GIÁO TRÌNH LUYỆN THI IELTS

PREPARE FOR IELTS

SKILLS AND STRATEGIES

BOOK TWO READING AND WRITING

INSEARCH ENGLISH

UNIVERSITY OF TECHNOLOGY SYDNEY

TRƯỜNG THPT CHUYÊN LÊ QUÝ ĐÔN
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First News

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Prepare for IELTS:
Skills and Strategies for Reading and Writing
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UPDATED
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WHY CHOOSE THIS SERIES?

- Developed by **IELTS experts**
- Covers all four parts of the IELTS test: **LISTENING**, **READING**, **WRITING** and **SPEAKING**
- All tasks have been comprehensively tested in the classroom
- Practical **hints** and **tips**
- Logical layout with clear explanations
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- Full **answer key** and **transcripts**
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"As I knew that IELTS is a fairly difficult test, I was a bit worried about the strategies I had to know in order to be successful. Speaking English is one thing, but the other is knowing how to tackle the test itself."

FILIP ZAHRADNIK, SLOVAKIA

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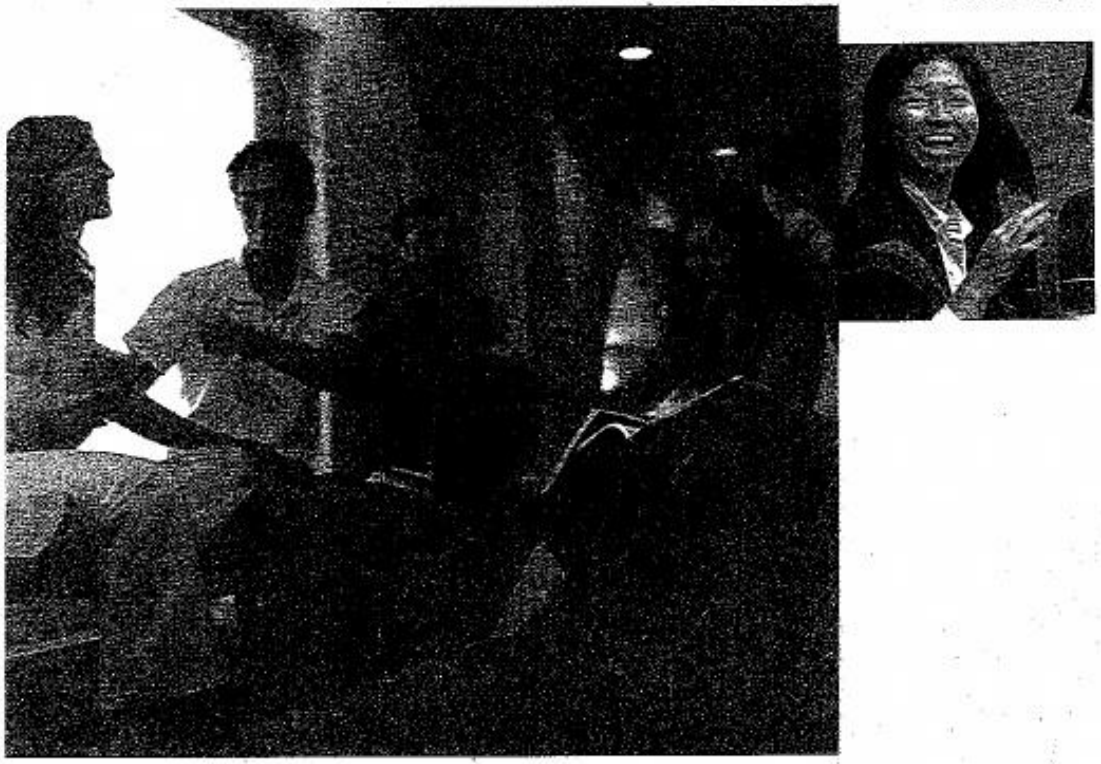

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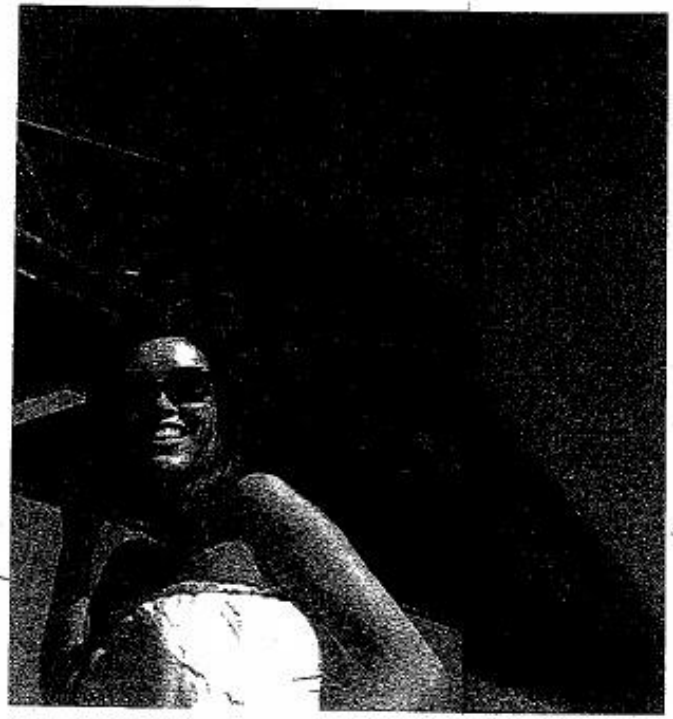

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INTRODUCTION

Prepare for IELTS: Skills and Strategies focuses on the language skills and strategies candidates need in order to complete the four modules of the IELTS test. It aims to consolidate the skills required to perform well in the test and to familiarise the user with specific question types of the test. This book should be used with the companion titles **Prepare for IELTS: Academic Practice Tests** or **Prepare for IELTS: General Training Practice Tests** which contain sample tests.

Prepare for IELTS: Skills and Strategies is in two volumes: **Book One – Listening and Speaking** and **Book Two – Reading and Writing**. Topics, skills and strategies studied in one volume are generic and complement those studied in the other, thereby enhancing your overall preparation for all four modules of the test.

Each module begins with a detailed description of the contents and format of each test. All question types are covered and practice opportunities given. Strategies are emphasised and developed across all modules, using a broad range of topics appropriate for all sections of IELTS. All modules include **Reports** for giving feedback or as a checklist. For Listening and Reading, these Reports cover all question types and skills, while the Reports for Speaking and Writing address the assessment criteria and their constituents or sub-skills for these tests. All sections of each book have **Photocopiable Materials**, including Answer Sheets for Listening and Reading. Photocopiable materials are identified by the icon

All skills and strategies are further supported on-line with CALL (Computer Assisted Language Learning) **Tasks** drawn from the NCELTR of Australia Network program **Study English: IELTS Preparation, Series 1** and **Series 2**, at www.australianetwork.com/studyenglish. These materials are identified by the icon

The **Listening Module** includes an extensive range of listening tasks with transcripts and answers. Listening **Activities** are identified by the icon
They not only provide practice in particular question types but also address general listening skills. **Practice Tasks** further develop language skills by focusing on numbers, distinguishing features and other key areas important to IELTS.

The **Speaking Module** addresses the three parts of the test and focuses on assessment criteria used to establish a band score for this skill area. Language functions are examined using a range of IELTS topics. Again there are **Practice Tasks** and **Activities**, supplemented with practice **Prompt Cards** for Part 2, and **Topic Cards** to give further practice in speaking fluency and coherence. Suitable for all three parts of the Speaking test, a **Speech Analysis Form** for peer/teacher feedback is provided, as well as **Vocabulary Work Sheets** to organise and develop vocabulary and word forms by topic.

The **Reading Module** provides practice for all question types through **Activities** and **Practice Tasks** with reading texts from both Academic and General Training Modules provided.

The **Writing Module** addresses Task 1 and Task 2 for both Academic and General Training Modules, and includes **Activities**, **Practice Descriptions** (Academic Task 1), **Practice Letters** (General Training Task 1) and **Practice Writing** Task 2. All assessment criteria are examined throughout the section and sample essays include commentaries addressing these criteria. There is also a **Checklist** for Essay Writing, a **Writing Analysis Form**, **Practice Essay Topics** and **Sample Essays**.

The skills you learn as you prepare for IELTS will stand you in good stead when you are working or studying in an English speaking environment but more importantly they will certainly prepare you well for IELTS, the test.
Good luck!

ACADEMIC MODULE **COURSE MAP**

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Anticipating 3
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Describing people and/or places 93
Prepositions of place and time 94, 120
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Describing an event 104
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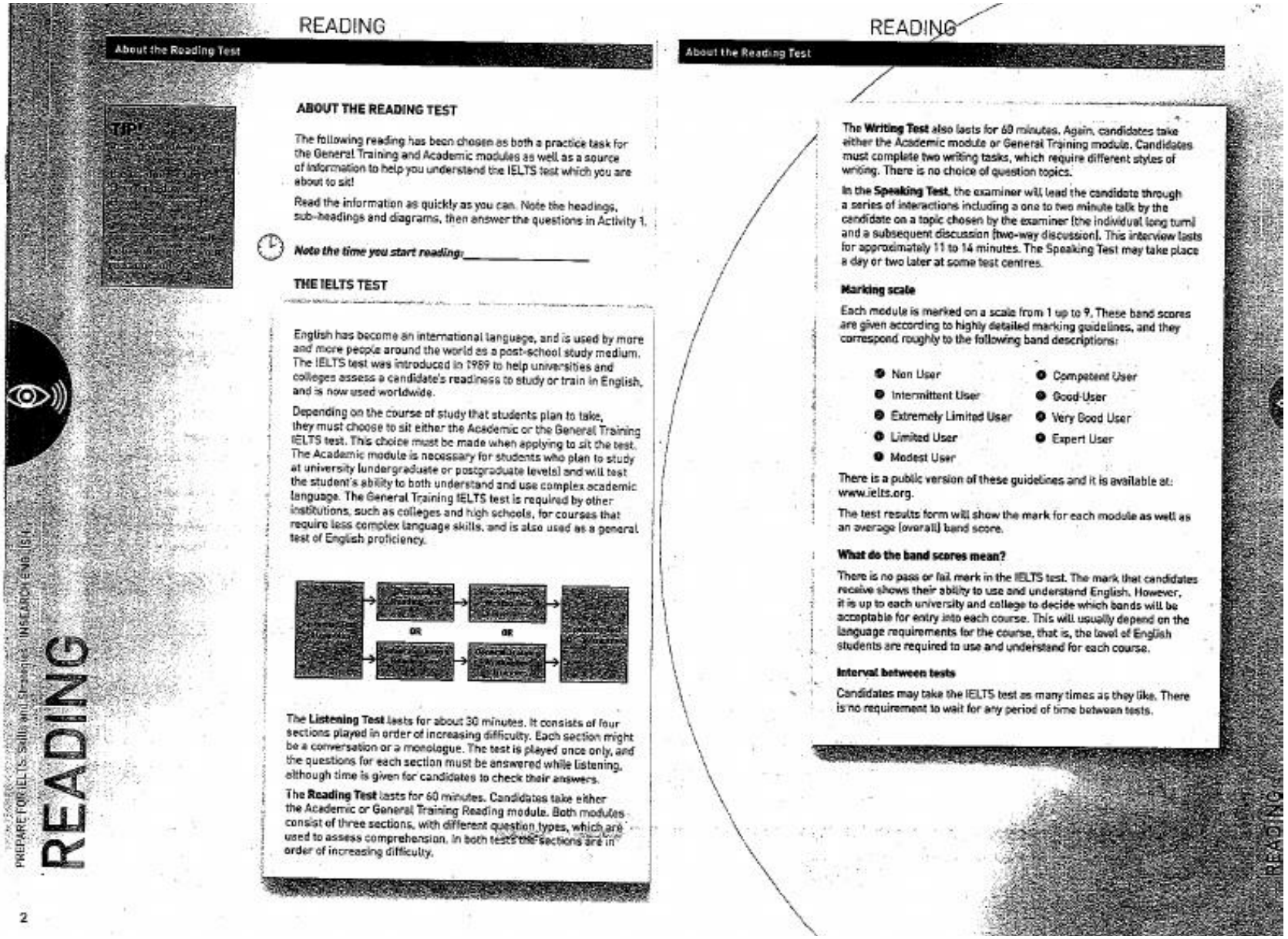


READING

About the Reading Test

TIP!

ABOUT THE READING TEST

The following reading has been chosen as both a practice task for the General Training and Academic modules as well as a source of information to help you understand the IELTS test which you are about to sit!

Read the information as quickly as you can. Note the headings, sub-headings and diagrams, then answer the questions in Activity 1.

*Note the time you start reading:*_____

THE IELTS TEST

English has become an international language, and is used by more and more people around the world as a post-school study medium. The IELTS test was introduced in 1989 to help universities and colleges assess a candidate's readiness to study or train in English, and is now used worldwide.

Depending on the course of study that students plan to take, they must choose to sit either the Academic or the General Training IELTS test. This choice must be made when applying to sit the test. The Academic module is necessary for students who plan to study at university (undergraduate or postgraduate levels) and will test the student's ability to both understand and use complex academic language. The General Training IELTS test is required by other institutions, such as colleges and high schools, for courses that require less complex language skills, and is also used as a general test of English proficiency.

OR OR

The **Listening Test** lasts for about 30 minutes. It consists of four sections played in order of increasing difficulty. Each section might be a conversation or a monologue. The test is played once only, and the questions for each section must be answered while listening, although time is given for candidates to check their answers.

The **Reading Test** lasts for 60 minutes. Candidates take either the Academic or General Training Reading module. Both modules consist of three sections, with different question types, which are used to assess comprehension. In both tests the sections are in order of increasing difficulty.

PREPARE FOR IELTS: Skills and Strategies: INTEGRATED ENGLISH

READING

2

READING

About the Reading Test

The **Writing Test** also lasts for 60 minutes. Again, candidates take either the Academic module or General Training module. Candidates must complete two writing tasks, which require different styles of writing. There is no choice of question topics.

In the **Speaking Test**, the examiner will lead the candidate through a series of interactions including a one to two minute talk by the candidate on a topic chosen by the examiner (the individual long turn) and a subsequent discussion (two-way discussion). This interview lasts for approximately 11 to 14 minutes. The Speaking Test may take place a day or two later at some test centres.

Marking scale

Each module is marked on a scale from 1 up to 9. These band scores are given according to highly detailed marking guidelines, and they correspond roughly to the following band descriptions:

- Non User
- Intermittent User
- Extremely Limited User
- Limited User
- Modest User
- Competent User
- Good User
- Very Good User
- Expert User

There is a public version of these guidelines and it is available at: www.ielts.org.

The test results form will show the mark for each module as well as an average (overall) band score.

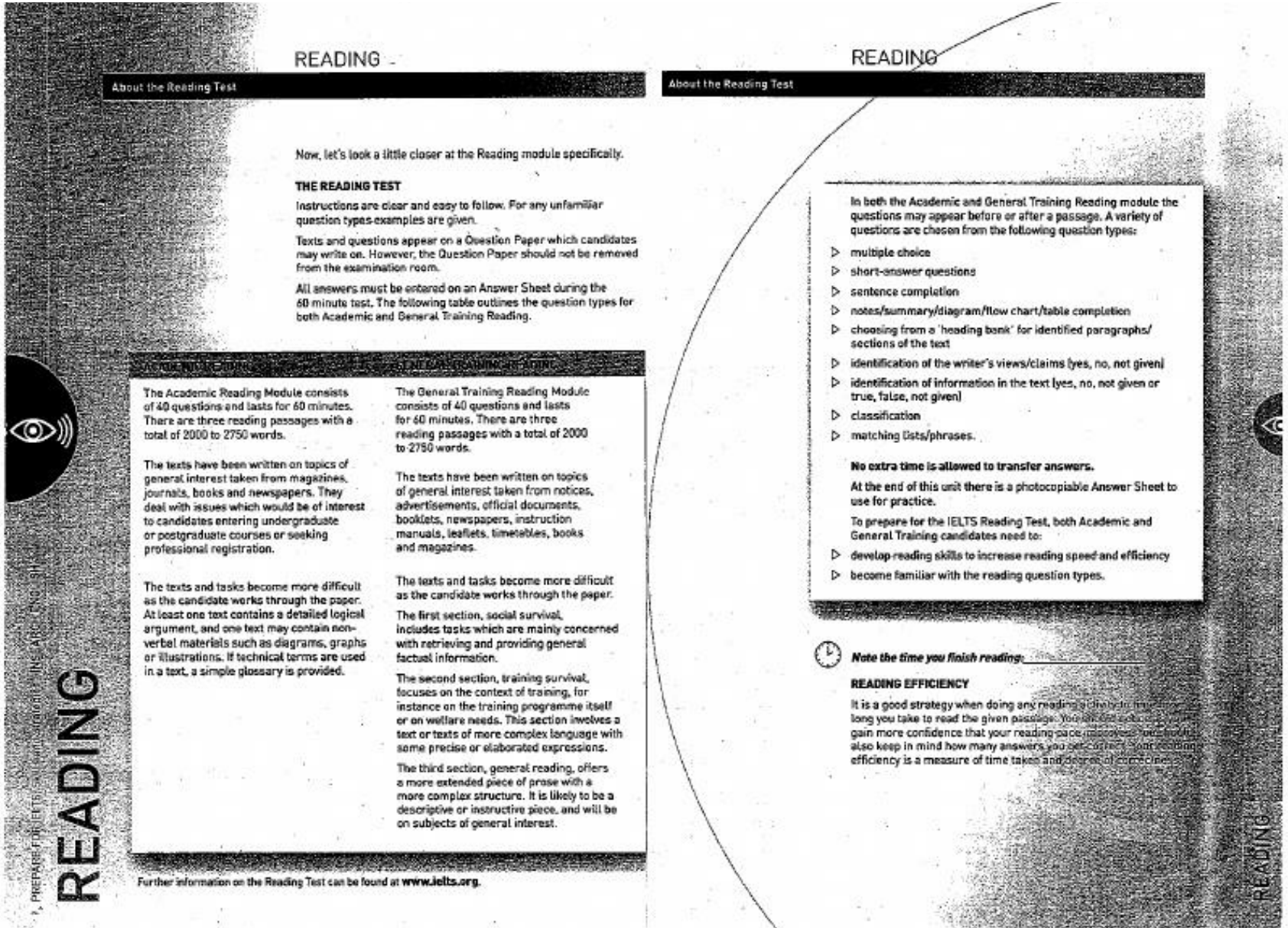
What do the band scores mean?

There is no pass or fail mark in the IELTS test. The mark that candidates receive shows their ability to use and understand English. However, it is up to each university and college to decide which bands will be acceptable for entry into each course. This will usually depend on the language requirements for the course, that is, the level of English students are required to use and understand for each course.

Interval between tests

Candidates may take the IELTS test as many times as they like. There is no requirement to wait for any period of time between tests.

READING



READING

About the Reading Test

Now, let's look a little closer at the Reading module specifically.

THE READING TEST

Instructions are clear and easy to follow. For any unfamiliar question types examples are given.

Texts and questions appear on a Question Paper which candidates may write on. However, the Question Paper should not be removed from the examination room.

All answers must be entered on an Answer Sheet during the 60 minute test. The following table outlines the question types for both Academic and General Training Reading.

ACADEMIC READING	GENERAL TRAINING READING
The Academic Reading Module consists of 40 questions and lasts for 60 minutes. There are three reading passages with a total of 2000 to 2750 words.	The General Training Reading Module consists of 40 questions and lasts for 60 minutes. There are three reading passages with a total of 2000 to 2750 words.
The texts have been written on topics of general interest taken from magazines, journals, books and newspapers. They deal with issues which would be of interest to candidates entering undergraduate or postgraduate courses or seeking professional registration.	The texts have been written on topics of general interest taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines.
The texts and tasks become more difficult as the candidate works through the paper. At least one text contains a detailed logical argument, and one text may contain non-verbal materials such as diagrams, graphs or illustrations. If technical terms are used in a text, a simple glossary is provided.	The texts and tasks become more difficult as the candidate works through the paper. The first section, social survival, includes tasks which are mainly concerned with retrieving and providing general factual information. The second section, training survival, focuses on the context of training, for instance on the training programme itself or on welfare needs. This section involves a text or texts of more complex language with some precise or elaborated expressions. The third section, general reading, offers a more extended piece of prose with a more complex structure. It is likely to be a descriptive or instructive piece, and will be on subjects of general interest.

Further information on the Reading Test can be found at **www.ielts.org**.

READING

About the Reading Test

In both the Academic and General Training Reading module the questions may appear before or after a passage. A variety of questions are chosen from the following question types:

- multiple choice
- short-answer questions
- sentence completion
- notes/summary/diagram/flow chart/table completion
- choosing from a 'heading bank' for identified paragraphs/sections of the text
- identification of the writer's views/claims (yes, no, not given)
- identification of information in the text (yes, no, not given or true, false, not given)
- classification
- matching lists/phrases.

No extra time is allowed to transfer answers.

At the end of this unit there is a photocopiable Answer Sheet to use for practice.

To prepare for the IELTS Reading Test, both Academic and General Training candidates need to:

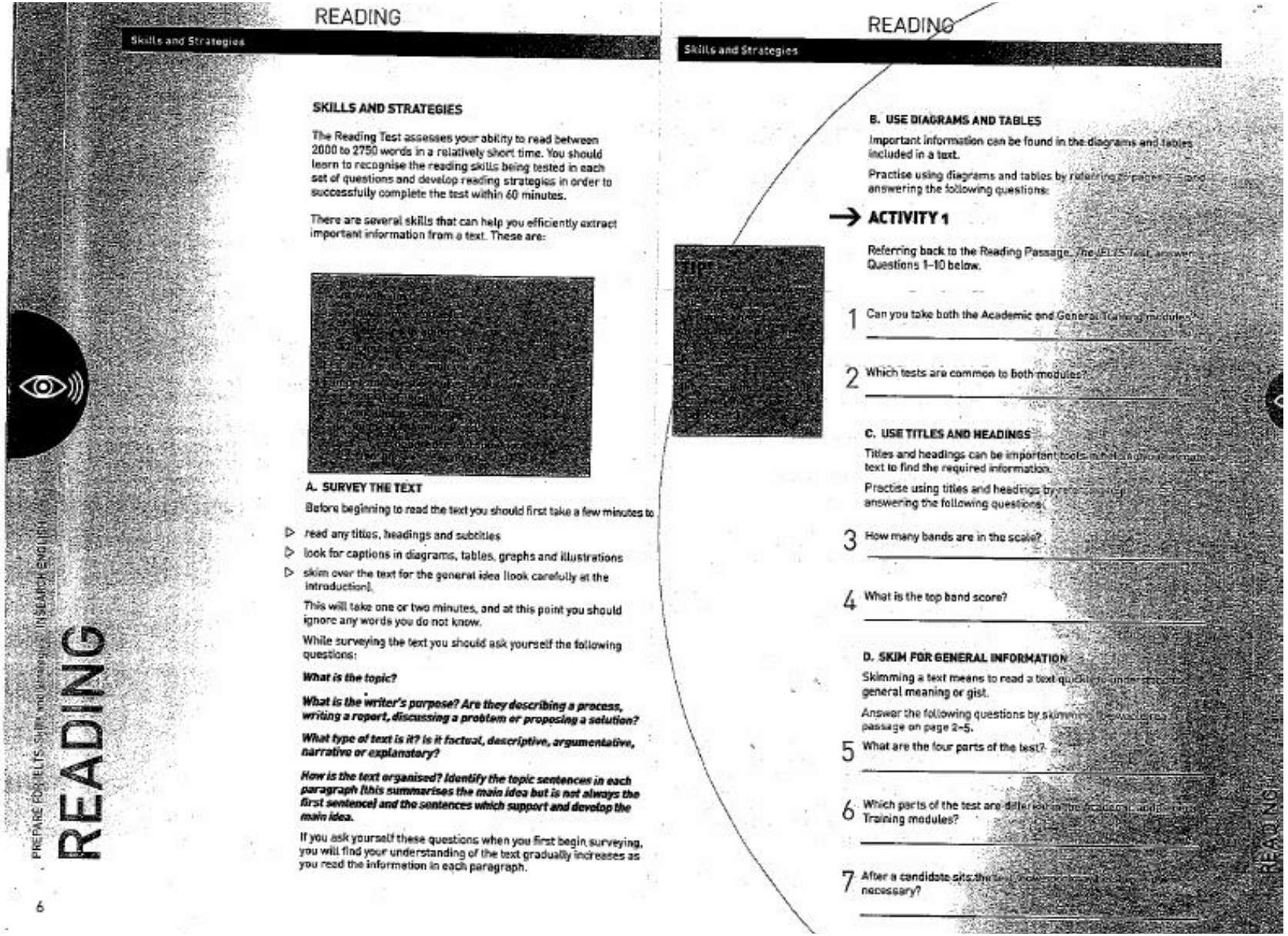
- develop reading skills to increase reading speed and efficiency
- become familiar with the reading question types.

Note the time you finish reading: _____

READING EFFICIENCY

It is a good strategy when doing any reading practice to note how long you take to read the given passage. You can then work out how to gain more confidence that your reading pace increases. You should also keep in mind how many answers you get correct. Your reading efficiency is a measure of time taken and degree of correctness.

READING



READING

Skills and Strategies

SKILLS AND STRATEGIES

The Reading Test assesses your ability to read between 2000 to 2750 words in a relatively short time. You should learn to recognise the reading skills being tested in each set of questions and develop reading strategies in order to successfully complete the test within 60 minutes.

There are several skills that can help you efficiently extract important information from a text. These are:

A. SURVEY THE TEXT

Before beginning to read the text you should first take a few minutes to

- read any titles, headings and subtitles
- look for captions in diagrams, tables, graphs and illustrations
- skim over the text for the general idea (look carefully at the introduction).

This will take one or two minutes, and at this point you should ignore any words you do not know.

While surveying the text you should ask yourself the following questions:

What is the topic?

What is the writer's purpose? Are they describing a process, writing a report, discussing a problem or proposing a solution?

What type of text is it? Is it factual, descriptive, argumentative, narrative or explanatory?

How is the text organised? Identify the topic sentences in each paragraph (this summarises the main idea but is not always the first sentence) and the sentences which support and develop the main idea.

If you ask yourself these questions when you first begin surveying, you will find your understanding of the text gradually increases as you read the information in each paragraph.

PREPARE FOR IELTS: SKIMMING AND SCANNING IN SEARCH ENGLISH

READING

6

READING

Skills and Strategies

B. USE DIAGRAMS AND TABLES

Important information can be found in the diagrams and tables included in a text.

Practise using diagrams and tables by referring to page [illegible] and answering the following questions:

ACTIVITY 1

Referring back to the Reading Passage, the IELTS test, answer Questions 1–10 below.

TIP

1 Can you take both the Academic and General Training modules?

2 Which tests are common to both modules?

C. USE TITLES AND HEADINGS

Titles and headings can be important tools when [illegible] text to find the required information.

Practise using titles and headings by referring to [illegible] answering the following questions:

3 How many bands are in the scale?

4 What is the top band score?

D. SKIM FOR GENERAL INFORMATION

Skimming a text means to read a text quickly to understand the general meaning or gist.

Answer the following questions by skimming the [illegible] passage on page 2–5.

5 What are the four parts of the test?

6 Which parts of the test are different for the Academic and General Training modules?

7 After a candidate sits the test, [illegible] necessary?

READ NOT

E. SCAN FOR PARTICULAR INFORMATION

Scanning a text means to look for specific words, ideas or supporting details. This may help you identify a section which provides the information you are looking for within the text. When scanning, we look more closely at the text for particular meaning. We particularly look at titles and headings, tables and diagrams, to give us clues.

Answer the following questions by scanning the whole reading passage on pages 2–5.

8 Where do the texts from the Academic Reading module come from?

_____

9 Where do texts for the General Training Reading module come from?

_____

10 What information is the same for both modules?

_____

F. TEXT FEATURES AND ORGANISATION

The reading texts provided in the IELTS test are organised according to their function.

Academic reading texts consist of paragraphs. Information within a paragraph is organised in a particular way and when we are aware of such organisational patterns, it makes it easier to retrieve the information we need.

Paragraphs consist of topic sentences, supporting and developing sentences. A topic sentence will usually summarise the content of a paragraph.

The following texts are suitable practice texts for both Academic and General Training Reading tasks. Look at the topic sentence in this paragraph. It has been printed in bold.

A Walk in the Woods

150 years ago Vancouver was covered in a dense, green blanket of old growth temperate rainforest. Centuries-old western red cedar, Douglas fir, Sitka spruce and Western hemlock formed a virtually unbroken evergreen canopy from the Fraser River to Point Grey, around Burrard Inlet to the North Shore mountains. It was this magnificent forest that attracted the city's first settlers in 1862, loggers who saw their fortune in the great stands of timber.

Other sentences in the paragraph support and develop the topic by referring to time and place, and by giving examples and descriptions of what the forest looked like.

→ **ACTIVITY 2**

Identify the topic sentences in the following paragraphs from reading the passage *A Walk in the Woods*, and answer the question below.

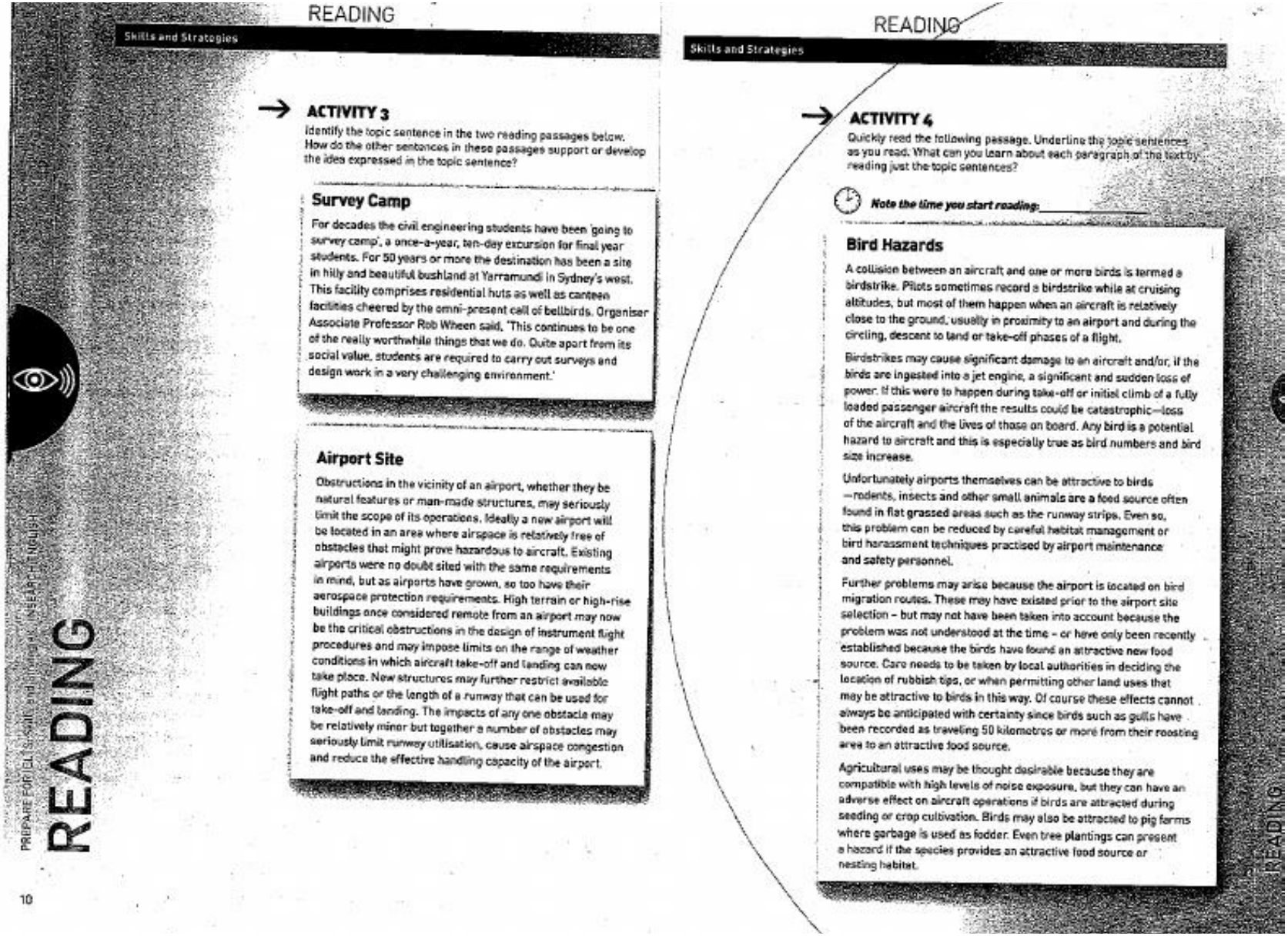
Through the end of the 19th century, Vancouver was the centre of British Columbia's logging and sawmilling industry. Its forests provided some of the finest straight masts and spars the world's shipyards had ever seen. Framing timbers, 70 feet long and 20 inches square with scarcely a knot or blemish, fed hungry markets in the United States, Europe and the Orient. China's Imperial Palace was constructed with beams shipped from Vancouver to Peking in 1879.

Today, greater Vancouver is home to 1.6 million people. Although temperate rainforests have given way to high-rises and highways, manicured lawns and suburban sprawl, vestiges of the region's original ecology remain. Though logged to various degrees around the turn of the century, the North Shore mountains, Stanley Park and Pacific Spirit Park are all examples of the temperate rainforest ecosystem that once dominated British Columbia's south coast.

How do the other sentences support or develop the topic sentence in paragraphs of reading passage *A Walk in the Woods*?

Tick the correct box(es).

- ☐ Give explanation(s)
- ☐ Give condition(s)
- ☐ Give example(s)
- ☐ State facts and figures (answers page 208)
- ☐ Make comparisons
- ☐ Introduce a new topic
- ☐ Adding information by referring to time and/or place



READING

Skills and Strategies

ACTIVITY 3

Identify the topic sentence in the two reading passages below. How do the other sentences in these passages support or develop the idea expressed in the topic sentence?

Survey Camp

For decades the civil engineering students have been 'going to survey camp', a once-a-year, ten-day excursion for final year students. For 50 years or more the destination has been a site in hilly and beautiful bushland at Yarramundi in Sydney's west. This facility comprises residential huts as well as canteen facilities cheered by the omni-present call of bellbirds. Organiser Associate Professor Rob Wheen said, 'This continues to be one of the really worthwhile things that we do. Quite apart from its social value, students are required to carry out surveys and design work in a very challenging environment.'

