the class into pairs. Student A interviews Student B, and finds out plenty of detailed information about each topic. The pairs then reverse roles.

IELTS skills

As well as being practice for Speaking Part 1, this activity encourages students to prepare for the kinds of questions they are likely to be asked.

my plans for the future my last holiday my hobbies

Ask me about:

..... FOLD

Speaking Part 1

Ask me about ...

A

In Part 1 of the interview, the examiner will ask you questions about your life. Make notes to prepare answers for questions about your three topics.

	my hobbies	my last holiday	my plans for the future
description			
important vocabulary			
your feelings / opinions			
useful grammar			
anything else?			

my ambitions my schooldays my sports interests

Ask me about:

..... FOLD

Speaking Part 1

Ask me about ...

B

In Part 1 of the interview, the examiner will ask you questions about your life.
Make notes to prepare answers for questions about your three topics.

	my leisure interests	my schooldays	my ambitions
description			
important vocabulary			
your feelings / opinions			
useful grammar			
anything else?			

my last weekend my home my occupation

Ask me about:

..... FOLD

Speaking Part 1

Ask me about ...

C

In Part 1 of the interview, the examiner will ask you questions about your life.
Make notes to prepare answers for questions about your three topics.

	my occupation	my home	my last weekend
description			
important vocabulary			
your feelings / opinions			
useful grammar			
anything else?			

Tell me about ...

IELTS Focus

Fluency practice for Part 1 of the exam.

Level: all levels

Preparation

Copy and cut up sufficient cards for one per student. It does not matter if cards are duplicated.

Method

- 1 Explain the format of Part 1 of the Speaking paper. Candidates are asked questions about their lives.
- 2 Give everybody a card. The class stand and mingle. At each encounter, each student chooses a subject for the other to tell him/her about.
- 3 When both students have spoken on a subject, they separate, and find new partners. They can choose different topics from their cards if they wish.
- 4 Continue for as long as required or until everybody has spoken to everybody else.

Follow-up activity

Each student writes nine questions asking for information about the past, present and future of an interviewee. Three should be about the past, three about the present, and three about the future.

Organise the class into pairs. Student A uses the questions she/he has prepared to interview Student B. Student B should give detailed answers, as expected in the exam. The pairs then reverse roles.

IELTS skills

This activity practises speaking on a wide range of the themes that are likely to occur in this paper.

Tell me about ...

Greet another student. Ask her/him to tell you about one of the following subjects:

- Her/his last holiday
- Her/his occupation
- Her/his plans for the future
- Her/his musical interests

Remember that this is practice for the exam. Answers should be detailed.

Greet another student. Ask her/him to tell you about one of the following subjects:

- Her/his journey here today
- What she/he is doing tomorrow
- Her/his favourite kind of film
- Her/his attitude to pets

Remember that this is practice for the exam. Answers should be detailed.

Greet another student. Ask her/him to tell you about one of the following subjects:

- Her/his experience of school
- What she/he is doing next weekend
- Her/his hobbies
- Her/his favourite kind of food

Remember that this is practice for the exam. Answers should be detailed.

Greet another student. Ask her/him to tell you about one of the following subjects:

- Her/his city, town or village
- What she/he did yesterday
- Her/his attitude to children
- Her/his ambitions

Remember that this is practice for the exam. Answers should be detailed.

Greet another student. Ask her/him to tell you about one of the following subjects:

- Where she/he would like to go on holiday
- What she/he did before the lesson
- Her/his academic plans
- Her/his family

Remember that this is practice for the exam. Answers should be detailed.

Greet another student. Ask her/him to tell you about one of the following subjects:

- Her/his last long journey
- What she/he did last weekend
- Her/his hopes for the future
- Her/his attitude to taking exercise

Remember that this is practice for the exam. Answers should be detailed.

Greet another student. Ask her/him to tell you about one of the following subjects:

- Her/his eating habits
- What she/he is doing after the lesson
- Her/his occupation
- Her/his plans for the future

Remember that this is practice for the exam. Answers should be detailed.

Greet another student. Ask her/him to tell you about one of the following subjects:

- Her/his telephoning habits
- What she/he was doing this time last year
- Her/his hobbies
- Her/his ambitions

Remember that this is practice for the exam. Answers should be detailed.

Similar or different?

IELTS Focus

Fluency practice for Part 1 of the exam.

Level: all levels

Preparation

Copy and cut up one worksheet for each pair of students.

Method

- 1 Remind students that in Part 1 of the Speaking paper, candidates are asked questions about their lives.
- 2 Organise the class into pairs, and give each pair their copies. Student A asks Student B questions in order to complete her/his half of the worksheet – finding out whether her/his partner's experience is similar or different to her/his own. Then the pairs reverse roles.
- 3 You may like to reorganise the class into different pairs, and repeat the activity, with those who had the A half previously this time having the B half, and vice versa.

Follow-up activity

- 1 Each student chooses a conversation topic inspired by the activity (For example, 'The kind of holidays I like' or 'My plans for the future'.) He/she writes this on a small piece of paper. Students can attach these pieces of paper to their clothing if sticky tape is available, or otherwise just hold them.
- 2 The class circulates. Each student finds somebody to talk to. In each pair, Student A asks questions about the topic Student B is wearing/holding. They then reverse roles.
- 3 When the conversation is complete, the pairs separate, and find somebody else to talk to.
- 4 Continue the process for as long as required, or until everybody has spoken to everybody else.

IELTS skills

This activity practises speaking on a range of the themes that are likely to occur in this paper.

Similar or different?

A

IELTS focus

In Part 1 Speaking, the examiner asks the candidate questions about his/her life.

Ask your partner questions to find out if the following are similar or different. Remember that it's practice for the exam, and get plenty of detail from your partner.

- | | |
|---|---------------------|
| 1 Our childhoods | SIMILAR / DIFFERENT |
| 2 Our experiences of education | SIMILAR / DIFFERENT |
| 3 Our opinions about exams | SIMILAR / DIFFERENT |
| 4 Our academic plans for the future | SIMILAR / DIFFERENT |
| 5 Our homes | SIMILAR / DIFFERENT |
| 6 Our family lives | SIMILAR / DIFFERENT |
| 7 The things we like to do in our free time | SIMILAR / DIFFERENT |
| 8 The kind of holidays we like | SIMILAR / DIFFERENT |



Speaking Part 1

Similar or different?

B

IELTS focus

In Part 1 Speaking, the examiner asks the candidate questions about his/her life.

Ask your partner questions to find out if the following are similar or different. Remember that it's practice for the exam, and get plenty of detail from your partner.

- | | |
|--------------------------------------|---------------------|
| 1 Our interests in the Arts | SIMILAR / DIFFERENT |
| 2 Our interests in History | SIMILAR / DIFFERENT |
| 3 Our interests in Science | SIMILAR / DIFFERENT |
| 4 Our opinions about our occupations | SIMILAR / DIFFERENT |
| 5 Our ambitions | SIMILAR / DIFFERENT |
| 6 Our general plans for the future | SIMILAR / DIFFERENT |
| 7 The ways we learn English | SIMILAR / DIFFERENT |
| 8 The problems we have with English | SIMILAR / DIFFERENT |



Two-minute talks

IELTS Focus

Practice for Part 2 of the exam.

Level: all levels

Preparation

Make one copy of the worksheet and cards per group of three/four students.

Method

- 1 Explain the format of Part 2 of the Speaking paper. Candidates are given a card with a topic about which they must speak for one to two minutes. They have a minute to prepare, and can make notes with pencil and paper provided.
- 2 Organise the class into threes and/or fours. Give each student in the group a different topic card and a copy of the worksheet. (For groups of three, it does not matter which card is omitted).
- 3 Students make notes for their talk. If you allow longer than a minute, remind them that they will have only a minute in the exam.
- 4 Student A gives his/her talk, while the other students in the group complete the notes on their worksheets. Then it is Student B's turn to speak, and so on.

Follow-up activity

Reorganise the groups so that each group consists of students who did not work with each other the first time. Students take it in turns to deliver their talk again to the rest of the group. As it will be the second time, they are likely to be more relaxed and fluent.

IELTS skills

This activity aims to get as close as possible to being a rehearsal for Speaking Part 2.

In addition, it practises listening skills tested in the Listening module, especially Parts 1 and 2.

Two-minute talks

Listen to the other speakers, and complete the notes below.

The Journey

journey from / to?

.....

why?

.....

forms of transport?

.....

enjoyable?

.....

why memorable?

.....

.....

.....

The Job

what job?

.....

involves?

.....

good points?

.....

.....

bad points?

.....

.....

why suitable for her/him?

.....

.....

The House

type of house?

.....

why did she/he visit?

.....

who lives there?

.....

how is it different?

.....

.....

.....

why did he/she like it?

.....

.....

.....

The Celebration

what was celebrated?

.....

where?

.....

why was he/she there?

.....

form of celebration?

.....

.....

.....

why memorable?

.....

.....

.....

Two-minute talks

Describe a journey you remember.

You should say:

- where the journey started
- where you went
- why you were travelling
- what forms of transport were involved
- whether it was enjoyable or not

and explain why it was memorable for you.

In the exam, you have to speak for one to two minutes on a topic like the one above. You have a minute of preparation time, and a pencil and paper to make notes. Make notes below to prepare for your talk.

journey from / to?

why?

forms of transport?

enjoyable?

why memorable?



Two-minute talks

Describe your job, or a job you would like to have.

You should say:

- what the job is
- what it involves
- what its good points are
- what its bad points are

and why it suits (or would suit) your personality.

In the exam, you have to speak for one to two minutes on a topic like the one above. You have a minute of preparation time and a pencil and paper to make notes. Make notes below to prepare for your talk.

what job?

involves?

good points?

bad points?

why suitable for you?

Two-minute talks

Describe a house you have visited which you particularly liked.

You should say:

- what kind of house it is
- why you visited the house
- who lives (or lived) there
- how it is different to other houses you have visited

and why you particularly liked it.

In the exam, you have to speak for one to two minutes on a topic like the one above. You have a minute of preparation time, and pencil and paper to make notes. Make notes below to prepare for your talk.

type of house?

why did you visit?

who lives there?

how is it different?

why you liked it



Two-minute talks

Describe a celebration you remember.

You should say:

- what was being celebrated
- where the celebration took place
- why you were there
- the form of the celebration
- who else was at the celebration

and why it was memorable for you.

In the exam, you have to speak for one to two minutes on a topic like the one above. You have a minute of preparation time, and pencil and paper to make notes. Make notes below to prepare for your talk.

what was celebrated?

where?

why were you there?

form of celebration?

why memorable?

Truth or lies?

IELTS Focus

Practice for Part 2 of the exam.

Level: all levels

Preparation

Make one copy of the cards for the class. If there are more than 10 students in the class, duplicate as many cards as necessary.

Method

- 1** Explain the format of Part 2 of the Speaking paper. Candidates are given a card with a topic about which they must speak for one to two minutes. They have a minute to prepare, and can make notes (pencil and paper are provided).
- 2** Divide the class into two teams. Give each student a card, and each team an Instructions card.
- 3** Ask one student to read out the Instructions card. Make sure that everybody has understood the format of the game. Then allow a minute or so for the class to prepare their stories by making notes.
- 4** A member of Team A tells her/his story. Team B must decide whether they think it is true or false. If they are correct, they win a point. If they are wrong, Team A wins a point. Then a member of Team B tells a story, and so on.

Follow-up activity

Use the activity as lead-in to a Writing module Task 2 assignment. Copy the task onto the board.

Lying in one form or another is an essential social tool.

How far do you agree with this statement?

Would it be possible to live without telling any lies at all?

Students should spend about 40 minutes writing at least 250 words in a style suitable for giving to an examiner or tutor.

IELTS skills

This activity practises a range of the themes that are likely to occur in this section of the exam. It also practises listening skills tested in the Listening module, especially Parts 1 and 2.

Truth or lies?

Instructions

- Read your card. Decide whether you want to tell a true story or to lie. When you have decided, write **true** on your card if you are going to tell the truth or **false** if you are going to lie.
- Prepare your story by making notes.
- Tell your story to the other team. They must decide if it is true or false.

Card 1

Tell everyone about something you forgot to do last week, which caused some problems.

Card 2

Tell everyone about something you remember doing when you were at school when you got into trouble. (Were you punished for it?)

Card 3

Tell everyone about an activity which you tried, to see if you liked it. (Did you give it up or do you still do it?)

Card 4

Tell everyone about a difficult thing you tried to do (but didn't manage to do because it was too hard.)

Card 5

Tell everyone about a time when you were walking/driving and you stopped to do something else (to help someone or because you saw something really interesting etc.)

Card 6

Tell everyone about a bad habit you gave up. (How long had you been doing it? Was it difficult to give up?)

Card 7

Tell everyone about something you hope to do next summer. (Give lots of details about your plans)

Card 8

Tell everyone about something you really regret saying to someone. (What did you say? What happened?)

Card 9

Tell everyone about some activity you used to do a long time ago. (Why did you stop?)

Card 10

Tell everyone about something you often do which may seem strange to other people but which you are used to doing.

How long can you speak?

IELTS Focus

Fluency practice for Part 2 of the exam.

Level: all levels

Preparation

Copy and cut up the set of cards. You will need a watch or clock with a second hand.

Method

- 1 Explain the format of Part 2 of the Speaking paper. Candidates are given a card with a topic about which they must speak for one to two minutes. They have a minute to prepare, and can make notes with the pencil and paper provided.
- 2 Organise the class into Team A, Team B and, if required, Team C. Give each team a copy of their respective cards.
- 3 The teams each think of two extra topics.
- 4 Team A nominates a speaker. Team B selects a topic for that speaker to talk about. The speaker then talks on the subject for as long as possible without significant hesitation or repetition (it is up to you to decide what is 'significant'). Time the talk, and give the team 1 point for each successful 15 seconds of speaking (up to a maximum of 2 minutes).
- 5 Then Team B nominate a speaker, and so on. Continue until everybody has had at least one turn at speaking.

Note

As in the exam, to win points, students must speak in a coherent and intelligible way: rambling nonsense is not acceptable. You will need to decide what levels of grammatical, factual, lexical and phonetic accuracy are the minimum that you will accept as adequate for the purposes of the game.

Follow-up activity

Organise the class into pairs. Choose two topics from the activity. Assign one to the Student As and one to the Student Bs. The pairs then role-play this part of the Speaking Module. First they spend around a minute making notes to prepare for speaking. Then they take it in turns to give their talk, which should last from one to two minutes.

If required, organise the class into different pairs, choose two more topics, and repeat.

IELTS skills

This activity practises speaking on a range of the themes that are likely to occur in this section of the exam. It aims to encourage students to sustain their speaking turn while staying on a specific theme – a key skill for obtaining a higher score in this paper.

Speaking Part 2

How long can you speak?

Team A

In Part 2 of the interview, you are given a topic, and you have to speak about it for one to two minutes (In the exam, you can make some notes first if you want to.)

Ask a member of another team to speak on one of the subjects below. She/he must speak without significant hesitation or significant repetition. The team will win one point for each 15 seconds, up to a maximum of two minutes.

- 1 A sporting event you enjoyed
- 2 A traditional meal in your country
- 3 A famous person you would like to meet
- 4 Your experience of public transport
- 5 How you would spend a big lottery win
- 6
- 7



Speaking Part 2

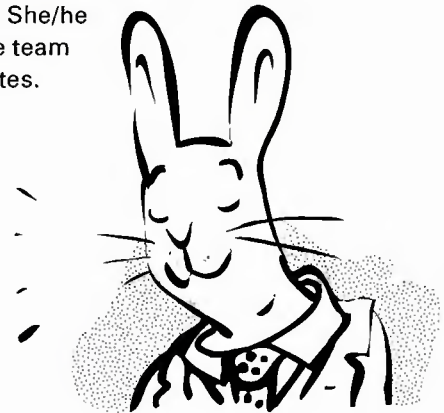
How long can you speak?

Team B

In Part 2 of the interview, you are given a topic, and you have to speak about it for one to two minutes (In the exam, you can make some notes first if you want to.)

Ask a member of another team to speak on one of the subjects below. She/he must speak without significant hesitation or significant repetition. The team will win one point for each 15 seconds, up to a maximum of two minutes.

- 1 An interesting town/city you visited
- 2 A film or book you enjoyed
- 3 An occupation you would not like to have
- 4 An animal you would like to be
- 5 A memorable journey
- 6
- 7



Speaking Part 2

How long can you speak?

Team C

In Part 2 of the interview, you are given a topic, and you have to speak about it for one to two minutes (In the exam, you can make some notes first if you want to.)

Ask a member of another team to speak on one of the subjects below. She/he must speak without significant hesitation or significant repetition. The team will win one point for each 15 seconds, up to a maximum of two minutes.

- 1 A leisure activity you enjoy
- 2 An expensive object you would like to own
- 3 A type of music you like
- 4 An occupation you would like to have
- 5 A memorable celebration
- 6
- 7



Interview practice

IELTS Focus

Role-play practice and language input for Part 3 of the exam.

Level: ● ○

Preparation

Make one copy of Set 1 per four students, and cut into four cards.

