INTRODUCTION

THE LISTENING MODULE

Introduction
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Where are they?
Why are they speaking?
UNIT 2 Listening for specific information
What are the key words?
IELTS Section 1 task - table and note completion
IELTS Section 1 task - form filling
UNIT 3 Identifying detail
When do we need to listen for detail?
IELTS Section 1 task - multiple-choice pictures
UNIT 4 Identifying main ideas
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What are the main ideas and how are they developed?
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THE READING MODULE

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Paragraphs
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IELTS task - chart/table completion
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Multiple choice
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IELTS task - paragraph headings
Introduction

WHO IS THIS BOOK FOR?

*Insight into IELTS* has been designed as a course book for an IELTS preparation course. However, it is equally appropriate as a self-study resource book for students wishing to improve their IELTS skills on their own as it contains helpful advice, sample IELTS material throughout the units and detailed answer keys.

The book is appropriate both for learners seeking to enter an English-speaking university, school or college, as well as for people who may need to provide an IELTS score for the purposes of immigration to an English-speaking country. The book is targeted at students of approximately Band 6 level; however, the earlier units in each section are designed for lower-level learners or students not familiar with the IELTS test format, while the later units are intended to stretch the stronger candidates beyond their immediate IELTS needs and enhance their language skills overall.

CONTENT OF THE BOOK

The book consists of four parts:

- Listening, Reading, Writing and Speaking sections
- Supplementary activities for each unit
- A complete practice test
- Recording Script and Answer Key

Taken as a whole, the book contains ample classroom-based material within the units for a preparation course of between 40 and 50 hours. When used with the Supplementary activities which accompany each unit, the material will last much longer.

The first part of the book is divided into four sections: Listening, Reading, Writing and Speaking, to reflect the format of the test, and these are broken down into manageable units. Each section begins with an overview of the IELTS test and students who work their way through the book will become familiar with all question types and tasks that they are likely to meet in the test. The skills covered are not restricted to test-taking strategies alone but also reflect the broader range of language that students will encounter in an English-speaking environment, whether at university or in the wider community.

The units contain class and pair activities and the opportunity for individual practice. Teachers may choose to work systematically through each section, taking advantage of the graded approach, or, alternatively, select material to suit their learners' needs as required.

The Supplementary activities can be used to expand the units as follow-up work in class or as homework exercises. For students working on their own, they provide further opportunity to practise and consolidate the language covered in each unit or they can help students to structure their revision schedule once they have covered the units in the first part of the book.
The final part of the book offers a full practice IELTS test which is accompanied by a band conversion table (on page 189) to allow students to assess their approximate level in the Reading and Listening sections from their performance in this test.

A Recording Script is provided for the Listening units and the Listening part of the practice test and this is annotated to show where the answers are located in the text.

A thorough Answer Key is provided for all sections of the book, including the practice test. The Key provides a framework of support to ensure that students can receive feedback on all activities and exercises undertaken. It includes a selection of model Band 9 answers to a number of the writing questions. We would like to stress that these model answers represent only a sample of the many possible ways of approaching the writing tasks, but we hope that learners will find them a useful guide.

ABOUT THE TEST

There are two versions of the IELTS test.

<table>
<thead>
<tr>
<th>Academic Module</th>
<th>General Training Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>for students seeking entry to a university or institution of higher education offering degree and diploma courses</td>
<td>for students seeking entry to a secondary school, to vocational training courses or for people taking the IELTS test for immigration purposes</td>
</tr>
</tbody>
</table>

Note: All candidates must take a test for each of the four skills: listening, reading, writing, and speaking. All candidates take the same Listening and Speaking modules but may choose between the Academic or General Training versions of the Reading and Writing sections of the test. You should seek advice from a teacher or a student adviser if you are in any doubt about whether to sit for the Academic module or the General Training module. The two do not carry the same weight and are not interchangeable.

TEST FORMAT

<table>
<thead>
<tr>
<th>Listening</th>
<th>4 sections, 40 questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 minutes + 10 minutes transfer time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Reading</th>
<th>General Training Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 sections, 40 questions</td>
<td>OR</td>
</tr>
<tr>
<td>60 minutes</td>
<td>3 sections, 40 questions</td>
</tr>
<tr>
<td>OR</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Writing</th>
<th>General Training Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 tasks</td>
<td>OR</td>
</tr>
<tr>
<td>60 minutes</td>
<td>2 tasks</td>
</tr>
<tr>
<td>OR</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking</th>
<th>11 to 14 minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total test time</th>
<th>2 hours 55 minutes</th>
</tr>
</thead>
</table>
GENERAL LISTENING STRATEGIES

When you go to university you will have to interact with many different people in a number of situations. The IELTS Listening test is designed to reflect some of these real-world listening situations. The level of difficulty increases through the paper and there is a range of topics and tasks which test your comprehension skills, e.g. listening for specific information, such as dates and place names, listening for detail, understanding gist and understanding speaker attitude/opinion. As you work your way through the Listening units of this book, you will be introduced to a wide range of IELTS question types and additional exercises to help improve your overall listening strategies.

LISTENING FOR IELTS

Listening Test Format

Section 1: A conversation between two speakers in a social or semi-official context.
Section 2: A talk by a single speaker based on a non-academic situation.
Section 3: A conversation with up to four speakers based on academic topics or course-related situations.
Section 4: A university-style lecture or talk.

The Listening test is the first part of the IELTS examination and takes place at the beginning of the day. It takes about 40 minutes and consists of four recorded sections, each covering a different type of language and context. There are 10 questions in each section and you will be given time to read these questions before you listen to each part. As you will hear each recording once only it is very important to understand exactly what you are being asked to do in each question. The question types vary and focus on a variety of different listening skills. For example, some questions involve completing a form, chart or diagram, others require you to select pictures which represent what you have heard. In addition there are note-taking exercises and multiple-choice questions. All aspects of the Listening test, as well as additional skills, are covered in this book.
In order to understand what people are saying, it helps to know what their relationship is to each other and to you as the listener. The language we choose to use will depend on our relationship to the other speakers, e.g. we use different language to talk to a family member as opposed to a teacher or a salesperson. Knowing the context of a conversation also helps us to understand the language because it helps us to anticipate what the speakers are going to talk about.

Pre-listening

- Look at the following pictures. Try to work out who the people are, where they are and why they are speaking to each other.
- Can you imagine what they are saying? Write some words in the speech balloons.
- How did you decide what the people were saying?
- Compare what you have written with your partner.
**EXTRACT 1**

- Listen to Unit 1, Extract 1. There are ten short conversations and one example. As you listen, complete the table to show who the speakers are and why they are speaking. The first one has been done as an example.

<table>
<thead>
<tr>
<th>Conversation Number</th>
<th>Who are the speakers? (Relationship)</th>
<th>Why are they speaking? (Purpose)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Customer/Sales assistant</td>
<td>Customer is asking where men's department is</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Follow-up: Spoken and written language**

- Make a list of the types of language you hear spoken every day both in your own language and in English. Divide the list into two columns showing language which is spontaneous or unprepared and language which was probably written to be read out loud. Then discuss the questions below with a partner.

  Unprepared spoken language
  - e.g. talking to family & friends
  - asking directions

  Read out loud
  - radio news

  11 What are the main differences between spoken language and language which was written to be read out loud? Is it harder to understand one than the other?

  12 Why is it more difficult to understand people when they speak on the telephone? How is this similar to listening to a recorded conversation?

  For further practice, do the Supplementary activity on page 109.
Listening

UNIT 2 Listening for specific information

- What are the key words?
- What type of words are they?

Sometimes when we listen, we are only interested in finding out very specific information such as dates and times, names or key words. It helps us to understand, if we can work out what kind of words we are listening for.

EXTRACT 1

- Look at the telephone message pad below. It comes from a house where a number of students live together.
- Discuss what information you need to listen out for in each message. If possible, write what type of word that is in the right-hand column.
- Listen to Unit 2, Extract 1 and complete the task.

### Telephone messages

<table>
<thead>
<tr>
<th>A</th>
<th>Julia confirming dinner on (1) at (2)</th>
<th>Type of word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>day/date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>time/place</td>
</tr>
<tr>
<td>B</td>
<td>(3)帏...ready.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cost of repairs (4)</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>(5)帏...called.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Textbook is (6)</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Nick needs his (7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take them to college before</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Dr Boyd is ill with (9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New appointment on (10)</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Supermarket has found (11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collect them at (12)</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Sam rang. (13)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For Prof. Hall on Saturday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Please call this number: (14)</td>
<td></td>
</tr>
</tbody>
</table>
IELTS Listening Section 1

Table and note completion

How to approach the task

► In Section 1 of the IELTS Listening test you will hear a dialogue. One of the speakers may be seeking factual information such as names or dates which you will have to identify or note down. Alternatively you may have to select the right picture, fill in a form or complete some notes.
► Before you listen, look at the task below and decide what sort of information you are listening for.
► Answer the questions as you listen.

Questions 1-10

Complete the table and the notes below using NO MORE THAN THREE WORDS for each answer.

<table>
<thead>
<tr>
<th>Name of cruise</th>
<th>Highlight Cruise</th>
<th>Noon Cruise</th>
<th>(1) Cruise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price per person</td>
<td>$16</td>
<td>(4)</td>
<td>$25</td>
</tr>
<tr>
<td>Departure times</td>
<td>(2)</td>
<td>12.00</td>
<td>(6)</td>
</tr>
<tr>
<td>Included in the price</td>
<td>(3)</td>
<td>(5)</td>
<td>coffee and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(7)</td>
</tr>
</tbody>
</table>

Jetty No. 2 is situated (8)
The commentary is in (9)
The lady recommends that they (10)
IELTS Listening Section 1
Form filling

An IELTS Listening section will often contain more than one type of task, e.g. multiple choice and gap filling.

How to approach the task

- Look at the task below, which consists of a form with some information missing. Try to work out the possible context of the language from the task. Who could the speakers be? Why are they speaking?
- What role will you be playing when you complete the task? What sort of information will you be listening for?
- You only hear the extract once in the real test, so read the questions carefully before you listen.

Questions 1-10

Listen to the telephone conversation and complete the form below. Write NO MORE THAN THREE WORDS OR A NUMBER for each answer.

---

**Golden Wheels CAR RENTALS**

**CUSTOMER REQUEST FORM**

| Customer's name (1) | | |
| Address (2) Flat 26, Richmond | |
| Telephone (3) | |
| Driver's licence number (4) | |
| Date for collection of vehicle (5) | |

Circle the correct answer.

| (6) Type of car chosen | A small car | B four-wheel drive | C family car |
| (7) Number of days required | A one day | B three days | C seven days |
| (8) Agreed cost per day | A $50.00 | B $65.00 | C $70.00 |
| (9) Pick up from | A city | B hotel | C airport |
| (10) Method of payment | A cheque | B credit card | C cash |
Follow-up

- Look at the three forms below. Choose one and write a short dialogue to accompany it. Imagine that one of the speakers in your dialogue is asking questions and completing the form. Make sure that your dialogue includes enough information to allow the listener to complete the form.
- Read your dialogue to two other classmates. They must complete the form while they listen.

For further practice, do the Supplementary activity on page 109.
Listening

UNIT3 Identifying detail

When do we need to listen for detail?

Why is detail important?

If someone is describing an object like an umbrella, it is the detail in the description, such as the colour or a reference to the shape, which allows us to differentiate it from another umbrella. So we need to listen carefully for the words which describe the detail.

Pre-listening

Look at the pictures of the umbrellas, which are similar but not the same, and describe one to your partner. Is it clear which umbrella you are describing? These words may help you: spots, stripes, handle, curved, straight, point, pointed.

EXTRACT 1

IELTS Listening Section 1
Multiple-choice pictures

How to approach the task

- Look at the task on the following page. In each case there is a question followed by three pictures. Try to work out the possible context of the language from the words in the questions and the pictures.
- Decide what information you should listen out for.
- Answer the questions as you listen.
Questions 1-6

Circle the appropriate letter.

Example: What was Jill's job in Hong Kong?

1. Which picture shows Gerry?

2. Where were Gerry and Sue married?

3. Which picture shows Sue's sister's children?

4. What time should Jill arrive for dinner?

5. What type of accommodation does Sue live in?

6. Which bell must you press?

For further practice, do the Supplementary activity on page 109.
Listening

UNIT 4 Identifying main ideas

- What are the speakers talking about?
- What are the main ideas and how are they developed?

When we take part in a conversation or listen to other people, we subconsciously separate the information that we need or that interests us from the rest of what we hear. In other words, we separate the main ideas from the supporting detail. Sometimes people use an introductory phrase to attract our attention and to give some clue to the topic.

EXTRACT 1

- Look at the chart below. You will see that the situation and speakers have already been identified. Try to guess what the speakers might say from this information. This is not always possible. Why?
- Listen to Unit 4, Extract 1 and make a note of the words used by the first speaker to attract attention. Write this in the Introductory phrase column.
- Listen to the extract a second time and fill in the rest of the grid, briefly noting the topic and showing how the speakers develop this topic. The first one has been done for you as an example.

<table>
<thead>
<tr>
<th>Example</th>
<th>Situation</th>
<th>Introductory phrase</th>
<th>Topic?</th>
<th>How does the topic develop?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Department store: customer and sales assistant</td>
<td>Guess who I saw today?</td>
<td>Meeting an old teacher</td>
<td>Talk about teacher's appearance</td>
</tr>
<tr>
<td>2</td>
<td>Husband and wife talking about the children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Radio news item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Two friends making plans for an outing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Two students chatting in university canteen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>University librarian and student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Sports equipment shop: assistant and two teenagers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Vice Chancellor of a university speaking at a ceremony</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Follow-up

- Work with a partner. Select one of the pictures from the group of pictures below.
- Decide on a topic for the characters in the picture you have chosen.
- Write a short dialogue (4-5 lines) to accompany the picture. Try to write an appropriate introductory phrase or greeting for the first speaker.
- Act out the dialogue to two other classmates. Could they guess which picture it matches?

![Picture A]

![Picture B]

![Picture C]

EXTRACT 2

IELTS Section 2  Multiple choice and note completion

In Section 2 of the IELTS Listening test you will hear one person giving a talk on a topic of general interest. As well as listening for specific information, you may be asked to interpret the speaker's ideas. You will therefore need to follow the talk carefully and be prepared to separate the main ideas from the supporting detail.

How to approach the task

- Look at the questions below and try to work out from the vocabulary used what the topic is.
- Now read the questions carefully to find out what sort of information you need to listen out for,
- Underline in pencil the important words in the multiple-choice questions before you listen. This will help to focus your listening,
- Answer the questions as you listen.

Questions 1-5

*Circle the correct answer.*

1 The weekly radio programme is on
   A topics suggested by listeners.
   B local news items.
   C listeners' hobbies.
2 The process of stamp production is
A difficult.
B expensive.
C time consuming.

3 In the search for suitable subjects, people are invited to
A research a number of topics.
B give an opinion on possible topics.
C produce a list of topics.

4 Topics are sent for final approval to
A a group of graphic artists.
B the Board of Directors.
C a designers' committee.

5 Australian artists receive money
A only if the stamp goes into circulation.
B for the design only.
C for the design and again if it is used.

Questions 6-8
Complete the notes using NO MORE THAN THREE WORDS for each answer.

Stamps must represent aspects of (6)
e.g. characters from literature or examples of wildlife.
There are no (7) on Australian or
British stamps.
A favourite topic in Britain is (8)

Questions 9-10
Circle the correct answer.

9 The speaker says that
A many people produce designs for stamps.
B few people are interested in stamp design.
C people will never agree about stamp design.

10 The speaker suggests that
A stamps play an important role in our lives.
B too much attention is devoted to stamp production.
C stamps should reflect a nation's character.

For further practice, do the Supplementary activity on page 110.
UNIT 5 Seeing beyond the surface meaning

What does the speaker mean exactly?

How can we interpret intonation?

People do not always say exactly what they mean. As listeners we must learn to interpret the words people use as well as their intonation patterns. In this unit, we will investigate some ways of seeing beyond the surface meaning of spoken language while following a conversation.