Airport Site

Obstructions in the vicinity of an airport, whether they be natural features or man-made structures, may seriously limit the scope of its operations. Ideally a new airport will be located in an area where airspace is relatively free of obstacles that might prove hazardous to aircraft. Existing airports were no doubt sited with the same requirements in mind, but as airports have grown, so too have their aerospace protection requirements. High terrain or high-rise buildings once considered remote from an airport may now be the critical obstructions in the design of instrument flight procedures and may impose limits on the range of weather conditions in which aircraft take-off and landing can now take place. New structures may further restrict available flight paths or the length of a runway that can be used for take-off and landing. The impacts of any one obstacle may be relatively minor but together a number of obstacles may seriously limit runway utilisation, cause airspace congestion and reduce the effective handling capacity of the airport.

PREPARE FOR IELTS: SKILLS and Strategies in ACADEMIC ENGLISH

READING

10

READING

Skills and Strategies

ACTIVITY 4

Quickly read the following passage. Underline the topic sentences as you read. What can you learn about each paragraph of the text by reading just the topic sentences?

Note the time you start reading: _____

Bird Hazards

A collision between an aircraft and one or more birds is termed a birdstrike. Pilots sometimes record a birdstrike while at cruising altitudes, but most of them happen when an aircraft is relatively close to the ground, usually in proximity to an airport and during the circling, descent to land or take-off phases of a flight.

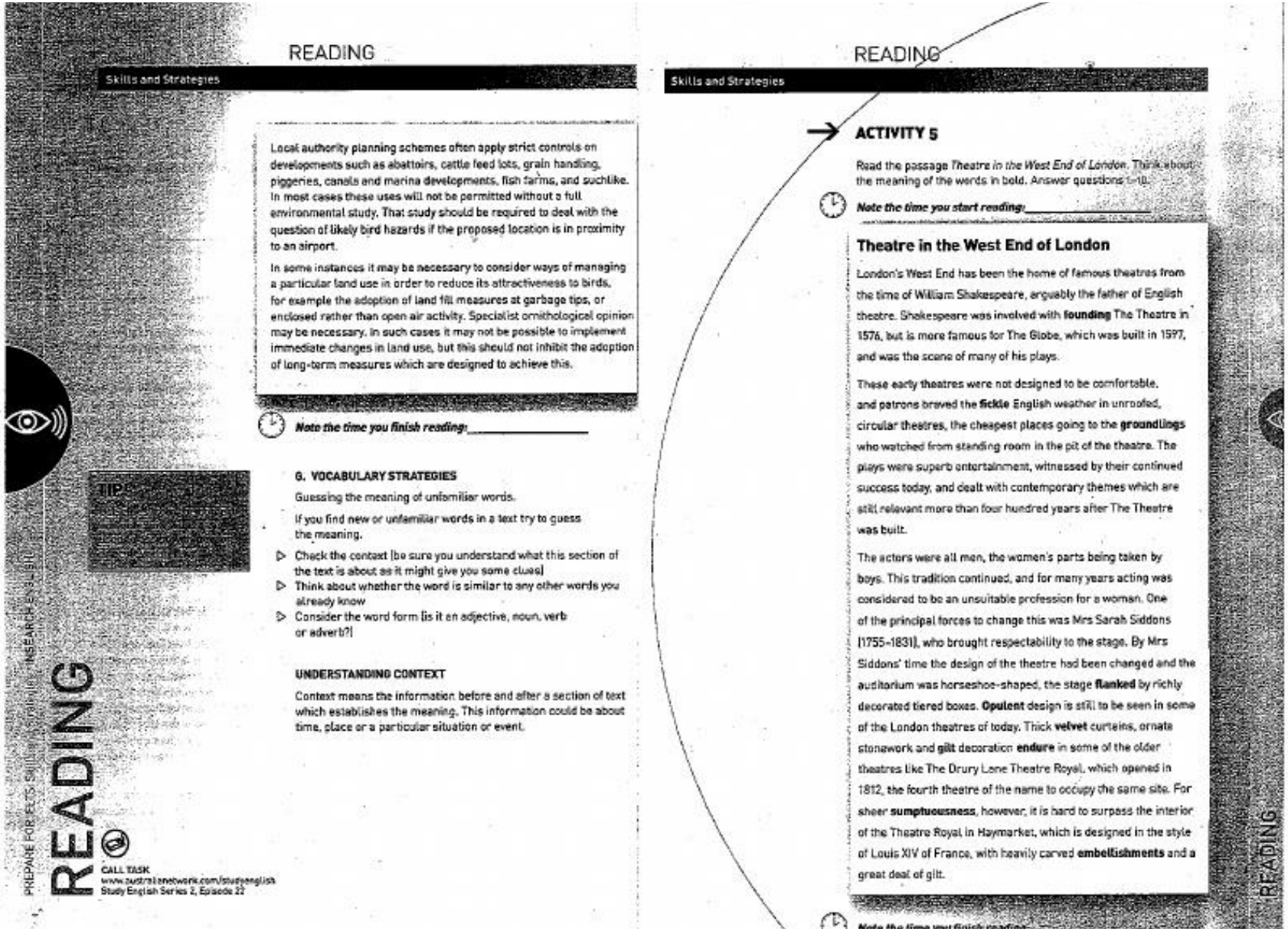
Birdstrikes may cause significant damage to an aircraft and/or, if the birds are ingested into a jet engine, a significant and sudden loss of power. If this were to happen during take-off or initial climb of a fully loaded passenger aircraft the results could be catastrophic—loss of the aircraft and the lives of those on board. Any bird is a potential hazard to aircraft and this is especially true as bird numbers and bird size increase.

Unfortunately airports themselves can be attractive to birds —rodents, insects and other small animals are a food source often found in flat grassed areas such as the runway strips. Even so, this problem can be reduced by careful habitat management or bird harassment techniques practised by airport maintenance and safety personnel.

Further problems may arise because the airport is located on bird migration routes. These may have existed prior to the airport site selection – but may not have been taken into account because the problem was not understood at the time – or have only been recently established because the birds have found an attractive new food source. Care needs to be taken by local authorities in deciding the location of rubbish tips, or when permitting other land uses that may be attractive to birds in this way. Of course these effects cannot always be anticipated with certainty since birds such as gulls have been recorded as traveling 50 kilometres or more from their roosting area to an attractive food source.

Agricultural uses may be thought desirable because they are compatible with high levels of noise exposure, but they can have an adverse effect on aircraft operations if birds are attracted during seeding or crop cultivation. Birds may also be attracted to pig farms where garbage is used as fodder. Even tree plantings can present a hazard if the species provides an attractive food source or nesting habitat.

READING



READING

Skills and Strategies

Local authority planning schemes often apply strict controls on developments such as abattoirs, cattle feed lots, grain handling, piggeries, canals and marina developments, fish farms, and suchlike. In most cases these uses will not be permitted without a full environmental study. That study should be required to deal with the question of likely bird hazards if the proposed location is in proximity to an airport.

In some instances it may be necessary to consider ways of managing a particular land use in order to reduce its attractiveness to birds, for example the adoption of land fill measures at garbage tips, or enclosed rather than open air activity. Specialist ornithological opinion may be necessary. In such cases it may not be possible to implement immediate changes in land use, but this should not inhibit the adoption of long-term measures which are designed to achieve this.

*Note the time you finish reading:*_____

TIP

6. VOCABULARY STRATEGIES

Guessing the meaning of unfamiliar words.

If you find new or unfamiliar words in a text try to guess the meaning.

- Check the context (be sure you understand what this section of the text is about as it might give you some clues)
- Think about whether the word is similar to any other words you already know
- Consider the word form (is it an adjective, noun, verb or adverb?)

UNDERSTANDING CONTEXT

Context means the information before and after a section of text which establishes the meaning. This information could be about time, place or a particular situation or event.

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READING

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READING

Skills and Strategies

ACTIVITY 5

Read the passage *Theatre in the West End of London*. Think about the meaning of the words in bold. Answer questions 1–10.

*Note the time you start reading:*_____

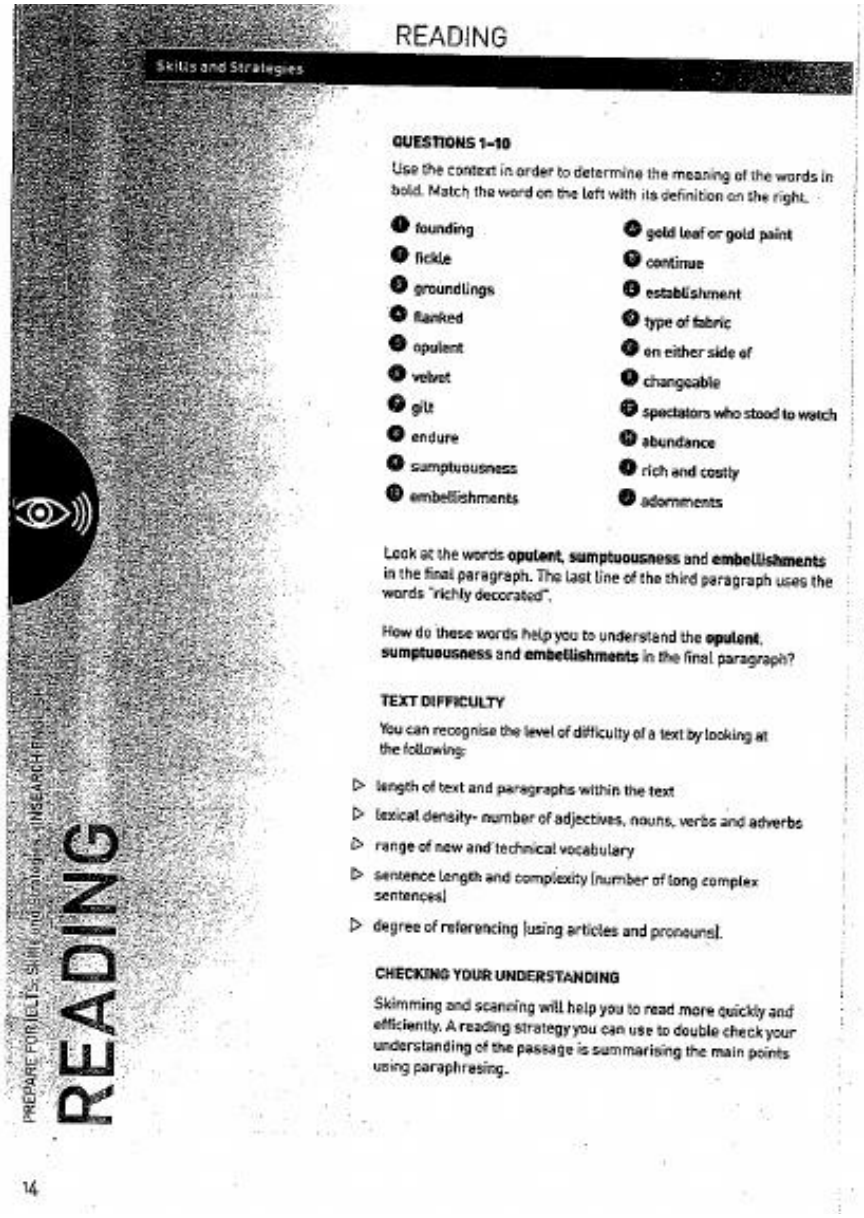
Theatre in the West End of London

London's West End has been the home of famous theatres from the time of William Shakespeare, arguably the father of English theatre. Shakespeare was involved with **founding** The Theatre in 1576, but is more famous for The Globe, which was built in 1597, and was the scene of many of his plays.

These early theatres were not designed to be comfortable, and patrons braved the **fickle** English weather in unroofed, circular theatres, the cheapest places going to the **groundlings** who watched from standing room in the pit of the theatre. The plays were superb entertainment, witnessed by their continued success today, and dealt with contemporary themes which are still relevant more than four hundred years after The Theatre was built.

The actors were all men, the women's parts being taken by boys. This tradition continued, and for many years acting was considered to be an unsuitable profession for a woman. One of the principal forces to change this was Mrs Sarah Siddons (1755–1831), who brought respectability to the stage. By Mrs Siddons' time the design of the theatre had been changed and the auditorium was horseshoe-shaped, the stage **flanked** by richly decorated tiered boxes. **Opulent** design is still to be seen in some of the London theatres of today. Thick **velvet** curtains, ornate stonework and **gilt** decoration **endure** in some of the older theatres like The Drury Lane Theatre Royal, which opened in 1812, the fourth theatre of the name to occupy the same site. For sheer **sumptuousness**, however, it is hard to surpass the interior of the Theatre Royal in Haymarket, which is designed in the style of Louis XIV of France, with heavily carved **embellishments** and a great deal of gilt.

READING



QUESTIONS 1–10

Use the context in order to determine the meaning of the words in bold. Match the word on the left with its definition on the right.

1 founding	A gold leaf or gold paint
2 fickle	B continue
3 groundlings	C establishment
4 flanked	D type of fabric
5 opulent	E on either side of
6 velvet	F changeable
7 gilt	G spectators who stood to watch
8 endure	H abundance
9 sumptuousness	I rich and costly
10 embellishments	J adornments

Look at the words **opulent**, **sumptuousness** and **embellishments** in the final paragraph. The last line of the third paragraph uses the words "richly decorated".

How do these words help you to understand the **opulent**, **sumptuousness** and **embellishments** in the final paragraph?

TEXT DIFFICULTY

You can recognise the level of difficulty of a text by looking at the following:

- length of text and paragraphs within the text
- lexical density- number of adjectives, nouns, verbs and adverbs
- range of new and technical vocabulary
- sentence length and complexity (number of long complex sentences)
- degree of referencing (using articles and pronouns).

CHECKING YOUR UNDERSTANDING

Skimming and scanning will help you to read more quickly and efficiently. A reading strategy you can use to double check your understanding of the passage is summarising the main points using paraphrasing.

SUMMARISING

A summary shows that the reader has understood the main points of a longer piece of text, or even the whole text.

Read the following example.

> London's West End has been the home of famous theatres from the time of William Shakespeare, arguably the father of English theatre. Shakespeare was involved with founding The Theatre in 1576, but is more famous for The Globe, which was built in 1597, and was the scene of many of his plays.

PARAPHRASING

To paraphrase means rephrasing the information from a text by rewriting a text using different words and expressions without changing the original meaning. You may find that [illegible] actual test use words which are different to those in the text.

PRACTICE TASK

Paraphrase the following:

"Patrons braved the fickle English weather in [illegible] theatres, the cheapest places going to the groundlings."

_____

_____

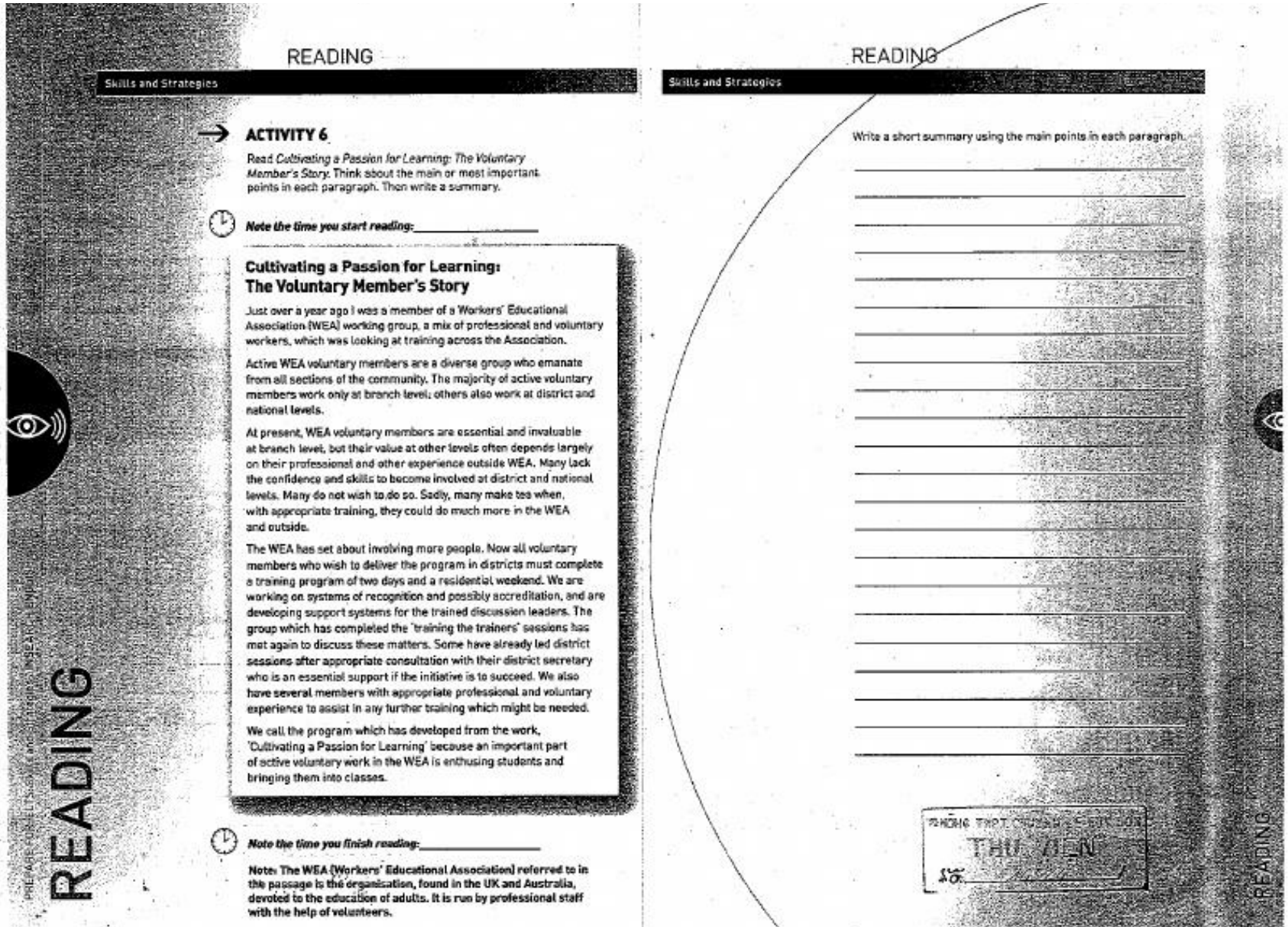
_____

"Opulent design is still to be seen in some of the [illegible] of today."

_____

_____

_____



READING

Skills and Strategies

ACTIVITY 6

Read *Cultivating a Passion for Learning: The Voluntary Member's Story*. Think about the main or most important points in each paragraph. Then write a summary.

Note the time you start reading: _____

Cultivating a Passion for Learning: The Voluntary Member's Story

Just over a year ago I was a member of a Workers' Educational Association (WEA) working group, a mix of professional and voluntary workers, which was looking at training across the Association.

Active WEA voluntary members are a diverse group who emanate from all sections of the community. The majority of active voluntary members work only at branch level; others also work at district and national levels.

At present, WEA voluntary members are essential and invaluable at branch level, but their value at other levels often depends largely on their professional and other experience outside WEA. Many lack the confidence and skills to become involved at district and national levels. Many do not wish to do so. Sadly, many make tea when, with appropriate training, they could do much more in the WEA and outside.

The WEA has set about involving more people. Now all voluntary members who wish to deliver the program in districts must complete a training program of two days and a residential weekend. We are working on systems of recognition and possibly accreditation, and are developing support systems for the trained discussion leaders. The group which has completed the 'training the trainers' sessions has met again to discuss these matters. Some have already led district sessions after appropriate consultation with their district secretary who is an essential support if the initiative is to succeed. We also have several members with appropriate professional and voluntary experience to assist in any further training which might be needed.

We call the program which has developed from the work, 'Cultivating a Passion for Learning' because an important part of active voluntary work in the WEA is enthusing students and bringing them into classes.

Note the time you finish reading: _____

Note: The WEA (Workers' Educational Association) referred to in the passage is the organisation, found in the UK and Australia, devoted to the education of adults. It is run by professional staff with the help of volunteers.

READING

Skills and Strategies

Write a short summary using the main points in each paragraph.

READING

READING

Skills and Strategies

ACTIVITY 7

Read the first section of the article *The Bamboo Organ*. Look carefully at the heading and subheadings of the text. Then answer questions 1–4 to test your understanding of the main points.

Note the time you start reading: _____

Section One
The Bamboo Organ

A Famous Musical Instrument in the Philippines

Organs have existed in one form or another for over 2,000 years. Techniques for building them have varied, but common to all organs are the rows of pipes that are part of the sound-producing mechanism. These are generally made of wood and metal. The organ we wish to tell you about, however, has pipes primarily made of bamboo. A total of 832 of its 953 sound-producing pipes are bamboo. The others are metal. In addition, there are some pipes that are only decorative.

How does the bamboo organ work? The principle is the same as for other pipe organs. Two types of pipes are used, and wind is pumped into them to produce musical sounds. Flue pipes—with half-circle holes close to their points of connection with the console—produce sound in much the same manner as a flute. Reed pipes—with a vibrating element inside—produce sound in a manner similar to a clarinet or a saxophone. The fact that most pipes are made of bamboo gives this organ special acoustical characteristics.

Building the Organ

Construction of this bamboo organ was begun in 1816 by a Spanish missionary, Diego Cera. Why was bamboo used? Considering the relative poverty of the area, perhaps the need to use inexpensive materials was a factor. Moreover, the maker of the organ no doubt desired to use appropriate local materials.

In 1816, bamboos were cut and buried under the sand of the seashore for about a year. Those that survived this exposure to insects and the elements were considered of durable quality and used in building the organ. Over the next several years, the various parts of the organ were put together. When the bulk of it was finished in 1821, it was proclaimed 'the finest and the first of its kind in the country'.

Note the time you finish reading: _____

PREPARE FOR IELTS: SKILLS AND STRATEGIES: READING

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READING

Skills and Strategies

QUESTIONS 1–4

1 Paragraph 1: What was the organ made of?

_____

2 Paragraph 2: How does it work?

_____

3 Paragraph 3: Why was bamboo used?

_____

4 Paragraph 4: How was the bamboo tested for durability?

_____

ACTIVITY 8

Read section two of *The Bamboo Organ*. Note the [illegible] of each paragraph and read the topic sentence of [illegible]. Look for the important points in each paragraph. [illegible] Questions 1–4 to test your understanding.

Note the time you start reading: _____

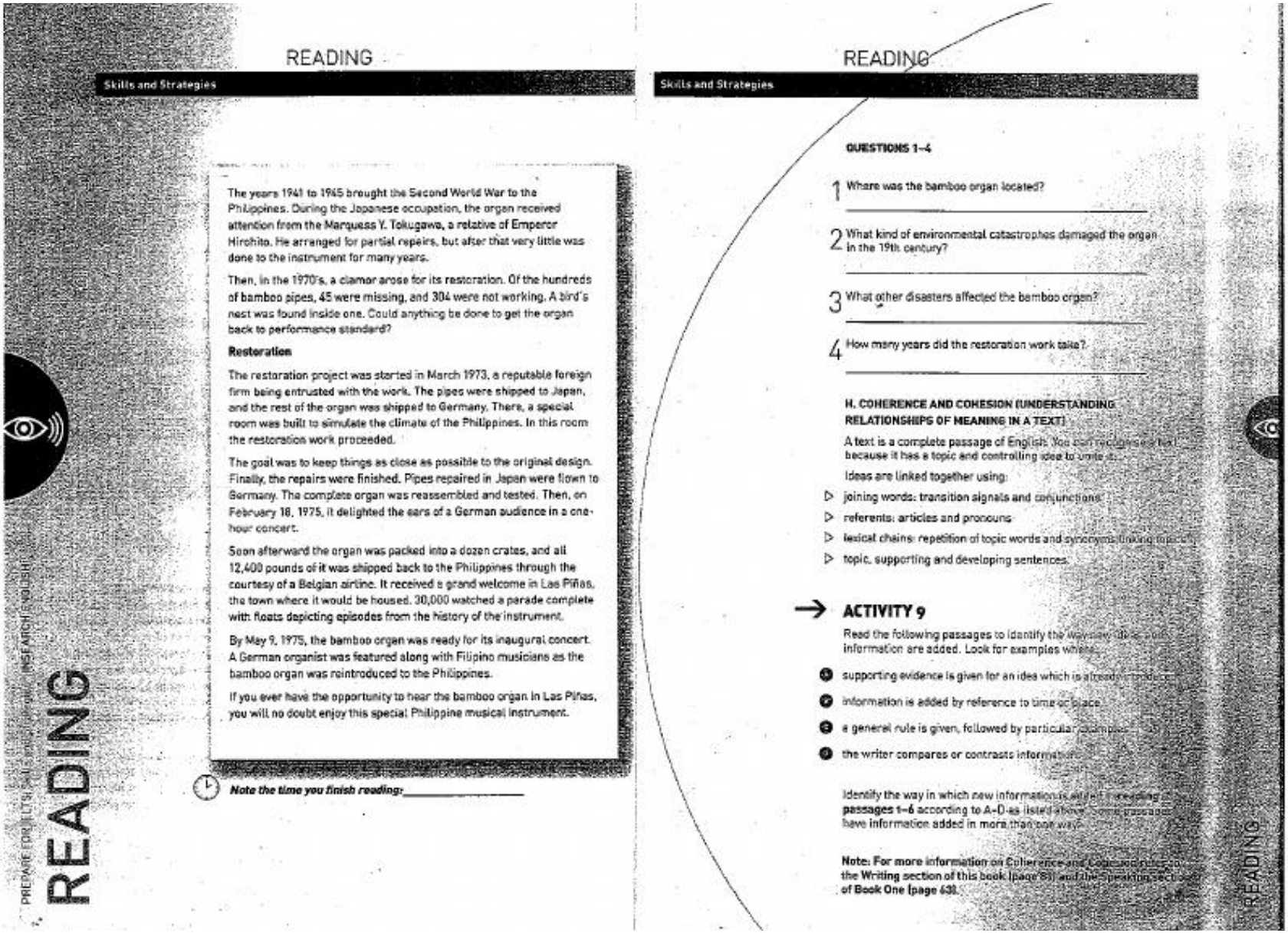
Section Two
The Bamboo Organ

Surviving Adversity

Life for the bamboo organ has not been easy. The year 1829 saw earthquakes in the town of Las Piñas where the organ is located. The roof of the building that housed it was destroyed, and it is likely the organ was exposed to the elements for a while. In 1863 an exceptionally strong earthquake caused more damage to the organ. Some pipes were replaced, but insects ravaged these over a period of time. In 1880 another catastrophic earthquake badly damaged the building housing the organ, and a typhoon struck before the building was completely repaired. By then various pieces of the organ were scattered about.

Some repairs were attempted over the years, but one such attempt resulted in permanent damage. A repairman sawed off portions of the bamboo pipes in order to apply some tuning valves. This permanently changed the instrument's pitch. And, despite the repair efforts, the organ continued to deteriorate.

The organ also endured war. Las Piñas was a scene of skirmishes between Filipinos and Spaniards during the late 1890's, and between Filipinos and Americans during the Philippine–American War. Nevertheless, despite its deterioration, records from 1911 to 1913 indicate that visitors came to see the organ.



READING

Skills and Strategies

The years 1941 to 1945 brought the Second World War to the Philippines. During the Japanese occupation, the organ received attention from the Marquess Y. Tokugawa, a relative of Emperor Hirohito. He arranged for partial repairs, but after that very little was done to the instrument for many years.

Then, in the 1970's, a clamor arose for its restoration. Of the hundreds of bamboo pipes, 45 were missing, and 304 were not working. A bird's nest was found inside one. Could anything be done to get the organ back to performance standard?

Restoration

The restoration project was started in March 1973, a reputable foreign firm being entrusted with the work. The pipes were shipped to Japan, and the rest of the organ was shipped to Germany. There, a special room was built to simulate the climate of the Philippines. In this room the restoration work proceeded.

The goal was to keep things as close as possible to the original design. Finally, the repairs were finished. Pipes repaired in Japan were flown to Germany. The complete organ was reassembled and tested. Then, on February 18, 1975, it delighted the ears of a German audience in a one-hour concert.

Soon afterward the organ was packed into a dozen crates, and all 12,400 pounds of it was shipped back to the Philippines through the courtesy of a Belgian airline. It received a grand welcome in Las Piñas, the town where it would be housed. 30,000 watched a parade complete with floats depicting episodes from the history of the instrument.

By May 9, 1975, the bamboo organ was ready for its inaugural concert. A German organist was featured along with Filipino musicians as the bamboo organ was reintroduced to the Philippines.

If you ever have the opportunity to hear the bamboo organ in Las Piñas, you will no doubt enjoy this special Philippine musical instrument.

Note the time you finish reading: _____

READING

Skills and Strategies

QUESTIONS 1–4

1 Where was the bamboo organ located?

_____

2 What kind of environmental catastrophes damaged the organ in the 19th century?

_____

3 What other disasters affected the bamboo organ?

_____

4 How many years did the restoration work take?

_____

H. COHERENCE AND COHESION (UNDERSTANDING RELATIONSHIPS OF MEANING IN A TEXT)

A text is a complete passage of English. You can recognize a text because it has a topic and controlling idea to unify it.

Ideas are linked together using:

- joining words: transition signals and conjunctions
- referents: articles and pronouns
- lexical chains: repetition of topic words and synonyms linking topics
- topic, supporting and developing sentences.

ACTIVITY 9

Read the following passages to identify the way new ideas and information are added. Look for examples where:

A supporting evidence is given for an idea which is already introduced

B information is added by reference to time or place

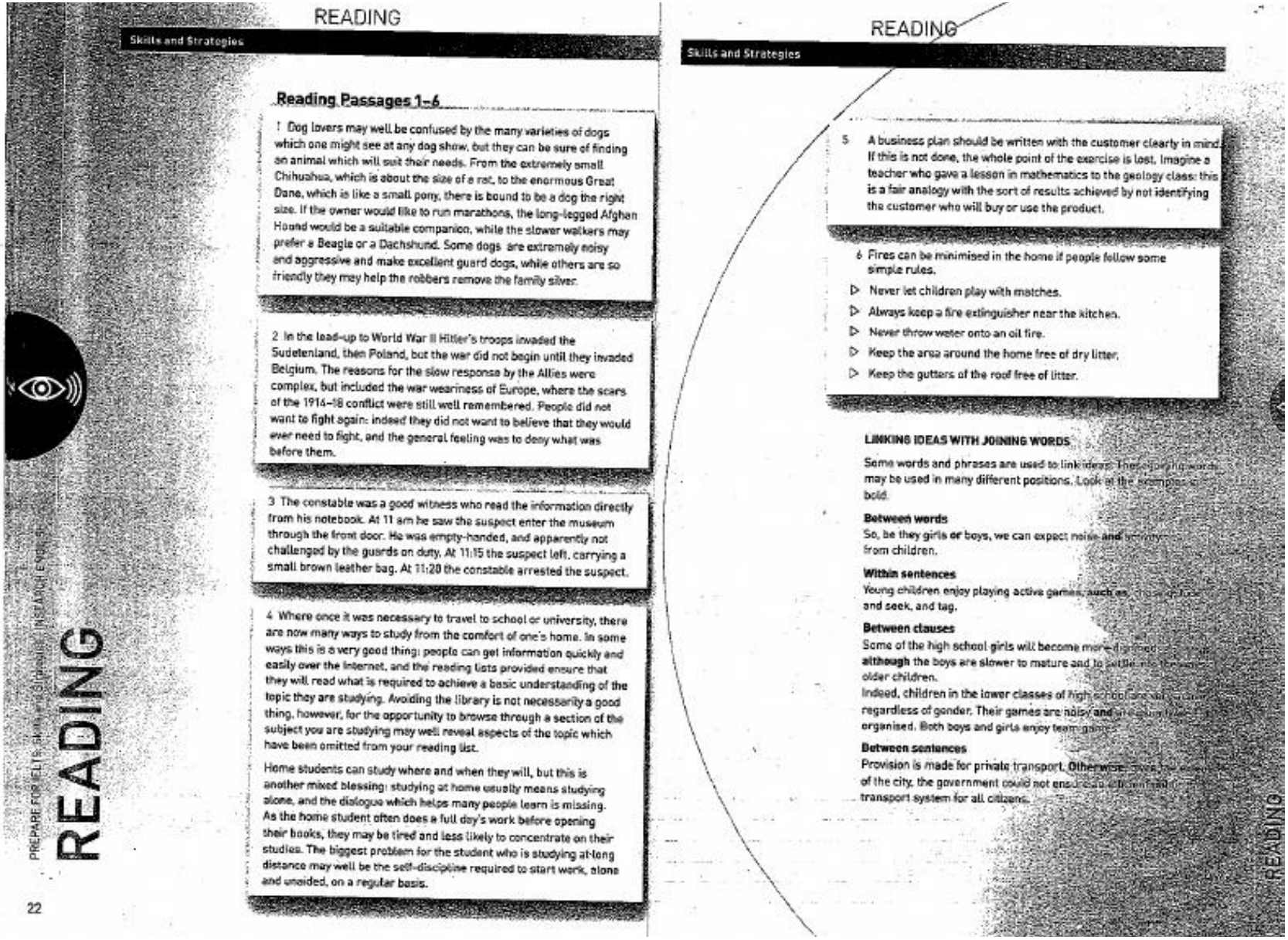
C a general rule is given, followed by particular examples

D the writer compares or contrasts information

Identify the way in which new information is added in reading passages 1–6 according to A–D as listed above. Some passages have information added in more than one way.

Note: For more information on Coherence and Cohesion see the Writing section of this book (page 81) and the Speaking section of Book One (page 63).

READING



READING

Skills and Strategies

Reading Passages 1–6

1 Dog lovers may well be confused by the many varieties of dogs which one might see at any dog show, but they can be sure of finding an animal which will suit their needs. From the extremely small Chihuahua, which is about the size of a rat, to the enormous Great Dane, which is like a small pony, there is bound to be a dog the right size. If the owner would like to run marathons, the long-legged Afghan Hound would be a suitable companion, while the slower walkers may prefer a Beagle or a Dachshund. Some dogs are extremely noisy and aggressive and make excellent guard dogs, while others are so friendly they may help the robbers remove the family silver.

2 In the lead-up to World War II Hitler's troops invaded the Sudetenland, then Poland, but the war did not begin until they invaded Belgium. The reasons for the slow response by the Allies were complex, but included the war weariness of Europe, where the scars of the 1914–18 conflict were still well remembered. People did not want to fight again: indeed they did not want to believe that they would ever need to fight, and the general feeling was to deny what was before them.