Method

- 1 Explain the format of Part 3 of the Speaking paper. After talking about a topic for one or two minutes in Part 2, candidates then have a four to five-minute discussion with the examiner, usually leading on from the topic of Part 2. The examiner has written questions, but these are suggestions, not a script.
- 2 Organise the class into pairs. Give Student A card 1A. Student A is the examiner, and directs the interview. Student B is the candidate, and must reply with plenty of detail, as in the exam.
- 3 The pairs reverse roles: Student B has card 1B, and plays the role of the examiner.
- 4 In subsequent lessons, repeat the activity with Sets 2, 3, 4 and 5.

Follow-up activity

The pairs use the language on the cards to help them write model interviews. One or two of the best could perhaps be performed for the rest of the class. Feed back opinions from the rest of the class. How could the candidate's performance be improved? What additional language would have been useful?

IELTS skills

This activity aims to get as close a possible to being a rehearsal for Speaking Part 3, and practises a range of the themes most likely to appear in this paper.



1A You are the examiner. Conduct a 4 to 5-minute conversation about **food**. Use the questions below.

What kinds of food do you consider to be healthy?

What foods do you think are bad for you?

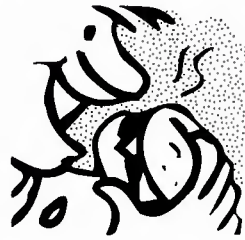
Why are unhealthy foods often more popular than healthy foods?

Have people's eating habits changed in recent years?

Why do you think some people are concerned about the advertising of food products to children?

Do people in your country have special meals to celebrate festivals?

Have you ever changed your own eating habits?



1A You are the examiner. Conduct a 4 to 5-minute conversation about **food**. Use the questions below.

What kinds of food do you consider to be healthy?

What foods do you think are bad for you?

Why are unhealthy foods often more popular than healthy foods?

Have people's eating habits changed in recent years?

Why do you think some people are concerned about the advertising of food products to children?

Do people in your country have special meals to celebrate festivals?

Have you ever changed your own eating habits?



1B You are the examiner. Conduct a 4 to 5-minute conversation about **work**. Use the questions below.

What factors do people consider when choosing a job or a career?

Some people work very long hours. What effects can this have?

How much do you think the way people work has changed in recent years?

In your opinion, have all these changes been improvements?

How do you think the way we work will change in the future?

What effects can retirement have on people's lives?



1B You are the examiner. Conduct a 4 to 5-minute conversation about **work**. Use the questions below.

What factors do people consider when choosing a job or a career?

Some people work very long hours. What effects can this have?

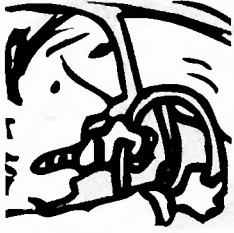
How much do you think the way people work has changed in recent years?

In your opinion, have all these changes been improvements?

How do you think the way we work will change in the future?

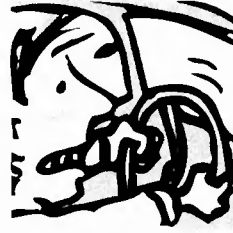
What effects can retirement have on people's lives?

Interview practice



2A You are the examiner. Conduct a 4 to 5-minute conversation about **transport**. Use the questions below.

- What do you think are the most important problems concerning transport?
- How has transport changed in recent years?
- Have these changes been improvements?
- Why do you think the human race has such a love affair with the car?
- What factors make people decide to use public transport rather than cars?
- What are the advantages or disadvantages of going by rail rather than by road?
- What's your opinion of the cost of public transport in your country?
- Do you enjoy your journeys to work/school?



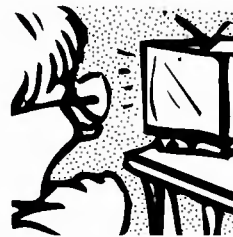
2A You are the examiner. Conduct a 4 to 5-minute conversation about **transport**. Use the questions below.

- What do you think are the most important problems concerning transport?
- How has transport changed in recent years?
- Have these changes been improvements?
- Why do you think the human race has such a love affair with the car?
- What factors make people decide to use public transport rather than cars?
- What are the advantages or disadvantages of going by rail rather than by road?
- What's your opinion of the cost of public transport in your country?
- Do you enjoy your journeys to work/school?



2B You are the examiner. Conduct a 4 to 5-minute conversation about **television**. Use the questions below.

- What kind of television programmes do you enjoy?
- Why is television such a popular form of entertainment?
- How much do you think television can influence the way people think?
- Can television have any harmful effects?
- How would life be different without television?
- Has television in your country changed in recent years?



2B You are the examiner. Conduct a 4 to 5-minute conversation about **television**. Use the questions below.

- What kind of television programmes do you enjoy?
- Why is television such a popular form of entertainment?
- How much do you think television can influence the way people think?
- Can television have any harmful effects?
- How would life be different without television?
- Has television in your country changed in recent years?



3A You are the examiner. Conduct a 4 to 5-minute conversation about the candidate's **nearest city**. Use the questions below.

- How near do you live to a city?
- What kind of transport system does it have?
- What are the shopping facilities like?
- How would you recommend a visitor to spend their time there?
- What's the best time of year to visit it?
- What are the suburbs like?
- Is it a good place to bring up children?
- How much has the city changed in recent years?
- How do you think it will change in the future?



3A You are the examiner. Conduct a 4 to 5-minute conversation about the candidate's **nearest city**. Use the questions below.

- How near do you live to a city?
- What kind of transport system does it have?
- What are the shopping facilities like?
- How would you recommend a visitor to spend their time there?
- What's the best time of year to visit it?
- What are the suburbs like?
- Is it a good place to bring up children?
- How much has the city changed in recent years?
- How do you think it will change in the future?



3B You are the examiner. Conduct a 4 to 5-minute conversation about **education**. Use the questions below.

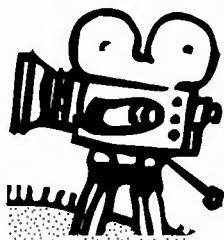
- What do you think the purposes of education are?
- Which subjects do you consider to be the most important?
- Can you think of a teacher who made a difference to you?
- Why do some young people dislike school?
- Do you think that too much is sometimes expected of school children?
- What is your opinion of higher education in your country (for example, universities)?
- How has education in your country changed?



3B You are the examiner. Conduct a 4 to 5-minute conversation about **education**. Use the questions below.

- What do you think the purposes of education are?
- Which subjects do you consider to be the most important?
- Can you think of a teacher who made a difference to you?
- Why do some young people dislike school?
- Do you think that too much is sometimes expected of school children?
- What is your opinion of higher education in your country (for example, universities)?
- How has education in your country changed?

Interview practice



4A You are the examiner. Conduct a 4 to 5-minute conversation about **the cinema**. Use the questions below.

What kinds of films do you enjoy? What do you like about them?

Do you prefer to watch films at the cinema or on television?

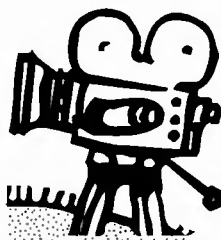
What do people enjoy about going to the cinema?

How have cinema-going habits in your country changed over the years?

What's your opinion of Hollywood films?

Does your country produce films? How are Hollywood films different to films produced in your country?

Do you think cinema-going will increase or decline in the future?



4A You are the examiner. Conduct a 4 to 5-minute conversation about **the cinema**. Use the questions below.

What kinds of films do you enjoy? What do you like about them?

Do you prefer to watch films at the cinema or on television?

What do people enjoy about going to the cinema?

How have cinema-going habits in your country changed over the years?

What's your opinion of Hollywood films?

Does your country produce films? How are Hollywood films different to films produced in your country?

Do you think cinema-going will increase or decline in the future?



4B You are the examiner. Conduct a 4 to 5-minute conversation about **changing values**. Use the questions below.

How much have attitudes to marriage changed in your country in the last 30 years?

How much have values in general in your country changed in that time?

Which values have changed the most?

What caused these changes, do you think?

Do you think these changes have been for the better or worse?

How do older people feel about these changes?

Do you think values in your country will continue to change? How will they change?



4B You are the examiner. Conduct a 4 to 5-minute conversation about **changing values**. Use the questions below.

How much have attitudes to marriage changed in your country in the last 30 years?

How much have values in general in your country changed in that time?

Which values have changed the most?

What caused these changes, do you think?

Do you think these changes have been for the better or worse?

How do older people feel about these changes?

Do you think values in your country will continue to change? How will they change?



5A You are the examiner. Conduct a 4 to 5-minute conversation about **advertising**. Use the questions below.

How much influence does advertising have?

Is advertising always honest?

What responsibilities do advertisers have?

Do you think there is too much advertising?

Can advertising be useful?

How would things be different if there was no advertising?

Do you enjoy some advertisements?

Do some types of advertisement irritate you? Why?



5A You are the examiner. Conduct a 4 to 5-minute conversation about **advertising**. Use the questions below.

How much influence does advertising have?

Is advertising always honest?

What responsibilities do advertisers have?

Do you think there is too much advertising?

Can advertising be useful?

How would things be different if there was no advertising?

Do you enjoy some advertisements?

Do some types of advertisement irritate you? Why?



5B You are the examiner. Conduct a 4 to 5-minute conversation about **tourism**. Use the questions below.

How important is tourism in your country?

Has the tourism industry in your country changed in the last 30 years? If so, how?

Why do you think tourism is such a popular activity?

Can receiving a lot of tourist visitors change a place?

Does tourism always bring benefits to local cultures?

Do you think the tourist industry will change in the future?

What kind of tourism do you like?



5B You are the examiner. Conduct a 4 to 5-minute conversation about **tourism**. Use the questions below.

How important is tourism in your country?

Has the tourism industry in your country changed in the last 30 years? If so, how?

Why do you think tourism is such a popular activity?

Can receiving a lot of tourist visitors change a place?

Does tourism always bring benefits to local cultures?

Do you think the tourist industry will change in the future?

What kind of tourism do you like?

Discussion topics

IELTS focus

Fluency practice for Part 3 of the exam.

Level: ● ●

Preparation

Choose one of the sets, and make one copy per student.

Method 1

- 1 Give each student a handout.
- 2 Organise the class into small groups of 3 or 4. The groups go through the topics, discussing them as if they were in the exam: they should go into plenty of detail.

In the exam, topics such as these are discussed for around four minutes. The object of this activity is to practice speaking on these subjects rather than to replicate exam conditions, so topics can be discussed for longer than four minutes if it suits the purposes of the lesson.
- 3 Visit the pairs/groups regularly. If necessary, supply them with strategies for keeping a conversation going, such as asking for opinions about related topics, or asking for any personal experiences connected with the topic.

Use sets 2 and 3 in subsequent lessons.

Method 2

With smaller classes, you may prefer to give each student a copy of one of the sets, and use it as the basis for a whole-class discussion. The advantage of this method is that you can correct significant errors, and prompt the discussion in a similar way to an IELTS examiner.

Follow-up activity

Students choose one of the statements from the handout, and use it as if it were a Task 2 assignment from the Writing module of the test. They should spend about 40 minutes writing at least 250 words in a style appropriate for handing to a tutor or examiner.

IELTS skills

This activity practises a range of the themes that are likely to occur in this part of the exam in the motivating context of lively debate.

IELTS focus

In Part 3 of the Speaking paper, you have to discuss a topic with the examiner for 4 to 5 minutes.

With a partner, or in a small group, discuss these topics. Remember that it's practice for the exam, and try to think of interesting things to say. Try to speak for at least 4 minutes on each subject.

- 1 It would be better if TV had never been invented.
- 2 It is fair that famous people should be pursued by the press.
- 3 National museums which buy expensive works of art are wasting taxpayers' money.
- 4 There is nothing wrong with being able to choose the sex of your baby.
- 5 You can tell a lot about a person from the way they dress.



- 6 It is very important to save declining languages from extinction.
- 7 Blood sports such as bullfighting and hunting are cruel, and should be banned.
- 8 One day, science will be able to explain absolutely everything.
- 9 "Money is the root of all evil."
- 10 Tourism is making everywhere seem the same.
- 11 Employers should never expect employees to work for more than 40 hours a week.
- 12 Capital punishment is unjustifiable and barbaric.

IELTS focus

In Part 3 of the Speaking paper, you have to discuss a topic with the examiner for 4 to 5 minutes.

With a partner, or in a small group, discuss these topics. Remember that it's practice for the exam, and try to think of interesting things to say. Try to speak for at least 4 minutes on each subject.

- 1 Smoking should be prohibited in all public places.
- 2 It is unfair that some people should be able to pay for a better education for their children than others.
- 3 The best age to marry is about 25.
- 4 Modern Art is mostly a case of "the Emperor's new clothes".
(Everybody pretends to appreciate it, just so as not to seem ignorant)



- 5 Censorship is never justifiable.
- 6 It is reasonable for employers not to give jobs to people with piercings or tattoos.
- 7 All advertising is dishonest.
- 8 The more security cameras, the better.
- 9 Famous actors and sports celebrities are paid far too much.
- 10 People are less superstitious than they used to be.
- 11 Military service for both sexes is a good idea.
- 12 Zoos and circuses which use animals are cruel, and should be banned.

IELTS focus

In Part 3 of the Speaking paper, you have to discuss a topic with the examiner for 4 to 5 minutes.

With a partner, or in a small group, discuss these topics. Remember that it's practice for the exam, and try to think of interesting things to say. Try to speak for at least 4 minutes on each subject.

- 1 It would be better if children did not start school until the age of 8.
- 2 Testing cosmetics and medicines on animals is an unfortunate necessity.
- 3 Lying is a useful social skill.
- 4 There is nothing wrong with fare-dodging (travelling on public transport without a ticket).
- 5 Space exploration is a waste of time and money.
- 6 There is absolutely no truth in horoscopes, palm reading and astrology.
- 7 Exams do not really test anything except the ability to pass exams.
- 8 It is unfair that some people should be able to pay for faster and better medical treatment than others.
- 9 Computers waste at least as much time as they save.



- 10 Most Hollywood films are rubbish.
- 11 "In this life, you get what you pay for."
- 12 Travel doesn't really broaden the mind.

Rotating interviews

IELTS focus

Fluency practice for Part 3 of the exam. This activity is primarily aimed at students who are already familiar with the format of the IELTS speaking module, and are aware of the types of questions that are typically asked. (Using Activity 18: *Interview practice* from this book would help in this respect.)

Level: all levels

Preparation

Copy and cut up the cards. If, for example, there are 36 students in the class, you will need 18 cards (it is not important which ones are duplicated). If there are fewer than 30 in the class, copy and cut up all 15 cards anyway. Put them up on the walls of the classroom (as evenly spaced out as possible).

Note: remove any cards which you think may be unsuitable for the cultural sensibilities of your class (in particular, *Crime and the law*, *Male/female equality* and *The power of the press* may be inappropriate in some cultures).

Method

- 1 Divide the class into two halves. Half the class are examiners, half are candidates.
- 2 The examiners find a topic card which appeals to them, and stand by it. They must think of some appropriate questions to ask on the subject.
- 3 The candidates find an 'examiner' they wish to speak to. Once everybody is in place, the discussions begin. The object is to keep the conversation going for four minutes, which is the minimum length of Part 3 of the Speaking module.
- 4 When four minutes has elapsed, tell the candidates to move to another examiner, and repeat the process. If required, repeat again once or twice.
- 5 Tell the class to swap roles: the examiners become the candidates, and the candidates become the examiners. Repeat the process described above.

The activity can be re-used in a subsequent lesson: students should choose subjects they did not speak about the first time.

Follow-up activity

While the activity is under way, choose a pair who are confident, and who will not mind being constructively criticised. Get this pair to repeat their interview for the rest of the class. Brainstorm the class on ways the candidates' performance could have been more suitable for the exam, and on additional language which would have been useful.

IELTS skills

This activity aims to be a lively and motivating rehearsal for Speaking Part 3, and practises a range of the themes most likely to appear in this paper.

Rotating interviews

Television

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

Food

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

Money

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

Technology

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

Old age

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

Rotating interviews

Education

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

Animals

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

Crime and the law

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

Music

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

Travel

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

Rotating interviews

>✂

Male/female equality

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

>✂

The power of the press

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

>✂

The environment

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

>✂

Sport

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

>✂

The future

Examiner: think of some interesting questions to ask the candidate about this subject.

Candidate: answer the examiner's questions in a full and interesting way.

The Hotel

Level: ● ○

IELTS focus

A communication pair-work practice for Part 1 of the Listening paper.

Preparation

Each pair of students will need one worksheet A, one worksheet B and (if required) two copies of the Follow-up worksheet.

Method

- 1 Draw attention to Part 1 of the Listening paper. It requires students to listen for information such as addresses, dates, prices and arrangements.
- 2 Organise the class into pairs, and give an A and a B worksheet to each pair. The pairs then follow the instructions on their worksheets to create a role-play.

Follow up (Bingo)

Copy and cut up sufficient cards for one per student. Hand out the cards. Read from the list below in order. Give spellings if necessary. Students cross off items they hear. The first to cross off all nine on his/her card is the winner.