Pre-listening

- Look at the following sentence: /thought the assignment was due in on Thursday.
- Try saying it in three different ways, to produce three different meanings. What are the three meanings? Discuss these with your partner.
- Try creating a similar short statement. See if you can vary the meaning by changing the word stress.
- Read your statements to your partner. Can you hear the differences in meaning?

EXTRACT 1

- Look at the chart below and note the headings of the different columns.
- Listen to Unit 5, Extract 1, which consists of an example and eight short, independent dialogues. As you listen, answer the focus question Yes or No.
- Discuss what indicators or language features helped you to interpret the real meaning of the speakers.

<table>
<thead>
<tr>
<th>Example</th>
<th>Focus question</th>
<th>Yes/No</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is the weather fine?</td>
<td>No</td>
<td>Her hesitation Rising intonation - uncertainty</td>
</tr>
<tr>
<td>2</td>
<td>Is the girl trying to avoid the date?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Was the man satisfied with the phone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Are university fees going to rise?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Does the woman want to see the computer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Is the boy very sick?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Did the woman like the movie?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Is the teacher pleased with the boy's work?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre-listening

- Look at the three posters advertising a student debate,
- Discuss what each of the posters means. Ask your teacher to explain their possible meaning if this is not clear. In these three cases, there are two possible sides to each argument.
- Make a list of things which could be said on either side of the argument for each poster. This will help you to understand Extract 2.
- Report back to the class.

**EXTRACT 2**

In Section 3 of the IELTS Listening test you will have to follow a conversation with more than two speakers. In this extract you will hear a conversation between three friends who live in a student house together, Richard, Sue and Frank. They are having a conversation about how the government should spend public money. There are two tasks to accompany this listening extract.

Task 1

- Listen to the conversation. As you listen, complete the grid below by placing a / in the box next to the name of the speakers each time they speak. Which of them speaks most often?
Task 2

- Now look at the questions below. Read them through carefully and underline any words that you think will help to focus your listening.
- Listen to the extract a second time and circle the correct answer for each question.

1. The person at the door is
   A. looking for work,
   B. asking for money,
   C. looking for the hospital.
   D. visiting her friends.

2. Frank thinks the hospital should be financed by
   A. local residents.
   B. a special health tax.
   C. the state.
   D. private companies.

3. Richard thinks Sue's view on hospital funding is
   A. acceptable.
   B. predictable.
   C. uninteresting.
   D. unreasonable.

4. Sue's attitude towards the government's spending is
   A. disapproving.
   B. indifferent.
   C. understanding.
   D. impartial.

5. Frank thinks that space research
   A. is only for scientists,
   B. is moving too slowly.
   C. has practical benefits.
   D. has improved recently.

6. In talking about space travel, Frank
   A. displays his pessimism.
   B. reveals an ambition.
   C. makes a prediction.
   D. refers to a book.

7. Sue thinks work is important because it
   A. reduces the levels of crime.
   B. gives individuals pride in themselves.
   C. helps people find homes.
   D. reduces the need for charity.

8. Richard's overall attitude is
   A. helpful.
   B. bitter.
   C. disinterested.
   D. sarcastic.

For further practice based on this extract, do the Supplementary activity on page 110.
• What are 'signpost words'?

• How do they help us to understand?

Good public speakers and lecturers illustrate the stages of their talk through the use of 'signpost words'. Being able to identify and follow the signpost words will help you to understand formal spoken English.

Pre-listening

As with writing, speakers make use of special words to help introduce ideas and to provide a framework for what they are saying, especially in formal speech, such as a lecture or a talk. We can think of these words as 'signpost words' because they direct our listening; in other words, they warn us that more information is coming and suggest what kind of information this may be: e.g. additional, positive, negative, similar, different. They may also introduce examples of a main point made earlier.

• Look at the sample of unfinished 'spoken' text below. It starts with the signpost word while, which suggests that there is a contrast or opposite to follow.

( While a great deal has been achieved in the area of cancer research, there ... )

This sentence could be completed with the words: ... /5 still a lot we do not understand about cancer.

Here are some possible 'directions' that the signpost words can take you in.

a Leading towards a comparison
b Leading towards a contrast or opposite
c Introducing an example of what was said earlier
d Suggesting cause and effect or result
e Providing additional information
f Setting out the stages of a talk

• First, read the sentences 1-10 on the next page and identify the signpost words and the direction (a-f above) that the words are taking you in. Then go on to the pair activity that follows.
1. Incoming governments often make promises which they cannot keep. For instance ...

2. Every Roman town had at its centre a forum, where people came together to conduct their official and religious affairs. In addition, the forum ...

3. The meteorological office predicted rain for the two weeks of the Olympic Games. In consequence, ...

4. Learning a foreign language can be difficult and at times frustrating. However, ...

5. Not only did the Second World War result in the displacement of millions of innocent civilians, it ...

6. Despite the efforts of the government to reduce the incidence of smoking among teenagers and young adults, I regret to say that smoking ...

7. This is how to approach writing an essay. First, you should read the question carefully. Then ...

8. No matter how hard you try to justify the sport of fox hunting, the fact remains that ...

9. Firstly I would like to talk about the early life of J. F. Kennedy. Secondly ... and thirdly ...

10. On the one hand, it may be advisable to study hard the night before an exam; on the other hand, ...

---

* Try to complete the unfinished statements above by creating an ending which makes sense in each case, using the signpost words in the text to guide you.
* Read the finished texts out loud to your partner so that you can practise the intonation patterns which go with the signpost words. Make sure your voice rises and falls in the right places to reflect your intended meaning.

**EXTRACT 1**

You can check the intonation patterns by listening to Unit 6, Extract 1, which gives some possible ways of completing the sentences.
IELTS Section 3 Listening takes the form of a conversation between two or more people discussing an academic topic. Unlike the dialogues in Section 1, where the speakers are discussing everyday topics, Section 3 will require more careful attention to the conversation or argument being expressed. In the following example, you will hear an extract from a university tutorial with four speakers taking part. First look at the questions below and make sure you understand exactly what you have to label on the diagram.

Questions 1-3
Complete the notes. Use NO MORE THAN THREE WORDS for each answer.

ROVER ROBOT

The robot does the work of a (1).............. It looks like a (2).............. on wheels. It weighs 16.5kg and travels quite (3)..................

Questions 4-7
Label the diagram of the rover robot.
Write NO MORE THAN THREE WORDS for each answer.

(4)..............

(6)..............

(7)...................... wheels

(5)......................

Questions 8-10
Complete the notes. Use NO MORE THAN THREE WORDS for each answer.

The cover cannot be steered in real time because of the (8).............. Scientists decide on a (9)........................ for the rover. Mars is similar to Earth because it may have (10)......................

For further practice, do the Supplementary activity on page 110.
UNIT 7 Being aware of stress, rhythm and intonation

- How do intonation and word stress help us to understand?
- Public speakers and lecturers make use of stress, rhythm and intonation patterns, along with signpost words, to divide their information into 'chunks' of meaning. Learning to recognise these speech patterns will help you to understand formal spoken English whether you are listening to a live or a recorded talk.

Pre-listening
- Try saying the following telephone numbers. Notice how your voice goes up after each group and then drops as you come to the end of the whole number.

5849 3714 *612 9983 4721 *01223 460278 *33 76 49 52 98 *0412 613612

Speakers normally use an upward intonation if they have more to add and let their voice drop when they come to the end of that piece of information.

EXTRACT 1

- Look at the five extracts below, taken from different lectures and mark in pencil the words which you think should be stressed and where your voice should rise and fall.
- Read the extracts out loud to your partner, as if you were giving a talk or a lecture, paying particular attention to the intonation patterns needed to keep the listener interested and to ensure that the meaning is clear. After you have both read each extract, listen to the recording and compare it with your versions.
- Try recording your own voice and then listen to yourself.

A Urban society began when hunter-gatherers learnt (a) how to farm land, (b) how to domesticate animals and (c) how to build permanent structures to act as shelter.

B There are three levels of government in Australia: firstly, there is Federal Government; then there is State Government and thirdly we have Local Government.

C There are three levels of government in Australia: firstly, there is Federal Government, which looks after issues of national importance such as immigration and defence. Then there is State Government located in each capital city, and which has responsibility for such things as education, the police and urban and regional planning, and thirdly we find Local Government, which controls services such as waste collection, public libraries and childcare centres.

D Was Napoleon poisoned or did he die of natural causes? The Napoleonic Society of America, an association of historians and collectors, has given a modern twist to this debate. They have done this by revealing the results of chemical analyses of hair said to have come from the head of the French emperor.

E The many forms and styles of handwriting which exist have attracted a wide range of aesthetic, psychological and scientific studies, each with its own aims and procedures. Moreover, each of the main families of writing systems (European, Semitic, East Asian) has its own complex history of handwriting styles.
IELTS Listening Section 4 Following a flow chart

Section 4 of the Listening test is always a lecture or a talk of some kind. In this example, you will hear the introduction to a lecture on child language acquisition. The speaker provides a framework for his talk using a number of signpost words.

How to approach the task

- Read the notes carefully to get an idea of the content and direction of the talk.
- Notice how the notes form part of a flow chart to reflect the format or organisation of the talk.

Questions 1-10

Complete the notes below. Use NO MORE THAN THREE WORDS for each answer.

Example

The Study of Child Language Acquisition

- Fascinating because people have (1) ___________ in children’s learning
- (2) ___________
- (3) ___________

because it leads to greater understanding of language

because of the difficulties encountered

Part 1 of talk

Discussion of

includes the use of diaries,

(4) ___________

(5) ___________

Speech in infants under one year - child becomes aware of own

Speech in children under 5 years - linguistic (6) ___________ becomes

Part 2 of talk

(7) ___________ to development of linguistic skills

- Teaching (8) ___________ language
- Teaching (9) ___________
- Teaching (10) ___________

For further practice, do the Supplementary activity on page 110.
EXTRACT 3

QUESTIONS 1-3
Complete the table below using NO MORE THAN THREE WORDS in each space.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Brought by</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>settlers</td>
<td>for food</td>
</tr>
<tr>
<td>fox</td>
<td>settlers</td>
<td>(2)</td>
</tr>
<tr>
<td>cane toad</td>
<td>(3)</td>
<td>to kill beetles</td>
</tr>
</tbody>
</table>

QUESTIONS 4-5
Complete the flow chart using NO MORE THAN THREE WORDS in each space.

<table>
<thead>
<tr>
<th>Beetle lays eggs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eggs become grubs.</td>
</tr>
<tr>
<td>Grubs eat (4)</td>
</tr>
<tr>
<td>Sugar cane (5)</td>
</tr>
</tbody>
</table>

QUESTIONS 6-10
Circle the appropriate letter.

6. The cane toad originated in
   A. Central America.
   B. Hawaii.
   C. Australia.

7. In Australia, the toads
   A. grew extremely large.
   B. multiplied in number.
   C. ate the cane beetles.

8. The farmers’ plan failed because
   A. there were too many beetles.
   B. their own research was faulty.
   C. they believed reports they read.

9. The sugar cane industry
   A. thrives today.
   B. has died out in some areas.
   C. survives alongside the beetle.

10. The second lesson to be learned from this story is that
    A. the environment is constantly at risk.
    B. first-hand research is not always necessary.
    C. caution is necessary when dealing with nature.
GENERAL READING STRATEGIES
When you go to university or college you may be overwhelmed by the amount of reading you are expected to do. You will have to do a lot of this reading on your own and you will need to be able to read *discriminatingly*. This means you will have to be selective about what you read. You will need to have the skills required to *focus in on* the information that is important to you and to *skim through* the information that isn't.

READING FDR IELTS
The IELTS examination tests your ability to read between 1500 and 2500 words in a fairly short period of time in order to find out certain information. In both the Academic and the General Training modules, you are given 60 minutes to answer a total of 40 questions. The texts and items are graded in terms of difficulty. If you can identify the reading skills being tested in each set of questions, and if you have some mastery of these skills, you will have a better chance of completing the Reading test successfully.

Academic Reading Module
The test has three reading passages and each of the passages is accompanied by a set of questions. There may be more than one type of question in each set. For example, you may be asked to find detailed information in a text in order to complete sentences; you may have to identify views and attitudes within a text; you may have to understand how something works and complete a diagram or chart. The passages may be written in a variety of different styles, such as argumentative, descriptive, narrative, discursive, etc.

General Training Reading Module
The test has three sections. Section 1 contains two or more texts which are based on social situations. Section 2 contains two texts based on course-related situations and Section 3 contains one text that tests general reading comprehension. The question types are similar to those in the Academic module. The texts in the first two sections are most likely to be descriptive and factual. The text in the third section may contain some argument.

If you are studying for the General Training modules you should begin with Reading Units 8 and 9.
UNIT 1 Orientating yourself to the text

In the IELTS test you are given texts to read which someone else has chosen for you. So it is important to skim through each text asking yourself the sort of questions that will help you understand it quickly.

• Re-read the introduction to the Reading module on the previous page and answer the following questions:
  1. What subject is the text about?
  2. Why was the text written?
  3. Who was it written for?
  4. Why would somebody read this text?
  5. What type of text is it?

These are critical questions that help you to orientate yourself to the text.

TITLES AND SUB-HEADINGS

Nearly all articles that you read in magazines and newspapers will have a title (unless it has been removed for a particular reason). Many will also have a sub-heading.

• Read this title and sub-heading which introduce a magazine article:

The Dynamic Continent
The constantly changing landscape of Antarctica is a challenge to cartographers*. 

Adrian Fox and Janet Thomson report.

6. What is this article about?
7. What kind of person would be interested in this article?
8. What do you expect to read about in the first paragraph?

• Now read the first paragraph of the article:

IN MOST AREAS of THE WORLD, certainly in Europe, both the physical landscape and the maps of it are relatively stable. Map revision is usually concerned with manmade features, such as buildings and roads. This is not true of Antarctica. The Antarctic ice sheet is a dynamic entity and cartographers have to contend with big and rapid changes in the physical...
9 What is the writers' purpose in the first paragraph?
10 Is there a sentence that best summarises the main idea in this first paragraph?

These are the types of questions that you can ask yourself when you first read a text. They form part of our reading strategies.

• Read this title and sub-heading and discuss Questions 6-8 above with a partner:

WHY WE MUST BE STEWARDS OF OUR SOIL
Managing this neglected resource is vital to our future, says John Houghton

*a person who manages something (like a park or property)

• Now read the first two paragraphs of the article:

Soil, air and water are the three essentials for life on land. But environmental policies have often taken soil for granted. Soil is of vital importance because we use it to produce our food. It is also an integral part of the landscapes and habitats we value so highly in the countryside.

We published our report, Sustainable Use of Soil, this week. In it, the Royal Commission on Environmental Pollution set out to establish what the effects would be if current human activities that affect soils, and present trends, continued unchanged for the next 100 years.

11 What do you learn about the writer and his purpose in the second paragraph?
12 How do you expect the article to continue?
13 How do you think the style of this article may be different from 'The Dynamic Continent'?

It is important to gradually build on your understanding of the information that is provided in each paragraph of a text. If you begin your reading by asking the type of questions you have met in this unit, you will begin to interact with the text immediately and you will be off to a good start.

For more practice in reading titles and sub-headings, do Exercise A in the Supplementary activities on page 111.
As you read through each paragraph of an article, you gradually build on your understanding of what the writer is trying to say.

14 How does paragraphing help you do this?
15 When you first read a text, what should you look for in each paragraph?
   • Read the title and sub-heading of the following article and discuss the content.
   • Then go on to read the whole article.

The Undersea World of Sound

Snorts, dicks, whistles, groans – tune in to the long-distance language of the ocean

The vast oceans of the world are dark, deep and mysterious places where eyesight counts for little as soon as you venture very far beneath the surface.

For humans, who live in a world dominated by visual stimuli, to exist in such conditions would be impossible. But for whales and dolphins that live in the ocean or, in the case of a few species, muddy rivers and estuaries, the darkness is unimportant. What is crucial to them is sound.