3 The constable was a good witness who read the information directly from his notebook. At 11 am he saw the suspect enter the museum through the front door. He was empty-handed, and apparently not challenged by the guards on duty. At 11:15 the suspect left, carrying a small brown leather bag. At 11:20 the constable arrested the suspect.

4 Where once it was necessary to travel to school or university, there are now many ways to study from the comfort of one's home. In some ways this is a very good thing: people can get information quickly and easily over the Internet, and the reading lists provided ensure that they will read what is required to achieve a basic understanding of the topic they are studying. Avoiding the library is not necessarily a good thing, however, for the opportunity to browse through a section of the subject you are studying may well reveal aspects of the topic which have been omitted from your reading list.

Home students can study where and when they will, but this is another mixed blessing: studying at home usually means studying alone, and the dialogue which helps many people learn is missing. As the home student often does a full day's work before opening their books, they may be tired and less likely to concentrate on their studies. The biggest problem for the student who is studying at long distance may well be the self-discipline required to start work, alone and unaided, on a regular basis.

PREPARE FOR IELTS: Skills and Strategies: INTERMEDIATE LEVEL

READING

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READING

Skills and Strategies

5 A business plan should be written with the customer clearly in mind. If this is not done, the whole point of the exercise is lost. Imagine a teacher who gave a lesson in mathematics to the geology class: this is a fair analogy with the sort of results achieved by not identifying the customer who will buy or use the product.

6 Fires can be minimised in the home if people follow some simple rules.

- Never let children play with matches.
- Always keep a fire extinguisher near the kitchen.
- Never throw water onto an oil fire.
- Keep the area around the home free of dry litter.
- Keep the gutters of the roof free of litter.

LINKING IDEAS WITH JOINING WORDS

Some words and phrases are used to link ideas. These joining words may be used in many different positions. Look at the examples in bold.

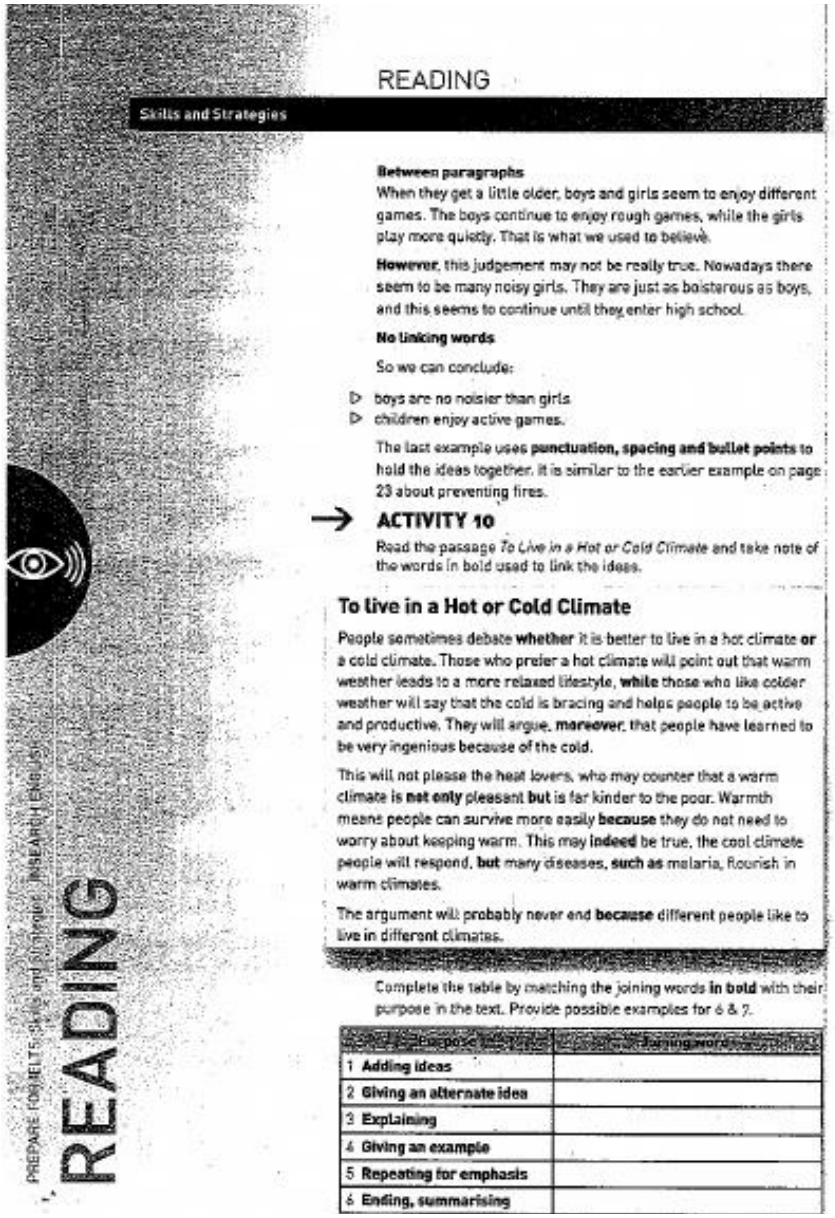
Between words
So, be they girls **or** boys, we can expect noise **and** activity from children.

Within sentences
Young children enjoy playing active games, **such as** [illegible] and seek, and tag.

Between clauses
Some of the high school girls will become more [illegible] **although** the boys are slower to mature and to settle into the [illegible] older children.
Indeed, children in the lower classes of high school are [illegible] regardless of gender. Their games are noisy **and** [illegible] organised. Both boys and girls enjoy team games.

Between sentences
Provision is made for private transport. **Otherwise**, [illegible] of the city, the government could not ensure [illegible] transport system for all citizens.

READING



READING

Skills and Strategies

Between paragraphs

When they get a little older, boys and girls seem to enjoy different games. The boys continue to enjoy rough games, while the girls play more quietly. That is what we used to believe.

However, this judgement may not be really true. Nowadays there seem to be many noisy girls. They are just as boisterous as boys, and this seems to continue until they enter high school.

No linking words

So we can conclude:

- boys are no noisier than girls
- children enjoy active games.

The last example uses **punctuation, spacing and bullet points** to hold the ideas together. It is similar to the earlier example on page 23 about preventing fires.

→ **ACTIVITY 10**

Read the passage *To Live in a Hot or Cold Climate* and take note of the words in bold used to link the ideas.

To live in a Hot or Cold Climate

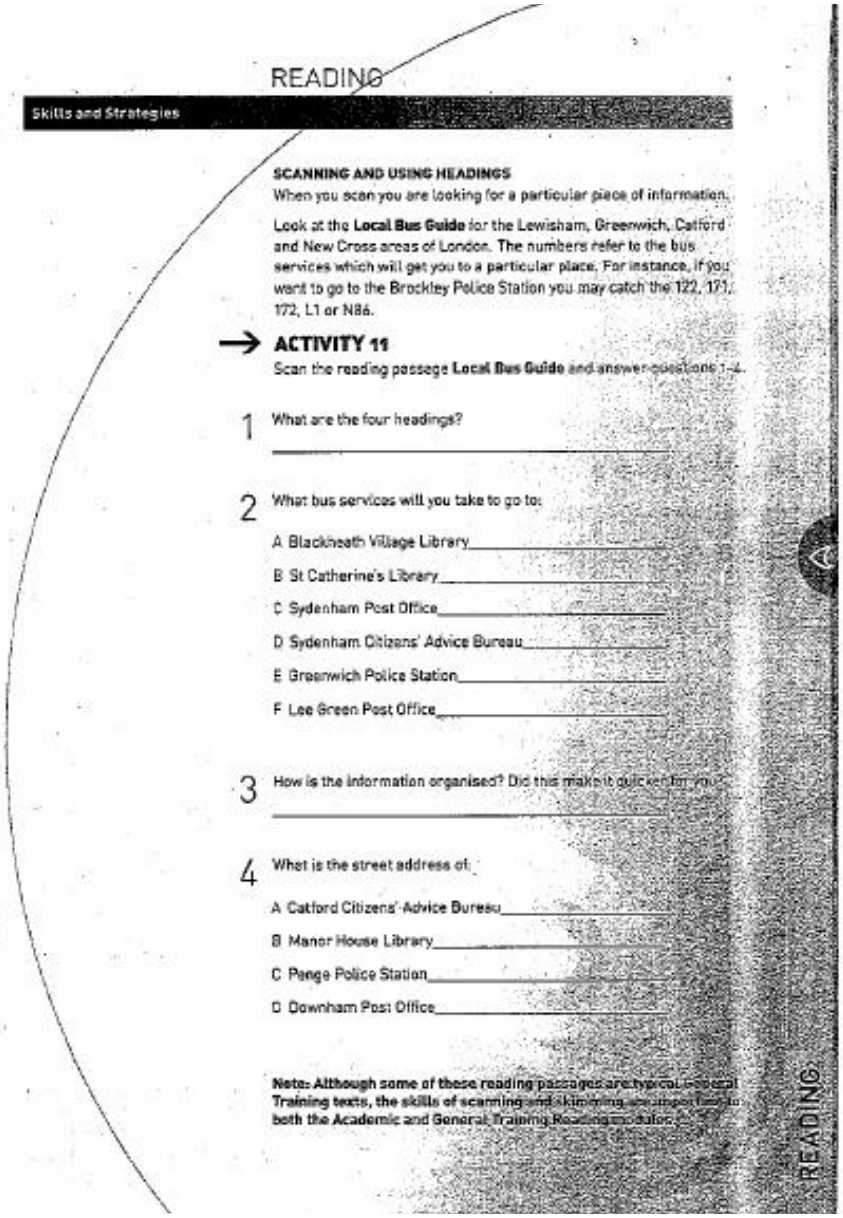
People sometimes debate **whether** it is better to live in a hot climate **or** a cold climate. Those who **prefer** a hot climate will point out that warm weather leads to a more relaxed lifestyle, **while** those who like colder weather will say that the cold is bracing and helps people to be active and productive. They will argue, **moreover**, that people have learned to be very ingenious because of the cold.

This will not please the heat lovers, who may counter that a warm climate is **not only** pleasant **but** is far kinder to the poor. Warmth means people can survive more easily **because** they do not need to worry about keeping warm. This may **indeed** be true, the cool climate people will respond, **but** many diseases, **such as** malaria, flourish in warm climates.

The argument will probably never end **because** different people like to live in different climates.

Complete the table by matching the joining words **in bold** with their purpose in the text. Provide possible examples for 6 & 7.

Purpose	Joining words
1 **Adding ideas**	
2 **Giving an alternate idea**	
3 **Explaining**	
4 **Giving an example**	
5 **Repeating for emphasis**	
6 **Ending, summarising**	



READING

Skills and Strategies

SCANNING AND USING HEADINGS

When you scan you are looking for a particular piece of information.

Look at the **Local Bus Guide** for the Lewisham, Greenwich, Catford and New Cross areas of London. The numbers refer to the bus services which will get you to a particular place. For instance, if you want to go to the Brockley Police Station you may catch the 122, 171, 172, L1 or N86.

→ **ACTIVITY 11**

Scan the reading passage **Local Bus Guide** and answer questions 1–4.

1 What are the four headings?

_____

2 What bus services will you take to go to:

A Blackheath Village Library _____

B St Catherine's Library _____

C Sydenham Post Office _____

D Sydenham Citizens' Advice Bureau _____

E Greenwich Police Station _____

F Lee Green Post Office _____

3 How is the information organised? Did this make it quicker for you?

_____

4 What is the street address of:

A Catford Citizens' Advice Bureau _____

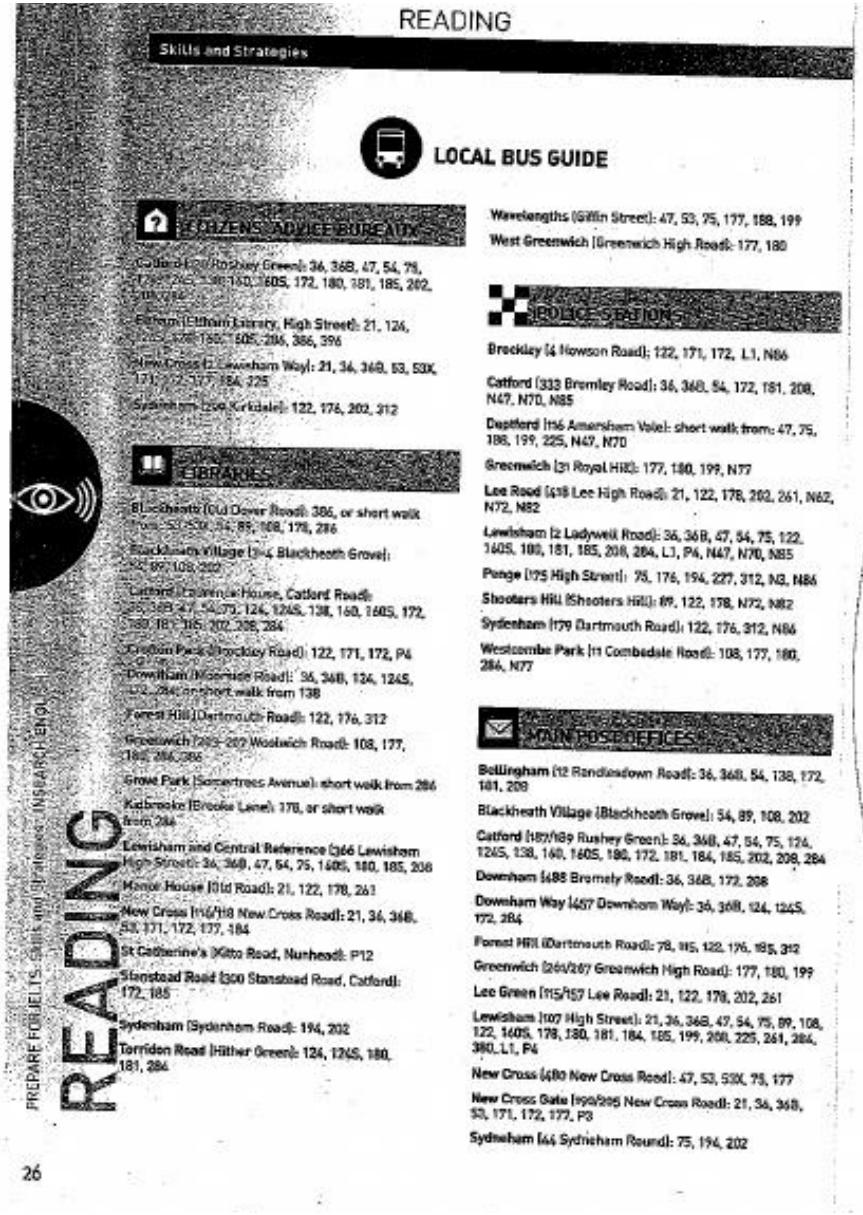
B Manor House Library _____

C Penge Police Station _____

D Downham Post Office _____

Note: Although some of these reading passages are typical in General Training texts, the skills of scanning and skimming are useful for both the Academic and General Training Reading modules.

READING



READING

Skills and Strategies

LOCAL BUS GUIDE

CITIZENS' ADVICE BUREAUX

Catford (270 Rushey Green): 36, 36B, 47, 54, 75, 124, 136, 160, 160S, 172, 180, 181, 185, 202, 208, 284

Eltham (Eltham Library, High Street): 21, 126, 132, 136, 160, 160S, 286, 386, 396

New Cross (2 Lewisham Way): 21, 36, 36B, 53, 53X, 171, 172, 177, 184, 225

Sydenham (256 Kirkdale): 122, 176, 202, 312

LIBRARIES

Blackheath (Old Dover Road): 386, or short walk from 53, 53X, 54, 89, 108, 178, 286

Blackheath Village (3–4 Blackheath Grove): 54, 89, 108, 202

Catford (Laurence House, Catford Road): 36, 36B, 47, 54, 75, 124, 126S, 136, 160, 160S, 172, 180, 181, 185, 202, 208, 284

Crofton Park (Brockley Road): 122, 171, 172, P4

Downham (Moorside Road): 36, 36B, 124, 126S, 172, 284; or short walk from 138

Forest Hill (Dartmouth Road): 122, 176, 312

Greenwich (203–207 Woolwich Road): 108, 177, 180, 286, 386

Grove Park (Somertrees Avenue): short walk from 286

Kidbrooke (Brooke Lane): 178, or short walk from 286

Lewisham and Central Reference (366 Lewisham High Street): 36, 36B, 47, 54, 75, 160S, 180, 185, 208

Manor House (Old Road): 21, 122, 178, 261

New Cross (116/118 New Cross Road): 21, 36, 36B, 53, 171, 172, 177, 184

St Catherine's (Kito Road, Nunhead): P12

Stanstead Road (300 Stanstead Road, Catford): 172, 185

Sydenham (Sydenham Road): 194, 202

Torridon Road (Hither Green): 124, 126S, 180, 181, 286

Wavelengths (Giffin Street): 47, 53, 75, 177, 188, 199

West Greenwich (Greenwich High Road): 177, 180

POLICE STATIONS

Brockley (4 Howson Road): 122, 171, 172, L1, N86

Catford (333 Bromley Road): 36, 36B, 54, 172, 181, 208, N47, N70, N85

Deptford (196 Amersham Vale): short walk from: 47, 75, 188, 199, 225, N47, N70

Greenwich (31 Royal Hill): 177, 180, 199, N77

Lee Road (418 Lee High Road): 21, 122, 178, 202, 261, N62, N72, N82

Lewisham (2 Ladywell Road): 36, 36B, 47, 54, 75, 122, 160S, 180, 181, 185, 208, 284, L1, P4, N47, N70, N85

Penge (175 High Street): 75, 176, 194, 227, 312, N3, N86

Shooters Hill (Shooters Hill): 89, 122, 178, N72, N82

Sydenham (179 Dartmouth Road): 122, 176, 312, N86

Westcombe Park (11 Combedale Road): 108, 177, 180, 286, N77

MAIN POST OFFICES

Bellingham (12 Randlesdown Road): 36, 36B, 54, 138, 172, 181, 208

Blackheath Village (Blackheath Grove): 54, 89, 108, 202

Catford (187/189 Rushey Green): 36, 36B, 47, 54, 75, 124, 126S, 136, 160, 160S, 180, 172, 181, 184, 185, 202, 208, 284

Downham (488 Bromley Road): 36, 36B, 172, 208

Downham Way (457 Downham Way): 36, 36B, 124, 126S, 172, 284

Forest Hill (Dartmouth Road): 78, 185, 122, 176, 185, 312

Greenwich (261/267 Greenwich High Road): 177, 180, 199

Lee Green (115/117 Lee Road): 21, 122, 178, 202, 261

Lewisham (107 High Street): 21, 36, 36B, 47, 54, 75, 89, 108, 122, 160S, 178, 180, 181, 184, 185, 199, 208, 225, 261, 284, 380, L1, P4

New Cross (480 New Cross Road): 47, 53, 53X, 75, 177

New Cross Gate (190/196 New Cross Road): 21, 36, 36B, 53, 171, 172, 177, P3

Sydenham (44 Sydenham Road): 75, 194, 202

PREPARE FOR IELTS: Skills and Strategies: RESEARCH ENGL...

READING

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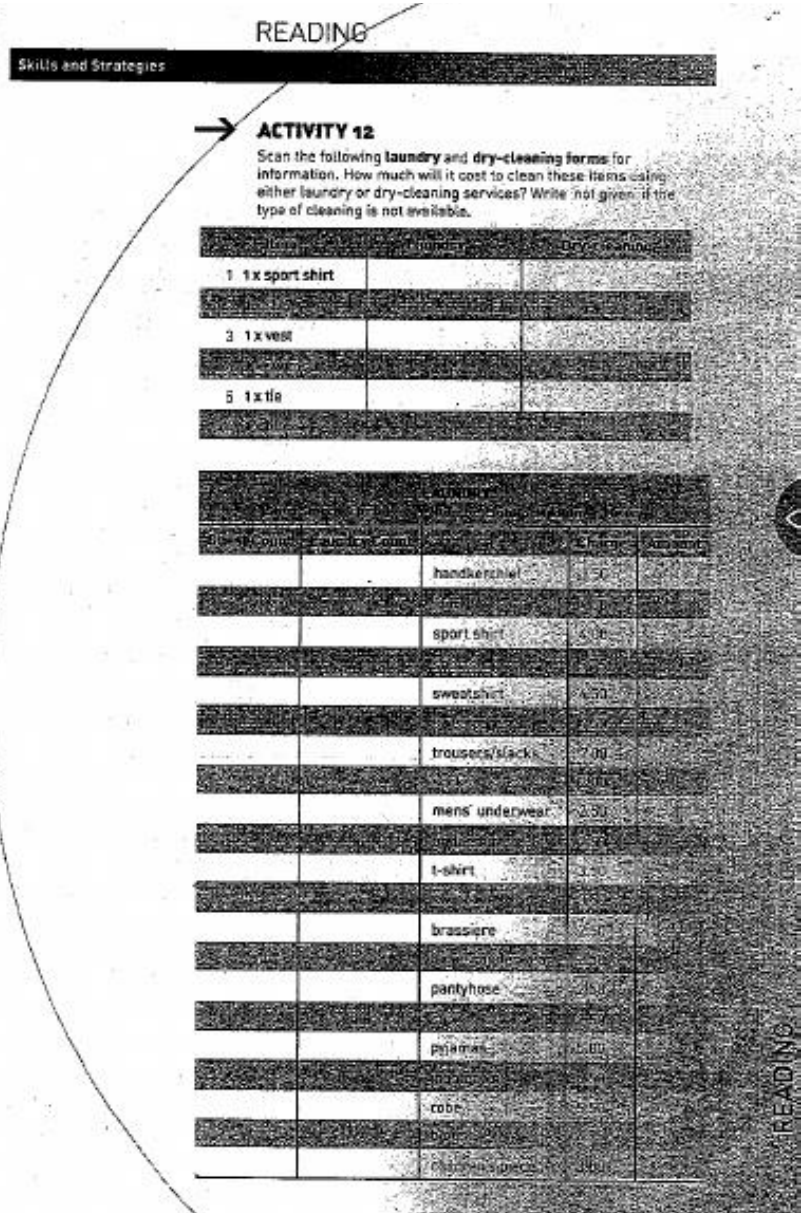

READING

Skills and Strategies

ACTIVITY 12

Scan the following **laundry** and **dry-cleaning forms** for information. How much will it cost to clean these items using either laundry or dry-cleaning services? Write 'not given' if the type of cleaning is not available.

		Laundry	Dry-cleaning
1	1 x sport shirt		
3	1 x vest		
5	1 x tie		

		Laundry	Dry-cleaning
	handkerchief	50	
	sport shirt	3.00	
	sweatshirt	4.50	
	trousers/slacks	7.00	
	mens' underwear	2.50	
	t-shirt	3.00	
	brassiere		
	pantyhose	3.00	
	pajamas	5.00	
	robe		
	[illegible]		

READING

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Skills and Strategies

		shirt	7.00	
		suit (2pc)	12.00	
		sweater	7.00	
		trousers/slacks	7.00	
		tux/tails	15.00	
		blouse	7.00	
		dress – formal	15.00	
		skirt	7.00	

Laundry and valet services are available daily. Garments received by 10:00 am will be returned the same day by 6:30 pm. Care labels will be followed. Please call extension 5226 for more details regarding leather, suede or fancy items. Damaged or lost article claims are limited to ten times the cleaning charge.

PREPARE FOR IELTS: SKILLS AND STRATEGIES - IN SEARCH OF ENGLISH

READING

READING

Skills and Strategies

ACTIVITY 13

Scan the following two advertisements for information and answer questions 1–3.

QUESTIONS 1–3.

1 Where do you go to if you want to:

A eat oysters? _____

B watch TV? _____

C eat Italian food? _____

2 What time is check-out?

_____

3 What number do you call in an emergency?

_____

READING

READING

Skills and Strategies

SKIMMING

When you skim you are reading for general information. You need only understand the gist, or main idea, of the passage. It is very useful to skim a passage to find out what it's about.

The reading passage below is used to practise skimming and scanning.

Note the time you start reading: _____

General Information about New Zealand

Airport Transfers

New Zealand has three major international airports: Auckland, Wellington and Christchurch; and four secondary international airports receiving services from Australia (Queenstown winter only). Shuttle buses and taxies meet all flights. City transfer details from each of these airports follow:

- Auckland (21 km): taxis NZ$35, shuttle NZ$15 single and NZ$5 each additional person, bus fare NZ$10 per person;
- Wellington (8 km): taxi NZ$15, shuttle NZ$10, bus fare NZ$3;
- Christchurch (11 km): taxi NZ$18, shuttle NZ$8, bus fare NZ$4;
- Hamilton (15 km): taxi NZ$20, shuttle NZ$8;
- Palmerston North (6 km): taxi NZ$12, shuttle NZ$6;
- Dunedin (30 km): taxi NZ$35, shuttle NZ$10;
- Queenstown (7 km): taxi NZ$12, shuttle NZ$5.

Climate

New Zealand enjoys a range of temperatures approximate to those experienced by Australia's eastern seaboard. Free from the influence of any close land mass, yearly temperature variations are small—approximately 10°C variation between winter and summer.

The north of the country tends to be subtropical and the south, temperate. Mountain ranges extend down much of the length of New Zealand, with the regions lying west of the ranges experiencing much higher rainfalls than those to the east. The drier eastern regions average over 2000 hours of sunshine a year and contain the main wine-growing areas and summer resorts.

Snow is largely confined to the alpine areas of the central North Island and the Southern Alps, though it can fall to low levels in the deep south for a day or so at a time.

Banking and currency

No restrictions apply on the amount of foreign currency that can be taken into or out of New Zealand. All major credit cards may be used for the purchase of goods and services, and travellers cheques are accepted at hotels, banks and some stores.

Banks are open from 9:30 am to 4:30 pm, Monday to Friday, except public holidays.

Provided they are encoded with a PIN number, international credit cards may be used to withdraw cash from automatic teller machines (ATMs) widely available in the main shopping centres and suburban malls. Check with your bank before leaving home to determine whether this facility is available to you.

Note the time you finish reading: _____

PREPARE FOR IELTS: Skills and Strategies: READING | READING

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READING

Skills and Strategies

ACTIVITY 14

Skim the passage *General Information about New Zealand* and answer questions 1–4 as quickly as possible.

1 What country is the passage about?

_____

2 How can you get from the various airports to the cities?

_____

3 Which phrase below describes the climate?
Circle the correct answer (there may be more than one answer).

hot and dry | wet and very windy
very cold | different in different places

4 What was the author's purpose?
Circle the correct answer (there may be more than one answer).

informing | discussing a problem
suggesting a solution | reporting
trying to persuade | describing

ACTIVITY 15

Scan the passage *General Information about New Zealand* and answer questions 1–3 as you read. Think about how you

1 How far is Hamilton from the nearest airport?

_____

2 Where does the sun shine 2000 hours per year?

_____

3 When are the banks open?

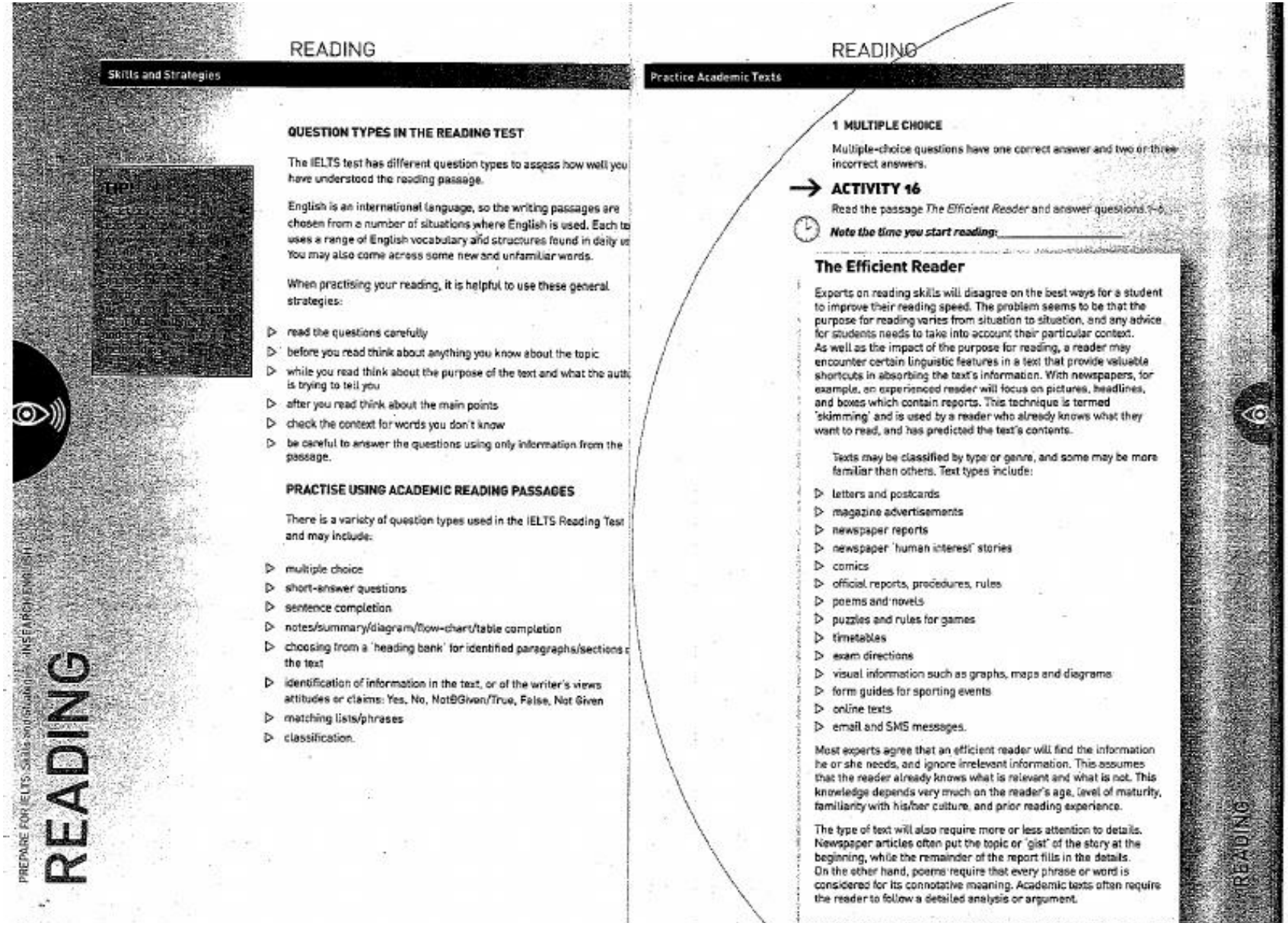
_____

4 What advice would you give someone about [illegible] quickly and accurately?

_____

CALL TASK
www.australianetwork.com/studyenglish
Study English Series 2, Episode 15

READING



READING

Skills and Strategies

QUESTION TYPES IN THE READING TEST

The IELTS test has different question types to assess how well you have understood the reading passage.

English is an international language, so the writing passages are chosen from a number of situations where English is used. Each te uses a range of English vocabulary and structures found in daily us You may also come across some new and unfamiliar words.

When practising your reading, it is helpful to use these general strategies:

- read the questions carefully
- before you read think about anything you know about the topic
- while you read think about the purpose of the text and what the auth is trying to tell you
- after you read think about the main points
- check the context for words you don't know
- be careful to answer the questions using only information from the passage.

PRACTISE USING ACADEMIC READING PASSAGES

There is a variety of question types used in the IELTS Reading Test and may include:

- multiple choice
- short-answer questions
- sentence completion
- notes/summary/diagram/flow-chart/table completion
- choosing from a 'heading bank' for identified paragraphs/sections o the text
- identification of information in the text, or of the writer's views attitudes or claims: Yes, No, NotGiven/True, False, Not Given
- matching lists/phrases
- classification

READING

Practice Academic Texts

1 MULTIPLE CHOICE

Multiple-choice questions have one correct answer and two or three incorrect answers.

ACTIVITY 16

Read the passage *The Efficient Reader* and answer questions 1–6.

Note the time you start reading: _____

The Efficient Reader

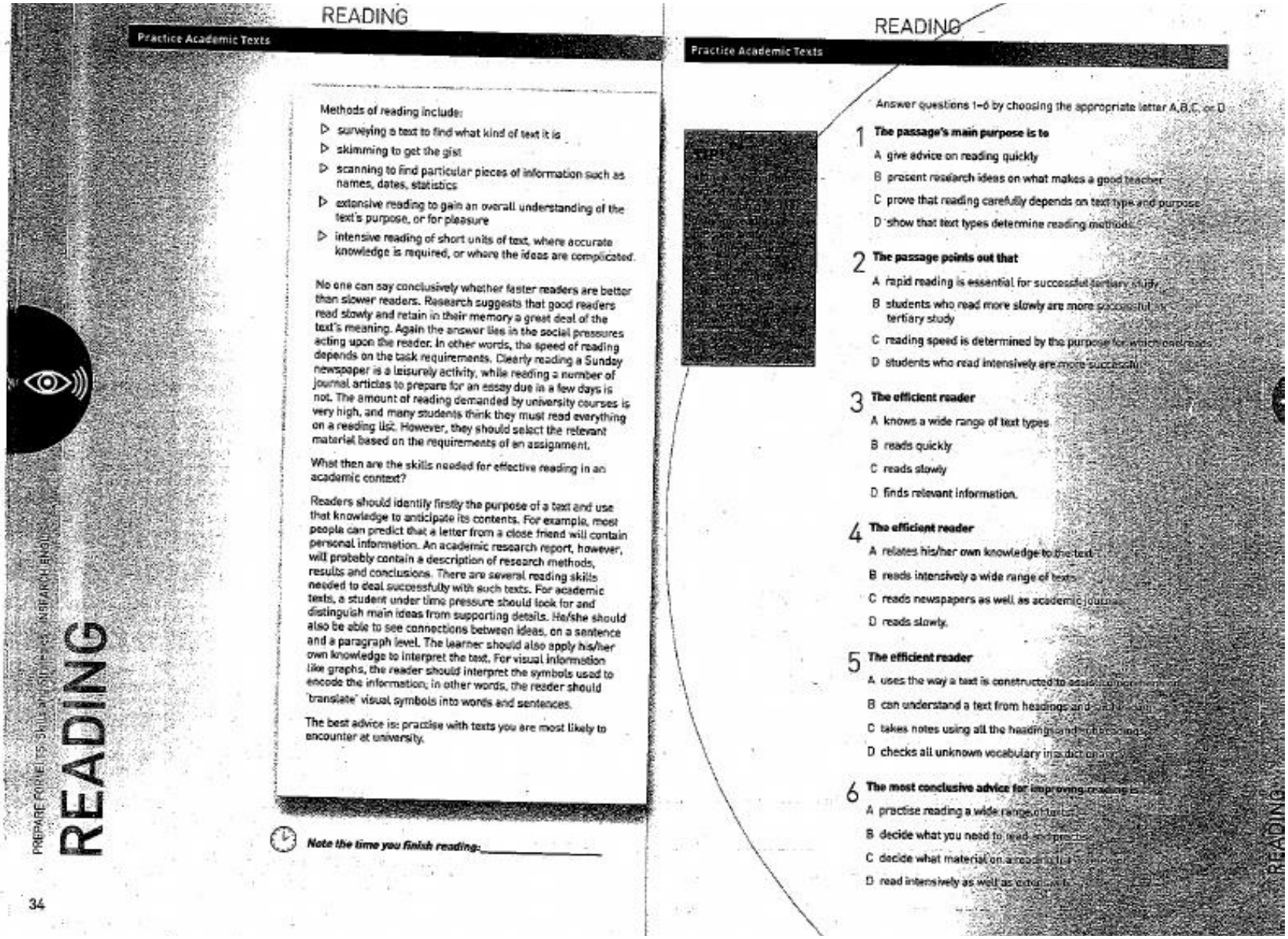
Experts on reading skills will disagree on the best ways for a student to improve their reading speed. The problem seems to be that the purpose for reading varies from situation to situation, and any advice for students needs to take into account their particular context. As well as the impact of the purpose for reading, a reader may encounter certain linguistic features in a text that provide valuable shortcuts in absorbing the text's information. With newspapers, for example, an experienced reader will focus on pictures, headlines, and boxes which contain reports. This technique is termed 'skimming' and is used by a reader who already knows what they want to read, and has predicted the text's contents.