- 1 April 15th 1873
- 2 Flight number TM532
- 3 14, Fort Street, Fleet.
- 4 \$190.19
- 5 Booking reference JX926KB5
- 6 April 5th 1973
- 7 www.brown-dawson.com
- 8 Credit card number 3899 4720 0116 9210
- 9 Telephone number 05822 217990
- 10 \$199.19
- 11 14, Fore Street, Fleet.
- 12 Flight DM532
- 13 SB21 8GE
- 14 April 5th 1917
- 15 Reference number JX9Q6KB5
- 16 telephone 05822 217910
- 17 SP21 8JA
- 18 www.brian-darson.com
- 19 April 5th 1793
- 20 credit card number 3899 4720 1106 9210
- 21 40, Fore Street, Fleet.
- 22 SP21 8JE
- 23 \$119.90

- 24 Call 05822 297910
- 25 www.brown-dawston.com
- 26 Flight TN532
- 27 April 15th 1793
- 28 credit card number: 3899 4720 0166 9210
- 29 April 5th 1873
- 30 Reservation code JX9QCKB5
- 31 4, Tinfor Street, Fleet.
- 32 SB21 8JE
- 33 \$109.90
- 34 Flight DN532
- 35 April 15th 1917
- 36 credit card number: 3899 4270 0166 9210
- 37 telephone 05822 297990
- 38 \$190.90
- 39 SV21 8GA
- 40 www.brown-tawson.com
- 41 14, Tinfor Street, Fleet.
- 42 Flight CM532
- 43 \$199.90
- 44 April 5th 1917
- 45 SV21 8JE
- 46 44, Fore Street, Fleet.
- 47 www.brian-dawson.com
- 48 April 5th 1983
- 49 SB21 8JA
- 50 April 15th 1973

IELTS skills

This activity focuses on listening for detailed practical information, as tested by Parts 1 and 2 of the Listening module.

IELTS focus

In this part of the exam, one of the tasks is to listen for names, dates and the other details of a transaction or arrangement.

1 A friend recommended the Grand Palace Hotel, but only gave you the telephone number.
Call the hotel to find out:

The address:

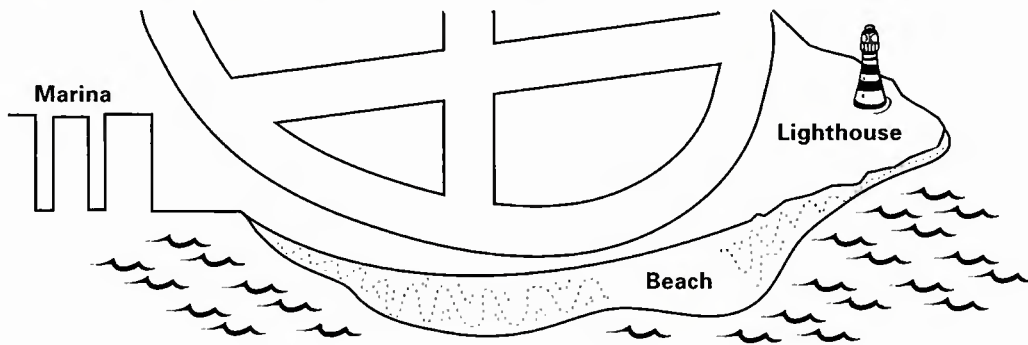
..... Postcode:

The cost of a double room in September:

.....

Whether the hotel has a website:

2 You have a map of Easthampton. Find out the location of the hotel.



3 You will need to use the internet during your stay. Will this be possible, and how much will it cost?

.....

4 The hotel is suitable. Book a double room for the nights of 6th, 7th and 8th September.
You will be arriving at 9 pm.

Your name and address:

Pat MacPhearson
116 Rosebury Avenue
West Drayton
Norfolk
NR17 6XV

Tel. 03681 257998

Booking reference:

.....



Your credit card

The Hotel

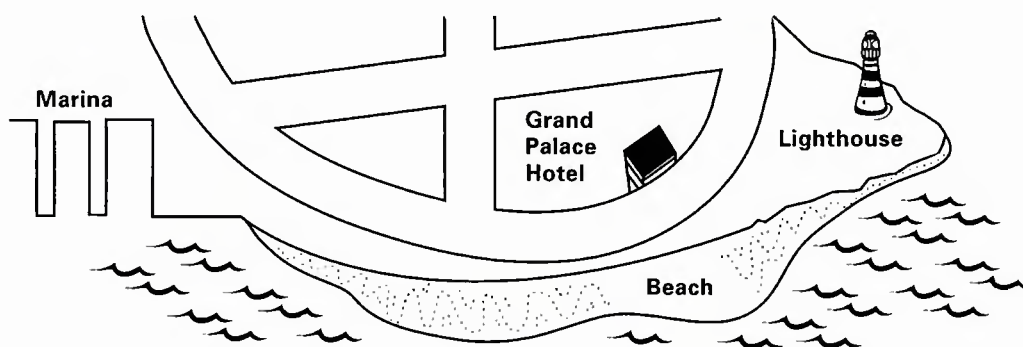
IELTS focus

In this part of the exam, one of the tasks is to listen for names, dates and the other details of a transaction or arrangement.

- 1** You are a receptionist at the Grand Palace Hotel. Somebody will call to ask for the following information:

Grand Palace Hotel	
14-18 Marine Parade Easthampton-on-Sea BG29 4AQ Tel. 01781 556890 www.grand-palace.co.uk	
Double rooms:	15th June to 15th September and 23rd December to 2nd January: £105. All other times: £89

- 2** The caller will ask you to describe the location of the hotel.



- 3** The caller will ask you about the hotel's internet facilities. There are three computers available for guests to use. The cost is £4 per half hour during the day, and £4 for any length of time from 7pm until midnight, when they are switched off.

- 4** Take the caller's booking:

Name:

Address:

Postcode: Telephone:

Arrive: (date) (time)

Depart: (date)

Tell the caller that you must take a credit card deposit of £50. This will be kept if the room is cancelled less than 24 hours in advance.

Credit card number:

expiry date: /

Name as on card:

Give the caller the booking reference: MAC06093. Then say something polite to end the call.

The Hotel**Card 1**

05822 297990	3899 4270 0166 9210	April 5th 1973
TM532	SB21 8JE	www.brown- dawson.com
JX926KB5	\$199.90	14, Fore Street, Fleet.

Card 2

05822 217990	3899 4720 0166 9210	April 5th 1917
TN532	SV21 8GA	www.brian- darson.com
JX9Q6KB5	\$109.90	40, Fore Street, Fleet.

Card 3

05822 217990	3899 4720 0116 9210	April 5th 1983
DN532	SB21 8GE	www.brown- dawston.com
JX9QCKB5	\$119.90	14, Fort Street, Fleet.

Card 4

05822 297990	3899 4720 1106 9210	April 5th 1917
DM532	SP21 8JE	www.brian- dawson.com
JX9Q6KB5	\$190.19	4, Tinfor Street, Fleet.

Card 5

05822 217910	3899 4720 1106 9210	April 5th 1793
CM532	SV21 8JA	www.brown- tawson.com
JX9QCKB5	\$199.90	44, Fore Street, Fleet.

Card 6

05822 217910	3899 4720 0166 9210	April 15th 1917
DM532	SV21 8JA	www.brian- darson.com
JX9Q6KB5	\$199.19	14, Fort Street, Fleet.

Card 7

05822 297910	3899 4270 0166 9210	April 5th 1873
TN532	SB21 8JA	www.brown- tawson.com
JX926KB5	\$109.90	44, Fore Street, Fleet.

Card 8

05822 297990	3899 4720 0166 9210	April 15th 1973
CM532	SP21 8JA	www.brown- dawston.com
JX9Q6KB5	\$199.90	40, Fore Street, Fleet.

Card 9

05822 217910	3899 4720 1106 9210	April 15th 1873
DN532	SV21 8JE	www.brian- dawson.com
JX9QCKB5	\$119.90	44, Fore Street, Fleet.

Card 10

05822 217990	3899 4270 0166 9210	April 15th 1793
TM532	SB21 8JA	www.brown- dawson.com
JX9Q6KB5	\$190.90	14, Tinfor Street, Fleet

Imaginary identities

Level: ● ○

IELTS focus

Communication/pair-work practice for Part 1 of the Listening paper.

Preparation

Make one copy of the worksheet per student.

Method

- 1 Draw attention to the Part 1 of the Listening paper. It requires students to listen for information such as addresses, dates, prices and arrangements.
- 2 Organise the class into pairs, and give everybody a worksheet. Without showing their partners, each student must fill in the worksheet with details of an imaginary identity. Formats for national insurance numbers and car registration numbers vary from country to country – the formats the students use are not important, although all should be a mixture of letters and numbers.
- 3 Student A asks Student B questions in order to fill in the *My partner* section of the worksheet. The pairs then reverse roles.

The activity can be repeated as often as required in later lessons.

Follow-up activity

Ask one of the most able pairs to perform a dialogue based on a section from the worksheet. The rest of the class listen, and note down the details. Repeat with further pairs and further sections as required.

IELTS skills

This activity focuses on listening for a range of detailed practical information, as tested by Parts 1 and 2 of the Listening module.

Imaginary identities

IELTS focus

In this part of the exam, one of the tasks is to listen for names, dates and the other details of a transaction or arrangement.

My imaginary identity	My Partner's imaginary identity
1 Name:	1 Name:
Address:	Address:
Date of Birth:	Date of Birth:
Telephone number:	Telephone number:
Email address:	Email address:
2 Occupation:	2 Occupation:
Annual salary:	Annual salary:
National insurance number:	National insurance number:
3 Make and model of car:	3 Make and model of car:
Car registration number:	Car registration number:
How much paid for car:	How much paid for car:
Your car has a problem. What is it?	Your partner's car has a problem. What is it?
4 Favourite restaurant:	4 Favourite restaurant:
Average price of a meal for two:	Average price of a meal for two:
When you last ate there:	When your partner last ate there:
What food you had:	The food your partner had:
There was a problem with the bill at the restaurant What was it?	There was a problem with the bill at the restaurant What was it?
5 Credit card no.: -----	5 Credit card no.: -----
Credit card expiry date:	Credit card expiry date:
The last thing you bought by mail order:	The last thing your partner bought by mail order:
There is a problem with it. What is the problem?	There is a problem with it. What is the problem?

What's the difference?

IELTS focus

Vocabulary likely to occur in Parts 3 and 4 of the exam.

Level: ● ○

Preparation

Make and cut up at least one copy of the question sheet.

Method

- 1 Tell the class that they are going to do an activity focusing on vocabulary likely to feature in Part 3 of the Listening paper.
- 2 Organise the class into Team A and Team B, and give each team at least one copy of their question sheet.
- 3 Team A ask Team B a question. If Team B answer correctly, they win a point. Then Team B ask a question, and so on.

Follow-up activity

Organise the class into pairs. Each pair then prepares a dialogue which might take place in a college or university, and which uses as much of the language from the activity as possible. If desired, these dialogues could then be performed for the rest of the class.

IELTS skills

This activity introduces / practises language connected with academic themes of the type likely to feature in Part 3 and in some cases Part 4 of the Listening module.

What's the difference?

A**IELTS focus:**

In Part 3 of the Listening paper, you usually hear a discussion connected with studying at a college or university.

Ask Team B these questions.

- 1 What's the difference between a lecturer and a professor?
A professor is more senior. She/he is often the head of the department.
- 2 What's the difference between a course and a scholarship?
A course is a program of lessons or lectures. A scholarship is funding for a course from an organisation.
- 3 What's the difference between handing in something and handing out something?
When you finish an essay, you hand it in to your tutor. To hand out means to distribute.
- 4 What's the difference between a lecture and a talk?
A talk is more informal, and usually on a subject of general rather than academic interest.
- 5 What's the difference between an article and a thesis?
A thesis is a very long piece of academic writing. An article is a short piece for a newspaper or magazine.
- 6 In a university, what's the difference between a supervisor and an administrator?
A lecturer who directs your research is your supervisor. An administrator works in an office.
- 7 What's the difference between a seminar and a meeting?
A seminar is a meeting which has the purpose of learning something.



What's the difference?

B**IELTS focus:**

In Part 3 of the Listening paper, you usually hear a discussion connected with studying at a college or university.

Ask Team A these questions.

- 1 What's the difference between an essay and a dissertation?
An dissertation is much longer than an essay.
- 2 What's the difference between a lecturer and a tutor?
A lecturer gives lectures. A tutor has one-to-one tutorials with you. A lecturer may also be a tutor.
- 3 What's the difference between research and a discovery?
Research is investigation into a subject. A discovery reveals something new (it can be the result of research).
- 4 What's the difference between a university and a campus?
A campus is a group of university buildings all on the same site. Not all universities have a campus.
- 5 What's the difference between a first draft and a final draft?
A first draft is the first version of a piece of writing. The final draft is finished.
- 6 What's the difference between a conclusion and a summary?
A conclusion is the final section of, for example, an essay. A summary is a brief description of a longer piece of writing.
- 7 What's the difference between taking notes and making a note?
You take notes in a lecture. Making a note is writing one note about something you don't want to forget.

The language of study

IELTS focus

Vocabulary-building for Parts 3 and 4 of the exam.

Level: ● ○

Preparation

Each pair of students will need one crossword A, one crossword B and two copies of the worksheet.

Method

- 1 Tell the class that they are going to do an activity focusing on language likely to feature in Part 3 of the Listening paper.
- 2 Working alone or in pairs, the class completes the worksheet. Feed back the results. The worksheets must then be put out of sight.
- 3 Organise the class into pairs, and give each pair an A and a B crossword. Student A defines a word to Student B to write into her/his grid. Then Student B defines a word, and so on.

Option

With classes already reasonably familiar with the vocabulary, omit the worksheet stage, or use it as consolidation after the crossword activity.

Follow-up activity: vocabulary quiz

Organise the class into two or more teams. Each team must prepare five questions on vocabulary from the activity. For example, 'What do you call a person who has a degree?'. When the questions have been completed, the activity handouts must be put away. Team A ask Team B a question. Then Team B ask Team C a question, and so on. Award one point for a correct answer, and keep the score on the board.

IELTS skills

This worksheet inputs language connected with academic themes of the type likely to feature in Part 3 and in some cases Part 4 of the Listening module. The half-a-crossword section practices that language, along with speaking and listening skills tested by the exam.

Key (worksheet)

- 1 *essay, footnote, bibliography, thesis*
- 2 *notes, lecture, type them up*
- 3 *mark, grade, assessment*
- 4 *revision*
- 5 *review, draft*
- 6 *funding, scholarship, prize*
- 7 *hand in, deadline*
- 8 *campus*
- 9 *graduate, degree*
- 10 *questionnaire, graph*
- 11 *tutorial, seminar*
- 12 *supervisor*

The language of study

IELTS focus

In Part 3 of the Listening paper, you usually hear a discussion connected with studying at a college or university.

assessment	bibliography	campus	deadline	degree	draft	essay
footnote	funding	grade	graduate	graph	hand in	lecture
mark	notes	prize	questionnaire	review	revision	scholarship
seminar	supervisor	thesis	tutorial	type up		

Put the words into the gaps below. The words in bold are also connected with study.

- An academic composition of around 1,000 to 3,000 words is called an If you **quote** from a book, you usually give the title and author in a at the bottom of the page. You usually give a list of all the books you used at the end in a A longer composition is called a **dissertation**, and a much longer one is called a
- I took lots of during Dr Hanson's on 19th century French poetry. I'll them this evening, **print them out**, and give you a copy tomorrow.
- The teacher **marks** your work, then gives you a or a (eg, 86% or B+). Some **examinations** – such as IELTS – give **candidates a score** (eg, 9). Individual universities tend to have different systems of
- Before an **exam**, it's a good idea to do plenty of
- She was asked to write a of a new book three months ago, and she's only just finished the first It's sure to need several rewrites.
- The **course fees** are very high. Luckily I have in the form of a It was a **awarded** by my previous university.
- The last possible moment you can an essay is called the Sometimes students ask for an **extension**, but they don't always get it!
- This university has banks, shops and a pub. Some students hardly ever leave the
- If you complete your university **course** successfully, you You can then say that you have a in your subject.
- I'm doing a **survey** on students' eating habits. I'm going to put about fifty questions into a, give it out at random, collect in the results and express them in the form of a **chart** or a
- A one-to-one meeting with a **lecturer** or **tutor** is called a A discussion between a small group of students led by a lecturer is called a
- Post-graduate** students usually have a who directs their **research**.

The language of study

IELTS focus

In Part 3 of the Listening paper, you usually hear a discussion connected with studying at a college or university.

Define the words in your half of the crossword to your partner.

1 (vertical)

2 GRADUATE

3 (vertical)

4 (vertical)

5 CAMPUS

6 (vertical)

7 MARK

8 D

9 NOTES

10 TYPEUP

11 SEMINAR

12 (vertical)

13 (vertical)

14 (vertical)

15 (vertical)

16 SCHOLARSHIP

17 (vertical)

18 REVISION

19 (vertical)

20 (vertical)

21 GRADE

22 (vertical)

23 TUTORIAL

24 HANDIN

25 PRIZE

26 ESSAY

The language of study

IELTS focus

In Part 3 of the Listening paper, you usually hear a discussion connected with studying at a college or university.

Define the words in your half of the crossword to your partner.

Exam Day!

IELTS focus

Familiarisation with the format of the exam.

Level: all levels

Preparation

Copy one handout per pair of students. If required, make one copy of the 'Map of the exam' information sheet per student.