Sound is an efficient way to transmit and sense information, especially as it travels five times faster through water than through air. If humans shout to someone, it is unlikely that they will be heard a kilometre away. But if a whale ‘shouts’ in an ocean channel, another whale may hear it tens, if not hundreds of kilometres away.

Whales and dolphins use sound in two ways: for communication and for echolocation. Dolphins, porpoises and toothed whales communicate through a wide variety of high-frequency sounds – pure tone whistles, pulsed squeals, screams or barks – generally at frequencies of 500Hz to 20kHz (where a hertz is a cycle per second and a kilohertz a thousand).

But as well as using sounds to communicate, toothed whales and dolphins also rely on echolocation to learn about their immediate environment, including prey that might be lurking nearby. They produce intense short broad-band pulses of sound in the ultrasonic range of between 0.25 and 220 kHz. These clicks are brief - typically less than one millisecond long - but they are repeated many times each second.
• Using a pencil, underline what you think is the key idea in each paragraph.
• Write a short paragraph that summarises the article.

16 What is the writer trying to do in the article?
A explain the function of whale and dolphin sounds
B account for the development of underwater sounds
C compare the sounds made by whales and dolphins
D give the results of his studies on underwater sounds

• Read the following opening to an article:

THE DOMINANT FORMS of fictional narrative in our culture are the novel, the stage play and the motion picture (including television drama). I have had some experience of all three. I have been writing prose fiction for more than 30 years and think of myself primarily as a novelist. But some years ago I wrote a stage play which has had three professional productions; and over the same period I have adapted novels for television. Drawing upon that experience I want to explore what makes a writer tend towards one narrative medium rather than another, and what draws people to cross over from one to another.

17 An appropriate title for this paragraph would be
A My life as a novelist
B The difficulties of adaptation
C Examining the choices writers make
D A cultural perspective on entertainment

Now do Exercise B in the Supplementary activities on page 111.
If you are asked to find a particular detail or piece of information in an IELTS passage, you will need to **skim** through the text fairly quickly, **scanning** for clues as to where the information might be found. This means you will need to read **faster than your normal pace**. There are a variety of IELTS question types that test your ability to extract specific information or details from a text. In nearly all cases, the information required is factual.

**SHORT-ANSWER QUESTIONS**

In this type of task, the questions test your ability to locate the right information in an article or passage. When you meet a set of short-answer questions in IELTS, you should read them carefully, before you go back to the text. In this way, you will know what you are looking for.

- Read through the following set of questions which are based on an article about sand. Underline the key words in each question.

  1. What TWO substances made, by humans are mentioned in the text?
  2. Which part of a grain of sand have scientists measured?
  3. What TWO factors determine the shape of a piece of sand?
  4. How was the beach on Kamoama Island created?
  5. Where, according to the text, can fine sandy beaches be found?
  6. Who argues that sand is more efficient than coastal technology?

- Discuss what you have underlined in class.

  7. Which answer do you think will be quickest to find in the text? Why?
  8. Which answer(s) do you think will be hardest to locate in the text? Why?

- Read the article on the following page and underline the answers to Questions 1-6. Do this in ten minutes if you can.

---

**TEST TIP**

In a block of short-answer questions you will find that the answers occur in the text in the same order as the questions, i.e. you will come across the answer to question 1 first, and so on. Remember that when you move on to another block of questions you may have to start reading from the beginning of the text again.
When you're on the beach, you're stepping on ancient mountains, skeletons of marine animals, even tiny diamonds. Sand provides a mineral treasure-trove, a record of geology's earth-changing processes.

Sand: as children we play on it and as adults we relax on it. It is something we complain about when it gets in our food, and praise when it's moulded into castles. But we don't often look at it. If we did, we would discover an account of a geological past and a history of marine life that goes back thousands and in some cases millions of years.

Sand covers not just sea-shores, but also ocean beds, deserts and mountains. It is one of the most common substances on earth, and it is a major element in man-made materials too - concrete is largely sand, while glass is made of little else.

What exactly is sand? Well, it is larger than fine dust and smaller than shingle. In fact, according to the most generally accepted scheme of measurement, devised by the Massachusetts Institute of Technology, grains qualify if their diameter is greater than 0.06 of a millimetre and less than 0.6 of a millimetre.

Depending on its age and origin, a particular sand can consist of tiny pebbles or porous granules. Its grains may have the shape of stars or spirals, their edges lagged or smooth. They have come from the erosion of rocks, or from the skeletons of marine organisms, which accumulate on the bottom of the oceans, or even from volcanic eruptions.

Colour is another clue to sand's origins. If it is a dazzling white, its grains may be derived from nearby coral outcrops, from crystalline quartz rocks or from gypsum, like the white sands of New Mexico. On Pacific Islands jet black sands form from volcanic minerals. Other black beaches are magnetic. Some sand is very recent indeed, as is the case on the island of Kamoama in Hawaii, where a beach was created after a volcanic eruption in 1990, Motten lava spilled into the sea and exploded in glassy droplets.

Usually, the older the granules, the finer they are and the smoother their edges. The fine, white beaches of northern Scotland, for instance, are recycled from sandstone several hundred million years old. Perhaps they will be stone once more, in another few hundred million.

Sand is an irreplaceable industrial ingredient whose uses are legion: but it has one vital function you might never even notice. Sand cushions our land from the sea's impact, and geologists say it often does a better job of protecting our shores than the most advanced coastal technology.

Discuss your answers to the six questions as a class. What sort of answers would lose marks?

What other factual information could be tested in this passage?
This type of task often makes scanning easier because the information is located in one area of the text.

- Read the task and look at the diagram of the lighthouse on the next page.
- Scan the following article and circle the area of text that describes the lighthouse.

**Divers hunt for ruins of Pharos lighthouse**

A team of 30 divers is hurriedly searching the Mediterranean for the remains of the mighty Pharos lighthouse, built more than 2,200 years ago and regarded as one of the Seven Wonders of the ancient world.

In addition to Pharos, the joint French and Egyptian expedition is searching for the remnants of Greek temples and statues. The aim of the £300,000 project is to map a 23,920 sq yard area off Egypt's second largest city, founded by Alexander the Great. Under the water is a vast collection of ruins, some of which the 20 French and ten Egyptian divers hope to excavate and salvage. The team is hoping that among the remnants may be the lighthouse, built in 279 BC during the reign of Ptolemy II.

The huge white marble building was the marvel of its day. It was more than 400ft high in a colonnaded court and was equipped with a hydraulic lift to raise fuel to the roof. Its lantern, probably magnified by a reflecting device, could be seen over a radius of 34 miles. Within its square base were up to 300 rooms designed to house mechanics and operators; above were an octagonal storey and a circular storey, topped by a lantern with a beacon, the exact workings of which are still a mystery.

Although the lantern collapsed as early as the eighth century, the lighthouse served for 1,400 years as the symbol of Alexandria and a beacon for ships, until devastating earthquakes in 1100 and 1307 brought it tumbling down, presumably sending much of the debris into the sea surrounding Pharos island on which it was built.

The divers have made some fascinating discoveries, including at least three layers of blocks, some estimated to be as heavy as 70 tonnes, which may have been part of the lighthouse. "It is certainly possible that some of the pieces come from the lighthouse itself," said Jean-Pierre Cortegiani, a member of the expedition. "In fact, it would be amazing if nothing came from the lighthouse, seeing as this is where it toppled into the sea." Also discovered were hundreds of smaller blocks, thought to be pieces of temples and statues dating back to the Ptolemaic period. Among them were pieces of ancient columns, many inscribed, and huge granite and marble statues of sphinxes and Egyptian Gods, some of which stood 15ft high.

"We are making an identification of the blocks, studying the inscriptions and choosing some to be taken out," Cortegiani said. "We cannot take all the blocks out, but maybe we can have something like an underwater archaeological park."

- Complete the following IELTS task in ten minutes.
IELTS Reading

Questions 9–13
Label the diagram below which shows the parts of the lighthouse. Use NO MORE THAN THREE WORDS for each answer.

(10) ______________________ that can be seen for

(11) ______________________

(13) ______________________

(9) ______________________

to raise fuel to the roof

octagonal storey

(12) square base with

to house mechanics

TEST TIP
In IELTS you will always be instructed to answer questions using NO MORE THAN THREE WORDS. This is important as you cannot fit many words onto the answer sheet. However, there may be some redundant words, such as 'the' or 'a' which you can include in your answer to make your words. You will not be penalised for adding these.

• How easy did you find the task?
• Which labels were harder to complete? Why?
Baby Love
Why we want to take care of teddy bears

At the turn of the century, the first teddy bears had low foreheads, long snouts and long limbs like real bears. But over time, they have developed more baby-like features.

A group of scientists was curious to know whether teddies evolved this way because children demand baby-faced bears or because adults did. They gathered together eight pairs of teddies, each comprising a baby-faced bear and an adult-featured one. These teddies were shown to children aged four, six and eight years old.

When asked to choose their favourite bear from each pair, the older children (43 out of 54) preferred the baby-faced teddies. But the four-year-olds chose the baby-faced and adult-featured bears of each pair equally. When asked which one of all the bears they liked best, the older children chose more baby-faced bears but the four-year-olds preferred ones with adult features.

The scientists also asked the children what they would like to do with their favourite bear. The four-year-olds wanted to play with it, but the older children said they would like to sleep with the bear. The scientists suggest that young children do not develop a specific desire to look after the young and helpless until they are older.

Questions 14-19

Complete the table below which shows the final results of the scientists' research. For Questions 14-17 use a tick (v) for preference or cross (x) for non-preference. For Questions 18-19 use NO MORE THAN THREE WORDS.

<table>
<thead>
<tr>
<th>Age of children</th>
<th>Baby-faced bears</th>
<th>Adult-featured bears</th>
<th>What they wanted to do with bears</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>... (14)</td>
<td>... (15)</td>
<td>... (18)</td>
</tr>
<tr>
<td>8 years</td>
<td>... (16)</td>
<td>... (17)</td>
<td>... (19)</td>
</tr>
</tbody>
</table>

For further practice, do the Supplementary activity on page 111.
Reading

UNIT 3 Identifying main and supporting ideas

Most paragraphs in well-written discursive or argumentative texts contain at least one main idea and very often these ideas are supported by examples or by further explanation. IELTS tests your ability to identify main and supporting points and also to differentiate between them.

MULTIPLE CHOICE

• The following paragraph also occurs in Reading Unit 1, and is taken from an article on cartography (or map making). Read it and underline the main idea and any supporting points. Do this in five minutes.

In most areas of the world, certainly in Europe, both the physical landscape and the maps of it are relatively stable. Map revision is usually concerned with manmade features, such as buildings and roads. This is not true of Antarctica. The Antarctic ice sheet is a dynamic entity and cartographers have to contend with big and rapid changes in the physical geography of the continent. For example, earlier this year they faced the dramatic break-up of the Larsen and Prince Gustav ice shelves in the Antarctic Peninsula region, which is where the British Antarctic Survey (BAS) concentrates its mapping activity. Topographic maps are probably changing faster in Antarctica than anywhere else in the world.

• Now do the multiple-choice question below.

1 What do the break-up of the Larsen and Prince Gustav ice shelves illustrate?
   A The errors that occur on maps of the Antarctic.
   B The difficulties in reaching areas in the Antarctic.
   C The sort of changes that can occur in the Antarctic.
   D The regularity with which map-makers visit the Antarctic.

2 What are the key words in each of the options A-D?

• Now read the following text. Underline the main ideas and note the number of supporting points. Do this in ten minutes.
All over the world, libraries have begun the Herculean task of making faithful digital copies of the books, images and recordings that preserve the intellectual effort of humankind. For armchair scholars, the work promises to bring such a wealth of information to the desktop that the present Internet may seem amateurish in retrospect. ... 

Librarians see three clear benefits to going digital. First, it helps them preserve rare and fragile objects without denying access to those who wish to study them. The British Library, for example, holds the only medieval manuscript of *Beowulf* in London. Only qualified scholars were allowed to see it until Kevin S. Kiernan of the University of Kentucky scanned the manuscript with three different light sources (revealing details not normally apparent to the naked eye) and put the images up on the Internet for anyone to peruse. Tokyo's National Diet Library is similarly creating highly detailed digital photographs of 1,236 woodblock prints, scrolls and other materials it considers national treasures so that researchers can scrutinise them without handling the originals.

A second benefit is convenience. Once books are converted to digital form, patrons can retrieve them in seconds rather than minutes. Several people can simultaneously read the same book or view the same picture. Clerks are spared the chore of reshelving. And libraries could conceivably use the Internet to lend their virtual collections to those who are unable to visit in person.

The third advantage of electronic copies is that they occupy millimeters of space on a magnetic disk rather than meters on a shelf. Expanding library buildings is increasingly costly. The University of California at Berkeley recently spent $46 million on an underground addition to house 1.5 million books - an average cost of $30 per volume. The price of disk storage, in contrast, has fallen to about $2 per 300-page publication and continues to drop.

From "Going Digital" by Michael Lesk, Copyright © March 1997 by Scientific American, Inc. All rights reserved.

3 What is the message in the first paragraph?
4 Which paragraphs in the text offer further explanation of the message?
5 Which words in the second paragraph help you identify the supporting points?
6 How easy would it be to write a summary of the text? Why?

Sometimes multiple-choice questions in IELTS have more than four options and you have to pick more than one correct answer. Look at the following question, which is based on the text above.

**IELTS Reading**

**Questions 7-9**

Which **THREE** of the following are mentioned in the text as benefits of going digital?

A More people can see precious documents.
B Old manuscripts can be moved more easily.
C Material can be examined without being touched.
D Fewer staff will be required in libraries.
E Borrowers need not go to the library building.
F Libraries will be able to move underground.
In this task you not only have to identify the benefits of libraries going digital, you also have to understand the wording in the question. Here the benefits are expressed in a different way and this is called **paraphrasing**.

- Look carefully at how the original meaning has been paraphrased in A-F.
- Discuss why the other options are wrong.
- Underline and paraphrase some of the other benefits mentioned in the text.
- Write a summary of the text for homework.

### NOTE-TAKING

Taking notes from written sources is one of the main skills you will need when you go to university. Typically, note-taking involves the reader in identifying the main and supporting points in a text.

- Read the following newspaper article and see if you can locate any main and supporting ideas. Make a note of these.

**'Salty' rice plant boosts harvests**

British scientists are breeding a new generation of rice plants that will be able to grow in soil contaminated with salt water. Their work may enable abandoned farms to become productive once more, writes Sean Margrave.

Tim Flowers and Tony Yeo, from Sussex University's School of Biological Sciences, have spent several years researching how crops, such as rice, could be made to grow in water that has become salty.

The pair have recently begun a three-year programme, funded by the Biotechnology and Biological Sciences Research Council, to establish which genes enable some plants to survive saline conditions. The aim is to breed this capability into crops, starting with rice.

It is estimated that each year more than 10m hectares of agricultural land are lost because salt gets into the soil and stunts plants. The problem is caused by several factors. In the tropics, mangroves that create swamps and traditionally form barriers to sea water have been cut down. In the Mediterranean, a series of droughts have caused the water table to drop, allowing sea water to seep in. In Latin America, irrigation often causes problems when water is evaporated by the heat, leaving salt deposits behind.

Excess salt then enters me plants and prevents them functioning normally. Heavy concentrations of minerals in the plants curb the process of osmosis and stop them drawing up the water they need to survive.

To overcome these problems, Flowers and Yeo decided to breed rice plants that take in very little salt and store what they do absorb in cells that do not affect the plant's growth. They have started to breed these characteristics into a new rice crop, but it will take about eight harvests until the resulting seeds are ready to be considered for commercial use. Once the characteristics for surviving salty soil are known, Flowers and Yeo will try to breed the appropriate genes into all manner of crops and plants. Land that has been abandoned to nature will then be able to bloom again, providing much needed food in the poorer countries of the world.

- Now look at the notes in the IELTS activity on the next page.
Questions 10-13

Complete the notes below. Choose ONE OR TWO WORDS from the passage for each answer. Write your answers in boxes 10-13 on your answer sheet.

