

# LESSONS for IELTS



## SPEAKING

New Oriental Education & Technology Group IELTS Research Institute



NHÀ XUẤT BẢN TỔNG HỢP  
THÀNH PHỐ HỒ CHÍ MINH

**NTV**

Công ty TNHH  
Nhân Trí Việt

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# Overview

This book covers the following points:

**Vocabulary and common expressions for IELTS speaking topics** - *This matches to 'Vocabulary' in the marking criteria for the IELTS Speaking test.*

Each unit in this book has a Vocabulary Bank which includes useful words and expressions for discussing the topic.

**Pronunciation exercises** - *This matches to 'Pronunciation' in the marking criteria for the IELTS Speaking test.*

You will practise:

- Pronouncing individual words
- Linking words together
- Recognising word and sentence stress
- Using accurate rhythm and intonation in speaking English

**Grammar** - *This matches to 'Grammar' in the marking criteria for the IELTS Speaking test.*

Useful and common grammar points that you will need to successfully speak about common topics in the IELTS Speaking test

For example:

- The most common verb tenses and how and when to use them
- Correct grammar structures for describing things, telling stories about your own experience, comparing past and present events, speculating about the future, and giving opinions

**Structuring answers and linking ideas together** - *This matches to 'Fluency and Coherence' in the marking criteria for the IELTS Speaking test.*

For example:

- Useful and common ways to link ideas in speaking
- Ways to begin and extend an answer
- Practice in building fluency and confidence when discussing common IELTS speaking topics

**All the three parts of the IELTS Speaking test are covered and practised in this book.**

We hope you will enjoy using this book and that you will learn useful language and skills to help you to pass the IELTS Speaking test.

Work hard, take every opportunity to practise, enjoy your study, and succeed in the IELTS Speaking test.

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# IELTS

## Speaking

“Chance favours the prepared mind.”  
(Louis Pasteur)

## Focus on Part 1 of the IELTS Speaking Test

## WARM-UP



1 Listen to these sentences and repeat them.

- a. I'm an English student.
- b. I'm studying at New Oriental Foreign Language School.
- c. I need to improve my English.
- d. I want to take the IELTS exam.
- e. It's a lot of fun! OR: It's an important language to learn.
- f. I come from Beijing.



2 Now, listen and repeat these questions.

- a. What's your first name?
- b. What's your family name?
- c. Where do you come from?
- d. Are you a student or do you have a job?
- e. Why are you studying English?
- f. Where are you studying English?
- g. What do you enjoy about studying English?

3 Work with a partner. Ask and answer the questions above.

## VOCABULARY

4 Check the meanings of the words on the next page in your dictionary.

Vocabulary Bank

subject	public	sports	rules
class	discipline	library	uniform
physics	homework	language	gymnasium
chemistry	assignments	history	laboratory
maths	test	culture	absent
compulsory	marks	strict	attendance
optional	exams	hit	junior
co-ed	primary	corporal	senior
single sex	secondary	punishment	science
private	naughty	detention	major

5 Look at the questions below and decide which words above could be used to answer these questions. Some words could be used for many questions. The first one has been done for you.

Let's talk about education:

For example

- a. What subjects are compulsory in your school?  
Answer: Maths / Language / History
- b. What are your favourite subjects?
- c. What subjects do you not like?
- d. Tell me about discipline in your school.
- e. What exams do you take?
- f. How much homework do you have?

6 Listen to the words in the Vocabulary Bank and repeat them.


7 Some words have one sound or syllable and some have two or more. Write the words from the Vocabulary Bank in the correct columns below.

1 syllable	2 syllables	3 or more syllables
hit	public	optional

## PRONUNCIATION

### Sentence Stress

In English, words that carry the main meaning, i.e. important words, are stressed, i.e. they are said louder or stronger.

 8 Listen to the audio and underline the stressed words in each sentence below. The first one has been done for you.

a. What subjects are compulsory in your school?

In my school, we have to take language and maths, but we can choose history or chemistry.

b. What are your favourite subjects?

I really like English because it's so interesting and the teacher is so fun!

c. What subjects do you not like?

I hate maths because it's boring and it's too hard.

d. Tell me about discipline in your school.

Our school is very strict. There are lots of rules. You have to wear a uniform and you can't talk in class.

e. What exams do you take?

At the end of Senior High, everyone takes the University Entrance exam. It's really difficult, and we have to do a lot of work.

f. How much homework do you have?

Lots! I have to work every night and I get so tired!

## GRAMMAR

*like / love / hate / don't like + V-ing*

9 Think about your typical school day and all the activities and things you have to do. Make a list with your partner.

### A school day in the life of ...

a. maths lesson with Mr. Brown

f. ....

b. ....

g. ....

c. ....

h. ....

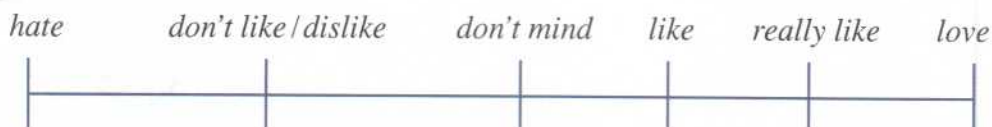
d. ....

i. ....

e. ....

j. ....

Words to express liking or not liking:



10 Work by yourself and write activities from your school day into the boxes below to show how you feel about doing these activities.

Hate	Don't like/ Dislike	Don't mind	Like	Really like	Love
					e.g. maths lesson

When expressing how you feel about doing activities, you can use the following language:

*hate, like, don't mind, love + V-ing*

I love studying maths.

I like/don't like learning English.

I don't mind doing chemistry.

I hate studying history.

In English, we don't say: I ~~very~~ like studying...

We say: I really like studying...

#### TIP

Remember that it is good to give a little extra information like a reason or an example when you answer a question or talk about a topic.

How do you feel about the activities you do at school each day?

I love studying maths because I have a great teacher.

I really like learning history because it's so interesting, for example, the Ly dynasty.

- 11 With your partner, tell how you feel about the activities you do during your school day. Give a reason or an example for each activity.

### Error correction

Find the mistakes in the following speaking excerpts. Write the correct sentence in the space below. The first one has been done for you.

- a. I ~~am~~ come from a small town in Dongnai Province, Vietnam.  
I come from a small town in Dongnai Province, Vietnam.
- b. I don't like learn history because it is not useful to me.  
 \_\_\_\_\_
- c. I not like studying biology as it is so difficult for me to understand science.  
 \_\_\_\_\_
- d. I like study English because it's an important language to learn.  
 \_\_\_\_\_
- e. I very like studying maths because I want to be a maths teacher.  
 \_\_\_\_\_

### Put it all together

- 12 With your partner, ask and answer the following questions about your school. There are some ideas given to help you with the answers.

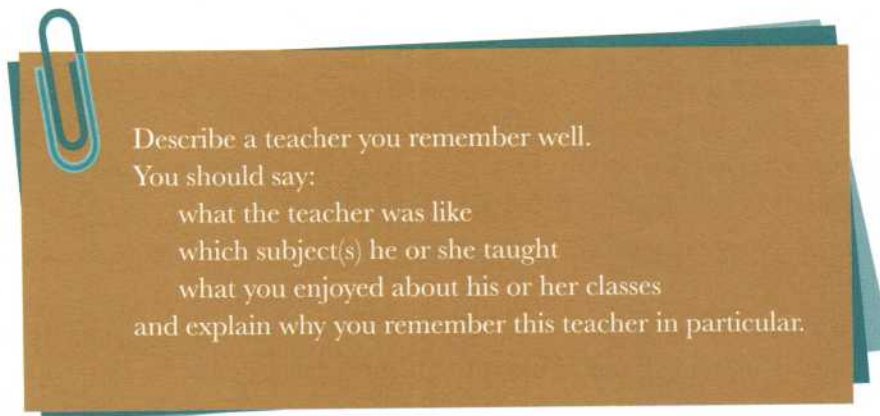
Questions	Answers
a. What subjects are compulsory in your school?	In my school, we have to..., but we can choose...
b. What are your favourite subjects?	I really like... because it's... and...
c. What subjects do you dislike?	I dislike... because it's...
d. Tell me about discipline in your school.	Our school is... You have to...
e. What exams do you take?	At the end of...
f. How much homework do you have?	Lots! I have to...

## Focus on Part 2 of the IELTS Speaking Test

In Part 2 of the IELTS Speaking test, the candidate has to speak for 1-2 minutes on a topic that the examiner gives. This is called 'the long turn'.

The examiner will give you a prompt card and tell you that you have one minute to read the card and prepare your answer. The examiner will also give you a piece of paper and a pencil to make notes. You should write only short notes. Long sentences are not possible as there is only one minute to prepare.

13 Read the following Part 2 prompt card.



Describe a teacher you remember well.  
You should say:  
what the teacher was like  
which subject(s) he or she taught  
what you enjoyed about his or her classes  
and explain why you remember this teacher in particular.

14 Now, listen to a student talking about this topic and answer the following questions.

- Did the student like the teacher?
- Why?

### TIP

The speaker has used lots of examples to expand her answer. This makes it easier to fill the one to two minutes required for the long turn in Part 2.

## FLUENCY AND COHERENCE

15 Read the Part 2 answer on the next page and write short notes in the boxes on the right about the three different parts of the talk.

**Only** write main, important words in your short notes, e.g. nouns, adjectives, and verbs. The first one has been done for you.

Structure of the Talk	Short Notes
§1: What the teacher was like (personality and appearance)	Wonderful, friendly, kind Strict – strap, short, loud voice Mrs. T
§2: What subjects she taught	
§3: What the speaker enjoyed about her classes	
§4: Why the speaker remembered her	

## Part 2 Answer

§1 ‘I remember a teacher I had at primary school who was wonderful. From the first day, she was friendly and kind towards the students, who were eight years old. But she was also strict. I mean, on the first day, she took out this old-fashioned strap and banged it on the desk, and we all got such a fright, but she was just trying to show us she was in control. She wasn’t really that scary although she was quite short and she spoke in a loud voice. Everybody called her Mrs. T.’

§2 ‘She taught us every subject, so she taught us English, maths, writing, and actually, I can’t remember what else!’

§3 ‘I guess what I used to enjoy most about her classes was her personality, and the fact that she cared for all of her students, even the naughty ones. I remember her daughter lived in America, and she used to send over American sweets and chewing gum for Mrs. T to give to good students. All the students tried to be really good to get that reward!’

§4 ‘I particularly remember my teacher, Mrs. T, because she was so kind, helpful, and patient. I was very young, and she was like a mother to me, gentle but strict at the same time.’

Note the structure the speaker uses to talk about a past habit that no longer happens:

### used to + base form verb

I used to enjoy...

She used to send over American sweets...

### For example

‘I used to go to the library.’ – a past habit. This was something I did often in the past, but I don’t do it any more.

‘I used to live in Dalat.’ – a past state. I don’t live there any more.

16 Read the examples below and answer the questions.

- I **used to smoke** cigarettes. Do I smoke cigarettes now? \_\_\_\_\_
- I **didn’t use to speak** English. Do I speak English now? \_\_\_\_\_
- I **used to live** in Australia. Do I live in Australia now? \_\_\_\_\_

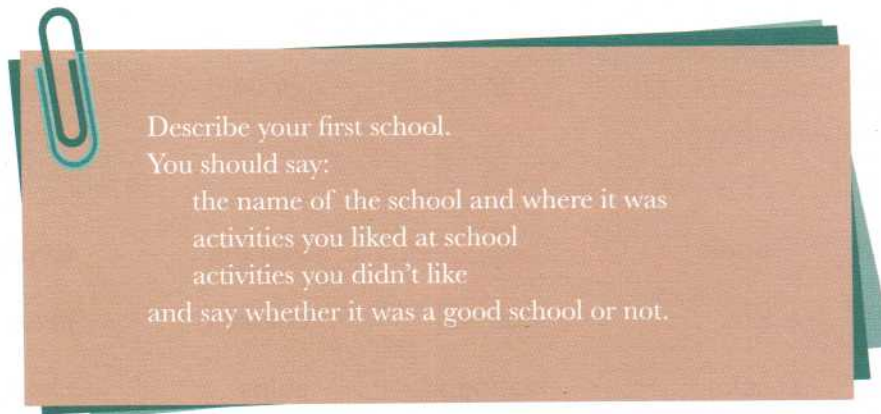
17 Now, write some examples of what you used to do when you were young.

Remember they must be past habits or states.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

One of the best ways to become more fluent in English is to practise doing 'long turns'. Here are some practices for you.

18 Take some time to prepare short notes on the following topic.



Your Short Notes	
Name of school, location	
Activities you liked and why	
Activities you didn't like and why	
A good school? Why / Why not?	

19 With a partner, take turns to speak for at least half a minute. Remember to use examples and give reasons. If you have a watch, time each other.

## Focus on Part 1 of the IELTS Speaking Test

## WARM-UP

- 1 Look at the following types of food. Decide if each type of food is healthy or junk food and write the words in the table below.

hamburger	apple	rice	banana	tomato
noodles	KFC	hot dog	chicken	bread
biscuits	cake	cabbage	chips	cheeseburger
pizza	dumpling	ice cream	chocolate	egg
salad	potato	lettuce	sandwich	celery
cheese	pasta	spinach	sushi	meat pie

Healthy Food	Junk Food
e.g. apple	hamburger

- 2 Listen and mark the stressed syllable on each word.

VOCABULARY

Vocabulary Bank

Food (nouns)	Food can be...	Food can taste...	Good / Bad food is...
barbecue	burnt	bitter	appetising
brunch	dry	bland	delicious
cake	fatty	salty	disgusting
fruit	fresh	savoury	junk
meal	greasy	sour	revolting
pasta	healthy	spicy	tasty
picnic	mouldy	sweet	vile
pizza	raw		yucky (acceptable slang)
restaurant	rich		yummy (acceptable slang)
snack	stale		
steak	succulent		
supper	undercooked		
vegetables	wholesome		
		Food can be... (how it's cooked)	
		baked	
		barbecued	
		boiled	
		(deep) fried	
		grilled	
		microwaved	
		roasted	
		steamed	
		stewed	
		stir-fried	
		toasted	



3 Listen to some students answering Part 1 IELTS speaking questions.

- **Speaker 1:** My family and I always do our food shopping at the local markets because all the fruit and vegetables are so fresh.
- **Speaker 2:** I really like fast food, and my favourite is pizza – yummy!
- **Speaker 3:** I never cook because I don't know how. My parents always cook for me.
- **Speaker 4:** I prefer eating in restaurants to eating at home because you don't have to do the dishes afterwards!
- **Speaker 5:** We usually eat toast or cereal with fruit for breakfast, and on the weekend, we might go out for bacon and eggs.



4 Now, listen and repeat these sentences from the previous activity.

- a. I never cook because I don't know how.
- b. I really like fast food.
- c. I prefer eating in restaurants to eating at home.
- d. My favourite food is pizza.
- e. We usually eat toast or cereal for breakfast.

5 Match the questions below with the answers above.

- i. What's your favourite food? → d. My favourite food is pizza.
- ii. Do you like to cook?
- iii. Do you prefer to eat out or eat at home?
- iv. What do you usually eat for breakfast?
- v. Do you like fast food?



6 Listen and you will notice the important words in each sentence below are stressed: they are said louder and stronger than the other words. Underline the stressed words in each sentence. The first one has been done for you.

- a. Tell me about your favourite food.
- b. Do you like to cook?
- c. Do you prefer to eat out or eat at home?
- d. What do you usually eat for breakfast?
- e. Do you like fast food?

7 Listen again and repeat the sentences using the same stress pattern as in the audio.

8 Now, work with a partner to ask and answer the questions using your own words. Remember to stress the important words.

a. What is your favourite food?

I love all Vietnamese food, but my favourite is probably noodle soup because it has so many flavours.

- b. Do you like to cook?
- c. Do you prefer to eat out or eat at home?
- d. What do you usually eat for breakfast?
- e. Do you like fast food?

## PRONUNCIATION

9 Circle as many 'food' words as you can find in the two lines below.

Souphotdogtastepizzahutdonutsweetsnackoverweightsoftdrinkchocolatebigmaccarrotbodybreakfastchipchickenuggetdietfastmilkweighteat

10 Listen to check and put the words in the right category.

/p/ ending	/t/ ending	/k/ ending
soup		

11 Listen again and repeat the words.

12 Now, listen to the following sentences and repeat.

- a. A soft drink is unhealthy because it contains a lot of sugar.
- b. Pizza Hut is a worldwide fast food restaurant.
- c. If you want to lose weight, you shouldn't eat too much junk food.
- d. A balanced diet is an important part of keeping healthy.
- e. He eats a hot dog every day.
- f. Chocolate milk is very tasty.
- g. People often eat dumplings for breakfast in China.
- h. I eat a carrot every day as part of a healthy diet.

- i. Bananas are the perfect fruit.
- j. He ate too many Big Macs, and now he is overweight.

Often in English, the last sound of one word joins onto the next word. Listen to the following sentence:

**Chocolate milk is very tasty.**

It sounds like: **Chocolate mil kis very tasty.**

This is because the final sound of **milk** 'k' joins with the vowel 'i' in **is**. This is a common feature of spoken English. If one word ends in a consonant and the next word begins with a vowel, the consonant links onto the vowel of the next word.



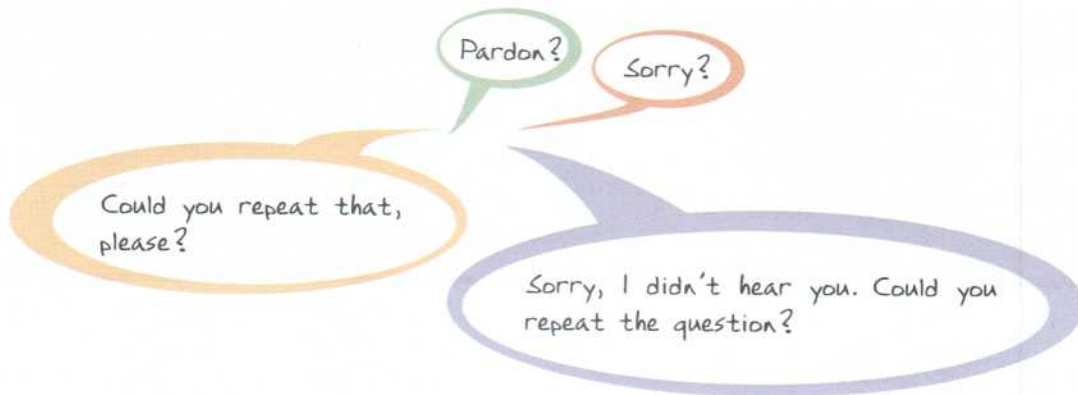
**13** Listen to the following sentences and mark the linking sounds.

- a. Soft drinks are not very healthy.
- b. Pizza Hut is a fast food restaurant.
- c. It's important to eat healthy food.
- d. He likes to eat a hot dog for lunch.

**14** Listen again and repeat the sentences, making sure you link words correctly.

**15** Now, say the sentences again to your partner.

Sometimes, you will need to ask the examiner to repeat the question. Here is some useful language to do this:



Your intonation is important. When using these expressions, your voice should go up at the end of the word or sentence. In English, this shows politeness. For example:

Pardon?



**16** Listen and repeat the expressions after you hear them.

17 Work in pairs. Use the questions below to practise the language in Activity 15. One person asks a question and the other asks for repetition, using one of the expressions. Focus on using the correct intonation and make sure you practise with all of the expressions.

- What's your favourite food?
- Do you like to cook?
- Do you prefer to eat out or eat at home?
- What do you usually eat for breakfast?
- Do you like fast food?

Sorry, I didn't hear you.  
Could you repeat the question?

## GRAMMAR

18 Look at the following answer from the previous activity:

**I prefer eating in restaurants to eating at home.**

**Prefer** is a verb which means you like something better than something else.

**I prefer Vietnamese food to McDonalds.**

When you are expressing preferences, you can also compare one thing to another.

**I like hamburgers more than rice.**

**I don't like McDonalds as much as KFC.**

19 Look at the food in the table below. Which do you prefer for each option? Write your answer in the 'Your preference' column. The first one has been done for you.

Option 1	Option 2	Your preference
1. Hamburgers	Dumplings	Hamburgers
2. Chocolate	Rice	
3. KFC	Pizza Hut	
4. Coca cola	Pepsi	
5. Donuts	Bananas	
6. Spinach	Cheeseburgers	
7. Sprite	Green tea	
8. Subway	McDonalds	

20 Write sentences about which foods you prefer, using the preference language given in the box above.

**For example**

I prefer dumplings to hamburgers.

OR I like dumplings more than hamburgers.

OR I don't like hamburgers as much as dumplings.

21 Now, tell someone else about your preferences.

22 You can also use a comparative adjective to give a reason for your preference.



Comparative Language	
Short adjectives	Hot - hotter
Adjectives ending in -y	Hungry - hungrier (change the -y to an -i)
Adjectives with 2 or more syllables	Important - more important

23 Write the comparative form of each adjective below. Check any words you don't know in your dictionary.

- a. healthy \_\_\_\_\_ +
- b. tasty \_\_\_\_\_
- c. sweet \_\_\_\_\_
- d. oily \_\_\_\_\_
- e. greasy \_\_\_\_\_
- f. spicy \_\_\_\_\_
- g. delicious \_\_\_\_\_
- h. yummy \_\_\_\_\_

24 Now, decide whether the adjectives have a positive or negative meaning. Put a plus sign [+] next to the positive ones and a minus sign [-] next to the negative ones. The first one has been done for you.

25 Work with a partner and ask them which food they prefer. Use a comparative adjective (e.g. healthier) in your answer.

**For example**

I prefer dumplings because they are healthier.  
I prefer apples because they are sweeter.

**Put it all together**

26 Fill in the gaps with your own answers.

1. Do you like to try food from other cultures?	I like to try _____ food because it is _____.
2. Do you prefer to cook for yourself or have other people cook for you?	I prefer to _____ because _____.
3. Which do you prefer: fast food or healthy food?	I prefer _____ as it is _____.
4. Is there any food you would like to try but haven't?	I haven't tried _____, but I would really like to. I think it would be _____.
5. Which is your favourite fast food restaurant?	My favourite fast food restaurant is probably _____, which serves _____ food, such as _____.
6. What do you usually eat for lunch?	I eat _____, and _____, for lunch.
7. Do you prefer to eat at a fast food restaurant with your family or with your friends?	I prefer to eat with my _____ at a restaurant as I like to _____.
8. Which kind of fast food do you like least?	I really don't like _____ because _____.
9. What type of fast food do you like?	I like _____ because _____.
10. Where do you normally buy food?	I usually buy food at _____ or _____.
11. Do you prefer sweet food or savoury food?	I enjoy _____ more than _____. I love _____!

27 Work with a partner, asking and answering the questions.

## Focus on Part 2 of the IELTS Speaking Test



Describe a meal you particularly enjoyed.

You should mention:

where you ate

what you ate

who you were with

and explain why you enjoyed it.

 28 Listen to a student speaking about this topic.

'I'm going to talk about a meal I enjoyed. It was right after my university graduation, when I was about 21. My whole family came to see me graduate, and it was a very proud day. After the ceremony, we all went to a nearby restaurant, which was busy with other families who were all doing the same thing. The atmosphere was exciting and busy. The restaurant was beautiful, with long tables, candles, and flowers. My family also gave me a huge bunch of flowers and some cards and special gifts. I was there with my mum, dad, two brothers, and my grandfather, and I remember that we ordered a lot of seafood and champagne to celebrate. I can't really remember what else we ate, but the seafood was delicious. Oh, that's right, we had lobster to share, which was amazing. We spent all afternoon at the restaurant, talking, eating, and laughing. And of course, we took lots of photos. My father made a speech of congratulations and wished me good luck for the future. It was such an enjoyable day because I knew that my family was very proud of me, and we all shared my celebration together. And everything about the restaurant was perfect. The waiters were friendly, and the food was fantastic. I am happy that I remember this special day in my life so clearly.'

29 Answer the following questions:

- a. What did the student eat?
- b. Why was the meal special?

30 Look at the script. Circle the present simple verbs and underline the past simple verbs. What do you notice about the tenses the speaker has mainly used?

### FLUENCY AND COHERENCE

31 Think about a meal you have enjoyed and make your own answer to the prompt card. Use the questions on the next page to help you make notes before you speak.

Questions	Your notes
<ul style="list-style-type: none"> <li>Where did you eat? Was it a restaurant/your home/friend's house/party/picnic/family member's house? Describe.</li> </ul>	
<ul style="list-style-type: none"> <li>What did you eat? Describe in detail.</li> </ul>	
<ul style="list-style-type: none"> <li>Who were you with? Family/friends/classmates/boyfriend/girlfriend/acquaintance?</li> </ul>	
<ul style="list-style-type: none"> <li>Describe the waiters.</li> </ul>	
<ul style="list-style-type: none"> <li>Why did you enjoy it? Was it a special occasion or celebration (birthday/wedding/graduation, etc.)? Was it special because of the people you were with? Or the food?</li> </ul>	
<ul style="list-style-type: none"> <li>Did anything funny, interesting, or unusual happen?</li> </ul>	

32 Now, use your notes to talk to your partner for one minute on this topic.

33 After making brief notes on each of the following topics, choose one to talk about.

- What you ate for breakfast today.
- Your favourite fast food restaurant.
- A type of food you love.

## Focus on Part 1 of the IELTS Speaking Test

## WARM-UP



1 Listen and repeat the sentences below.

- I play basketball with my friends every day after school.
- I'm not very good at soccer, but I love it.
- In my free time, I often like watching tennis matches on television.
- I don't watch rugby very much because it's not very popular in China.
- On the weekends, I play table tennis with my dad.

## VOCABULARY

2 Look at the following sports. Can you add any more to the list?

football hockey soccer rugby athletics gymnastics volleyball  
table tennis swimming golf American football basketball cycling  
skiing snowboarding skating kayaking tennis weightlifting squash  
surfing boxing motor racing badminton show jumping snooker sailing

3 Classify the sports into the following four categories.

<i>I like to play/go</i>	<i>I like to watch</i>	<i>I am not interested in... at all</i>	<i>I would like to try</i>

There are usually three verbs which go together with various sports:

**play, go, and do**

**For example**

I **go** surfing. (only used with sports ending in -ing)

He **plays** basketball. (sports with no -ing ending)

We use the verb **do** with the following sports: athletics, gymnastics.

**TIP**

'play' is often associated with a sport that uses a ball.

'go' often means there is no set area in which the sportsperson has to move (freedom to move anywhere).

'do' has the sense of confinement, e.g. a stage, a ring, an arena.

4 Match the sports from Activity 2 with the appropriate verb.



5 Write five sentences about yourself, using the vocabulary you have learned so far.

6 Say your sentences to a partner.

7 Make questions for your partner, using the prompts below. The first one has been done as an example.

a. (prefer/exercise alone/or with friends)

Do you prefer to exercise alone or with friends?

b. (like/go/swimming in the sea)

\_\_\_\_\_

c. (how/often/go/running)

\_\_\_\_\_

d. (exercise/regularly)

\_\_\_\_\_

e. (think/exercise/important)

\_\_\_\_\_



8 Listen to the audio and check your answers.

9 Listen again and repeat each question.

fun good for me relaxing  
 competitive keeps me fit  
 interesting helps me relax

10 Ask and answer the questions with your partner. Use an adjective or a phrase above to help you give a reason for your answer.

Do you prefer to exercise alone or with friends?

Probably with friends because it is more fun!

Vocabulary Bank			
Types of sporting events	Places & people associated with sporting events	Sporting events can be...	Actions that take place during sporting events
challenge	arena	dangerous	attack
championship	challenger	dramatic	bowl
competition	coach	dynamic	catch
final	court	exhilarating	chase
friendly match	gymnasium	memorable	defend
semi-final	opponent	nail-biting	dodge
tournament	opposition	nerve-racking	intercept
	referee	tense	jump
	reserve	thrilling	kick
	ring	tough	pass
	stadium	uneventful	save
	supporter		score
	umpire		sprint
			tackle
			throw

11 Choose five sports and brainstorm the equipment you need to play them. Also, write the verb you need to talk about these sports: **play**, **go**, or **do**. The first one has been done for you as an example.

Sports	Equipment	Verbs
a. Table tennis (ping-pong)	Ping-pong table, bats, net, and ball	Play
b.		
c.		
d.		
e.		

12 Use the table above to ask each other questions about the sports.

**For example**

A: Tell me more about ping-pong. What equipment do you need for it?

B: Oh, ping-pong is a fun game to play. I really like playing ping-pong because you don't need a lot of equipment - just a table, bats, net, and a ball.

**PRONUNCIATION**

**/v/ and /w/**

The sound /v/ is made by resting the top teeth on your bottom lip and using your voice. When you practise pronouncing /v/, bite your bottom lip a little. Try it.

The sound /w/ is made by starting with your lips together in an 'o' shape and then voicing the sound as your lips separate. When you practise pronouncing /w/, pull your lips in hard. Try it.