Texts may be classified by type or genre, and some may be more familiar than others. Text types include:

- letters and postcards
- magazine advertisements
- newspaper reports
- newspaper 'human interest' stories
- comics
- official reports, procedures, rules
- poems and novels
- puzzles and rules for games
- timetables
- exam directions
- visual information such as graphs, maps and diagrams
- form guides for sporting events
- online texts
- email and SMS messages.

Most experts agree that an efficient reader will find the information he or she needs, and ignore irrelevant information. This assumes that the reader already knows what is relevant and what is not. This knowledge depends very much on the reader's age, level of maturity, familiarity with his/her culture, and prior reading experience.

The type of text will also require more or less attention to details. Newspaper articles often put the topic or 'gist' of the story at the beginning, while the remainder of the report fills in the details. On the other hand, poems require that every phrase or word is considered for its connotative meaning. Academic texts often require the reader to follow a detailed analysis or argument.



READING

Practice Academic Texts

Methods of reading include:

- ▷ surveying a text to find what kind of text it is
- ▷ skimming to get the gist
- ▷ scanning to find particular pieces of information such as names, dates, statistics
- ▷ extensive reading to gain an overall understanding of the text's purpose, or for pleasure
- ▷ intensive reading of short units of text, where accurate knowledge is required, or where the ideas are complicated.

No one can say conclusively whether faster readers are better than slower readers. Research suggests that good readers read slowly and retain in their memory a great deal of the text's meaning. Again the answer lies in the social pressures acting upon the reader. In other words, the speed of reading depends on the task requirements. Clearly reading a Sunday newspaper is a leisurely activity, while reading a number of journal articles to prepare for an essay due in a few days is not. The amount of reading demanded by university courses is very high, and many students think they must read everything on a reading list. However, they should select the relevant material based on the requirements of an assignment.

What then are the skills needed for effective reading in an academic context?

Readers should identify firstly the purpose of a text and use that knowledge to anticipate its contents. For example, most people can predict that a letter from a close friend will contain personal information. An academic research report, however, will probably contain a description of research methods, results and conclusions. There are several reading skills needed to deal successfully with such texts. For academic texts, a student under time pressure should look for and distinguish main ideas from supporting details. He/she should also be able to see connections between ideas, on a sentence and a paragraph level. The learner should also apply his/her own knowledge to interpret the text. For visual information like graphs, the reader should interpret the symbols used to encode the information; in other words, the reader should 'translate' visual symbols into words and sentences.

The best advice is: practise with texts you are most likely to encounter at university.

Note the time you finish reading: _____

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Practice Academic Texts

Answer questions 1–6 by choosing the appropriate letter A, B, C, or D.

1 **The passage's main purpose is to**
- A give advice on reading quickly
- B present research ideas on what makes a good teacher
- C prove that reading carefully depends on text type and purpose
- D show that text types determine reading method

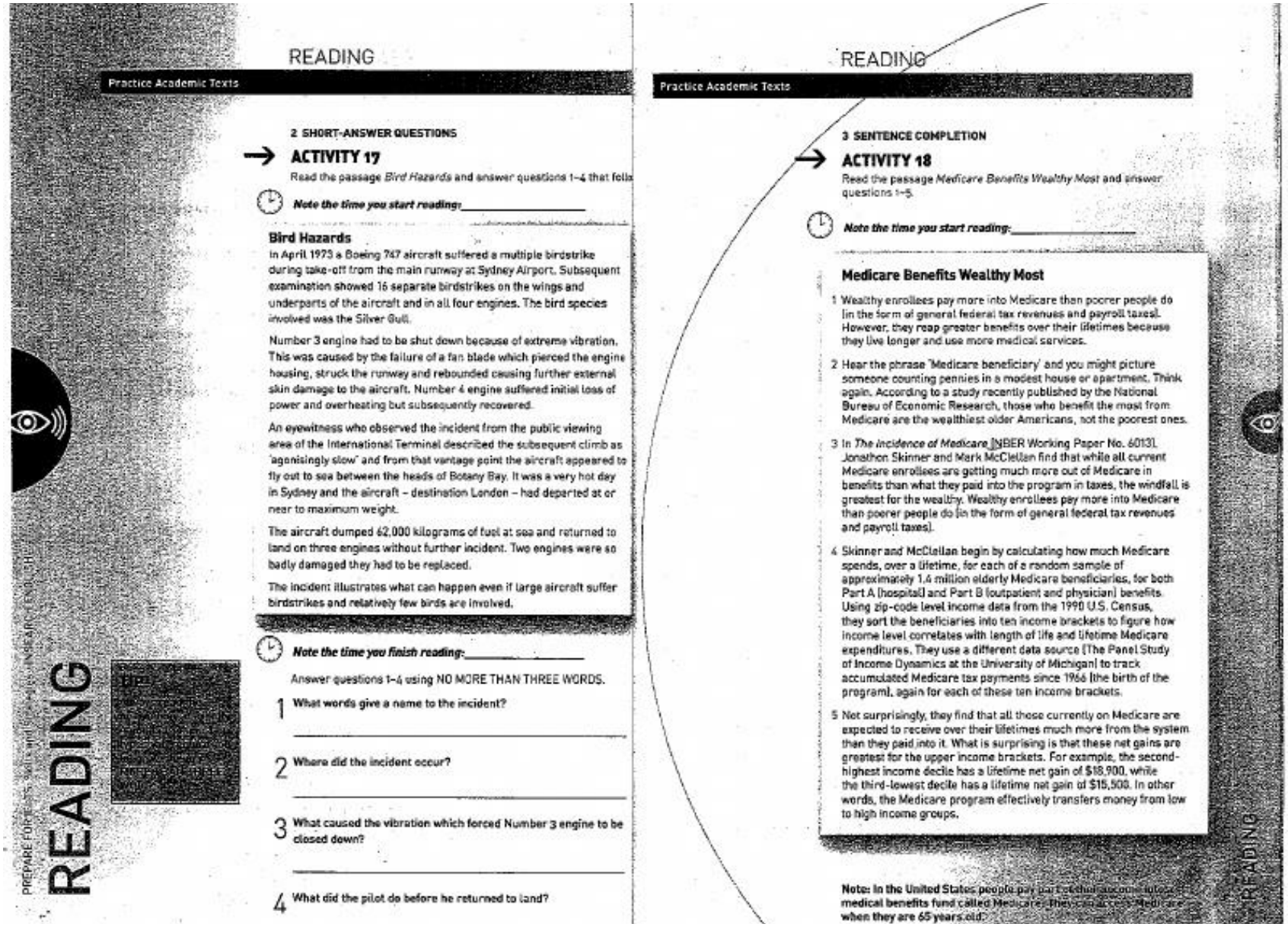
2 **The passage points out that**
- A rapid reading is essential for successful tertiary study
- B students who read more slowly are more successful in tertiary study
- C reading speed is determined by the purpose for which one reads
- D students who read intensively are more successful

3 **The efficient reader**
- A knows a wide range of text types
- B reads quickly
- C reads slowly
- D finds relevant information.

4 **The efficient reader**
- A relates his/her own knowledge to the text
- B reads intensively a wide range of texts
- C reads newspapers as well as academic journals
- D reads slowly.

5 **The efficient reader**
- A uses the way a text is constructed to assist comprehension
- B can understand a text from headings and sub-headings
- C takes notes using all the headings and sub-headings
- D checks all unknown vocabulary in a dictionary

6 **The most conclusive advice for improving reading is**
- A practise reading a wide range of texts
- B decide what you need to read and practise
- C decide what material on a reading list is relevant
- D read intensively as well as extensively



READING

Practice Academic Texts

2 SHORT-ANSWER QUESTIONS

ACTIVITY 17

Read the passage *Bird Hazards* and answer questions 1–4 that follo

Note the time you start reading: _____

Bird Hazards

In April 1975 a Boeing 747 aircraft suffered a multiple birdstrike during take-off from the main runway at Sydney Airport. Subsequent examination showed 16 separate birdstrikes on the wings and underparts of the aircraft and in all four engines. The bird species involved was the Silver Gull.

Number 3 engine had to be shut down because of extreme vibration. This was caused by the failure of a fan blade which pierced the engine housing, struck the runway and rebounded causing further external skin damage to the aircraft. Number 4 engine suffered initial loss of power and overheating but subsequently recovered.

An eyewitness who observed the incident from the public viewing area of the International Terminal described the subsequent climb as 'agonisingly slow' and from that vantage point the aircraft appeared to fly out to sea between the heads of Botany Bay. It was a very hot day in Sydney and the aircraft – destination London – had departed at or near to maximum weight.

The aircraft dumped 62,000 kilograms of fuel at sea and returned to land on three engines without further incident. Two engines were so badly damaged they had to be replaced.

The incident illustrates what can happen even if large aircraft suffer birdstrikes and relatively few birds are involved.

Note the time you finish reading: _____

Answer questions 1–4 using NO MORE THAN THREE WORDS.

1 What words give a name to the incident?

_____

2 Where did the incident occur?

_____

3 What caused the vibration which forced Number 3 engine to be closed down?

_____

4 What did the pilot do before he returned to land?

READING

Practice Academic Texts

3 SENTENCE COMPLETION

ACTIVITY 18

Read the passage *Medicare Benefits Wealthy Most* and answer questions 1–5.

Note the time you start reading: _____

Medicare Benefits Wealthy Most

1 Wealthy enrollees pay more into Medicare than poorer people do (in the form of general federal tax revenues and payroll taxes). However, they reap greater benefits over their lifetimes because they live longer and use more medical services.

2 Hear the phrase 'Medicare beneficiary' and you might picture someone counting pennies in a modest house or apartment. Think again. According to a study recently published by the National Bureau of Economic Research, those who benefit the most from Medicare are the wealthiest older Americans, not the poorest ones.

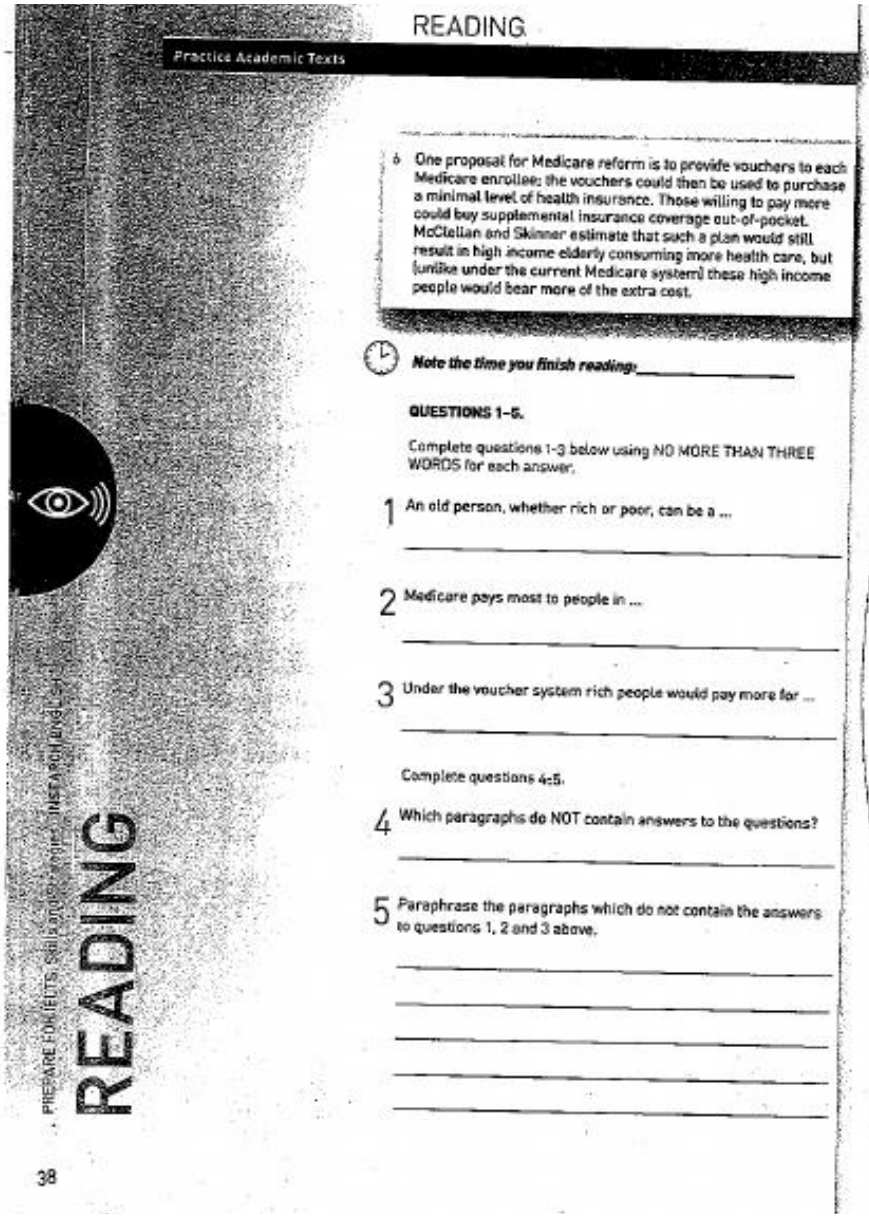
3 In *The Incidence of Medicare* [NBER Working Paper No. 6013], Jonathon Skinner and Mark McClellan find that while all current Medicare enrollees are getting much more out of Medicare in benefits than what they paid into the program in taxes, the windfall is greatest for the wealthy. Wealthy enrollees pay more into Medicare than poorer people do (in the form of general federal tax revenues and payroll taxes).

4 Skinner and McClellan begin by calculating how much Medicare spends, over a lifetime, for each of a random sample of approximately 1.4 million elderly Medicare beneficiaries, for both Part A (hospital) and Part B (outpatient and physician) benefits. Using zip-code level income data from the 1990 U.S. Census, they sort the beneficiaries into ten income brackets to figure how income level correlates with length of life and lifetime Medicare expenditures. They use a different data source (The Panel Study of Income Dynamics at the University of Michigan) to track accumulated Medicare tax payments since 1966 (the birth of the program), again for each of these ten income brackets.

5 Not surprisingly, they find that all those currently on Medicare are expected to receive over their lifetimes much more from the system than they paid into it. What is surprising is that these net gains are greatest for the upper income brackets. For example, the second-highest income decile has a lifetime net gain of $18,900, while the third-lowest decile has a lifetime net gain of $15,500. In other words, the Medicare program effectively transfers money from low to high income groups.

Note: In the United States people pay part of their income into a medical benefits fund called Medicare. They can access Medicare when they are 65 years old.

READING



READING

Practice Academic Texts

6 One proposal for Medicare reform is to provide vouchers to each Medicare enrollee; the vouchers could then be used to purchase a minimal level of health insurance. Those willing to pay more could buy supplemental insurance coverage out-of-pocket. McClellan and Skinner estimate that such a plan would still result in high income elderly consuming more health care, but (unlike under the current Medicare system) these high income people would bear more of the extra cost.

Note the time you finish reading: _____

QUESTIONS 1–5.

Complete questions 1–3 below using NO MORE THAN THREE WORDS for each answer.

1 An old person, whether rich or poor, can be a ...

2 Medicare pays most to people in ...

3 Under the voucher system rich people would pay more for ...

Complete questions 4–5.

4 Which paragraphs do NOT contain answers to the questions?

5 Paraphrase the paragraphs which do not contain the answers to questions 1, 2 and 3 above.

PREPARE FOR IELTS: Skills and Strategies – INTERMEDIATE

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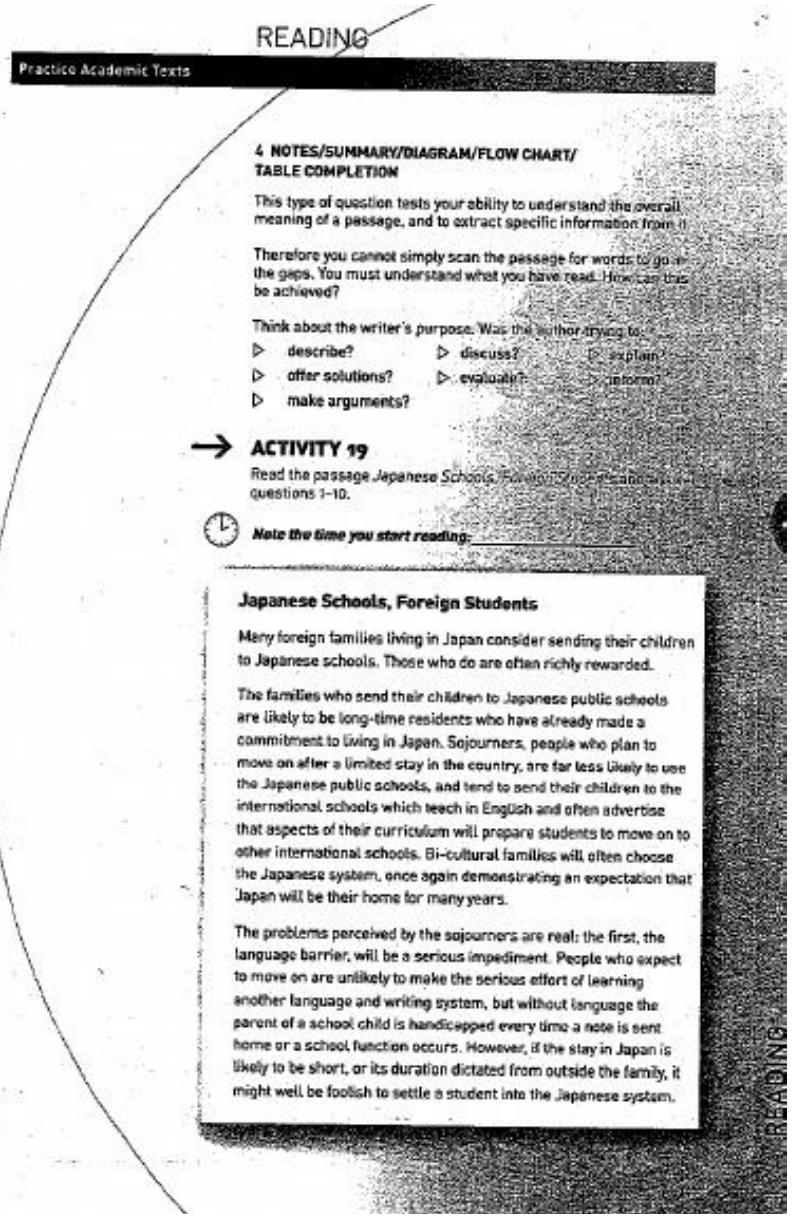


READING

Practice Academic Texts

4 NOTES/SUMMARY/DIAGRAM/FLOW CHART/ TABLE COMPLETION

This type of question tests your ability to understand the overall meaning of a passage, and to extract specific information from it.

Therefore you cannot simply scan the passage for words to go in the gaps. You must understand what you have read. How can this be achieved?

Think about the writer's purpose. Was the author trying to:

- describe?
- discuss?
- explain?
- offer solutions?
- evaluate?
- inform?
- make arguments?

ACTIVITY 19

Read the passage *Japanese Schools, Foreign Students* and answer questions 1–10.

Note the time you start reading: _____

Japanese Schools, Foreign Students

Many foreign families living in Japan consider sending their children to Japanese schools. Those who do are often richly rewarded.

The families who send their children to Japanese public schools are likely to be long-time residents who have already made a commitment to living in Japan. Sojourners, people who plan to move on after a limited stay in the country, are far less likely to use the Japanese public schools, and tend to send their children to the international schools which teach in English and often advertise that aspects of their curriculum will prepare students to move on to other international schools. Bi-cultural families will often choose the Japanese system, once again demonstrating an expectation that Japan will be their home for many years.

The problems perceived by the sojourners are real: the first, the language barrier, will be a serious impediment. People who expect to move on are unlikely to make the serious effort of learning another language and writing system, but without language the parent of a school child is handicapped every time a note is sent home or a school function occurs. However, if the stay in Japan is likely to be short, or its duration dictated from outside the family, it might well be foolish to settle a student into the Japanese system.

READING

There are, however, great advantages for those foreigners who do choose to educate their children in local schools. The Japanese system offers six years of elementary school from the age of six, three years of junior high school and then three years of senior high school followed by four years of university. The whole system is free to Japanese people and to those foreigners who hold an alien registration card. Most Japanese children attend nursery school or kindergarten before entering elementary school, although nursery school is only available to families where both parents are working.

The best surprise for most foreigners is the discovery that the Japanese system is far less rigid and pressured than they had imagined. One mother felt it was more creative and 'hands on' than her own early education in the United States had been.

For those who feel that schools are as much about socialisation as they are about learning skills, Japanese education is an obvious stepping stone for their children's acceptance of and into the Japanese community. If the children are already playing with Japanese children and progress into kindergarten with them, the idea of continuing in the system seems sensible. After all, these foreign children will not lose their own language, which will very probably be spoken at home.

Another positive aspect is the quality of both the teaching and the facilities. There are set text books which specify wide-ranging topics, and the Ministry of Education insists that all schools must have dedicated classrooms specially equipped for science, music, art and cookery. There must also be a gymnasium and a swimming pool. These rules apply to all schools from elementary level upward.

There are disadvantages: the classes are large, maximum size 40 pupils in elementary school and 45 in junior high. Language can be a barrier, although some schools provide extra Japanese classes for foreign students, and Minato-ku, the foreign embassy area, offers not only lessons but, if necessary, a personal interpreter during lessons.

Foreign families have been generally pleased with elementary education in Japan, but less pleased with the higher levels of the system. Some of their discontent can be traced to the juku, or private cram schools which force-feed students to help them gain access to a more desirable senior high school. The sheer amount of time consumed in attending school and juku means the students' lives are far more focused than their western counterparts.

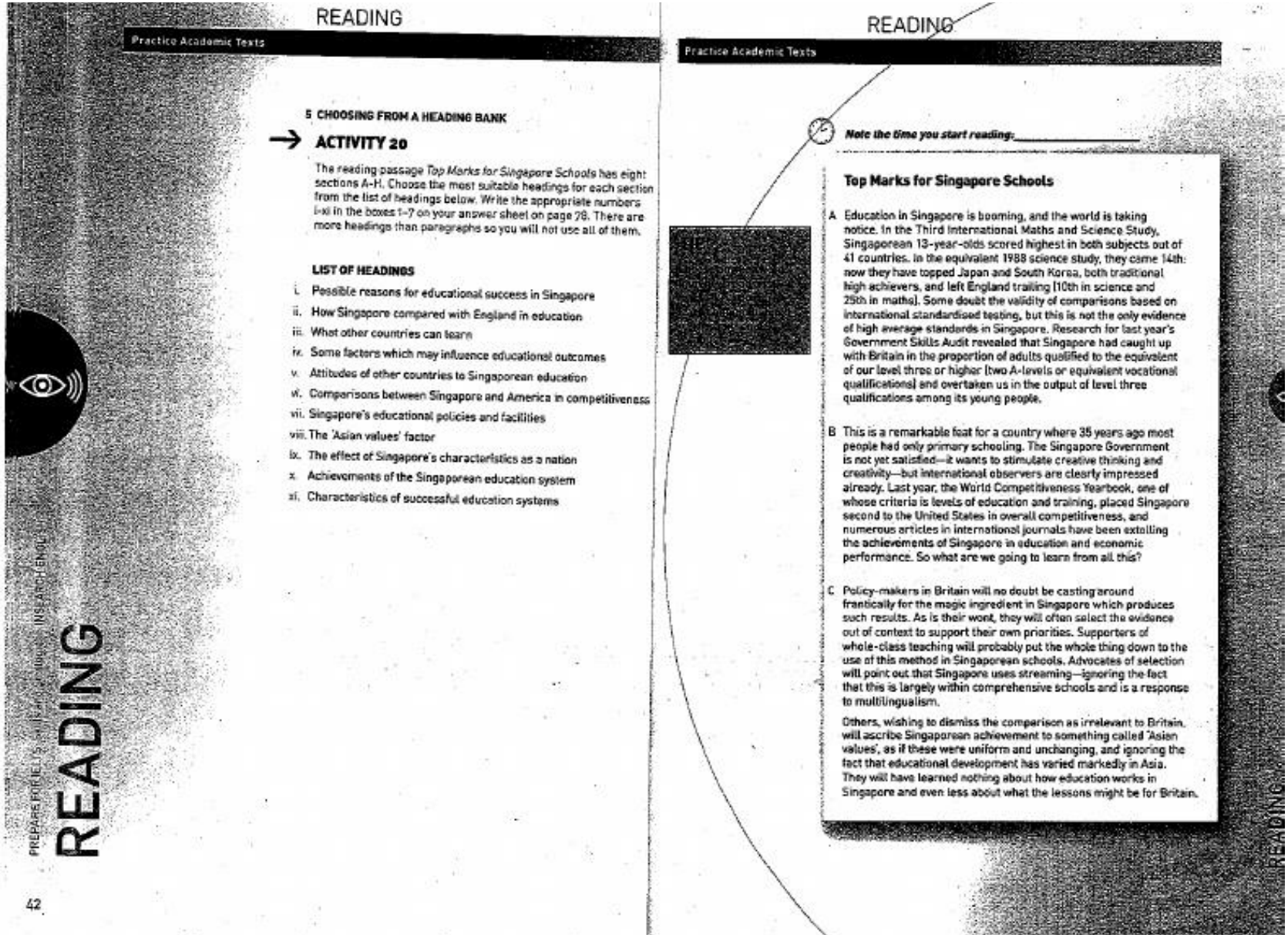
Note the time you finish reading: _____

Questions 1–10

Complete the summary below by choosing your answers from the box. There are more words than you will need to fill the gaps. You may use any word more than once.

[redacted]

Foreign families living in Japan have to decide whether to send their children to (1) _____ schools or to make other arrangements. Those who choose to use Japanese schools are demonstrating a (2) _____ to the Japanese way of life. Many foreign families are concerned about their (3) _____ to use the language and the possibility that they will only stay in Japan for a (4) _____ time. Those who do use the Japanese system are pleased by the free education, standard of (5) _____, the facilities, and the (6) _____ of the elementary schools. They also see advantages for their children in becoming part of Japanese (7) _____. There are some problems, largely to do with class (8) _____ and language. Although (9) _____ happy with Japanese elementary education, the foreign parents are less pleased with the Japanese education system as it applies to (10) _____ school students.



READING

Practice Academic Texts

5 CHOOSING FROM A HEADING BANK

ACTIVITY 20

The reading passage *Top Marks for Singapore Schools* has eight sections A–H. Choose the most suitable headings for each section from the list of headings below. Write the appropriate numbers i–xi in the boxes 1–7 on your answer sheet on page 78. There are more headings than paragraphs so you will not use all of them.

LIST OF HEADINGS

i. Possible reasons for educational success in Singapore
ii. How Singapore compared with England in education
iii. What other countries can learn
iv. Some factors which may influence educational outcomes
v. Attitudes of other countries to Singaporean education
vi. Comparisons between Singapore and America in competitiveness
vii. Singapore's educational policies and facilities
viii. The 'Asian values' factor
ix. The effect of Singapore's characteristics as a nation
x. Achievements of the Singaporean education system
xi. Characteristics of successful education systems

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Note the time you start reading: _____

Top Marks for Singapore Schools

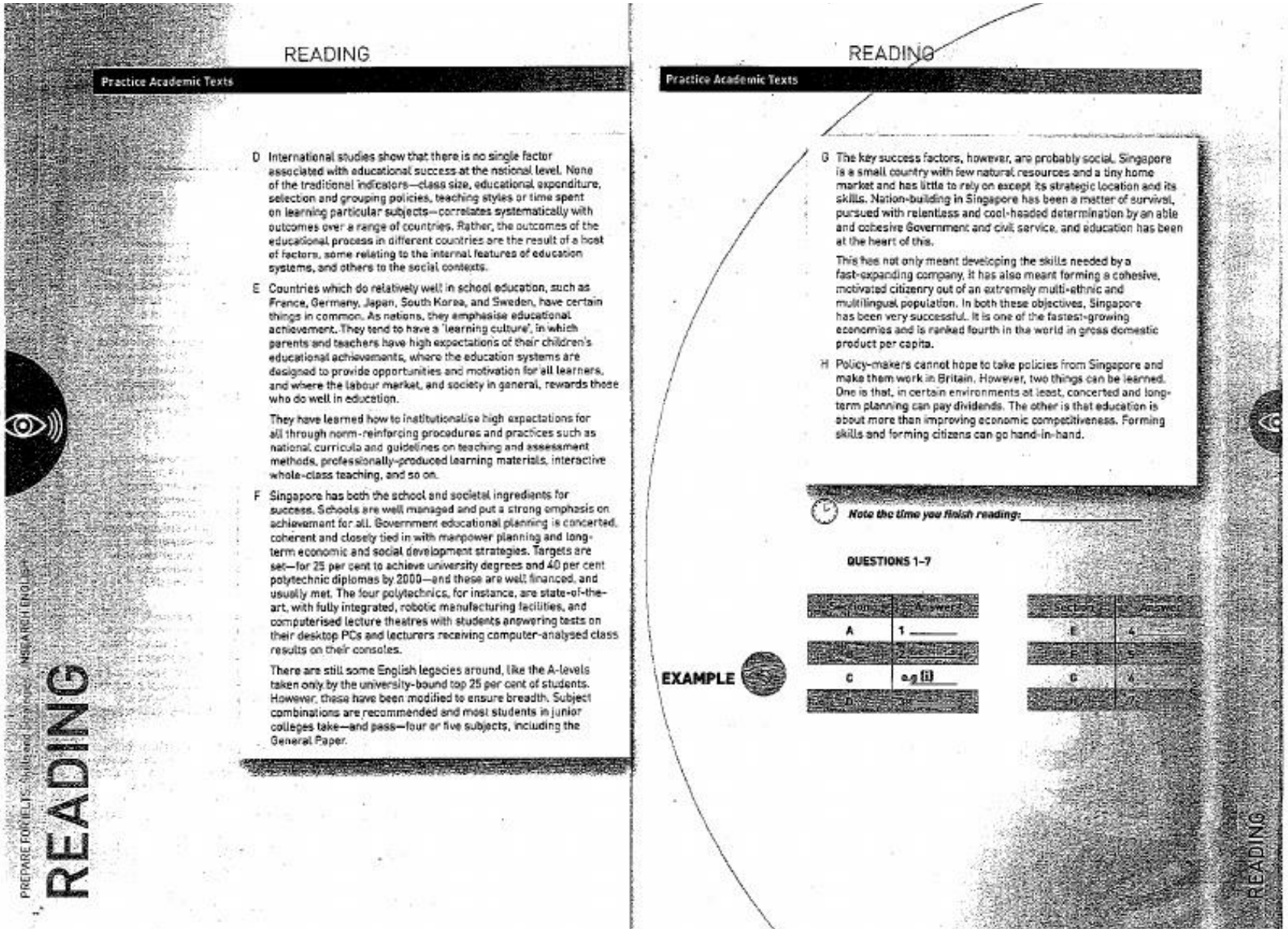
A Education in Singapore is booming, and the world is taking notice. In the Third International Maths and Science Study, Singaporean 13-year-olds scored highest in both subjects out of 41 countries. In the equivalent 1988 science study, they came 14th: now they have topped Japan and South Korea, both traditional high achievers, and left England trailing (10th in science and 25th in maths). Some doubt the validity of comparisons based on international standardised testing, but this is not the only evidence of high average standards in Singapore. Research for last year's Government Skills Audit revealed that Singapore had caught up with Britain in the proportion of adults qualified to the equivalent of our level three or higher (two A-levels or equivalent vocational qualifications) and overtaken us in the output of level three qualifications among its young people.

B This is a remarkable feat for a country where 35 years ago most people had only primary schooling. The Singapore Government is not yet satisfied—it wants to stimulate creative thinking and creativity—but international observers are clearly impressed already. Last year, the World Competitiveness Yearbook, one of whose criteria is levels of education and training, placed Singapore second to the United States in overall competitiveness, and numerous articles in international journals have been extolling the achievements of Singapore in education and economic performance. So what are we going to learn from all this?

C Policy-makers in Britain will no doubt be casting around frantically for the magic ingredient in Singapore which produces such results. As is their wont, they will often select the evidence out of context to support their own priorities. Supporters of whole-class teaching will probably put the whole thing down to the use of this method in Singaporean schools. Advocates of selection will point out that Singapore uses streaming—ignoring the fact that this is largely within comprehensive schools and is a response to multilingualism.

Others, wishing to dismiss the comparison as irrelevant to Britain, will ascribe Singaporean achievement to something called 'Asian values', as if these were uniform and unchanging, and ignoring the fact that educational development has varied markedly in Asia. They will have learned nothing about how education works in Singapore and even less about what the lessons might be for Britain.