Aim of research: to identify ... (10) ... that promote growth in salt water

Problem: salt inhibits plant growth

Causes of problem:
- natural ... (11) ... to sea water have been destroyed (in tropics)
- water levels have gone down after ... (12) ... (in Mediterranean)
- salt remains after ... (13) ... (in Latin America)

For further IELTS practice, do the Supplementary activity on page 111.
Succeeding in title role

Magazine circulations are in the millions and advertising revenue is rising despite the growth of TV and electronic media, reports David Short.

A Print is not dead yet - at least not when it comes to magazines. Despite ever-growing competition from television and electronic media, a new report shows that worldwide advertising expenditure in consumer magazines has doubled over the past decade.

B The report also shows that many magazines in Europe continue to enjoy circulations in the millions, despite the ever-growing number of television channels, whether cable, satellite, terrestrial, analogue, or digital, and the incursion of the Internet. And new French research has revealed that magazines are still powerful tools for owners of brands.

C Advertising expenditure worldwide was $225 billion last year, according to the report World Magazine Trends. $32 billion of this, or 14%, was taken by magazines. In Europe, the share of consumer magazine advertising expenditure was $12 billion or 21% of an estimated overall spend of $57 billion. But the share has dropped in the past 15 years from 30 per cent, with decline having been particularly severe in Belgium and Germany where commercial television was introduced relatively late.

D However, the types of magazines which Europeans choose to flip through still varies dramatically according to country, with few signs that the European magazine with a common title is making inroads across nations. Interests which can create top-selling titles in one country are nowhere to be seen in the circulation lists of others.

E But whatever their relative importance across Europe, magazines have one real advantage over broadcast media. For advertisers such as tobacco and alcohol producers, which are barred or severely restricted on television in some countries, magazines remain a safe haven for their messages.
Follow-up
• Compare your heading for each paragraph with the headings that other students in your class have written.
• Discuss the main ideas in each paragraph and decide if some headings are better than others.
• Were any of the paragraphs more difficult to write headings for? Why?
• Look back at your headings. Where you didn’t use your own words, try doing so now.

For further practice, do Exercise A in the Supplementary activities on page 112.

The IELTS Reading component often tests candidates on their ability to select a heading for each paragraph in a text, from a list of headings.

IELTS Reading

How to approach the task
- Take 10 minutes to read the passage on the following pages, underlining what you think are the main ideas and key vocabulary in each paragraph.
- Read through the list of headings to familiarise yourself with them.
- Look carefully at the example - in this case, paragraph A.
- Re-read paragraph B and select the heading that best fits this paragraph. Continue this procedure with paragraphs C-H. Take about 15 minutes to do this.

Questions 1-7
The Reading Passage on the following pages has eight paragraphs (A–H). Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (i-x) in boxes 1-7 on your answer sheet.
NB There are more headings than paragraphs so you will not use all of them.
You may use any heading more than once.

List of Headings

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Benefiting from an earlier model</td>
</tr>
<tr>
<td>ii</td>
<td>Important operative conditions</td>
</tr>
<tr>
<td>iii</td>
<td>Examining the public confusion</td>
</tr>
<tr>
<td>iv</td>
<td>Where to go from here?</td>
</tr>
<tr>
<td>v</td>
<td>How it's all linked up</td>
</tr>
<tr>
<td>vi</td>
<td>Finding a suitable location</td>
</tr>
<tr>
<td>vii</td>
<td>Comparing wind speeds in Australian cities</td>
</tr>
<tr>
<td>viii</td>
<td>Matching operational requirements with considerations of appearance</td>
</tr>
<tr>
<td>ix</td>
<td>What makes Esperance different?</td>
</tr>
<tr>
<td>x</td>
<td>What is a wind farm?</td>
</tr>
</tbody>
</table>
AUSTRALIA'S FIRST COMMERCIAL WIND FARM

It's two years since the rotor blades began spinning in Esperance, Western Australia.

A harvest time in Esperance is constant. As long as the wind blows - which is pretty much all the time - nine identical synchronised wind turbines reap the benefits of the dependable winds that gust up around the southern coastline of Western Australia. These sleek, white, robot-like wind turbines loom up on the horizon forming part of Australia's first commercial wind farm. They're not only functional machines that help provide electricity for this secluded coastal town, but increasingly, they're also drawcards for curious tourists and scientists alike.

B Because of its isolation, Esperance is not linked to Western Power's grid which supplies electricity from gas-, coal- and oil-fired power stations to the widespread population of Western Australia. Before the wind turbines went in, Esperance's entire electricity needs were met by the diesel power station in town.

C The $5.8 million Ten Mile Lagoon project is not Esperance's first wind farm. The success of a smaller, experimental wind farm, at a spot called Salmon Beach, encouraged the State's power utility to take Esperance wind seriously. Today the wind turbines at Ten Mile Lagoon work in conjunction with the diesel power station, significantly reducing the amount of the town's electricity generated by expensive diesel power.
D The wind farm is connected to the power station by a 33-kilovolt powerline, and a radio link between the two allows operators to monitor and control each wind turbine. The nine 225-kilowatt Vestas wind turbines produce a total generating capacity of two megawatts and provide around 12 per cent of the energy requirements of Esperance and its surrounding districts.

E The power produced by a wind turbine depends on the size and efficiency of the machine and, of course, on the energy in the wind. The energy in the wind available to the wind turbines is proportional to wind speed cubed. Thus, the greater the wind speed, the greater the output of the turbine. In order to achieve optimum wind speeds, the right location is imperative. "You have to accept the nature of the beast," Mr Rosser, Western Power's physicist said. "As surface dwellers our perceptions of wind speeds are bad. As you go higher, wind speed increases significantly."

F The most favourable wind sites are on gently sloping hills, away from obstructions like trees and buildings and where the prevailing winds are not blocked. Computer modelling was used to select the best site for Esperance's wind farm. Scientists were concerned not only with efficiency, but also with protecting the coastal environment which is rich in plant life and home to tiny pygmy and honey-potsums, and a host of bird species. In addition, the wind farm is adjacent to Esperance's popular scenic tourist drive.

G Strict erosion controls have been implemented and access to the wind farm is limited to selected viewing areas. The wind turbine towers are painted white and devoid of corporate logos or signage. According to Mr Rosser there is something of a worldwide backlash against wind farms with regard to their visual impact. "But because wind turbines perform best in the most exposed positions, they will always be visible. There is a very real need to balance environmental and technical requirements. I think the Ten Mile Lagoon Wind Farm sets the standards for environmentally friendly developments."

H In fact, the project has become something of a tourist attraction in itself, Esperance shire president Ian Mickel said the wind turbines had been well accepted by locals. "We have watched the wind farm develop with great interest, and now we find visitors to Esperance are equally enthusiastic about it," he said. The aim now is to identify other remote locations where wind turbines will be a feasible means of supplementing existing power stations.

8 What is the writer doing in the article?
A responding to criticism of a project
B reviewing the success of a project
C explaining his role in a project
D predicting the future of a project

Mow do Exercise B in the Supplementary activities on page 112.
A question that may be used in IELTS to test your understanding of the main ideas in a passage is a summary with gaps and a box of possible answers to choose from. The summary may cover the main ideas presented over a large area of the text and so it will be necessary for you to have a good understanding of these. In addition, the summary will paraphrase the points in the text so you will need to be familiar with different ways of expressing the same idea.

**COMPLETING A SUMMARY**

When we read, we tend to make a mental note of the main ideas of a text so that we have an overall understanding of it. Use your global reading skills to familiarise yourself with the following passage.

**Prehistoric insects spawn new drugs**

*by Steve Connor, Science Correspondent*

A Insects entombed in fossilised amber for tens of millions of years have provided the key to creating a new generation of antibiotic drugs that could wage war on modern diseases. Scientists have isolated the antibiotics from microbes found either inside the intestines of the amber-encased insects or in soil particles trapped with them when they were caught by sticky tree resin up to 130 million years ago. Spores of the microbes have survived an unprecedented period of suspended animation, enabling scientists to revive them in the laboratory.

B Research over the past two years has uncovered at least four antibiotics from the microbes and one has been able to kill modern drug-resistant bacteria that can cause potentially deadly diseases in humans. Present-day antibiotics have nearly all been isolated from micro-organisms that use them as a form of defence against their predators or competitors. But since the introduction of antibiotics into medicine 50 years ago, an alarming number have become ineffective because many bacteria have developed resistance to the drugs. The antibiotics that were in use millions of years ago may prove more deadly against drug-resistant modern strains of disease-causing bacteria.

C Raul Cano, who has pioneered the research at the
California Polytechnic State University at San Luis Obispo, said the ancient antibiotics had been successful in fighting drug-resistant strains of staphylococcus bacteria, a "superbug" that has threatened the health of patients in hospitals throughout the world. He now intends to establish whether the antibiotics might have harmful side effects. "The problem is how toxic it is to other cells and how easy it is to purify," said Cano.

Ambergene, a biotechnology company, has been set up to develop the antibiotics into drugs. If any ancient microbes are revived that resemble present-day diseases, they will be destroyed in case they escape and cause new epidemics. Drug companies will be anxious to study the chemical structures of the prehistoric antibiotics to see how they differ from modern drugs. They hope that one ancient antibiotic molecule could be used as a basis to synthesise a range of drugs. Cano's findings have been hailed as a breakthrough by scientists. Edward Golenberg, an expert on extracting DNA from fossilised life-forms at Wayne State University in Detroit, said: "They appear to be verifiable, ancient spores. They do seem to be real." Richard Lenski, professor of microbial ecology at Michigan State University, said the fight against antibiotic-resistant strains of bacteria, such as tuberculosis and staphylococcus, could be helped by the discovery. However, even the discovery of ancient antibiotics may not halt the rise of drug-resistant bacteria. Stuart Levy, a microbiologist at Tufts University in Boston, warned that the bacteria would eventually evolve to fight back against the new drugs. "There might also be an enzyme already out there that can degrade it. So the only way to keep the life of that antibiotic going is to use it sensibly and not excessively," he said.

E There have been several attempts to extract material such as DNA from fossilised life-forms ranging from Egyptian mummies to dinosaurs but many were subsequently shown to be contaminated. Cano's findings have been hailed as a breakthrough by scientists. Edward Golenberg, an expert on extracting DNA from fossilised life-forms at Wayne State University in Detroit, said: "They appear to be verifiable, ancient spores. They do seem to be real." Richard Lenski, professor of microbial ecology at Michigan State University, said the fight against antibiotic-resistant strains of bacteria, such as tuberculosis and staphylococcus, could be helped by the discovery. However, even the discovery of ancient antibiotics may not halt the rise of drug-resistant bacteria. Stuart Levy, a microbiologist at Tufts University in Boston, warned that the bacteria would eventually evolve to fight back against the new drugs. "There might also be an enzyme already out there that can degrade it. So the only way to keep the life of that antibiotic going is to use it sensibly and not excessively," he said.

Follow-up

- Skim through the passage again and underline the main ideas in each paragraph.
- Write a sentence that summarises each paragraph.

UNDERSTANDING PARAPHRASE

- On the following page is a summary of the main ideas in the article you have just read, but to make it easier, it has been broken down into gapped sentences.
- See if you can complete the sentences by selecting the correct word from the box below the summary.
SUMMARY

Microbes that may supply new antibiotic drugs, have been found in the bodies of fossilised insects.

The discovery may help destroy bacteria that are no longer resistant to modern medicine.

What needs to be done now is to find out how the antibiotics will be.

Microbes that seem to have the characteristics of diseases will have to be killed.

It is thought that a molecule could lead to a whole series of drugs.

Other scientists who have tried to produce antibiotics in a similar way have been successful.

This work is considered a remarkable achievement.

It is necessary to be careful about maintaining the life of the antibiotics.

LIST OF WORDS

<table>
<thead>
<tr>
<th>deadly</th>
<th>resistant</th>
<th>responding</th>
<th>modern</th>
</tr>
</thead>
<tbody>
<tr>
<td>safe</td>
<td>significant</td>
<td>preserved</td>
<td>single</td>
</tr>
<tr>
<td>unsuccessful</td>
<td>successful</td>
<td>careful</td>
<td>prehistoric</td>
</tr>
<tr>
<td>combined</td>
<td>particular</td>
<td>contributing</td>
<td>lifetime</td>
</tr>
<tr>
<td>unusual</td>
<td>placed</td>
<td>serious</td>
<td>excited</td>
</tr>
</tbody>
</table>

Follow-up

- Discuss with your teacher how much of the text was covered in each of the paraphrased points. Also examine the techniques that were used to summarise the ideas in the text.
- Which words were hardest to find? Why do you think this was?
- Link all the paraphrased points together to make a paragraph that summarises the text. (When you have done this, you will have a typical example of the types of summary paragraph you may meet in the IELTS test.)

For further IELTS practice, do the Supplementary activity on page 112.
Some texts are completely factual, for example texts in an encyclopaedia, or factual reports or reviews. Many texts, however, contain some argument or opinion. At least one of the texts you will meet in the IELTS test will contain some detailed logical arguments and you will be tested on your ability to identify and understand these arguments as they are presented in the passage.

ARGUMENT OR FACT?

- Skim through the following passage and highlight those areas which deal with arguments and those that simply present facts.

Penguins show signs of stress

A new argument has been put forward as to whether penguins are disturbed by the presence of tourists in Antarctica.

Previous research by scientists from Keil University in Germany monitored Adelie penguins and noted that the birds' heart rates increased dramatically at the sight of a human as far as 30 metres away. But new research using an artificial egg, which is equipped to measure heart rates, disputes this. Scientists from the Scott Polar Research Institute at Cambridge say that a slow moving human who does not approach the nest too closely, is not perceived as a threat by penguins.

The earlier findings have been used to partly explain the 20 per cent drop in populations of certain types of penguins near tourist sites. However, tour operators have continued to insist that their activities do not adversely affect wildlife in Antarctica, saying they encourage non-disruptive behaviour in tourists, and that the decline in penguin numbers is caused by other factors.

Amanda Nimon of the Scott Polar Research Institute spent three southern hemisphere summers at Cuverville Island in Antarctica studying penguin behaviour towards humans. "A nesting penguin will react very differently to a person rapidly and closely approaching the nest," says Nimon. "First they exhibit large and prolonged heart rate changes and then they often flee the nest leaving it open for predators to fly in and remove eggs or chicks.

The artificial egg, specially developed for the project, monitored both the parent who had been 'disturbed' when the egg was placed in the nest and the other parent as they both took it in turns to guard the nest.

However, Boris Culik, who monitored the Adelie penguins, believes that Nimon's findings do not invalidate his own research. He points out that species behave differently - and Nimon's work was with Gentoo penguins. Nimon and her colleagues believe that Culik's research was methodologically flawed because the monitoring of penguins' responses entailed capturing and restraining the birds and fitting them with heart-rate transmitters. Therefore, argues Nimon, it would not be surprising if they became stressed on seeing a human subsequently.
Reading UNIT 6

1. Why do you think this article was written?
2. What do you notice about the views presented in it?
3. What overall message is presented?
4. What would be a suitable sub-heading for the article?

Now look at the following multiple-choice question. This is one way in which you may be tested on your ability to identify the arguments presented in a text.

**IELTS Reading**

**How to approach the task**
- Underline the key words in the arguments A-F.
- Then scan the text for expressions of the same idea.

**Questions 5-7**

*Which THREE of the following arguments are stated in the text?*

A. Penguins are not afraid of people who behave calmly.
B. Penguins need better protection from tourists.
C. Not all penguins behave in the same way.
D. Tourists are not responsible for the fall in penguin numbers.
E. Penguins are harder to research when they have young.
F. Tour operators should encourage tourists to avoid Antarctica.

*For further practice in understanding and paraphrasing arguments, do the Supplementary activity on page 113.*

**MATCHING**

Sometimes a matching exercise is used in IELTS to test your ability to identify and understand different arguments. It is used particularly when the text presents a number of arguments or theories from different sources.

- Read the following extract from an article on Australia's farming and highlight the different sources (people or organisations) quoted in the article.
- Select some of the arguments and see if you can paraphrase them.
Australia's Growing Disaster

Farming is threatening to destroy the soil and native flora and fauna over vast areas of Australia. What price should be put on conservation?