Method

Organise the class into two teams. Give everybody in Team A an *A* handout, and everybody in Team B a *B* handout. A member of Team A reads out a question for Team B to answer. A member of Team B then reads out a question to Team A, and so on until all the questions have been used. Award one point for each answer, and keep the score on the board.

Map of the exam

You may like to give each student a copy of the information sheet for their reference.

Follow-up activity

Organise the class into two or more teams. Using the information sheet and/or their own knowledge of the exam, the teams prepare further questions about the format and "dos and don'ts" of the exam. Continue the quiz: the teams then take it in turns to ask the other teams their questions. As previously, award points for correct answers, and keep the score on the board.

IELTS skills

The activity aims to raise awareness of the IELTS structure and exam skills. It also practices listening for details concerning academic matters as tested by section 3 of the Listening module.

Listening
Academic Reading
Academic Writing
Speaking

Ask Team B these TRUE/FALSE questions.

- 1** The Listening paper lasts for 45 minutes.
(False: 30 minutes)
- 2** During the exam, you can leave the room for a few minutes if you need to, but you mustn't speak.
(False. You must stay in your seat. If there is an emergency, put up your hand.)
- 3** You can only use pencil to shade the boxes in the answer sheets for the Listening and Reading papers.
(True)
- 4** In the Listening paper, an extra 10 minutes is allowed for transferring your answers to the answer sheet.
(True)
- 5** In the Speaking paper, the examiner interviews two candidates at the same time.
(False. The interview is one-to-one)
- 6** In Part 1 of the Writing paper you have to write about some data which is in the form of a graph, chart or table.
(True)
- 7** In the Writing paper, you should allow about 30 minutes for each task.
(False. You should allow about 20 minutes for Task 1 and about 40 minutes for Task 2.)
- 8** At the beginning of the interview, you must give a prepared speech about yourself to the examiner.
(False. The examiner will ask you a few general questions about yourself.)
- 9** In the Reading paper, if you don't know an answer, you should guess and go back to it later if you have time.
(True)
- 10** In the Writing paper, both compositions must be at least 150 words.
(False. Task 1 must be at least 150 words, and Task 2 at least 250 words.)

Listening
Academic Reading
Academic Writing
Speaking

Ask Team A these TRUE/FALSE questions.

- 1 In the Writing paper, you have to do two pieces of writing. You can't choose which questions you want to answer.
(True)
- 2 The grades are in nine bands. Bands 6 to 9 are pass grades.
(False. There is no pass or fail. Employers and institutions decide on the band they require.)
- 3 In the Reading paper it is necessary to understand almost every word.
(False. You are expected to have a general understanding of what you read.)
- 4 For Task 2 of the Writing paper, it's a good idea to write a simple plan on the question sheet before you begin.
(True)
- 5 In Part 2 of the Speaking paper, you have to plan a short talk. Pencil and paper are available if you want to make notes.
(True)
- 6 The Reading paper lasts for 1 hour 15 minutes.
(False. It lasts for 1 hour.)
- 7 In the Listening paper, you hear all parts twice.
(False. You hear everything once.)
- 8 In Part 3 of the Speaking paper, you have a conversation with the examiner about a topic, usually connected with what you spoke about in Part 2.
(True)
- 9 In the Reading paper, an extra 5 minutes is allowed for transferring your answers to the answer sheet.
(False. No extra time is allowed in the Reading paper.)
- 10 For the Writing paper, you have to write in a very formal academic style.
(False. This is not necessary, but you should try to write in a reasonably academic style which is suitable for handing in to a tutor or examiner.)

IELTS: Map of the exam

LISTENING

Time: approximately 30 minutes

40 questions divided into 4 modules

The recording is played only once

At the end of the recording, candidates have 10 minutes to transfer their answers to the answer sheet. This must be done in pencil.



ACADEMIC READING

Time: 60 minutes

There are 3 reading passages, and a total of 40 questions in various formats

No extra time is allowed for transferring answers to the answer sheet.



ACADEMIC WRITING

Time: 60 minutes

Task 1: write a minimum of 150 words interpreting data expressed in a chart, graphs, table or other diagram.

Task 2: write a minimum of 250 words discussing a point of view, argument or problem

The writing style should be appropriate for giving to a university tutor or examiner

Candidates are allowed to write on the question paper (to make a plan, for example).

This must be left in the exam room, but will not be seen by the examiners.

Candidates are advised to spend about 20 minutes on Task 1 and 40 minutes on Task 2



SPEAKING

Time: 11 to 14 minutes

An oral interview between the candidate and the examiner

Part 1 (4 to 5 minutes): The examiner confirms the candidate's identity, then asks some questions relating to the candidate's life, plans etc.

Part 2 (3 to 4 minutes): the candidate receives a topic on a card. He/she has a minute to prepare (making notes if required, and paper and pencil are provided for this). The candidate then speaks for 1 to 2 minutes. The examiner asks one or two further questions.

Part 3 (4 to 5 minutes): A two-way discussion developing the topic of Part 2

CANDIDATES MUST TAKE PROOF OF IDENTIFICATION TO ALL MODULES OF THE EXAM

Candidates need pens, pencils, a pencil sharpener and an eraser in the exam room.

Books, papers, cameras, mobile phones and recording equipment is not permitted

Activity Section Keys

Activity 4: Superstition

- 1 NO. This is stated in the first sentence.
- 2 NO. 'The concept of superstition is highly subjective'.
- 3 NOT GIVEN. The writer does, however, make a comparison between the levels of superstition of 'dominant elements' and 'less powerful elements'.
- 4 YES. 'Modern folklorists tend to eschew the word 'superstition''.
- 5 NO. 'Such attempts to alter perception by changing language are rarely successful'.
- 6 YES. 'Outside the strictly scientific spheres, meaning is not under the control of the specialist.'
- 7 YES. 'In the modern world, however, we are uncomfortable with the assumption that there is only one valid form of 'rationality'.
- 8 NOT GIVEN. The writer does not evaluate the *Encyclopaedia Britannica*.
- 9 NOT GIVEN. The paragraph beginning 'These descriptions ...' makes the point that that there is often insufficient evidence either way on this subject. The writer makes no specific claim regarding the cases where there *is* sufficient evidence.
- 10 NO. Historians are not mentioned directly, but this is implied in the paragraph beginning 'These descriptions...'
- 11 NOT GIVEN. The writer does not compare soldiers with non-soldiers.
- 12 YES. This statement is a summary of the middle section of the paragraph beginning 'In the human mind...'
- 13 NOT GIVEN. The writer does not mention or imply anything concerning education.
- 14 YES 'Superstition represents a failure to apply intelligence and proper inductive reasoning'.
- 15 YES. 'Tradition plays a strong part in many of these beliefs'.
- 16 NO. 'There are plenty of equally unfounded beliefs still in circulation' Note the blurring of the distinction here between superstition and belief.
- 17 NOT GIVEN. Although it is tempting to answer 'no', because the statement is obviously nonsense, the writer does not give any specific information to the contrary.
- 18 NOT GIVEN. The writer does not state or imply this.
- 19 NO. 'It would be a very bold person who claimed to have no superstitious beliefs at all'.
- 20 YES. This is implied by the phrase 'we can afford to be' in the final paragraph.

Activity 11: Three Sentence Auctions

Auction 1 (style)

- 1 The language is too emotive ('incredibly unfair' etc.).
- 3 The expressions 'much, much better' and 'and so on' are too informal. The list of forms of public transport is redundant.
- 6 As well as being a little too informal, the language is hyperbolic ('absolutely crazy', 'tiniest little problems').
- 8 Contains pointless personal information.
- 9 Rhetorical questions are best avoided in academic writing, and three in succession is certainly unacceptable.
- 12 The language is too informal ('no point', 'anyway' etc.) and the sentence structure is poor.
- 13 The language is too simple.
- 15 Redundant words ('in general... on the whole' etc.) and too many commas.

Auction 2 (linking words/phrases)

- 1 despite of the ...
- 3 hardly ever/almost never ...
- 6 was he ... he was also
- 7 in spite of the fact/despite the fact
- 9 Besides
- 11 whereas or while
- 14 even if ...
- 15 both of the ...
- 17 even though ...

Auction 3 (fixed and semi-fixed expressions)

- 1 apart from or except for
- 2 Generally speaking ...
- 4 More and more ~~and more~~ people
- 7 In my opinion .../Speaking personally ...
- 9 On the other hand ...
- 10 On the whole, ...
- 12 As a result of ...
- 15 For those who like ...
- 17 in reality

Name: _____

Class: _____

Date: _____

IELTS Practice Test 1

LISTENING

SECTION 1

Questions 1–5

Complete the table below.

Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Main Programme, Day 1		
Time	Place	Activity
Example: 9.00 am	1	Welcome talk by the Director of Studies
9.30 am		Talk by the 2
10.00 am		break
3 am	Classroom 4	4
12.30 am	5	Lunch

Questions 6–10

Label the places on the map below.

You are here.

- B** Bank
- C** Café
- M** Market
- P** Pharmacy
- P** Post Office
- R** Restaurant
- S** Supermarket
- T** Theatre

- 6
- 7
- 8
- 9
- 10

SECTION 2

Questions 11–20

Complete the information below.

Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

ARTS CENTRE PROGRAMME

DAY	TIME	EVENT
11	6.45 pm	Film Club
Thursdays	12 pm	Theatrical productions
Fridays	8pm	13 / traditional music
Saturdays	8pm	Pop / rock

CAFÉ / BAR OPENING HOURS

Monday to Friday: 11 am to 3 pm / 6 pm to 10.30 pm

Saturdays and Sundays: 11 am to 14

Lunch served 12.30 pm to 2 pm

Light snacks are 15

MEMBERSHIP

Members enjoy reduced-price tickets, priority bookings and 16

It costs just 17 per 18 To get the discount, simply show your

19 at the box office, or for telephone bookings give your 20

SECTION 3

Questions 21–28

Complete the notes below.

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

NAME: John Evans

DEGREE: French with **21**

DURATION OF STUDIES: Four years.

NOTE: **22** months spent in Bruges, Belgium.

PREVIOUS EMPLOYMENT 1

JOB: Translator for restoration projects.

ORGANISATION: **23**

DUTIES: Liaising between building owners and **24**

DURATION OF JOB: **25** months.

PREVIOUS EMPLOYMENT 2

JOB: Translator, and translation **26**

ORGANISATION: BCFC

DUTIES: Translation, coordinating translations in other **27**

DURATION OF JOB: **28** months.

Questions 29 and 30

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

29 John hopes to train as a teacher because

- A** he hated working in the bank.
- B** he wants to return from Paris.
- C** he's always wanted to.

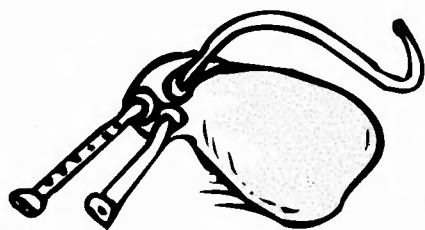
30 John says living in France improved his

- A** French.
- B** cultural awareness.
- C** French and cultural awareness.

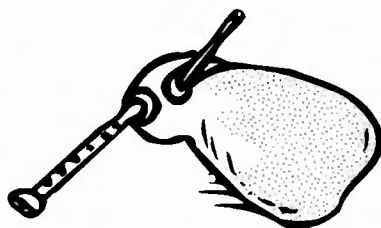
SECTION 4

Question 31

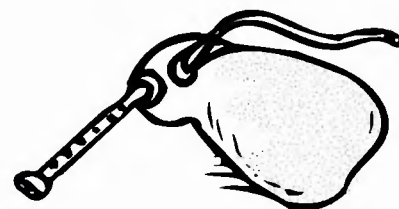
Which picture shows the instrument described? Choose the correct letter, A, B or C.



A



B



C

Questions 32–35

Complete the notes below.

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

PART	MATERIAL	ORIGINAL or NEW?
blowpipe	32	new
air bag	leather	33
main pipe (or 'chanter')	34	original
reed	reed	35

Questions 36–40

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

- 36** The Kentish pipe can be played
- A** in one way only.
 - B** in two ways.
 - C** in several ways.
- 37** The air bag allows the player to play
- A** without pauses.
 - B** for a very long time.
 - C** in many different styles.
- 38** Music originally written for the Kentish pipe
- A** is very traditional.
 - B** is very fast.
 - C** no longer exists.
- 39** Geoffrey will play 17th Century music
- A** written by his colleagues.
 - B** found by his colleagues.
 - C** adapted by his colleagues.
- 40** He will also play
- A** classic rock tunes.
 - B** a range of modern music.
 - C** some familiar classical pieces.

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13 which are based on Reading Passage 1.

Questions 1–6

Reading Passage 1 has seven paragraphs, A–G.

Choose the most suitable heading for paragraphs B–G from the list of headings below.

Write the correct number, i–xi, in boxes 1–6 on your answer sheet.

List of Headings

- i Getting the agricultural industry to help
- ii Keeping bumblebees away from gardens
- iii Effects of the disappearance of bumblebees
- iv The importance of gardens
- v Getting help from TV programmes about gardening
- vi Obtaining wildflower seeds from the countryside
- vii Obtaining wildflower seeds
- viii The economic importance of bumblebees
- ix The future of bumblebee conservation
- x The necessary conditions for bumblebee conservation
- xi Why farming is killing bumblebees

<i>Example</i>	<i>Answer</i>
Paragraph A	iii

- | | | |
|----------|-------------|-------|
| 1 | Paragraph B | ..... |
| 2 | Paragraph C | ..... |
| 3 | Paragraph D | ..... |
| 4 | Paragraph E | ..... |
| 5 | Paragraph F | ..... |
| 6 | Paragraph G | ..... |

Academic Reading Passage 1: Bumblebee Conservation

- A** Bumblebees are major pollinators of a majority of our flora. If bumblebees continue to disappear, these plants will produce less seed, potentially resulting in gradual but sweeping changes to the countryside. It may ultimately become dominated by an entirely different suite of plants that do not require bumblebee pollination. Clovers, vetches, and many rare plants may disappear. Indeed, there is evidence that this process is already underway. These changes will have catastrophic knock-on effects for other wildlife dependent on these plants. As such, it is often argued that bumblebees are a keystone species, and that they are a conservation priority.
- B** Bumblebees are also of commercial importance, being vital to the agricultural industry. Many arable and horticultural crops depend on bumblebees for pollination to varying degrees. Some, like oilseed rape, can produce adequate seed without bumblebees provided there are sufficient honeybees, but others, such as raspberries and several types of bean, are heavily dependent on bumblebees; without them there would be little or no crop to harvest. There is already evidence that in some regions where fields are large and there are few hedgerows (in which bumblebee queens forage in spring and build their nests), crop yields are depressed due to a shortage of bumblebees.
- C** It is thus essential that we take measures to conserve our remaining bumblebee populations, and if possible restore them to something like their past abundance. This cannot be achieved with existing nature reserves. Bumblebee nests are large, containing up to 400 sterile workers, each of which travels more than 1 km from the colony in search of suitable flowers. Each nest needs many hectares of suitable flower-rich habitat, meaning that to support a healthy population which is viable in the long term, large areas of land must be managed sympathetically. UK nature reserves are simply too small. The only way to provide sufficient areas of habitat for bumblebees is if the wider, farmed countryside, and the vast areas covered by suburban gardens, are managed in a suitable way.
- D** To achieve this, farmers should be encouraged to adopt wildlife-friendly farming methods through uptake of the Entry Level Stewardship scheme (ELS). The replanting of hedgerows and the recreation of hay meadow and chalk grassland habitats need to be supported. These activities will not be at the expense of farming, but will actually benefit it, by improving crop yields at the same time as enriching the countryside. Meanwhile, in gardens nationwide, wildflowers and traditional cottage-garden plants can be used to help increase bumblebee populations.
- E** Many wildflowers have become more scarce in farmland, through loss of hedgerows, hay meadows, chalk grassland, and because of pesticide use. As a result, gardens have become a stronghold for some bumblebee species, for they can provide a wealth of flowers. Throughout the UK, it should be possible to attract at least 6 bumblebee species to a garden, and perhaps as many as 10. Some of the rarer species tend not to visit exotic garden flowers, preferring native British wildflowers. Many of these thrive and look superb in a garden. They are also easy to grow, generally being hardy and much more resistant to slugs, mildew etc. than exotic garden flowers. Most of these plants will also attract a range of other interesting insects to the garden, including butterflies and honeybees.
- F** Seeds of some wildflowers such as foxgloves and cowslips can readily be bought in most garden centres, but the range is usually very limited. A far greater selection is available by mail order from specialist companies. However, there is much to be said for collecting the seeds yourself from the wild. Collecting a handful of seeds will have no impact on the plant population in most cases, and there is a strong conservation argument for use of local seed; it helps to propagate and conserve the local race of the plant species. Using locally-collected seed ensures that the plants grown are adapted to local conditions, and they are more likely to flourish. Introduce a poorly adapted race from miles away and not only are they less likely to survive, but they may also interbreed with wild plants nearby and water-down the unique genetic character of the local race. So if possible, wildflower seeds should be gathered from close to home. This of course also has the added advantage that it is free!
- G** Collecting seeds requires patience. Wildflower seeds are available commercially all year round, but when collecting them from the wild it is necessary to wait for the right time of year. Most wildflower seed is very easy to collect. Generally it is best to sow the seeds immediately, since this is the time at which they would naturally be scattered on the ground near the parent plant.