13 Now, listen to the words and decide whether they are /v/ or /w/. Write them in the correct box below.

/v/	/w/

14 Listen again and practise saying each word.

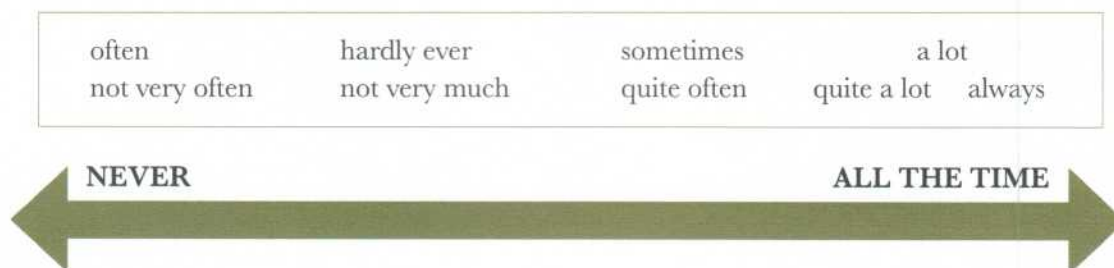
**GRAMMAR**

**Adverbs of Frequency**

These tell us how often things are done. Look at the example on the next page.

- A: How often do you go to the movies?  
 B: Oh, I often go to the movies. Probably once a week, at least.

15 Write the following adverbs of frequency on the continuum below.



16 Fill in the gaps in the dialogues below, using an adverb of frequency. The first one has been done for you.

- a. A: Do you go swimming at the pool very often?  
 B: Yes, quite a lot. It relaxes me.
- b. A: Do you watch football on television much?  
 B: \_\_\_\_\_! I hate it.
- c. A: How often do you go jogging?  
 B: Well, I try to go \_\_\_\_\_, but sometimes, I just feel like sleeping instead!
- d. A: Do you study English much at home?  
 B: \_\_\_\_\_. I always forget my homework.

**TIP**  
 When you are speaking about things you do regularly, you use the present simple tense. For example: 'I watch basketball on television every day. Sometimes, I go to the swimming pool and swim 20 lengths. I don't play golf very often.'

17 Listen to each dialogue and check your answers.

18 Listen again and repeat.

Adverbs of frequency are usually placed in the middle of a sentence between the subject and the verb or at the end of the sentence. However, *a lot* and *quite a lot* are placed after the object, *much* and *very much* are placed at the end of the sentence.

Positive	I <u>sometimes</u> play tennis at the weekend. I <u>often</u> go swimming with my friends. I play table tennis <u>quite a lot</u> because I like it.
Negative	I don't <u>usually</u> watch sport on television. She doesn't go <u>jogging very much</u> .
Question	Do you <u>often</u> go swimming? Does he play tennis <u>a lot</u> ?

19 Insert the adverb of frequency given in brackets into the correct position in the following sentences. The first one has been done for you.

- I play soccer because I like it. (quite a lot)  
I play soccer quite a lot because I like it.
- Do you play table tennis? (often)
- My dad watches soccer on television with me. (sometimes)
- I don't watch sport on television. (very much)
- My mum comes to watch my tennis matches. (quite a lot)
- I go swimming at the pool because I like it. (always)

20 Ask and answer the questions below with your partner. In the answer, talk about your own experience and include adverbs of frequency.

- Do you go swimming at the pool very often?
- Do you watch football on television much?
- How often do you go jogging?
- Do you exercise in a gym?
- Do you play tennis?
- Do you like watching sport on TV?

## Focus on Part 2 of the IELTS Speaking Test

### FLUENCY AND COHERENCE

#### PROMPT CARD 1

Talk about a sport that you enjoy playing.

You should say:


- which sport it is
  - what equipment is used
  - how it is played
- and explain why you enjoy playing it.

#### PROMPT CARD 2

Talk about a sport that you would like to try.

You should say:

- what it is
  - what equipment you would need
  - how it is played
- and explain why you want to try it.

-  21 Listen to the following two speakers talking about these topics. Decide whether they are speaking about Prompt Card 1 or Prompt Card 2.

Speaker 1: Prompt Card \_\_\_\_\_

Speaker 2: Prompt Card \_\_\_\_\_

- 22 Look at the language from Speaker 1. Use the language to write your own notes about a sport you enjoy playing.

To play ....., you need .....

The aim of the game is to .....

Players do this by .....

..... is played .....

In my team, I play ....., so I have to .....

I'm also pretty good at .....

I guess I like playing ..... because .....

I feel ..... when I play; .....

**Speaker 1:**

Okay, I'm going to speak about a sport that I enjoy playing: basketball. To play basketball, you need a ball, a court, and two hoops at either end. Of course, you also need players - five on each side. The aim of the game is to get the ball through the hoop at each end. Players do this by dribbling the basketball down the court and passing it to other players to move the ball in the right direction. Meanwhile, the members of the other team try to stop them from doing this. They can try to stop them by guarding them very closely and trying to get the ball from them. Basketball is played in four quarters, and players can be swapped during this time. It takes about an hour, but that depends on how often the referee stops them. In my team, I play centre, and so I have to run around a lot and help move the basketball down the court. I'm also pretty good at shooting, so I get lots of chances to score points. I guess I like playing basketball because of the way it makes me feel. I feel quite excited when I play, and it also feels good to be part of a team, especially when we're winning!

- 23 *Look at the language from Speaker 2. Use the language to write your own notes about a sport you would like to try.*

A sport that I'd like to try is .....

I'm keen to try it because .....

You need a lot of equipment: .....

.....

You start off .....

I'd love to try it because .....

### Speaker 2

A sport that I'd like to try is white-water rafting. I guess it's more of an extreme sport, really. I've always been keen to try it ever since I saw a programme on television which showed people rafting on this huge river in South America somewhere. It looked amazing, but scary at the same time. To do white-water rafting, I think you need to go with a company who organises it all for you, because you need a lot of stuff: lifejackets, helmets, wetsuits, and all that kind of thing. The boats they use are inflatable rafts, and you are given little paddles to row with. From what I saw, you start off at the top of a river and float down until you get to a type of small waterfall, where the water is moving very fast, and the raft goes over and down to the next part of the river. That's when it gets exciting! I saw people falling out and going under the water, but they all looked like they were having a great time. I'd love to try it because it looks so exciting and a little bit dangerous at the same time, so I think it'd be quite thrilling. And I love swimming, so hopefully I'd be okay!

- 24 *Work with a partner and practise speaking, using your notes to help you. You can choose to talk about Prompt Card 1 or Prompt Card 2.*
- 25 *When your partner has finished speaking, ask one question about what he or she talked about. In the IELTS Speaking test, the examiner will usually ask one or two follow-up questions after the Part 2 long turn.*

## Focus on Part 1 of the IELTS Speaking Test

## WARM-UP

1 Work with a partner. Ask each other:

**What is your favourite television programme? Why do you like it?**

2 There are different types of movies and television programmes. Continue to work with your partner and think of examples of movies or television programmes that match each of the types below. The first one has been done for you.

## Types of Movies and Television Programmes

Sports Soccer World Cup	Comedy	Horror Movie	Romance
Science Fiction	Documentary	Quiz	Action Movie

3 Ask your partner:

**Which type of movie or television programme do you prefer? And why?**

## VOCABULARY

Vocabulary Bank		
Types of movies, radio and TV programmes	Describing movies, radio and TV programmes	Collocations
chat show	educational	I was terrified.
sports programme	old-fashioned	It was terrifying.
documentary	modern	I was scared.
music programme	scary	It was scary.
horror movie	terrifying	I was amused.
quiz	interesting	It was amusing.
comedy	fascinating	It's a true story.
romance	funny	It's based on fact.
action movie	amusing	It's partly true.
autobiography	humorous	It's fiction.
biography	exciting	It got my attention.
historical movie	boring	good-looking actor
fiction	relaxing	good-looking actress
science fiction	popular	
martial arts	famous	
drama		
crime		
cartoon		
fantasy		
news		
current affairs		
weather report		
musical		
western		
thriller		

## PRONUNCIATION

- 4 Listen to the audio and mark the stressed syllable in each word or phrase in the columns above. Some phrases have two stressed syllables.

For example

It's a **true** **story**.

5 Listen again and repeat, making sure you say the stressed syllables louder and longer.



6 Listen to the following chant. Listen again and repeat (on the audio, there is a pause after each line). Make sure your pronunciation is correct.

Funny, funnier, funniest  
The funniest show on TV  
This \*programme's the funniest  
The best one for you to see.

Scary, scarier, scariest  
The scariest show on TV  
This \*programme's the scariest  
The worst one for you to see.

\*programme's = programme is



7 Listen to the following sentence on the audio and repeat.

**The news is more interesting than the weather, but it isn't as interesting as a sports programme.**

Notice that **than** and **as** are weak and are pronounced /ðən/ and /əz/.

Other words have a strong stress such as: **news, weather, isn't, sports.**

Notice also that many words are linked.



8 Listen to these similar sentences and repeat. Pay attention to sentence stress and linking.

- A comedy is more exciting than a documentary, but it isn't as exciting as a horror movie.
- A quiz is more educational than the weather, but it isn't as educational as a documentary.
- A quiz is funnier than a documentary, but it isn't as funny as a comedy.
- A documentary is more boring than the news, but it isn't as boring as the weather.
- A movie is more relaxing than a sports programme, but it isn't as relaxing as a music programme.
- An action movie is scarier than the news, but it isn't as scary as a horror movie.

## GRAMMAR

Using adjectives to compare		2 things	More than 2 things
Short adjectives	small big	smaller bigger	smallest biggest
Adjectives ending in -y	funny scary	funnier scarier	funniest scariest
Adjectives with 2 or more syllables	relaxing exciting	more relaxing more exciting	most relaxing most exciting
Irregular adjectives	good bad	better worse	best worst

To describe an equal comparison, you can use '... as... as...':

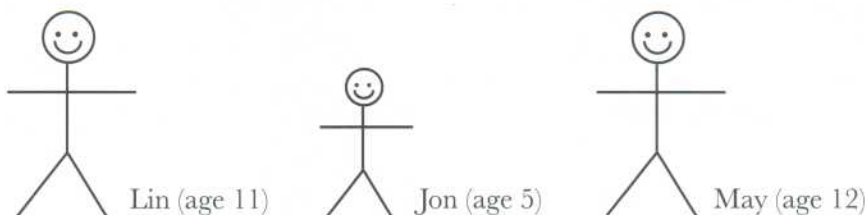
I like documentaries as much as I like comedies.

I watch TV as often as I listen to the radio.

You can use '... isn't as... as...' to describe an unequal comparison.

A quiz is funnier than a documentary, but it isn't as funny as a comedy.

9 Make sentences about each of the following pictures, using the adjectives given and the comparison language on the previous page.



Adjectives: tall / young

Examples: May is as tall as Lin, but she's taller than Jon.

Jon is younger than May and Lin. He's the youngest of them all.

Lin is younger than May, but she isn't as young as Jon.



Lin (age 7)



Jill (age 3)



Sam (age 12)

a. Adjectives: short / old



b. Adjectives: modern / old-fashioned / popular



c. Adjectives: interesting / educational

Action movie

Comedy

Thriller

d. Adjectives: exciting / amusing / scary

## Put it all together

10 In pairs, ask each other the following questions and fill in the gaps with your own answers.

1. Do you prefer movies to documentaries? Why?	Yes / No. I prefer _____ because they are _____ than _____.
2. Which type of television programmes do you think young people like best? Why?	I think young people prefer _____ _____. They like them because _____ _____.
3. Do you think you spend too much time watching television? What other activities could you do instead of watching television?	Yes / No / Maybe. I could _____.
4. Are there other activities which are healthier than watching television? Why?	Yes / No / Maybe. They are healthier because _____. Or: They are as healthy _____ because _____.
5. Which is worse for children, spending too much time on the television or the computer?	I think spending too much time on the computer isn't as _____ the television, but it _____ _____.
6. Which is more interesting for you, reading magazines or watching television?	I think _____ isn't as _____ because _____. Or: I think they are as interesting _____ each other because _____.

## Focus on Part 2 of the IELTS Speaking Test

11 Read the following Part 2 prompt card.

Describe a movie that you have seen and enjoyed.  
You should talk about:  
what the movie was called  
when and where you saw it  
what type of movie it was (comedy, action, romance, etc.)  
and say why you enjoyed it.

In the IELTS Speaking test, you have one minute to make quick notes about what you are going to say. Only write main words in your notes.

**For example**

‘Talk about why you enjoyed it.’  
 Your notes = Good story, famous actor, very good-looking, lots of action

12 Use these prompts to help you make quick notes before you speak.

Prompts	Your notes
What was the movie called?	
When and where did you see it? (If you can't remember, tell the examiner. This is fine.)	
What type of movie was it?	
Why did you enjoy it?	

13 Speak for half a minute, or longer if you can, about this topic to your partner. Use your notes to make longer sentences. Remember to use the same verb tense as the prompt card. For example:

The movie was called..... I saw it..... (past simple tense)

### Focus on Part 3 of the IELTS Speaking Test

In Part 3 of the IELTS Speaking test, the examiner asks questions to test whether you can speak about more complex topics that are connected to the Part 2 topic.

**For example**

‘150 years **ago**, there were no radios, televisions, or computers. What do you think people used to do in their free time?’

14 Write down some ideas. Use your dictionary if you need to. Tell your partner your ideas.

What about the future? In 50 years' time, do you think we will watch television and listen to the radio? What about newspapers? Will people still read them?

15 Tell your partner what you think will happen.

16 Listen to the audio of an examiner asking a candidate some questions. Fill in the gaps as you listen.

**Examiner:** What type of activities did people do in their free time before the invention of radios, televisions, and computers?

**Candidate:** I think in the olden days, people \_\_\_\_\_ spend their free time reading or doing activities with their \_\_\_\_\_. Fathers \_\_\_\_\_ teach their sons to make things out of \_\_\_\_\_, and mothers \_\_\_\_\_ teach their \_\_\_\_\_ to sew. People probably \_\_\_\_\_ games too, such as chess and mahjong.

**Examiner:** Do you think this was a better way of life compared to how we live nowadays?

**Candidate:** In some ways, it was better. Families \_\_\_\_\_ more time talking together, whereas today, we \_\_\_\_\_ more time watching television or playing on the computer. I guess the parents \_\_\_\_\_ the children in the olden days, but nowadays, children learn a lot by themselves from the computer and television.

**Examiner:** In 50 years' time, do you think things will change much or will we be doing the same activities as now in our free time?

**Candidate:** In my opinion, I believe we will change. I think people \_\_\_\_\_ see the benefits of spending more time talking together and less time by \_\_\_\_\_ in front of a computer or television. Maybe more electronic, educational games \_\_\_\_\_ be \_\_\_\_\_ that need three or four people to play them, like PlayStation games, and the whole family \_\_\_\_\_ be able to play together.

17 Look at the script. What grammar structures do the speakers use when talking about past activities?

#### Past simple verbs

Families spent more time talking together.

**Did + subject + base form verb?** when asking a question about the past

What type of activities did people do in their free time?

**Used to + base form verb** when talking about a past habit or state that no longer happens

I think in the olden days, people used to spend their free time...

18 In pairs, practise asking and answering the following questions, using the structures given.

#### Question 1: *used to*

What do you think your grandmother \_\_\_\_\_ (do) in her free time?

Answer: She \_\_\_\_\_.

#### Question 2: *past simple*

What \_\_\_\_\_ you \_\_\_\_\_ (do) in your free time yesterday?

Answer: Yesterday, I \_\_\_\_\_.

#### Question 3: *used to*

Did your father or mother \_\_\_\_\_ (spend) time teaching you things when you were a child?

Answer: \_\_\_\_\_

*Look at the script. What grammar structure do the speakers use when talking about future possibilities or predictions?*

### Will + base form verb

In 50 years' time, do you think things will change much?

I think people will see the benefits...

19 *In pairs, practise asking and answering the following questions, using this structure 'will + base form verb'. Choose either the verb **have** or **be** for each sentence.*

Remember: **have** is followed by a noun phrase and **be** is followed by an adjective.

Q 1: Do you think you \_\_\_\_\_ a good job in 15 years' time?

Answer: Yes/No. I think I \_\_\_\_\_ a \_\_\_\_\_.  
(e.g. doctor, policeman, mother, cleaner)

Q 2: Do you think you \_\_\_\_\_ children/grandchildren in 15 years' time?

Answer: \_\_\_\_\_

Q 3: Do you think any member of your family \_\_\_\_\_ famous?

Answer: \_\_\_\_\_

## FLUENCY AND COHERENCE

20 *With a partner, read the script on the previous page. One person is the examiner, and the other the candidate.*

21 *Ask each other the same questions as in the script, but this time, answer in your own words with your own opinion. Try not to copy the script's answers.*

Remember to use **past simple** to talk about the past and **will + base form verb** to talk about future possibilities.

- What type of activities did people do in their free time before the invention of radios, televisions, and computers?
- Do you think this was a better way of life compared to how we live nowadays?
- In 50 years' time, do you think things will change much or will we be doing the same activities as now in our free time?

## Focus on Part 2 of the IELTS Speaking Test

## WARM-UP



1 Listen to the audio recording and repeat the words in the box.

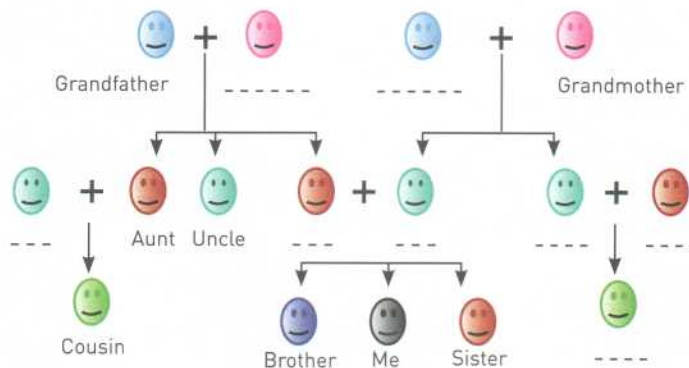
mother father grandmother grandfather uncle aunt cousin brother sister

2 Listen again and mark the stressed syllable in each word.

For example

grandmother

3 Finish labelling the family tree diagram below with the words from the box above.



4 Now, make the family tree diagram of your family by adding or deleting information.

5 Look at your partner's diagram and ask for information.

Example: A. Tell me about your grandmother.

B. Well, she's very kind and generous. She's a great cook, too.

In your answer, give at least **two** pieces of information about each member of the family.

VOCABULARY

Vocabulary Bank

Family/Relatives

parent(s)  
son  
daughter  
grandparent(s)  
grandson  
granddaughter  
niece  
nephew  
cousin  
son-in-law  
daughter-in-law  
mother-in-law  
father-in-law  
sister-in-law  
brother-in-law  
stepmother  
stepfather  
stepsister  
stepbrother

girlfriend  
boyfriend  
partner<sup>1</sup>

an only child  
baby/infant  
toddler  
teenager  
adult/grown-up

childhood  
adolescence  
adulthood

nuclear family  
extended family

to separate  
to divorce  
to remarry

Describing family/friends

**Physical characteristics**  
short, tall, fat, thin, etc.  
good-looking  
attractive  
handsome  
pretty  
beautiful

**Qualities, personality, nature, character**  
sociable  
shy  
outgoing  
adventurous  
amusing  
intelligent  
competitive  
cheerful  
pessimistic  
optimistic  
helpful  
(in)considerate  
sensitive  
stubborn  
caring  
supportive  
brave  
fun  
humorous  
patient  
honest  
trustworthy  
generous  
thoughtful  
kind  
loyal  
faithful  
reliable

add more words...

Collocations

to bring up a child

to get on (well) with

to have a good/close relationship with someone

a relationship between two people

to start a relationship

to end a relationship

to be similar to

to be different from

to have (something/a lot) in common with someone  
> We have a lot in common.  
> We don't have much in common.  
> I have a lot in common with my sister.

to have the same tastes in something

to have different tastes in something  
> We have the same tastes in clothes, but we have different tastes in music.

add more phrases of your own...

<sup>1</sup> We use this word for an **adult** boyfriend or girlfriend.

6 Study the words in the Vocabulary Bank.

7 Tick ✓ the words you know.

*Highlight or underline the unfamiliar words and then look them up in a dictionary.*

8 Fill in the gaps with the words or phrases from the 'Family/Relatives' section of the Vocabulary Bank.

- a. My mother's sister is my \_\_\_\_\_.
- b. My father's sister is my \_\_\_\_\_.
- c. My cousin's father is my \_\_\_\_\_.
- d. My mother's father is my \_\_\_\_\_.
- e. My mother's sister has two children, a boy and a girl. They are my mother's \_\_\_\_\_ and \_\_\_\_\_.
- f. I don't have any brothers or sisters. I am \_\_\_\_\_.
- g. My uncle and his wife don't live together any more. They are \_\_\_\_\_.
- h. \_\_\_\_\_ can be a difficult stage in life. You are no longer a child but not yet an adult.
- i. My youngest cousin is just learning to walk. She is a \_\_\_\_\_.
- j. My aunt is divorced, but she is dating again. She has a new \_\_\_\_\_.

## PRONUNCIATION

### Word Stress



9 Listen to the audio recording and repeat the words in the box. These are useful words for describing people.

cheerful	considerate	adventurous	stubborn	pessimistic
outgoing	amusing	sociable	pleasant	shy

10 How many syllables are there in each word?

**For example**

*cheer-ful* = 2 syllables

11 Listen to the words again. Mark the stressed syllables and then match each word with a stress pattern.

## For example

cheerful = Pattern 2

Pattern 1 = O

Pattern 4 = Ooo

Pattern 2 = Oo

Pattern 5 = oOoo

Pattern 3 = oOo

Pattern 6 = ooOo

- 12 Practise saying the words after the model. Be sure to say the stressed syllables slightly louder and longer.

## GRAMMAR

## Contractions

- 13 Listen to a student talking about the topic **Family**.

I'd like to tell you about my family. I have two brothers. They're both at university. The older one is studying computer science, and the younger one is studying economics. My parents are divorced. My father has remarried and lives with my stepmother and her three children, two sons and a daughter. My stepbrothers also like computers, but my stepsister prefers reading books. I have a good relationship with my stepsister because we've got a lot in common. I read lots of books too, and we like to discuss the ideas that we've read in them. Unfortunately, I don't get on well with my stepmother. She doesn't like me very much, and we often argue. The relationship between my older brother and me is very close. We've shared many adventures together at weekends and on holidays. We play the same sports as well. The person in my family that I have the best relationship with is my mother. She's a very cheerful and considerate person, and I love her very much.

Note: When speaking, contractions sound more natural.

## For example

*I am > I'm*

*I would > I'd*

- 14 Look at the tapescript and underline all the contractions.

Positions of **also** and **both**

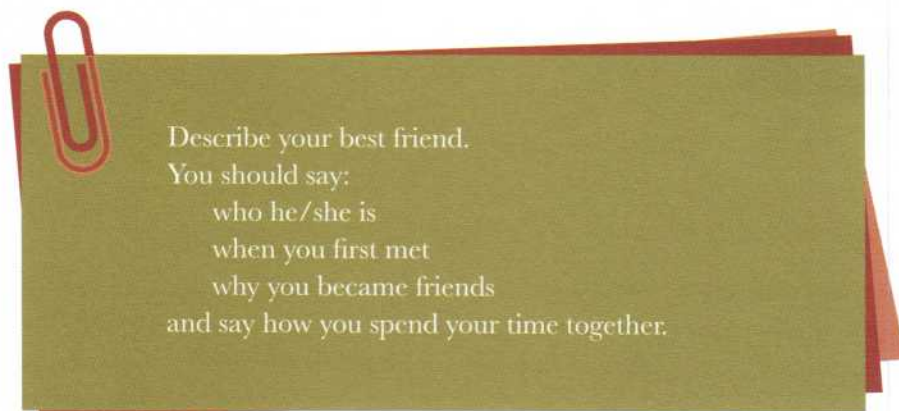
The adverb **also** can be put in the middle of a sentence.

- If the verb is one word, **also** goes *before* the verb.
  - My stepbrothers **also** like computers.
  - She reads books and **also** discusses them.
- **Also** goes *after* the verb *be* (*am/is/are/was/were*).
  - They are clever, but they *are* **also** naughty.
- If the verb is two or more words, **also** goes *after* the *first verb*.

My younger brother *can* **also** dance hip hop.  
My grandparents *have* **also** been to Japan.  
Do you **also** like reading?

We use **both** in the same way.  
My parents **both** work.  
Jin and Su *are* **both** at university.  
They *are* **both** studying economics.

15 Look at the prompt card below and then close your book and see if you can remember the key points.



Describe your best friend.  
You should say:  
    who he/she is  
    when you first met  
    why you became friends  
and say how you spend your time together.

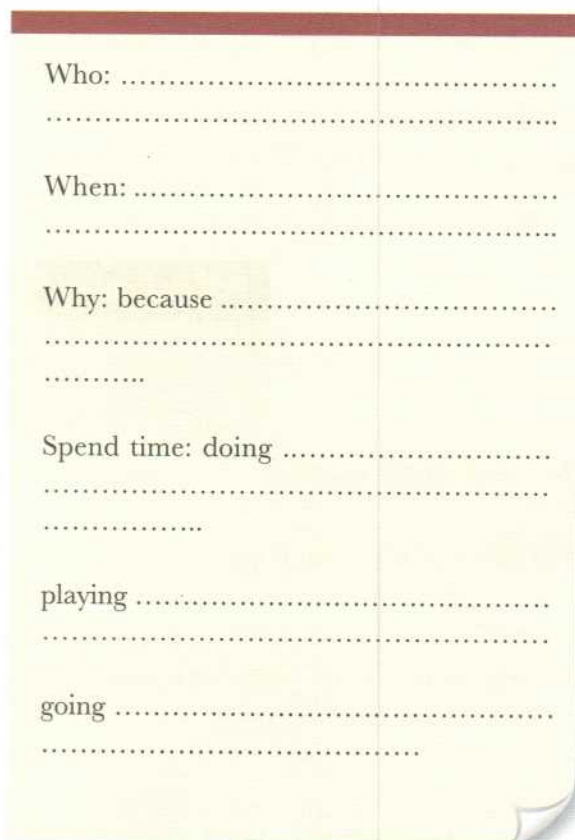
16 Now, write some key words for each point.

17 With your partner, try to talk for at least half a minute.

 18 Listen to the audio recording of a student talking on this topic.

#### Script of 'Best friend' topic

I'm going to tell you about my best friend, Lou An. We first met a few years ago at the local athletics club. She's not really good-looking or anything, but she is very helpful and thoughtful, and she has a really cheerful and outgoing personality. We are about the same age, and we have a lot in common, so I guess that's the main reason we became friends. Of course, we both love sport, especially running and cycling. She's very competitive, much more competitive than I am. She exercises for an hour or two every day. We also have similar tastes in movies and television programmes. She loves romantic comedies, and so do I. She probably watches more



Who: .....  
.....  
When: .....  
.....  
Why: because .....  
.....  
Spend time: doing .....  
.....  
playing .....  
.....  
going .....  
.....

sport on television than I do, though. When we are together, we mostly spend our time playing sport, obviously, or shopping for clothes. When we go to the shopping mall, we often don't buy anything, but it's fun just looking at the different styles of the new clothes and trying them on. It's good to have a reliable friend with you who will give you her honest opinion. Sometimes, we go to the beach or the swimming pool together although neither of us can swim very well. Nowadays, we both seem to be very busy, but we still meet at least once a week for a chat, usually on Friday afternoons. We generally go to a café and have something to drink. It's funny, though, our tastes are quite different in this case. Whereas I prefer coffee, she never drinks coffee. She only drinks tea.

19 Look at the script, identify and underline all the adjectives from the 'Qualities' list in the Vocabulary Bank.

20 Fill in the gaps with the suitable adjectives taken from the box.

Note: There are more words in the box than you need, and there may be more than one correct answer for each gap.

trustworthy	thoughtful	supportive	sociable
shy	reliable	patient	outgoing
generous	considerate	cheerful	caring
brave	adventurous	kind	honest

- He enjoys unusual and rather dangerous activities like white-water rafting. He's so \_\_\_\_\_.
- He's also very \_\_\_\_\_. If he hurts himself, he never complains about the pain.
- They gave a lot of money to the earthquake victims. They're \_\_\_\_\_.
- IELTS examiners are very \_\_\_\_\_. They are quite calm even if they have to repeat the same question three times.
- My father is very \_\_\_\_\_. When he says he'll do something, he always does it.
- My aunt has lots of fun at parties because she is so \_\_\_\_\_ and \_\_\_\_\_.
- A good friend should be \_\_\_\_\_ and always tell the truth.
- My youngest cousin isn't very good at talking to new people. She's quite \_\_\_\_\_.
- Their mother is \_\_\_\_\_ and \_\_\_\_\_. She's a helpful person who understands other people's needs and problems.

21 Give another talk about **Your Best Friend** including some words and phrases from the 'Qualities' list in the Vocabulary Bank.