Australia's National Greenhouse Gas Inventory Committee estimates that burning wood from cleared forests accounts for about 30 per cent of Australia's emissions of carbon dioxide, or 156 million tonnes a year. And water tables are rising beneath cleared land.

In the Western Australian wheat belt, estimates suggest that water is rising by up to 1 metre a year. The land is becoming waterlogged and unproductive or is being poisoned by salt, which is brought to the surface. The federal government estimates the loss in production from salinity at A$200 million a year.

According to Jason Alexandra of the ACF, this list of woes is evidence that Australia is depleting its resources by trading agricultural commodities for manufactured imports. In effect, it sells topsoil for technologies that will be worn out or redundant in a few years. The country needs to get away from the "colonial mentality" of exploiting resources and adopt agricultural practices suited to Australian conditions, he says.

Robert Hadler of the National Farmers' Federation (NFF) does not deny that there is a problem, but says that it is "illogical" to blame farmers. Until the early 1980s, farmers were given tax incentives to clear land because that was what people wanted. If farmers are given tax breaks to manage the land sustainably, they will do so. Hadler argues that the two reports on land clearance do not say anything which was not known before.

Australia is still better off than many other developed countries, says Dean Graetz, an ecologist at the CSIRO, the national research organisation. "A lot of the country is still notionally pristine," he says. "It is not transformed like Europe where almost nothing that is left is natural." Graetz, who analysed the satellite photographs for the second land clearance report, argues that there is now better co-operation between Australian scientists, government officials and farmers than in the past.

But the vulnerable state of the land is now widely understood, and across Australia, schemes have started for promoting environment friendly farming. In 1989, Prime Minister Bob Hawke set up Landcare, a network of more than 2000 regional conservation groups. About 30 percent of landholders are members, "It has become a very significant social movement," says Helen Alexander from the National Landcare Council. "We started out worrying about not much more than erosion and the replanting of trees but it has grown much more diverse and sophisticated,"

But the bugbear of all these conservation efforts is money. Landcare's budget is A$110 million a year, of which only A$6 million goes to farmers. Neil Clark, an agricultural consultant from Bendigo in Victoria, says that farmers are not getting enough. "Farmers may want to make more efficient use of water and nutrients and embrace more sustainable practices, but it all costs money and they just don't have the spare funds," he says.

Clark also says scientists are taking too large a share of the money for conservation. Many problems posed by agriculture to the environment have been "researched to death", he says. "We need to divert the money for a while into getting the solutions into place."

Australia's chief scientist, Michael Pitman, disagrees. He says that science is increasingly important. Meteorologists, for example, are becoming confident about predicting events which cause droughts in Australia. "If this can be done with accuracy then it will have immense impact on stocking levels and how much feed to provide," says Pitman. "The end result will be much greater efficiency."

Steve Morton of the CSIRO Division of Wildlife and Ecology says the real challenge facing conservationists is to convince the 85 per cent of Australians who live in cities that they must foot a large part of the bill. "The land is being used to feed the majority and to produce wealth that circulates through the financial markets of the cities," he says. One way would be to offer incentives to extend the idea of stewardship to areas outside the rangelands, so that more land could be protected rather than exploited. Alexander agrees. "The nation will have to debate to what extent it is willing to support rural communities," she says. "It will have to decide to what extent it wants food prices to reflect the true cost of production. That includes the cost of looking after the environment."

* What is the writer's purpose in this article?
* How is the writer using the arguments?
How to approach the task

- The statements 8-15 below are simply paraphrases of the arguments presented in the text.
- Skim through the list of statements and the list of people once before you begin the task, just to get an impression of the views and people you will be looking for.
- Begin reading the passage and stop when you come to the first person's name and their view.
- Skim through the list of statements looking for one that matches. In the first instance this is Jason Alexandra (JA) and the view expressed in Question 12.
- Continue reading the passage until you come to the next person and view. In this way you may save yourself some time.

Questions 8-15

Match the views (8-15) with the people listed in the box below.

NB You may have to use some people more than once.

8 Current conservation schemes are taking many problems into account.
9 Ordinary people will have to help pay for conservation.
10 Conserving land is too expensive for farmers.
11 The Government can encourage farmers to do what it wants them to do.
12 Australia should review its import/export practices,
13 More conservation funds should be put into practical projects.
14 Much of the land in Australia is still unspoilt.
15 Research is necessary to help solve conservation problems.

People

JA Jason Alexandra
RH Robert Hadler
DG Dean Graetz
HA Helen Alexander
NC Neil Clark
MP Michael Pitman
SM Steve Morton
IELTS frequently tests candidates on their ability to identify opinions and views as they are presented in a text. The terms 'views' or 'claims' are used in the test instructions and may refer to arguments or opinions put forward by the writer or by other people referred to by the writer.

**FACT, OPINION OR CLAIM?**

1. Read the following excerpts from articles and decide whether they are giving an opinion, making a claim or presenting a fact.

   a. Like crying and laughing, yawning is a variation of normal breathing. It is a reflex action that is not under conscious control.

   b. I find playing a Shakespearean character very different from giving a concert or doing an emotional scene in a film. Performing music doesn't take that kind of concentration.

   c. Based on our findings, future changes to Antarctic maps resulting from major improvements in source information are likely to be minimal.

   d. Many companies have schemes that reward high sales but in my experience they fail to take notice of the 'backroom' members of the teams who help to make such sales possible.

   e. At the tender age of just three months, little boys can detect a difference between male and female babies - and it seems they like the boys better, say researchers in Britain.

* Read the article below and continue to highlight some of the facts and opinions in it.

**Books, Films and Plays**

The novelist's medium is the written word, one might almost say the printed word; the novel as we know it was born with the invention of printing. Typically, the novel is consumed by a silent, solitary reader, who may be anywhere at the time. The paperback novel is still the cheapest, most portable and adaptable form of narrative entertainment. It is limited to a single channel of information - writing. But within that restriction it is the most versatile of narrative forms. The narrative can go, effortlessly, anywhere: into space, people's heads, palaces, prisons and pyramids, without any consideration of cost or practical feasibility. In determining the shape and content of his narrative, the writer of prose fiction is constrained by nothing except purely artistic criteria. This does not necessarily make his task any easier than that of the writer of plays and screenplays, who must always be conscious of practical constraints such as budgets, performance time, casting requirements, and so on. The very infinity of choice enjoyed by the novelist is a source of anxiety and difficulty. But the
novelist does retain absolute control over his text until it is published and received by the audience. He may be advised by his editor to revise his text, but if the writer refused to meet this condition no one would be surprised. It is not unknown for a well established novelist to deliver his or her manuscript and expect the publisher to print it exactly as written. However, not even the most well established playwright or screenplay writer would submit a script and expect it to be performed without any rewriting. This is because plays and motion pictures are collaborative forms of narrative, using more than one channel of communication.

The production of a stage play involves, as well as the words of the author, the physical presence of the actors, their voices and gestures as orchestrated by the director, spectacle in the form of lighting and "the set", and possibly music. In film, the element of spectacle is more prominent in the sequence of visual images, heightened by various devices of perspective and focus. In film too, music tenets to be more pervasive and potent than in straight drama. So, although the script is the essential basis of both stage play and film, it is a basis for subsequent revision negotiated between the writer and the other creative people involved; in the case of the screenplay, the writer may have little or no control over the final form of his work. Contracts for the production of plays protect the rights of authors in this respect. They are given "approval" of the choice of director and actors and have the right to attend rehearsals. Often a good deal of rewriting takes place in the rehearsal period and sometimes there is an opportunity for more rewriting during previews before the official opening night.

In film or television work, on the other hand, the screenplay writer usually has no contractual right to degree of consultation. Practice in this respect varies very much from one production company to another, and according to the nature of the project and the individuals involved. In short, while the script is going through its various drafts, the writer is in the driver's seat, albeit receiving advice and criticism from the producer and the director. But once the production is under way, artistic control over the project tends to pass to the director. This is a fact overlooked by most journalistic critics of television drama, who tend (unlike film critics) to give all the credit or blame for success or failure of a production to the writer and actors, ignoring the contribution, for good or ill, of the director.

2 What type of article is this?
A a review  
B a case study  
C a narrative  
D a discussion

YES, NO, NOT GIVEN

A task that is often used to test your understanding of the writer's message is one that provides a list of possible views or claims and asks you if they agree with what the writer says or not.

IELTS Reading

Do the following statements agree with the claims of the writer in the Reading Passage? Write:

YES  if the statement agrees with the writer
NO  if the statement contradicts the writer
NOT GIVEN  if there is no information about this in the passage
How to approach the task

- Take some time to read the rubric to this task carefully, so that you understand the difference between a 'NO' answer and a 'NOT GIVEN' answer. If you write 'NO' as your answer, you are saying that the claim expressed in the question is the opposite of the view presented in the passage. This is quite different from a 'NOT GIVEN' answer which says that you can find nothing in the passage about this idea.
- Read each statement carefully, noting the key words and making sure you understand what is meant by each of them.
- Then skim through the article to see if you can locate a similar or opposite idea.
- Look at the example. The key words are novelists, concern, difficulties, other artists. The statement is a paraphrase of the last sentence in the first paragraph and parts of the first sentence in the next paragraph.
- Now complete the exercise.

Example

<table>
<thead>
<tr>
<th>Statement</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novelists do not have to concern themselves with many of the difficulties faced by other artists.</td>
<td>NOT GIVEN</td>
</tr>
</tbody>
</table>

3 Novelists have fewer restrictions on their work than playwrights.
4 Novelists must agree to the demands of their editors.
5 Playwrights envy the simplicity of the novelist's work,
6 Music is a more significant element of theatre than cinema.
7 Experience in the theatre improves the work of screenplay writers.
8 Playwrights can revise their work continuously.
9 Directors usually have the final say in how a TV drama will turn out.

For further IELTS practice, do the Supplementary activity on page 113.

IDENTIFYING ATTITUDE AND MAKING INFERENCES

It is difficult to identify attitudes and infer meaning because often you need to understand something that is not directly stated. For example, in the third paragraph of the text on the previous page, it is possible to infer (or deduce) that screenplay writers are sometimes barred from rehearsals, although this is not directly stated.
IELTS recognises that these are very demanding reading skills and so they are not tested very often. If they are tested, the common task-type is a multiple-choice question which offers a number of possible interpretations of a view/argument and requires you to select the correct one.
10 Read the following extracts from various articles and discuss what inferences you can make from them and whether you can identify the writer's attitude.

Dr Masson recounts tales of animal rescues, favours, longings, friendships and enmities. But he does himself no favours with his own emotive language, which will alienate many scientists. Animals are referred to throughout by the pronoun 'who' rather than 'which', for example, the hardline view is that animals do not have the consciousness or self-awareness required for emotional feeling. This is a convenient assumption for a society that keeps animals in homes, zoos, farms and laboratories.

My grandmother had no redeeming features. She was huge and always directed all her hugeness at me when she came to stay with us. Her arms were strong enough to strangle a bear, let alone a five-year-old boy. I knew if I were to live to be a man, I would have to find some protection against my grandmother.

IELTS Reading
Read the following extract from a book review and answer Questions 11-13.

Astonishing the Gods by Ben Okri is not for the habitually cynical. Nor, even if you're not a habitual cynic, is it the kind of book that should be read on a day when the real world is likely to intrude. This book oozes escapism. But it isn't easy or simple to digest.

So, to avoid irritation, do not try to read this short but intense novel on your way to work or at times when you might have to stop to answer telephone calls or cope with domestic or other practicalities. Also, avoid it like the plague if you are hooked on straightforward linear narratives or if you're the sort of person who can only identify with trees that are trees and buildings that don't dissolve into thin air.

Apologies for appearing to labour this point about who should read Okri and about when and how he should be read. But he has been so harshly criticised by the impatiently earthbound that the point cannot be made strongly enough. If you aren't capable of - or in the mood for - locking yourself away for a few hours and allowing your mind to drift in a dreamlike state down magical, mythical avenues, you'd be best to settle for a book with a 'normal' plot, tangible landscapes and effortlessly understandable characters.

Choose the appropriate letters A-D and write them in boxes 11-13 on your answer sheet.

11 According to the writer, the book should be read
A several times.
B in short bursts.
C with an open mind.
D by an experienced reader.

12 The book contains
A offensive material.
B a complex story.
C life-like characters.
D imaginative humour.

13 Some readers have failed to
A appreciate Okri's style.
B understand Okri's message.
C recognise the setting of the book.
D finish reading the book.
How much do you know about the IELTS General Training (GT) Reading module? (Check your answers with the introductory section.)

1. How many sections are there?
2. How long do you have to answer the questions?
3. How many questions are there?

The GT Reading module presents a series of graded texts and accompanying questions that test a variety of reading skills. The task types are similar to those used in the Academic module and Section 3 of the GT module is the same as an Academic Reading section. However, the text types in GT Sections 1 and 2 are very different from those in the Academic module.

4. Approximately how long should you spend on Section 1?
5. What is the general theme of the texts in Section 1?

MULTIPLE CHOICE

In Section 1, you are most likely to be tested on your ability to find or identify factual information, but you may also have to use your skills to deduce or infer an answer. Texts in Section 1 of the General Training module are short and may take a variety of formats.

- Read the following advertisements and answer the multiple-choice questions.

6. This is an advertisement for
   A. a pocket calculator.
   B. binoculars.
   C. a camera.
   D. sunglasses.

   Sureshot M
   Ideal pocket autofocus compact, fully automatic, high quality lens
   was £129 VISA & MASTERCARD
   NOW ONLY £89
7 What sort of event is being advertised?
A a circus
B a film
C a fashion display
D a talk

8 The price for this mosquito net includes
A something to carry it in.
B a tube of repellant.
C an impregnation kit.
D a treated pillow.

9 The advertisement suggests that the net can
A be used by children.
B fold up to a small size.
C be enlarged to fit any bed.
D be zipped or sewn.
TRUE, FALSE, NOT GIVEN

This is another type of task that may be used to test your ability to scan for specific information.

IELTS Reading (GT)

How to approach the task

It is worth taking some time to read the rubric to this task carefully so that you understand the difference between a 'FALSE' answer and a 'NOT GIVEN' answer. If you write 'FALSE' as your answer, you are saying that the information expressed in the question is the opposite of that presented in the text. This is quite different from a 'NOT GIVEN' answer, which says that you can find nothing in the text about this information.

Read the advertisement below and answer Questions 10-13 by writing

TRUE if the statement is true
FALSE if the statement is false
NOT GIVEN if no information is given about this

10 It will cost £35 for two people to go to Gatwick.
11 Chestfield Cars is a new organisation.
12 Chestfield Cars will go anywhere.
13 A discount is available for bookings of eight or more.
MATCHING

Matching is a test of your skimming and scanning skills and it is important to develop these so that you are able to read quickly in order to find the information that you need.

IELTS Reading (GT)

How to approach the task

- Read through the list of statements (Questions 14-20) and highlight the key words that will help you find the correct review.
- Skim through each review and mark any possible areas that match statements 14-20.
- When you have skimmed through all the reviews, go back and decide which ones contain ideas that directly match the statements.
- If you have more than one possible answer, re-read the texts very carefully to see if you can decide which is correct and which expresses a different meaning. Although you may be able to match vocabulary items, the meaning could be quite different.

Questions 14-20

Look at the reviews of running jackets A-F on the next page. Match the statements about the jackets (14-20) to the descriptions in the reviews.

14 This jacket will give you the greatest protection in bad weather.
15 This is the least expensive of the jackets.
16 You can remove the hood of this jacket.
17 The company that makes this jacket has come up with a new fabric.
18 This jacket makes more noise when you run than any other jackets.
19 You cannot buy this jacket at the moment.
20 This is suitable as a fashion jacket too.

For further practice, do the Supplementary activity on page 114.