Questions 7–10

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

Write the correct letter in boxes 7–10 on your answer sheet.

- 7 According to the information in the text, the decline of bumblebees will
- A cause the extinction of other species.
 - B cause serious problems for gardeners.
 - C cause significant environmental problems.
 - D cause farmers to go out of business.
- 8 According to the information in the text, problems caused by the decline of bumblebees
- A will start to occur soon.
 - B may have started to occur.
 - C have started to occur.
 - D are already quite serious.
- 9 According to the information in the text, farmers should be encouraged to
- A recreate bumblebee habitats.
 - B spend money on conservation.
 - C introduce bumblebees to their land.
 - D use more traditional farming methods.
- 10 According to the information in the text, collecting wildflower seeds from the wild
- A is easier than buying them.
 - B has great benefits for the environment.
 - C can be done all year round.
 - D should preferably be done locally.

Questions 11–13

Do the following statements reflect the claims of the writer? You can use the same answer more than once.

In boxes 11–13 on your answer sheet, write

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

- 11 Simple and cost-effective measures will reverse bumblebee decline.
- 12 Ordinary people can do much to help the bumblebee.
- 13 Most people are unaware of the value of bumblebees.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–17 which are based on Reading Passage 2.

Questions 14–17

Reading Passage 2 has five sections, A–E.

Choose the most suitable heading for sections B–E from the list of headings below.

Write the correct number, *i–viii*, in boxes 14–17 on your answer sheet.

List of Headings	
i	Marketing gemstones
ii	Present day mining
iii	Early mining techniques
iv	The future of the Australian industry
v	Introduction
vi	Australia's domestic sapphire trade
vii	Part of the global sapphire industry
viii	The mass-market jewellery industry

<i>Example</i>	<i>Answer</i>
Section A	v

- 14 Section B
- 15 Section C
- 16 Section D
- 17 Section E

Academic Reading Passage 2: The Australian sapphire-mining industry

A

Sapphires are traditionally thought of as blue. However, they actually come in a wide variety of colours. Another misconception is that sapphires are more common than diamonds. Although the laws of supply and demand ensure a higher price for diamonds, sapphires are in fact four times rarer.

The mineral name is corundum. (Rubies are the same mineral, but in a red form). The colour variations in sapphires are caused by traces of mineral impurities within the corundum.

The sapphire is the traditional birthstone for September. It is also associated with 45th wedding anniversaries. The principal use of sapphires is of course in jewellery. Sapphires are very durable – only slightly less hard than diamonds – which make them ideal for jewellery which is designed to be worn on a daily basis. Especially popular are rings which combine sapphires with diamonds, often with stunning effects.

B

Sapphires occur principally in the alluvial gravels found in streams and underground drainage networks. In the early days of the industry, sapphire mining was largely done using manual techniques and simple hand tools. Surface or shallow deposits were raked by hand, and potentially sapphire-bearing material was picked out manually and sieved at the point of collection to separate out any gems.

Hand mining techniques were also used underground. Material excavated from mine shafts was loaded into buckets and raised to the surface with hoisting equipment.

Testing for deposits was done by sinking exploratory shafts. This was erratic, and had a low success rate, with sapphire deposits often being missed because of the limitations of the testing process.

C

In underground mining, modern hand-mining techniques are surprisingly similar to the methods used by the early miners. Naturally, though, nowadays these are supplemented by an array of mechanical methods involving powered machinery. In particular, the washing and separation of mined material is now almost entirely mechanised. In Australia, however, in order to preserve the quality of subterranean sapphire-bearing environments, the use of machinery is in many cases limited under state mining laws. The use of mechanical

diggers and tunnelling machines is not generally permitted, for example.

Australian open-cut mining operations are not subject to the limitations described above. They tend to employ heavy earth-moving machinery to remove layers of topsoil in order to access the gem-bearing gravel layer below.

D

Sapphire mining operations in Australia began in the late 19th century, and Australia has become a major producer of gem-quality sapphires, supplying markets throughout the world.

Today, the bulk of commercially-mined sapphires from Australia are sent to Thailand and Sri Lanka for treatment and cutting. Attempts to relocate processing back to Australia have met with only limited success, due largely to the lower labour costs and wider range of established facilities in the countries traditionally associated with gemstone processing.

Smaller stones are cut into calibrated sizes to supply the mass-market jewellery industry. The finest quality sapphires and unusual stones mostly find their way to niche markets in Europe and the United States.

E

In the late 1980s Australia produced around 70% by volume of the world's sapphires. Production has decreased considerably since then, but international demand for Australian sapphires remains relatively high. Although further production can be expected from existing fields, continued exploration and testing will be necessary if Australia is to continue to meet present levels of international demand into the long-term future.

Another factor which may influence the long-term prospects of the industry are rising production costs. In recent years miners in Australia have become responsible for addressing the environmental effects of mining operations, and have been liable for costs incurred in rehabilitating land environmentally degraded by their activities. This has rendered the industry vulnerable to competition from other sapphire producing countries where environmental regulations are less stringent. To offset this, the Australian sapphire mining industry must look to marketing strategies and value-adding techniques to ensure that the industry continues to be economically viable.

Questions 18–22

Do the following statements agree with the information given in the passage?

In boxes 18–22 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if the information is not given

- 18 Sapphires are rarer and often more expensive than diamonds.
- 19 Sapphires and rubies are composed of the same substance.
- 20 Sapphires are mostly found in or near water.
- 21 Sapphires are probably the most difficult gem to mine.
- 22 Most of the best Australian sapphires are made into jewellery for sale in Australia.

Questions 23–28

Based on the information in the passage, classify the following statements.

A Describes the Australian sapphire mining industry in the **past** only.

B Describes the Australian sapphire mining industry in the **present** only.

C Describes the Australian sapphire mining industry in the **past and present**.

D Does not describe the Australian sapphire mining industry, past or present.

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 23–28 on your answer sheet.

- 23 Sapphires collected by simple manual methods.
- 24 Production of more than two thirds of the world's sapphires.
- 25 Underground mining mostly done with heavy machinery.
- 26 Cutting of the stones mostly done overseas.
- 27 Known fields nearly exhausted.
- 28 Financial disaster very near.

Academic Reading Passage 3:

Partnerships in Urban Regeneration

In recent years, partnerships have become something of a buzzword in urban regeneration. An example are the university partnerships in the USA, where the Ministry of Housing has launched a programme called Community Outreach Partnership. The idea is that members of American universities should take a closer look at the areas surrounding their campuses, where they may discover decayed areas with complex social and economic problems.

This programme aims to stimulate an improved basis for planning in these areas. Objectives include improved housing conditions, improved physical health of the local population, and the strengthening of local business activities. These objectives are based on the needs of the local area. University interests are not intended to dominate the partnership. If anything, the opposite is true – universities are encouraged to put their considerable resources of expertise into the service of the surrounding area.

The basis of these partnerships is a contract. The parties to the contract are the Ministry of Housing, the university and the local community. For the partnership to be viable, at least three faculties in the university must participate. A centre is then set up where local residents can obtain free advice and guidance from experts and students involved in the project.

The above is just one example. Comparable partnerships have had considerable successes across the USA, northern Europe and other parts of the world.

A key idea behind such partnerships is the gathering together of the various stakeholders in the local community in order to generate improvements that will benefit all, and are greater than any one partner could have achieved alone.

Representatives from the public sector, trade and industry and the local community meet and set common goals. Initiatives for greater efficiency and better utilisation of resources are developed. Members of the partnership gain new perspectives on local issues, and innovative solutions result.

Experience has shown that a great deal can be achieved in this way, especially when local businesses are involved. Results have taken the form of falling unemployment, improvements in education, benefits for local industries and improvements in local services.

A potential danger of partnerships is that the stronger parties (which are usually businesses, as they tend to possess a much greater share of the material resources) take control. It is therefore important that

from the very beginning of the partnership it is clear what power and authority each of the partners will have. Without this measure, there is a risk of local residents feeling that they have no real influence. If the partnership is to be successful, the residents must be fully involved, and must have a sense of ownership of the project, and an understanding of how decisions are made.

Based on experiences gained from urban regeneration partnerships around the world, the following conclusions can be drawn.

- 1 A partnership is simply a means to a common end, and there should be written definitions of objectives and a set of rules. However, formal contracts can be too binding. There should be some element of freedom to allow the development of a creative synergy.
- 2 It is essential that all partners have the same objectives. These should be clearly identified and also prioritised from the outset to prevent possible conflicts regarding the deployment of resources.
- 3 Public sector institutions such as local councils must undertake to make stable, long-term contributions to the development of the project. The activities of different public sector bodies must be effectively coordinated.
- 5 The residents must be among the key participants in the project. To facilitate this, if one doesn't already exist, a local organisation must be set up.
- 6 The number of stakeholders should be kept to a minimum. The interests of partners, and powers behind them, should be included in the analysis of any proposed partnership.
- 7 People with appropriate skills and experience should be appointed to the administrative roles created by the new partnership. The main aim of such people should be to facilitate effective collaboration between the partners.
- 8 As well as long term strategies, it is a good idea to aim for some short term and highly visible results. This creates impetus and strengthens the motivation of the people involved.
- 9 Time and resources should be set aside for celebrating the achievements and milestones of the project. This can be of great importance to the success of a partnership

READING PASSAGE 3

You should spend about 20 minutes on Questions 29–40 which are based on Reading Passage 3.

Questions 29–32

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

Write the correct letter in boxes 29–32 on your answer sheet.

- 29 In the USA, Community Outreach Partnerships
- A have become a buzzword.
 - B are based on a contract.
 - C aim to improve local university facilities.
 - D can solve most local problems.
- 30 In Community Outreach Partnerships, local people
- A are invited to attend university classes.
 - B give advice to students.
 - C are offered jobs in local universities.
 - D can get advice from students.
- 31 Partnership administrators should
- A organise collaboration between partners.
 - B aim for immediate results.
 - C be kept to a minimum.
 - D analyse the partners' interests.
- 32 Celebrating the successes of the project
- A is essential for local residents.
 - B should not take up too much time.
 - C is a good use of resources.
 - D should be kept to a minimum.

Questions 33–36

Choose **ONE** phrase from the list of phrases **A–I** below to complete each of the following sentences.

Write the correct letter, **A–I**, in boxes 33–36 on your answer sheet.

- 33 Urban regeneration partnerships
- 34 Local businesses
- 35 Local residents
- 36 Public sector institutions

- A** principally benefit students at local universities.
- B** must not be allowed to dominate.
- C** produce good results by involving all concerned parties in the project.
- D** should be given financial incentives to participate.
- E** are most successful when they are based on a contract.
- F** must provide appropriate support.
- G** should not be allowed to participate in the partnership.
- H** must fund improvements in local education and services.
- I** must feel that they are central to the project.

Questions 37–40

Complete the notes below.

Choose **NO MORE THAN FOUR WORDS** from Reading Passage 3 for each answer.

Write your answers in boxes 37–40 on your answer sheet.

Four benefits of urban regeneration partnerships:

- They can be more efficient, bringing about better **37**
- There may be a reduction in **38**
- Partners may develop **39** on local issues.
- The results can be better than one partner **40**

ACADEMIC WRITING TASK 1

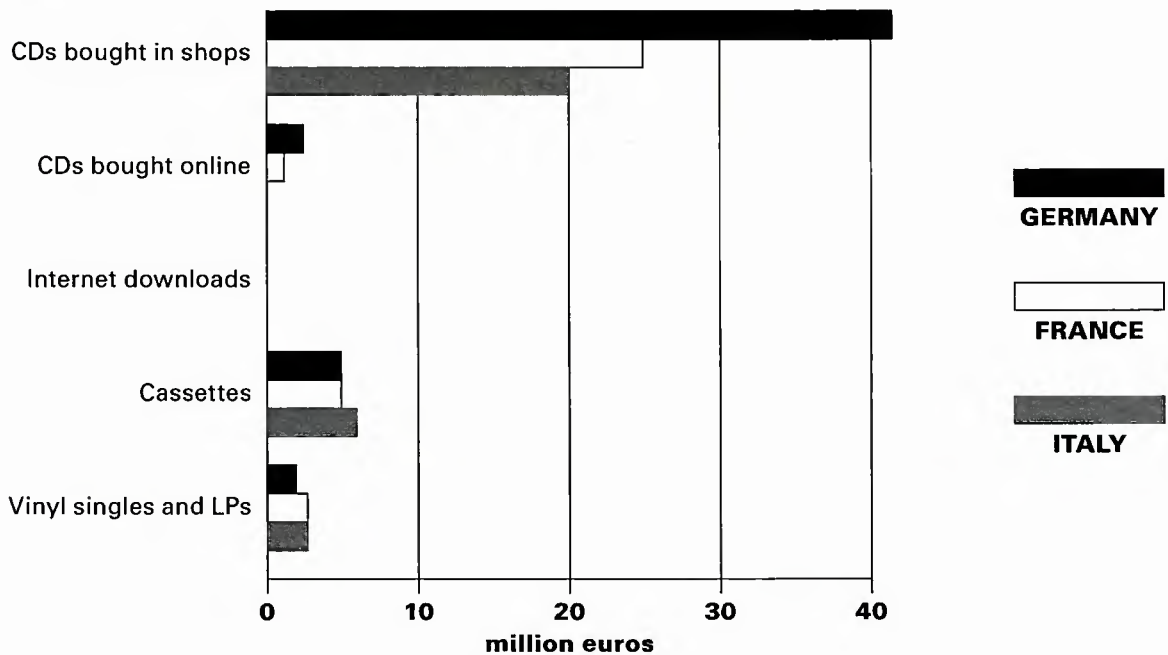
You should spend about 20 minutes on this task.

The chart below shows the amount of profit made by a SMG Entertainment (a record company) from different formats in three European countries.

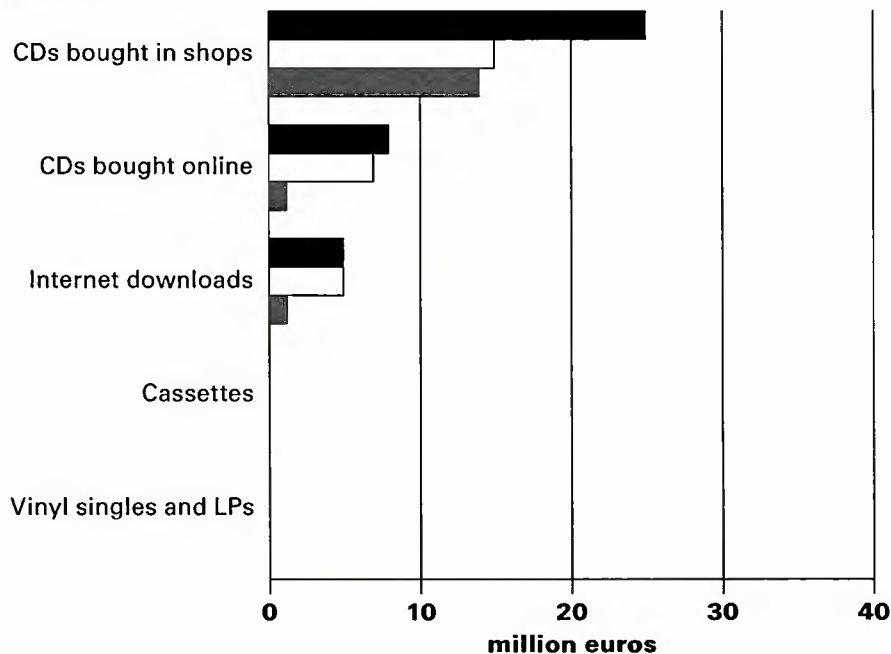
Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

1997



2007





ACADEMIC WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

International sporting events such as the Olympic Games and the Football World Cup provide an outlet for patriotic feelings, and help reduce international tensions.

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

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

Write at least 250 words.



ACADEMIC WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

International sporting events such as the Olympic Games and the Football World Cup provide an outlet for patriotic feelings, and help reduce international tensions.

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

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Write at least 250 words.



ACADEMIC WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

International sporting events such as the Olympic Games and the Football World Cup provide an outlet for patriotic feelings, and help reduce international tensions.

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

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

Write at least 250 words.



PART 1: INTRODUCTION (4–5 MINUTES)

The examiner asks the candidate questions about her / his home, work, studies and other familiar personal topics.

TOPIC: Festivals

- What do you think is the most important festival in your country?
- Is any special food connected with this festival?
- What activities are connected with this festival?
- Do you enjoy this festival? Why? / Why not?

PART 2: INDIVIDUAL LONG TURN (3–4 minutes)**TOPIC: Education**

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you are going to say. You can make notes to help you if you wish.

Describe a teacher who made an impression on you.

You should say:

**where you met this teacher
which subject she/he taught
why this teacher made an impression on you**

and how she / he made a difference to your life.

PART 3: TWO-WAY DISCUSSION (4–5 minutes)**DISCUSSION TOPIC questions:**

- Has education in your country changed in the last 20 years?
- How do you think it will change in the future?
- In what ways can education prepare pupils for life after school?
- What is the importance of extracurricular activities such as sport and music?
- What method of learning do you find best?
- Why do you think language students are usually grouped according to level?
- Do you think this is always the best way to group students?