## Focus on Part 3 of the IELTS Speaking Test

After you have talked about your topic in Part 2, the examiner will ask you some more general questions about the topic. These questions are more abstract and may not be directly related to your experience.  
Example: Part 2 topic = Best friend

→ Part 3 topic = Relationships

Let's talk about friendship in general.  
How important is it for people to have friends?

Well, I think having friends is extremely important...

What personal qualities do you think a real friend should have?

I think there are a number of qualities that a real friend has...

Would you say that friends are more important than family?

Definitely, because we spend more time with friends and...

Now, let's move on to talk about how people form relationships.  
Nowadays, more and more people are starting relationships on the Internet.  
What are the advantages of forming a relationship in this way?  
What are the dangers?

Well, the main advantage is that starting a relationship on the Internet is so easy...

Do you think Internet relationships can ever be as strong as traditional relationships?


Well, it depends on what kind of relationship it is and...

How are relationships formed in childhood different from those formed in adolescence and adulthood?

Well, I think childhood relationships are...

## FLUENCY AND COHERENCE

### Emphasis in Opening Statements

-  22 Listen to the audio recording and underline the words or syllables that carry the main stress.
- 23 Listen again and practise saying the opening statements with appropriate emphasis.

For example

Well, I think...

24 Now, try answering the examiner's questions on the previous page by completing the statements in the candidate's speech bubbles.

**For example**

Well, I think having friends is extremely important because everyone needs someone to talk to about their problems.

25 Listen to the model Part 3 discussion on **Relationships** below.

Examiner: 'Well, you've been talking about a special friend, and now, I'd like to go on to talk with you some more about relationships in general. First of all, let's talk about friendship in general. How important is it for people to have friends?'

Candidate: '**Well, I think** having friends is extremely important because everyone needs someone to talk to about their problems; not only that, but we need people to share the good times with as well. I can't imagine how lonely it would be if we didn't have any friends.'

Examiner: 'What personal qualities do you think a real friend should have?'

Candidate: '**I think there are a number of qualities** that a real friend has. Firstly, friends should be honest and trustworthy because you tell them your secrets and personal details, you know, really private stuff. You have to be able to trust them. Secondly, I think they should be reliable. They should meet you when they say they're going to and not let you down. I also think friends should be caring and supportive so they listen to you when you tell them your troubles, and so they help you if you need help. I guess it's also more fun if they are cheerful and amusing.'

Examiner: 'Would you say that friends are more important than family?'

Candidate: '**Definitely, because** we spend more time with friends and they can have a huge influence on us. Sometimes, that can be a bad influence, so we need to choose our friends carefully.'

Examiner: 'Now, let's move on to talk about how people form relationships. Nowadays, more and more people are starting relationships on the Internet. What are the advantages of forming a relationship in this way?'

Candidate: '**Well, the main advantage is** that starting a relationship on the Internet is so easy. Even if you are a really shy person, and not very sociable, you can still find friends on the Internet. I think some people find it much, much easier than face-to-face talking.'

Examiner: 'What are the dangers?'

Candidate: '**It seems to me that** Internet relationships are not really dangerous unless you agree to meet the person, and that person has been dishonest, you know, pretending to be someone else... telling lies about himself. This is easy to do on the Internet. I know this happens sometimes because I've read about it in the newspaper... but it's never happened to me.'

Examiner: 'Do you think Internet relationships can ever be as strong as traditional relationships?'

Candidate: '**I think it depends on** the kind of relationship. Before the Internet, people used to have pen friends. They wrote letters to each other, and sometimes those pen friends became very close, and that can also happen on the Internet.'

Examiner: 'Are relationships formed in childhood different from those formed in adolescence and adulthood?'

Candidate: '**Yes, I think so.** Children like to play with their friends, but adolescents just like to hang out with their friends and talk a lot. I guess adults make friends at work.'

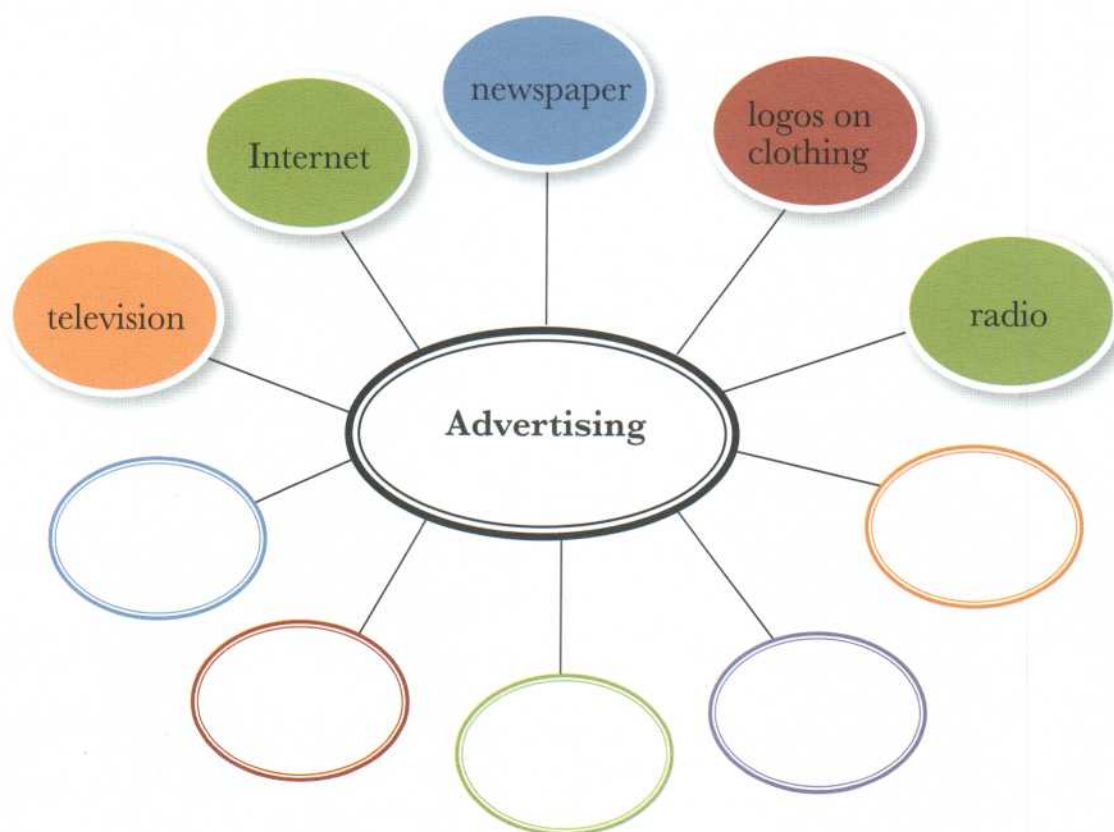
Examiner: 'Thank you.'

26 In pairs, ask and answer the examiner's questions. This time, try to give your own views, but you may find it helpful to use the words, phrases, or ideas from the dialogue. Remember to use an opening statement to begin your answer.

## Focus on Part 2 of the IELTS Speaking Test

## WARM-UP

1 Look at these different places where we see and hear advertising. Work with a partner to add some more.



In each of the above places, advertisements convey their messages in different ways, for example, paper, print, colour, music, words, images, and sound.

2 With a partner, think about all the different ways each place uses to display advertisements. Complete the table, using your ideas. The first three have been done for you as examples.

Places	Means
television	sound (talking, music, sound effects), moving images, colour, written words, still images
newspaper	paper, print, words, photos, colour, black and white
logos on clothing	caps, sweatshirts, T-shirts, print, colour, images, words, brand names
Internet	
radio	

3 Listen to the speakers discussing advertisements they have seen. Circle the place where they saw the ad.

a. cinema	television	Internet
b. brochure	magazine	clothing
c. television	radio	Internet
d. poster	brochure	magazine
e. banner	clothing	newspaper

## VOCABULARY

### Vocabulary Bank

Advertising			Attitudes & Opinions	Phrases & Collocations
Nouns	Verbs	Adjectives		
advertisement [= advert./ad]	advertise	accurate	amazing	black-and-white photo
actor	appear	bold	amusing	brand name
banner	convey	bright	annoying	colour photo
billboard	display	catchy	awful	sandwich board
brand	influence	colourful	cheesy	self-esteem
brochure	persuade	distinctive	cute	sound effects
cartoon	seem	elegant	entertaining	target audience
cinema	show	humorous	ethical	visual effects
clothing	target	imaginary	exciting	
flyer		informative	funny	• to advertise a product
image		loud	great	• to catch your attention
jingle		misleading	memorable	• to convey a message
logo		musical	professional	• to display a logo
magazine		original	responsible	• to hand out flyers/ brochures
media		real-life	strange	• to pay attention to
model		recent	terrible	• to play an advert on TV/on the radio
print		serious	unethical	• to put up a poster/a banner
product			unprofessional	• to stand out
sign				
slogan				
stationery				
television [= TV]				

- 4 Think of five different advertisements you've seen or heard recently. Brainstorm each one and write words in the correct columns on the next page. Use the Vocabulary Bank and your dictionary to help you.

Where did you see the ad?	What was it for?	What was it like?	Why do you remember it?
e.g. television	e.g. a brand of running shoes	e.g. colourful, cartoon images, musical	e.g. funny cartoon, annoying jingle
1.			
2.			
3.			
4.			
5.			

5 Now, compare your list of words with a partner. Do you both have some of the same words? Have you both seen some of the same ads?

### PRONUNCIATION

#### Weak and strong forms - can and can't

In English, there are many small 'grammar' words that have both a weak form and a strong form. The weak form is the form that is most commonly used when we speak. The strong form is used when we say the word on its own, or when we want to emphasise the word in a sentence.

- 6 Listen to the two forms of **can**. Decide which one is weak and which one is strong.
- a. weak      strong
  - b. weak      strong

The vowel sound is different in the weak form and the strong form. In the strong form, the 'a' sounds like it does at the beginning of the word **apple** /æ/. In the weak form, it sounds like the short sound at the end of the word **China** /ə/.

- 7 Listen and repeat. Focus on the sounds of the letter 'a'.
- a. can              apple              advertising              can
  - b. you can see      in China      in the media      you can see

- 8 Now, listen and repeat the sentences. Focus on imitating the form of **can** that you hear.
- a. Yes, I can see it.
  - b. You can see it on TV.

Unlike **can**, **can't** does not have the weak form. It has the same vowel sound, whether it is stressed or unstressed in a sentence.


- 9 Listen and decide if **can't** is stressed or unstressed in the sentences.

- a. unstressed    stressed
- b. unstressed    stressed

You probably noticed that the 'a' in **can't** sounds like the 'a' in **dance** or **chance** /a:/.

 10 Listen and repeat. Focus on the sound of the letter 'a'.

can't    dance    chance    can't

 11 Now, listen and repeat the sentences. Focus on imitating the form of **can't** that you hear.


- a. I can't understand why not.
- b. You can't see it on TV.

## GRAMMAR

In spoken English, native speakers usually use contractions, the shortened forms of certain words.


12 Work with a partner. Look at these contractions. Do you know the long forms?

Contraction	Long form
<b>can't</b>	_____
<b>isn't</b>	_____
<b>don't</b>	_____
<b>didn't</b>	_____
<b>she's</b>	_____

 13 Listen and check your answers. Then, listen and repeat.

14 Look at these long forms. Do you know the contractions?

Contraction	Long form
_____	<b>does not</b>
_____	<b>will not</b>
_____	<b>they are</b>
_____	<b>it is</b>
_____	<b>are not</b>

 15 Listen and check your answers. Then, listen and repeat.

 16 Now, listen and complete the sentences by writing a contraction in each space.

- a. You \_\_\_\_\_ see the people because \_\_\_\_\_ a radio ad.
- b. In the picture, \_\_\_\_\_ wearing a funny costume.
- c. \_\_\_\_\_ been an interesting ad in the paper recently.
- d. There \_\_\_\_\_ any colour; \_\_\_\_\_ completely black and white.
- e. \_\_\_\_\_ a group of people in colourful clothes, and \_\_\_\_\_ all laughing.

17 For each of the sentences in Exercise 16, write the long form of the contraction(s).

- a. \_\_\_\_\_ ; \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_ ; \_\_\_\_\_  
 e. \_\_\_\_\_ ; \_\_\_\_\_

### Put it all together

Look at the prompt card below.



Describe an advertisement that you have seen/heard recently.

You should say:

- what it was for
- where you saw/heard it
- what it was like
- and explain why you remember it.

18 Think of an advertisement that you have seen or heard recently. For each of the points listed on the card, note down the words and phrases you will need.

19 Listen to a candidate talking on this topic. As you listen, choose the right answer.

- a. What was the advertisement for?  
 toilet cleaner/toilet paper/children's toys
- b. Where did the speaker see/hear the advertisement?  
 television/radio/Internet
- c. What was it like?  
 serious/informative/humorous
- d. Why does the speaker remember it?  
 the elegant music/the classical music/the rock music

20 Listen to the recording again. Look at the prompt card and make notes below.

\* What the ad was for:

\_\_\_\_\_

\* Where I saw/heard it:

\_\_\_\_\_

\* What it was like:

\_\_\_\_\_

\* I remember it because:

\_\_\_\_\_


## Focus on Part 3 of the IELTS Speaking Test

In Part 3 of the IELTS Speaking test, you will be asked to give your opinion.

21 Look at the following questions and circle the word that best expresses your own opinion.

What do you think about			
a. advertisements that target children and young teenagers?			
I think that they're...	good	okay	bad
b. advertisements that use very thin models?			
I think that they're...	good	okay	bad
c. advertisements that don't show the true price of the product or service?			
I think that they're...	good	okay	bad
d. advertisements that make the product or service appear better than it actually is?			
I think that they're...	good	okay	bad

22 When you have finished, compare your answers with a partner. Do you agree?

 23 Listen to a candidate talking about the same questions. Go back and choose the word that best expresses her opinion.

24 Listen again and complete the phrases that show she's giving her opinion. The first one has been done for you.

- a. I don't think it's...
- b. In \_\_\_\_\_, these...
- c. I \_\_\_\_\_ it's...
- d. I \_\_\_\_\_ it's...

## FLUENCY AND COHERENCE

25 Look at the questions again and answer them, using the information given below and the opinion phrases from above. Work with a partner.

a. What do you think about advertisements that target children and young teenagers?

It's not very ethical.

b. What do you think about advertisements that use very thin models?

These kinds of ads are largely responsible for the low self-esteem of many young girls and women.

c. What do you think about advertisements that don't show the true price of the product or service?

I don't believe it's always possible to show the true price.

d. What do you think about advertisements that make the product or service appear better than it actually is?

It's not that bad.

26 Use the ideas given below and the phrases in the box to give an opinion. The first one has been done for you as an example.

I think... / I don't think...	I believe... / I don't believe...
I feel... / I don't feel...	In my opinion,...

a. Big companies spend too much money on advertising.

'I don't believe that advertising really influences what people buy.'

b. Television advertising reaches more people than print media.

c. Children can persuade their parents to buy things.

d. Many radio advertisements aren't very professional.

27 Look at the following questions. Note down all of the vocabulary items you will need to give your own opinion. Use the Vocabulary Bank and your dictionary to help you if necessary.

- a. What do you think about advertisements that target children and young teenagers?
- b. What do you think about advertisements that use very thin models?
- c. What do you think about advertisements that don't show the true price of the product or service?
- d. What do you think about advertisements that make the product or service appear better than it actually is?
- e. Do you think that advertising can have a negative influence on children?
- f. Do you think that the amount some companies spend on advertising is excessive?
- g. Do you think television advertising is more effective than print media?

28 Now, work with a partner. Take turns to ask and answer the questions above. Make sure that you give your own opinion.

## Focus on Part 1 of the IELTS Speaking Test

## WARM-UP

1 Listen and repeat the following Part 1 questions.

- i. Right, let's talk about what you do. Do you work or are you a student?
- ii. What subjects are you studying?
- iii. Is biology a difficult subject?
- iv. What's the most interesting aspect of biology?
- v. What's the least interesting aspect of biology?

2 Match the candidate's answers to the questions above.

- a. I'm studying biology, English, maths, physics, and chemistry.
- b. No, I don't find it difficult, because I enjoy studying science, and I have a really good teacher.
- c. I guess the most boring part of biology is learning all the names for things, because you have to learn them over and over to remember them.
- d. I'm a student at high school.
- e. The most interesting aspect? I think it's how biology applies to people and everyday life.

## TIP

Notice in answer (e), the student repeats part of the question in his answer. This is a good way to clarify the question, and it also makes your speaking more natural. You can make your voice go up at the end of the phrase to make it sound like a question. Don't use this strategy with every question, though!

3 Student A: You are the examiner. Use the Part 1 questions from the Warm-up to ask your partner.

Student B: You are the candidate. Give your own answers to the questions.

4 Change roles and repeat the exercise.

## Focus on Part 2 of the IELTS Speaking Test

Describe a course or subject you would like to take in the future.

You should say:

what the course is

what is involved, e.g. cost, length of time, what is taught, etc.

where you would study

and explain why it is that you want to take the course or study this subject.

There are two main ways you could answer this Part 2 question:

- Talk about an academic course or qualification you would like to study in the future, such as a diploma at university.
- Talk about a short course or class you would like to do for fun, such as learning how to ski or learning to play the guitar.

Firstly, let's take a closer look at the first option.

- 5 Look at these key words from the candidate's long turn that you will listen to soon. What do you think he will talk about? Tell your partner your predictions.

MBA	Australia/NZ	dream	expensive
run a business	English	reputable	get ahead



Now, listen to the candidate's long turn and number the words from above as you hear them mentioned.

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
 d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_  
 g. \_\_\_\_\_ h. \_\_\_\_\_

When you finish your long turn, the examiner will ask one or two questions related to what you have spoken about. These are called 'rounding-off questions'.

- 6 Listen to the next part of the audio where the examiner asks two rounding-off questions.

**Examiner:** After you completed your MBA studies, do you think you would want to do further study?

**Candidate:** Ah, no... I think that would be enough. I will need to make some money after that.

**Examiner:** Yes. And, do you normally find it easy or difficult to learn new things?

**Candidate:** Um, it depends. I think it depends on whether I am interested in what I am learning or not. How motivated I am, you know...

**Examiner:** Thank you.

**TIP**

Listen carefully when the examiner says: "Thank you." This indicates the end of Part 2.

## VOCABULARY

7 Look at the useful vocabulary from the speaker. Check the meanings in your dictionary.

goal

get ahead

reputable

successful

undergraduate degree

Master's degree

university

to run

motivated

8 Mark the stressed syllable(s) in each word or phrase.

9 Listen and repeat the words and phrases.

10 Choose the best word or phrase from the box above to fill in the gaps.

- Candy is extremely \_\_\_\_\_ to pass her IELTS test with band 7 because she wants to study art in London. She works very hard on her English.
- Oxford University in England is very \_\_\_\_\_. It has a long history of excellent education and is well known all over the world.
- Joe's main \_\_\_\_\_ this year is to get good marks on his end-of-year exams.
- My professor thinks the top \_\_\_\_\_ in China is Tsinghua, because students who study there have an excellent pass rate.
- Diana wants to pass her Master's degree so she can be promoted and \_\_\_\_\_ the advertising department at her job.
- Finn is studying his \_\_\_\_\_ at South China Agricultural University, but he hopes to study his \_\_\_\_\_ at Auckland University in New Zealand.
- She has been quite \_\_\_\_\_ at studying languages - she speaks English, Mandarin, Korean, and Greek!
- Grant knew he had to \_\_\_\_\_ of the other students in his class, so he started taking extra English classes in order to be better than his classmates.

## Vocabulary Bank

Other ways to express  
'knowledge or skill'

aptitude  
 be acquainted with  
 be aware of  
 be familiar with  
 be proficient in  
 be up on  
 expertise  
 have a knowledge of  
 have the ability  
 have the know-how  
 have the skill

To express a future desire  
(verbs)

to aim  
 to aspire to  
 to fancy  
 to pursue  
 to set (one's) heart on  
 to yearn

To express a future  
desire (nouns)

aim  
 ambition  
 aspiration  
 goal  
 intention  
 objective

## PRONUNCIATION

In spoken English, rhythm is important. Rhythm is the combination of stressed and unstressed syllables.

11 Read this sentence from the Warm-up activity:

I'm a student at high school.

ooOooOo  
 I'maSTUdentatHIGHschool  
 dadaDAdadaDAda

12 Listen and repeat the sentence, paying attention to the stress and rhythm.

13 Say the other sentences from Exercise 2 of this unit with the correct stress and rhythm.

14 Listen to the sentences in the previous Part 1 Warm-up. Can you write the stress and rhythm of each sentence in the table on the next page? Write **o** for the weak syllables and **O** for the stressed syllables in each sentence. The first one has been done for you.

**SENTENCES**

**STRESS AND RHYTHM**

I'm studying biology, English, maths, physics, and chemistry.	oOoooOoo,Oo,O,Oo,oOoo daDAdadadaDAdada,DAda,DA,DAda, daDAdada
I don't find it difficult, because I enjoy studying science.	
I have a good teacher.	
The most interesting aspect?	
I think it's how biology applies to people and everyday life.	

15 Listen and repeat each answer. As you speak, tap out the rhythm quietly on your desk with your finger or pencil.

**GRAMMAR**

You can use different ways to talk about future goals in English. Look at these sentences from the speaker:

I would love to take an MBA course in the future.

**I would love to + base form verb + time marker**

I hope to run my own business some day.

**I hope to + base form verb + time marker**

You can also use the following language:

One of my goals is to study overseas.

One of my dreams is to be a millionaire.

**One of my goals/dreams + is + to + base form verb**

I aim to learn Spanish one day.

**I aim to + base form verb + time marker**

16 Think about your own academic goals for the future. Write your sentences below, using the verbs given in brackets.

(hope) \_\_\_\_\_

(aim) \_\_\_\_\_

(dream) \_\_\_\_\_

(would love to) \_\_\_\_\_

(goal) \_\_\_\_\_

- 17 Using the sentence starters below, make short notes to prepare for your long turn.
- 18 Work in pairs and speak for up to one minute, using these sentence starters.

A course I would love to take in the future is...

The course involves studying...

It takes about... years...

The reason I want to study this course is because...

Remember, we said there were two main ways of answering the Part 2 prompt card in this unit. Now, let's look at the second option:

**Talk about something you would like to learn for fun or interest.**

- 19 Listen to the speaker talking and then answer the questions.
- What does she want to learn how to do?
  - Is it easy or difficult?

Describe a course, subject, or class you would like to take in the future. You should say:

- what the course is
- what is involved
- where you would study

and explain why it is that you want to take the course or study this subject.

- 20 Look at the underlined words in the script. Can you guess the meaning of these two words from their context? Write a short definition and check with your partner.

**gear (n):** \_\_\_\_\_

**take up (v):** \_\_\_\_\_

I'd really like to learn to surf. Whenever I see people out on the water, they look like they are having so much fun! So, there is a course that I've found, which you can just do for a day down on the coast. They give you all the gear that you need, you know, like a wetsuit and a surfboard and so on, and they run classes the whole day. They actually teach you on the beach and in the water. I think they teach you how to balance on the surfboard, how to paddle, how to keep safe, and how to stand up on the board, of course! Then after that, you can choose to sign up for a longer course, which runs every Saturday. I've talked to some people who've done it, and



they say the tutors are friendly and professional. It's one of my dreams to be able to surf because I love the sea, and I love swimming, so surfing feels like the next step. And it looks so exciting, plus it's such a good way to keep fit. And all the cute boys go surfing! But people say it's really difficult and takes a lot of time, effort, and practice, so I might have to wait until I've finished my exams for this year, and **take up** surfing in the summer.'

**21** *What type of courses and new skills would you like to take up for fun?*


- A new skill, e.g. web design
- A creative hobby, e.g. photography
- A sport, e.g. snowboarding
- A useful skill, e.g. cooking
- A musical instrument, e.g. guitar
- An artistic skill, e.g. dancing

**22** *Use the following questions to help you prepare short notes for your own answer. In pairs, practise your long turn answer.*

Which type of course/class would you take?	
What would the class teach you? (i.e. What is involved?)	
Where would you take the class?	
Why do you want to take this course/class?	
<b>ADDING EXTRA INFORMATION</b>	
Do you need any special gear for your course/class?	
Do you think it would be difficult or easy to learn?	
Why? Have you heard anything about the course/class?	

## Focus on Part 3 of the IELTS Speaking Test

### FLUENCY AND COHERENCE

 **23** *Sometimes, you will be unfamiliar with Part 3 vocabulary. If this is the case, you should try to guess and clarify the meaning for yourself. Below, the candidate does not know the word **curriculum**. Listen to how she copes.*

**Examiner:** Could you tell me how you think the high school curriculum has changed in your country since the last century?

**Candidate:** Oh, mmm, curriculum. Do you mean what we do at school? The different subjects we study?

**Examiner:** Yes. Subjects or courses of study.

**Candidate:** Well, actually, I believe the school curriculum at high school has changed considerably. Students nowadays take subjects which didn't even exist at the beginning of the last century, such as computer science.

24 *Work in pairs.*

- Student A does activities 25, 26, and 27 below.
- Student B does activities 28, 29, and 30 below.

*Student A:*

25 *Look up the following words in your dictionary and write a synonym or brief definition.*

Methods: \_\_\_\_\_

Status: \_\_\_\_\_

Gap year: \_\_\_\_\_

26 *Now, ask your partner the following Part 3 questions. If your partner does not know any of the underlined words, wait for him or her to guess the meaning before you give any help.*

- How do you think methods of teaching have changed over the last 100 years?
- Is a university education considered high status in your country?
- Do you think it is a good idea for students to have a gap year between finishing high school and starting university?

27 *Now, answer your partner's questions.*

*Student B:*

28 *Look up the following words in your dictionary and write a synonym or brief definition.*

Education system: \_\_\_\_\_

Alter: \_\_\_\_\_

Characteristics: \_\_\_\_\_

29 *Now, answer your partner's questions in Part 3. Guess the meaning of words you do not understand.*

30 *When you have answered the questions, ask your partner the following Part 3 questions. If your partner does not know any of the underlined words, wait for him or her to guess the meaning before you give any help.*

- How do you think the education system might change in the future?
- If you could alter the education system in your country, what would you do?
- In your opinion, what characteristics make a good teacher?

# UNIT 8

## The Natural Environment

### Focus on Part 1 of the IELTS Speaking Test

#### WARM-UP

- 1 Think of your home and answer the following questions.
- Do you live in a house, an apartment, or another type of accommodation?
  - Are there any public facilities nearby, e.g. a garden, sports park, library, or museum?
  - Is this a good area for old people, children, or students? Why?
  - Describe the natural environment, e.g. nearby lakes or rivers, parks, and the air.

#### VOCABULARY

- 2 Put the following vocabulary into the 2 lists, nouns or adjectives. The first ones have been done for you.

traffic	beaches	mountains	suburban	stores
highways	crowded	seasons	historic	overcrowded
trees	weather	lake	park	path
picnic	population	pollution	polluted	environment
sprawling	industry	fall	grey and gloomy	clean
beautiful				

Nouns	Adjectives
traffic	suburban

- 3 Use your dictionary to check the meanings of the words from the vocabulary list. Which words from the list have a negative meaning?
- 4 Listen to the words in Exercise 2 and mark the stressed syllable in each word. Listen again and repeat the words.

Vocabulary Bank		
Places in the city	Cities can be described as... (good/bad)	Negative effects on nature may be described as...
art gallery	bustling	appalling
boutique	congested	catastrophic
(pavement) café	dynamic	damaging
cathedral	historic	disastrous
cinema	lively	detrimental
department store	noisy	dreadful
fountain	overcrowded	endangered
market	overwhelming	harmful
museum	polluted	horrendous
nightclub	run-down	risky
skyscraper	smart	tragic
stadium	smoggy	unhealthy
subway	spectacular	
temple		
theatre		

## PRONUNCIATION

### l and r

- 5 Listen to the audio and decide whether the speaker is saying the word in List A or List B. You'll hear each word twice. Place a tick beside the one you hear. The first one has been done for you.

A		B		A		B		A		B	
light	✓	right		playing		praying		lap		wrap	
lake		rake		lot		rot		lace		race	
lice		rice		lay		ray		lamp		ramp	
low		row		lane		rain		leap		reap	
long		wrong		lamb		ram		lock		rock	

6 Listen and repeat the words above. Try practising these at home to hear the difference in the sounds and play the same game with your friends.



7 Listen to some candidates answering these Part 1 IELTS speaking questions. The answers are not in the correct order. Match the answers to the questions. The first one has been done for you.

- a. Where do you live? In an apartment or a house? Speaker 2
- b. What is the area like where you live? \_\_\_\_\_
- c. Describe the town or city where you live. \_\_\_\_\_
- d. Where do people go at the weekend to enjoy some fresh air? \_\_\_\_\_
- e. Describe a popular destination near your town which has natural beauty. \_\_\_\_\_



8 Listen to the following Part 1 IELTS speaking questions and mark sentence stress. The first one has been done for you.

- a. Where do you live? In an apartment or a house?
- b. What is the area like where you live?
- c. Describe the town or city where you live.
- d. Where do people go at the weekend to enjoy some fresh air?
- e. How do people enjoy the outdoors where you live?