Follow-up

When you have finished this unit, you may move on to Reading Unit 2 Skimming/scanning for specific information and detail.
A Arlo Blockout £99.99
Features Double storm flap at front; adjustable velcro straps on sleeves; hood rolls away into collar.
Evaluation As the dropped tail, slightly heavier material and storm flaps show, this is not exclusively a running jacket. That doesn't mean you can't run in it. You can, although you feel and hear it a lot more than the others. The water-proofing is excellent, but it struggled to allow any air circulation on longer runs. But if you intend to do more than run in the jacket, this is the one for you.

B Fine World £84.99
Features Reflective piping on back of shoulders and logo on collar; detachable hood; two side pockets.
Evaluation Fine World set out with the intent of finding a fully waterproof, breathable material at an affordable price. It has largely achieved that with a coated nylon which is fairly light, reasonably quiet and certainly keeps out the water. Where it suffers is in its ability to keep you dry inside. The polyester lining was always soaking after every run, especially around the upper body.

C Fine Form £119.99
Features Concealed hood, front and back reflective trim; two side pockets.
Evaluation This is a classic, no-frills jacket specifically designed for the running market. It is heavier than some of the other models, but it's certainly the best one to be wearing in the midst of a storm. Due to the weight, you tend to generate more sweat when you're running, which it struggles to clear. It is expensive but well finished throughout. One minor irritant is the hood, which is bulky when rolled away in the collar and would be better detached.

D High Flyer £49.99
Features Reflective piping; half-body lining; two side pockets.
Evaluation If you want light and quiet, this is your jacket. The material must be one of the lightest around. It has a soft, cotton-like feel which cuts down on the usual noise of the jacket rubbing against itself. But while water initially beaded and fell off the jacket, in a heavy downpour it can become quite damp inside. However, it did dry out again particularly quickly. If you're worried about price, this is a good option.

E Run riot £79.99
Features Concealed hood; reflective piping; side pockets.
Evaluation Their new material, Vortex, is extremely light, fully waterproof and seems to breathe pretty well. Rather than just a warm-up jacket, this really is a model we felt you could train in. The all-round vents help the body breathe, and though the mesh lining was sometimes damp after a run, the outer material wasn't.
(NB The jacket is not available until next season.)

F Storm-trooper £119.99
Features Reflective trim on body and sleeves; elasticated Velcro cuffs; thick collar.
Evaluation Despite its appearance, Storm-trooper's weatherproof material has a soft feel. However, although the large back vents help air circulate, it doesn't keep you perfectly dry inside, and the fleecy collar doesn't help. Nevertheless, everyone who ran in the jacket liked it a lot. In fact, it looked almost too good to go out running in. The one curious thing is the color. Despite the reflective elements, near-black is a strange choice for a winter jacket.
UNIT 9 The General Training module, Section 2

Section 2 of the General Training module also tests your ability to retrieve factual information and the task types that you may come across will be similar to those in Section 1.

1 What is the general theme of the texts in Section 2?
2 How many words will you have to read in Section 2?

MATCHING

One of the texts in Section 2 may be made up of smaller texts. Look at the advertisements on the next page. Skim through the information to get a general idea of the content.

3 What are the advertisements for?
4 How many residences are expensive?

When you skim through a text like this the first time, it is a good idea to make use of any graphics, keys and all headings/titles etc. to help you get an overview of the content.

IELTS Reading (GT)

Answer Questions 5-9 by writing the appropriate telephone numbers in boxes 5-9 on your answer sheet.

NB You may use any number more than once.

Which number would you ring if you are interested in
5 a double room and full board at a reasonable price?
6 long-term single accommodation with sports facilities?
7 inexpensive accommodation for yourself and your family?
8 low-budget, furnished accommodation for yourself and your partner?
9 a room close to the university with linen and laundry included?

For further practice, do the Supplementary activity on page 114.
<table>
<thead>
<tr>
<th><strong>Student Accommodation Guide</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Banbury House</strong> <strong>Tel: 564839</strong></td>
</tr>
<tr>
<td>Enjoy mixing with other students in luxury accommodation 30 minutes from the station and close to all main bus routes. Single and double rooms. Students provide own food but all cleaning services offered. Please bring your own linen.</td>
</tr>
</tbody>
</table>

| **Home from Home** **Tel: 567233**  |
| Single or double rooms for students. Fully air-conditioned with all amenities. Only a few minutes on foot to the city centre and close to colleges. All services and meals included. The management do not provide room-mates for individuals seeking double occupancy. |

| **Three Seasons** **Tel: 445987**  |
| We can provide all types of accommodation for all types of single student. Rooms are fully furnished with linen and have reasonable rates. Full board possible. 35-40 minutes from main universities and city. Please observe codes of conduct. |

| **Downtown Digs** **Tel: 882312**  |
| Do you worry that you'll not have enough money to see the term through? Don't waste it on expensive housing. This is a hostel for students run by students. No references and no rules. Shared bathroom, dormitory accommodation. Must provide own linen. All cleaning operates on a rota system. Singles only. |

| **Sturtin Hostel** **Tel: 876333**  |
| We offer scenic views and old-world charm. Located in pleasant rural surroundings. Relax after a long day by swimming in the pool or using the exercise gym. Separate study rooms available. No children. Bar & restaurant. |

| **Star Lodgings** **Tel: 322756**  |
| This is a hotel but it offers apartment style housing so that you can retain some independence. Single or double rooms available with separate bathroom. All unfurnished. Children welcome. |

| **First stop** **Tel: 223309**  |
| Ideal for new students, we provide double rooms. If you wish, we can offer assistance in finding a suitable person to share a room with. All washing and cleaning services offered at extra charge. Large canteen and three bathrooms on each floor. Sports centre next door. |

| **Highdown House** **Tel: 919102**  |
| Bed and breakfast hotel offers student accommodation for limited period only. Vacancies for on-the-spot reservations usually available. Own bathroom and laundry facilities but no cooking on premises. Sports room and small pool. |

**KEY**

* **cheap**  
** ** ** ** ** reasonable  
*** ** ** ** ** expensive
PARAGRAPH HEADINGS

Reading Section 2 may also test your global reading skills. Look at the IELTS activity below and the passage on the following page.

IELTS Reading

How to approach the task (class activity)

- Skim through the passage once to get a general idea of what it is about.
- Read it a second time and underline any keywords or ideas in Paragraph A.
- Discuss why x is the correct heading for this paragraph and all the others are wrong.
- Go on to Paragraph B. Discuss the key ideas and then select the best heading for this paragraph.
- Do the rest of the exercise on your own.

The Reading Passage on the following page has six paragraphs A-F.

Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate letters (i-x) in boxes 10-14 on your answer sheet.

NB There are more headings than paragraphs so you will not use all of them.
You may use any heading more than once.

List of Headings

<table>
<thead>
<tr>
<th>i</th>
<th>ii</th>
<th>iii</th>
<th>iv</th>
<th>v</th>
<th>vi</th>
<th>vii</th>
<th>viii</th>
<th>ix</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unexpected growth</td>
<td>How it all started</td>
<td>When to pick the right course</td>
<td>Making demands</td>
<td>The participants</td>
<td>First attempts</td>
<td>Factors influencing school leavers</td>
<td>Focus on equality</td>
<td>Higher education needs</td>
<td>A hard choice</td>
</tr>
</tbody>
</table>

Example

<table>
<thead>
<tr>
<th>Paragraph A</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph A</td>
<td>x</td>
</tr>
</tbody>
</table>

10 Paragraph B
11 Paragraph C
12 Paragraph D
13 Paragraph E
14 Paragraph F
Visit to Student Fair is Vital Homework

A The number and variety of courses on offer these days makes it difficult to pick the right one. But thousands of Europeans who flock to Brussels Exhibition Centre will be shown how to simplify the difficult job of choosing the right course of study for the career they wish to pursue.

B Ten years ago a handful of Belgian teenagers, baffled by the array and number of university courses on offer, put their heads together to try to hack their way through the academic undergrowth. They knew that choosing the wrong subject or failing to make the grade would make finding a job all the more difficult. They decided something had to be done to help students approach the task of choosing a course in an effective way. They came up with the idea of a Student Fair.

C It was decided that this would take the form of a small forum for everyone in Belgium involved in higher education from both the French and Dutch-speaking parts of the country. It would provide the opportunity for representatives of educational institutions to give information on the courses they have on offer and allow school-leavers time to discuss these with them.

D But what the youngsters did not know was that they were tapping a source of anxiety among students right across Europe. The fair became an annual event. It expanded to include higher education bodies from the whole continent, becoming known as the European Student Fair.

E Each year ten million students are faced with the same dilemma, said exhibition organiser Valerie de Nore. The bewildering variety of options, the evolution of the employment market, the economic downturn, changes in working methods and personal interests all play an important role in the decision-making process. We hope the fair can help people make the correct decision for themselves.

F This year the theme of the fair is 'the right to education for all' and to mark this there is a special exhibition area for bodies that promote equal opportunities in education. Also, the Master of Business Administration course continues to attract an enormous amount of interest across Europe and, in response to demand, fair organisers are once again holding an MBA day.

Follow-up

For further practice in this task, go to Reading Unit 4 Improving global reading skills.

PART 3

In order to prepare for General Training Reading Section 3, you should cover Reading Units 1, 5, 6 and 7.
The Writing Module

GENERAL WRITING STRATEGIES

As a student at college or university, you will have to produce a lot of written material. Some of this may be in the form of short essays or reports. Other pieces of writing will be longer and will require considerable planning and attention to detail. It will therefore be important for you to be able to express yourself clearly, write in a variety of styles and organise your ideas carefully. You will also need to be fairly accurate in your writing, so that your message is not obscured by a lot of grammatical errors.

IELTS WRITING (ACADEMIC)

IELTS tests your ability to produce two quite different pieces of writing in a fairly short period of time. The test is divided into two parts and you are allowed one hour to complete both parts.

Writing Task 1
In the first part, you are given a task based on some graphic or pictorial information. You are expected to write a descriptive report of at least 150 words on the information provided,

Writing Task 2
The second task is more demanding. You are expected to produce a written argument on a given topic and to organise your answer clearly, giving some examples to support your points. You will have to write at least 250 words and, as Task 2 is longer than Task 1, you are advised to spend approximately 40 minutes on this task and 20 minutes on the first task.

IELTS WRITING (GENERAL TRAINING)

If you are planning to take the GT module, the Writing test is different. You are allowed one hour to complete two tasks, of 150 and 250 words, as in the Academic module. However, Task 1 is always a letter, while Task 2 is an essay based on a given topic.

If you are studying for the General Training module, you should begin with Writing Units 5 and 6.
Writing

UNIT 1 Describing facts and figures

Being able to understand and describe graphic information or data is an important academic skill. IELTS Academic Writing Task 1 tests your ability to describe factual information, presented in graphic and diagrammatic form, clearly and accurately.

BAR CHARTS

A fact is different from an opinion because it is objective and often involves measurement. For example, the graph on the left shows what a group of students think about a film they have just seen.

Having looked at this graph, you could say that half the students did not like the film. Or you could say that 50 per cent of the students did not like the film. You could be even more specific and state that 15 out of 30 students did not like the film. These are all facts.

• Find out some factual information about your class members or your friends and family. How many of them enjoy taking part in the following activities? Put a tick against each activity the people like doing and then write the total in the Total column. Then turn the table into a bar chart.
• Make some factual statements about the data. Try to use all the following structures:
  number (e.g. flue out often) students enjoy...
  percentage (e.g. 50 per cent of) students enjoy...
  general (e.g. the majority of / a large number of I most / very few / hardly any) students enjoy...

For more practice in describing graphs, do Exercise A in the Supplementary activities on page 115.
**PIE CHARTS**

- Look at this pie chart, which shows how a young woman called Tomoko spends her money.
- Look at the sentences below that have been written about the pie chart. See if you can correct them.

1. Tomoko spends an equal amount of money on rent, food, study materials and entertainment.
2. Tomoko spends 45 per cent of her money on rent and food, but she only spends 15 per cent of her money on study materials.
3. Tomoko spends more on clothes than she spends on study materials.
4. Tomoko spends as much money on rent and food as she does on everything else put together.

For further practice, do Exercise B in the Supplementary activities on page 115.

**TABLES**

- A popular magazine conducted a survey about their readers' smoking habits. Here are the results:

<table>
<thead>
<tr>
<th>Cigarette smoking habits by gender</th>
<th>all</th>
<th>men</th>
<th>women</th>
</tr>
</thead>
<tbody>
<tr>
<td>20+ a day</td>
<td>11</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>10–19 a day</td>
<td>11</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>less than 10 a day</td>
<td>8</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>given up</td>
<td>27</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>never smoked</td>
<td>43</td>
<td>39</td>
<td>47</td>
</tr>
</tbody>
</table>

Complete the following sentences which describe some of the facts in the table.

5. .....................................................the readers have never smoked.
6. Almost a third of the readers .......................................but have now given up.
7. A ..................................................of readers smoke less than ten cigarettes a day.
8. Generally speaking, men are ......................................than women.
9. ....................................................of readers who smoke more than twenty a day is quite small, at 11 per cent overall.
10. The figures for the 20-plus group and the 10-19 group .............................................
Line graphs are used to show a trend or pattern which usually takes place over a period of time. It is important to look at the overall pattern on a line graph as well as the significant features within it.

**LINE GRAPHS**

1. What information is being shown in the graph below?

![Line graph showing trend]

2. Here are two simple descriptions of the graph:

*The number of overseas students studying at the university has risen.*

*The graph shows an increase in the number of overseas students at the university.*

Add 'considerably' to the first sentence and 'considerable' to the second sentence. What effect does this word have?

3. Here are some words and phrases to help you describe trends:

<table>
<thead>
<tr>
<th>nouns</th>
<th>adjectives and adverbs</th>
<th>phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>a rise</td>
<td>sharp(ly) / dramatic(ally)</td>
<td>remain the same</td>
</tr>
<tr>
<td>an increase</td>
<td>considerable(ly)</td>
<td>reach a plateau</td>
</tr>
<tr>
<td>a fall</td>
<td>steady(ily)</td>
<td>remain stable</td>
</tr>
<tr>
<td>a drop</td>
<td>slight(ly) / gentle(ly)</td>
<td>remain/stay constant</td>
</tr>
<tr>
<td>a decline</td>
<td>gradual(ly)</td>
<td>reach a peak</td>
</tr>
<tr>
<td>a peak/dip</td>
<td>relative(ly)</td>
<td>hit/fall to the lowest point</td>
</tr>
</tbody>
</table>
Using some of the words and phrases on the previous page, describe the pattern in each graph below.

4 Describe each pattern using a verb, e.g. a It falls sharply.

EXAMINING THE AXES

This trend looks very simple but think about it before you describe it.

5 Is the graph about people or vehicles?
6 What do the numbers along the horizontal axis represent?
7 What do the numbers on the vertical axis represent?
8 Write a short, general statement about car ownership in Britain.
9 Now include the time period. Use: a since 1960 b (over a 40-year period) between 1960 and 2000.
10 Now include the number of car owners in both sentences. (This may mean that you have to re-organise your sentence.)

11 Write a fuller description of the graph at the beginning of this unit.

For further practice, do Exercise A in the Supplementary activities on page 115.

12 Write one sentence that describes what each of the graphs below is about. Then describe the trends that you can see in each graph.

13 What does the graph below show?

14 How is this graph different from the ones you have looked at so far?

15 Why do you think this information was presented on a line graph?

16 What tense will you use to describe it?

17 Write four sentences about the trends you can see in the above graph. See how many different types of structures your class can produce and write them all down. Practise using the words stable, fewer, rise, sales, peak, drop, popular.
Follow-up

- What is being shown in the graph below?

- Read the following description of the graph above.

- Discuss what is wrong with the above paragraph, then write your own paragraph, making improvements. A model answer, one of many possible versions, is given on page 182.

For further practice, do the IELTS task, Exercise B of the Supplementary activities on page 116.
In the IELTS test there may be a lot of information to describe, in a limited number of words. It is essential that you select the appropriate details and organise the material in a relevant way in order to fulfil the task requirements satisfactorily.

SELECTING IMPORTANT INFORMATION

- Examine the graph below carefully.

Mobile phone owner growth

1. Write one sentence which says what the graph shows.
2. Write two sentences which give *overall* information about the graph.
3. Write a fourth sentence about France.
4. Write a fifth sentence about the UK.
5. Write a final sentence about Germany.