Name: _____

Class: _____

Date: _____

IELTS Practice Test 2

SECTION 1

Questions 1–10

Complete the notes below.

Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

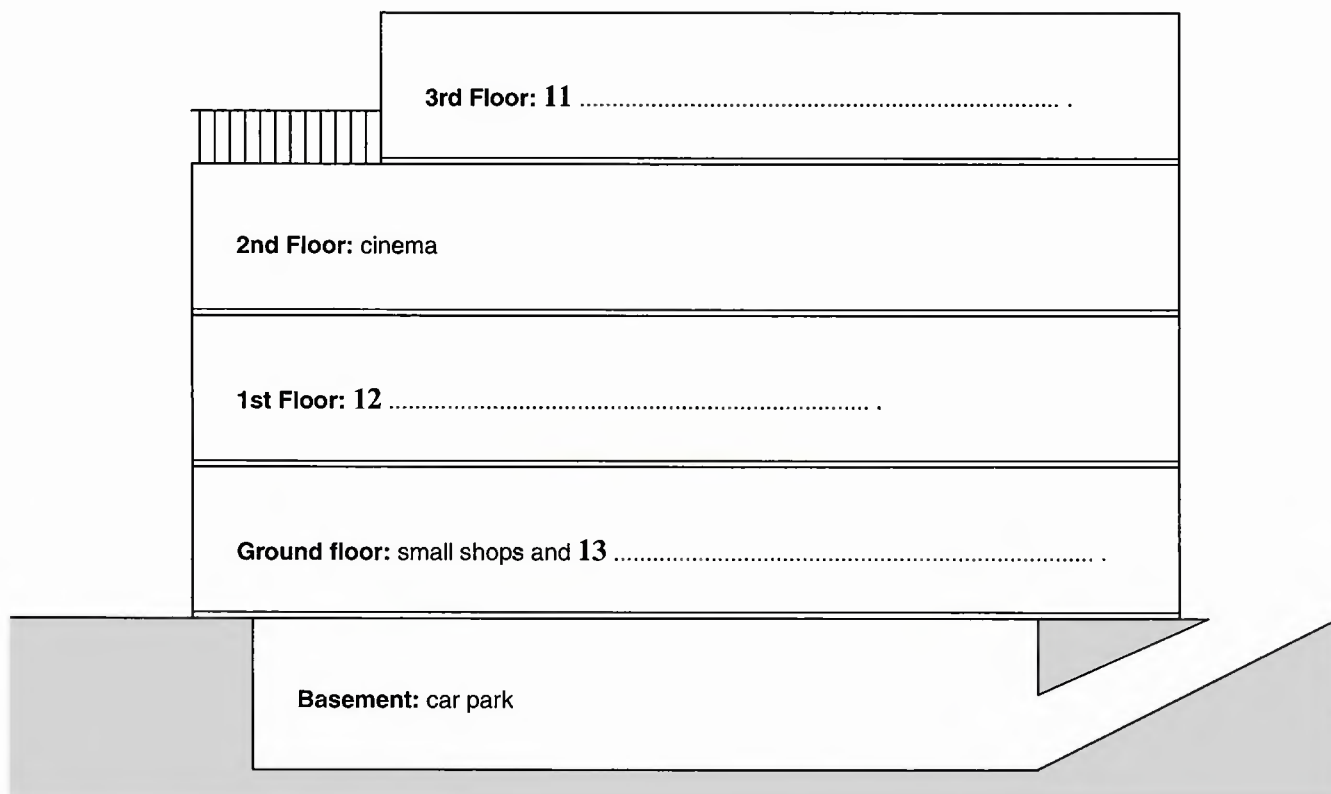
Example	Answer
Area of interest:	<i>city centre</i>
Rents:	from 1 £ to £1000 per month.
Number of bedrooms required:	2
Apartment 1:	North Street rent: 3 £ per month. including 4
Apartment 2:	5 Road rent: £625 per month
Viewing arrangements:	meet 6 at 7 PLACE: 8 TIME: pm.
Also required:	Reference letter from 9 one month's rent deposit 10 £ contract fee

SECTION 2

Questions 11–20

Complete the information below.

Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.



The beach will be 14

This will attract 15

The plans will be on display from Monday, 5th March until 16, 6th 17

Suggestions can be placed in the 18

The next meeting will be on April 19 th.

It will start at 20 pm.

SECTION 3

Questions 21–25

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

- 21 Maria's essay is
- A better than her previous one.
 - B not quite as good as her previous one.
 - C similar to her previous one.
- 22 The tutor is impressed by
- A the punctuation.
 - B the spelling.
 - C the style and choice of language.
- 23 The tutor feels that Maria's use of English is
- A generally acceptable.
 - B very poor.
 - C perfect.
- 24 How does Maria feel about this?
- A She's very sad.
 - B She's relieved.
 - C She's delighted.
- 25 How does the tutor suggest Maria can improve her spelling?
- A Use a dictionary.
 - B Use a computer spell checker.
 - C Avoid difficult-to-spell words.

Questions 26–30

What suggestions does the tutor make? Complete the list below with the correct letters, **A**, **B** or **C**.

- 26 The introduction
- 27 Information on the railways
- 28 The quotation from *The Times*.
- 29 The conclusion
- 30 The bibliography

A EXPAND IT
B REDUCE IT
C DELETE IT

SECTION 4

Questions 31 and 32

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

- 31 The main problem is
A cats in towns.
B the poor condition of feral cats.
C public awareness.
- 32 Emergency veterinary treatment is provided by
A the government.
B a small number of people.
C nobody.

Questions 33–39

Complete the sentences below using **NO MORE THAN THREE WORDS** for each answer.

- 33 Sterilisation is usually performed only on
- 34 Sterilisation is carried out in
- 35 Cats remain there for
- 36 To show that an animal has been sterilised, one

Ways of publicising the issue

METHOD	MESSAGE	WHEN
Poster campaign	"A kitten is not 37"	now
38	families may get bored with the responsibility of owning a pet	perhaps before next Christmas
newspaper advertisements	abandoned animals cause problems for other people	39

Question 40

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

- 40 A wider problem of feral cats is that they can
A injure children.
B damage human health.
C become infested with parasites.

Academic Reading Passage 1:

The Royal National Lifeboat Institution at Lyme Regis

The Early History

Only two years after the foundation of the Royal National Institute for the Preservation of Life from Shipwreck in 1824, Lyme Regis was fully recognised as a town that needed a lifeboat.

This need had been originally highlighted in the November of 1824 when, during a tremendous storm, the lives of the crew of the barque *Unity* were saved by local men at Black Ven, east of the town. The actions of three of the rescuers gained recognition in the awarding of a gold medal and two silver medals respectively. These were some of the first RNLI medals to be awarded.

Early in 1825, a Coastguard Captain named Richard Spencer altered a local boat by fitting airtight compartments and cork fendering so that it could be used as a "proper" lifeboat. The organisation that we now know of as the RNLI (since 1854) was pleased with Spencer's experiments and in 1826 brought the saving of life at sea under its auspices.

From 1826 to 1852 the station was served by two locally converted vessels, but no records exist as to their names. It was the events of Boxing Day 1852 that stimulated the need for a purpose-built lifeboat in the town, when four of the five lifeboatmen perished on service to the barque *Heroine* carrying emigrants bound for Australia.

The following years saw two 8m "Peake Plan" lifeboats at the town and in 1866 the first named lifeboat, the *William Woodcock*, was placed on station. The 10m vessel carried out 7 rescue call-outs and was replaced in 1891 by the *Susan Ashley* and then by the *Thomas Masterman Hardy* in 1915. In all, these five sailing and rowing lifeboats carried out 32 call-outs before the station was closed in 1932, as motorised lifeboats from Exmouth and Weymouth were believed to be able to cover the area.

In 1937, and with only local boats once again acting as lifeboats, the Royal Air Force Marine Craft Unit came to the town and operated their fast patrol and safety launches from the site of what is now the Marine Centre west of Monmouth Beach. The Royal Air Force unit was closed in 1964. With the boom in boating as a recreation, and Lyme Regis now a thriving holiday resort, the town was yet again without a lifeboat: but after long discussions and hard fundraising, June 10th 1967 saw the re-opening of an RNLI lifeboat station in the town and almost 900 call-outs later, it is still operating to this day.

Awards for Gallantry

There have been many services at Lyme Regis that have been recognised by awards: in total, 1 Gold, 7 Silver and 3 Bronze Medals since 1825. The most prestigious in recent years being in August 1979 when helmsman John Hodder with his crew of three rescued a party of five persons (including a small boy) from their yacht *White Kitten* in storm force conditions. John Hodder and crewman Colin Jones (who single-handedly sailed the yacht to the safety of the harbour) were each awarded the Bronze Medal and the crew were also presented with the Ralph Glister Award for the most meritorious rescue by an inshore lifeboat that year.

The Lifeboat Today

The lifeboat now stationed here was funded almost entirely by local donations and came into service on 29th September 1997. She is a longer, wider and more powerful successor to the Atlantic 21 being powered by twin 70h.p. engines giving a maximum speed of 34 knots. *Pearl of Dorset* is fitted with a satellite navigation system, VHF radio, righting capability in the event of a capsize, and first aid equipment. The crew is normally three, including the helmsman.

The boat is launched from its DO-DO trolley (meaning Drive On, Drive Off). This is manoeuvred by a semi-submersible tractor enabling speedy launches particularly at low water. The station prides itself on an average launch time from initial call to leaving the harbour of just seven minutes. Each year the lifeboat launches over one hundred times on rescue call-outs and exercises, many of which involve other rescue services.

Lifeboatmen Today

Today's volunteer lifeboatmen here come from all walks of life. Only two of the crew of fourteen are professional seafarers: the rest are made up of such professions as teachers, market gardeners, engineers, builders and chefs. The crew are supported by a similar number of people on the shore acting as mechanics, tractor drivers, radio operators and other invaluable shore helpers. They are all dedicated to the saving of life at sea and can only do so by the continued support of the public.

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13 which are based on Reading Passage 1.

Questions 1–5

Look at the events and dates below. Match one date to each event. Use each date **ONCE ONLY**.

Write your answers in boxes 1–5 on your answer sheet.

- | | | |
|---|--|-------|
| 1 | A lifeboat service was provided by the armed forces. | ..... |
| 2 | Several lifeboatmen died carrying out a rescue. | ..... |
| 3 | The first dedicated lifeboat was created. | ..... |
| 4 | The lifeboat service was relocated to other coastal towns. | ..... |
| 5 | The Royal National Institute for the Preservation of Life from Shipwreck changed its name. | ..... |

1824	1825	1852	1854	1866	1932	1937	1964	1967
-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------

Questions 6–8

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

Write the correct letter in boxes 6–8 on your answer sheet.

- 6 The current lifeboat was mostly paid for by
- A the local council.
 - B local people.
 - C the crew.
 - D the RNLI.
- 7 The current lifeboat is launched
- A from a trolley.
 - B from a larger boat.
 - C in shallow water.
 - D in under seven minutes.
- 8 John Hodder won a medal for
- A rescuing so many people.
 - B skilful sailing in bad weather.
 - C sailing single-handed.
 - D rescuing a small boy.

Questions 9–13

Do the following statements reflect the claims of the writer?

In boxes 9–13 on your answer sheet, write

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

- 9 Richard Spencer's lifeboat saved many lives.
- 10 Lyme Regis has had its own lifeboat service since 1937.
- 11 The lifeboat service is important to the local economy.
- 12 The present lifeboat will not sink if it turns over in the water.
- 13 Lifeboatmen come from a wide variety of backgrounds.

Academic Reading Passage 2: Testing Animal Intelligence

Applying human intelligence tests to animals has been largely discredited, as these are designed to measure human intelligence. Even time-honoured tests like putting rats into mazes can be deceptive, since such tests assume the animals will rely on the same senses as we do. A rat's primary sense organ is its nose, not its eyes. Give a rat a maze of smells, not just visible walls, and it can solve it as fast as a human can.

If intelligence is defined as the ability to cope with everything your environment throws at you, then all surviving species are intelligent. If members of any animal species are required to solve complex problems, many of them will eventually do it.

This implies that animals can be "educated" like people. What seems to differentiate humans is not our mental skills so much as our flexibility and our capability for abstract thought: the ability to create new ideas and images as well as receive them.

Animals can do things like navigating or remembering the locations of objects much better than we can. What they don't do so well is apply reasoning to a whole range of problems, which is one of the things that has made human beings so successful as a species.

Part of the problem in assessing animal intelligence is communication. For example, we can't speak to dolphins, because they can't hear human speech very well. And their own language is so different from ours that it will take years of research and enormous computing power to decipher it. So far, scientists have only identified the names, or 'call-signs', by which dolphins seem to refer to themselves and each other, including 'talking about' other dolphins who aren't present.

The best we can do is to develop a common language of signs. The Dolphin Institute in Hawaii uses more than 100 different hand-signals. Its dolphins can understand not only individual words but also the grammar which links them – the difference between 'take the ball to the surfboard' and 'take the surfboard to the ball', for example – as well as abstract concepts like left and right, yes and no, and questions. If you give them a meaningless command, such as 'take the ball to the surfboard' when there is no surfboard, they take it to a sign meaning 'no', as if to say 'I can't'.

Dolphins seem able to learn independently. For example, they are the only species besides humans which can instantly understand television. They realise it's only a representation of the real world and that they can take instructions from a picture of a trainer on-

screen but they can't expect the picture to give them a reward.

The Dolphin Institute has even devised a signal meaning "be creative", at which the dolphin will make up some previously unseen behaviour. Combine the signals for "create" and "with another dolphin" and two dolphins can produce an instant synchronised routine. This suggests that they can communicate with one another and either design the routine together or agree that one will be the leader.

In the wild, dolphins cooperate to catch fish by driving them onto a beach, and this behaviour is not restricted to their own species. In Argentina, dolphins collaborate with fishermen to drive fish into the latter's nets, in return for a share of the catch. Each dolphin will only work with a particular fisherman and, when they breed, their offspring work with the same man.

As more research is done, we can increasingly appreciate the complexities of other species' behaviour. Monkeys and apes seldom resort to violence to get their own way, preferring social manipulation and deception. The most successful members of the group tend to be those who are best at soliciting support, or who have the largest families to back up their opinions – not the biggest or strongest as with, say, rutting stags. Research has shown that chimps can perform surprisingly complex sequences of actions to process food, such as collecting a bundle of leaves or cracking nuts with a rock. This implies the ability to plan things in their minds before starting the task, otherwise they might get muddled – forgetting to place all the leaves the same way round, or find a hard, level resting place for the nut, for instance.

Even sheep, a byword for mindless behaviour, perhaps deserve reappraisal. It has long been known that you can't buy a hill farm without buying the sheep that go with it. The local flock develops an intimate knowledge of the terrain, enabling the sheep to find food in summer and shelter in winter, which is passed down from ewe to lamb for generations. It has discovered that sheep recognise each other's faces, and appear to use the right side of the brain for this, just like people. They can easily distinguish between 50 different faces, which they can remember for at least two years, and can remember the faces of sheep they haven't seen for a while. It is widely assumed that dogs are brighter than sheep. However, in the hills of Gujarat in western India, instead of using sheepdogs to round up their flocks, shepherds call directly to the sheep – and they obey.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–18 which are based on Reading Passage 2.

Questions 14–18

Complete the table below using information from the text.

Write the correct letter, A–H, in boxes 14–18 on your answer sheet.

ANIMAL	SKILL
rats	14
dolphins	15
monkeys and apes	16
sheep	17
all animals	18

- A** can collaborate with each other
- B** can give instructions to other animals
- C** transfer knowledge to their offspring
- D** can recognise many different human faces
- E** use many of the same strategies as humans in their dealings with each other.
- F** solve problems in their daily lives
- G** can create images
- H** can solve certain puzzles very quickly

Questions 19–26

Do the following statements reflect the claims of the writer?

In boxes 19–26 on your answer sheet, write

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

- 19 Human intelligence tests are inappropriate for animals.
- 20 In some cases, animal abilities can be considered superior to human abilities.
- 21 Animals learn to recognise images more slowly than humans.
- 22 Human intelligence is more versatile than animal intelligence.
- 23 Scientists have learned to communicate effectively with dolphins.
- 24 Dolphins can tell the difference between fact and fiction.
- 25 Only humans are ever dishonest with each other.
- 26 We will have a much greater understanding of animal intelligence in the future.

Question 27

From the list below, choose the sentence **A–D** which best summarises the views of the writer.

Write the correct letter, **A, B, C** or **D**, in box 27 on your answer sheet.

- A** Scientists are discovering that many animals are much more intelligent than they realised.
- B** Some animals are not actually less intelligent than humans – their intelligences are just different.
- C** We cannot accurately assess animal intelligence, because their intelligences are different to ours.
- D** The only real difference between human and animal intelligence is that we can think creatively.

READING PASSAGE 3

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

Questions 28–32

Reading Passage 3 has five sections, A–F.

Choose the most suitable heading for sections **B–F** from the list of headings below.

Write the correct number, **i–ix**, in boxes 28–32 on your answer sheet.