9 Work with a partner. Student A is the examiner and Student B is the candidate. Student A asks the questions above, focusing on sentence stress. Student B chooses and reads the correct answer from the script at the end of this unit. Change roles and repeat.

## GRAMMAR



10 Listen to find out what people can do to help the environment. Then, answer the questions below.

- a. Who wants to reduce their impact on the environment?
- b. Who thinks it's a good idea to drive less and use less electricity at home?
- c. Who thinks that recycling uses too much energy and produces more carbon in the environment?
- d. Who comments on the amount of waste people just throw on the ground?
- e. Who recommends changing our lifestyle drastically?



instead of using the car whenever possible. We also ought to turn the lights off when we leave a room, take shorter showers to conserve water, and recycle for sure!

Chloe

We ought to recycle some goods. People think that recycling is so good for the environment, but the truth is, it really isn't that great. You have to use fossil fuels for the energy to break it down, and then make a new product out of it. We ought to try to reuse things instead.

Stacy

I've always thought we should go back to the basics. If everyone would quit throwing trash on the ground, it would be a huge step in the right direction. Sounds simple, but drive down a highway and look to your left and right, and you'll see what I mean.

Michael

I think we should all sell our cars, our houses, and most belongings. Live in a brush hut, eat berries, wear leaves for clothes, and move every 2 months.

15 *Look at the script of the four speakers again and make sentences of their ideas, using **should** or **ought to**. Write your sentences below. The first two have been done for you.*

- a. You **ought to** cut down on your carbon footprint.
- b. We **should** travel by bike or on foot instead of using the car whenever possible.
- c. ....
- d. ....
- e. ....
- f. ....
- g. ....
- h. ....
- i. ....
- j. ....

16 *Add some of your own ideas as to what people can do to help the environment. Start your sentences, using **I think we should/ought to...** or **In my opinion, we should/ought to...** Tell your partner your ideas.*

**Put it all together**

17 *Use the box on the next page to write notes about the environment where you live. Make as many notes as possible. Use your dictionary and the vocabulary you have learnt in this unit.*

## The Natural Environment

## Questions

Do you live in an apartment or a house?  
 What is the area like where you live?  
 Are there any parks or gardens nearby?  
 Tell me about the town or city where you live.  
 Where do people go at the weekend to enjoy some fresh air?  
 How do people enjoy the outdoors where you live?

## Notes for Answers

18 *Work in pairs. Ask and answer the questions above.*

19 *Here are some more questions for you to practise with.*

- a. Do you like spending time outdoors? Why/Why not?
- b. What activities do you enjoy outside? Why?
- c. Are there any outdoor activities you don't enjoy? Why not?
- d. Do you think being outside during the day is important? Why/Why not?
- e. Describe a park or public garden that you enjoy visiting.
- f. Where is a very popular place for people to go and enjoy the outdoors on holiday? Why do they go there?
- g. Where do most people in your country go to relax at the weekend?
- h. Do you think we should protect the natural environment? Why/Why not?
- i. Do most people in your country care about the environment? Why/Why not?
- j. How do people care for the environment in your country?
- k. What kinds of pollution problems do you have in your country?
- l. What kinds of natural disasters have you heard of? Give details.
- m. What kinds of weather do you like best?

## Focus on Part 2 of the IELTS Speaking Test

20 *Read the prompt card below. What tense do you think you can use in your answer?*



Describe a natural environment that you like (e.g. forest, lake, park, mountain).

You should say:

where it is

what you can see there

what people do there

and explain why you like this particular natural environment.



21 Listen to the candidate's long turn on this topic and answer the following questions.

- What is the place and where is it?
- What can you see there?
- What animal did the candidate see one day?
- What does the candidate say people do there?
- Why does the candidate go there?
- How does the candidate describe her feelings about the place? Give examples.

## FLUENCY AND COHERENCE

- 22 Read the prompt card on the previous page again and choose a natural environment that you like.
- 23 Prepare for your long turn. Make quick notes. There are some extra prompts below to help you make your turn longer than one minute.

PROMPTS	YOUR NOTES
Where is it and what kind of place is it?	
How long does it take to get there? How do you get there?	
What can you see, hear, or smell when you are there?	
Describe anything unusual about this place.	
Why do people go there and how often? What do people do there? Do they stay for a long time or just a few hours?	
Why do you like it?	

24 Now, use your notes to tell your partner about the place you have chosen. Speak for more than one minute. Ask your partner to time you.

Note: While you are listening and timing your partner, choose the most interesting points about the place they have chosen. After the talk, tell your partner what you were surprised about or interested in and why.

### Script for Activity 9 - Student B (Student A uses the question from Exercise 8)

#### Speaker 1

Our town is a beautiful historic city and a very international place but not overcrowded. There are lots of trees, nice people. The weather is very grey and gloomy in winter, but it's nice to live in beautiful Amsterdam, Netherlands.

#### Speaker 2

I live in an apartment in a big city. It's crowded, lots of traffic at all times of the day causing pollution. It's too hot most of the time. We have some beautiful beaches here in central Florida, but I never get to them any more. I'd love to move. I'd go to the mountains any day.

#### Speaker 3

We have mountains and a beach nearby. The mountains are 15 minutes' drive away, and the beach is 20 minutes' drive away. So, people often drive to the mountains and spend the day walking, or go to the beach and enjoy swimming, although the beaches can become very crowded in the summer.

#### Speaker 4

In the heart of the city is a lake surrounded by a park with a cycling and walking track. The lake is clean and beautiful. Families often take picnics there, and you can see people swimming, playing frisbee, rollerblading, all kinds of activities.

#### Speaker 5

Well, it's a sprawling suburban area with few stores or highways. There's not much industry, and the environment is not polluted. We get year-round seasons, particularly a gorgeous fall. Unfortunately, the people keep to themselves most of the time, and it's hard to make friends.

## Focus on Part 1 of the IELTS Speaking Test

## WARM-UP

In the exam, you may be asked questions about how to make your favourite dish.

Lin's boyfriend is coming for dinner. She decides to cook a Greek meal for him.

1 Read the recipe below and use your dictionary to find the meanings of any words you don't know.

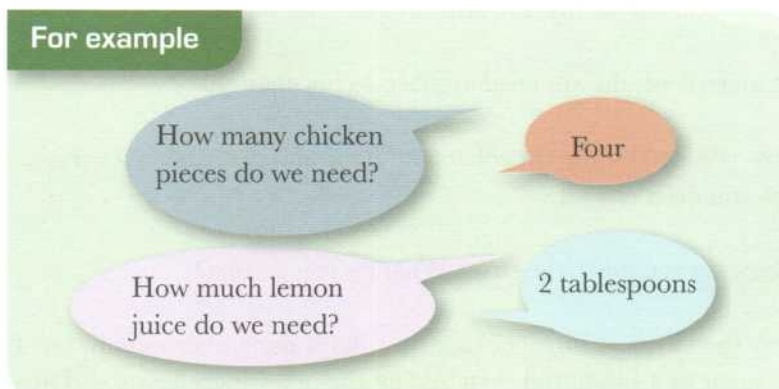
## Special Chicken

4 chicken thighs	1½ tablespoons of oil
2 tablespoons of lemon juice	1 chopped onion
1 or 2 cloves of crushed garlic	140g sour cream
Salt & pepper	100ml chicken stock

1. Remove the skin from the chicken and marinate it overnight in lemon juice, garlic, salt, and pepper.
2. Heat the oil in a frying pan.
3. Add the chopped onion and fry it until it is soft.
4. Add chicken pieces (with the marinade) and fry for 2 minutes until the outside of the chicken is brown.
5. Mix sour cream and chicken stock together and pour the mixture into the frying pan.
6. Cover with a lid and simmer for 45 minutes until the chicken is cooked.
7. Serve with rice and green vegetables.

## VOCABULARY

- 2 Work with a partner and ask each other questions about the ingredients in the recipe for *Special Chicken*. Remember to use **How many** for countable nouns and **How much** for uncountable nouns.



## Vocabulary Bank

## Nouns used in cooking

ingredients  
 recipe  
 marinade  
 bowl  
 frying pan  
 tablespoon  
 cloves  
 sour cream  
 thighs  
 stock  
 lid  
 juice

## Verbs used in cooking

remove  
 chop  
 pour  
 fry  
 mix  
 heat  
 add  
 stir  
 cover  
 serve  
 simmer  
 marinate

- 3 In the column on the left above, write each word in your own language.
- 4 Listen to the audio and repeat each word in the Vocabulary Bank. Concentrate on correct pronunciation.
- 5 Work with a partner. Read the following dialogue between the examiner and the candidate. The

*candidate uses three words in the answer to talk about the order in which the cake is made. Find the three words.*

**Examiner:** I'd like to ask you some questions about cooking. Can you tell me something about how to make your favourite dish?

**Candidate:** Oh yes. Well, one of my favourite recipes is for chocolate cake.

**Examiner:** What ingredients do you need to make a chocolate cake?

**Candidate:** I know you need some chocolate and flour and probably a few eggs, some sugar, and some butter. I don't think you need any oil.

**Examiner:** And how do you make the cake? What do you do first?

**Candidate:** I don't spend much time cooking, so I don't remember exactly, but I think, firstly, you mix the butter and the sugar in a bowl, and then add all the other ingredients and mix them all together. Of course, you don't add the egg shells! Finally, you put the cake into the oven and cook it.

**Examiner:** Who usually does the cooking in your house?

**Candidate:** In my family, my parents share the cooking because my father is actually a very good cook and he enjoys cooking, so he cooks most weekdays, and my mother cooks at weekends.

6 *Underline all the ingredients of the chocolate cake in the dialogue above. Which of these underlined nouns are countable and which are uncountable?*

## PRONUNCIATION

### '-s' ending

	/ɪz/	/z/	/s/
Plural nouns	spice → spices /spais/ → /spaisɪz/	onion → onions /ʌnjən/ → /ʌnjənz/	cake → cakes /keɪk/ → /keɪks/
3rd person singular present simple tense	mix → mixes /mɪks/ → /mɪksɪz/	add → adds /æd/ → /ædz/	cook → cooks /kʊk/ → /kʊks/
Contractions of <b>is</b> and <b>has</b>		she is → she's /ʃi:ɪz/ → /ʃi:z/	it is → it's /ɪt ɪz/ → /ɪts/

/ɪz/ after /z/, /s/, /dʒ/, /tʃ/, /ʒ/, or /ʃ/

/z/ after any other voiced sound, including vowels

/s/ after any other voiceless sound

7 How is the '-s' ending pronounced in the following words? Write either /ɪz/, /z/, or /s/ after each word. The first one has been done for you.

- |               |       |             |     |
|---------------|-------|-------------|-----|
| a. Apples     | / z / | f. He's     | / / |
| b. Tomatoes   | / /   | g. Eggs     | / / |
| c. Puts       | / /   | h. Cabbages | / / |
| d. Adds       | / /   | i. Cloves   | / / |
| e. Vegetables | / /   | j. Heats    | / / |

8 Listen to the audio and repeat each word, being careful to pronounce the '-s' ending correctly.

9 Read aloud the candidate's long turn on the previous page, being careful to pronounce '-s' endings correctly.

## GRAMMAR

### Countable and Uncountable Nouns

Countable nouns can be singular and plural, e.g. one onion, two onions.

Plural nouns usually end in 's', e.g. There are four chicken thighs.

Uncountable nouns can only be singular, e.g. There is some lemon juice.

#### Expressing Quantity with Countable and Uncountable Nouns

Countable and uncountable nouns are normally used with **some** in positive sentences and **any** in negative sentences or questions.

For example: *We have some oil and some onions.*

*We don't have any onions.*

*Is there any chicken stock?*

Countable nouns are used with **How many...?**

Uncountable nouns are used with **How much...?**

**Much** and **many** are also used in negative sentences and questions.

For example: *How much oil do we have? We don't have much oil.*

*How many onions do we have? We don't have many onions.*

**A lot of** or **lots of** is used with countable and uncountable nouns.

For example: *We have a lot of rice. OR: We have lots of rice.*

*We have a lot of onions. OR: We have lots of onions.*

**A few** is used with countable nouns.

**A little** is used with uncountable nouns.

For example: *There are a few onions.*

*There is a little oil.*

10 Add 's' to the countable nouns below. Do not add 's' to the uncountable nouns.

A few onion	A lot of oil	Some apple	Any flour
Many cabbage	A lot of egg	Some rice	Any butter

11 Fill in the gaps below, using **some** or **any**.

- You don't need \_\_\_\_\_ oil, but you do need \_\_\_\_\_ sour cream.
- There are \_\_\_\_\_ apples in the recipe.
- Do you need \_\_\_\_\_ lemon juice?
- There aren't \_\_\_\_\_ eggs in the recipe.

12 Fill in the gaps below, using **much**, **many**, or **a lot of**.

- You have to cook \_\_\_\_\_ rice.
- How \_\_\_\_\_ chicken thighs do you need?
- You don't need \_\_\_\_\_ oil.
- How \_\_\_\_\_ sour cream do you have?
- There are \_\_\_\_\_ onions in the recipe.

13 Check that **a few** and **a little** are used correctly in the following sentences. Change the sentences that are incorrect. You may also need to change **is** and **are**.

- Do you need a few chicken stock?
- I need a little butter.
- There are a few oil in the recipe.
- There is a little apples in the cake.
- There are a few bananas and a lot of pineapples.

14 Work with a partner. One person is the examiner and the other the candidate. The candidate must talk about a favourite recipe or choose a recipe from the box below.

Recipes		
Stir-fried chicken	Curry	Sweet & sour pork
Fried rice	Apple cake	Pineapple cake

15 Take turns asking each other the following questions. Practise using different recipes. Remember, the examiner will be listening for the words **firstly**, **secondly**, **then**, and **finally** when you talk about how you make your recipe.

**Examiner:** I'd like to ask you some questions about cooking. Can you tell me about one of your favourite recipes?

**Candidate:** Well, one of...

**Examiner:** What ingredients do you need to make \_\_\_\_\_?

**Candidate:** I know you need...

**Examiner:** And how do you make \_\_\_\_\_? What do you do first?

**Candidate:** I think you...

**Examiner:** Who usually does the cooking in your house?

**Candidate:** In my family,...

## Focus on Part 2 of the IELTS Speaking Test

16 Write the names of some festivals or special days you have in your country. One has been done for you.



17 Talk about the types of food that you eat at these festivals or special days. Which is your favourite food? Why?

18 Read the following prompt card.



Describe a favourite dish that your family cooks for a special day or festival.

You should say:

what the dish is called

which special day or festival it is cooked for

how it is cooked

and explain why it is a family favourite.

## FLUENCY AND COHERENCE

19 Read the following candidate's long turn. Choose the words from the box on the next page to fill in the gaps.

When I was young, my mother used to make a birthday cake every year for my birthday, \_\_\_\_\_ now I am older, she always cooks my favourite meal, which is curry.

The ingredients for curry are a little \_\_\_\_\_, onions, garlic, \_\_\_\_\_ meat, tinned tomatoes, chilli, and curry spices. My mother doesn't buy \_\_\_\_\_ curry powder from the supermarket, \_\_\_\_\_ she makes it herself.

First, she \_\_\_\_\_ the oil in a pan and adds the chopped onions and crushed garlic \_\_\_\_\_.

Then, she adds the cubed meat and \_\_\_\_\_ it until it is brown. After that, she puts in all her curry spices. I like curry hot, so she \_\_\_\_\_ a lot of chilli. Finally, she adds the tomatoes and stirs it all.

She cooks it with a lid on for about one hour and serves it with rice and \_\_\_\_\_.

I love curry because the taste is so delicious and spicy. It has lots of flavour.

oil	but instead	whereas	fries	some
adds	any	heats	cloves	vegetables



20 Listen to the audio of the candidate's long turn and check whether you are correct.

21 Underline the words the candidate uses to talk about the order in which their mother makes the curry, for example, **first**.

### Contrasting conjunctions

22 In the following paragraph, find and underline two conjunctions used for contrasting two facts.

When I was young, my mother used to make a birthday cake every year for my birthday, whereas now I am older, she always cooks my favourite meal, which is curry. The ingredients for curry are a little oil, onions, garlic, some meat, tinned tomatoes, chilli, and curry spices. My mother doesn't buy any curry powder from the supermarket, but instead she makes it herself.

#### Contrasting conjunctions:

**but** is the most common conjunction in English for contrasting two facts.

**whereas** is also used to contrast two facts. It is more formal than **but**.

**but instead** means **in the place of**. It is used when you choose to do another thing rather than the first thing.

23 Work with a partner.

Student A reads Card A and Student B reads Card B on the next page.

Card B is not in the correct order.

Find the correct clauses to complete Student A's sentences.

#### For example

When I was young, I liked sweet food, \_\_\_\_\_ now I prefer savoury food.

Then, join the clauses together using **but**, **whereas**, or **but instead**.

**For example**

When I was young, I liked sweet food, whereas now I prefer savoury food.

*Note: In some sentences, all three contrasting conjunctions can be used, but not in every sentence.*

CARD A	CARD B
1. When I was young, I liked sweet food...	_____ my sister likes sweet food.
2. My dad used to eat too much...	_____ now I cook once or twice a week.
3. I like hot, spicy food...	_____ now I prefer savoury food.
4. We usually eat at 6 p.m...	_____ Rob's brother eats a lot and gets fat.
5. Rob eats a lot but stays thin...	_____ now he is dieting.
6. When I was young, I never cooked...	_____ recently we've eaten at 7 p.m.

24 With a partner, make your own contrasting sentences, using the following ideas. Use the conjunctions **but**, **whereas**, and **but instead**.

- a. When I was young,...
- b. I like to eat fast food...
- c. My friend likes...
- d. My mother wanted stir-fried chicken...

25 Read again the prompt card for **Cooking** and choose your own favourite recipe for a festival or special day. You have one minute to make notes. Use what you learnt in this unit to help you.

Recipe name	
Which festival?	
How to cook	
Firstly,...	
Why favourite?	

26 In pairs, listen to each other's long turn. Try to speak for at least one minute.

# UNIT 10

## Transport

### Focus on Part 1 of the IELTS Speaking Test

#### WARM-UP



1 Listen to the statements about transport and tick ✓ the boxes that show which forms of transport the speakers talk about. The first one has been done for you.

SPEAKER 1	walk ✓	bicycle	car ✓	bus	train	boat	plane
SPEAKER 2	walk	bicycle	car	bus	train	boat	plane
SPEAKER 3	walk	bicycle	car	bus	train	boat	plane
SPEAKER 4	walk	bicycle	car	bus	train	boat	plane
SPEAKER 5	walk	bicycle	car	bus	train	boat	plane
SPEAKER 6	walk	bicycle	car	bus	train	boat	plane
SPEAKER 7	walk	bicycle	car	bus	train	boat	plane

2 Listen to the statements again. For each, write the full statements in the spaces in the second column as you hear them. Then, count how many words are used and write the number in the last column (contractions like 'don't' count as one word). The first one has been done for you.

	Full Statements	Words
SPEAKER 1	No, I don't <u>have a</u> car, so I walk to <u>work every</u> day.	13
SPEAKER 2		
SPEAKER 3		
SPEAKER 4		
SPEAKER 5		
SPEAKER 6		
SPEAKER 7		

VOCABULARY

Vocabulary Bank			
Nouns and noun phrases		Verbs	
public transport transportation traffic jams problems rush hour gasoline petrol tax high-rise parking buildings penalty cycle lane/bike lane speed limit journey suburb commuters delay motorway		to break down to increase to decrease to hit to delay to roll about/roll around to cycle/bike	
You can travel by...	Trains and buses can be...	Journeys can be...	A transportation problem may include...
commuter train ferry monorail motorcycle scooter subway taxi tube underground train bicycle on foot	cramped crowded draughty jam-packed shabby stuffy convenient expensive efficient comfortable uncomfortable	bumpy eventful nerve-racking relaxing tedious tiring frustrating	a breakdown a cancellation of service congested roads a delayed service a detour erratic driving a hold-up roadworks a traffic diversion a traffic jam

3 Use your dictionary to find the meanings of any words you don't know.

4 Listen to the words on the audio and repeat.

## PRONUNCIATION

In natural spoken English, words are linked together.

A word that begins with a vowel is linked to the last consonant sound (or vowel sound, in some cases) of the word before it.

For example: Speaker 1 says: 'I don't **have a** car...'

**have** is linked to **a**, since the last sound in **have** is the consonant /v/ and the first sound in **a** is the vowel sound /ə/.



- 5 Listen to the statements on the audio again and underline the words that are linked (as in the Speaker 1 example on the first page of this unit).
- 6 Practise saying the sentences, linking the words together.
- 7 Read the Part 1 questions below. Match them to the answers in Exercise 1. The first one has been done for you.
  - a. What kinds of transport do you use every day when you are in your country? = Speaker 2
  - b. How far do you travel every day?
  - c. What transport do you use most often? Why?
  - d. How do you get to school every day?
  - e. What form of transport do you prefer? Why?
  - f. Do you live near your school?
  - g. Do you drive to work?
- 8 Now, underline the links in the questions as shown in example 'a' above.
- 9 Take turns asking and answering the questions with your partner. Remember to link the underlined words.
- 10 Ask the questions again, but this time, answer them in your own words, speaking about what you do.

## GRAMMAR

In Part 1 of the IELTS Speaking test, you may be asked about the kinds of transport you use every day. It is important to speak naturally, which includes giving added information - as long as it is relevant. Notice how the speaker uses the conjunctions **because** and **but** to extend the answer.

'I usually go to work by train **because** it's convenient, **but** sometimes I walk for the exercise.'

Other common conjunctions are **and**, **so**, **or**, and **then**.

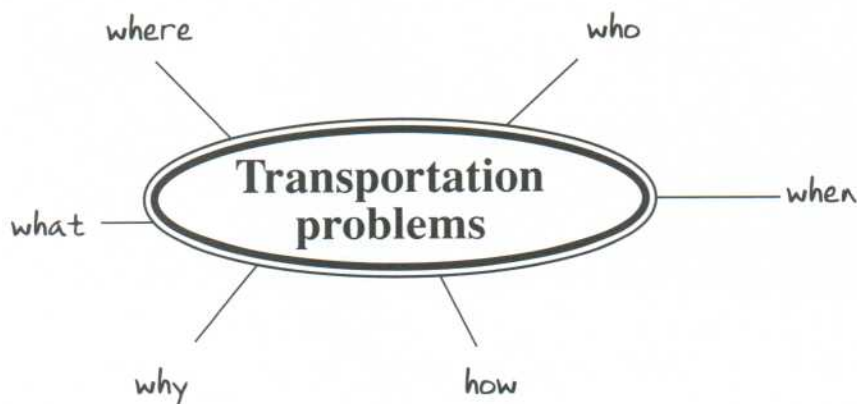
Conjunctions	Meanings	Examples
because	the reason why	I usually go to work by train <u>because</u> it's convenient.
but	in contrast	I usually go to work by train, <u>but</u> sometimes I walk.
and	in addition	I travel 27 kilometres by bus <u>and</u> 3 kilometres by boat every day.
so	the result of (fact 2 is the result of fact 1)	No, I don't have a car, <u>so</u> I walk to work every day.
or	another way/alternative	I use a bicycle, <u>or</u> I walk to school.
then	one thing happens after another	I walk to the bus stop. <u>Then</u> , I get on the bus.

**Put it all together**

- 11 Listen to Part 1 of a sample interview. Which questions from Exercise 1 did the interviewer ask?
- 12 Take turns with your partner asking the questions in Exercise 7. To answer, speak about what you do. This time, extend your answers giving more information by using the common conjunctions in the table above.

**Focus on Part 2 of the IELTS Speaking Test**

13 Work with your partner to brainstorm the topic **Transportation Problems**.



14 Look at this note:

too many old cars

See how it is extended:

There are too many old cars which break down often and cause traffic problems.

Transform the notes below into longer statements:

- a. parking spaces too far from shops
- b. not enough trains
- c. buses don't run on time
- d. traffic jams at rush hour
- e. gasoline is too expensive
- f. cars go too fast

15 With your partner, take turns asking and answering:

'What problems are there with transport in your city?'



16 Read the following two prompt cards.

**A** Describe the public transport system in your city.  
You should say:  
what kinds of transport there are  
how efficient the different transport systems are  
what kind of transport you use  
and explain why you choose to use this form of transport.

**B** Describe a journey you make every day.  
You should say:  
where you travel to and from  
how long it takes  
what kind of transport you use  
and explain why you choose to use this form of transport.

Listen to the long turn. Which prompt card is this candidate talking about, A or B?

- 17 Read the transcript of the long turn and underline the conjunctions that are used to extend the answers.

On weekdays, and sometimes at the weekend, I go to the university in the city from my house in Ranui, which is in a western suburb. It's quite far, about 30 kilometres, and it takes an hour, but I don't mind the journey because I do all the reading for my university on the train.

Every morning, I get up at 6 o'clock. I have to get up this early to get to university on time, if I go by train. So I get up at 6 o'clock, and I have to leave the house by ten to seven to get the 7:15 train. It only takes about 15 minutes to walk to the train station, but I leave myself plenty of time because the trains are never on time! Often they're late, but sometimes they are early! A couple of times last year, they never came, and I had to wait over an hour! The trains are quite old, so they often break down.

This is another reason why I need to get to the station early - in case I have to get a bus. If the train breaks down, you see, the train company is supposed to send buses for the commuters, but when this happens, it takes much longer to get to the city because of the delay, and because the bus stops many times along the way. So, that's why I have to leave early! If there is a breakdown, I usually get to university late for my lecture, even if I leave home early. It's rather frustrating!

But I do prefer taking the train because you can read or write on board, even use a laptop! Buses, on the other hand, are very uncomfortable. They make you roll about as they move, and when they stop, you have to stop writing or else you make a big mess on your paper! The last time I took a bus, I gave up trying to write after ten minutes! I have been thinking about riding a bicycle to the city recently. It's a very long journey though, but it would be good for exercise! There is a bike lane along the motorway now, so it is much safer than it used to be, and I wouldn't have to leave home any earlier in the morning than I do now, since cycling is quite fast.

I think I will end up cycling to university... maybe after my exams. It would be a much nicer journey I think.

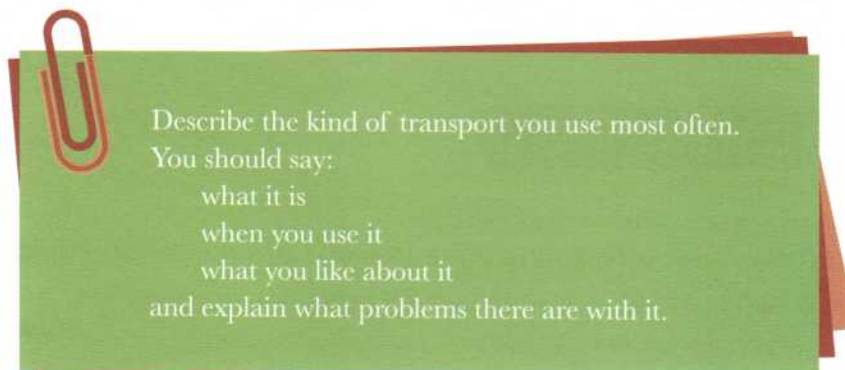
## FLUENCY AND COHERENCE

- 18 Make your own notes ready for your long turn, using Prompt Card A on the previous page. Speak for at least one minute. Extend your long turn by using conjunctions.

In the IELTS Speaking test, you will only have one minute to prepare, but for this unit, you may take longer so that you can think about extending your answers by using conjunctions whenever possible. Use the prompts to help you.

Prompts	Your Notes
Kinds of transport in your city <i>(Give as many examples as you can.)</i>	
Most efficient kinds of transport <i>(Can you give more than one example? Extend your answer with reasons.)</i>	
Less efficient kinds of transport <i>(Give more than one example if possible and extend your answer with reasons.)</i>	
Transport you use <i>(To extend your answer, think about whether you always use this transport or whether you generally use more than one kind.)</i>	
Why you choose this transport <i>(To extend, think about a personal story, or, if you have changed transport, give reasons.)</i>	

- 19 Use the prompt card below to practise another long turn. Take time to make notes first. Think about how you can give more information for each prompt. As you listen to your partner, count the number of times that he or she uses the conjunctions **because**, **but**, **so**, and **then**.



Describe the kind of transport you use most often.  
You should say:  
what it is  
when you use it  
what you like about it  
and explain what problems there are with it.

## Focus on Part 3 of the IELTS Speaking Test

In Part 3 of the IELTS Speaking test, you are frequently asked to offer solutions to problems. One way of doing this is to use the **First Conditional**.

**If + simple present tense, will + base form verb.**

**For example**

Problem - There are too many old cars which break down often and cause traffic jams.

Solution - Government tax

Using the first conditional, this answer can be extended to:

'If the government **puts** a tax on old cars, there **will be** fewer breakdowns and traffic jams.'