READING



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D International studies show that there is no single factor associated with educational success at the national level. None of the traditional indicators—class size, educational expenditure, selection and grouping policies, teaching styles or time spent on learning particular subjects—correlates systematically with outcomes over a range of countries. Rather, the outcomes of the educational process in different countries are the result of a host of factors, some relating to the internal features of education systems, and others to the social contexts.

E Countries which do relatively well in school education, such as France, Germany, Japan, South Korea, and Sweden, have certain things in common. As nations, they emphasise educational achievement. They tend to have a 'learning culture', in which parents and teachers have high expectations of their children's educational achievements, where the education systems are designed to provide opportunities and motivation for all learners, and where the labour market, and society in general, rewards those who do well in education.

They have learned how to institutionalise high expectations for all through norm-referencing procedures and practices such as national curricula and guidelines on teaching and assessment methods, professionally-produced learning materials, interactive whole-class teaching, and so on.

F Singapore has both the school and societal ingredients for success. Schools are well managed and put a strong emphasis on achievement for all. Government educational planning is concerted, coherent and closely tied in with manpower planning and long-term economic and social development strategies. Targets are set—for 25 per cent to achieve university degrees and 40 per cent polytechnic diplomas by 2000—and these are well financed, and usually met. The four polytechnics, for instance, are state-of-the-art, with fully integrated, robotic manufacturing facilities, and computerised lecture theatres with students answering tests on their desktop PCs and lecturers receiving computer-analysed class results on their consoles.

There are still some English legacies around, like the A-levels taken only by the university-bound top 25 per cent of students. However, these have been modified to ensure breadth. Subject combinations are recommended and most students in junior colleges take—and pass—four or five subjects, including the General Paper.

PREPARE FOR IELTS: Skills and Strategies — ACADEMIC ENGLISH

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G The key success factors, however, are probably social. Singapore is a small country with few natural resources and a tiny home market and has little to rely on except its strategic location and its skills. Nation-building in Singapore has been a matter of survival, pursued with relentless and cool-headed determination by an able and cohesive Government and civil service, and education has been at the heart of this.

This has not only meant developing the skills needed by a fast-expanding company, it has also meant forming a cohesive, motivated citizenry out of an extremely multi-ethnic and multilingual population. In both these objectives, Singapore has been very successful. It is one of the fastest-growing economies and is ranked fourth in the world in gross domestic product per capita.

H Policy-makers cannot hope to take policies from Singapore and make them work in Britain. However, two things can be learned. One is that, in certain environments at least, concerted and long-term planning can pay dividends. The other is that education is about more than improving economic competitiveness. Forming skills and forming citizens can go hand-in-hand.

Note the time you finish reading: _____

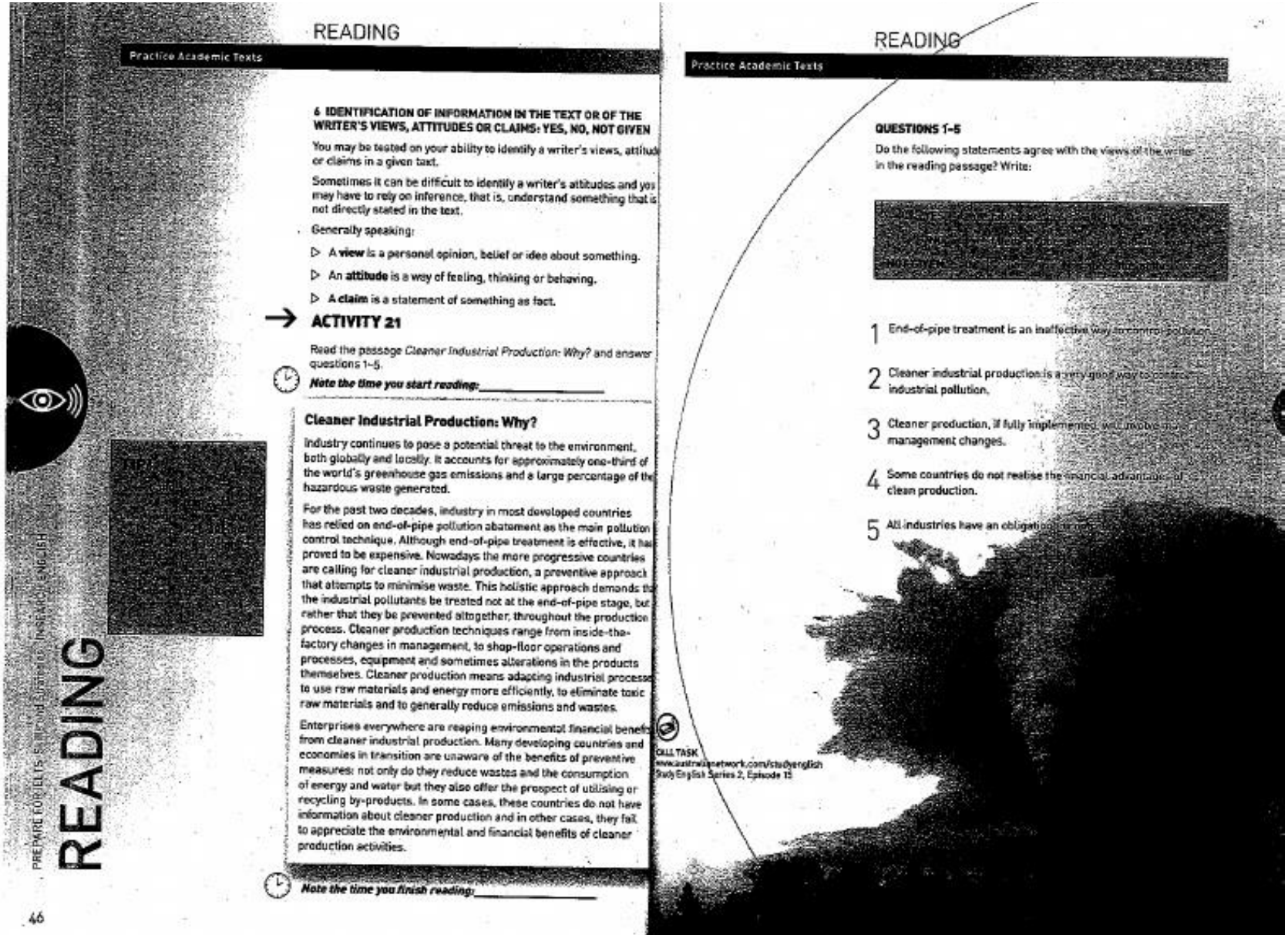
QUESTIONS 1–7

Section	Answer
A	1 _____
B	2 _____
C	e.g. (i)
D	3 _____

Section	Answer
E	4 _____
F	5 _____
G	6 _____
H	7 _____

EXAMPLE

READING



READING

Practice Academic Texts

6 IDENTIFICATION OF INFORMATION IN THE TEXT OR OF THE WRITER'S VIEWS, ATTITUDES OR CLAIMS: YES, NO, NOT GIVEN

You may be tested on your ability to identify a writer's views, attitud or claims in a given text.

Sometimes it can be difficult to identify a writer's attitudes and yo may have to rely on inference, that is, understand something that is not directly stated in the text.

Generally speaking:

- A **view** is a personal opinion, belief or idea about something.
- An **attitude** is a way of feeling, thinking or behaving.
- A **claim** is a statement of something as fact.

ACTIVITY 21

Read the passage *Cleaner Industrial Production: Why?* and answer questions 1–5.

Note the time you start reading: _____

Cleaner Industrial Production: Why?

Industry continues to pose a potential threat to the environment, both globally and locally. It accounts for approximately one-third of the world's greenhouse gas emissions and a large percentage of the hazardous waste generated.

For the past two decades, industry in most developed countries has relied on end-of-pipe pollution abatement as the main pollution control technique. Although end-of-pipe treatment is effective, it has proved to be expensive. Nowadays the more progressive countries are calling for cleaner industrial production, a preventive approach that attempts to minimise waste. This holistic approach demands th the industrial pollutants be treated not at the end-of-pipe stage, but rather that they be prevented altogether, throughout the production process. Cleaner production techniques range from inside-the-factory changes in management, to shop-floor operations and processes, equipment and sometimes alterations in the products themselves. Cleaner production means adapting industrial process to use raw materials and energy more efficiently, to eliminate toxic raw materials and to generally reduce emissions and wastes.

Enterprises everywhere are reaping environmental financial benefi from cleaner industrial production. Many developing countries and economies in transition are unaware of the benefits of preventive measures: not only do they reduce wastes and the consumption of energy and water but they also offer the prospect of utilising or recycling by-products. In some cases, these countries do not have information about cleaner production and in other cases, they fail to appreciate the environmental and financial benefits of cleaner production activities.

Note the time you finish reading: _____

READING

Practice Academic Texts

QUESTIONS 1–5

Do the following statements agree with the views of the writer in the reading passage? Write:

1 End-of-pipe treatment is an ineffective way to control pollution.

2 Cleaner industrial production is a very good way to control industrial pollution.

3 Cleaner production, if fully implemented, will involve no management changes.

4 Some countries do not realise the financial advantages of clean production.

5 All industries have an obligation to

CALL TASK
www.australianetwork.com/studyenglish
Study English Series 2, Episode 15

PREPARE FOR IELTS: Reading Strategies: IN SEARCH OF ENGLISH

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ACTIVITY 22

Read the passage *Small Change, Big Deal* and answer questions 1–9.

Note the time you start reading: _____

Small Change, Big Deal

Change has changed in Canada over the past 11 years, with the introduction of the photogenic 'loonie' (one dollar coin) in 1987, and the equally striking 'twonie' (two dollar coin) a few years ago. The fact is, change isn't change anymore in this country, not in the North American sense: it's now change in the European/Asian sense, which is something else altogether. Indeed, in the global coin picture we're still beginners. At least a dozen countries outside this continent have coins worth $5 and up; the current leader is the Japanese 500 yen coin. Regardless, when countries move to higher denomination coins, they usually do it for two reasons: to satisfy demands from major coin users, i.e. transit authorities with coin-in-slot payment systems, the vending industry (try paying for a $3 tuna sandwich with quarters!); and to save money (the twonie will save the taxpayer $250 million over the next 20 years!. What they often fail to anticipate is the revolutionary effect the new change can have at the grassroots level of our monetary culture.

Any Canadian knows that change warps a pocket. In the past, it was easy to shell out a dollar or two—doing so made our pockets and purses lighter. Nowadays, a few coins equals a lot of money. At the same time, what once cost 75 cents in a vending machine now costs a dollar, and what once cost $1.50 has gone up to $2. Caroline Manton, Executive Director of CAMA, the Canadian Automatic Merchandising Association, admits that vending machine prices have risen, but maintains that the rises have coincided with an increase in the size of the product. While it's true that some soft drinks did increase in can size from 280 ml to 355 ml around the time of the loonie's introduction, and the standard potato chip bag swelled by about 20 per cent, the advantages are largely mythical.

And then there is the 'Panhandling Windfall'. A busker who's been playing classical guitar at a Toronto subway stop near my house for the past six years claims that in the 30-day period following the introduction of the twonie in February 1996, he tripled his daily take. It's not surprising. Two years ago, dropping a two dollar bill into a guitar case would have been regarded as the height of philanthropy; today dropping a twonie can seem almost stingy. One photographer friend of mine recently estimated that he'd given the same homeless person more than $400 in a single year without realising it. Meanwhile, the 'squeegee kids' swarming the intersections of Canada's larger cities regularly take in $100 over a four-hour period providing unsolicited car windshield-washing.

But what about the advantages of large denomination coins to the non-panhandling citizen? If you're a waiter, you don't have to ask. Because most tips that are left in Canadian restaurants are rendered in change, the natural instinct is to leave a bigger pile of coins to make up for the fact that no paper is included—a naked loonie just isn't as impressive as a dollar bill.

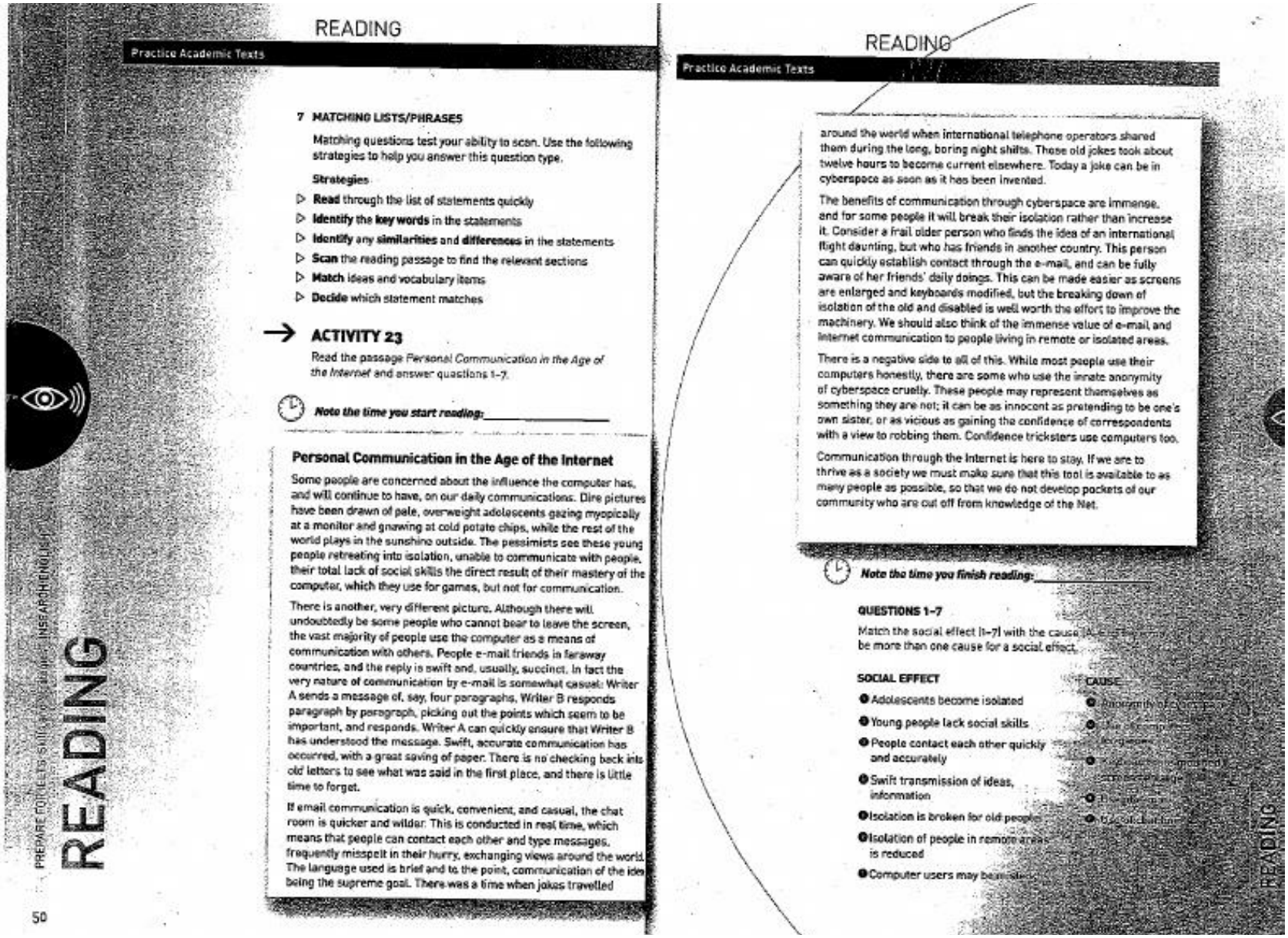
Glossary: **panhandling** means begging
a busker is a street musician or performer who seeks money from passers-by

Note the time you finish reading: _____

QUESTIONS 1–9

Look at the list of people below who use Canadian currency.
Use the information in the passage and write

1 Vending machine owners
2 People who operate automatic turnstiles
3 People who give money to the homeless
4 Beggars
5 People who clean windshields on the streets
6 Children who receive pocket money
7 Food servers in restaurants
8 Coin collectors
9 People who work in banks



READING

Practice Academic Texts

7 MATCHING LISTS/PHRASES

Matching questions test your ability to scan. Use the following strategies to help you answer this question type.

Strategies

- **Read** through the list of statements quickly
- **Identify** the **key words** in the statements
- **Identify** any **similarities** and **differences** in the statements
- **Scan** the reading passage to find the relevant sections
- **Match** ideas and vocabulary items
- **Decide** which statement matches

ACTIVITY 23

Read the passage *Personal Communication in the Age of the Internet* and answer questions 1–7.

Note the time you start reading: _____

Personal Communication in the Age of the Internet

Some people are concerned about the influence the computer has, and will continue to have, on our daily communications. Dire pictures have been drawn of pale, overweight adolescents gazing myopically at a monitor and gnawing at cold potato chips, while the rest of the world plays in the sunshine outside. The pessimists see these young people retreating into isolation, unable to communicate with people, their total lack of social skills the direct result of their mastery of the computer, which they use for games, but not for communication.

There is another, very different picture. Although there will undoubtedly be some people who cannot bear to leave the screen, the vast majority of people use the computer as a means of communication with others. People e-mail friends in faraway countries, and the reply is swift and, usually, succinct. In fact the very nature of communication by e-mail is somewhat casual: Writer A sends a message of, say, four paragraphs, Writer B responds paragraph by paragraph, picking out the points which seem to be important, and responds. Writer A can quickly ensure that Writer B has understood the message. Swift, accurate communication has occurred, with a great saving of paper. There is no checking back into old letters to see what was said in the first place, and there is little time to forget.

If email communication is quick, convenient, and casual, the chat room is quicker and wilder. This is conducted in real time, which means that people can contact each other and type messages, frequently misspelt in their hurry, exchanging views around the world. The language used is brief and to the point, communication of the idea being the supreme goal. There was a time when jokes travelled around the world when international telephone operators shared them during the long, boring night shifts. Those old jokes took about twelve hours to become current elsewhere. Today a joke can be in cyberspace as soon as it has been invented.

The benefits of communication through cyberspace are immense, and for some people it will break their isolation rather than increase it. Consider a frail older person who finds the idea of an international flight daunting, but who has friends in another country. This person can quickly establish contact through the e-mail, and can be fully aware of her friends' daily doings. This can be made easier as screens are enlarged and keyboards modified, but the breaking down of isolation of the old and disabled is well worth the effort to improve the machinery. We should also think of the immense value of e-mail and Internet communication to people living in remote or isolated areas.

There is a negative side to all of this. While most people use their computers honestly, there are some who use the innate anonymity of cyberspace cruelly. These people may represent themselves as something they are not; it can be as innocent as pretending to be one's own sister, or as vicious as gaining the confidence of correspondents with a view to robbing them. Confidence tricksters use computers too.

Communication through the Internet is here to stay. If we are to thrive as a society we must make sure that this tool is available to as many people as possible, so that we do not develop pockets of our community who are cut off from knowledge of the Net.

Note the time you finish reading: _____

QUESTIONS 1–7

Match the social effect (1–7) with the cause (A–[illegible]). There may be more than one cause for a social effect.

SOCIAL EFFECT	CAUSE
● Adolescents become isolated	● Anonymity of cyberspace
● Young people lack social skills	● [illegible]
● People contact each other quickly and accurately	● [illegible]
● Swift transmission of ideas, information	● [illegible]
● Isolation is broken for old people	● [illegible]
● Isolation of people in remote areas is reduced	
● Computer users may become [illegible]	

READING

Question Types

PRACTISING QUESTIONS USING GENERAL TRAINING READING PASSAGES

There is a variety of question types used in the IELTS Reading Test and may include:

- ▷ multiple-choice questions
- ▷ short-answer questions
- ▷ sentence completion
- ▷ notes/summary/diagram/flow chart/table
- ▷ choosing from a heading bank for identified paragraphs/sections of the text
- ▷ identification of information in the text or of the writer's views, attitude or claims: Yes, No, True, False, Not Given
- ▷ matching lists/phrases
- ▷ classification.

1 MULTIPLE CHOICE

To answer multiple-choice questions well you must read accurately and understand the passage thoroughly. While you are reading, try to distinguish between the main points the author is making, and the supporting points.

→ **ACTIVITY 24**

Reading the passage *How Safe is a Cup of Tea?* and answer questions 1–5.

Note the time you start reading: _____

How Safe is a Cup of Tea?

People all over the world drink tea. It is a mild beverage which people enjoy in the morning when they start their day, and for years it has had a reputation for being both safe and almost always beneficial, a drink which will give its consumer a lift without dangerous side-effects. It was a drink favoured by temperance organisations who saw far more to fear in alcoholic beverages.

Now scientists are suggesting that tea may not be as safe as we had previously believed. Tea contains caffeine, and caffeine has been linked to sleeplessness, and to the unpleasant jumpy feeling some people get when stressed. More seriously, there is a link with miscarriages, and pregnant women are advised to reduce their intake of tea until after their baby is born.

Caffeine is found in tea, but it is a larger component of other drinks. Six hundred mg of caffeine is found in six cups of percolated coffee, eight cups of instant coffee and 12 cups of medium strength tea. Chocolate drinks contain about 30 mg of caffeine per glass, so it takes 20 glasses to reach 600 mg.

The comparison demands that we know how strong 'medium strength' tea actually is, but medium strength to one person is weak to another. It would, of course, be possible to devise an objective test which prescribed the exact amount of tea in the pot, the time taken for it to brew, and the differing effects of adding (or not adding)

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milk or lemon. Most tea drinkers would rightly regard this as a foolish waste of time, and would continue to judge the strength of the tea they drink by its colour. Many people who drink a lot of tea solve the problem by drinking a beverage from which the caffeine has been removed, decaffeinated tea, but others claim that it simply doesn't taste right. The sensible course is probably one of moderation: continue to enjoy your cup of tea, but don't enjoy too many!

Note the time you finish reading: _____

Answer questions 1–5 by choosing the appropriate letter: A, B, C or D.

1 Tea used to be considered as:
- A beneficial in moderation
- B beneficial in all situations
- C more dangerous than alcohol
- D less dangerous than alcohol

2 Scientists say tea may be dangerous because it
- A contains caffeine
- B makes all its drinkers nervous
- C reduces miscarriages
- D irritates babies

3 There is more caffeine in tea than in
- A instant coffee
- B chocolate drinks
- C percolated coffee
- D cola drinks

4 Tea drinkers usually assess the strength of tea by
- A its colour
- B how long it is brewed
- C its milkiness
- D a measured amount

5 The author suggests the best solution is
- A decaffeinated tea
- B instant coffee
- C tea in moderation

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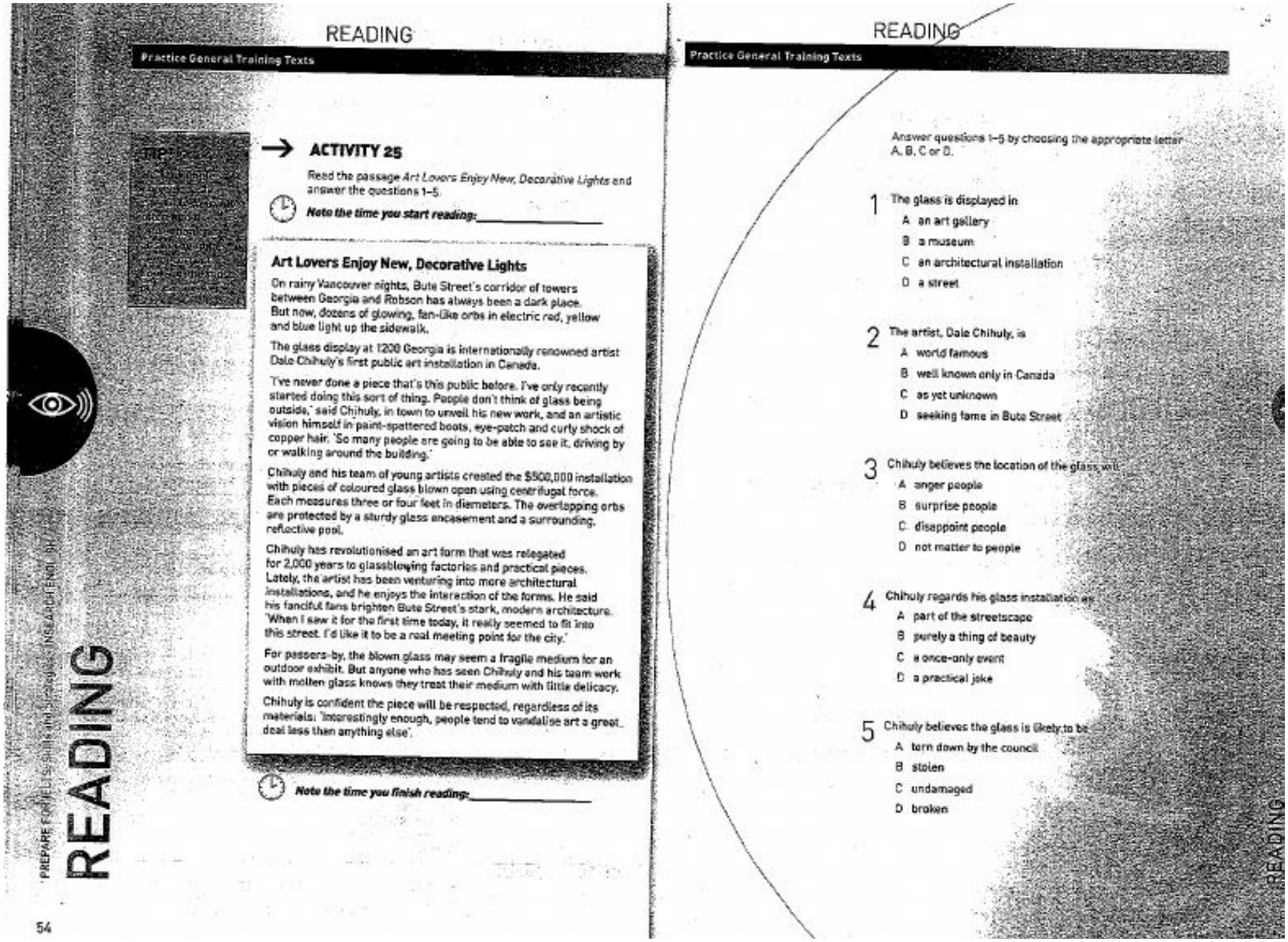

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TIP

→ **ACTIVITY 25**

Read the passage *Art Lovers Enjoy New, Decorative Lights* and answer the questions 1–5.

Note the time you start reading: _____

Art Lovers Enjoy New, Decorative Lights

On rainy Vancouver nights, Bute Street's corridor of towers between Georgia and Robson has always been a dark place. But now, dozens of glowing, fan-like orbs in electric red, yellow and blue light up the sidewalk.

The glass display at 1200 Georgia is internationally renowned artist Dale Chihuly's first public art installation in Canada.

'I've never done a piece that's this public before. I've only recently started doing this sort of thing. People don't think of glass being outside,' said Chihuly, in town to unveil his new work, and an artistic vision himself in paint-spattered boots, eye-patch and curly shock of copper hair. 'So many people are going to be able to see it, driving by or walking around the building.'

Chihuly and his team of young artists created the $500,000 installation with pieces of coloured glass blown open using centrifugal force. Each measures three or four feet in diameters. The overlapping orbs are protected by a sturdy glass encasement and a surrounding, reflective pool.

Chihuly has revolutionised an art form that was relegated for 2,000 years to glassblowing factories and practical pieces. Lately, the artist has been venturing into more architectural installations, and he enjoys the interaction of the forms. He said his fanciful fans brighten Bute Street's stark, modern architecture. 'When I saw it for the first time today, it really seemed to fit into this street. I'd like it to be a real meeting point for the city.'

For passers-by, the blown glass may seem a fragile medium for an outdoor exhibit. But anyone who has seen Chihuly and his team work with molten glass knows they treat their medium with little delicacy.

Chihuly is confident the piece will be respected, regardless of its materials: 'Interestingly enough, people tend to vandalise art a great deal less than anything else'.

Note the time you finish reading: _____

PREPARE FOR IELTS SKILLS AND STRATEGIES: READING BY

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Answer questions 1–5 by choosing the appropriate letter A, B, C or D.

1 The glass is displayed in
- A an art gallery
- B a museum
- C an architectural installation
- D a street

2 The artist, Dale Chihuly, is
- A world famous
- B well known only in Canada
- C as yet unknown
- D seeking fame in Bute Street

3 Chihuly believes the location of the glass will
- A anger people
- B surprise people
- C disappoint people
- D not matter to people

4 Chihuly regards his glass installation as
- A part of the streetscape
- B purely a thing of beauty
- C a once-only event
- D a practical joke

5 Chihuly believes the glass is likely to be
- A torn down by the council
- B stolen
- C undamaged
- D broken

READING

2 SHORT-ANSWER QUESTIONS

Strategies

- **Read** the questions quickly.
- **Identify** the **key words.**
- **Scan** the reading passage quickly.
- **Match** the relevant vocabulary.
- **Answer** by identifying the appropriate letter.

ACTIVITY 26

Read the advertisement *Museums of the Cape Town & Peninsula Region* and answer questions 1–5 by writing the letter of the appropriate museum. There may be more than one answer.

1 Which museum includes exhibits from a gaol? _____

2 Which two museums have exhibits about medicine? _____

3 Where can you learn about wine making? _____

4 Which museum is concerned with education? _____

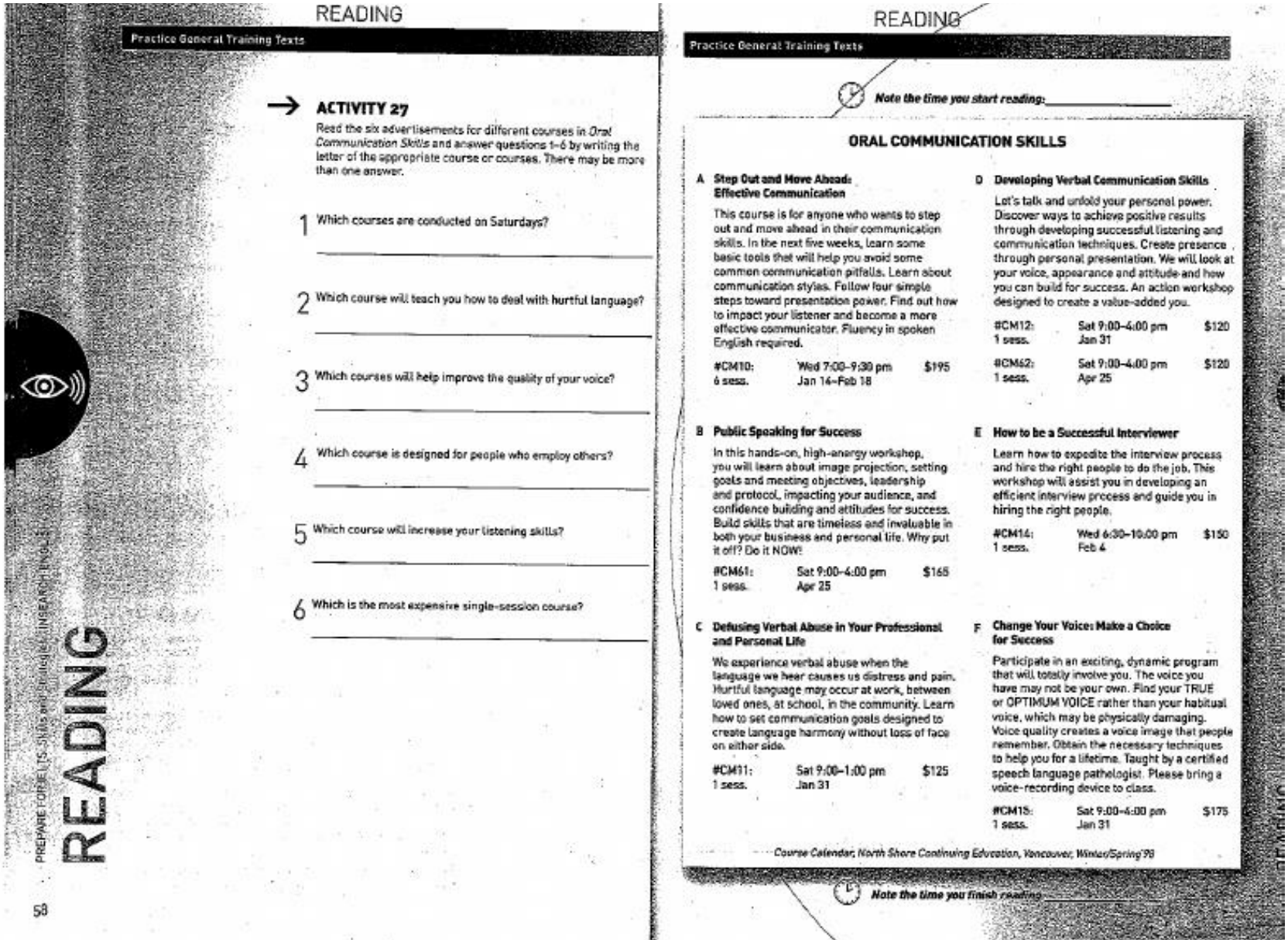
5 Which museums will permit visits after hours? _____

Note the time you start reading: _____

MUSEUMS OF THE CAPE TOWN & PENINSULA REGION

	MUSEUM	CITY/TOWN/TIMES	COMMENTS
A	Bo-Kaap Museum	Cape Town Mon–Sat: 09:30–16:30	1760 House
B	Cape Medical Museum	Green Point Tue–Fri: 09:00–16:00 Mon & Sat: After hours on request	Early Cape medical history
C	CP Nel Museum	Oudtshoorn Tue–Fri: 09:00–16:00 (closed some public holidays)	Was the home of medical superintendent and now defunct City Hospital, 100 years ago. Early Cape medical history artifacts, reconstructions, photographs, books, documents of cultural heritage
D	District Six Museum Foundation	Cape Town Mon–Sat: 10:00–16:00 After hours on request	Oldest residential area of the inner city which fell victim to the Group Areas Act, 1966. 50 000 people were relocated
E	Education Museum	Wynberg Mon–Fri: 09:00–15:00	Victorian and Edwardian school furniture. Teaching aids before computers
F	Fish Hoek Valley Museum	Fish Hoek Tue–Fri: 09:30–12:30 After hours on request	Stories about the early inhabitants of Peers Cave, whaling in Fish Hoek and the community
G	Groot Constantia	Constantia Daily: 10:00–17:00	South Africa's oldest producing wine estate
H	Josephine Mill	Newlands, Cape Town Mon–Fri: 09:00–16:00 Sat/Sun: 10:00–15:00	Cape Town's only surviving and operational watermill, built in 1840
I	Koopmans De Wet House	Cape Town Tue–Sat: 09:30–16:30	19th century home of politically prominent Marie Koopmans De Wet
J	Knysna Museum	Knysna	Four buildings with relics of Knysna's past: Old Gaol Complex; Millwood House; Parkes Shop and Parkes Cottage
K	Le Roux Townhouse	Oudtshoorn Mon–Fri: 09:00–17:00 After hours on request (closed 13:00–14:00 on Sunday and public holidays)	Annex to CP Nel Museum

Note the time you finish reading: _____



READING

Practice General Training Texts

ACTIVITY 27

Read the six advertisements for different courses in *Oral Communication Skills* and answer questions 1–6 by writing the letter of the appropriate course or courses. There may be more than one answer.