- | List of Headings | |
|------------------|---------------------------------------|
| i | Mismanagement |
| ii | Promoting eco-tourism |
| iii | A lack of awareness and understanding |
| iv | Problems |
| v | Re-housing local people |
| vi | Conservation and livelihoods |
| vii | Solutions and best practices |
| viii | Successful development of wetlands |
| ix | The value of wetlands |

<i>Example</i>	<i>Answer</i>
Paragraph A	vi

- | | | |
|-----------|-------------|-------|
| 28 | Paragraph B | ..... |
| 29 | Paragraph C | ..... |
| 30 | Paragraph D | ..... |
| 31 | Paragraph E | ..... |
| 32 | Paragraph F | ..... |

Academic Reading Passage 3:

Wetlands

A

Millions of people depend for their livelihoods on intact and functioning wetlands. Wetlands provide them with the main resources for their existence, such as water, food and materials. In addition they act as transport corridors and provide protection against floods, drought and saltwater intrusion. Sustainable development therefore means recognising and integrating these environmental values and services into development plans and activities.

Unfortunately the development and aid sector are not always aware of the values and services that wetlands deliver. Similarly, the environment and conservation sector seldom addresses the socio-economic development issues fundamental to sustain people's livelihoods.

Initiatives are necessary to facilitate dialogue between these two sectors in the management of wetlands and their resources, to create and implement a common agenda to produce win-win solutions for biodiversity conservation and people's livelihoods and development.

B

Wetlands cover more than 6% of the earth's surface and have extremely important natural functions: they are biodiversity hotspots, help regulate regional ecosystems and play important roles in climate regulation.

Wetlands are also of crucial value to people. Because of the close interaction of water and land, wetlands are highly productive ecosystems with the potential to support large human populations. Many people in the developing world depend on wetlands to realise a sustainable livelihood.

As well as providing water, food and materials, transport corridors and protection against flood, drought and saltwater intrusion (as stated above) wetlands also purify water supplies, sequester carbon dioxide and recharge groundwater reserves. More recently, through eco-tourism and new economic analyses such as Bio-Rights, wetlands have become the focus of innovative conservation-based economic development and poverty reduction opportunities.

In addition to the many ecological amenities, functions and values of wetlands crucial to people's environmental and food security, wetlands also contribute to the cultural and spiritual needs of their inhabitants.

C

Wetlands are the most highly threatened of all ecosystems, and pressure on them is likely to intensify over the coming decades due to rapidly increasing water consumption, over-exploitation of natural resources and climate change.

Problems also result from the narrow approaches taken to economic development, economic subsidies which do not consider the link between ecosystem services and human livelihoods, or poorly formulated responses to poverty.

Unsustainable exploitation and the destruction of wetlands is often the result of poor planning, and a lack of recognition of the ecological, hydrological and economic functions and values associated with intact wetlands.

D

Policy and decision makers often lack awareness of the interconnection between functioning ecosystems and people's livelihoods, or between environmental degradation and poverty. Regrettably wetlands are often viewed as areas of little or no value, "wastelands" that are available for development or exploitation rather than a resource that, if managed properly, will make a significant contribution to ecosystem and human health.

This is partly because the global biodiversity value of wetland areas is often not expressed in economic terms or social benefits. Another reason is that large-scale development plans are often driven by one sector (e.g. water and sanitation, hydro-electrical or transportation) whereas wetlands are multi-functional ecosystems that can serve a great variety of sectors and stakeholders, if approached in a multi-sectoral manner. In addition, poor people often have no alternative to over-exploitation due to lack of any other means of existence.

E

Despite intentions to the contrary, wetlands are frequently improperly managed, leading to the destruction of environmental services and products and a subsequent escalation in poverty among those whose livelihoods are reliant on such products and services.

As a consequence of such mismanagement, the vulnerability of the poorest of the poor increases, leading to a further cyclical decline in opportunities for both environment and people.

F

With millions of people directly dependent on wetlands and wetland resources for their livelihoods, it is evident that protecting and restoring wetlands and their multi-functions can help assure people's well-being, and contribute to reducing poverty and poverty vulnerability.

Although wetlands do not provide all that is needed for socially equitable development, there is strong evidence that poverty increases in wetlands that are degraded. Maintaining and restoring wetlands is therefore in the direct interest of the poor.

Questions 33–36

Which **FOUR** of the following sentences match information in the text? Choose **FOUR** letters, **A–J**.

- A** Wetlands prevent salt water from entering freshwater resources.
- B** Wetlands attract millions of visitors.
- C** Wetlands meet the physical and spiritual needs of their inhabitants.
- D** Wetlands can generate substantial revenue for national economies.
- E** Wetlands replenish supplies of freshwater.
- F** Wetlands can be created out of wastelands.
- G** Wetlands can provide natural products for sale by local businesses.
- H** Wetlands provide habitats for a wide variety of plant and animal species.
- I** Wetlands are cheap to maintain in good condition.
- J** Wetlands provide recreational facilities for people from nearby urban areas.

33
34
35
36

Questions 37–40

Complete each sentence with the correct ending, **A–I**, below.

Write the correct letter, **A–I**, in boxes 37–40 on your answer sheet.

- | |
|--|
| A are often neglected by central governments. |
| B do not always collaborate effectively. |
| C often have no alternative to degrading the environment. |
| D are often dominated by a single objective. |
| E often fail to spend money where it is most needed. |
| H often fail to appreciate the value of wetlands. |
| I often protect endangered species. |

- 37 Environmental organisations and aid organisations
- 38 Development plans
- 39 Decision-makers
- 40 Poor wetland inhabitants



ACADEMIC WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

It is better to eat food which is produced locally by small farmers, rather than food produced by 'factory farming' and transported long distances.

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

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

Write at least 250 words.



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

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

Write at least 250 words.



PART 1: INTRODUCTION (4–5 MINUTES)

The examiner asks the candidate questions about her / his home, work, studies and other familiar personal topics.

TOPIC: Daily routines

- Is your routine the same every day?
- Describe your typical weekday.
- Is there anything you'd like to change about your weekday routine?
- Describe your typical weekend.
- What would make your weekends more enjoyable?

PART 2: INDIVIDUAL LONG TURN (3–4 minutes)**TOPIC: Literature / films / TV**

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you are going to say. You can make notes to help you if you wish.

Describe a book, film or TV programme which made a strong impression on you.

You should say:

**what kind of book/film/TV programme (e.g. detective story)
when you read the book or saw the film/TV programme
what it was about**

and why it made an impression on you

PART 3: TWO-WAY DISCUSSION (4–5 minutes)**DISCUSSION TOPICS**

- In your country, has going to the cinema increased or decreased in popularity in recent years?
Do you think this trend will continue?
What proportion of films shown in your country are imported from other countries?
- Do you think TV programmes shown in your country are generally of good quality?
Are you aware of any differences between TV in your country and in other countries?
Do you think people in your country watch too much television?
- Is reading a popular pastime in your country?
Why do you think reading is/is not popular in your country?
Is it easy to obtain a very wide range of books?

Practice Test Answer Keys

Practice Test 1

Listening

Each correct answer scores 1 point. Correct spelling required in all answers.

SECTION 1

- 1 Hervill Hall
- 2 Social Organiser
- 3 10.45 // ten forty-five // quarter to eleven
- 4 placement test
- 5 (the/an) restaurant // Indian restaurant
- 6 P // post office
- 7 S // supermarket
- 8 R // (Indian) restaurant
- 9 B // bank
- 10 C // café

SECTION 2

- 11 Sunday // Sundays
- 12 7.30 // half past seven
- 13 classical
- 14 12.00 am // twelve o'clock (at night) // midnight / 12am
- 15 served all day // available all day // on sale all day
- 16 (a) (monthly) newsletter
- 17 £15 // fifteen pounds
- 18 year // twelve months
- 19 (membership) card
- 20 (membership) number

SECTION 3

- 21 Film // Film Studies
- 22 1/one/a year // third year // year 3/three // exchange year
- 23 Restoration Vacations
- 24 (restoration) volunteers/workers // (English/English-speaking) volunteers/workers
- 25 6
- 26 coordinator
- 27 offices
- 28 18
- 29 C
- 30 C

SECTION 4

- 31 C
- 32 plastic (tube/tubing/ pipe/piping)
- 33 new
- 34 (beech) wood
- 35 new
- 36 B
- 37 A
- 38 C
- 39 C
- 40 B

Academic Reading

PASSAGE 1

- 1 viii
- 2 x
- 3 i
- 4 iv
- 5 vii
- 6 vi
- 7 C
- 8 C
- 9 A
- 10 D
- 11 YES
- 12 YES
- 13 NOT GIVEN

PASSAGE 2

- 14 iii
- 15 ii
- 16 vii
- 17 iv
- 18 FALSE
- 19 TRUE
- 20 TRUE
- 21 NOT GIVEN
- 22 FALSE
- 23 C
- 24 A
- 25 D
- 26 B
- 27 D
- 28 D

PASSAGE 3

- 29 B
- 30 D
- 31 A
- 32 C
- 33 C
- 34 B
- 35 I
- 36 F
- 37 utilisation of resources
- 38 unemployment
- 39 new perspectives
- 40 could have achieved alone

Practice Test 2

Listening

Each correct answer scores 1 point. Correct spelling required in all answers.

SECTION 1

- 1 400 // four hundred
- 2 2
- 3 750
- 4 parking // private parking (space) // (a) parking space
- 5 Cornell
- 6 Jason/Jayson/Jaison // (an/the/another) agent // the agent's colleague // a colleague
- 7 (the) apartment
- 8 5.15
- 9 (an/the/his/your) employer
- 10 £60

SECTION 2

- 11 café (and) restaurant // restaurant (and) café
- 12 council offices
- 13 workshops
- 14 expanded // extended // transformed (or any combination of these)
- 15 (more) visitors/tourists
- 16 Friday
- 17 April
- 18 (suggestions) box
- 19 10
- 20 7

SECTION 3

- 21 A
- 22 C
- 23 C
- 24 B
- 25 B
- 26 B
- 27 A
- 28 C
- 29 A
- 30 B

SECTION 4

- 31 C
- 32 B
- 33 females // female cats/ animals
- 34 temporary centres

- 35 about/around/ approximately 24 hours
- 36 ear is clipped
- 37 just for Christmas
- 38 radio ads/adverts/ advertisements
- 39 last year // the previous year
- 40 B

Academic Reading

PASSAGE 1

- 1 1937
- 2 1852
- 3 1825
- 4 1932
- 5 1854
- 6 B
- 7 A
- 8 B
- 9 NOT GIVEN
- 10 NO
- 11 NOT GIVEN
- 12 YES
- 13 YES

PASSAGE 2

- 14 H
- 15 A
- 16 E
- 17 C
- 18 F
- 19 YES
- 20 YES
- 21 NOT GIVEN
- 22 YES
- 23 NO
- 24 NOT GIVEN
- 25 NO
- 26 NOT GIVEN
- 27 C

PASSAGE 3

- 28 ix
- 29 iv
- 30 iii
- 31 i
- 32 vii
- 33–36 A, C, E, H (in any order)
- 37 B
- 38 D
- 39 H
- 40 C

Practice Test recording transcripts

TEST 1**SECTION 1 (Track 1)***Questions 1–5*

RECEPTIONIST: Sorry to keep you waiting. OK. Here's the information you need. On the first page there's some info about the college, the facilities, the courses on offer et cetera. Then, on these blue pages here there's an outline of the social activities. You see, there, OK?

STUDENT: Yes.

RECEPTIONIST: Now, this part of the booklet here – the yellow pages – that's the main programme, starting at 9 am tomorrow.

STUDENT: 9 am. OK.

RECEPTIONIST: So, all the new students will be gathering in Hervill Hall at nine o'clock.

STUDENT: Sorry, where?

RECEPTIONIST: Hervill Hall. I'll spell it for you! It's H, E, R, V, I, double L. And then H, A double L for hall, of course. It's the big white building by the entrance.

STUDENT: OK. I've seen it.

RECEPTIONIST: Right. Anyway, you'll be in there for an hour. First the Director of Studies will explain the various courses we offer, and the requirements for them. Then for the second half hour, the Social Organiser will tell you more about the social program and Saturday excursions. Is that all clear?

STUDENT: Erm, yes, I think so. Then where do I go after that?

RECEPTIONIST: Ah yes, OK. After the talks in the hall, there's a break, and then at quarter to eleven, go to classroom 4, to have a placement test.

STUDENT: Quarter to eleven. This placement test is to find my level in English?

RECEPTIONIST: Exactly. Then, after the test, all the new students are invited to a special welcome lunch.

STUDENT: In the cafeteria?

RECEPTIONIST: No, no! Not for the welcome lunch! It's in a restaurant near the school. An Indian restaurant.

STUDENT: Oh, OK. I don't think I've ever tried Indian food.

RECEPTIONIST: Do you like spicy food?

STUDENT: Yes, I do.

RECEPTIONIST: Then you'll love Indian.

Questions 6–10

STUDENT: So where's the Indian restaurant?

RECEPTIONIST: Don't worry, it's really easy to find. Have you got that map I gave you?

STUDENT: This one?

RECEPTIONIST: Yes, that's it. See here, the main entrance to the school? Yes? Well, don't go out of there – there's a smaller entrance here, round the back.

STUDENT: Oh yes, I see.

RECEPTIONIST: OK, so you go out of there, past the phone box, and then turn right into this road, here, the one that goes along the side of the park. You'll see a supermarket on the left, and then it's just after that, on the right.

STUDENT: Uh-huh.

RECEPTIONIST: It's quite a big place. You can't miss it.

STUDENT: OK. And one more thing – is there a post office near here?

RECEPTIONIST: Post office... oh yes, of course. Just the other side of the park. Go through the middle of the park, and it's there by the park entrance.

STUDENT: Thanks a lot.

RECEPTIONIST: You're welcome. There's a good café near here, too. Very popular with the students. Just there – you go out of the main entrance, into Varley road, then turn left at the bank, and it's at the end of the street. They do amazing coffee.

STUDENT: That's great. Thanks very much!

RECEPTIONIST: No problem. Enjoy your course.

STUDENT: Thanks again. Bye!

SECTION 2 (Track 2)

Questions 11–15

ARTS CENTRE

DIRECTOR: Well, good evening everybody. Thank you all for turning out on this cold wet evening. Welcome to our new Arts Centre! I'm delighted that so many people are interested in finding out about the facilities and events that we'll be offering.

I'll start with the regular evening events that we've scheduled so far. Sunday night will be film club night. Each week we'll be showing a classic film from the forties, fifties or sixties. Films will start at quarter to seven, and afterwards there will be an opportunity to discuss the film in the café/bar for anybody who'd like to. Tickets for the film will be five pounds, but the discussion afterwards is free – although anybody who wants to buy me a drink is welcome to do so!

On Thursday evenings at 7.30, the auditorium is given over to productions by touring theatre companies. This coming Thursday we're very excited to be welcoming Pizzazz!, a drama company featuring both able bodied and physically handicapped actors. They'll be performing a rather special version of William Shakespeare's *The Tempest*, featuring music and dance as well as dialogue.

Fridays and Saturdays will be music nights, starting at 8 pm, with classical or traditional music on the Fridays, and pop/rock on the Saturdays. However, as the sound system hasn't yet been fully installed, these events won't be starting for another few weeks.

As well as evening performances, various events will take place during the days. So far a mothers-and-toddlers session has been arranged for Monday afternoons, and of course anybody can drop in for a coffee or a sandwich. The café/bar will be open from 11 am to 3 pm and 6 pm to 11 pm Mondays to Fridays, and 11 am to midnight Saturdays and Sundays. Lunch will be served from half past twelve till 2, and light snacks will be available all day.

Of course, this programme is just the start, and we expect to be announcing many additional events in the near future.

Questions 16–20

Now I'd like to take this opportunity to you about becoming a member. Membership benefits include reduced-price tickets, priority bookings and a monthly newsletter, which will feature the latest details of forthcoming events, plus details of other Arts events in the local area. The cost of membership is just fifteen pounds a year, which I think is very reasonable. To get a membership card, you'll need to provide us with a passport-sized photo, plus payment, of course, by cash or cheque. We can't accept credit cards, I'm afraid, at least not for the moment. We hope to have credit card payment facilities available in the not-too-distant future.

Then when you want to buy reduced-price tickets, you simply show your card at the box-office, or quote your membership number if you're making a telephone booking. Generally, a membership card will save around twenty per cent on the full ticket price, so it really is very good value.

Now we come to the most important part – your suggestions. It's your Arts Centre, so we want to hear what you'd like to see...

SECTION 3 (Track 3)

Questions 21–25

TUTOR: Hello. Come in and take a seat. You are...
John Evans?

JOHN: Yes I am.

TUTOR: Well, as I'm sure you're aware, the purpose of this part of the interview is to go over your CV, and talk a little further about your previous studies and experiences.

JOHN: Yes.

TUTOR: So, your first degree was in French, of course.

JOHN: Yes, with a minor in Film Studies.

TUTOR: Hmm. An interesting combination. Mostly French films, presumably?

JOHN: Well, European cinema in general, but with a bias towards French cinema.

TUTOR: And your degree took four years?

JOHN: Yes, In the third year, I was an exchange student at Bruges university, in Belgium. I was there for a full academic year – nine months.

TUTOR: Right. Well, you graduated two years ago, and then you, er... you took some time out, as it were.