20 Give extended answers for each solution to the problems below, using the first conditional.

Problems	Solutions
There is not enough parking near the shopping centre. Many cyclists are hit by cars. There are too many high-speed crashes.	construct high-rise parking buildings make special cycle lanes lower the speed limit

21 Think of your own solutions to the following problems and give extended answers, using the first conditional.

Problems	Solutions
The buses don't run on time. People don't use public transport. Some taxi drivers are bad drivers. Old vehicles make a lot of air pollution. There is too much traffic noise in the city centre.	... ... ... ... ...

22 Practise with a partner. Student A states a problem from either of the two tables above. Student B gives a solution, using the first conditional.

**For example**

A - There are too many high-speed crashes.

B - If the government lowers the speed limit, there will be fewer high-speed accidents.

# UNIT 11

## News Sources

### Focus on Part 1 of the IELTS Speaking Test

#### WARM-UP

1 *What is news? What is opinion? Are these all news stories? Do you agree with your partner?*

- a. President Obama will visit some countries in South-East Asia.
- b. My IELTS teacher has a terrible hairstyle.
- c. Chocolate is too sweet.
- d. Chinese astronaut walks in space.
- e. 10 reasons why you should buy a new computer this year
- f. New Zealand signs trade deal with China.

2 *Where do you get the best news and information about your family? From your mother, your father, or from other sources? Where do you get news about your country or region and the world? Answer for yourself and put a tick ✓ in the following table.*

SOURCE	News about			
	1. Your family	SOURCE	2. Your country	3. The world
grandparents?		local newspapers?		
parents?		friends?		
brother/sister?		local TV/radio?		
uncles/aunts?		the Internet?		
friends?		family?		
others?		others?		

3 Now, take turns asking and answering with your partner. Use the survey form on the previous page and fill in the spaces about your partner this time.

**For example**

A: Do you get any news about..., e.g. your family, from...  
e.g. your uncle or aunt?

B: Yes, I do. / No, I don't.  
I get some/a lot of /a little/no news about... from my...

**VOCABULARY**

Vocabulary Bank		
Nouns	Adjectives	Collocations
ban	condemned	a regulatory body
deception	controversial	at the discretion of
disclosure	critical	in confidence
discretion	crucial	on moral grounds
moral	devious	to be deceptive about something
principle	discerning	to conceal (something)
regulation	discriminating	to filter
	hard-hitting	to keep a secret
	prohibited	to keep under wraps
	provocative	to regulate (something)
	righteous	to screen for (something)
	significant	to suppress information
	thought-provoking	to withhold information

**Synonyms** are words or phrases that have the same meaning.

4 Underline the synonyms in each sentence.

**For example**

My school doesn't allow chewing gum. It is not permitted.

- a. My parents screened all my phone calls and censored all my e-mails.
- b. When my dad turned 50, he kept the news under wraps, in a veil of secrecy.
- c. The city bans the consumption of alcohol in public places and prohibits loud noise after 10 p.m.
- d. After 9/11, there was a blackout of information from the US media - all news was suppressed.

# PRONUNCIATION

## Sentence Stress



5 Listen to the audio. Which words are stressed in the following sentence?

Do you get any news about your region from the Internet?

The words **news**, **region**, and **Internet** are louder than the others.

This is because in English, words that carry the most important meaning are stressed, and words that carry less important meaning are not stressed.

We usually stress negative words, e.g. **can't**, **don't**, **won't**, **not**, **no**.



E.g. I get no news about my region from my friends.



6 Listen to the audio and put the sentences below into the boxes that match their different stress patterns. Some sentences have the same pattern. One has been done for you.

I hate computers!

Keep quiet!

It's full of good news.

Don't waste time.

He bought it.

It's in the news.

One.

Turn to page nine.

What's happening?

It's there!

Don't forget!

Keep up!

Tell us the news.

I agree.

I don't agree.

It's very funny!

Read the paper.

What do you know?

I haven't seen it.

Not now!

Come and look!

●	● ●	● ●	● ● ●
● ● ●	● ● ●	● ● ●	● ● ● ●
● ● ● ●	● ● ● ●	● ● ● ● ●	● ● ● ● ●
		I hate computers!	

7 Now, listen again and repeat with the correct sentence stress.

## GRAMMAR

## Present Perfect

We use the present perfect to show that an action, which happened in the past, still has a connection with the present.

Form: **have** + past participle

*Example 1 of present perfect use:*

Talking about our experience up to now in our life, i.e. from birth to now:

- Have you ever read a newspaper from start to finish? Yes, I have.
  - Have you ever bought a magazine? Yes, I have. I bought my first magazine when I was a teenager.
- If the time period is important, i.e. we want to say 'when', we have to use the past simple tense, e.g. I bought my first magazine when I was a teenager.

8 Answer the following typical Part 1 questions. Remember to add one piece of extra information to your Yes/No answer.

- Have you ever read a foreign newspaper?
- Have you ever met a famous person?

*Example 2 of present perfect use:*

Talking about an uncompleted action that began in the past and continues to the present where we can still see the results:

- How long have you lived in your city? I've lived there for 5 years - since my family moved from the countryside.

9 Write the questions for these answers, using the present perfect.

a. \_\_\_\_\_?

It's been an international newspaper for 20 years.

b. \_\_\_\_\_?

I've bought that magazine every week since 2001.

*Example 3 of present perfect use:*

Describing the present result of a past action or change:

- Newspapers have changed. There is much more international news now.

*Example 4 of present perfect use:*

Describing something that has happened recently:

- I'm sorry, the magazine has just been sold out.

In newspaper headlines, the present perfect is often suggested, although the present simple is used:

New Zealand signs trade deal with China.

The meaning is → NZ has just/recently signed the trade deal.

US forces captured Saddam Hussein.

The meaning is → US troops have just/recently captured him.

10 Write the present perfect meaning under each of the headlines below.

- Earthquake Hits New York
- IELTS Exam Cancelled
- Latest Model Mobile Phone Released
- Olympic Games Start!
- Twenty-two Baby Alligators Found in New York Sewers

You may be asked a present perfect question in the IELTS Speaking test. Make sure you answer with the present perfect, too.

11 Make questions from the words below, using the present perfect.

For example

ever watch/English movie?  
Have you ever watched an English movie?

- ever read/English newspaper?
- ever buy/teenager's magazine?
- parents/ever stop/you watching TV programme?
- How long/own/mobile phone?

12 Work with your partner. Ask and answer the questions above. Add more information to your answers, and don't just say one word.

If you add extra information about 'when something happened', use the **past simple**.  
If you add information about 'how long', use the **present perfect** and **since**.

## Focus on Part 2 of the IELTS Speaking Test

13 Ask and answer with your partner:

- What TV programmes did you enjoy watching when you were a child? Which ones were you allowed/not allowed to watch when you were 10 years old?
- What magazines do you read now? Which ones were you allowed/not allowed to read when you were 10 years old?

**Cause and effect**

Giving reasons for your answers is a natural way of extending your presentation in Part 2 of the IELTS Speaking test.

14 Match the cause or reason on the left with the effect or result on the right. The first one has been done for you.

REASONS	Answers	RESULTS
a. She's embarrassed by what happened.	F	A. My phone number is unlisted.
b. The TV programme was full of violent images.		B. People talk about what's happening in other countries.
c. I can see familiar places.		C. Nobody bought it.
d. I'm worried about security.		D. It has an R16 censor's rating.
e. My parents were concerned about explicit content.		E. I like local TV.
f. There's more international news now.		F. Nobody talks about it.
g. The newspaper had boring stories.		G. It was only shown late at night.
h. This movie is for adults.		H. We weren't allowed to surf the Internet.

15 Work with a partner to join the sentences above, using the following structures to make reason/result or result/reason sentences. Then, listen to check your answers.

Reason + so + RESULT

**For example**

The TV programmes contained bad language and violence, so our parents censored them.

RESULT + because/because of + Reason

**For example**


Our parents censored the TV programmes because of the bad language and violence.

## FLUENCY AND COHERENCE

Describe your favourite news source.

You should say:

- how often you use this news source
- why you use this source
- what other sources you use
- and say how you would change that news source if you could.

 16 Listen and read the Part 2 long turn on the above topic. Note the following strategies the candidate uses.

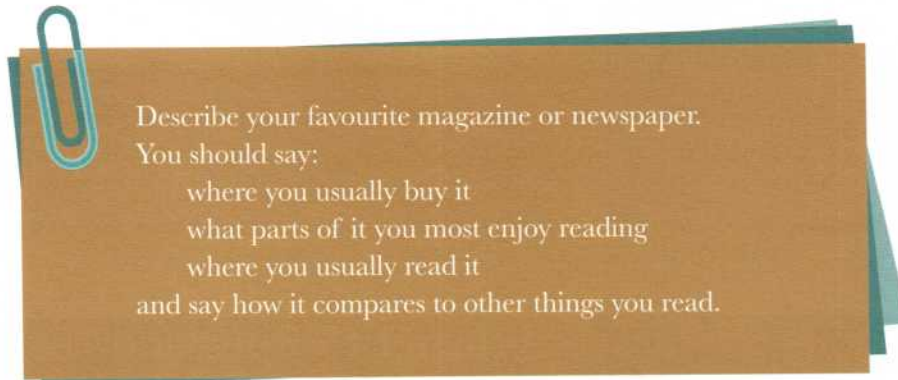
- I. First, highlight where the candidate supports his statements with reasons. The first one has been done for you.
- II. Then, underline the words he uses to express his feelings.
- III. Circle where he refers to a past situation.
- IV. Mark where he uses examples from his own life in answering the question.

These are the strategies that are usually successful in helping to create a natural-sounding response to a Part 2 question.

My favourite source of news is the student radio station in Auckland. I get news from this station almost every day, depending on whether or not I do much driving, **because the radio is in my car**. It has really funny hosts, so I like it a lot. Sometimes, the news items or the way they are read is so funny, it makes me really laugh. But the news items are always interesting and informative. And I like the way they don't censor their feelings - they often laugh or give strong opinions over the radio.

The reports of events are often quite well analysed, from many different points of view, so they are a good source of news and entertainment. I've been listening to them for years! Another reason why I get news from this station is because they play the best music, compared with all the other stations. I used to listen to the National Radio station for news, and they also have intelligent commentaries, but not as good music! I prefer radio as a way of getting news because I don't have time to read a newspaper, and anyway, the only daily newspaper in this city is very boring - full of crime stories and sport! Sometimes, I get news from the Internet but usually by accident, as I log on to my e-mail account. I do read the local papers, however, because they have important information about this community, and at least one, in particular, doesn't have sensational crime stories. There are articles in it about upcoming events here, and sometimes useful information that helps you get by - like sales or bargains, or a story about the area from someone who has lived here a long time. I saw my photo in this paper a few weeks ago! I would like the paper to have less advertising, however. It makes it too hard to find the interesting parts!

17 Read the prompt card below and make notes for each of the points.

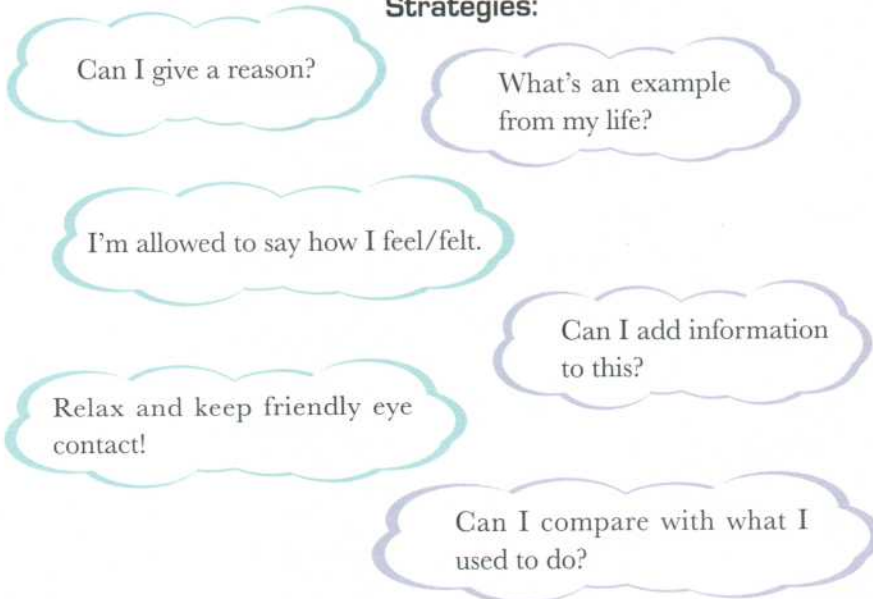


Describe your favourite magazine or newspaper.  
 You should say:  
 where you usually buy it  
 what parts of it you most enjoy reading  
 where you usually read it  
 and say how it compares to other things you read.



18 Now, take turns timing yourself and your partner, using your notes to speak for at least one and a half minutes, describing your favourite magazine or newspaper. Be sure to use the strategies mentioned in this lesson.

**Strategies:**



Can I give a reason?

What's an example from my life?

I'm allowed to say how I feel/felt.

Can I add information to this?

Relax and keep friendly eye contact!

Can I compare with what I used to do?

# UNIT 12

## Leisure Activities

### Focus on Part 1 of the IELTS Speaking Test

#### WARM-UP



1 Listen to these Part 1 sentences and repeat.

- In my free time, I always text my friends.
- One of my hobbies is taking photos of my friends and putting them on Facebook.
- Playing computer games is one of my favourite things to do.
- I like to relax by reading gossip about celebrities online.
- When I'm not studying, I like to sleep! I love taking naps.

#### VOCABULARY

##### Vocabulary Bank

Hobbies can be...	Outdoor pastimes	Indoor pastimes
beneficial	bird watching	art and craft
challenging	countryside walks	board games
energetic	fishing	chess
enthralling	gardening	coin collecting
fascinating	painting	computer games
intriguing	photography	embroidery
monotonous	shopping	entertaining
popular	star-gazing	knitting
relaxing		listening to music
satisfying		modelling
tranquil		movies
		patchwork quilting
		scrapbooking
		sewing
		stamp collecting

2 Look at the leisure-time activities in the boxes. Tick ✓ the activities which you like doing.

playing computer games	looking at websites	chatting on MSN or QQ	going to the cinema	eating out
reading novels	taking photos	texting friends	sleeping	spending time with friends
listening to music	talking on the phone	going out for coffee	playing PS3	reading magazines
watching DVDs		karaoke	shopping at the mall with friends	

3 Name the activities below.

A



B



C



D



E



F



4 What other leisure activities do you enjoy which are not in the boxes above?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 Look at the following dialogue from Part 1 of the Speaking test. Match the examiner's questions with the candidate's answers.

**EXAMINER**

A

Hello, my name is Mary - what's your full name, please?

**CANDIDATE**

I

Yes, I do think that people probably should have more free time nowadays, because life is so much busier and more stressful that we need more time to relax.

**B**

Okay, Charlie. Could I see your identification, please?

**C**

Okay. For the first part of the test, I'd like to talk to you about free time. How much free time do you have?

**D**

What do you usually do in your free time?

**E**

Do you think people these days should have more free time?

**II**

My full name is Ling Bo, but you can call me Charlie.

**III**

Sure. Here you are.

**IV**

Apart from studying, I like to chat with my friends online for fun, and I also love going to the movies to relax.

**V**

I am studying quite hard at the moment, so I don't have a lot of free time!

-  6 Listen to the audio and check your answers.

## PRONUNCIATION

- 7 Listen again and underline the words in the candidate's answers which are stressed.

**For example**

My full name is Ling Bo, but you can call me Charlie.

- 8 Repeat the candidate's answers, focusing on sentence stress.
- 9 Now, fill in the answers to the questions with information about yourself.
- a. My full name is \_\_\_\_\_, but you can call me \_\_\_\_\_.
- b. I am \_\_\_\_\_ at the moment, so I \_\_\_\_\_.
- c. I like to \_\_\_\_\_, and I also love \_\_\_\_\_ once in a while.
- d. I think that people \_\_\_\_\_, because \_\_\_\_\_.
- 10 Mark the stressed words in your answers and practise saying them aloud.

GRAMMAR

Adverbial phrases can express why we do something: purpose. Look at these sentences from the Part 1 Speaking interview.

I like to chat with my friends online **for fun**.  
 I also love going to the movies **to relax**.

11 Look at the following adverbial phrases. Can you divide them into two groups? Which grammatical pattern do you notice?

to relax	to spend time with my friends	for fun
for enjoyment	to enjoy myself	to have fun
to be creative	for entertainment	to buy stuff
to get good marks	to socialise with my classmates	
to practise my English	to meet new people	
for communication	to communicate with my friends	
to keep in touch with friends overseas		

12 Listen to these sentences from the Part 1 Speaking interview. Repeat the sentences.

I like to chat with my friends online **for fun**.  
 I also love going to the movies **to relax**.

13 Listen and repeat the following sentences, paying special attention to the stress pattern of the sentence.

- I like to take photos for fun.
- I use Facebook to keep in touch with my friends.
- I read novels in my spare time for relaxation.
- I study English in my free time to get good marks.
- I play computer games to have fun.

14 Write five sentences about what you like to do in your leisure time. Use an adverbial phrase in each sentence to say why you like doing the activity.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

15 Say each sentence aloud to your partner, paying attention to the stress pattern.

## Put it all together

### 16 Role-play

**Student A:** You are the examiner. Ask your partner the Part 1 questions in Exercise 5.

**Student B:** You are the IELTS candidate. Answer the questions speaking about yourself.

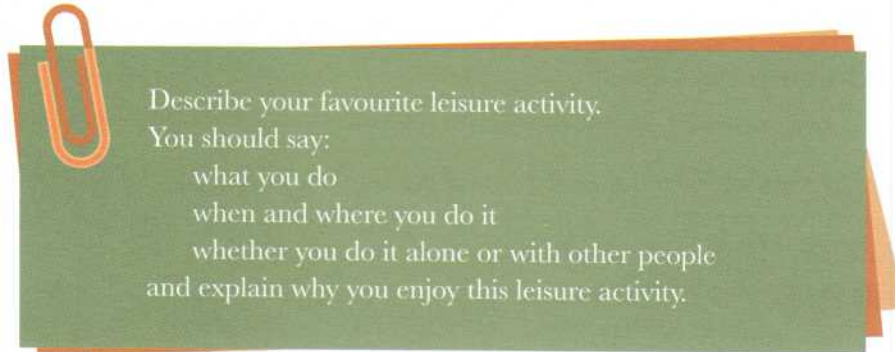
Now, swap roles: Student A, you are the candidate. Student B, you are the examiner.

#### TIP

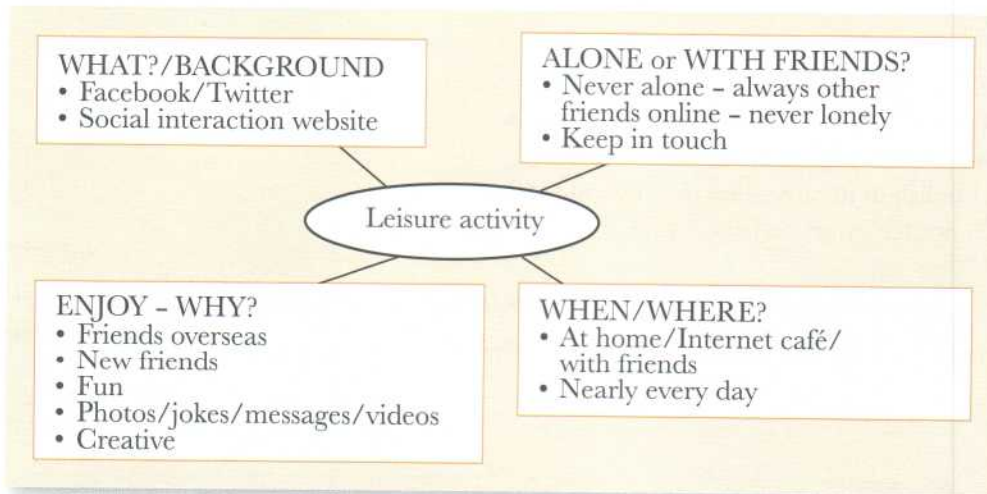
These role-plays will help you feel more comfortable in knowing what to expect on the day of the test. Try it!

## Focus on Part 2 of the IELTS Speaking Test

17 Look at the following Part 2 prompt card and the notes which the candidate has made. Can you predict what they will speak about by looking at their notes?



Describe your favourite leisure activity.  
You should say:  
what you do  
when and where you do it  
whether you do it alone or with other people  
and explain why you enjoy this leisure activity.



18 The prompt card has four questions/sections. Read a candidate's long turn, which is a little mixed up. Can you find the four sections of the candidate's long turn?

You are never alone on sites like Facebook and Twitter because of the way they work. So, I guess this is a type of leisure activity which I'm always doing with friends, whether I am actually with them or not! It is so popular with me and my friends, and I think it will just get more popular in the future. Well, I guess one of my favourite leisure activities is posting on Twitter. Actually, it's a website which is really similar to Facebook. You can invite people to be your 'friends', and then you can chat with them and share all sorts of stuff: photos, music, videos, gossip, join groups... anything really! I like Twitter because I can keep up with what all my friends are up to, and it doesn't matter if they are in Shanghai or Sydney, so it's a really good way to keep in touch. The other reason I like it is that you don't have to send a long e-mail to keep in touch, you can just send someone a smiley face or whatever to let them know you are thinking about them. And the photo feature is great. I mean you get to see all these photos of your friends, and you don't have to wait ages for them to download as an attachment. And you can set up your own page to be quite personal, which I like, because you can be a bit creative. And you can use it anywhere, well, anywhere where you have the Internet. So, I use it at home on my laptop or at an Internet café, and yeah, I probably use it almost every day, I would say. I'm getting addicted to it!

### Colloquial or informal language

- 19 Look at the following colloquial language from the long turn above. Match each word or expression to its definition on the right. Read the sentences where these words and expressions are found and try to guess the meaning before you use a dictionary.

up to	wait for a long time
keep in touch	doing
set up	stay in contact with someone
wait ages	create/start
whatever	liked by lots of people
popular	any or everything
stuff	things

- 20 Ask and answer the following questions with your partner.

- How do you keep in touch with your friends?
- When was the last time you had to wait ages for something?
- What is the most popular leisure activity among you and your friends?
- What were you up to at this time yesterday?

- 21 Now, it is your turn. Make notes about the same prompt card: **Describe your favourite leisure activity.** Make good use of your preparation time. Your notes will help you to structure your talk and give you confidence.

WHAT is it? _____ _____ _____	
WHEN & WHERE do you do it? _____ _____ _____	WHY do you enjoy it? _____ _____ _____
WHO do you do it with? _____ _____ _____	

- 22 Begin your long turn, using your notes to help you. Speak for at least one minute. Try to go for two minutes, if possible. Get your partner to time you.

## Focus on Part 3 of the IELTS Speaking Test

In Part 3 of the IELTS Speaking test, the examiner will ask you more abstract questions connected to the Part 2 topic. You may be asked to compare the past with the present or the present with the future.

### For example

How have the types of leisure activities changed in your country over the last fifty years?

- 23 Write your ideas in short notes below.

Leisure activities in the past	Leisure activities now

- 24 With your partner, ask and answer the question on the previous page, using your notes. Be sure to include words that show contrast.

however whereas while but but instead

**For example**

People used to play cards. **However**, nowadays they are more likely to use the Internet to play games.

I think children's leisure activities have changed a lot over the years. They used to play outside more often, **whereas** now they spend hours inside in front of the television.

Here is another typical Part 3 question:

Why do you think the older generation enjoy different leisure activities to the younger generation?

- 25 With your partner, ask and answer the question above. This time, include introductory phrases and reason/result or result/reason sentence structures.

Introductory phrases:

**In my opinion,...**

**It seems to me that...**

**Well, I think...**

**I think one of the reasons...**

Reason = **because**; Result = **so**

**For example**

**I think one of the reasons** is that the older generation have less energy than the younger generation, **so** they need less energetic leisure activities.

**In my opinion**, the younger generation prefer to use technology in their free time **because** they grew up in a different era to the older generation.

# UNIT 13

## Technology and Equipment

### Focus on Part 1 of the IELTS Speaking Test

#### WARM-UP

- 1 Look at the following aspects of life. How have they been made easier by technology? Discuss some examples with a partner.

education   housework   shopping   communication  
entertainment   work   transport   diet

- 2 Now, think ahead to the year 2040. Brainstorm each topic and think about how life might be different in this area. Write at least 2 things for each topic below in note form. The first one has been done for you.

housework: automatic vacuum cleaners, remote-control dishwashers

entertainment:

studying:

shopping:

communication:

work:

transport:

diet:



- 3 Listen to the following speakers discussing life in 2040. Write the topic from Exercise 2 which the speaker mentions. The first one has been done for you.

Speaker 1: Transport

Speaker 4: \_\_\_\_\_

Speaker 2: \_\_\_\_\_

Speaker 5: \_\_\_\_\_

Speaker 3: \_\_\_\_\_

## VOCABULARY

4 *Underline the vocabulary in each script which helped you to decide which topics the speakers were discussing.*

**Speaker 1:** I think people could definitely fly around in little cars which'll be like personal mini-aeroplanes. It'll be so much faster and better than sitting in traffic!

**Speaker 2:** Well, I'm sure I won't have to go to school any more! Everything will be done over the Internet in virtual classrooms. And hopefully, it'll be so much easier to learn a new language.

**Speaker 3:** There'll probably be lots more online computer games which players and friends all over the world can join. And if I have a friend in Sydney, I'll be able to go virtual shopping with her!

**Speaker 4:** You might be able to download movies and songs to a chip which you insert in your brain!

**Speaker 5:** We may just take a pill instead of eating real food. Not as enjoyable but perhaps, it means there'll be enough food for everyone.

Vocabulary Bank		
Communication Items	Personal Items	Household Items
iPod	digital camera	picture/web frame
personal data access (PDA)	MP3 player	scales
global positioning system (GPS)	laptop	microwave oven
cordless phone	notebook	clothes dryer
cell/mobile phone	info pad (for the elderly)	dishwasher
Internet		washing machine
webcam		security system
		DVD player

5 *Look at the items of technology on the left and match them with their functions and definitions on the right. The first one has been done for you.*

Mobile phone/cell phone	Like an MP3 player, but also stores photos and other stuff
Dishwasher	A machine which cleans dirty clothes
DVD player	A small, portable music playing device
Laptop	A phone you can take anywhere
PC	A device which plays movies at home on your TV
Digital camera	A device which takes digital images
PlayStation 3	A portable computer
Blackberry	A desktop computer
MP3 player	A machine which cleans dirty dishes
Washing machine	Video game console
iPod	A handheld device, also called a smartphone, which can send and receive e-mails



- 6 Listen and mark the stress in each word, e.g. *cell phone*.
- 7 Listen again and repeat each word.
- 8 Make a list of ten items of technology that are important to you, your family, and your friends. You can use the ideas from the previous activity.

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- 9 Rank how important each item is to you personally, from 1 (the most important) to 10 (the least important). Compare your answers with a partner.
- 10 Choose your three most important technological possessions and complete the table on the next page.

Piece of equipment	Function: What does it do?	Adjectives	Why you like it...
E.g. mobile phone	call text games photos	great convenient cheap tiny	Because I can text my friends and always stay in contact.

**PRONUNCIATION**

11 When speaking, it is more natural to use contractions. Listen to Speaker 2 from Exercise 3 again:

Well, I'm sure I won't have to go to school any more! Everything will be done over the Internet in virtual classrooms. And hopefully, it'll be so much easier to learn a new language.

12 Listen and repeat the contracted forms of **will**.

**I'll**  
**It'll**  
**Won't**

**We'll**  
**There'll**  
**You'll**

13 Listen and repeat.

- a. **It'll** be so much easier to learn a new language.
- b. **There'll** be enough food for everyone.
- c. **I'll** be able to go virtual shopping with my friend in Sydney.
- d. I **won't** have to go to school any more.
- e. **You'll** be able to fly around in your own personal aeroplane.

## GRAMMAR

14 Look at the script in Exercise 4. Which auxiliary verbs and adverbs have the speakers used to talk about the future? Write them in the box. The first two have been done for you.

will	_____	_____
will probably	_____	_____

15 Order the modal verbs from 1 (not likely to happen) to 5 (very likely to happen). **will** has been done for you.



When making predictions about the future, you can use the modal verbs in the box above together with a base form verb. Look at this sentence from the listening task:

There **will** probably **be** lots more online computer games.

Different modal verbs express different degrees of probability, or the likelihood of something occurring. The adverbs **probably** and **definitely** change position in the sentence depending on whether the sentence is positive or negative.

### For example

Mandarin **will probably** be the most popular language.

English **probably won't** be useful any more!

I **will definitely** pass the IELTS test.

I **definitely won't** be at school.