1 Which courses are conducted on Saturdays?

2 Which course will teach you how to deal with hurtful language?

3 Which courses will help improve the quality of your voice?

4 Which course is designed for people who employ others?

5 Which course will increase your listening skills?

6 Which is the most expensive single-session course?

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Note the time you start reading: _____

ORAL COMMUNICATION SKILLS

A Step Out and Move Ahead: Effective Communication

This course is for anyone who wants to step out and move ahead in their communication skills. In the next five weeks, learn some basic tools that will help you avoid some common communication pitfalls. Learn about communication styles. Follow four simple steps toward presentation power. Find out how to impact your listener and become a more effective communicator. Fluency in spoken English required.

#CM10: 6 sess.	Wed 7:00–9:30 pm Jan 14–Feb 18	$195

B Public Speaking for Success

In this hands-on, high-energy workshop, you will learn about image projection, setting goals and meeting objectives, leadership and protocol, impacting your audience, and confidence building and attitudes for success. Build skills that are timeless and invaluable in both your business and personal life. Why put it off? Do it NOW!

#CM61: 1 sess.	Sat 9:00–4:00 pm Apr 25	$165

C Defusing Verbal Abuse in Your Professional and Personal Life

We experience verbal abuse when the language we hear causes us distress and pain. Hurtful language may occur at work, between loved ones, at school, in the community. Learn how to set communication goals designed to create language harmony without loss of face on either side.

#CM11: 1 sess.	Sat 9:00–1:00 pm Jan 31	$125

D Developing Verbal Communication Skills

Let's talk and unfold your personal power. Discover ways to achieve positive results through developing successful listening and communication techniques. Create presence through personal presentation. We will look at your voice, appearance and attitude and how you can build for success. An action workshop designed to create a value-added you.

#CM12: 1 sess.	Sat 9:00–4:00 pm Jan 31	$120
#CM62: 1 sess.	Sat 9:00–4:00 pm Apr 25	$120

E How to be a Successful Interviewer

Learn how to expedite the interview process and hire the right people to do the job. This workshop will assist you in developing an efficient interview process and guide you in hiring the right people.

#CM14: 1 sess.	Wed 6:30–10:00 pm Feb 4	$150

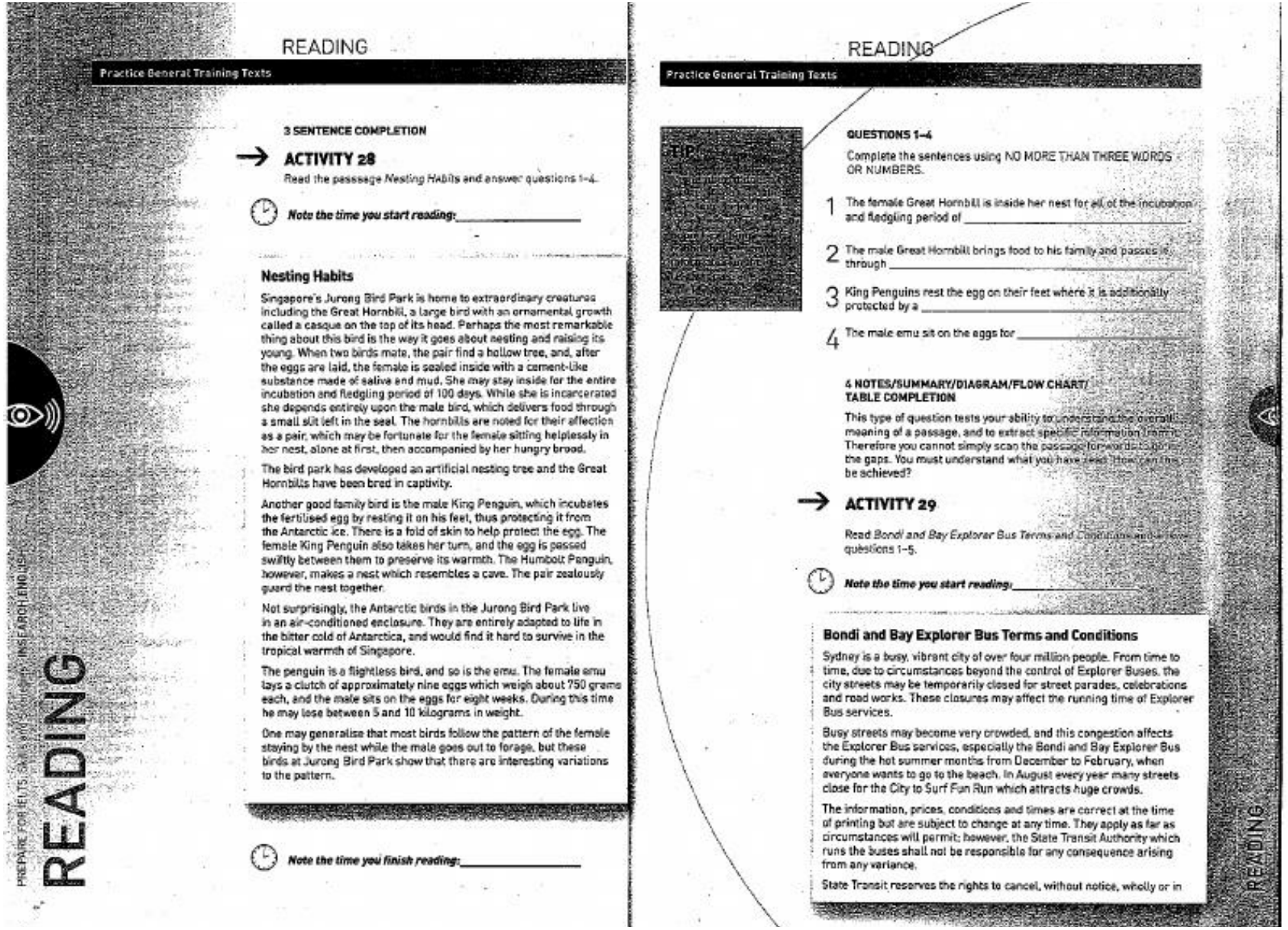
F Change Your Voice: Make a Choice for Success

Participate in an exciting, dynamic program that will totally involve you. The voice you have may not be your own. Find your TRUE or OPTIMUM VOICE rather than your habitual voice, which may be physically damaging. Voice quality creates a voice image that people remember. Obtain the necessary techniques to help you for a lifetime. Taught by a certified speech language pathologist. Please bring a voice-recording device to class.

#CM15: 1 sess.	Sat 9:00–4:00 pm Jan 31	$175

Course Calendar, North Shore Continuing Education, Vancouver, Winter/Spring '98

Note the time you finish reading: _____



READING

Practice General Training Texts

3 SENTENCE COMPLETION

ACTIVITY 28

Read the passage *Nesting Habits* and answer questions 1–4.

Note the time you start reading: _____

Nesting Habits

Singapore's Jurong Bird Park is home to extraordinary creatures including the Great Hornbill, a large bird with an ornamental growth called a casque on the top of its head. Perhaps the most remarkable thing about this bird is the way it goes about nesting and raising its young. When two birds mate, the pair find a hollow tree, and, after the eggs are laid, the female is sealed inside with a cement-like substance made of saliva and mud. She may stay inside for the entire incubation and fledgling period of 100 days. While she is incarcerated she depends entirely upon the male bird, which delivers food through a small slit left in the seal. The hornbills are noted for their affection as a pair, which may be fortunate for the female sitting helplessly in her nest, alone at first, then accompanied by her hungry brood.

The bird park has developed an artificial nesting tree and the Great Hornbills have been bred in captivity.

Another good family bird is the male King Penguin, which incubates the fertilised egg by resting it on his feet, thus protecting it from the Antarctic ice. There is a fold of skin to help protect the egg. The female King Penguin also takes her turn, and the egg is passed swiftly between them to preserve its warmth. The Humbolt Penguin, however, makes a nest which resembles a cave. The pair zealously guard the nest together.

Not surprisingly, the Antarctic birds in the Jurong Bird Park live in an air-conditioned enclosure. They are entirely adapted to life in the bitter cold of Antarctica, and would find it hard to survive in the tropical warmth of Singapore.

The penguin is a flightless bird, and so is the emu. The female emu lays a clutch of approximately nine eggs which weigh about 750 grams each, and the male sits on the eggs for eight weeks. During this time he may lose between 5 and 10 kilograms in weight.

One may generalise that most birds follow the pattern of the female staying by the nest while the male goes out to forage, but these birds at Jurong Bird Park show that there are interesting variations to the pattern.

Note the time you finish reading: _____

READING

Practice General Training Texts

TIP

QUESTIONS 1–4

Complete the sentences using NO MORE THAN THREE WORDS OR NUMBERS.

1 The female Great Hornbill is inside her nest for all of the incubation and fledgling period of _____

2 The male Great Hornbill brings food to his family and passes it through _____

3 King Penguins rest the egg on their feet where it is additionally protected by a _____

4 The male emu sit on the eggs for _____

4 NOTES/SUMMARY/DIAGRAM/FLOW CHART/ TABLE COMPLETION

This type of question tests your ability to understand the overall meaning of a passage, and to extract specific information from it. Therefore you cannot simply scan the passage for words to fill the gaps. You must understand what you have read. How can this be achieved?

ACTIVITY 29

Read *Bondi and Bay Explorer Bus Terms and Conditions* and answer questions 1–5.

Note the time you start reading: _____

Bondi and Bay Explorer Bus Terms and Conditions

Sydney is a busy, vibrant city of over four million people. From time to time, due to circumstances beyond the control of Explorer Buses, the city streets may be temporarily closed for street parades, celebrations and road works. These closures may affect the running time of Explorer Bus services.

Busy streets may become very crowded, and this congestion affects the Explorer Bus services, especially the Bondi and Bay Explorer Bus during the hot summer months from December to February, when everyone wants to go to the beach. In August every year many streets close for the City to Surf Fun Run which attracts huge crowds.

The information, prices, conditions and times are correct at the time of printing but are subject to change at any time. They apply as far as circumstances will permit; however, the State Transit Authority which runs the buses shall not be responsible for any consequence arising from any variance.

State Transit reserves the rights to cancel, without notice, wholly or in

part, any of the bus services. The State Transit Authority shall not be held responsible for property left on buses.

During peak times (including school holidays), services become very popular, and all seats are sold on a 'first in – first seated' basis. Reservations cannot be made, so be early to avoid disappointment.

Note the time you finish reading: _____

QUESTIONS 1–5

Complete the summary below. Choose ONE OR TWO WORDS from the reading passage for each answer.

Sometimes the buses of the Explorer Service cannot follow their usual timetable because of road (1) _____. There may also be a problem with (2) _____ streets during the summer.

The information in this brochure is correct now but circumstances may change. If this happens, the State Transit Authority accepts no (3) _____ for anything resulting from a change.

The State Transit may cancel all or part of a bus service, and is (4) _____ for things left behind on its vehicles.

There are no reservations so it is wise to arrive (5) _____, particularly during times when the service is very popular.

ACTIVITY 30

Read the passage *The West and American Unity* and answer questions 1–2.

Note the time you start reading: _____

The West and American Unity

The men and women who struck out for the western territories did not leave their culture behind. Citizens of the United States – even in the late eighteenth and early nineteenth centuries, when there scarcely was a United States – were conscious of their American identity.

Americans, like people from other nations, adopted certain cultural symbols that helped them identify with their country and their fellow countrymen. Their symbols of unity were newer and fewer than those of Englishmen. They were also mainly political symbols at first, since the United States was for 'the United States were', as people of the era would have said] a political rather than a racial or cultural or geographical union. The most important symbols were the Fourth of July, the Constitution, and George Washington.

Independence Day was celebrated with gusto. It was a national festival, the reminder of America's origins. It was both a martial and social occasion. Wherever they found themselves on that day, Americans fired guns and drank toasts, acknowledging that independence was won by force of arms and expressing fellowship with their countrymen.

The U.S. Constitution was tangible proof of the ascendance of law and reason. For those moving West, who could and did carry copies of the document, it was particularly important because it provided for the extension of the nation and the creation of new states. Its power to unite people was such that, as early as 1812, Louisiana could join the Union despite being separated by hundreds of miles from the nearest state.

The most widely honored symbol of all was George Washington. Newspapers in the 1790s called him 'the eighth wonder of the world'. His steadfast republicanism, his integrity, and his heroic deeds made him a model for all Americans. In fact, it was a source of pride for citizens of the new nation to be able to call themselves the countrymen of George Washington. Furthermore, his own pursuits and youthful career in the Ohio Valley West made him the inspirational patron for westering America. Whether toasting the Fourth of July or their safe arrival in a new place, Americans would raise their glasses first to George Washington.

READING

Practice General Training Texts

Pioneers in the western territories were not trying to create new societies. Usually they set out to replicate the social and political forms they had left behind. Their homes and towns were practical adaptations of the styles and technologies with which they were most familiar. Even those Easterners most fearful of expansion were generally reassured when they saw the rapid strides Westerners made in building American institutions. The common bonds were apparent.

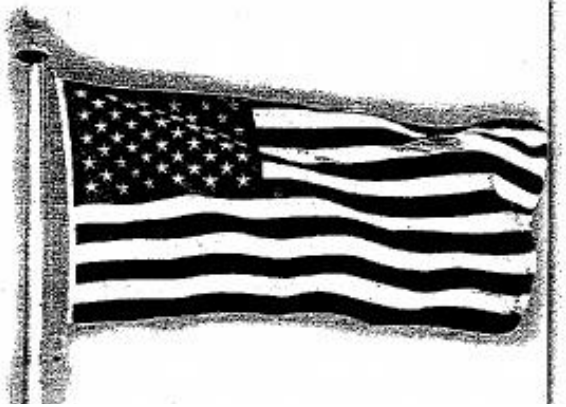
Note the time you finish reading: _____

QUESTIONS 1–2

Complete the table using NO MORE THAN ONE OR TWO WORDS for each answer.

Independence Day	**[1]**	**[2]**
celebrated by festivities, gun fire	deeply respected, carried westward	inspirational patron

EXAMPLE



READING

Practice General Training Texts

5 CHOOSING FROM A HEADING BANK FOR IDENTIFIED PARAGRAPHS/SECTIONS OF THE TEXT

This question type tests how well you can choose the appropriate heading for each paragraph from a list.

It is important to understand the main idea of the paragraph and key words in each paragraph. A new paragraph usually introduces a new point and you should be able to identify this quickly.

Strategies

- **Read** the headings first.
- **Look** for any similarities and differences in the headings.
- **Scan** each paragraph and find the topic sentence or idea.
- **Match** the main ideas of the paragraph with a heading. Be careful that the heading you choose is not too broad or too narrow. It should cover the main ideas of the entire paragraph.

ACTIVITY 31

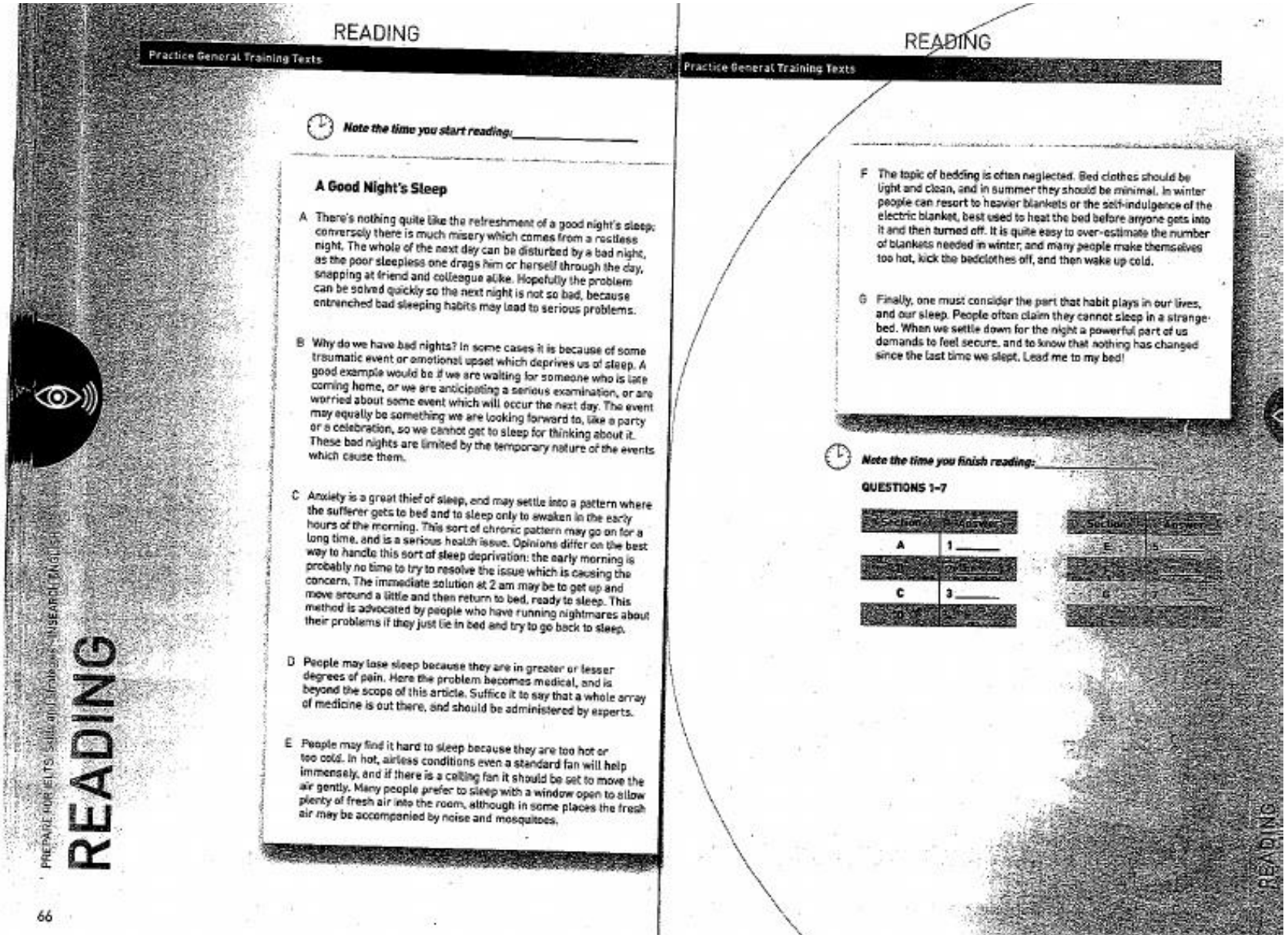
The reading passage *A Good Night's Sleep* has seven sections, A–G.

Choose the most suitable headings for sections A–G from the list of headings below. Write the appropriate numbers (i–x) in boxes 1–7 on your answer sheet. There are more headings than paragraphs so you will not use all of them.

LIST OF HEADINGS

i. Sleeplessness and discomfort
ii. How sleep habits have changed
iii. Long-term anxiety
iv. Staying cool in summer
v. Sleep and security
vi. Comparisons between good and bad sleep
vii. The importance of sleep
viii. The correct temperature for winter
ix. Temporary problems
x. The full moon

READING



READING

Practice General Training Texts

Note the time you start reading: _____

A Good Night's Sleep

A There's nothing quite like the refreshment of a good night's sleep; conversely there is much misery which comes from a restless night. The whole of the next day can be disturbed by a bad night, as the poor sleepless one drags him or herself through the day, snapping at friend and colleague alike. Hopefully the problem can be solved quickly so the next night is not so bad, because entrenched bad sleeping habits may lead to serious problems.

B Why do we have bad nights? In some cases it is because of some traumatic event or emotional upset which deprives us of sleep. A good example would be if we are waiting for someone who is late coming home, or we are anticipating a serious examination, or are worried about some event which will occur the next day. The event may equally be something we are looking forward to, like a party or a celebration, so we cannot get to sleep for thinking about it. These bad nights are limited by the temporary nature of the events which cause them.

C Anxiety is a great thief of sleep, and may settle into a pattern where the sufferer gets to bed and to sleep only to awaken in the early hours of the morning. This sort of chronic pattern may go on for a long time, and is a serious health issue. Opinions differ on the best way to handle this sort of sleep deprivation: the early morning is probably no time to try to resolve the issue which is causing the concern. The immediate solution at 2 am may be to get up and move around a little and then return to bed, ready to sleep. This method is advocated by people who have running nightmares about their problems if they just lie in bed and try to go back to sleep.

D People may lose sleep because they are in greater or lesser degrees of pain. Here the problem becomes medical, and is beyond the scope of this article. Suffice it to say that a whole array of medicine is out there, and should be administered by experts.

E People may find it hard to sleep because they are too hot or too cold. In hot, airless conditions even a standard fan will help immensely, and if there is a ceiling fan it should be set to move the air gently. Many people prefer to sleep with a window open to allow plenty of fresh air into the room, although in some places the fresh air may be accompanied by noise and mosquitoes.

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F The topic of bedding is often neglected. Bed clothes should be light and clean, and in summer they should be minimal. In winter people can resort to heavier blankets or the self-indulgence of the electric blanket, best used to heat the bed before anyone gets into it and then turned off. It is quite easy to over-estimate the number of blankets needed in winter, and many people make themselves too hot, kick the bedclothes off, and then wake up cold.

G Finally, one must consider the part that habit plays in our lives, and our sleep. People often claim they cannot sleep in a strange bed. When we settle down for the night a powerful part of us demands to feel secure, and to know that nothing has changed since the last time we slept. Lead me to my bed!

Note the time you finish reading: _____

QUESTIONS 1–7

Section	Answer
A	1 _____
C	3 _____

Section	Answer
E	5 _____
G	7 _____

PREPARE FOR IELTS: Skills and Strategies – READING ENGLISH

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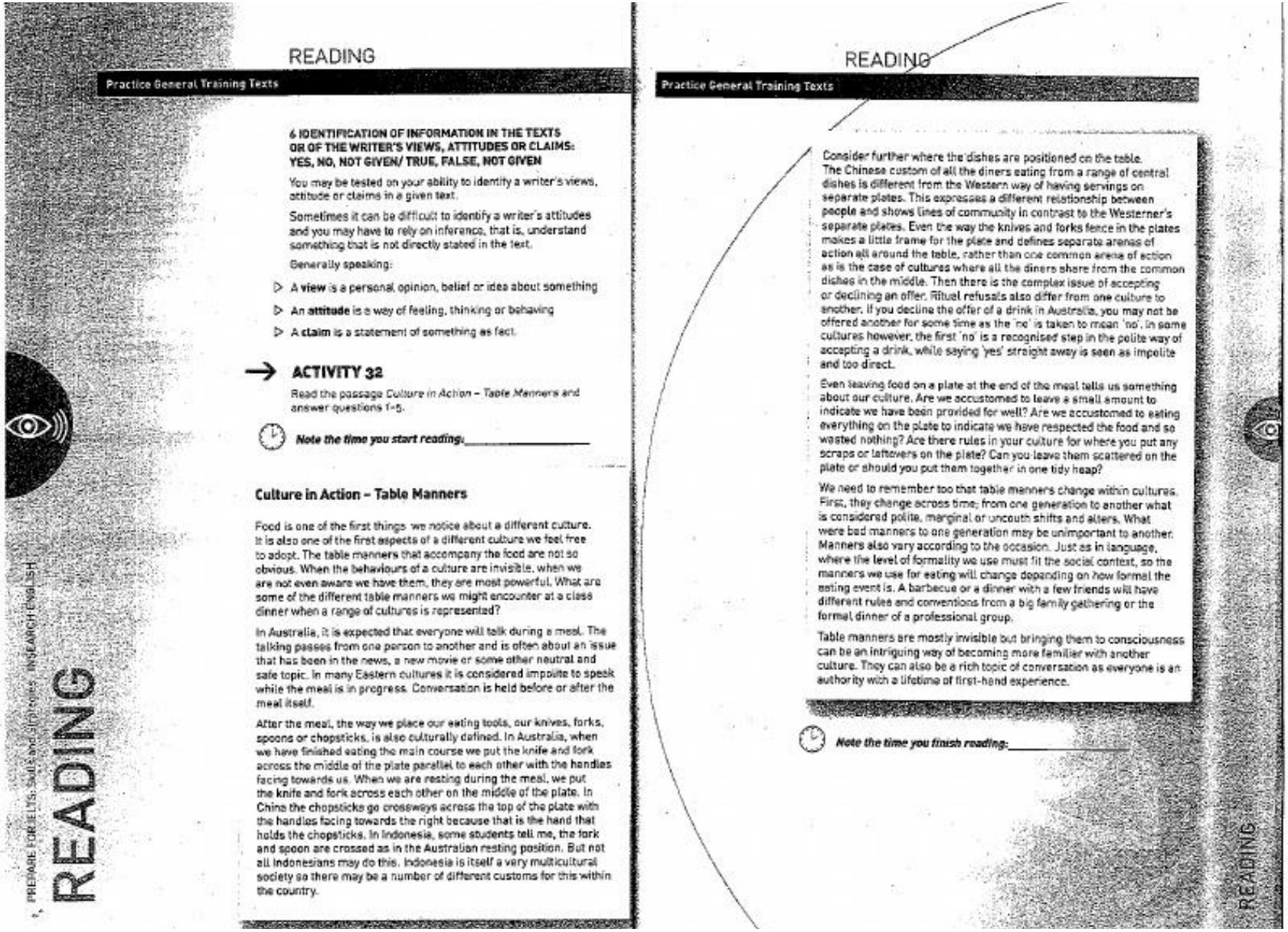

READING

Practice General Training Texts

6 IDENTIFICATION OF INFORMATION IN THE TEXTS OR OF THE WRITER'S VIEWS, ATTITUDES OR CLAIMS: YES, NO, NOT GIVEN/ TRUE, FALSE, NOT GIVEN

You may be tested on your ability to identify a writer's views, attitude or claims in a given text.

Sometimes it can be difficult to identify a writer's attitudes and you may have to rely on inference, that is, understand something that is not directly stated in the text.

Generally speaking:

- A **view** is a personal opinion, belief or idea about something
- An **attitude** is a way of feeling, thinking or behaving
- A **claim** is a statement of something as fact.

ACTIVITY 32

Read the passage *Culture in Action – Table Manners* and answer questions 1–5.

Note the time you start reading: _____

Culture in Action – Table Manners

Food is one of the first things we notice about a different culture. It is also one of the first aspects of a different culture we feel free to adopt. The table manners that accompany the food are not so obvious. When the behaviours of a culture are invisible, when we are not even aware we have them, they are most powerful. What are some of the different table manners we might encounter at a class dinner when a range of cultures is represented?

In Australia, it is expected that everyone will talk during a meal. The talking passes from one person to another and is often about an issue that has been in the news, a new movie or some other neutral and safe topic. In many Eastern cultures it is considered impolite to speak while the meal is in progress. Conversation is held before or after the meal itself.

After the meal, the way we place our eating tools, our knives, forks, spoons or chopsticks, is also culturally defined. In Australia, when we have finished eating the main course we put the knife and fork across the middle of the plate parallel to each other with the handles facing towards us. When we are resting during the meal, we put the knife and fork across each other on the middle of the plate. In China the chopsticks go crossways across the top of the plate with the handles facing towards the right because that is the hand that holds the chopsticks. In Indonesia, some students tell me, the fork and spoon are crossed as in the Australian resting position. But not all Indonesians may do this. Indonesia is itself a very multicultural society so there may be a number of different customs for this within the country.

READING

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Consider further where the dishes are positioned on the table. The Chinese custom of all the diners eating from a range of central dishes is different from the Western way of having servings on separate plates. This expresses a different relationship between people and shows lines of community in contrast to the Westerner's separate plates. Even the way the knives and forks fence in the plates makes a little frame for the plate and defines separate arenas of action all around the table, rather than one common arena of action as is the case of cultures where all the diners share from the common dishes in the middle. Then there is the complex issue of accepting or declining an offer. Ritual refusals also differ from one culture to another. If you decline the offer of a drink in Australia, you may not be offered another for some time as the 'no' is taken to mean 'no'. In some cultures however, the first 'no' is a recognised step in the polite way of accepting a drink, while saying 'yes' straight away is seen as impolite and too direct.

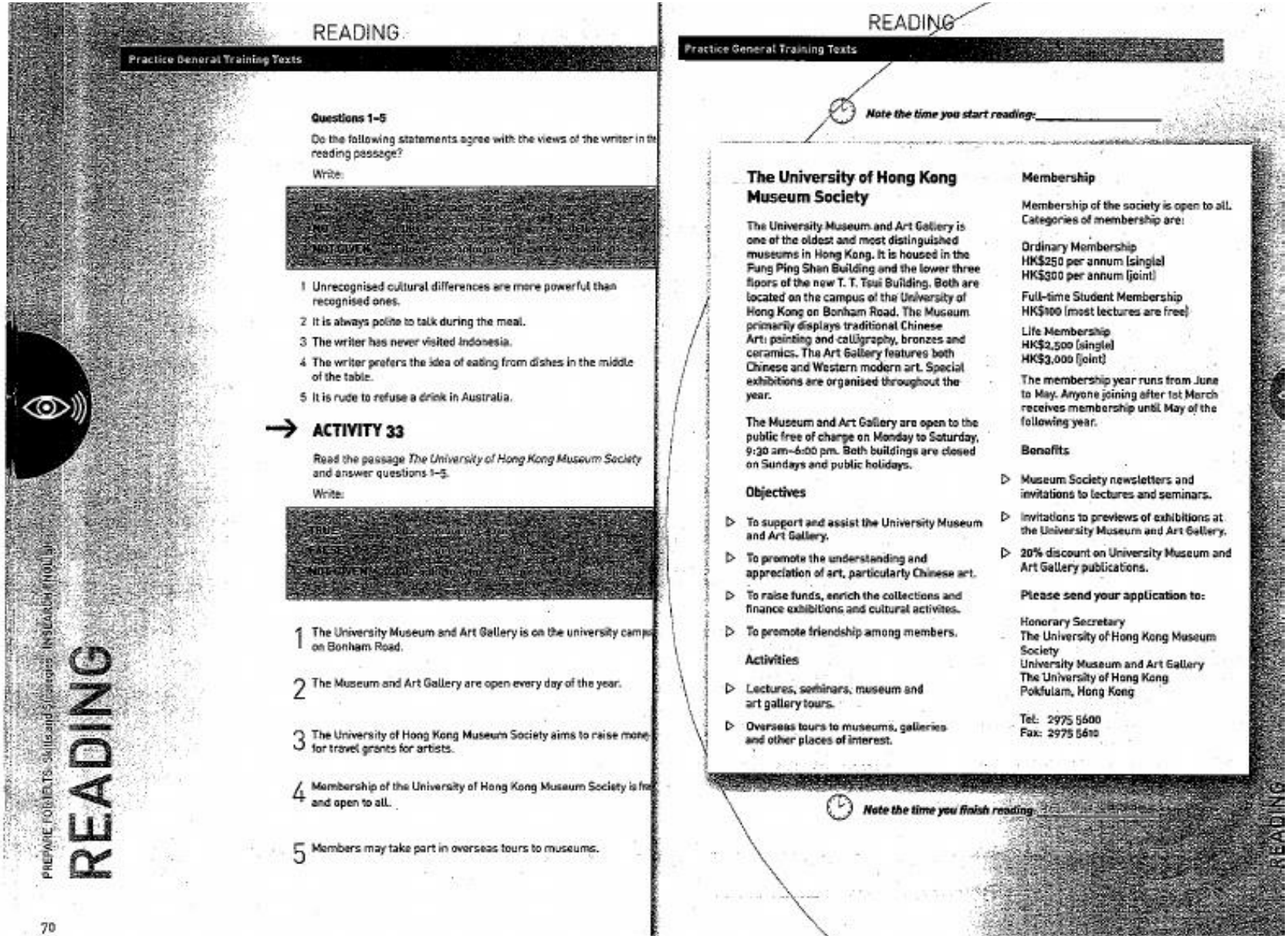
Even leaving food on a plate at the end of the meal tells us something about our culture. Are we accustomed to leave a small amount to indicate we have been provided for well? Are we accustomed to eating everything on the plate to indicate we have respected the food and so wasted nothing? Are there rules in your culture for where you put any scraps or leftovers on the plate? Can you leave them scattered on the plate or should you put them together in one tidy heap?

We need to remember too that table manners change within cultures. First, they change across time; from one generation to another what is considered polite, marginal or uncouth shifts and alters. What were bad manners to one generation may be unimportant to another. Manners also vary according to the occasion. Just as in language, where the level of formality we use must fit the social context, so the manners we use for eating will change depending on how formal the eating event is. A barbecue or a dinner with a few friends will have different rules and conventions from a big family gathering or the formal dinner of a professional group.

Table manners are mostly invisible but bringing them to consciousness can be an intriguing way of becoming more familiar with another culture. They can also be a rich topic of conversation as everyone is an authority with a lifetime of first-hand experience.

Note the time you finish reading: _____

READING



READING

Practice General Training Texts

Questions 1–5

Do the following statements agree with the views of the writer in the reading passage?

Write:

TRUE
FALSE
NOT GIVEN

1 Unrecognised cultural differences are more powerful than recognised ones.
2 It is always polite to talk during the meal.
3 The writer has never visited Indonesia.
4 The writer prefers the idea of eating from dishes in the middle of the table.
5 It is rude to refuse a drink in Australia.

→ **ACTIVITY 33**

Read the passage *The University of Hong Kong Museum Society* and answer questions 1–5.

Write:

TRUE
FALSE
NOT GIVEN

1 The University Museum and Art Gallery is on the university campus on Bonham Road.
2 The Museum and Art Gallery are open every day of the year.
3 The University of Hong Kong Museum Society aims to raise money for travel grants for artists.
4 Membership of the University of Hong Kong Museum Society is free and open to all.
5 Members may take part in overseas tours to museums.