- Exchange your answers with a partner and discuss the features you chose to describe. Then look at the sample answer in the Key on page 182.
Follow-up

- Discuss the important features of the following graph.

Average book prices, in pounds sterling - statistics published by the Policy Studies Institute

Comparing Data

When you interpret graphs, tables and charts, you will find that you have to compare and contrast some of the details. Your examiner will be checking that you can structure your answer well and connect your ideas appropriately. The following table may help you do this.

<table>
<thead>
<tr>
<th>to contrast</th>
<th>to compare</th>
</tr>
</thead>
<tbody>
<tr>
<td>while/whilst</td>
<td>likewise</td>
</tr>
<tr>
<td>whereas</td>
<td>similarly</td>
</tr>
<tr>
<td>however</td>
<td>as ... as</td>
</tr>
<tr>
<td>on the other hand</td>
<td>just as</td>
</tr>
<tr>
<td>even so</td>
<td>in the same way</td>
</tr>
<tr>
<td>nevertheless</td>
<td>like</td>
</tr>
<tr>
<td>less ... than</td>
<td>alike</td>
</tr>
</tbody>
</table>

- Look at the following diagram.
• Complete the gaps in the following paragraph that describes the diagram on the previous page.

Generally speaking men are (6).................women in running events. The gap is greatest in the long-distance events and (7)....................in the sprints. In the six-day running event, the best male runners can cover 640 miles, (8)......................the fastest women cover only 548 miles. This represents a difference of 16.8 per cent. This difference becomes (9)....................significant in the shorter events. In the 100m, for example, there is only a 6.1 per cent (10)..........................in performance between men and women.

• Compare some of the other details on this diagram.
UNIT 4 Describing a process

In Writing Task 1 you may occasionally be asked to describe a process or other pictorial information such as a cycle or map. In order to produce a report describing a process you should take a similar approach to the one you used in describing data. You should examine the information carefully - which will be in pictorial form - and make sure you understand it. Look specifically at the beginning and the end of the process. Then, following the same principles as outlined in previous units, you should provide an opening sentence that summarises the overall function of the process.

1 Discuss what the following diagram is about. Then write a sentence which summarises the process.

- Describe the process verbally to each other. See if you agree on the facts. Then write your description of the process in 20 minutes.

How to approach the task

- List some of the verbs that you will use in your answer.
- Suggest some suitable connectives. What should you avoid doing when you link the stages in the process?
- Decide what tenses you will use. What does this depend on?

- Compare your description with your partner’s. Look particularly at the verbs and connectors that he/she has used.

There are various ways that you can respond to this task and the sample answer in the Answer Key is one example.
You should spend about 20 minutes on this task.

The diagram below shows how the water cycle works.

Write a report for a university lecturer describing the information shown.

You should write at least 150 words.

- Read some descriptions aloud in class and discuss them.

For further practice, do the Supplementary activity on page 117.
Letters are an important form of communication. In the General Training Writing Task 1 you are given a situation and tested on your ability to write a letter in an appropriate style in order to achieve a certain outcome. You need to include all the necessary details so that the purpose of your letter is clear and the reader can easily understand your message.

THE TASK

The task will present a situation to you on the question paper. You have to write in the first person and imagine yourself in the situation given. Here is an example:

You recently went shopping at the local supermarket. When you got home and studied your bill you found that you had been charged for items you did not purchase.

Write a letter to the supermarket manager explaining what has happened. Tell the manager how you feel about the error and ask him to do something about it.

1 Underline the verbs in this task which express what you have to do.

THE PURPOSE

It is important to remember that a letter is a form of communication. Formal or semi-formal letters are always written with a particular purpose in mind.

2 What is really meant by a 'purpose'? Give some examples.

3 What sort of things may prevent a letter from achieving its purpose?

4 What purpose is intended in the task above?

Starting out

The purpose is sometimes stressed at the beginning of a letter. (It depends on the type of letter you are writing as to how much you emphasise your purpose at the start or whether you decide to leave it to the end of the letter.) However, you do need to open your letter with something that will be appropriate for the reader and will capture the reader's attention and there are structures to help you do this. Read the following examples:

1 I am writing with regard/reference to/in connection with ...
2 I am writing to express my concern/dissatisfaction about ...
3 I would like to draw your attention to ...
What sort of tone do these structures have?

How might you begin a letter of apology to a friend?

Discuss the purpose of each of the following letters.

- A letter to the gas company about a second bill (or reminder) you received when you had already paid the first.
- A letter to a close relative with an invitation to a surprise party.
- A letter to a close relative with an invitation to a surprise party.
- A letter to an old teacher asking for a reference for a job.
- A letter to a garage about some poor mechanical work they did on your car.

Write an opening sentence or sentences for the above letters, then discuss these with your teacher.

EXPLAINING THE SITUATION

It is important that any background you provide on the situation is clear and includes all the information the reader needs.

- Re-read the first paragraph of the task on page 78 and look at the ideas in the bubble diagram below.

How to approach the task

- You will need to invent some information for this task. You must use your imagination but make sure your ideas are realistic and fit the situation.
- Copy this diagram and replace the ideas in the bubbles with realistic information.
- Consider the order in which you would want to present the information in a letter.
- Consider the tenses you will use.
Once you have your purpose clearly in mind and have given the reader some background information, you should continue with your message. The tone and level of formality that you use in your letter will affect how successful you are at communicating your message.

THE MESSAGE

Expressing feelings

There are many feelings that you may wish to convey in a letter. Here are some of the vocabulary and structures associated with them.

<table>
<thead>
<tr>
<th>Dissatisfaction/dislike</th>
<th>Regret/apology</th>
<th>Needs/wants/desires</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am unhappy about/do not like ...</td>
<td>I'm sorry that I ...</td>
<td>What I am looking for is ...</td>
</tr>
<tr>
<td>I am not comfortable about/with ...</td>
<td>I regret that I ...</td>
<td>What would suit me best is ...</td>
</tr>
<tr>
<td>... is not what I expected/was expecting.</td>
<td>Please accept my apologies for ...</td>
<td>I am very keen to ...</td>
</tr>
<tr>
<td>... does not suit me/my needs.</td>
<td>Please forgive me for ...</td>
<td>I would very much like to ...</td>
</tr>
<tr>
<td>... is too + adjective</td>
<td>Unfortunately/Regrettably I ...</td>
<td>I would be grateful if you could ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gratitude</th>
<th>Annoyance</th>
<th>Pleasure/satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank you very much for ...</td>
<td>Although I stated that ...</td>
<td>I was delighted about/by ...</td>
</tr>
<tr>
<td>I very much appreciated ...</td>
<td>Despite my request for ...</td>
<td>I thoroughly enjoyed ...</td>
</tr>
<tr>
<td>I'm grateful to you for ...</td>
<td>Even though I telephoned you about ...</td>
<td>... was very impressive/enjoyable.</td>
</tr>
</tbody>
</table>

1. What other feelings might you want to express in a letter?
Making requests, suggestions, etc.

You may also have to request or suggest something in your letter.

2 Look at the list of sentences and expressions below. What do you notice about those in the left-hand column?

3 Discuss with your teacher how a reader would react to some of the statements in the left-hand column.

- Rewrite some of the messages in the left-hand column using a structure from the right-hand column.

- Write the second part of your letter in which you state how you feel about the supermarket error and ask the manager to do something about it. (See pages 78-79.)

IELTS Writing (GT)

You should spend about 20 minutes on this task.

You have a friend who lives in a city abroad. You have decided that you would like to apply to do a course at one of the colleges in this city.

Write to your friend explaining what you would like to do. Tell him/her what type of work or studies you have been doing for the past few years and ask for assistance in contacting an appropriate institution.

You should write at least 150 words.
You do NOT need to write your own address.
Begin your letter as follows:

Dear . . . .

- A model answer, one of many possible approaches, is given on page 186.

For more letter-writing practice, do the Supplementary activity on page 118.

To prepare for General Training Task 2, you should study Writing Units 7-11.
See what you can remember about Writing Task 2 from your reading of the introduction to the Writing module on page 66.

1. How many words are you expected to write?
2. How long should you spend on the task?
3. What sort of writing are you expected to produce?
4. What must you include in your answer?
5. What sort of things do you think the examiners will be checking for?

UNDERSTANDING THE INSTRUCTIONS

There are no 'right' or 'wrong' answers to this task, but you must read the question carefully and make sure you understand exactly what you have to write about.

The introduction to Writing Task 2 is as follows:

**Academic**
Present a written argument or case to an educated reader with no specialist knowledge of the following topic:
- What sort of answer do you think you should write?

**OR General Training**
As part of a class assignment you have to write about the following topic:
- How should you approach the task?

**Academic**
You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.
- How should you approach the task?

**OR General Training**
Give reasons for your answer.
APPROACHING THE TASK

Read the following task.

Enormous effort is put into researching and marketing 'the perfect potato crisp' while research into stress at work, for example, is ignored.

How important are staff working conditions? Should employers research and improve the working conditions of their staff or should they concentrate more on their product?

6 Which of the following areas would it be appropriate to include in your answer?

a  a comparison of different types of product  
b  a discussion of the difficulties of food industries  
c  an analysis of the effects of bad working environments  
d  an explanation of how to make potato crisps  
e  an analysis of how to be successful in business  
f  a description of a business you know well  
g  an analysis of the importance of a company's product  
h  a discussion of how products are manufactured  
i  a discussion of the value of company staff

Read the task below and discuss with your partner what it means and what it is asking you to write about.

The age of Information Technology has taken a lot of people by surprise. While it has become a way of life for some, others know very little about it and may be unlikely to learn. Eventually we will have a polarised society and this will lead to serious social problems.

To what extent do you agree with this statement?

Write some examples (as in a-i above) of the areas you might cover in an answer. Do not feel that you must agree with the argument put forward in the question.

Try to re-write the task in your own words.

On your own, write your answer simply and clearly in about 250 words.

FORMING IDEAS

Your examiner will expect you to present clearly a number of relevant ideas in your answer.

You can develop ideas on a topic that has a central theme by brainstorming. Before you turn over, take a look again at the bubble diagram on page 79.
Get into groups of two to four students and discuss this statement:

Children over 15 should be allowed to make decisions about their lives without the interference of their parents or teachers. Society should accept that children mature at a younger age these days and should adjust the law accordingly.

Discuss this statement in relation to your own society or a society that you know well.

As you develop ideas, get one member of your group to complete a bubble diagram on an OHP transparency.

When you have finished, look at the diagrams that your class has produced. Discuss some of them and see whether your classmates have come up with any different ideas.

Another way of developing your ideas on a topic that has two sides is to make a list of 'pros' and 'cons' or points 'for' and 'against'.

Read the following question.

Have newspapers become a medium of the past or do they still play an important role in people's lives?

This time work on your own.

Get a new sheet of paper and draw a line down the middle of it like this:

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheap to buy</td>
<td>time-consuming to read</td>
</tr>
<tr>
<td>detailed information</td>
<td>waste of paper</td>
</tr>
</tbody>
</table>

See what ideas you can come up with.
Compare your ideas with those of others in your class.
Produce a complete class list for each side of the argument.
Write up your answer in 250 words.

For more practice on developing ideas, do the Supplementary activity on page 118.
In the examination you will have very little time to plan your answer, but your examiner will be looking for a clear underlying structure in your response.

1 What do you think is meant by a 'clear underlying structure'?

**ORGANISING IDEAS**

The key to good, clear writing is simplicity. Do not start the introduction until you know what you are going to say in your answer. Once you have thought of some relevant ideas, you need to organise them. If you produce an answer that presents a list of ideas without development, you will lose marks.

2 What do you think is involved in organising your ideas?

3 What will happen to some of your ideas?

- Spend ten minutes doing a 'for/against' activity (see page 84) on the following topic.

  *Should parents be obliged to immunise their children against common childhood diseases? Or do individuals have the right to choose not to immunise their children?*

- Now organise your ideas in preparation for writing the answer (which you will be asked to do at the end of this Unit).

**How to approach the task**

- Decide which of the ideas in your lists are 'key' ideas. (You may not agree on this, so try to argue your case.)
- Discuss how many of the key ideas you think you could cover in 250 words.
- Take a new sheet of paper and divide it into columns so that you have one column for each key idea. Discuss what order you think the ideas should go in. Write the key ideas at the top of each column in the order you have decided.
- Select some supporting points for each key idea from your lists. Write these beneath the relevant key idea.
- Think about your own experience and consider if you have any further supporting points to add.
On your own, get a new sheet of paper and write down all your ideas on the following topic. Then plan your key ideas and supporting points. Do this in ten minutes.

As children do we have a natural ability and motivation to take up new interests (such as languages, sports and musical instruments) which as adults we seem to lose? Are there too many social pressures on adults or are there other reasons for the apparent decline in a human being's capacity to learn?

**THE INTRODUCTION**

Your introduction is very important because it gives your reader their first impression of your writing ability. However, you shouldn't begin your introduction immediately.

4 What must you decide before you write the introduction?

5 Roughly how long should the introduction to an IELTS answer be?

6 Roughly how long should you spend writing the introduction?

7 How should you indicate the end of the introduction to your reader?

Your approach to writing an introduction will depend to a certain extent on the task. IELTS tasks present a discussion topic that is fairly broad and can be approached by candidates from different backgrounds. So one of the things you need to do in the introduction is to define what you understand by the task and state how you intend to approach it.

Read the following task and discuss what areas you could cover in your answer and how you might introduce the topic.

A company in which every employee is made to feel important will run more smoothly and experience greater success than a company that values some employees above others. Discuss.

8 Underline words or ideas that you feel are open to different interpretations. One approach you can take in an introduction is to pose questions that you then explore in the main body of your answer. What kind of questions could you pose in this introduction?

9 Consider your opinion about the statement presented in the task. An introduction can include a sentence stating the writer's position on the topic (but this is not essential). How could you state your position on this topic?

10 Write an introduction to the topic.

There is a model paragraph in the Answer Key. Remember that this model answer is just one example of how you could introduce this topic.

The Supplementary activity on page 119 presents two more examples of opening paragraphs to this topic which you may discuss.
THE CONCLUSION

Like the introduction, an answer that does not include a conclusion is also incomplete. Your conclusion is important because it summarises your views for the reader.

11 Roughly how long should the conclusion to an IELTS answer be?
12 How should you indicate the start of the conclusion to your reader?

Your conclusion should summarise the key ideas that you wrote about and your views on these, resulting in a final verdict/decision/statement, if appropriate. You can also be impartial (i.e. take no side) or state that you have no conclusion to draw.

Structures like these can be useful in a conclusion:

- *To sum up*
- *In conclusion*
- *Overall*
- *To conclude*
- *In the final analysis*
- *Ultimately*

- Look at the following model answer to the task at the top of page 86. Highlight the key ideas in it and then write an appropriate conclusion in approximately 40 words.

It is undoubtedly true that children are often well motivated to learn. However, does this motivation fade naturally as they develop or does society put pressures on the individual that interfere with successful learning?

It can generally be observed that children are better at learning than adults. They will more readily take up a musical instrument, for example, than a parent and are more likely to persist in mastering it.

Why is this so? It seems that while children have the determination to practise, adults are less patient. This suggests that we expect to pick things up far more quickly than is realistic. In addition, adults have more commitments than the young and so perhaps they lack the time to persist with their studies.

However, if it were true that it is only the pace of life that inhibits our learning capacity, this would imply that the busier we are, the less likely we would be to take up new interests. In my experience, this is not generally the case.

To sum up, enthusiasm for learning new things seems to be dependent on the individual concerned, rather than on their lifestyle. In fact it is common to find people who lead active lives or have demanding jobs taking up hobbies and other activities as well.

- Write up your answer to the first topic in this unit on immunisation. Compare your answer with the models on page 185 in the Answer Key.
UNIT 9 Introducing topics and main ideas

In Writing Task 2, you are being tested on your ability to produce a clear, logical argument. The General Training task may require more description than argument but this should still be clearly presented.