16 Now, write your own predictions about 2040 or further into the future if you prefer.

a. (use **will** and **definitely**)

b. (use **might**)

c. (use **may**)

d. (use **will not** and **probably**)

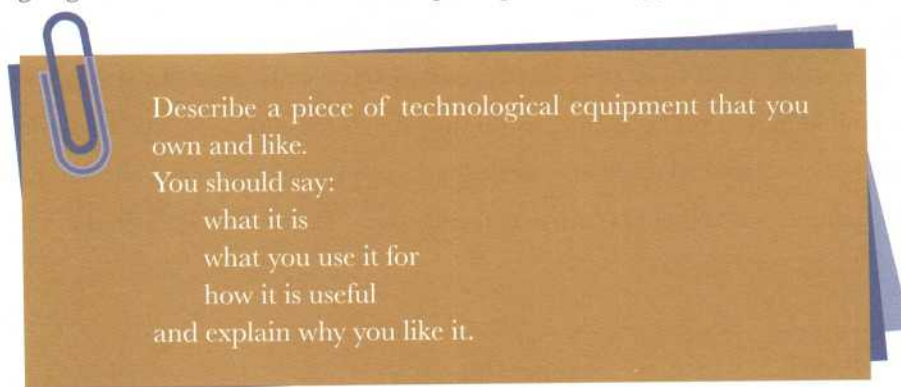
e. (use **will be able to**)

f. (use **could**)

## FLUENCY AND COHERENCE

In the IELTS Speaking test, the examiner will be listening to how fluently you speak English, that is, whether you can keep speaking without long pauses.

17 Read the prompt card below and choose one item from your own technological possessions to talk about. Prepare for your long turn, using your notes. Try to talk for two minutes. You may find the language in the bubbles below the prompt card helpful.



Describe a piece of technological equipment that you own and like.  
 You should say:  
 what it is  
 what you use it for  
 how it is useful  
 and explain why you like it.



Um, let me think...

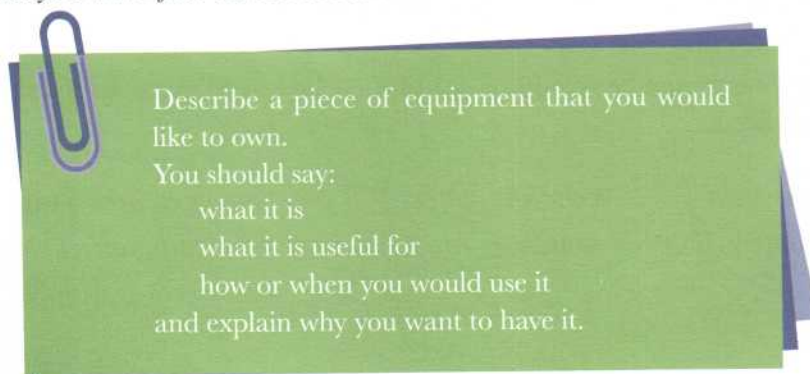
Hmmm, let me see...

Well,...

... kind of...  
... sort of...

You know...

18 Look at the following Part 2 prompt card. How is the tense different to what you have just talked about?



Describe a piece of equipment that you would like to own.  
 You should say:  
 what it is  
 what it is useful for  
 how or when you would use it  
 and explain why you want to have it.

**TIP**

Look at the tense on the prompt card: you are being asked to speak about something you do **not** own, but **would like to have**. Because you are imagining, you can use **would** and **could** to speculate about what it would be like to own this piece of equipment.



19 Listen to the speaker discussing the topic in Exercise 18. Can you guess what he is talking about? How?

20 Look at the script and classify what the speaker said into the categories below. Then, make your own notes about the same prompt card.

Okay... I would really love to own a \*\*\*\*\*. I think they are amazing, because they are so tiny, and they can do so many things! I really like the way they look - so slim and light. But the incredible thing is what they can do. A \*\*\*\*\* is kind of three things in one - a phone, an iPod, and a computer. So, it is really useful because you can do all the things you normally do with a phone, like texting and calling people, but you can also listen to your favourite music and surf the net. So, I think I would use it almost all the time! I would probably listen to music mostly when I'm on the bus, or walking somewhere, like to school. And I would use it to share music with my friends. I think I could even use it to download films and music videos. You can also use them to store your photos and other stuff. Actually, you can use it to take your own photos as well. There is no keyboard, so you just touch the screen to type and send text messages. I really want to get one because all my friends have them, and I think they are so useful. But I probably have to wait until my parents buy me one. I love new technology - I'm always interested in the latest things.

	What is it?	Why is it useful? How/When would you use it?	Adjectives	Why do you want it?
Speaker				
Your notes				

21 Read the script again and underline all the words **would** and **could**.

Note that the speaker is imagining what he **would** or **could** do if he owned this possession. He doesn't actually own it, but he would like to.

22 Read the sentences on the next page. Write the letter 'I' if the sentences are 'imagining the situation' and write the letter 'T' if the sentences are 'an actual, true situation'. The first two have been done for you.

- a. If I owned a sports car, I would use it to drive to university every day. I
- b. I drive my sports car to university every day. T
- c. My brother is famous and gives me a lot of his money.
- d. My brother could give me a lot of money if he was famous.
- e. I'd prefer a Blackberry to a cell phone because I could write e-mails as well as send texts.
- f. I use my Blackberry more than my cell phone because I can write e-mails as well as send texts.

23 *Begin your long turn, using your notes in Exercise 20. Try to speak for the full two minutes.*

Remember to speak as fluently as possible, that is, NO long pauses.

24 *Look at the following mixed-up rounding-off questions for Part 2. Unscramble them to make the questions.*

- a. popular/friends?/many/of/they/are/with/your  
\_\_\_\_\_
- b. often/how/use/it?/would/you  
\_\_\_\_\_
- c. like/buy/new/do/things?/you/to      Why/Why not?  
\_\_\_\_\_
- d. what/items/technological/are/other/important/you?/for  
Why?  
\_\_\_\_\_

25 *Now, ask and answer the rounding-off questions with your partner.*

**TIP**

When you are talking about the functions of a technological possession, you can use the following language:

It can + verb...

It is used for + noun...

You can use it for + noun...

It is useful for + noun...

**TIP**

The rounding-off questions only require a brief response, so keep your answer short and just answer the question. This is not the time for another long turn!

## Focus on Part 1 of the IELTS Speaking Test

## WARM-UP

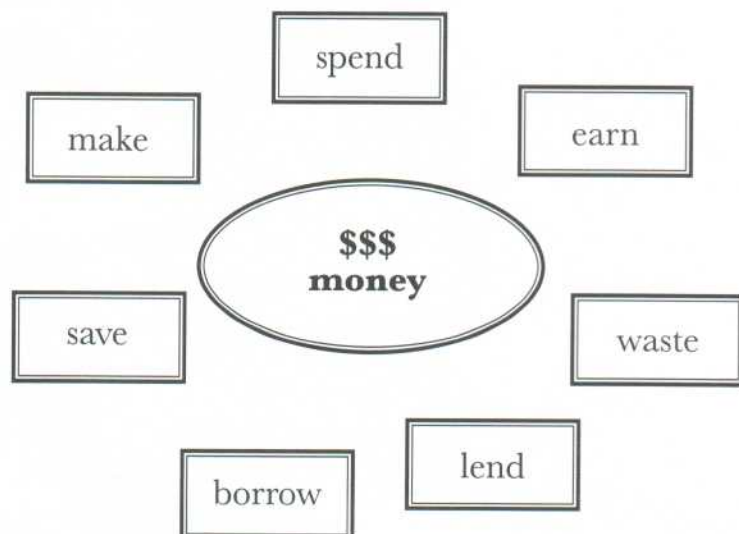


1 Listen to these Part 1 sentences and repeat.

- My parents give me an allowance to buy things I need.
- I have a part-time job, so I make some money to spend on myself.
- I saved money for a year, so I could buy myself a guitar.
- I have just opened my first bank account.
- I'm happy to lend money to my friends if they pay me back.

## VOCABULARY

2 Look at the following verbs that you can use with the word **money**. Use them to fill in the gaps in the sentences on the next page. Use each word once. The first one has been done for you.

**Remember:**

You **borrow** money **from** someone, and you **lend** money **to** someone.

- a. My new job is very good. I earn twice as much money as I did in my old job.
- b. I want to \_\_\_\_\_ a lot of money so that I can invest it and \_\_\_\_\_ more money.
- c. Can you \_\_\_\_\_ me \$100?
- d. My friend \_\_\_\_\_ a lot of money. She is always buying things she doesn't really need.
- e. His family \_\_\_\_\_ a lot of money from the bank to start their restaurant business.
- f. I don't \_\_\_\_\_ much money on going out or shopping because I am saving for a holiday.

3 Look at the following words in the Vocabulary Bank and check any that you don't know in your dictionary. Write the words in the table below - are they nouns, verbs, or adjectives?

Vocabulary Bank				
wallet	invest	tax	salary	bank account
loan	poor	cash	discount	pocket money
wages	bargain	allowance	price	credit card
wealthy	expensive	cheap	pricey	good value
selfish	afford	rich	ATM	cash machine
mean	generous	purse	pay back	

Nouns	Adjectives	Verbs
wallet	mean	pay back

4 Listen and repeat the words.

5 Classify the words into 1-syllable, 2-syllable, 3-syllable, and 4-syllable words. Listen again and mark the stressed syllable in each word.

1 syllable	2 syllables	3 syllables	4 syllables
<u>purse</u>	<u>wallet</u>	<u>bank</u> account	

6 Ask and answer the following Part 1 questions with your partner.

- a. When was the last time you lent someone money?
- b. When did you borrow money last time?
- c. Do you lend money to friends?
- d. Are you good at saving money? Why/Why not?
- e. Have you ever saved for something you really wanted?
- f. Do you think you are a generous person?
- g. Do you know any mean or selfish people?
- h. Do you make good decisions with money?
- i. Do you know anyone who makes bad decisions with money?
- j. Have you found any bargains recently?
- k. Do you receive pocket money or an allowance from your parents?
- l. Do you have a job and earn your own money?
- m. Do you have your own bank account?

**/ð/ and /θ/**

Voiced **th** /ð/ as in **there**

Unvoiced **th** /θ/ as in **thank**

To make these sounds, put your tongue between your teeth and release air between your top teeth and tongue. Watch your teacher.

The sound /θ/ is unvoiced. Put your hand on your throat. When you make this sound, you will not feel any vibration in this area.

To make the sound /ð/, use voice. You will feel the vibrations in your throat.



7 Look at the following words from this unit. Listen to the audio and divide them into /θ/ and /ð/.

think	wealthy
thanks	something
their	although
this	MP3
that	health

/θ/	/ð/

8 Listen and repeat the words.



9 Listen and repeat the sentences on the next page, paying attention to pronouncing /θ/ and /ð/ correctly.

- a. I think that he has a lot of money.
- b. Although Thelma is wealthy, she is also relaxed.
- c. I think that sink is dirty.
- d. Thank you for that MP3 player!
- e. This is that place where we thought lunch was delicious.
- f. Health is more important than wealth.
- g. He sank the boat before I could say thanks.

10 Circle the words you hear.

- a. sink/think
- b. sank/thank
- c. sing/thing
- d. sick/thick
- e. sort/thought

11 Practise saying the pairs of words.

### Focus on Part 2 of the IELTS Speaking Test

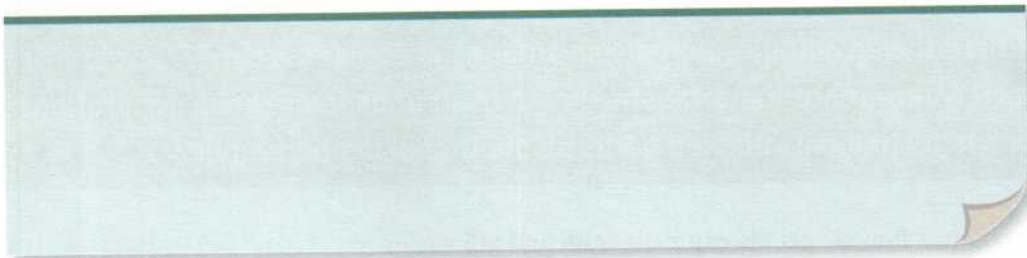
12 Listen to the speaker talking about what she spends her money on. Write down five things she buys quite often.

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_  
 d. \_\_\_\_\_ e. \_\_\_\_\_


13 Look at the underlined vocabulary in the script on the last page of this unit. Read the words around each word or phrase and see if you can guess what they mean from their context.

- all sorts of things: \_\_\_\_\_ stuff: \_\_\_\_\_  
 I can't live without: \_\_\_\_\_ running out of: \_\_\_\_\_

14 Make your own list of things you buy or have recently bought.



15 Read the Part 2 prompt card on the next page. You have one minute to make notes on this topic.



Describe something you have bought recently.  
You should say:  
what it was  
where you bought it  
whether it was good value  
and explain why you bought it.

**TIP**

While this topic looks very simple, it can be easy to run out of ideas about what to say. Remember to add extra information to make your answer longer and to make it easier to keep talking for up to two minutes.



16 Now, listen to the candidate speaking and check whether he talks about something different or similar to your idea.

17 Use some of the same language to help you speak to your partner on the same topic.

- I recently bought a \_\_\_\_\_.
- The \_\_\_\_\_ I bought was from a \_\_\_\_\_.
- I went shopping there \_\_\_\_\_.
- This \_\_\_\_\_ was/was not good value, because \_\_\_\_\_.
- I really like/enjoy \_\_\_\_\_, which is why I bought the \_\_\_\_\_.
- I would like to buy \_\_\_\_\_ because \_\_\_\_\_.

## Focus on Part 3 of the IELTS Speaking Test

In Part 3 of the IELTS Speaking test, the examiner will ask you more abstract questions related to the Part 2 topic. This part of the test lasts for four or five minutes.

18 Read the example Part 3 questions below. Then, look at each example question in more detail.

- a. In your country, how do people express wealth and affluence?
- b. What are the advantages and disadvantages of consumerism?
- c. Is society now more materialistic than it used to be in previous generations?
- d. How has technology affected patterns of purchasing behaviour?

a. In your country, how do people express wealth and affluence?

*This means:* What do people buy to show they are rich/to show their status? For example: big houses.

*Write your ideas.*

b. What are the advantages and disadvantages of consumerism?

*This means:* What are the advantages and disadvantages of a society that buys and sells a lot of goods, often resulting in people having more than they need?

*Write your ideas.*

Advantages	Disadvantages
Good for economy	Greed

## GRAMMAR

When you answer the type of question above, be sure to use contrast connectives, such as:

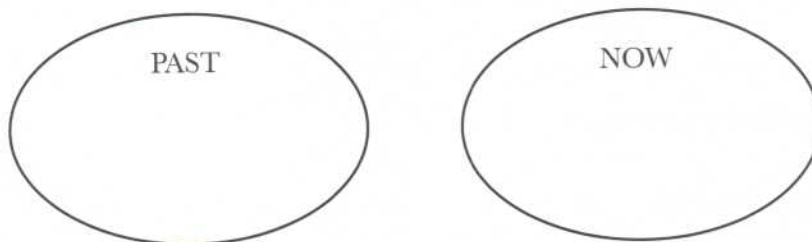
**but / whereas / however / on the other hand**

When you answer the following type of question, be aware of changes between the past and present. Choose your tenses carefully.

c. Is society now more materialistic than it used to be in previous generations?

*This means:* Do people think that having lots of money and possessions is the most important thing in life? Did your parents and grandparents think like this?

*Write your ideas.*



d. How has technology affected patterns of purchasing behaviour?

*This means:* Have things like the Internet changed the way we spend our money?

*Write some examples.*

INTERNET → SHOPPING      For example:

- o \_\_\_\_\_
- o \_\_\_\_\_
- o \_\_\_\_\_



## 19 Listen to the candidate answering the Part 3 questions.

**Examiner:** Now, I'd like to move on to ask you some more general questions. Firstly, could you tell me how people express wealth and affluence in your country?

**Candidate:** Well, I think more and more people are choosing to show their status through the clothes they wear and the cars they drive. For example, wealthy people might wear expensive labels as a symbol of their status or drive an expensive car to show they have lots of money. Some other people see their job as an expression of wealth, for example, a CEO or an accountant.

**Examiner:** And what do you see as the advantages and disadvantages of consumerism?

**Candidate:** I believe that consumerism is positive in terms of creating jobs and boosting the economy. I mean as people buy things, the need for production is increased, so more people are employed and so on. However, the disadvantage of consumerism is that people become too concerned about buying the latest product or item, and I think actually, people can become a bit greedy. You know, they have to have what their friends have and so on.

**Examiner:** Okay. So thinking about that, do you believe society nowadays is more materialistic than in previous generations?

**Candidate:** I think so, absolutely. I mean, for my grandparents', it was totally different. They had different values, and they were probably more basic values of hard work and family. Whereas today, people might say that my generation is too spoilt, or you know, materialistic. For instance, while my grandparents might have been focused on getting enough food to feed their family, some young people today are more interested in the latest movies and fashion. It's different.

**Examiner:** Okay, and finally, how do you think technology has affected purchasing behaviour?

**Candidate:** It has changed the way people buy things, totally. Take the Internet as an example. People can buy things from all over the world, so they have much more choice. For example, I can buy a book from someone in England or a computer from a company in Hong Kong. Technology has changed shopping patterns considerably, and I think it is a big improvement.

## FLUENCY AND COHERENCE

20 Ask and answer the same questions with your partner. Use your notes from Exercise 18 and the language from the dialogue above to help you.

**Q1:** Now, I'd like to move on to ask you some more general questions. Firstly, could you tell me how people express wealth and affluence in your country?

- I think more and more people are choosing to show their status through \_\_\_\_\_.
- For example, wealthy people might \_\_\_\_\_ or \_\_\_\_\_  
\_\_\_\_\_ to show that they have lots of money. Some other people see  
\_\_\_\_\_ as an expression of wealth, for example, \_\_\_\_\_.

**Q2:** And what do you see as the advantages and disadvantages of consumerism?

- I believe that consumerism is positive in terms of \_\_\_\_\_ and \_\_\_\_\_.
- However, the drawback of consumerism is that \_\_\_\_\_.
- I think people become \_\_\_\_\_.

**Q3:** Okay. So thinking about that, do you believe society nowadays is more materialistic than in previous generations?

- I think so./I don't think so.
- For my grandparents' generation, it was \_\_\_\_\_.
- Whereas today, people might say that my generation is \_\_\_\_\_.
- For instance, while my grandparents might have been focused on \_\_\_\_\_, some young people today are more interested in \_\_\_\_\_.

**Q4:** Okay, and finally, how do you think technology has affected purchasing behaviour?

- It has/has not changed the way people buy things.
- Take \_\_\_\_\_ as an example.
- \_\_\_\_\_, so \_\_\_\_\_ (reason/result).

**Script for Activity 13:**

*I spend my money on all sorts of things, but I guess the main stuff would be the things I need to buy regularly, like lunch at the school cafeteria, magazines about the latest celebrity news, and music, which I can't live without. Oh, and I also buy a coffee on the way to school most days. What else... Oh yeah, I'm always running out of credit on my mobile phone, so I buy credit for that quite often.*

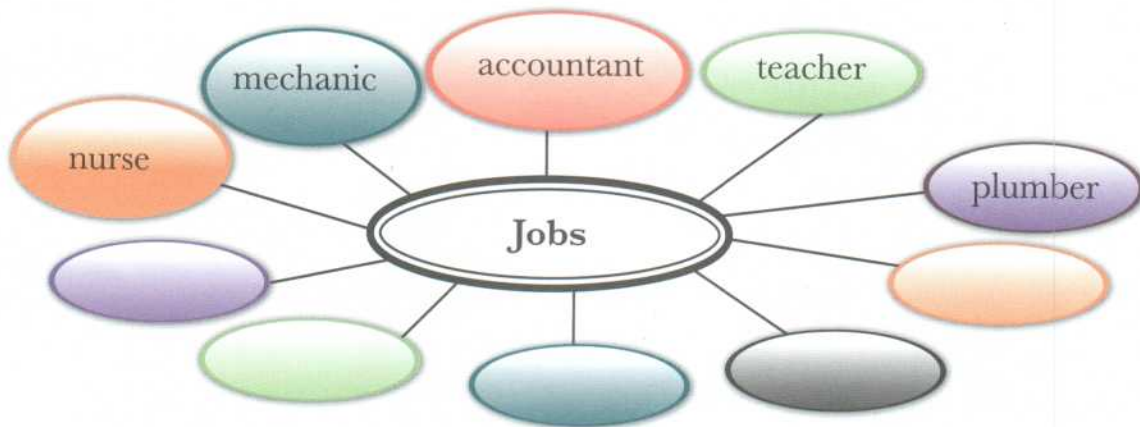
# UNIT 15

## Employment

### Focus on Part 1 of the IELTS Speaking Test

#### WARM-UP

1 Look at these different types of jobs. Work with a partner to add some more.



2 Now, think about each of the above jobs. What would you have to do every day if this was your job? The first two have been done for you as examples.

Jobs	Duties
nurse	look after sick people in hospital; assist doctors; record patient information; change bandages and dressings; hand out medication
mechanic	repair people's cars; check cars for safety; talk to customers
accountant	
teacher	
plumber	

3 Listen to the speakers talking about their job duties. Circle the job that the speaker is talking about.

- a. dentist                      doctor                      nurse
- b. bus driver                  postman                    fireman
- c. lawyer                      accountant                manager

**VOCABULARY**

**Vocabulary Bank**

Jobs			Qualifications	Skills & Knowledge
Nouns	Verbs	Adjectives		
accountant	advise	active	apprenticeship	communication
builder	calculate	challenging	Bachelor's degree	computer
bus/truck driver	check	enjoyable	certificate	cooking
chef	communicate	exciting	course	driving
dentist	contact	full-time	diploma	flying
doctor	deliver	ideal	doctorate	foreign language
dressmaker	drive	interactive	Master's degree	listening
electrician	examine	interesting	training	maths
fireman	fix	part-time	university	medical
flight attendant	greet	safe	<b>Employment</b>	numerical
journalist	interact	sedentary		organisation
lawyer	load	self-employed	contract	presentation
manager	look after	stressful	employee	reading
musician	manage	technical	employer	sales
pilot	organise	temporary	employment	speaking
police officer	prepare	varied	opportunity	teaching
postman	repair	well-paid	promotion	technical
receptionist	sort		salary	translation
scientist	teach		staff	typing
secretary			wages	writing
teacher			workforce	
tour guide			workplace	

4 Think of three different jobs you would like to do. Brainstorm each one and write words in the correct columns below. Use the Vocabulary Bank and your dictionary to help you.

What is the job?	What would you have to do every day?	What skills or qualifications would you need?	Why would you like to do this job?
e.g. secretary	e.g. type letters, answer the phone, make appointments, make travel bookings, send and collect mail	e.g. typing, computer, reading, listening, speaking, foreign language	e.g. interesting, varied, meet different people
1.			
2.			
3.			

5 Now, compare your list of words with a partner. Do you have any of the same words? Did you choose any of the same jobs?

## PRONUNCIATION



6 Listen to these job titles. They are all **compound nouns** or **noun + noun**. In each case, underline the word or syllable that carries the main stress. The first one has been done for you.

bank teller

fireman

tour guide

bus driver

flight attendant

travel agent

checkout operator

police officer

dressmaker

postman

In compound nouns, the main stress is usually on the first syllable. In two-word phrases made up of **noun + noun**, the main stress is usually on the first word.

7 Now, listen and repeat the job titles.

## GRAMMAR

Like or would like



8 Listen to two speakers and circle the correct answer to each question.

- a. What is Speaker 1 talking about? - things she enjoys doing now  
- something she wants to do in the future
- b. What is Speaker 2 talking about? - things he enjoys doing now  
- something he wants to do in the future

9 Listen again and complete the sentences.

- a. I really \_\_\_\_\_ with people. I \_\_\_\_\_ them find solutions to their problems.
- b. I \_\_\_\_\_ really \_\_\_\_\_ a TV news reporter.

To talk about things we enjoy doing **now**, we use:

I like doing *or* I like to do

To talk about something we want to do in the **future**, we use:

I would do (I'd do) *or* I would like to do (I'd like to do)

10 Complete the following sentences, using your own ideas. Then, work with a partner and take turns to ask and answer the questions below.

In my spare time, I like...  
In the future, I'd like...

Questions:

- What do you like doing in your spare time?
- What would you like to do in the future?

11 Read the prompt card. Listen to a candidate talking on this topic. As you listen, circle the correct answer on the next page, a, b, or c.

Describe your ideal job.  
You should say:  
what the job is  
what you would have to do every day  
what skills or qualifications you would need  
and explain why you would like this job.

- i. What would the speaker's ideal job be?
  - a. airline pilot
  - b. flight attendant
  - c. travel agent
  
- ii. Which of the following duties would she have to do?
  - a. organise flights and accommodation
  - b. welcome passengers on board
  - c. check in passengers
  
- iii. Which one of the following skills would she need?
  - a. communication
  - b. maths
  - c. technical
  
- iv. What is one reason why this would be her ideal job?
  - a. She likes doing the same thing every day.
  - b. She likes doing lots of different things.
  - c. She likes learning maths and physics.

### Put it all together

12 Look back at the prompt card and make notes, using your own ideas.

\* What the job is:

---

---

\* What you would have to do every day:

---

---

\* What skills or qualifications you would need:

---

---

\* You would like this job because:

---

---

13 Work with a partner. Take turns speaking for one to two minutes on the topic. As you are listening to your partner's talk, think of one or two suitable questions that you could ask at the end.

## Focus on Part 3 of the IELTS Speaking Test

- 14 Look at these statements about what the employment situation will be like in the future. Check the meanings of any new words.

In 50 years from now, everyone will be expected to have a university degree.

In years to come, we won't have to leave home to work. We'll just switch on our home computer.

Over the next 20 years, women will achieve equal pay with men.

Over the course of this century, thousands of new jobs that don't even exist today will be created.

- 15 With a partner, discuss whether or not you agree with the above statements.

## FLUENCY AND COHERENCE

In Part 3 of the IELTS Speaking test, you will often be asked to talk about future trends and changes.

- 16 Look at the following phrases for referring to the future.



Now, listen to five different speakers' statements and match their statements to the future time phrases below. The first one has been done for you.

- A. Over the next decade
- B. In the future
- C. In 50 years from now
- D. In years to come
- E. In the next millennium

- i.      **B**     , many people will become self-employed.
- ii.     , we'll only have to work four-day weeks.
- iii.     , we won't have to leave home to work.
- iv.     , there will be hundreds of new jobs created in IT.
- v.     , humans will be replaced by machines in many jobs.

Note: To make predictions about the future, we use *will/won't + base form verb*.

**17** Work with a partner. Take turns to make predictions about employment in the future. Use **will** or **won't** according to your own opinion.

Women / achieve equal pay with men.

e.g. Women will achieve equal pay with men.

a.

The majority of people / have two jobs.

b.

Everyone / have to work more hours in the day.

c.

Salaries / increase significantly.

d.

Most people / sit in front of a computer screen all day.

e.

Machines / replace humans in many jobs.

f.

People / have to leave their houses to work.

18 Now, look at the future time phrases in the box below. When do you think the things in Exercise 17 will happen? With a partner, take turns to make predictions, using the time phrases in the box.

Over the next decade	In the future	In 50 years from now
In years to come	In the next millennium	Over the course of this century
In 2050	In 20 years' time	Hundreds of years from now

19 Look at the following questions. Note down all of the vocabulary items you will need to make predictions about employment in the future. Use the Vocabulary Bank on page 123 and some of the useful phrases and collocations in the table below as well as your dictionary to help you if necessary.

- What do you think the average workplace will be like in the future?
- What do you think the situation of women employees will be like in the future?
- How do you think that jobs will be different in the future?
- What will be the role of machines in the workplace of the future?
- Do you think that the length of the working week will change in the future?
- Do you think that salaries will increase enough to cover the cost of living?
- Do you think that people will need more training and qualifications?

**Useful Phrases & Collocations**

annual leave	on-the-job training	to argue a case
career advancement	pay parity	to give someone advice on / about something
employment agency	shift work	to give someone the opportunity to do something
employment contract	sick leave	to let someone know something
employment relations	situations vacant	to solve a problem
hours of work	social club	
job pressure	temp / temping agency	
job security	working conditions	
job title	work experience	

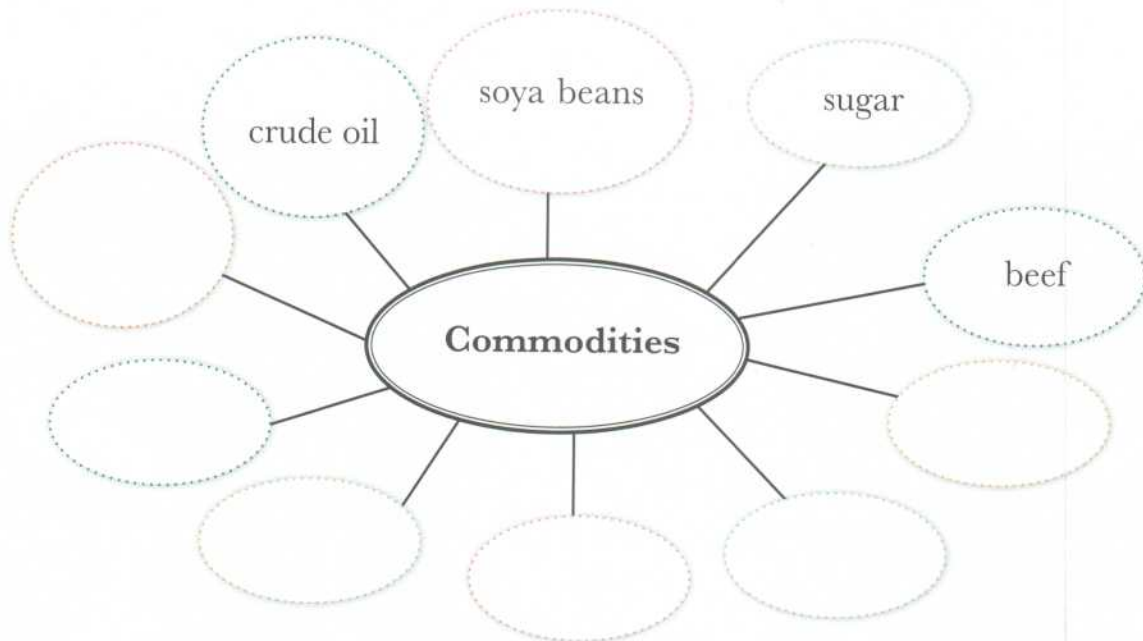
20 Now, work with a partner. Take turns to ask and answer the questions above. Make sure that you give your own opinion and extend your answer to include examples or reasons.