PREPARE FOR IELTS: Skills and Strategies: INTERMEDIATE (HOLT)

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READING

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Note the time you start reading: _____

The University of Hong Kong Museum Society

The University Museum and Art Gallery is one of the oldest and most distinguished museums in Hong Kong. It is housed in the Fung Ping Shan Building and the lower three floors of the new T. T. Tsui Building. Both are located on the campus of the University of Hong Kong on Bonham Road. The Museum primarily displays traditional Chinese Art: painting and calligraphy, bronzes and ceramics. The Art Gallery features both Chinese and Western modern art. Special exhibitions are organised throughout the year.

The Museum and Art Gallery are open to the public free of charge on Monday to Saturday, 9:30 am–6:00 pm. Both buildings are closed on Sundays and public holidays.

Objectives

- To support and assist the University Museum and Art Gallery.
- To promote the understanding and appreciation of art, particularly Chinese art.
- To raise funds, enrich the collections and finance exhibitions and cultural activites.
- To promote friendship among members.

Activities

- Lectures, seminars, museum and art gallery tours.
- Overseas tours to museums, galleries and other places of interest.

Membership

Membership of the society is open to all. Categories of membership are:

Ordinary Membership
HK$250 per annum (single)
HK$300 per annum (joint)

Full-time Student Membership
HK$100 (most lectures are free)

Life Membership
HK$2,500 (single)
HK$3,000 (joint)

The membership year runs from June to May. Anyone joining after 1st March receives membership until May of the following year.

Benefits

- Museum Society newsletters and invitations to lectures and seminars.
- Invitations to previews of exhibitions at the University Museum and Art Gallery.
- 20% discount on University Museum and Art Gallery publications.

Please send your application to:

Honorary Secretary
The University of Hong Kong Museum Society
University Museum and Art Gallery
The University of Hong Kong
Pokfulam, Hong Kong

Tel: 2975 5600
Fax: 2975 5610

Note the time you finish reading: _____

READING

ACTIVITY 34
Read the passage *Staff Value a Career Path Above Salary* and answer questions 1–7.

Note the time you start reading: _____

Staff Value a Career Path Above Salary

Companies are learning that they will hold on to staff only if they give them the chance to develop.

Staff retention is once again a key concern for almost two-thirds of UK companies, while turnover in the retail sector is twice as high as the national average. But firms wishing to buy their employees' loyalty would be well advised to offer career opportunities rather than money, according to a survey by Reed Personnel Services.

With staff turnover at 26 per cent, it is not surprising that three out of four retailers have introduced, or are considering introducing, measures to retain people. Less predictably, however, respondents put a higher salary second to the chance of career progression in a list of the top five reasons why people change jobs.

Employers' responses to the problem vary widely, from staff recognition programmes to multi-skilling and team building exercises, but 70 per cent of those surveyed listed training as their primary solution. This research emphasises how effective it can be to concentrate on increasing staff morale rather than pay, says James Reed, chief executive of Reed.

Tesco, one of the retailers featured in the survey, began a staff retention programme some years ago. Although turnover was 33 per cent last year, the company is confident that morale is rising and long-term loyalty has increased.

Employees in every store have recently gone through a management programme focusing on improving core skills and process development. Managers scrutinised jobs and attempted to eliminate unnecessary or bureaucratic processes so that staff were able to concentrate on the main business.

The company has been running a programme called Project Future since early 1997 and, according to Cartwright, it is now an ongoing process. Managers attend short core skill workshops in their stores, together with shopfloor staff who are earmarked for promotion.

This training fits in with managers' individual career development plans, and the company is also keen to encourage employees to apply for jobs in different functions. 'I've been here for 12 years, but never in the same job for more than two,' Cartwright said. 'It's almost like working for a different company each time you move.'

Tesco's expansion into central Europe has opened up new possibilities for long-term posts abroad. More than 100 of its British managers are working in Poland, Hungary and the Czech and Slovak republics, and 31 more central European hypermarkets are planned for the next few years.

Back at home, the company has introduced more flexibility to encourage the store's predominantly female workforce to return to work after maternity leave. More people are taking career breaks and returning to part-time management positions.

'We are operating a 24-hour, seven days-a-week business,' Cartwright said. 'If a mother wants to fit her work around her kids or her husband's shifts, then we can accommodate that.'

Note the time you finish reading: _____

QUESTIONS 1–7

Do the following statements reflect the claims of the writer in the reading passage?

Write:

[redacted]

1 Employee groups say that a career path is more important than money.

2 Staff turnover in the UK in general is 26%.

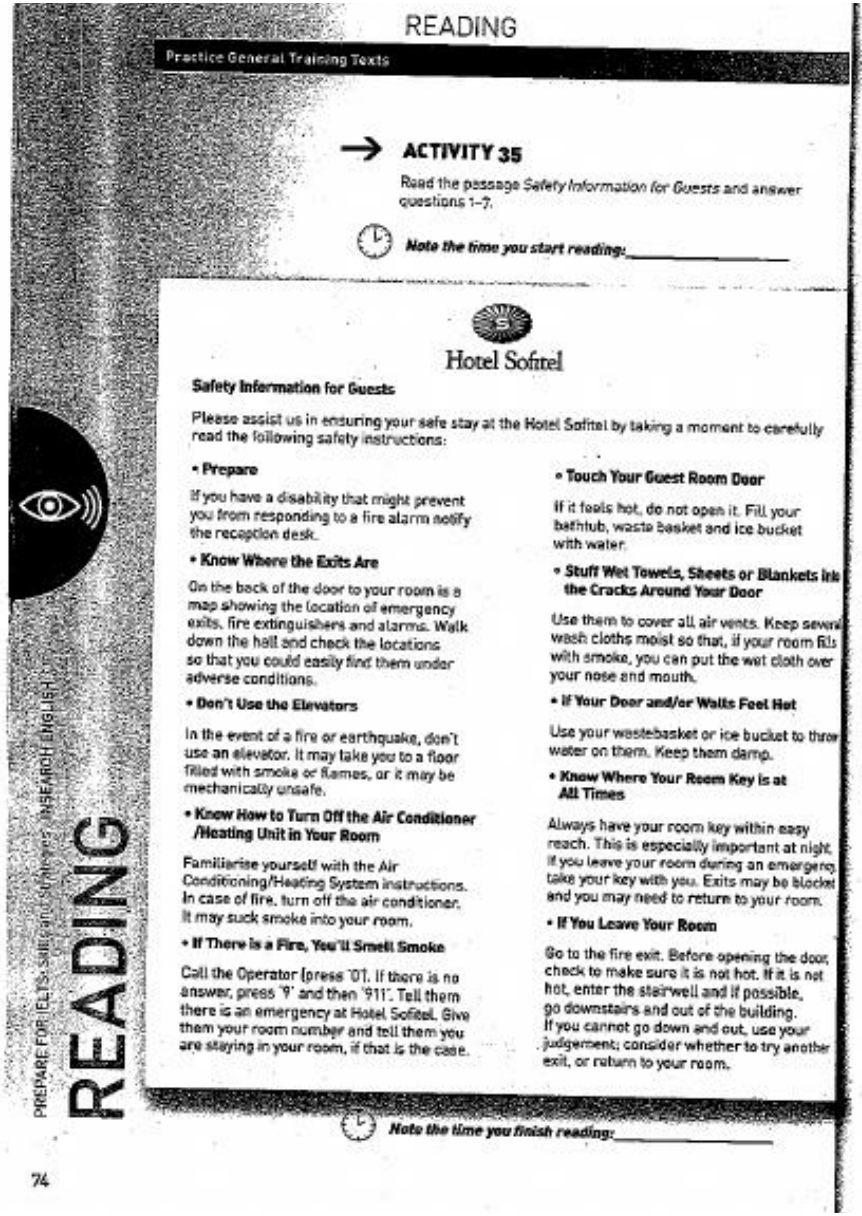
3 Retailers are attempting to keep their staff.

4 Most employers in the survey prefer training to encourage staff to stay.

5 Tesco has reduced staff turnover.

6 Managers in each Tesco store designed the training program.

7 All Tesco employees take part in Project Future.



READING

Practice General Training Texts

ACTIVITY 35

Read the passage *Safety Information for Guests* and answer questions 1–7.

*Note the time you start reading:*_____

Hotel Sofitel

Safety Information for Guests

Please assist us in ensuring your safe stay at the Hotel Sofitel by taking a moment to carefully read the following safety instructions:

• Prepare

If you have a disability that might prevent you from responding to a fire alarm notify the reception desk.

• Know Where the Exits Are

On the back of the door to your room is a map showing the location of emergency exits, fire extinguishers and alarms. Walk down the hall and check the locations so that you could easily find them under adverse conditions.

• Don't Use the Elevators

In the event of a fire or earthquake, don't use an elevator. It may take you to a floor filled with smoke or flames, or it may be mechanically unsafe.

• Know How to Turn Off the Air Conditioner /Heating Unit in Your Room

Familiarise yourself with the Air Conditioning/Heating System instructions. In case of fire, turn off the air conditioner. It may suck smoke into your room.

• If There is a Fire, You'll Smell Smoke

Call the Operator (press '0'). If there is no answer, press '9' and then '911'. Tell them there is an emergency at Hotel Sofitel. Give them your room number and tell them you are staying in your room, if that is the case.

• Touch Your Guest Room Door

If it feels hot, do not open it. Fill your bathtub, waste basket and ice bucket with water.

• Stuff Wet Towels, Sheets or Blankets into the Cracks Around Your Door

Use them to cover all air vents. Keep several wash cloths moist so that, if your room fills with smoke, you can put the wet cloth over your nose and mouth.

• If Your Door and/or Walls Feel Hot

Use your wastebasket or ice bucket to throw water on them. Keep them damp.

• Know Where Your Room Key is at All Times

Always have your room key within easy reach. This is especially important at night. If you leave your room during an emergency, take your key with you. Exits may be blocked and you may need to return to your room.

• If You Leave Your Room

Go to the fire exit. Before opening the door, check to make sure it is not hot. If it is not hot, enter the stairwell and if possible, go downstairs and out of the building. If you cannot go down and out, use your judgement; consider whether to try another exit, or return to your room.

*Note the time you finish reading:*_____

PREPARE FOR IELTS: SKILLS AND STRATEGIES: RESEARCH ENGLISH

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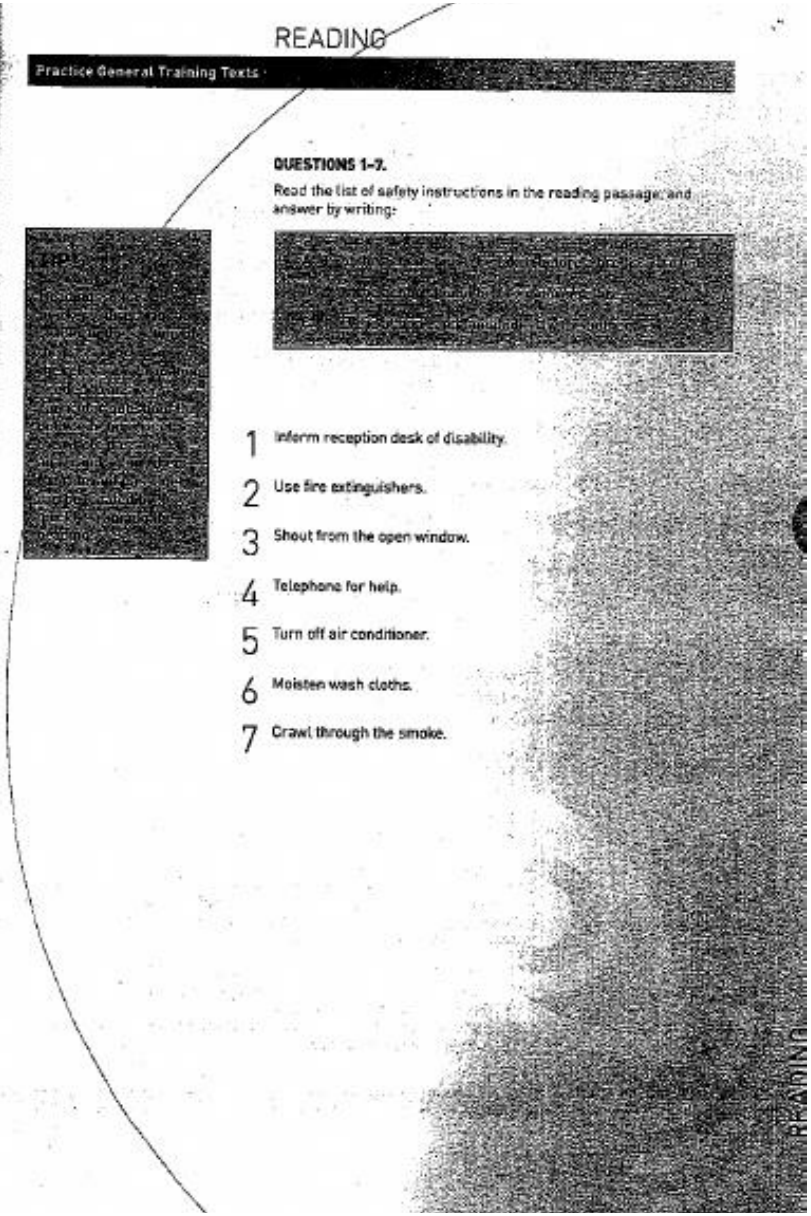

READING

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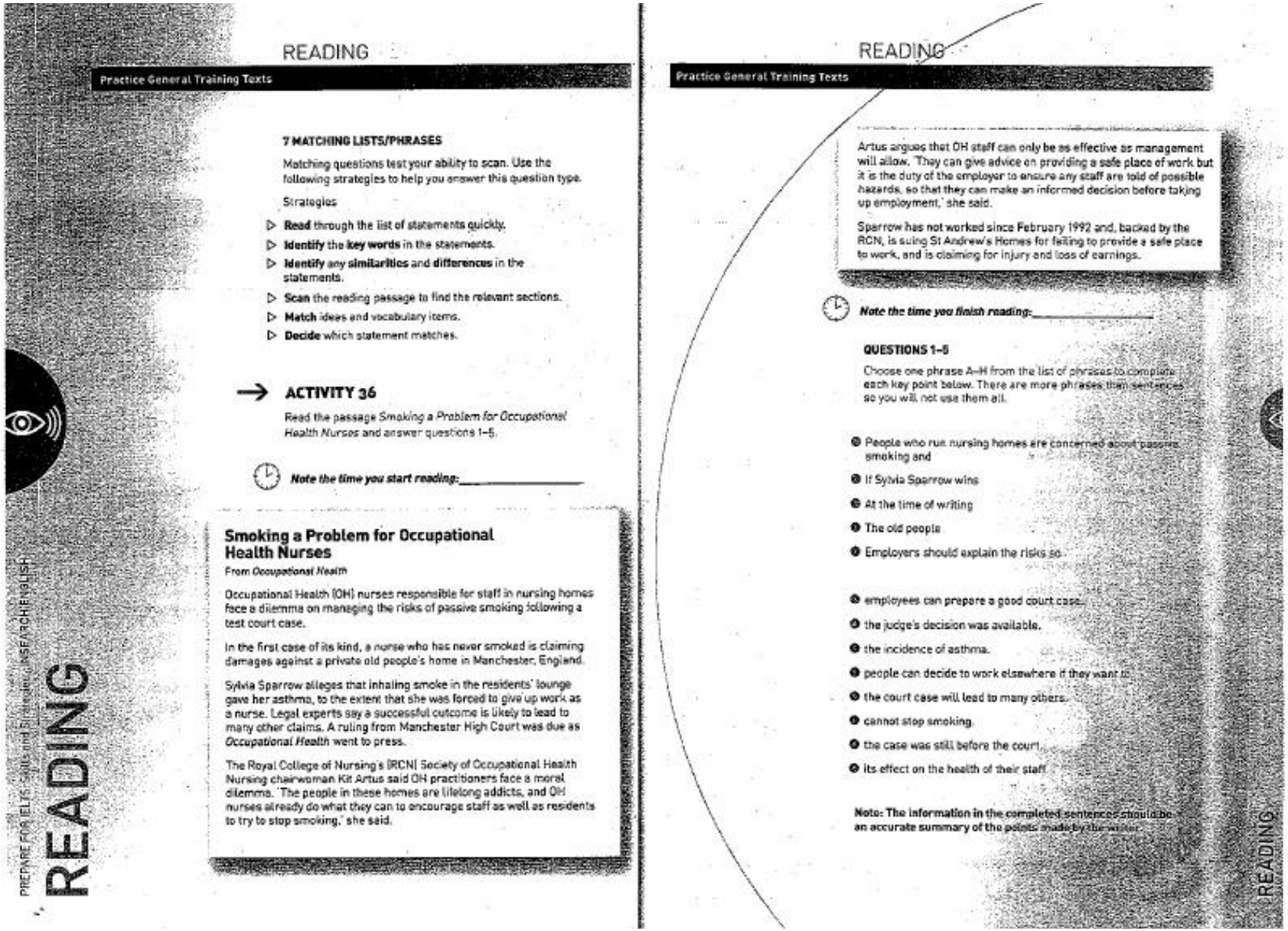
QUESTIONS 1–7.

Read the list of safety instructions in the reading passage, and answer by writing:

1 Inform reception desk of disability.
2 Use fire extinguishers.
3 Shout from the open window.
4 Telephone for help.
5 Turn off air conditioner.
6 Moisten wash cloths.
7 Crawl through the smoke.

READING



READING

Practice General Training Texts

7 MATCHING LISTS/PHRASES

Matching questions test your ability to scan. Use the following strategies to help you answer this question type.

Strategies

- **Read** through the list of statements quickly.
- **Identify** the **key words** in the statements.
- **Identify** any **similarities** and **differences** in the statements.
- **Scan** the reading passage to find the relevant sections.
- **Match** ideas and vocabulary items.
- **Decide** which statement matches.

ACTIVITY 36

Read the passage *Smoking a Problem for Occupational Health Nurses* and answer questions 1–5.

Note the time you start reading: _____

Smoking a Problem for Occupational Health Nurses

From *Occupational Health*

Occupational Health (OH) nurses responsible for staff in nursing homes face a dilemma on managing the risks of passive smoking following a test court case.

In the first case of its kind, a nurse who has never smoked is claiming damages against a private old people's home in Manchester, England.

Sylvia Sparrow alleges that inhaling smoke in the residents' lounge gave her asthma, to the extent that she was forced to give up work as a nurse. Legal experts say a successful outcome is likely to lead to many other claims. A ruling from Manchester High Court was due as *Occupational Health* went to press.

The Royal College of Nursing's (RCN) Society of Occupational Health Nursing chairwoman Kit Artus said OH practitioners face a moral dilemma. 'The people in these homes are lifelong addicts, and OH nurses already do what they can to encourage staff as well as residents to try to stop smoking,' she said.

READING

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Artus argues that OH staff can only be as effective as management will allow. 'They can give advice on providing a safe place of work but it is the duty of the employer to ensure any staff are told of possible hazards, so that they can make an informed decision before taking up employment,' she said.

Sparrow has not worked since February 1992 and, backed by the RCN, is suing St Andrew's Homes for failing to provide a safe place to work, and is claiming for injury and loss of earnings.

Note the time you finish reading: _____

QUESTIONS 1–5

Choose one phrase A–H from the list of phrases to complete each key point below. There are more phrases than sentences so you will not use them all.

1. People who run nursing homes are concerned about passive smoking and
2. If Sylvia Sparrow wins
3. At the time of writing
4. The old people
5. Employers should explain the risks so

A. employees can prepare a good court case.
B. the judge's decision was available.
C. the incidence of asthma.
D. people can decide to work elsewhere if they want to.
E. the court case will lead to many others.
F. cannot stop smoking.
G. the case was still before the court.
H. its effect on the health of their staff.

Note: The information in the completed sentences should be an accurate summary of the points made by the writer.

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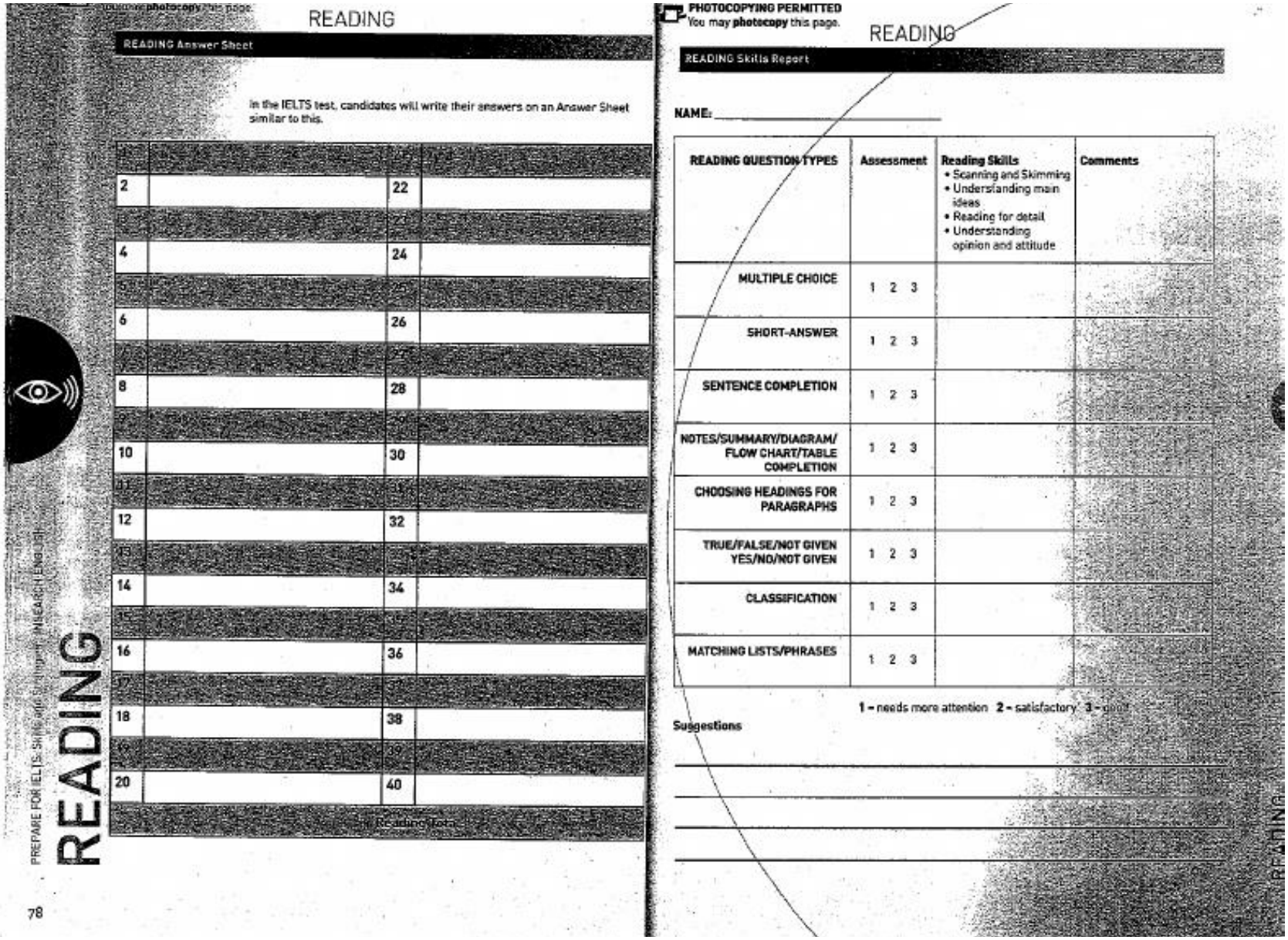
READING



READING

READING Answer Sheet

In the IELTS test, candidates will write their answers on an Answer Sheet similar to this.

2		22	
4		24	
6		26	
8		28	
10		30	
12		32	
14		34	
16		36	
18		38	
20		40	

Reading Total

READING

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PHOTOCOPYING PERMITTED
You may **photocopy** this page.

READING

READING Skills Report

NAME: _____

READING QUESTION TYPES	Assessment	Reading Skills • Scanning and Skimming • Understanding main ideas • Reading for detail • Understanding opinion and attitude	Comments
MULTIPLE CHOICE	1 2 3		
SHORT-ANSWER	1 2 3		
SENTENCE COMPLETION	1 2 3		
NOTES/SUMMARY/DIAGRAM/ FLOW CHART/TABLE COMPLETION	1 2 3		
CHOOSING HEADINGS FOR PARAGRAPHS	1 2 3		
TRUE/FALSE/NOT GIVEN YES/NO/NOT GIVEN	1 2 3		
CLASSIFICATION	1 2 3		
MATCHING LISTS/PHRASES	1 2 3		

1 = needs more attention 2 = satisfactory 3 = good

Suggestions

READING

UNIT FOUR

WRITING

About the Writing Test 82
Academic Task 1 83
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"Writing effectively in English takes lots of practice. I have a couple of pen pals in English-speaking countries and writing to them regularly, and receiving letters from them, has really helped."

ACADEMIC AND GENERAL TRAINING WRITING MODULES

The writing test takes one hour and is divided into two tasks in both the Academic and General Training Writing modules.

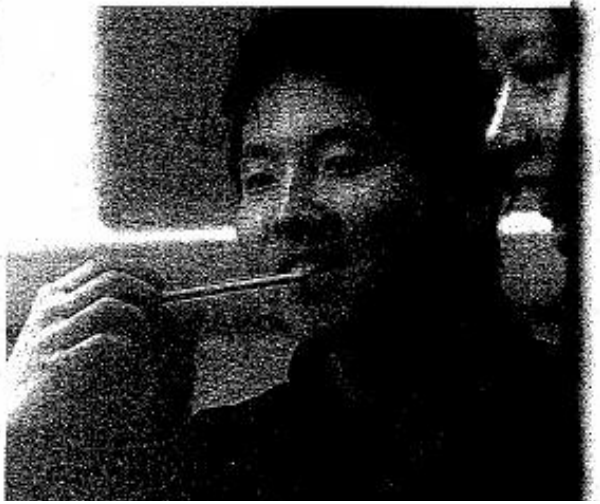
In the first task of the Academic module, candidates are expected to summarise the key features of a graphic text by writing at least 150 words. The second task is to write an essay of at least 250 words.

In the first task of the General Training module candidates write a letter of at least 150 words and then write an essay of at least 250 words for the second task.

In each module the first task should be completed in 20 minutes, leaving 40 minutes to complete the second task.

Writing Task 2 counts more towards the IELTS band score than Writing Task 1. It may be a good idea to answer Task 2 first. However, candidates must complete both tasks, so it is important to allow adequate time to do Task 1.

In both tasks in the IELTS Writing Test, answers must be written in full. It is not acceptable to write notes or use bullet points. You must use a variety of complete sentences and types of sentences.



TASK 1 OF THE ACADEMIC WRITING MODULE measures the candidate's ability to **summarise** information presented as a diagram or a table by selecting and reporting on the main features. You are expected to be able to:

- organise, present and compare data where relevant in a table or graph (a bar, column, pie or line graph). A combination of graphs and tables might be presented.
- describe the stages of a process or procedure
- describe an object
- describe an event or sequence of events
- explain how something works.

The topics in Academic Writing Task 1 are of general interest. There is no bias toward any particular field of study and you will not need any specialist knowledge. Candidates are asked to write about things that people entering a university, college or applying for professional registration should be familiar with.

Remember – no notes or bullet points.

It is suggested that you spend 20 minutes on Task 1.

You must write at least 150 words.

In Academic Task 1 the instruction you will be given is to summarise information by selecting and reporting the main features, and make comparisons where relevant.

Information will be presented in the following forms:

- line graphs
- tables
- bar/column graphs
- pie graphs
- combination of the above graphs
- stages in a process or procedure
- illustration of a working tool, object or machine

WHAT IS A SUMMARY?

To **summarise** means to understand the main features of a text or graph, select these features and points, and to present this information using your own words in a concise and accurate manner.

WHAT IS THE EXAMINER LOOKING FOR?

The examiner will consider four criteria (all equally weighted).

These are:

- Task Achievement (Task 1) and Task Response (Task 2)
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

A public version of the descriptors for IELTS Writing Task 1 and Task 2 is available from the official IELTS website at:

www.ielts.org/teachersandresearchers

WHAT DO THESE CRITERIA MEAN?

TASK ACHIEVEMENT (FOR TASK 1)

Task Achievement is a measure of your ability to summarise information presented in graphic form in the time given (20 minutes is recommended), using at least 150 words.

Ask yourself:

- Have I answered the question as completely as possible?
- Have I summarised significant features of the graphic text?
- Have I included key data to support and complete my summary?
- Have I used complete sentences and avoided using bullet points?
- Have I written at least 150 words?

COHERENCE AND COHESION

Coherence and cohesion help organise the text.

Cohesion refers to the micro level of the text – how words are linked to form sentences, and how sentences are joined together logically to form the argument. This is achieved in several ways:

- Agreement between subject and verb, with number (singular and plural forms); agreement with case (word forms before and after verbs, and possessive forms); and gender forms. These are all important features of language which help the reader follow a written text.
- The sequence and order of tenses, and verb forms for different tenses, help organise information in a text.
- Articles (a/an and the) assist the reader follow the participants in a text (for example: a man, the man, men).
- Pronouns help the reader follow the participants and the arguments in a text.
- Conjunctions (joining words) are important for linking ideas, causes and results, giving reasons, presenting conditions and contingencies, and explaining and clarifying statements.

Coherence refers to the organisation of the whole text – the macro level. This means the structure of the response – the introduction, body paragraphs and the concluding paragraph. It also means how paragraphs are organised – the topic sentences, supporting and developing sentences and concluding sentences. The use of transition signals (linking words) is important as they signal the stages and sequence of processes and procedures, narratives, and the logical development of ideas.

LEXICAL RESOURCE

Lexical resource refers explicitly to the use of words. This means

- the range of vocabulary across academic topic areas and paraphrasing to easily and clearly summarise and describe a variety of graphic texts with an appropriate tone and level of formality
- the command of word forms (for example, machine, mechanic, mechanisation, mechanical, mechanise, mechanically)
- the correct spelling (the number of spelling mistakes is a clear indicator of language ability).

GRAMMATICAL RANGE AND ACCURACY

This refers to your command of the grammar of English and the rate of error. How many mistakes do you make?

Rate of error is another key indicator of English proficiency. How well do you manage active and passive voice structures; adjective/noun and verb/adverb choices for describing information; and the correct use of prepositions of time and place?

Grammatical range also refers to the range of sentence types and the length of these sentences. Do you use a mix of simple, compound and complex sentences of varying lengths? When constructing complex sentences can you use relative pronouns, subordinating conjunctions and participles correctly and effectively?

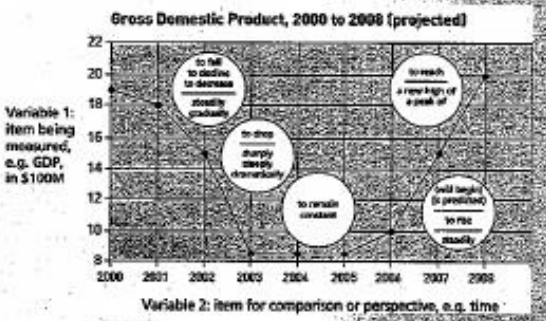
TASK 1: WHAT DO I HAVE TO DO?

- identify the subject of the graph
- paraphrase the given language in the question in order to write the introduction and orientation for your summary
- identify significant features or the main trends for the second sentence
- identify the data
- construct a variety of sentences comparing or contrasting information from the graph
- use transition signals
- construct cohesive paragraphs
- write a minimum of 150 words in 20 minutes
- check for mistakes.

DESCRIBING LINE GRAPHS

Grammar
Present simple tense to describe graphs
Past tenses to describe data in the past
Future tenses to describe data in the future.

Grammar of Line Graphs
Describing trends, comparing data
simple, compound and complex sentences



The correct verb tense is important when describing graph
The information in the above graph requires you to use both past, present and future tenses.

ACTIVITY 1

Use expressions from the graph on the previous page to complete the summary. Be careful to choose the correct tense, and correct word form.

GDP (1) _____ (2) _____ between 2002–2003. From 2003 to 2005 the GDP (3) _____ (4) _____ at just under its current rate of $10m. In the present year, 2006, it is showing a (5) _____ (6) _____ and (7) _____ to increase until 2008. It is forecast that GDP will (8) _____ at around $20m by 2008.

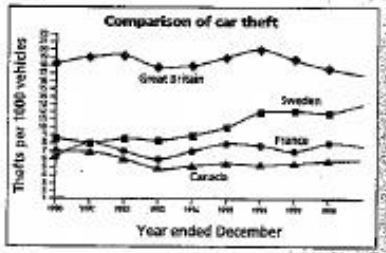
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the rates at which cars were stolen in four countries between 1990 and 1998.

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

Write at least 150 words.



ORGANISING YOUR ANSWER

How is the information presented?

As a line graph.

What is the topic?

Look for topic words in the question. In this question they are: cars stolen, four countries, between 1990–1998.

What is being measured or compared?

In this case, there are four lines in the graph representing a comparison of the number of car thefts per 1000 vehicles in Great Britain, Sweden, France and Canada.

What is the time period?

1990–1998.

What is the most obvious trend or change?

In this example, it is easy to see that Great Britain suffered the largest number of car thefts, Canada the least, and that thefts rose in Sweden over eight years but fell in Canada, and that they increased in France.

HOW MANY PARAGRAPHS SHOULD I WRITE?

You are required to write 150 words and your own ideas must be logically structured. Paragraphs are used to organise your writing to help the reader understand what it is you are saying. In order to decide how many paragraphs you should have, consider the following:

- Decide how to organise your summary of the data
- Paraphrase the task statement in paragraph one and identify the main trend, or feature, as part of the introduction
- Decide whether you need a further two or three paragraphs to construct a variety of sentences which describe, compare and contrast information.

You will need to take a minute or two to determine how you will approach the question, how you will organise the information presented in the graph and how you will therefore structure your answer.

You have several options. See options 1-2 outlined below.