JOHN: Yes. I spent six months as a volunteer working on restoring historic buildings in France.

TUTOR: Was that with a well known organisation?

JOHN: They're called Restoration Vacations here, but they operate under different names in several countries. I think they're quite well known.

TUTOR: So it was a six month vacation, really?

JOHN: No. I went for a week, but really liked it, and I got asked to stay on as a translator. Because I could speak French quite well, it was my job to liaise between the owners of the buildings, and the English-speaking volunteers.

TUTOR: That must have been a very enjoyable experience.

Questions 26–30

JOHN: Well, it was certainly a very enjoyable experience to begin with, but after the first three months or so, I actually got a bit bored. I was talking about the same things every day. Bricks, cement, window frames – that kind of thing. It wasn't really stretching my French. Also, I wasn't getting paid! Just free accommodation and food, plus some pocket money.

TUTOR: I see. So then you started working for a bank in Paris – BCFC, I think... yes. Were you doing entirely translating again?

JOHN: Well, translating was the major part of it, mostly from English into French this time. Official documents, letters, that kind of thing. Much more challenging. But I was also in charge of coordinating the translation work going on in the bank's offices in Switzerland, Belgium and other parts of France.

TUTOR: What did that involve?

JOHN: It was simple, really. I just had to keep track of what had been translated in each office. To save wasting time having the same document translated twice in different offices.

TUTOR: So you stayed there for a year-and-a-half, and then you left. Why was that?

JOHN: Simple. To apply for this course.

TUTOR: I see. Why give up a secure job in Paris to train as a teacher here?

JOHN: I've always imagined that I'd be a teacher, really. I loved being in Paris, but I wouldn't want to spend the rest of my life working for a bank.

TUTOR: Do you think your experiences in France will help you as a teacher of French?

JOHN: It certainly helped my French. And my experiences certainly gave me a much better understanding of French culture, although that may not be of enormous use when it comes to standing up in front of a class of British thirteen-year-olds.

TUTOR: Perhaps not! Well, thank you very much. The next stage of the interview will be conducted by my colleague in room 207...

SECTION 4 (Track 4)

Questions 31–40

INTRODUCER: Good evening. I'd like to introduce Geoffrey Rourke of the Early Music Foundation. Geoffrey has recently restored a genuine seventeenth century Kentish pipe, and, as you all know, will be giving us a recital on it later this evening. But first he's kindly agreed to talk to us about this exciting and little-known instrument.

GEOFFREY: Thank you very much. I'd like to begin, if I may, by talking to you about the rather unusual construction of the Kentish pipe. The main part of the instrument, as you can see, is a long straight wooden tube, which we call the chanter. This one is in beech wood, but other woods were used. At one end there is the air bag. This rests under the arm of the player like this. The blowpipe that inflates the air bag is quite long, and bends round the front of the body to be inserted in the mouth of the player, like this. You see, the flexible nature of this tube is a unique feature of the Kentish pipe.

In my restored version here the blowpipe is, I'm sorry to confess, made out of plastic. In the original version, it would have been made out of leather using an elaborate stitching and waxing technique. However, the skills required to do this have now been lost. Good old plastic was the only alternative we could come up with.

The air bag is obviously a modern replacement too. This time it is made out of leather, and, as far as we can be certain, is likely to be pretty much identical to the original. A particularly soft and supple yet strong leather is required. Ordinary shoe leather would start to crack in no time.

The main pipe, or chanter, is original of course – as its rather battered appearance makes obvious, I would imagine. But it still sounds pretty good after nearly four hundred years. We can

actually put a precise date on it, because the maker kindly inscribed it for us. Just here – you probably can't see it – JD, the maker's initials, and the date, 1634.

The most recent feature is the reed – the part that actually makes the noise. Although probably identical in every way to the original, it's in fact a piece from a plant picked yesterday morning by my son by the river near our house.

So, that's the construction. But why bother with the bag, you may be wondering? Why not just blow directly into the pipe? Well, you *can* play the instrument that way. You can just detach the bag like this, and blow into this hole here. But you need a lot of breath to do it – much more than say, a flute or clarinet. After a few notes you have to stop to take a breath. The bag allows the player to breathe while continuing to play. This meant that music for the Kentish pipe could be loud and fast – the way they liked it in Kent, in the seventeenth century, no doubt.

So, we have the pipe, but unfortunately, we don't have the music! Not a single piece of music written specifically for the Kentish pipe has been found. Luckily, some of my colleagues from the Early Music Foundation have adapted some traditional music from the period for the Kentish pipe and, we hope, this will closely reflect the impression performances on the original instrument would have made.

During the recital, I'm also going to play some modern pieces ranging from rock to classical, and I hope you'll agree with me that the instrument can bring its own special character to familiar tunes.

INTRODUCER: Well, thank you very much for that, and I'm sure we're looking forward very much to hearing you play it after the break...

TEST 2

SECTION 1 (Track 5)

Questions 1–5

- LETTING AGENT:** Good afternoon. How can I help you?
- KEVIN:** Hello. My name's Kevin Browne. I saw your advertisement in today's local paper: "Apartments to let in all areas of the city"?
- LETTING AGENT:** Yes, Mr Browne. We currently have several properties available. What part of the city were you thinking of?
- KEVIN:** Well, city centre, ideally.
- LETTING AGENT:** OK, and what price range are you interested in?
- KEVIN:** Erm... I don't really know. What have you got?
- LETTING AGENT:** Well, prices start at four hundred pounds a month, going up to a thousand pounds a month.
- KEVIN:** OK. And what's the difference? What does the price depend on?
- LETTING AGENT:** Well, the number of bedrooms, mainly. The cheaper apartments have one bedroom, while the most expensive have three or four bedrooms.
- KEVIN:** OK. Two bedrooms would be nice. So I'll say two bedrooms, up to six hundred a month. Do you have anything like that?
- LETTING AGENT:** Right, Sir. We have... just give me a moment, please... we have two properties that might interest you. One is in North Street. It's, ah, well it's a very nice apartment, but it's seven hundred and fifty pounds a month. But that includes a private parking space.
- KEVIN:** Hmm. Seven fifty. That's a bit higher than I'd like to go, really. Do you have anything less expensive?

- LETTING AGENT:** Yes. We have another one at six hundred and twenty-five pounds a month.
- KEVIN:** Six hundred and twenty five. All right. That sounds interesting. Where is it?
- LETTING AGENT:** It's in Cornell road. Number 12B.
- KEVIN:** I don't know that. How do you spell it?
- LETTING AGENT:** It's C-O-R-N-E-L-L. It's near the park.
- KEVIN:** I've never heard of it, but I'm sure I'll be able to find it on a map.

Questions 6–10

- LETTING AGENT:** So would you like to see the apartment sir?
- KEVIN:** Yes I would. I'd like to rent somewhere fairly soon. Would tomorrow be possible?
- LETTING AGENT:** Sorry, I'm afraid nobody is available all day tomorrow. It's quite a busy time of year for us.
- KEVIN:** I see.
- LETTING AGENT:** But if you're free later today, you could see it at five fifteen?
- KEVIN:** Sure. No problem. I could manage that.
- LETTING AGENT:** OK. So that'll be five fifteen with my colleague Jason. He'll meet you at the apartment.
- KEVIN:** That's fine. And one more thing – what do I need to provide to rent an apartment with you? What documents, that kind of thing?
- LETTING AGENT:** Yes, of course. Um - do you have a job?
- KEVIN:** Yes. I work in a travel agency.
- LETTING AGENT:** Well, a reference letter from your employer, you know, saying you work for them, and a deposit, which is one month's rent, plus a fee of sixty pounds.

- KEVIN:** What's that for?
- LETTING AGENT:** It's an administration fee to cover the cost of preparing the contract.
- KEVIN:** OK. And one last thing, when would this apartment be available?
- LETTING AGENT:** It's empty now, so you could move in as soon as the contract was signed.
- KEVIN:** That's great. Thanks very much indeed. Bye.
- LETTING AGENT:** Goodbye, Mr Browne.

SECTION 2 (Track 6)

Questions 11–15

COUNCILLOR

SMITH: Good evening everybody. I wasn't expecting to see so many people. Clearly this is an issue of great local interest. Thank you all for coming.

Well, as you all know, I've come to talk about the council's plans for redeveloping the western part of the sea front.

Firstly, of course, the Queens' Parade Shopping centre is to be demolished. It was built on the cheap and in a hurry in 1953, and recently came third in a national newspaper's "ugliest buildings in the country" list, so I don't think anybody's going to miss it! The question was, what do we replace it with? Well, after consultations with the local community, we decided, as I'm sure most of you are aware, to replace it with a complex of small shops and workshops, plus a three-screen cinema. We particularly didn't want another bland, glass-and-steel shopping centre full of the same old chain stores as every other town centre. No. This is our chance to do something just a little bit different.

I'll start at the top. On the third floor will a café and a restaurant. Part of this will be open air, so people can enjoy meal or a cup of coffee in the fresh air, weather permitting, of course.

Below this will be the cinema, and below that on the first floor will be some much-needed Council offices – we're getting very cramped in the Town Hall, I can assure you!

On the ground floor will be twenty small shop units, ranging in size from twenty to fifty square metres. Also on the ground floor will be five workshop spaces, which we hope will attract small manufacturing businesses back to the town centre, providing some additional local employment.

Underneath the centre will be an underground car park – not a great big car park like in the present centre! Our aim is that most visitors to the centre will come on foot or by bus. In fact, the car park will be restricted to people working in the centre, and disabled visitors.

Then, and perhaps this is the most exciting part of the project, the beach in front of the new complex is going to be completely transformed. We're going to extend the beach. Yes, extend it! Ten thousand tonnes of sand is going to be brought in to make it into a proper beach instead of the dirty little strip of sand it is now. As well as being for the enjoyment of local people, we're hoping that a decent beach will attract more visitors to the town, and that has to be good for local businesses.

Questions 16–20

Now I must emphasise that these plans have not yet been finalised. That's what this meeting is about. Of course it's vital with a project like this that we have the support of local people. After all, we work for you, and it's your money that's paying for it.

So first of all, the plans for the new centre are going to go on display in the Town Hall. They'll be there from Monday the fifth of March until Friday the sixth of April. Plenty of time for anybody who's interested to get over there and have a look at them, I think.

There'll be a suggestions box in the same room as the plans. Anybody who has anything to say is welcome to fill in a suggestions form. These forms will be looked at and taken seriously, you can be sure of that.

Then on Tuesday April the tenth, there'll be another public meeting much like this one, and in this same place. It'll start at seven o'clock, and there'll be a chance for local residents to address the council. We'll also report back to you on the results gathered in the suggestions box.

Anyway, I'd now like to hand you over to...

SECTION 3 (Track 7)

Questions 21–25

TUTOR: Well, Maria, I have to say I was quite impressed by your essay. It's a big improvement on the last one.

MARIA: Really? I'm glad. I put a lot more work into this one. I really spent ages on it.

TUTOR: And it shows. You've addressed most of the problems I pointed out last time. In particular, the style and language are much more appropriate for an academic essay.

MARIA: So that aspect is OK?

TUTOR: Absolutely. If you carry on like this, you shouldn't have any significant problems in that department.

MARIA: That's a relief. I've been quite worried about that, although I've been reading a lot of other essays to try to get the right style.

TUTOR: Well, I'd say you've been successful. There are just one or two minor things you could look at. Your punctuation's quite basic. It's really just full stops and commas. And parentheses...

MARIA: Brackets?

TUTOR: ... Yes, brackets if you prefer. In academic writing, these are best used only occasionally, if at all. You use them rather too often.

MARIA: OK. I see.

TUTOR: And I'm sorry to mention it, but your spelling...

MARIA: I know, I know. But I'm working on a foreign computer. The spell-checker doesn't work for English.

TUTOR: Are you sure? Have you tried changing the setting to English?

MARIA: No I haven't.

TUTOR: Well, I should see if that's possible. I haven't marked you down this time, but, well, some of my colleagues are a bit old fashioned about spelling. I'd try to get that sorted out, if I were you.

MARIA: OK, I understand. I'll try to change the setting.

Questions 26–30

TUTOR: The only major problem I have with the content of your essay is the introduction. The introduction should, well, introduce the theme of the essay. You've put some of the most important points there. For example, this bit – the statistics about the growth of railways in the 1850s – that really should go in the main body of the essay. And so should this paragraph about changes in patterns of employment. In general, I'd say your introductory section should be no more than half as long as it is at the moment.

MARIA: OK. And I should move those points forward?

TUTOR: Precisely. And going back to the railways, they're one of the most significant factors for change in this period, but apart from those statistics in the introduction, you only briefly mention them. I'd like to see a lot more on that, and the influence the expansion of the railways had on patterns of social and economic behaviour.

MARIA: You mean, how with the railways, people could travel to find work, and could meet people from other areas?

TUTOR: Exactly. Then in the mid section, well, it's not a big thing, but this quotation from *The Times*...

MARIA: You think it's too long?

TUTOR: Well, you said it.

MARIA: I couldn't think of a way to shorten it.

TUTOR: Do you think it's really necessary?

MARIA: You mean I could just get rid of it?

TUTOR: Yes. You've already made the point and backed it up with other evidence. The quotation's redundant, really.

MARIA: OK. Well, that'll be easy.

TUTOR: There were various other minor points, which I've noted in the margins. You can look at those later. But moving forward to the end here... I wasn't quite sure what this meant?

MARIA: The final paragraph?

TUTOR: Yes. Are you saying that on the whole the changes of the mid nineteenth century tended to improve the lives of ordinary people or not? It's not very clear.

MARIA: It's not?

TUTOR: No, it isn't. I'd add a few lines clarifying your position.

MARIA: OK. When do you want the final draft?

TUTOR: Oh, the end of term will be fine. Um, but there was just one other thing. The bibliography – did you *really* read all these books?

MARIA: Erm... no.

TUTOR: Just the books you actually consulted will be fine. You don't need to include everything ever published on the subject!

MARIA: Right, OK. Thanks. Bye!

TUTOR: Goodbye.

SECTION 4 (Track 8)

Questions 31–40

INTRODUCER: Good evening. I'd like to introduce Laura Dunkeswell of the Feral Cat Association. Laura has just returned from spending three months in Italy, where she has been working with local organisations to improve conditions for some of the estimated one-and-a-half million ownerless cats currently thought to be at large there.

LAURA Thank you very much. The principal problem regarding this issue is much the same in Italy as it is in other countries – public awareness. The general public have become so used to the sight of ownerless cats in poor condition wandering their streets, that they simply don't recognise it as a problem. While some will put out scraps of food, the majority see feral cats in much the same light as, say, seagulls. A form of local wildlife which is of no particular concern to or responsibility of the human population.

Of course, there are plenty of individuals who do take responsibility for cats in their areas, providing appropriate food, emergency veterinary treatment and perhaps indoor shelter, but these people can only provide support for a fraction of the vast numbers of feral cats that exist.

So what's to be done? Find loving family homes for all feral cats? Well, that would be wonderful, of course, but unlikely to happen any time soon. The two main focuses of our work are sterilisation and education.

Sterilisation is usually only performed on female animals. It may seem a drastic intervention, but it benefits both the sterilised cats who will not have to suffer the health consequences of endless pregnancies, and also the feral cat population as a whole, as controlling numbers reduces competition for whatever slender resources of food

may exist. Animals to be neutered are captured and sedated at the point of capture to minimise their stress and discomfort. They are then taken to a temporary centre set up by a local organisation, and the operations are carried out under anaesthetic by trained veterinary surgeons, all of whom kindly donate their time.

Now, while domestic cats can recuperate in the comfort of their owners' homes, feral cats have no such luxury. They are kept at the centre for around 24 hours, then returned to the locality from which they came. Dissolving stitches are used, and each cat that has been operated on has the tip of one ear clipped – a sign that the animal has already been neutered.

A few animals have been electronically tagged, and their progress monitored. In general, it has been found that neutering does not diminish an animal's chances of survival. On the contrary, the evidence suggests that sterilised females have a significantly improved chance of remaining in adequate health.

The other focus of our work is, as I said, education – publicising the issue and raising awareness. Our current poster campaign is a translation of the widely-used slogan "A kitten is not just for Christmas." At present resources are rather limited, but, funds permitting, a campaign of radio advertisements is planned, perhaps in the run up to next Christmas, reminding people that families may quickly become bored with the responsibility of owning a domestic animal. Last year we used newspaper ads, featuring pictures of emaciated strays, and highlighting the fact that abandoning an animal simply transfers your problem to somebody else.

Which leads me on the final point I'd like to make. Organisations such as ours are sometimes depicted as being mainly for sentimental animal lovers. Well, I make no apology for that, but our work has a wider importance than the welfare

of cats. Ownerless cats tend to quickly fall into ill-health, and can become a health-hazard in various ways, including the spreading of disease and parasites. Children can be especially vulnerable to this, as they are more likely to handle an infected or infested animal.

INTRODUCER: Thank you very much, Laura.

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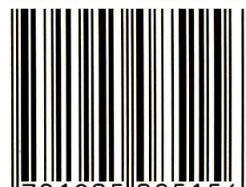


Jon Marks has taught English in several countries and has extensive experience of preparing IELTS classes. He has authored several ELT publications and currently divides his time between Italy and the UK.



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