## Focus on Part 2 of the IELTS Speaking Test

## WARM-UP

Commodities are anything that can be sold or traded. This unit focuses on commodities such as agricultural products (crops, meat, etc.) and natural resources (gold, fuel, energy, etc.).

1 Look at these different types of commodities. Work with a partner to add some more.



2 Listen to the speakers talking about different commodities. Circle the commodities they are speaking about.

- |           |              |        |
|-----------|--------------|--------|
| a. gold   | beef         | wool   |
| b. wheat  | coffee beans | barley |
| c. cotton | copper       | petrol |

## VOCABULARY

## Vocabulary Bank

Commodities			Markets	Phrases
Nouns	Verbs	Adjectives		
agriculture	cultivate	agricultural	decrease	<i>Noun phrases</i>
barley	develop	important	demand	barley crops
beef	export	main	distribution	copper mine
coal	extract	necessary	drop	coal mine
cocoa	grow	primary	fluctuations	energy reserves
coffee beans	harvest	processed	increase	environmental considerations
copper	import	unprocessed	price	intensive farming
corn	manufacture	useful	production	natural resources
cotton	mine	vital	shortage	petrol refinery
crop	plant		staples (food)	price drop
crude oil	process		subsidy	price increase
energy	produce		supply	raw products
fuel	refine			supply and demand
gas	sow			
gold	weave			
harvest				<i>Verb phrases</i>
metal				build mines
natural gas				cultivate corn / wheat
palm oil				mine copper / gold / silver / coal
petroleum				plant corn / seeds / crops
platinum				refine oil
rice				spin wool
rubber				weave textiles
silver				
soya beans				
wheat				
wool				

- 3 Think of three different natural resource commodities that are important to your country or to you in your everyday life. Brainstorm each one and write words in the correct columns on the next page. Use the Vocabulary Bank and your dictionary to help you.

What is the commodity?	Which country/ countries does it come from?	Where can you buy it?	Why is this commodity important to you/your country?
e.g. oil	e.g. Iran, Iraq, Saudi Arabia, Algeria, Venezuela	e.g. service stations	e.g. main fuel for vehicles
1.			
2.			
3.			

4 Now, compare your list of words with a partner. Do you have any of the same words? Did you choose any of the same commodities?

## PRONUNCIATION

### Linking

Linking is so important in English! There are three ways that native speakers link words:

(i) **Consonant + vowel** or **vowel + consonant**



5 Listen and repeat. Focus on linking the final sound<sup>1</sup> of the first word to the first sound of the second word.

crude **o**il

depend **o**n

diesel **e**ngine

get **a**round

iron **o**re

palm **o**il

price **i**ncrease

barley **c**rop

copper **m**ine

energy **s**ource

grow **c**rops

rubber **t**ree

sugar **c**ane

sow **s**eeds



6 Listen and repeat the sentences. Focus on linking the underlined sounds.

Crude **oil** is an important **energy** source.

Many people depend **on their** cars **to get** around.

**Our** main crops **are rubber** trees and **sugar** cane.

<sup>1</sup> Note: Many words end in a written vowel (usually "e"), but the final sound is a consonant (e.g. increase, mine, trade). Likewise, many words end in a written consonant (often the letter "r"), but the final sound is a vowel (e.g. copper, rubber, sugar).

(ii) **Consonant + consonant**

This type of linking often occurs when one word ends in the consonant sound /t/, /d/, or /n/, and the following word begins with /m/, /b/, or /p/.

7 Listen and repeat. Focus on hearing and pronouncing the final consonant sound of each word.

cotton	export	gold
plant	refined	iron

8 Now, listen to the following phrases. Notice how the final consonant of the first word is changed to become similar to the first consonant sound of the second word. In addition, sometimes the final consonant sound may be dropped, as in the case of small 'grammar words' like **and**.

cotton <u>n</u> products	gold <u>d</u> mine	iron <u>n</u> bar
export <u>t</u> market	plant <u>t</u> barley	refined <u>d</u> petroleum
wheat and <u>d</u> barley		

9 Listen again and repeat the above phrases.

(iii) **Vowel + vowel**

When one word ends in a vowel sound and the next one begins with a vowel sound, native speakers often insert the sound /j/, /w/, or /r/ between these two vowels.

10 Listen. The following pairs of words are joined by the sound /j/.

buy <u>y</u> apples	coffee <u>y</u> or cocoa
supply <u>y</u> and demand	rely <u>y</u> on

11 Now, listen and repeat the above phrases.

12 Listen. The following pairs of words are joined by the sound /w/.

grow <u>w</u> apples	new <u>w</u> and used
sow <u>w</u> a field	too <u>w</u> inefficient

13 Now, listen and repeat the above phrases.

14 Listen. The following pairs of words are joined by the sound /r/.

car <u>r</u> exports	copper <u>r</u> alloy
share <u>r</u> issue	sugar <u>r</u> and salt

15 Now, listen and repeat the above phrases.

16 Work with a partner. Decide if the following words are linked by the sound /j/, /w/, or /r/. Circle the correct answers.

- |                              |     |     |     |
|------------------------------|-----|-----|-----|
| a. <u>know</u> a market      | /j/ | /w/ | /r/ |
| b. <u>four</u> apples        | /j/ | /w/ | /r/ |
| c. <u>you</u> and I          | /j/ | /w/ | /r/ |
| d. <u>we</u> export rice     | /j/ | /w/ | /r/ |
| e. compare <u>items</u>      | /j/ | /w/ | /r/ |
| f. <u>they</u> import coffee | /j/ | /w/ | /r/ |

 17 Listen and check your answers.

18 Now, listen and repeat the above phrases.


## GRAMMAR

### Relative Clauses

19 Work with a partner. Complete the sentences, using the correct relative clauses from the box.

which export coffee beans	which is used to make bread
which comes from sugar cane	that's important to me in my everyday life

- a. A commodity \_\_\_\_\_ is rice.  
b. Many countries \_\_\_\_\_ are situated in Africa and South America.  
c. Sugar, \_\_\_\_\_, exists in many different forms.  
d. Wheat, \_\_\_\_\_, is grown in a variety of climates and soil types.

 20 Now, listen and check your answers.

A **relative clause** usually starts with **who**, **that**, or **which** and comes immediately after the noun it is describing.

21 Work with a partner. Practise joining the pairs of sentences below to make single sentences with a main clause and a relative clause.

#### For example

The wool is exported. The wool comes from sheep.  
→ The wool that comes from sheep is exported.

- a. Petrol is becoming more and more expensive. Petrol is used to fuel the majority of motor vehicles.  
b. Gold is extracted from gold mines or river beds. Gold is a precious metal.  
c. Coffee beans are roasted to bring out the flavour. The coffee beans are imported from Africa.  
d. Copper is mined in the United States and Chile. Copper has been used by man for 10,000 years.  
e. The rice is of the long-grained variety. We use the rice to make this special dish.



We have to provide food subsidies to people who can't afford it.


25 With a partner, discuss what problems these people are talking about.

## FLUENCY AND COHERENCE

In Part 3 of the IELTS Speaking test, you will often be asked to talk about problems and solutions.

26 Look at the following phrases for suggesting solutions.



 27 Now, listen to five different answers to the questions below. Match each answer with an appropriate question. Write the letter, A-E, of the correct question next to the numbers, i-v. The first one has been done for you.

- A. How can we solve the problem of increasing petrol prices?
- B. How can we solve the problem of declining energy reserves?
- C. How can we solve the problem of food distribution in some parts of the world?
- D. How can we solve the problem of increasing food prices?
- E. Do you think that we will be able to produce enough staples, such as rice, to feed the world's population in the future?

- i.   D                        ii. \_\_\_\_\_                      iii. \_\_\_\_\_  
iv. \_\_\_\_\_                      v. \_\_\_\_\_

28 Work with a partner. Take turns to suggest solutions to the problems.

For example:

How can we solve the problem of food distribution in some parts of the world?

matter/get around the wars, politics, and corruption that prevent the distribution of staples to the general population

It's a matter of getting around the wars, politics, and corruption that prevent the distribution of staples to the general population.

a. How can we solve the problem of increasing petrol prices?

need/find alternative vehicle fuels that can be cheaply produced

b. How can we solve the problem of declining energy reserves?

important/start looking in other places to locate more of these natural energy reserves

c. How can we solve the problem of increasing food prices?

have/provide food subsidies to people who can't afford it

d. Do you think that we will be able to produce enough staples, such as rice, to feed the world's population in the future?

In/future/think/necessary/rely on science to help us produce faster-growing crops if we want to have enough

29 Look at the following questions. Note down all of the vocabulary items you will need to give your own solutions to the problems. Use the Vocabulary Bank and your dictionary to help you if necessary.

- a. How can we solve the problem of increasing petrol prices?
- b. How can we solve the problem of declining energy reserves?
- c. How can we solve the problem of food distribution in some parts of the world?
- d. How can we solve the problem of increasing food prices?
- e. Do you think that we will be able to produce enough staples, such as rice, to feed the world's population in the future?

30 Now, work with a partner. Take turns to ask and answer the questions above. Make sure that you give your own opinion.

# UNIT 17

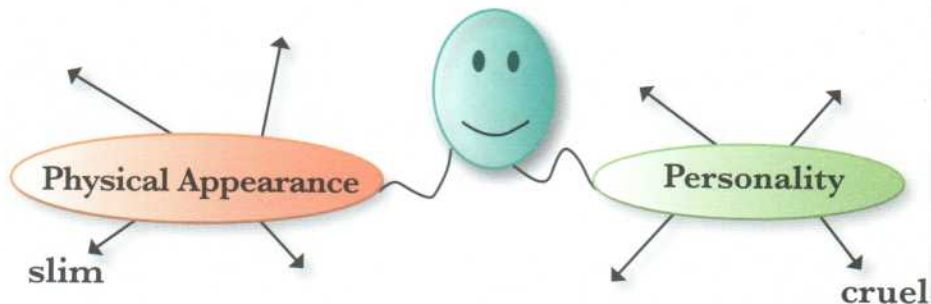
## Population

### Focus on Part 2 of the IELTS Speaking Test

#### WARM-UP

1 Place each of the following adjectives in the correct place on the concept map below. An example has been done for you.

slim	cruel	kind	overweight	athletic
lazy	cold-hearted	energetic	mean	lively
gentle	tolerant	practical	charming	aggressive
relaxed	muscular	anxious	enthusiastic	ugly
humble	bald	warm	good-looking	



#### VOCABULARY

2 Mark each of the adjectives in the 'Personality/Appearance' column of the Vocabulary Bank on the next page with an 'A' for Appearance or a 'P' for Personality.

Vocabulary Bank

Personality/Appearance

Adjectives

slim  
 cruel  
 athletic  
 lazy  
 warm  
 cold-hearted  
 overweight  
 energetic  
 kind  
 lively  
 gentle  
 bald  
 enthusiastic  
 deceitful  
 anxious  
 mean  
 relaxed  
 muscular  
 aggressive  
 charming  
 humble  
 optimistic  
 intolerant  
 honest  
 generous  
 patient

Nouns - appearance

wrinkles  
 freckles  
 dimples  
 pimples

General

Nouns

life expectancy  
 longevity  
 lifespan  
 diet  
 quality of life  
 standard of living  
 alcoholism  
 poverty  
 resource  
 population  
 government  
 civil war  
 education  
 health care  
 disease  
 epidemic  
 wages  
 citizens

Adjectives

developed  
 industrialised  
 rural  
 urban  
 wealthy  
 worst-affected  
 nutritious

Collocations

to have a good/great sense of humour  
  
 to have a low/high standard of living  
  
 rural areas  
 urban areas  
  
 to be well off  
 to be better off  
  
 to be badly off  
 to be worse off

When learning vocabulary, it can be helpful to group words together.

Words for describing character or personality can be grouped into:

- good qualities
- bad qualities

Words for describing appearance can be grouped together as:

- positive
- negative

Words with similar meaning can be grouped together.

**For example**

*lively, energetic*

Words with opposite meaning can be grouped together.

**For example**

*kind – cruel*

- 3 Look at the left column of the Vocabulary Bank and try putting the words into the following groups or categories. Some have been done for you. Add any other words you know to the Personality and Appearance groups.

Personality	Appearance	Find words with Similar meanings	Find words with Opposite meanings
Good Qualities: <i>lively</i>	Positive: <i>slim</i>	<i>mean – energetic – gentle – athletic –</i>	<i>overweight – kind – warm – deceitful – relaxed – patient –</i>
Bad Qualities: <i>lazy</i>	Negative: <i>ugly</i>		

- 4 Study the following questions:

- What's he like?
- What does he look like?

Which question wants you to talk about the man's appearance?

**For example**

*Well, he's short, fat, and bald...*

Which question wants you to talk about his personality or character?

### For example

Well, he's very serious and sometimes he's quite mean...

5 *Think of someone you know well. Tell your partner whether the person you're thinking of is male or female. Then, take turns asking:*

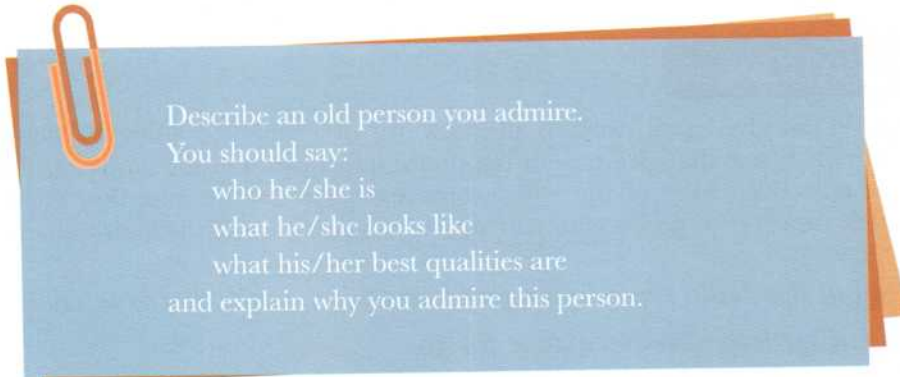
- What's he/she like?
- What does he/she look like?

Use the words from the Vocabulary Bank to help you answer.

(Generally, your answers to the first question will be **P** for 'Personality' words, and your answers to the second question will be **A** for 'Appearance' words.)

6 *Look at the prompt card below and think about how you would structure your talk in Part 2 of the IELTS Speaking test.*

- You should use the prompts to help you organise your ideas.
- Just following the prompts will give your talk a good structure.
- You will be marked on the organisation of your ideas in the exam.



Describe an old person you admire.  
You should say:  
who he/she is  
what he/she looks like  
what his/her best qualities are  
and explain why you admire this person.

### Put it all together

7 *Listen to candidates talking on this topic. As you listen, match each section of the talk with its content.*

Introducing your choice	Section _____
Describing physical appearance	Section _____
Describing character or personality	Section _____
Explaining the reason for your choice	Section _____

8 *Look back at the prompt card and make notes about an old person you admire. Using your notes, talk to your partner for one to two minutes about the old person you admire.*

## Focus on Part 3 of the IELTS Speaking Test

In Part 3 of the IELTS Speaking test, you will often be expected to make suggestions. You may not be sure of your ideas, so you will need to learn how to express uncertainty and possibility.

- 9 Look at the table below. You can see that life expectancy<sup>1</sup> in New Zealand is 80 years. Try to predict the life expectancy for the other countries in the table. Then, check your partner's table. Do you agree?

Countries	Years	Countries	Years
Botswana <sup>2</sup>		China	
Russia		New Zealand	80
Peru		Japan	

- 10 Now, work with your partner to discuss these questions:

- What do you know about these countries?
- What factors do you think influence life expectancy?

- 11 Listen to the audio recording and check the information you have written in the table. Does any of the information surprise you? Why/Why not?

### PRONUNCIATION

English speakers do not give equal stress to all the words in a sentence. Only the content words are stressed. These are the words that give new or important information in the sentence. They are usually nouns, verbs, and adjectives. Most of the other words are unstressed because they give less important information, or they simply provide the grammar structure which joins all the information together.

- 12 Listen to the end of the audio recording again and underline the words in each sentence that carry the main stress. Two have been done for you.

'Terrible, isn't it? I know that about two thirds of Botswana is desert, but I also know it has a great natural resource - diamonds - so it's a relatively wealthy country, and it only has a small population, less than 2 million. I've also heard that it has a good system of government, and there is no civil war or fighting. It even has free education and health care for all its citizens.'

'Why do they die so young then?' 'Disease. The AIDS epidemic. It's the worst affected country in the world!'

- 13 Read the sentences above and stress the underlined words.
- 14 Practise saying the following sentences, stressing the words in bold. Remember the stressed words will be spoken slightly louder and longer than the others.

- There's a **lot** of **poverty** in **Peru**.
- It's a very **poor** country.

<sup>1</sup> The length of time a person is normally likely to live

<sup>2</sup> A country in the Kalahari Desert region of southern Africa

- They have quite a **low standard of living**.
- What about New **Zealand**?
- They've got plenty of **clean, fresh air**.
- I've also heard that it has a **good system of government**.
- The government takes a lot of **taxes** though.
- What are the **people** like?
- On the whole, they are quite **well-educated**.
- I've heard they're very **friendly, too**.

## GRAMMAR

**Modal verbs: would, could, may, or might** is used to express uncertainty or possibility, and to make suggestions.

15 Look at the script of the audio recording about the life expectancy chart. Underline the modal verbs.

*Hey, have you seen this chart? Guess which country has the highest life expectancy in the world?*

'I know the answer to that question: it's Japan. 82 years is how long the average Japanese can expect to live... Why is that, do you think?'

*I don't know for sure, but their diet might have a lot to do with it. They eat lots of fish and vegetables.'*

'Oh. Do New Zealanders have a good diet, too?'

*As far as I know, they eat too much meat and cheese, so it's not exactly a healthy diet... lots of protein but probably too much fat. Their quality of life would be good, though. New Zealand's part of the developed world, but it's not really an industrialised country, so they've got plenty of clean, fresh air.'*

'That could be the reason for their longevity, I suppose... I thought it might be because they play a lot of sport and get lots of exercise. Look, I see life expectancy in China is pretty high.'

*Yes, 72. I think that's the highest it's ever been... higher now than Peru where people only live to be 70 on average. I have heard that there is a lot of poverty in Peru, in both urban and rural areas. Many of the workers are paid very low wages, so they may not be able to afford nutritious food or proper health care... and Russians are even worse off; they can only expect to live to 65!'*

'Too much vodka!'

*I don't know about that... but alcoholism could be a factor. Seriously, I think they have quite a low standard of living, you know, things like the quality of housing and the amount of food available. Even so, their life expectancy is nearly double that of Botswana.'*

'I don't think I've heard of Botswana before. Where's that?'

*Africa. People in Botswana only live on average to the age of 34!'*

'That's awful!'

*Terrible, isn't it? I know that about two thirds of Botswana is desert, but I also know it has a great natural resource - diamonds - so it's a relatively wealthy country, and it only has a small population, less than 2 million. I've also heard that it has a good system of government, and there is no civil war or fighting. It even has free education and health care for all its citizens.'*

'Why do they die so young then?'

*Disease. The AIDS epidemic. It's the worst affected country in the world!'*

**Modal verbs:** When making suggestions, we use **may** or **might** to talk about possibility. **Might** is more common. We also use **could** to talk about what is possible.

**For example**

Their diet **might** have a lot to do with it. = Perhaps it does, perhaps it doesn't.  
You **could** be right. = Perhaps you are, perhaps you aren't.

In the negative, we use **may not** and **might not** or **mightn't**.

**For example**

They **may not** be able to afford nutritious food.  
They **may not** have had a good education.  
They **might not** eat a healthy diet.  
They **mightn't** have had good health care when they were young.

However, **couldn't** is different from **may not** and **might not**.

**For example**

They **mightn't** have had good health care. = Perhaps they did, perhaps they didn't.  
(in other words, I'm not sure.)  
They **couldn't** have had good health care. = It's not possible.

When we imagine a situation, we use **would**.

**For example**

Their quality of life **would** be good. = I imagine it is.

16 With a partner, use the prompts to help you say sentences with **may**, **might**, **could**, **would** to express your uncertainty or what you imagine.

**For example**

- Perhaps they are poor.
- a. Perhaps they are wealthy.
- b. Perhaps they are sick.
- c. Perhaps alcoholism is a factor.
- d. I imagine it was a good place to live.
- e. Perhaps the climate is a factor.
- f. Perhaps the water is not safe to drink.
- g. I imagine there is a lot of fighting.
- h. I imagine they were better off.
- i. Perhaps there was a lot of disease.
- j. Perhaps they don't have warm houses.

They might be poor.



The same modal verbs (**would**, **might**, and **could**) are also used for talking about something that may or may not happen in the future.

If we are making predictions, we use **would**.

**For example**

A: How **would** countries cope with more and more old people?  
 B: I think these countries **would** need more hospitals and aged care facilities (= old people's homes).

If we are less certain, we can speculate using **might** or **could**.

**For example**

A: If world population continues to increase, will humans move to other planets?  
 B: I think they **might** do this but not in the near future. I think it **could** be possible next century.

**FLUENCY AND COHERENCE**

17 Look at the examiner's questions below. Have you got enough ideas and vocabulary to answer them? In the exam, you will not be given time to prepare your answers to Part 3 questions. However, it is important to spend extra time in the classroom brainstorming ideas. Add to the ideas in the answer bubbles.

**Examiner:** 'Well, you've been telling me about an old person you admire... Now, let's talk about the aging population of the world...'

'Why do you think life expectancy is increasing in many countries?'

better diet...  
 less physical labour... better medical  
 technology... medicine...

'If human lifespans continue to lengthen, in what ways will our society change?'

slower pace of life... ..  
 ..... ..  
 ..... ..

'Let's move on to talk about population growth... Not only is the world's population increasing, but much of the population is moving from the countryside to the city. What kinds of problems will very large cities face in the future?'

infrastructure... employment...  
 ..... ..  
 .....

18 With a partner, ask and answer the questions above. Give full answers. Use the modal verbs to express possibility and uncertainty and remember to stress the most important word(s) in the sentence.

# UNIT 18

## International Events

### Focus on Part 2 of the IELTS Speaking Test

#### WARM-UP

1 With a partner, make a list of all the Olympic sports you can think of.

-----	-----	-----
-----	-----	-----
-----	-----	-----

2 With a different partner, compare lists. How many more sports can you add to your list?

3 Working with a partner again, put the sports on your list into these 3 categories:

Individual sports (sports you can play or do on your own)	Sports you can play or do against one other person	Team sports (sports you can do or play in a team)

4 Are there any sports that you would like to do or play? Tell your partner which ones and why you would like to do or play them.

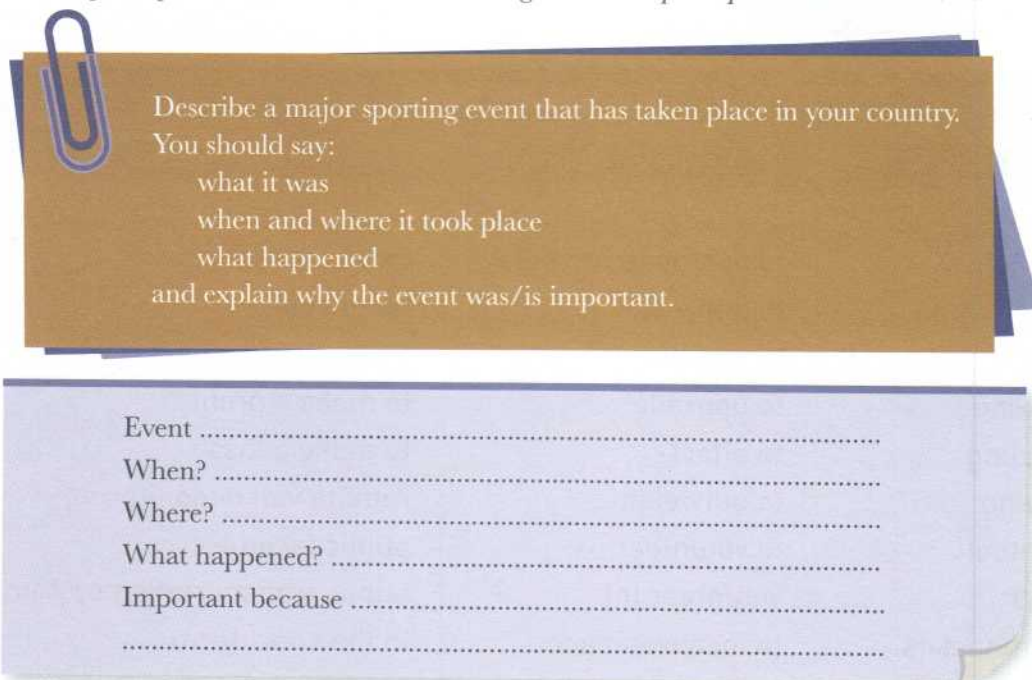
5 Which sports do you prefer to watch? Why?

VOCABULARY

Vocabulary Bank

Sports	Verbs & Nouns	Collocations
athletics	to postpone / to delay	individual sports
badminton	to impress	team sports
basketball	to update	traffic congestion
boxing	to upgrade	to make a profit
cycling	to affect	to make a loss
diving	to outweigh	remote video monitoring
football	to volunteer	public facilities
golf	volunteer (n)	public transportation system
gymnastics	to inconvenience	in the short term
hockey	inconvenience (n)	in the long term
horse racing	foreigner	to develop closer ties with
ice skating	opponent	to develop closer relations with
motor racing	status	cultural ties / relations
riding	infrastructure	economic ties / relations
rugby	influx	business ties / relations
skiing	inhabitants	international relations
snooker	disruption	
squash	conference	
surfing	stadium	
swimming	spectators	
tennis	media	
volleyball	restriction	
weightlifting	hygiene	
windsurfing	athlete	
	obstacle	
	accommodation	
	construction	
	expenditure	
	corruption	
	competition	

6 Look at the prompt card and make notes alongside each prompt in the box below.



Describe a major sporting event that has taken place in your country.  
You should say:  
what it was  
when and where it took place  
what happened  
and explain why the event was/is important.

Event .....

When? .....

Where? .....

What happened? .....

Important because .....

.....

7 Give your talk to your partner. As you listen to your partner talking, take notice of any hesitations or long pauses.

8 Why did you (or your partner) hesitate? Was it:

- to think of ideas?
- to think about grammatical accuracy?
- to recall vocabulary?

Speaking fluently means to speak smoothly and to be able to continue with just a few natural pauses. If you stop frequently, constantly repeat yourself, have long periods of silence, or stop completely before the time is up, this will lower your score.

Speaking fluently does not mean speaking quickly. Speaking too fast will lower your score, too. The aim is to speak at a natural speed, neither too fast nor too slow.

In Part 2 of the Speaking test, the topics are usually familiar and you have had time to prepare some information, so you should not be stopping to think of ideas. It is more likely that you have paused to concentrate on grammatical accuracy or to recall vocabulary. Practising the grammar points in this speaking book will help you with accuracy.

If you cannot remember the English vocabulary you need, do not pause for too long. Instead, avoid the difficult word and use words which you do know, even if they are much simpler. Using other words with a similar meaning is called paraphrasing. This skill is recognised in the test and you will get credit for it.

#### For example

They postponed the rowing race because it was too windy.  
They delayed / put off / changed the time of the rowing race because it was too windy.

9 Think of ways you can paraphrase the underlined expressions in the following sentences. Sometimes you will have to change other parts of the sentence, too.

- a. The Olympic Games' organising committee used many volunteers to help foreigners find their way around the city.
- b. There are many arguments against hosting a large event in our city.
- c. Countries which host international events should have an infrastructure that can cope with the expected influx of visitors.
- d. Large events often mean a lot of traffic congestion in and around the city.
- e. The local inhabitants are often inconvenienced by the disruption.
- f. However, the benefits far outweigh the disadvantages.