EXPRESSING VIEWS

Your key ideas will form the basis of your argument. Often they can simply be stated as facts, but if you want to personalise your argument, the following structures can help you reinforce what is your opinion or show that you are giving a general opinion.

/ would argue that
I (firmly) believe that
It seems to me that
I tend to think that

- Write a sentence expressing one of your main ideas/opinions on the following:
  a teenage drivers are unsafe
  b air travel should cost less
  c school uniforms should be compulsory
  d books will soon be old-fashioned

- Read some sentences aloud in class. Did the writer use an appropriate structure? If not, why not?

MAKING CONCESSIONS

Another way of putting forward an argument without being too dogmatic, is to admit that there are arguments that differ from your own. Linking words and expressions such as while, although, despite the fact that are useful in doing this. Also adverbs such as admittedly, certainly, etc. can be used. Look at the following arguments for and against some well-known topics:

<table>
<thead>
<tr>
<th>Topic</th>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>A TV and children</td>
<td>Educational programmes – safe ‘baby-sitting’</td>
<td>Adverts targeted at children – too much violence</td>
</tr>
<tr>
<td>B Women working versus staying at home</td>
<td>Children benefit from nurseries and day-care</td>
<td>Young children need to be with their mothers</td>
</tr>
<tr>
<td>C Too many cars in cities</td>
<td>Build more roads</td>
<td>More car users</td>
</tr>
</tbody>
</table>
In each case, imagine that your opinion is the 'against' argument. Write a short paragraph on each topic. Begin with a sentence containing the main argument and then clarify your view by making a concession. Here is an example:

As far as I can tell, television has few benefits for children. While I agree that there are some good educational programmes these days, far too much advertising is targeted at children and this makes television viewing very undesirable.

Concessional structures are also useful for conclusions and summing up ideas.

**REFUTING AN ARGUMENT**

This is a forceful way of expressing an argument and is done by rejecting an argument that you do not agree with. The following are examples of structures that can be used to reject an argument:

- I am unconvinced that
- I don't believe that
- It is hard to accept that
- There is little evidence to support the ...
- It is unjustifiable to say that

See if you can express a view on the following topics, by rejecting the first argument (a) and then asserting the second argument (b), e.g.

/ I don't believe that politicians should be paid high salaries. They are simply employed to do a job like anybody else. 

a politicians should be paid high salaries  

b a job like anybody else

a internet a useful resource for children

b too much uncensored material

a running is good for you

b many physical injuries

a gambling should be banned

b useful revenue in tax

**DEFINING/EXPLAINING**

Sometimes it is necessary to explain what we mean more clearly. Look at the following:

I would argue that many people today spend too much money on leisure. By this I mean that they seem unable to enjoy themselves without having to pay for their entertainment by, for example, hiring videos or going to the cinema.
Defining is particularly useful when you want to make your argument clearer or when you are using terms that may have many possible interpretations. The structures below can be helpful in doing this:

- By... I mean
- In other words
- To be more precise
- By this I mean
- That is to say
- Here I'm (not) referring to

Add another sentence to the following arguments using an expression from above:

- a In my opinion, extended families are more successful than nuclear families.
- b It is often said that young people are more tolerant than old people.
- c I am convinced that an element of choice is important in the school curriculum,
- d Job commitment is not always the key to success.

Read some of your sentences aloud and discuss their structure and content.

Read the following introduction to an IELTS question on the topic Examinations serve no useful purpose and identify the writer's techniques in explaining his/her argument:

I am convinced that examinations have a positive influence on learning and by that I mean that they lead to a better grasp of the subject, which is essential in areas such as medicine. While I admit that they can create undue pressure on students and can cause stress-related conditions, I would argue that these problems can be largely avoided if the approach to examinations is handled effectively by those concerned. Overall, students are motivated by examinations and this motivation can only benefit them.

1. How strong are the writer's views?
2. How would you develop this argument?
Writing

UNIT 10 Developing an argument

In Writing Task 2, your examiner will be looking for main arguments that are clearly well supported. You are even reminded of this in the instructions to the task.

MAKING THE MAIN ARGUMENT CLEAR

* Read the following paragraph from a student essay on *Why people commit crimes*.

I don't really agree that we should try to understand why someone has committed a crime. I think criminals should be punished and that's it. It isn't fair on the victim. In addition I would like to comment that most criminals know what they are doing when they commit a crime. There are too many crimes these days. I don't think there were so many in the past.

1 Can you identify the main and supporting argument(s)?
2 What is the problem with this paragraph?
3 Now read a paragraph from a different essay:

I would always support any attempt to foster greater community spirit amongst neighbours. Clearly they can be very supportive towards one another in very practical ways: younger neighbours can assist those who are more elderly, or people can do things for each other when they go on holiday, like checking the mail. Regrettably though, many of us nowadays are simply too busy to make the effort and it's not unknown for people to go for months without ever speaking to a neighbour. I live in a block of flats myself and of the four households on my floor, I have only met one other occupant.

3 What do you think the question is?
4 Can you identify the main and supporting arguments?
5 What type of support is provided?
6 It is impossible to predict what type of holidays people will be taking in 100 years' time. We don't know, whether space travel will be a realistic option in the future, it is likely to completely transform our traditional view of a holiday.

7 I would contend that supermarkets are here to stay in some countries they can offer so many products that it's hardly necessary to shop anywhere else there are sometimes instances of local opposition, but this is usually overcome.

8 Statistics show that the worst drivers in the world are young men. as a driver, if you look closely at any car that is going too fast, overtaking at the wrong place or driving too close to the car in front, it will invariably have a teenager or young man in the driver's seat.

9 I strongly approve of the preservation of historical buildings. Too many have already been destroyed in my home town, whole streets of beautiful regency houses were knocked down in order to build high-rise flats.

* Look at the notes below which a student has written in order to prepare a response to the topic: In the interests of public safety, dangerous sports should be banned.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Main ideas</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>not sure - think I agree</td>
<td>people get lost or trapped rescue teams involved</td>
<td>rescue teams risk lives/have families</td>
</tr>
<tr>
<td>presume sports such as mountaineering/rock climbing/caving</td>
<td>OK if rules etc. are obeyed but some people irresponsible</td>
<td>ref. news last week, rescuer died</td>
</tr>
</tbody>
</table>

- Write the introduction and first paragraph of the answer.
- Plan a second paragraph that argues against the topic.
- Write this paragraph and the conclusion.
UNIT 11 Writing your answer

Remember that the purpose of the IELTS Writing test is to assess your skill in the following areas:

**Task 1**
- interpreting graphs/charts/tables and other graphic information *(Academic)*
  - writing about facts/trends
  - comparing and contrasting information
- engaging in personal correspondence *(GT)*
  - explaining a situation
  - communicating a message

**Task 2**
- writing a well-structured argument
  - planning carefully
  - demonstrating a well-organised answer with good paragraphing
- presenting a clear point of view
  - clarifying main ideas
  - supporting arguments
  - giving personal experience/reasons

**Organising information**
- selecting important points/information
- linking statements

**Writing accurately**
- using appropriate structures and vocabulary
- demonstrating good spelling and punctuation

**WRITING COHERENTLY**

The IELTS exam assesses your ability to write clearly and link your ideas well. On page 121 there is a table which gives a range of linkers and indicates how often they should be used. (Note that it is poor style to repeatedly use certain linkers.) Native speakers frequently use very simple words like *this, these/those* and *such* to link ideas together.

- Complete the following sentences by using one of the above words plus a noun:

1. Generally speaking, crime rates in Europe have fallen over the past two years. __________ has been the result of new approaches to punishment.

2. Just under 40% of people in the UK and 50% of Americans say that work is the most important part of their lives. __________ increase further if we take into account retired people looking back on their working lives.

3. When a group of Australian schoolchildren was interviewed, the majority said they preferred their teachers to be humorous yet kind. However, __________ are not as highly rated by teachers.
4 Read the following paragraph and underline any words which help link ideas together.

There is always some controversy over whether it is important to spend large sums of money on medical research or whether more of this money should be directed towards treating patients. Obviously some medical research is essential. Without it, we would have no vaccinations against diseases such as polio, no drugs such as antibiotics and no treatments like x-rays or radiotherapy. Nevertheless, the field of medical research is very competitive and this has financial disadvantages. Take, for example, the current research being conducted on the HIV virus. In this field it is arguable that money is being wasted in that scientists throughout the world are working independently towards the same ultimate goal - to find a cure for AIDS - and with the same hope of becoming famous in the process. Surely it would be more productive and less costly if these scientists joined forces and an international research team was set up with joint international funding.

BUILDING COMPLEX SENTENCES

Credit is given in the IELTS test for the successful control of complex sentence structures. A complex sentence is basically a number of simple sentences linked together using appropriate words and structures. Read the following sets of sentences and see if you can link each set together into one complex sentence.

5 The graph is about student numbers in the UK.
   The number of students in higher education has risen.
   The rise has taken place over the last five years.

6 Students were asked how much they expect to earn when they start work.
   40 per cent of them expect to earn about £21,000.
   2 per cent expect to earn £40,000 or more.

7 A typical police force in Britain has 2500 officers.
   A typical town has a population of 180,000.
   At any one time, there are only 10 officers patrolling the streets of a typical town.

8 Drink-driving laws vary from country to country.
   In Poland it is illegal to drive with more than 20 mg of alcohol in your blood.
   In Italy it is illegal to drive with more than 80 mg of alcohol in your blood.
9 The percentage of one-person households in France has risen over the past 10 years.
In 1989, 27 per cent of households in France belonged to single people.
In 1999, 30 per cent of households in France belonged to single people.

10 The enrolment of students in first-degree courses has changed since last year.
The biggest change has taken place in the Biological Sciences.
9 per cent more students have enrolled in the Biological Sciences this year.
55,000 students enrolled in the Biological Sciences this year.

11 Read the following paragraph which describes the results of a survey. There are no grammatical mistakes in the paragraph, but the ideas could be more clearly explained and linked. See whether you can improve it with the help of some of the words and phrases you have learnt so far.

A sample of one hundred people were interviewed at random about their views on the Internet. Most people had heard of the computer facility. Few knew how to use it. 20% of the people had access to it. The people who said they could use the Internet were students or were under 40 years of age. The people who had not heard of it were 60 years old or more. The sample was felt to be representative of the general population.

For further practice, do the Supplementary activity on page 121.
The Speaking Module

WHAT TO EXPECT IN AN IELTS INTERVIEW

The IELTS Speaking test takes the form of a one-to-one interview. There are three parts to the Speaking test. These allow you to demonstrate your spoken English skills through a number of tasks. The tasks are designed to elicit a range of language on a variety of topics.

The whole interview takes between twelve and fourteen minutes. Here is an overview of the Speaking test format showing the three parts and the approximate timing of each.

<table>
<thead>
<tr>
<th>Part</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1</strong></td>
<td><strong>Introduction and interview</strong></td>
</tr>
<tr>
<td></td>
<td>The candidate has the opportunity to speak on familiar topics. The examiner asks a number of questions to which the candidate should reply as fully as possible.</td>
</tr>
<tr>
<td></td>
<td><strong>4-5 minutes</strong></td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td><strong>Individual long turn</strong></td>
</tr>
<tr>
<td></td>
<td>The candidate is asked to give a short talk for 1-2 minutes on a topic chosen by the examiner. The candidate has a minute to prepare and then speaks on the topic without stopping.</td>
</tr>
<tr>
<td></td>
<td><strong>3-4 minutes</strong></td>
</tr>
<tr>
<td><strong>Part 3</strong></td>
<td><strong>Two-way discussion</strong></td>
</tr>
<tr>
<td></td>
<td>The candidate is presented with more abstract questions broadly linked to the topic introduced in Part 2, and is encouraged to engage in extensive discussion</td>
</tr>
<tr>
<td></td>
<td><strong>4-5 minutes</strong></td>
</tr>
</tbody>
</table>

IELTS Bands

9 Expert user
8 Very good user
7 Good user
6 Competent user
5 Modest user
4 Limited user
3 Extremely limited user
2 Intermittent user
1 Non-user
THE EXAMINER’S ROLE

IELTS examiners are teachers who have been specially trained to rate spoken English on the IELTS scale. They are chosen to be helpful and encouraging so that you can do your best on the day of the test. They know that you may be nervous but they can only assess what they hear so they will expect you to speak up. The examiners rate your language on a scale of 1-9 in four broad areas. In brief, they want to find out if you can:
- speak fluently and link ideas coherently
- demonstrate a range of appropriate vocabulary
- use accurate grammar and appropriate register
- speak so that you can be understood

THE CANDIDATE’S ROLE

Part 1
The examiner will ask you some questions about yourself and your interests, studies or working life. You should:
- reply by offering a full and appropriate response in each case, taking the initiative where possible.
- always offer more than yes or no as an answer as your examiner can only rate what he or she hears, and you need to make the very best of this chance to show off your skills.
- use Part 1 to overcome any nerves and demonstrate your basic fluency.

Part 2
The examiner will give you a topic, which is also written on a card, and will hand you some paper and a pencil to make notes. You have a minute to think about what you are going to say. You should:
- think about the topic for a moment and decide how you are going to tackle it.
- use the preparation time wisely by jotting down some key ideas (but do not try to write out a speech).
- make the talk interesting and lively.

Part 3
The examiner will invite you to discuss a number of issues, broadly related in theme to the Part 2 topic. You should:
- try to give informed, interesting and appropriate responses, but remember there is no right or wrong answer.
- use this part of the test to demonstrate your control of language, your ability to express abstract ideas and to support your opinions appropriately.
- show a willingness to provide extended replies.
In Part 1 of the interview the examiner will introduce him or herself to you and ask you your name. You must show some photo identification.

The examiner will then ask you some questions focusing on areas such as your interests, studies or working life. You need to offer interesting responses and to show that you can develop your answers. However, you are not expected to provide a point of view or argue a case.

**BECOMING MORE FLUENT**

Fluency in speech is the ability to maintain a flow of language without unnatural hesitation and without demanding unreasonable patience of the listener. In other words it is the ability to 'keep going' and includes a number of micro strategies such as willingness to participate and preparedness to respond fully to questions asked by the examiner. Becoming more fluent takes practice, so try using English as often as possible with your friends as well as with English speakers.

- Look at the table below. Take a minute to complete the table by filling in the spaces in each column. You need only enter two or three words in each column.

<table>
<thead>
<tr>
<th>Home town and family</th>
<th>Hobbies</th>
<th>Favourite food</th>
<th>Languages spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Go round the classroom and speak to as many of your classmates as you can.
- Ask questions based on the table. When you form the questions, you should use the *simple present tense*.
- Report back to the group telling them what you learned about the people you interviewed. Try to make the information flow naturally. For example:

  I spoke to Kumiko. She lives in Kyoto and has one brother. Her favourite food is sashimi but she quite likes Australian *meat pies*. She speaks Japanese fluently of course, and English quite well.
WILLINGNESS TO PARTICIPATE AND EXPAND

- Think of some of the little things that you did over the last weekend.
- Write them down in note form but do not show them to your partner. Try to write at least five activities using the simple past tense.

For example:

None of the activities in the list is very unusual. However, all of them lend themselves to expansion.

For each activity you write down, think of a couple of ways in which you could expand the information to make it more interesting to a listener in a conversation. In other words, what additional details can you give? Below is an example of how you could expand on a topic.

I hired a video on Saturday with some friends. It was called ............... . It's a film about ............... . It was good/bad/OK. because ............... .

- Look at the list of question words in the box below. Check in the supplementary materials on page 125 if you are uncertain of the grammatical rule for asking WH-questions.

<table>
<thead>
<tr>
<th>Why?</th>
<th>How much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>How often?</td>
</tr>
<tr>
<td>Where?</td>
<td>How good?</td>
</tr>
<tr>
<td>What?</td>
<td>How easy?</td>
</tr>
</tbody>
</table>

- Now ask your partner what he or she did at the weekend. As soon as they give you an answer, ask another question using one of the question words above to find out more information. Each time your partner replies, ask another question until you have asked six questions.
- Change roles. Practise your expansion strategy until providing more information to your listener becomes almost automatic!