10 Take turns with a partner. Student A reads sentences a-f and Student B repeats each sentence avoiding the underlined words and using paraphrases instead.

Student B starts his/her sentence by saying: 'You mean...'

**For example**

You mean the Olympic Games' organising committee used many **unpaid workers** to help **visitors from abroad** find their way around the city.

11 Give your talk on a major sporting event again. This time, focus on fluency. Speak at a reasonable pace and try to keep going. If you get stuck for words, paraphrase.

**PRONUNCIATION**


**Focus stress:** Normally the content, or information, words in a sentence are stressed. However, speakers of English can choose a stronger stress to highlight any word in a sentence. This stronger stress is called focus stress and is used to put special attention on one important part of the message. It is the main stress in a message.

**The stress system in English**

Focus stress	=	Main stress
Information words	=	Strong stress
Other words	=	Weak stress

Focus stress can be on any word. It will be louder and longer than the other stresses. Look at this sentence: **We flew to Beijing for the Olympic Games.**

12 Say the sentence with normal sentence stress (strong stress on information words). Listen to the model, mark the stress, and say it again.

 13 Now, listen to these six examples of the same sentence said with different focus stress. Discuss with your partner what the speaker wants the listener to focus on in each sentence.

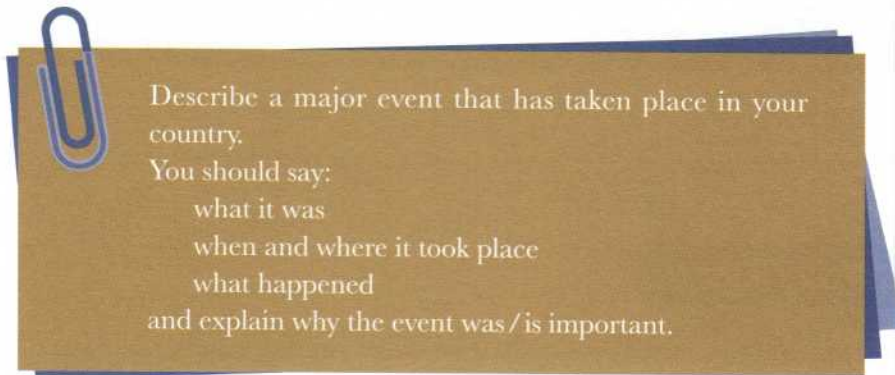
- a. **We** flew to Beijing for the Olympic Games.
- b. We **flew** to Beijing for the Olympic Games.
- c. We flew **to** Beijing for the Olympic Games.
- d. We flew to **Beijing** for the Olympic Games.
- e. We flew to Beijing for the **Olympic** Games.
- f. We flew to Beijing for the Olympic **Games**.

14 Repeat the sentences with the correct focus stress.

In the IELTS Speaking test, you can use focus stress for emphasis and to make your meaning clear. You can also listen for focus stress to help you understand what it is in particular that the examiner wants you to focus on.

### Put it all together

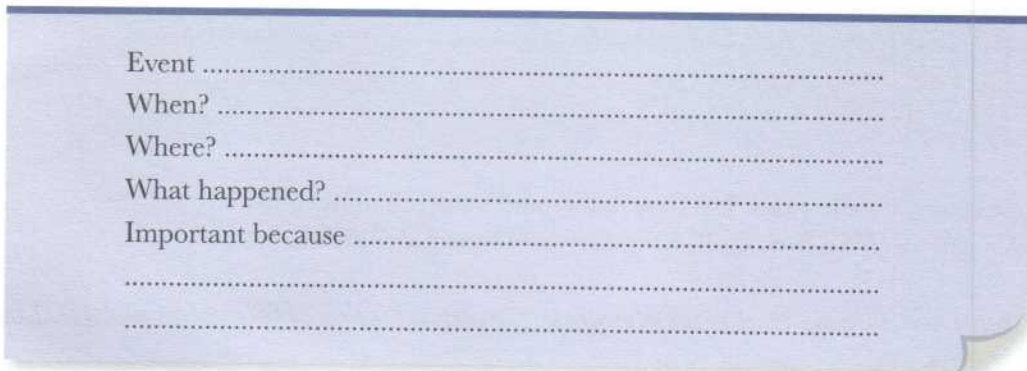
15 Here is the prompt card again but the word **sporting** has been deleted. You now have a different topic - a major event in your country - even though the prompts are the same.



Describe a major event that has taken place in your country.  
You should say:  
what it was  
when and where it took place  
what happened  
and explain why the event was/is important.

Note: An 'event' can be a planned and organised occasion, for example, a big international conference, or it can be something unusual or important that has happened, such as a flood or an earthquake.

Take some time to make notes on your new topic and then speak to your partner for one to two minutes, concentrating on fluency and paraphrasing if necessary.



Event .....  
When? .....  
Where? .....  
What happened? .....  
Important because .....  
.....  
.....

## Focus on Part 3 of the IELTS Speaking Test

In Part 3 of the IELTS Speaking test, the topic of events might be expanded and developed into a discussion of more general aspects of international events.

### GRAMMAR

In Part 3 answers, you will often be expected to give reasons, to say why something is done, what is the purpose. There are several ways to express purpose.

We use:

	<b>to + bare infinitive<sup>1</sup></b>
<i>They do it</i>	... <b>to impress</b> other countries.
	... <b>to raise</b> their status.
	... <b>to attract</b> overseas visitors.

OR:

	<b>for + noun</b>
<i>They do it</i>	... <b>for</b> national pride.
	... <b>for</b> economic reasons.
	... <b>for</b> profit.
	... <b>for</b> the status.

OR:

	<b>so (that) + modal verb (can/could/will/would)</b>
<i>They do it</i>	... <b>so that</b> they <b>can</b> impress other countries.
	... <b>so that</b> they <b>can</b> attract visitors.
	... <b>so that</b> they <b>will</b> make a lot of money.
<i>They did it</i>	... <b>so that</b> they <b>could</b> make a profit.
	... <b>so that</b> they <b>would</b> improve international relations.

When the purpose is negative, use **so (that) + won't/wouldn't**.

#### For example


*The officials issued maps **so that** athletes and visitors **wouldn't** get lost.  
He's removing the obstacle **so** she **won't** fall over.*

16 Practise using the language above. Use the words in brackets to answer the questions. The first one has been done for you.

- Why did they build such a big stadium? (large number of spectators)  
- They built a big stadium so that it can hold a large number of spectators.
- Why did they hold a press conference? (update the media)

<sup>1</sup> In writing or more formal contexts, you can use 'in order to' + bare infinitive.

- c. Why was there traffic restriction? (reduce air pollution)
- d. Why did they use remote video monitoring? (check food hygiene)
- e. Why did they build special ramps? (wheelchairs)

 17 Listen to the script and identify the various ways the candidate gives reasons in answer to the examiner's two questions.

**'Can you suggest reasons why governments host international events?'**

'I think there are a number of reasons for this. As far as I can see, the main purpose is to impress other countries, ... to raise their status in the world... and maybe to improve international relations... I also believe governments like to host big events so that they can attract overseas visitors who will spend a lot of money... Yes, they do it for profit as well, I think.'

**'Any country which decides to hold a large international event will need to spend more money on infrastructure. Why?'**

'Spending on infrastructure will be necessary to upgrade public facilities. They will need to build more hotels, of course, for accommodation. They will also need a good public transportation system so that visitors can get around the city easily.'

## FLUENCY AND COHERENCE

18 Practise the language you have learned by answering the examiner's questions, giving reasons to support your answers. There are some ideas to help you in the bubbles, but you can use your own ideas.

What are some of the possible drawbacks faced by the country hosting a large event?

inconvenience  
+ disruption

traffic jams

construction  
problems

What are the main problems affecting international sport today, in your opinion?

drugs

cost

Do you think international sport competitions are more likely to divide countries or bring them closer together?

Well, in the short term, competitions are likely to divide countries, because there will be winners and losers, so...

... but, in the long term, they might develop closer cultural ties or closer business and economic relations because...

- 19 Now, with book closed, listen to the audio recording of the examiner's questions. After each question, take turns with your partner to try to give a full answer without too much hesitation. If you cannot remember the vocabulary you want, paraphrase. Make a note each time your partner pauses for more than 2 seconds or uses too much repetition and give your partner feedback.

## Focus on Part 1 of the IELTS Speaking Test

## WARM-UP

1 With a partner, ask and answer these questions:

- How long have you had your mobile phone?
- How often do you use it?
- What do you mostly use it for? (text messaging, talking, taking photos...)
- Which do you use more often: a laptop or a desktop computer?
- What do you mostly use it for? (word processing, graphics, e-mail, games...)
- How much time do you spend on the Internet each day?
- What do you generally use the Internet for? (playing games, e-mail, research...)
- How do you prefer to stay in touch with your friends and family? (face-to-face communication, landline telephone, mobile phone, e-mail, letters...)

2 Match the words in Column A with the definitions in Column B. One has been done for you as an example.

A	B
a. keyboarding	i. information
b. memory	ii. save
c. display	iii. typing
d. user-friendly	iv. show on the screen
e. laptop	v. ultra-modern
f. scroll	vi. small portable computer
g. data	vii. move up or down
h. store	viii. information storage facility
i. cutting-edge	ix. well-designed and easy to use

## VOCABULARY

## Vocabulary Bank

## Nouns &amp; Noun Phrases

appliance  
 blog  
 browser  
 cable  
 cursor  
 cyberspace  
 data  
 default setting  
 desktop  
 device  
 document  
 e-mail  
 file  
 flash drive/memory stick  
 folder  
 font  
 function  
 gadget  
 hardware  
 icon  
 Internet  
 IT (information technology)  
 keyboard  
 laptop  
 memory  
 microchip  
 modem  
 monitor  
 mouse  
 network  
 password  
 PC (personal computer)  
 printer  
 scanner  
 silicon chip  
 software  
 the digital age  
 username  
 website  
 word processing  
 word processor  
 World Wide Web

## Verbs

to log on/off  
 to allow  
 to enable  
 to close  
 to open  
 to highlight  
 to scroll up/down  
 to copy  
 to cut  
 to paste  
 to print  
 to save  
 to double-click  
 to download  
 to upload  
 to crash  
 to connect  
 to delete  
 to edit  
 to exit  
 to display  
 to operate  
 to hack (into)  
 to click (on)

## Adjectives

advanced  
 hi-tech  
 modern  
 up-to-date  
 state-of-the-art  
 cutting-edge  
 leading-edge  
 user-friendly  
 dial-up  
 broadband

## Collocations

to connect to the Internet  
 to access a database  
 to send a message  
 to store information  
 to download information from  
 to upload information (on)to  
 a wireless connection  
 the virtual world (of the Internet)  
 to surf the (Inter)net  
 to play computer games  
 to play/work on the computer

## allow and enable

Someone or something **allows** someone or something **to do** something.

Someone or something **enables** someone or something **to do** something.

If A **allows** B **to** happen, A creates the opportunity for B to happen.

If A **enables** B **to** happen, A gives B the opportunity to do something or makes it possible.

- 3 With a partner, take turns making sentences by joining the phrases from column (a) to the phrases from column (b) using the verb **allow** or **enable**. They are interchangeable.

### For example

A modem **enables** you **to** connect to the Internet.

A modem **allows** you **to** connect to the Internet.

(a)		(b)
a. A modem	<b>allows you to</b> <i>or</i> <b>enables you to</b>	surf the web
b. A word processor		take photos
c. A flash drive		type documents
d. A wireless connection		listen to music
e. E-mail		download information
f. A printer		store information
g. A browser		record sound
h. A search engine		connect to the Internet
i. An instant messenger		send and receive messages
j. A microphone		chat with/to friends
k. Speakers		access a website
l. A digital camera		print a document
		connect to the Internet without a modem
		search for information on the Internet

## Paraphrasing

Remember: If you cannot recall the correct word for something, you can describe it or explain it using other words.

- 4 Circle 8 words below. Do not tell your partner which words you have chosen.

word processor	browser	website	wall socket
monitor	laptop	mouse	modem
keyboard	blog	flash drive	database
cable			

Explain your words to your partner without saying the word itself. Your partner will guess which word you are paraphrasing.

You may find some of the following phrases helpful to introduce your paraphrases:

You know, it's a...

It's a kind of...

It's a way of...

It's a device/gadget that...

It's like a...

It's a thing you use to...

It's a place where...

Example: It's a device that you use to move the cursor over the page. [mouse]

## Put it all together

Describe an interesting or unusual site that you have visited on the Internet.

You should say:

what it is

when you visited it

what you found out

and explain why it was/is interesting or unusual.

5 Name 3 sites you have visited.

[1] .....

[2] .....

[3] .....

6 Make notes about each site.

Site 1

Site 2

Site 3

7 Underline the key word(s) in the first line of the prompt card. Look at your notes and choose the most interesting or unusual website of the three. Check that your notes match the prompts on the prompt card. Now, talk to your partner for one to two minutes on the topic. After your talk, ask your partner to rate the interest level on a scale from 1 (not very interesting) to 5 (extremely interesting).

## Rounding-off questions

At the end of your long turn, the examiner may ask you one or two follow-up questions before beginning Part 3 of the Speaking test. You only need to give a short answer to a follow-up question. **Yes/No + auxiliary verb** is usually all that is necessary. Use the same tense the examiner uses.

### For example

Have any of your friends **used** this website?

- Yes, they **have**.
- No, they **haven't**.

8 *Underline the auxiliary verbs in the follow-up questions below. These are the verbs (and tenses) you will use in your answers.*

- Would you recommend this site to a friend?
- Do you enjoy surfing the net?
- Was it hard to find this site?
- Will you tell other people about this site?
- Did you learn much from it?
- Is it suitable for very young people?

9 *With a partner, ask and answer the questions above. Give short answers.*

If the rounding-off or follow-up question is a 'Wh-' question, you will have to give a full answer, but keep it brief.

### For example

How did you find out about this website?

- Oh, I just found it when I was surfing the net one day.
- My classmate told me about it.

10 *Now, ask and answer the following questions:*

- What kind of person would find this website useful?
- How often do you try a new website?
- Why did you go to this website in particular?

## Focus on Part 3 of the IELTS Speaking Test

### PRONUNCIATION

In the IELTS Speaking test, the examiner will be listening for grouping of information and ideas. To get a good pronunciation mark, it is important that you can do this. If you pronounce each word separately, or stop in the middle of phrases, you may get a poor score.

In English, we use linking, pauses, and pitch changes to mark groups of information.

linking = joining words together in one smooth flow

pauses = brief stops

pitch = the way the voice moves up or down

Generally, it is true that at the end of each group of information, if the voice goes up or stays level, it signals that the information is unfinished; the speaker is going to add more. If the pitch of the voice goes down, it signals the end of the statement; the information is finished.

11 Look at this Part 3 response in the box and mark the pauses between groups of information with /.

### For example

If people in developing countries / had access to the Internet, / it would be great. / They would find weather forecasts very helpful / because they would know / whether it would be safe / to go out fishing, / for example, / or / whether to plant their crops / or harvest them / or...

... whether they should do something else. They could check prices for their produce so they would know whether the buyer was offering them a fair price. Another thing that would be really useful would be all kinds of information such as medical advice and farming advice of course, but I suppose the most important thing would be access to education. You know children and not just children in remote villages could have school lessons. Also, if poor people in the countryside needed to move to town to find work, they would be able to check on jobs in the nearest town.

12 Listen to the audio recording and check. Sometimes pauses are very short, and sometimes they are longer. You can mark longer pauses with //.

13 Listen to the audio recording of a Part 3 discussion. Focus on the way the speakers group information together and pause between phrases. Pay attention to stress and pitch, too. You can mark these on the transcript at the end of the unit.

## GRAMMAR

14 Look at the following Part 3 question.

If poor people in developing countries had access to the Internet, what kinds of information would be most helpful or of most interest to them?

The **second conditional** is used for situations that are imagined, not real.

<b>If + past simple</b> (unreal situation)	<b>+ would</b> (result)	<b>+ base form verb</b>
or	<b>+ could</b> (= would be able to)	<b>+ base form verb</b>

### For example

If poor people had access to the Internet (but they don't), they would find weather forecasts most helpful.

If...	they would be able to look for work.
If...	they could check price.
If...	they would get farming advice.
If...	they could get medical advice.
If...	they could get education information.

15 Complete the statements below, using the second conditional.

- If they checked weather forecasts, they...
- If they searched the job websites, they...
- If they checked agricultural prices, they...
- If they received farming advice, they...
- If they got medical advice, they...
- If they had access to education information, their lives...

16 Work with a partner. Take turns saying your completed sentences.

## FLUENCY AND COHERENCE

17 Work with a partner. Student A asks the Part 3 questions and Student B answers them with book closed. Take turns. You may use the ideas from the recorded discussion but do not memorise complete answers. Remember:

- Pause only between groups of information.
- Use pitch to signal finished and unfinished information.
- Stress important words.
- Paraphrase if you cannot recall a word.

A: Well, you've talked about a particular website and now I'd like to ask you a few more general questions. Let's begin by talking about communication technology. Can you tell me how modern communication technology has changed people's lives?

B: ...

A: Yes, it's instantaneous, but do you think communication technology has had any negative impact on the quality of people's lives?

B: ...

A: Some people say our lives are dominated by computers. Do you agree?

B: ...

A: So, would you say society is safer because of communication technology?

B: ...

A: What do you mean?

B: ...

A: Do you think older people have a different attitude towards new technology?

B: ...

A: Let's talk about technology in the developing world. How can communication technology, such as the Internet, help people in developing countries?

B: ...

A: If poor people in developing countries had access to the Internet in their language, what kinds of information would be most helpful or of most interest to them?

B: ...

## TRANSCRIPT

*'Well, you've talked about a particular website and now I'd like to ask you a few more general questions. Let's begin by talking about communication technology. Can you tell me how modern communication technology has changed people's lives?'*

'Well, I think in many ways, it has made our lives easier. Everything is so convenient... and communication nowadays is so ins... instant..., you know, it happens immediately. We can contact our friends and family, do our business and... banking at any time of the day or night... in any part of the world.'

*'Yes, it's instantaneous, but do you think communication technology has had any negative impact on the quality of people's lives?'*

'Negative impact, mmm, well, actually, it has probably had a negative impact on our privacy. There are always interruptions in our lives. Someone is always texting or the phone is ringing. You can't get away from it. And mobile phones these days can take your picture and you don't know that someone has got your picture. There's a lot of Internet addiction, too. Young people especially, play on the computer for hours and hours and they forget how to socialise.'

*'Some people say our lives are dominated by computers. Do you agree?'*

'Oh, definitely. Computers are everywhere in our lives - at home, at work, in factories, in the shops - nearly everything has a microchip in it these days. Yes, to some extent, computers control our lives.'

*'So, would you say society is safer because of communication technology?'*

'Yes and no. In lots of ways, society is safer. If I am lost or in trouble, I can get help immediately if I have my mobile phone with me. But, some people, well, they don't use technology in a good way.'

*'What do you mean?'*

'There are some people who use the Internet for really bad things, like... hacking... and criminals. Criminals use technology, too. I guess, in some ways, technology makes crime easier. On the other hand, police can use technology to catch them, too.'

*'Do you think older people have a different attitude towards new technology?'*

'Mmm. Yes. Older people don't usually like new technology. They think it is difficult to use.'

*'Let's talk about technology in the developing world. How can communication technology, such as the Internet, help people in developing countries?'*

'That's a good question. If it is in their language, it will help them a lot. It can give them new ideas; they can learn new skills and get a lot of good information.'

*'If poor people in developing countries had access to the Internet in their language, what kinds of information would be most helpful or of most interest to them?'*

'Firstly, I think they would find weather forecasts most helpful. If they checked the weather forecast, they could find out the best time to go fishing, or plant their crops, or harvest them. Secondly, if they needed to leave their village to find work, they could check job websites to find out the nearest town with available work. Actually, there are many things that could help them... They could get farming advice, medical advice... and... education. Education is probably the most helpful and the most important.'

## Focus on Part 1 of the IELTS Speaking Test

## WARM-UP

A



B



C



D



1 Look at each photograph and discuss these questions with a partner.

- Where do you think it is?
- What kinds of people (or animals) live there?
- What would it be like to live there?
- Would you like to live there? Why/Why not?
- Would you like to visit as a tourist? Why/Why not?

2 Think about this question:

If you could go anywhere, where in the world would you like to go?

3 Tell your partner and give reasons for your choice.

4 With your partner, consider the possible effects of tourism on these places in the photographs. Make notes on the table. The first one has been done for you.

Place	Positive	Negative
A	Growth in eco-tourism Economic benefits Money to use for research Increased awareness of global warming, etc. Understanding of endangered animals	Pollution Damage to environment Changes to animals' natural habitat
B		
C		
D		

5 Work with a different partner this time. Ask your partner what the positive and negative effects of tourism might be on the four places. If your new partner has different ideas, add more notes to your table.

### VOCABULARY

There are many different ways to talk about the good and bad side of things. Study the table on the next page.

Adjective	Positive	Negative
financial	pro(s)	con(s)
economic	advantage(s)	disadvantage(s)
social	benefit(s)	drawback(s)
socio-economic	[positive] effect(s)	problem(s)
environmental	[positive] impact(s)	cost(s)
cultural		risk(s)
human		danger(s)
		[negative] effect(s)
		[negative] impact(s)

**For example**

*a financial advantage*  
*a social drawback*  
*the human impact*

} of tourism

Note the order of adjectives before nouns: **opinions** often come before **descriptions**.

**For example**

*a negative environmental effect*  
*a positive cultural benefit*

When we compare the pros and cons of any particular idea, we often use the verb **outweigh**.  
 If A **outweighs** B, A is more important or of greater benefit than B.

**For example**

*The socio-economic advantages **outweigh** the environmental drawbacks.*

We often use the adverb **far** for emphasis.

**For example**

*The cultural benefits **far outweigh** the financial costs.*

- Look back at your table of the four tourist destinations, A, B, C, and D. Use your notes on that table, together with the table above, to make new sentences about the four places.
- Now, while only looking at the photographs on the first page of this unit, practise with a partner talking about the positive and negative effects of tourism on each place.

Vocabulary Bank		
Nouns	Verbs	Collocations
history geography climate scenery lifestyle resources development impact environment culture economy policy respect aim goal objective tax tariff administration regulation(s) requirement impression	to regulate to restrict	the tourism industry tourist operators a tourism policy tourist guide adventure tourism eco-tourism exchange rate
	Adjectives	
	coastal rural urban mountainous worldwide (un)controlled devastating sustainable socio-economic	a manageable level of development a lack of infrastructure  the developing world the developed world  to promote understanding growth and development problems associated with  travel by air/by plane by rail/by train by road/by car/bus/bicycle by sea/by boat on foot  environmentally friendly ecologically friendly socially acceptable culturally acceptable economically viable

- 8 Tick ✓ the words in the Vocabulary Bank that you know. Use a dictionary to help you with the meanings of new words and phrases.
- 9 Listen to the audio recording. Mark stressed syllables and repeat the words several times.
- 10 Without looking at the Vocabulary Bank, see how many words and phrases you can remember. Write them in your notebook.
- 11 Look at the prompt card on the next page and use the prompts to make notes.

Describe a city or town that you have visited.

You should say:

- where it is
- how you got there
- what there is to do in that city or town

and explain why you went there.

City/town: \_\_\_\_\_

Where? \_\_\_\_\_

Travelled by: \_\_\_\_\_

You can do/go/see: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Went there to: \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

- 12** Look back at your notes and try to think of more details to expand on each prompt.
- a. What more can you say about the town and its location?
  - b. Describe the bus/train/car/boat/plane journey in detail (the weather, the people, etc.).
  - c. Think of all the things visitors can do or see there, and where they can go. (You may have gone there to visit someone or do something in particular. This prompt, however, is asking you to talk about whatever is possible or available. It's okay to describe quite ordinary things. Your objective is to keep talking for two minutes.)
  - d. You've probably already given the main reason or purpose behind your visit. Was there a secondary reason perhaps, anything you can add?
- 13** Look at the verb tenses in the prompts. Notice what tense you can use to describe the location of the town and what there is to do there. Notice what tense you should use to describe the journey and the purpose or reason for your visit.
- 14** Now, talk to your partner for two minutes on this topic. Your partner will time you. If you stop before the time is up, your partner should remain silent and give you the opportunity to say more. As soon as you reach the two-minute limit, your partner should say: "Thank you." That is the signal for you to finish. You must stop then.
- The examiner cannot let you talk for longer than two minutes in this part of the test.
- 15** Finish with a rounding-off question. Choose one from the examples below or make up a suitable question of your own.

**For example**

Do you think you'll visit this town/city again?

Would you recommend this town/city as a good place to visit?

## PRONUNCIATION

**Rhythm**, in English, is the pattern of strong and weak stress.

The strong stresses have about the same timing between them. (If we think in terms of music, they are the beat.)

We pronounce the weak stresses in the time between the strong stresses. It does not matter how many weak stresses are between the strong stresses.

Remember, the strong stresses are information words, and the weak stresses are usually grammar words.

### Speaking with English Rhythm

- pronounce the weak words shorter
- use the schwa /ə/
- use contractions
- link words together
- pronounce the stressed (information) words longer & louder

If there are no (or very few) weak words between the stressed words (or beats), the stressed words are made longer.

16 Listen to the audio recording. Tap your finger on your desk when you hear the stressed words.

- |           |                  |                             |                   |                |
|-----------|------------------|-----------------------------|-------------------|----------------|
| a. The    | /                | /                           | /                 | /              |
|           | <b>city</b> I've | <b>visited</b> is           | <b>Tokyo</b> .    |                |
| b. I      | <b>went</b> to   | <b>Tokyo</b> , which is the | <b>capital</b> of | <b>Japan</b> , |
| with my   | <b>family</b>    | <b>last</b>                 | <b>year</b> .     |                |
| c. My     | <b>uncle</b>     | <b>drove</b> us to the      | <b>airport</b>    |                |
| on a very | <b>hot</b>       | <b>summer</b>               | <b>day</b> .      |                |

17 Read along with the audio recording.

English is a stress-timed language, so this beat, or rhythm, is very important. If you say all the words with equal stress, English speakers will have difficulty understanding you. In fact, you may sound unfriendly, rude, or angry. The examiner listens for natural English rhythm.

18 Look back at your notes for the Part 2 prompt card. In your notebook, write out some full sentences of things you'd like to say.

19 Now, think about English rhythm:

- Mark the strong beats (the stressed syllables of the information words).
- Mark the linking between the words.
- Think about using the schwa in the weak words.
- Make contractions where possible.

20 Say each sentence with one breath, keeping your voice going and pausing only at the end of information groups or sentences.

## Focus on Part 3 of the IELTS Speaking Test

### GRAMMAR

In response to most questions in Part 3, you will give an opinion.

There are several ways to begin your answer. These are not the only ways and it is possible to answer directly without using one of these opening phrases. However, an opening phrase sounds more natural and gives you a little more thinking time.

21 Put these phrases into the appropriate boxes below.

To my mind	As far as I'm concerned	I believe in
I don't believe	I'm against	I'm not sure
I don't think	I'm in favour of	In my opinion
In my view	Personally, I think	Possibly, but
I have my doubts about		

Positive (agree)	Neutral	Negative (disagree or want to give alternative)

When we give an opinion or suggest a solution, we can use **should**.

**For example**

The government should promote eco-tourism.

We often use **should** with **I think** or **I don't think**.

**For example**

I don't think the government should allow tourism in sensitive areas.

We sometimes use **ought to** instead of **should**.

**For example**

The government ought to promote eco-tourism.

**FLUENCY AND COHERENCE**

22 Listen to one candidate's response to a question in Part 3 of the Speaking test about the negative impact of tourism.

**Examiner:** Now, let's discuss more general ideas about tourism. Let's start with tourism and the environment. Can you tell me about any negative impact that tourism can have on the natural environment?

**Candidate:** Okay, negative impact. Mmm. Firstly, if we think about how the tourists get to their destination... They have to travel by plane, boat, bus, train, or car - and every kind of transport produces air pollution and noise pollution. Then, there is the problem of resources. Tourists use lots of resources like energy, food, and specially water. I think visitors, especially westerners, use lots more water than the local population. The tourist facilities, you know, the infrastructure they need, like hotels and roads, results in forest being cut down or the habitat of animals being destroyed. Tourists make a lot of rubbish, also. And if they go to look at animals, the animals can be disturbed by the noise and their habitat might be damaged. Tourists often walk on plants and damage them; they sometimes take plants, too, or bits of coral from under the sea, as souvenirs - and in this way, they destroy the environment.

23 Listen to the examiner's next question:

So, what should tourists, or governments, or even individuals, do to minimise or solve these problems?

24 Answer the question by completing the sentences giving your opinion and suggesting solutions.

- a. I think the government should .....
- b. I don't think people ought to .....
- c. In my view, tourists should .....
- d. I really believe tourist operators ought to .....
- e. As far as I'm concerned, we ought to .....
- f. Personally, I think .....

25 Work with a partner, taking turns to make your suggestions.