Option 1 5 Paragraphs
(Introduction + 4 Body Paragraphs)

PARAGRAPH	CONTENT OUTLINE
1	**Introduction** The overview
2	**Body Paragraph 1** **Canada** for the time period
3	**Body Paragraph 2** **France** for the time period
4	**Body Paragraph 3** **Sweden** for the time period
5	**Body Paragraph 4** **Great Britain** for the time period

Option 2 3 Paragraphs
(Introduction + 2 Body Paragraphs)

Option 2a

PARAGRAPH	CONTENT OUTLINE
1	**Introduction** The overview
2	**Body Paragraph 1** **Great Britain** for the time period – very high car theft rate.
3	**Body Paragraph 2** **Sweden, France** and **Canada** for the time period – lower rate than Great Britain

TIP

Option 2b

PARAGRAPH	CONTENT OUTLINE
1	**Introduction** The overview
2	**Body Paragraph 1** **Great Britain, France** and **Canada** for the time period – rate fluctuated but decreasing trend
3	**Body Paragraph 2** **Sweden** for the time period – car theft rate showed **increasing** trend.

Options 2a and 2b are better than option 1. In general, [illegible] paragraphs are better than too many. Five paragraphs for [illegible] essay are too many.

The introduction you write will depend on your summary plan. For example, look at how the introduction differs in both of these summaries because of how the writer has decided to organise the paragraphs.

Option 2a

PARAGRAPH	CONTENT OUTLINE
1	The line graph presents data on the rate of car theft measured by the number of thefts per 1000 vehicles over an eight year period, from 1990 till 1998 (each year ending in December) in four countries. It will be noticed that the rate of theft in **Great Britain** is considerably higher than in the other three countries – **Sweden, Canada** and **France.**
2	**Body paragraph 1** **Great Britain** for the time period – **very high** car theft rate.
3	**Body paragraph 2** **Sweden, France** and **Canada** for the time period – **lower** rate than **Great Britain.**

Option 2b

PARAGRAPH	CONTENT OUTLINE
1	The line graph presents data on the rate of car theft measured by the number of thefts per 1000 **vehicles** over an eight **year** period, from 1990 till 1998 (each year ending in December) in four countries. It can be seen that the rate of theft in **Great Britain, France** and **Canada** is showing signs of slowing down, while in **Sweden** the rate has been consistently increasing over this period.
2	**Body paragraph 1** **Great Britain, France** and **Canada** for the time period – rate fluctuated but **decreasing** trend.
3	**Body paragraph 2** **Sweden** for the time period – car theft rate showed **increasing** trend.

Now, look at the body paragraphs used in the following sample answer and think about whether they are based on the essay plan and introduction from option 2a or 2b.

PARAGRAPH	CONTENT
1	Which introduction? 2a or 2b?
2	Car theft was a problem in Great Britain during the 1990s. It rose from 18 thefts per 1000 vehicles in 1990 to 2% of vehicles in 1996, almost twice as high as the rates in Sweden and France throughout most of the decade, and three times higher than the Canadian rate. However, the number of cars stolen gradually declined with a 1.7% rate recorded in 1998.
3	Car theft in Sweden, on the other hand, increased dramatically in the mid 1990s, showing a 50% increase in thefts before levelling off at twelve cars stolen per 1000 vehicles in 1996. In France the number fluctuated between six and eight thefts per 1000 vehicles, while Canada's car theft rate remained constant at around 0.6% and was the lowest among the four countries.

TIP

If you decided that the above body paragraphs are based on option 2a you are correct. We can match the introduction previously shown for option 2a with the above body paragraphs to see the final result as shown below.

SAMPLE ANSWER

The line graph presents data on the rate of car theft measured by the number of thefts per 1000 vehicles over an eight year period, from 1990 till 1998 in four countries. It will be noticed that the rate of theft in Great Britain is considerably higher than in the other three countries – Sweden, Canada and France.

Car theft was a problem in Great Britain during the 1990s. It rose from 18 thefts per 1000 vehicles in 1990 to 2% of vehicles in 1996, almost twice as high as the rates in Sweden and France throughout most of the decade, and three times higher than the Canadian rate. However, the number of cars stolen gradually declined with a 1.7% rate recorded in 1998.

Car theft in Sweden, on the other hand, increased dramatically in the mid 1990s, showing a 50% increase in thefts before levelling off at 12 cars stolen per 1000 vehicles in 1996. In France the number fluctuated between six and eight thefts per 1000 vehicles, while Canada's car theft rate remained constant at around 0.6% and was the lowest rate amongst the four countries.

Word Count: 187 words

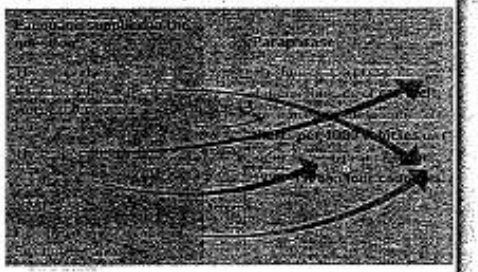
TIP!

WRITING AN INTRODUCTION

The introduction is where you give an overview of the graphic text you have to describe. It should have two sentences:

Sentence 1 – This sentence is the orientation to the summary and paraphrases the information and language supplied in the question.

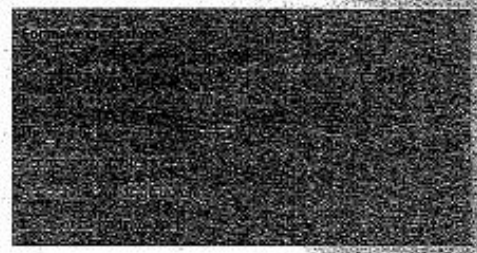
Sentence 2 – This sentence tells the reader how the summary will be organised.



APPROPRIATE TONE AND REGISTER

When you write your answer you should be careful to use the appropriate register. You are writing a formal academic report so the language should be formal and objective, and is unlikely to include personal pronouns (I, you, we). The writing should be succinct and should not include unnecessary words or phrases. It is also unacceptable to use bullet points.

Here are some standard formal expressions



LANGUAGE AND LANGUAGE CHOICES

DESCRIBING TRENDS

When we describe changes in data we can use both adjectives and nouns, and verbs and adverbs, to describe the pace or extent of change.

Verb and adverb constructions

EXAMPLE

	Verb		Adverb
The number ...	rose increased	+	slightly slowly

Adjective and noun constructions

EXAMPLE

	Adjective		Noun
There was a ...	slight slow	+	rise increase

TIPS

ACTIVITY 2

Complete the following table of language choices to describe trends.

The adjective and adverb are formed from the same word.

The noun and verb are formed from the same word. One answer has been given as an example.

EXAMPLE

ADJECTIVE	NOUN	VERB	ADVERB
slight	decrease	to decrease	slightly
1			
significant	increase	to 2 _____	significantly
	3		4
gradual	5 _____	to drop (dropped)	6 _____
7	8		
sharp	9 _____	to grow (grew/grown)	10 _____

LANGUAGE BOX

Some useful phrases to help describe trends:

- remained the same
- reached a plateau
- remained stable (stabilised)
- reached a peak (peaked)
- hit/fell/dropped to the lowest point
- the graph shows a fluctuation (fluctuated)
- it is predicted that ... (referring to future trends).

LANGUAGE BOX

Other useful phrases to help describe trends:

- **Trend and tendency**

  A trend is a pattern. If the numbers seem to be consistently going down, there is a **downward trend.**

  A tendency is similar to a trend. If the numbers are consistently going downwards, we can say, **there is a tendency to fall.**

- **Downward and downwards**

  Downward is an adjective: **there was a downward (or upward) trend**

  Downwards is an adverb: **the trend was downwards (or upwards)**

  The same rule applies to forward/forwards, backward/backwards and so on.

- **Per cent and percentage**

  40% (per cent) of the group was male. A larger percentage was female.

ACTIVITY 3

Complete the following using words from the box. Each word can be used only once.

Twenty (1) _____ of all cars sold in Australia are imported.

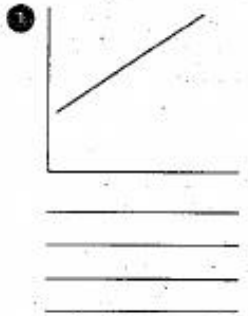
This (2) _____ began in the 1970s and will continue to inch slowly (3) _____ for the next decade until the Australian car industry strengthens as a result of increased competition and the new Industrial Relations Act.

This (4) _____ movement or (5) _____ is quite different to that shown for car parts, now being made more and more locally.

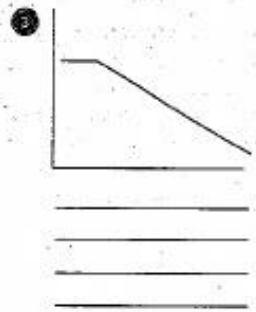
The (6) _____ of car parts imported from overseas, either from Asia or Europe, has generally followed a (7) _____ pattern.

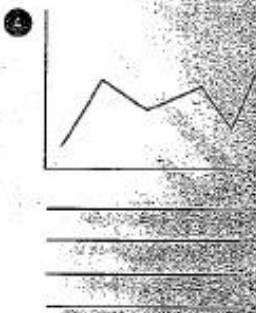
ACTIVITY 4

Describe the following graphs using adjectives and nouns, or verbs and adverbs. Write four different phrases for each graph.

1 

2

3 

4 

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ACTIVITY 5

Look at the sample answer below and, without changing the meaning, insert the following expressions.

This is another sample answer for the graph on page 89.

SAMPLE ANSWER

The graph indicates that car theft in Great Britain during the period 1990–1998 was (1) _____ than the rate in Sweden and France, while the car theft rate in Canada was (2) _____.

According to the statistics, car theft was a serious problem in Great Britain during the 1990s. It (3) _____ from 18 thefts per 1000 vehicles in 1990 to two per cent of vehicles in 1996, almost (4) _____ the rates in Sweden and France throughout most of the decade, and three times higher than the Canadian rate. However, the number of cars stolen (5) _____ towards the end of the nineties with a 1.7% rate recorded in 1998.

Car theft in Sweden, on the other hand, (6) _____ dramatically in the mid 1990s, showing a 50% increase in thefts before levelling off at 12 cars stolen per 1000 vehicles in 1996. Car theft in France fluctuated between six and eight per 1000 vehicles during this period, while Canada's car theft rate (7) _____ to around 0.6% of all vehicles and was the (8) _____ among the four countries.

TIME PHRASES

Time phrases in Task 1 are used to describe when a change happens, and can refer to the past, present or future.

Look at the sample answer below.

Time expressions and language referring to data are in **bold**.

COMPARE AND CONTRAST

It is important to compare and contrast data in Task 1.

Look at the sample answer again and notice the comparative language underlined. Also, look at words indicating contrast – while, however, on the other hand.

SAMPLE ANSWER

The line graph presents data on the rate of car theft measured by the **number of thefts per 1000** vehicles over an **eight year period, from 1990 till 1998** in four countries. It will be noticed that the **rate of theft** in Great Britain is considerably higher than in the other three countries – Sweden, Canada and France.

Car theft was a problem in Great Britain **during the 1990s.** It rose from **18 thefts per 1000** vehicles **in 1990** to **2% of vehicles in 1996**, almost twice as high as the rates in Sweden and France throughout most **of the decade**, and three times higher than the Canadian rate. However, the number of cars stolen gradually declined with a **1.7% rate** recorded **in 1998**.

Car theft in Sweden, on the other hand, increased dramatically **in the mid-1990s**, showing a **50% increase** in thefts before levelling off **at twelve cars stolen per 1000 vehicles in 1996.** In France the **number fluctuated between six and eight thefts per 1000 vehicles**, while Canada's **car theft rate remained constant at around 0.6%** and was the lowest among the four countries.

Word Count: 186

PREPARE FOR IELTS: Skills and Strategies - INSEARCH ENGLISH

WRITING

REFERRING TO THE SUBJECT

Now, look at the way subjects in the following answer are referred to. You can vary the way you refer to the subject (of the graph or of a sentence), to make your answer more interesting. Subjects are in **bold** in the sample answer below.

For example, follow the subject in the second and third paragraphs: car theft – it – the number of cars stolen – car theft – thefts – the number – Canada's car theft rate

SAMPLE ANSWER

The graph indicates that **car theft** in Great Britain during the period 1990 – 1998 was greater than in Sweden and France, whilst in Canada the rate remained relatively low.

According to the statistics, **car theft** was a problem in Great Britain during the 1990s. **It** rose from 18 thefts per 1000 vehicles in 1990 to 2% of vehicles in 1996, almost twice as high as the rates in Sweden and France throughout most of the decade, and three times higher than the Canadian rate. However, **the number of cars stolen** gradually declined with a 1.7% rate recorded in 1998.

Car theft in Sweden, on the other hand, increased dramatically in the mid 1990s, showing a 50% increase in **thefts** before levelling off at 12 cars stolen per 1000 vehicles in 1996. In France **the number** fluctuated between six and eight thefts per 1000 vehicles, while **Canada's car theft rate** remained constant at around 0.6% and was the lowest among the four countries.

Word Count: 162

WRITING
Academic Task 1

LANGUAGE BOX

TENSE CHOICES

In general when describing something or someone we use the present simple tense. This is also appropriate for describing preferences, habits, routines, behaviours, itineraries or if we are describing a graph, machine or a process.

However, if you need to include information dated in the past or the future, then we might have to consider other tense choices.

▷ The line graph **summarises** data on the number of car thefts in four European countries from 1990 till 1998.	▷ Simple present (general opening description)
▷ Car thefts **increased** gradually from 1990 till 1998 in Sweden.	▷ Simple past (for data in the past)
▷ Since 1996 car thefts **have decreased** gradually in Britain.	▷ Present perfect (for a period of time from point in the past till now)
▷ It is predicted that car thefts **will continue** to increase after 1998 in Sweden.	▷ Future tense (for future prediction)
▷ Between 1993 and 1996 sales **had begun** to increase again in Britain, but then **started** their long fall.	▷ Past perfect (completed action in past before a particular moment in the past)

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WRITING

WRITING

Academic Task 1

LANGUAGE AND LANGUAGE CHOICES

LANGUAGE BOX

Grammar
present simple tense to describe the table
Grammar of tables
comparing and contrasting data, superlatives
simple, compound and complex sentences

→ **ACTIVITY 6**
Look at the following table.

TABLE 1: Average Temperature and Rainfall in Darwin, Australia

	F	A	J	A	O	D
Temp C°	32	33	31	32	34	33
Rainfall	18	06	01	-	05	15

Based on the data in the table choose words from the box to complete the following sentences using comparative and superlative forms.

1 January to March are the months of the year with the _____ number of wet days.

2 May to September have the _____ number of rainy days each year.

WRITING

PREPARE FOR IELTS: Skills and Strategies - RESEARCH ENGLISH

WRITING

Academic Task 1

3 January is the _____ month of the year. There are on average 20 days of rain in that month.

4 The _____ months of the year are October and November with average temperatures of 34°C.

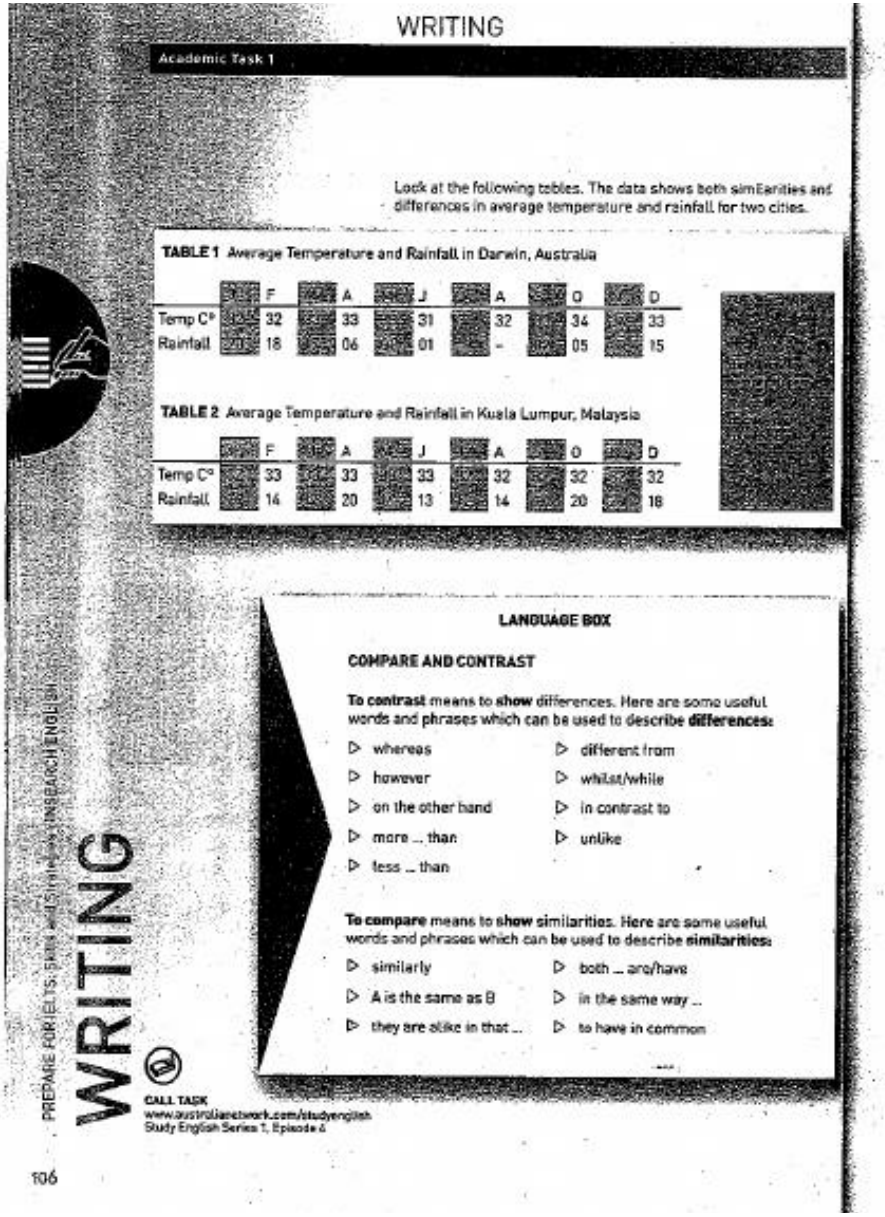
5 The _____ months of the year are July and August when usually no rain falls.

6 The rainfall in January is much _____ than in May.

7 The temperatures in June and July are only slightly _____ than during the rest of the year.

8 May is usually as warm as April, but May is much _____

WRITING



WRITING

Academic Task 1

Look at the following tables. The data shows both similarities and differences in average temperature and rainfall for two cities.

TABLE 1 Average Temperature and Rainfall in Darwin, Australia

	F	A	J	A	O	D
Temp C°	32	33	31	32	34	33
Rainfall	18	06	01	-	05	15

TABLE 2 Average Temperature and Rainfall in Kuala Lumpur, Malaysia

	F	A	J	A	O	D
Temp C°	33	33	33	32	32	32
Rainfall	14	20	13	14	20	18

LANGUAGE BOX

COMPARE AND CONTRAST

To contrast means to **show** differences. Here are some useful words and phrases which can be used to describe **differences**:

- whereas
- however
- on the other hand
- more ... than
- less ... than
- different from
- whilst/while
- in contrast to
- unlike

To compare means to **show similarities**. Here are some useful words and phrases which can be used to describe **similarities**:

- similarly
- A is the same as B
- they are alike in that ...
- both ... are/have
- in the same way ...
- to have in common

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WRITING

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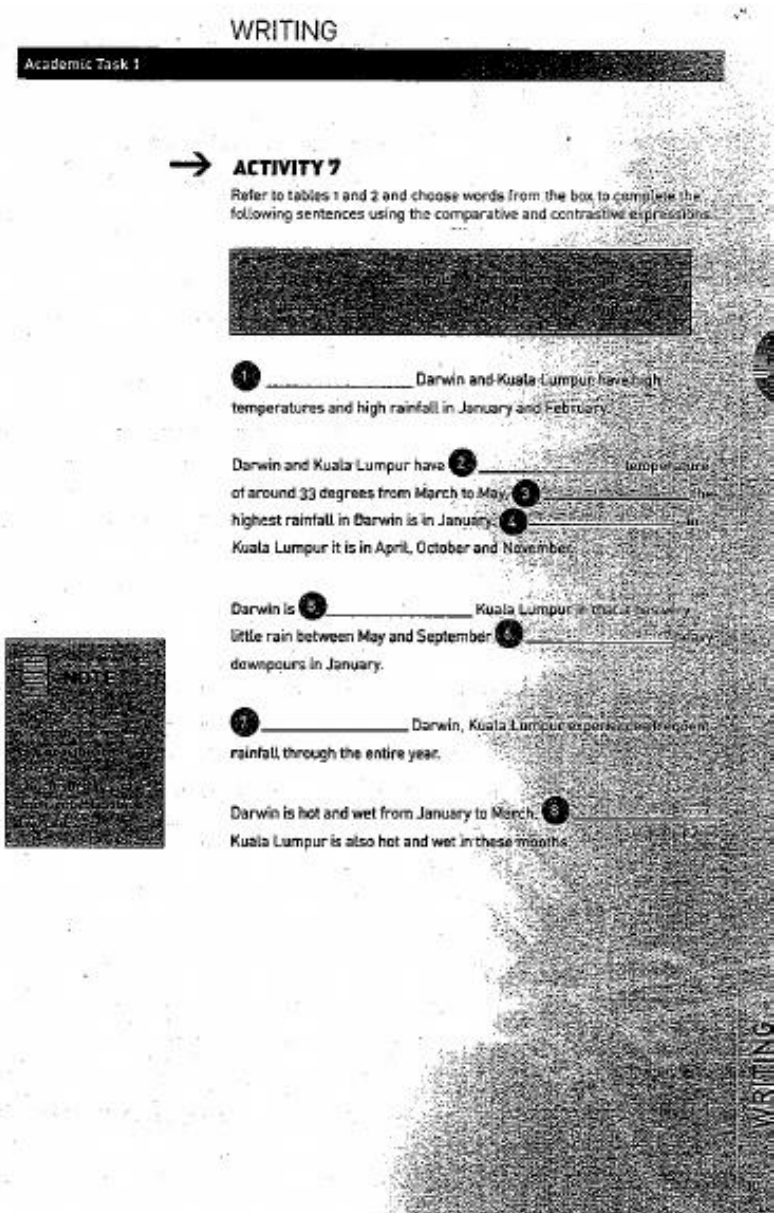


WRITING

Academic Task 1

ACTIVITY 7

Refer to tables 1 and 2 and choose words from the box to complete the following sentences using the comparative and contrastive expressions.

1 _____ Darwin and Kuala Lumpur have high temperatures and high rainfall in January and February.

Darwin and Kuala Lumpur have 2 _____ temperature of around 33 degrees from March to May. 3 _____ the highest rainfall in Darwin is in January; 4 _____ in Kuala Lumpur it is in April, October and November.

Darwin is 5 _____ Kuala Lumpur in that it has very little rain between May and September. 6 _____ they have downpours in January.

7 _____ Darwin, Kuala Lumpur experiences heavy rainfall through the entire year.

Darwin is hot and wet from January to March. 8 _____ Kuala Lumpur is also hot and wet in these months.

NOTE

WRITING

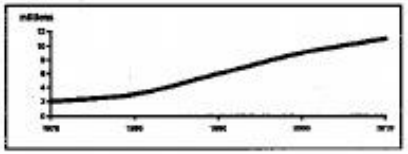
WRITING

Academic Task 1

SUPPORTING DATA AND COMMENTS
SUMMARISING THE INFORMATION IN LINE GRAPHS

It is important in Task 1 to base your answer on the data given in the tables, graphs or charts. Use the data provided in the graph or table to support and strengthen your statements. Your answer can not be complete and you can not get a good band score unless you do this.

Look at the following graph showing sales of digital televisions from 1970 to 2010.



EXAMPLE

Statement – 'digital television sales increased gradually'

Data – 'between 1980 to 2010', 'from 2 to 12 million'

Comments – 'a rise of 500%'

Digital television sales increased gradually from 2 to 12 million between 1980 and 2010. This was a rise of 500%.

Look at the following sentences based on the graph.

There was a slight increase in the sales of digital televisions for the first ten years. For the next ten years the number of televisions sold increased steadily. From 1990 to 2000 sales continued to rise. In the period 2000 to 2010 sales are predicted to level off reaching a projected high in 2010 of 12 million.

What is missing in the above paragraph?

Answer: supporting data and comments

→ **ACTIVITY**

Identify the statements, data and comments in the following.

For the first three months digital television production increased from about 500 televisions per month to just under 1000 per month. This was an increase of about 500 televisions produced for the period. Over the next six months the number of televisions produced fluctuated at around 800 televisions per month. For a period of five months production remained at approximately just over 700 televisions per month. There was a slight upward trend for the next seven months to a peak of nearly 900 televisions produced per month before production decreased rapidly by about 200 televisions per month to around 100 televisions per month.

PREPARE FOR IELTS: Skills and Strategies – RESEARCH ENGLISH

WRITING

WRITING

Academic Task 1

LANGUAGE BOX

NUMBERS AS ADJECTIVES

When you are writing numbers and amounts you must consider whether you are using the adjectival form of the word describing the amount, or the noun form. It must be remembered that in English adjectives do not take a plural form (one blue book, two blue books).

For example, in English we say:

The boy, who is 13 years old, won the chess championship.

(years is a noun, plural form is -s)

or

The 13 year-old boy won the chess championship.

(year is an adjective, with no plural form)

In the table on page 110, amounts are expressed in the noun form **millions** of tonnes but in the description you can also use the adjectival form **million tonnes**.

→ **ACTIVITY 8**

Complete the following using the words in the box. Each word can be used only once.

Every year (1) _____ of young boys around the world are injured playing football, especially rugby – a serious contact sport. Last year in Australia alone, almost one (2) _____ boys from several of the largest states, (3) _____ 13 to 17, received some kind of injury from rugby, some quite serious.

It was reported that the most common injury for this (4) _____ group was bone, especially leg and arm fractures.

However, at least one 14 (5) _____ suffered spinal injury when a scrum collapsed on him. This boy, just 14 (6) _____ at the time, might never be able to play any kind of sport again.

WRITING

WRITING ABOUT TABLES

Grammar
present simple tense to describe the graph;
past tense to describe data in the past

Grammar of Tables
comparing and contrasting data, superlatives
simple, compound and complex sentences

ACTIVITY 9

Look at the table and answer the following questions.

TABLE 1: Australia: Coal Production by States, 1950 - 51 to 1985 - 86 (millions of tonnes)

Year	Raw Coal NSW	QLD	SA	WA	TAS/VIC	Australia
1955-56	14.8	2.7	0.5	0.9	0.4	19.3
1965-66	25.4	5.6	2.0	1.1	0.1	34.2
1975-76	40.6	32.4	1.8	2.1	0.2	77.1
1985-86	77.2	80.0	2.2	3.8	0.5	163.6

1 How is the information presented?

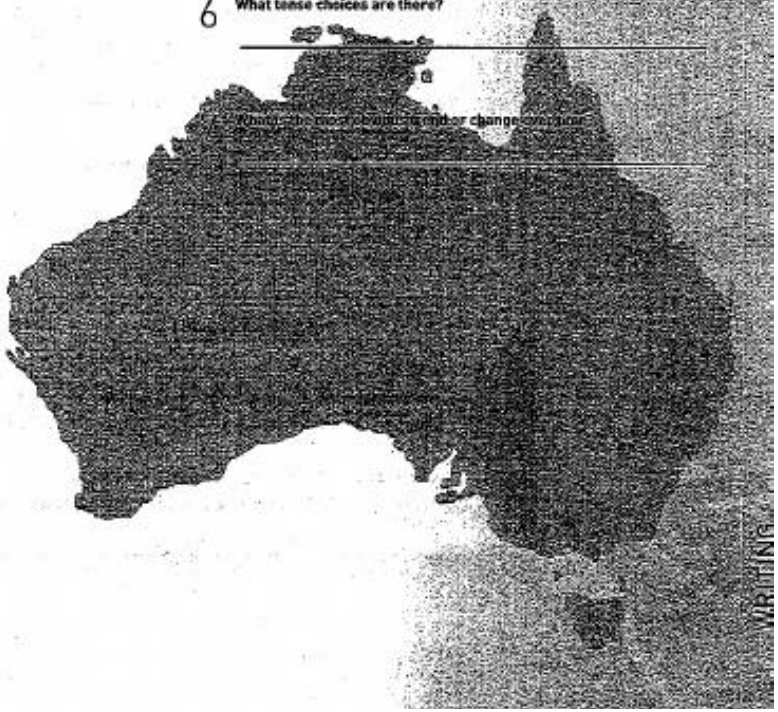
2 What is the subject of the information?

3 What is being measured?

4 Are there any obvious correlations or contrasts in the figures?

5 What is the time period?

6 What tense choices are there?



IDENTIFY THE MAIN FEATURES

ACTIVITY 10

Read the following statements and insert the correct information based on the table on page 110.

Overall there was an increase in coal production in nearly all states between 1950 and 1986. 1 _____ produced the largest amount of coal during this period with an overall increase of 78 million tonnes. 2 _____, 3 _____ and 4 _____ produced the least amount of coal, although the amount increased fourfold in 5 _____ for the period. The production of raw coal, in NSW increased steadily over this period, showing marked growth in the years between 6 _____ and 7 _____. The amount of coal produced in SA grew until 8 _____ when it showed a decrease from 9 _____ million tonnes to 10 _____ million.

Production fluctuated over the next 15 years reaching a peak of 11 _____ in 1986.

In Australia over this 35 year period coal production increased by nearly 12 _____.

LANGUAGE BOX

NUMBERS

production doubled (x 2), trebled (x 3), quadrupled (x 4)
production increased twofold (x 2), threefold (x 3), fourfold (x 4), etc

There was a **doubling/tripling** in the production of coal.

Production rose from four units to eight units. This is **double** the original amount.

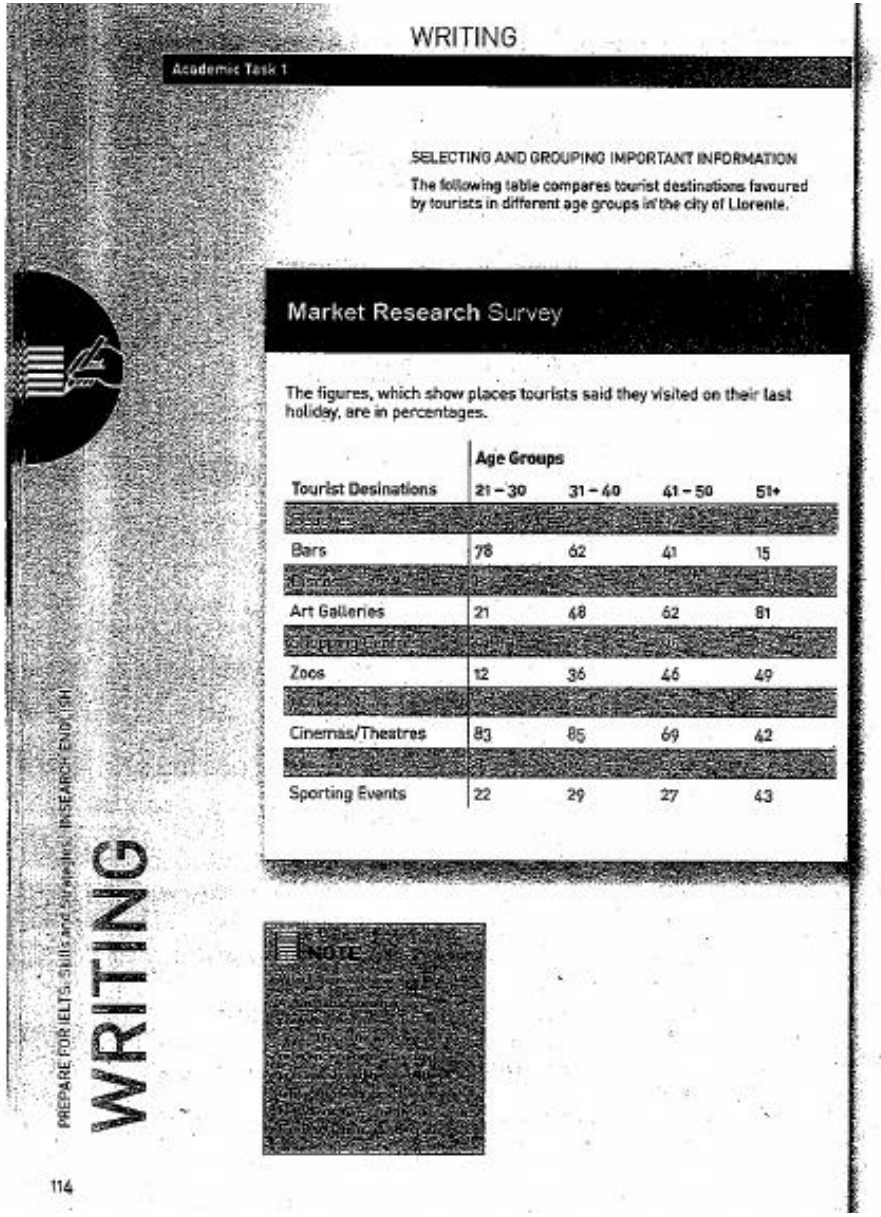
POSSIBLE ESSAY STRUCTURE FOR TASK 1

Australia: Coal Production by States.

PARAGRAPH	CONTENT OUTLINE
1	**Introduction** The overview
2	**Body Paragraph 1** Overall increase in Australia but dramatic increase in coal production in two states in particular – NSW and QLD.
3	**Body Paragraph 2** Slight increase in coal production in two states – SA and WA.
4	**Body Paragraph 3** Almost no increase in two states – TAS and VIC.

ORGANISING YOUR ANSWER

Your answer should be constructed so that all the important information in the graph or table can be easily identified from your essay. For example, similar information may be grouped together or the most important changes highlighted, supported by data (evidence and examples) from the graph or table. Good organisation and planning makes your answer easier to write and the reader (the IELTS examiner) will find it easier to understand.



WRITING

Academic Task 1

SELECTING AND GROUPING IMPORTANT INFORMATION

The following table compares tourist destinations favoured by tourists in different age groups in the city of Llorente.

Market Research Survey

The figures, which show places tourists said they visited on their last holiday, are in percentages.

Tourist Destinations	Age Groups 21 – 30	31 – 40	41 – 50	51+
Bars	78	62	41	15
Art Galleries	21	48	62	81
Zoos	12	36	46	49
Cinemas/Theatres	83	85	69	42
Sporting Events	22	29	27	43

NOTE

PREPARE FOR IELTS: Skills and Strategies, IN SEARCH, ENGLISH

WRITING

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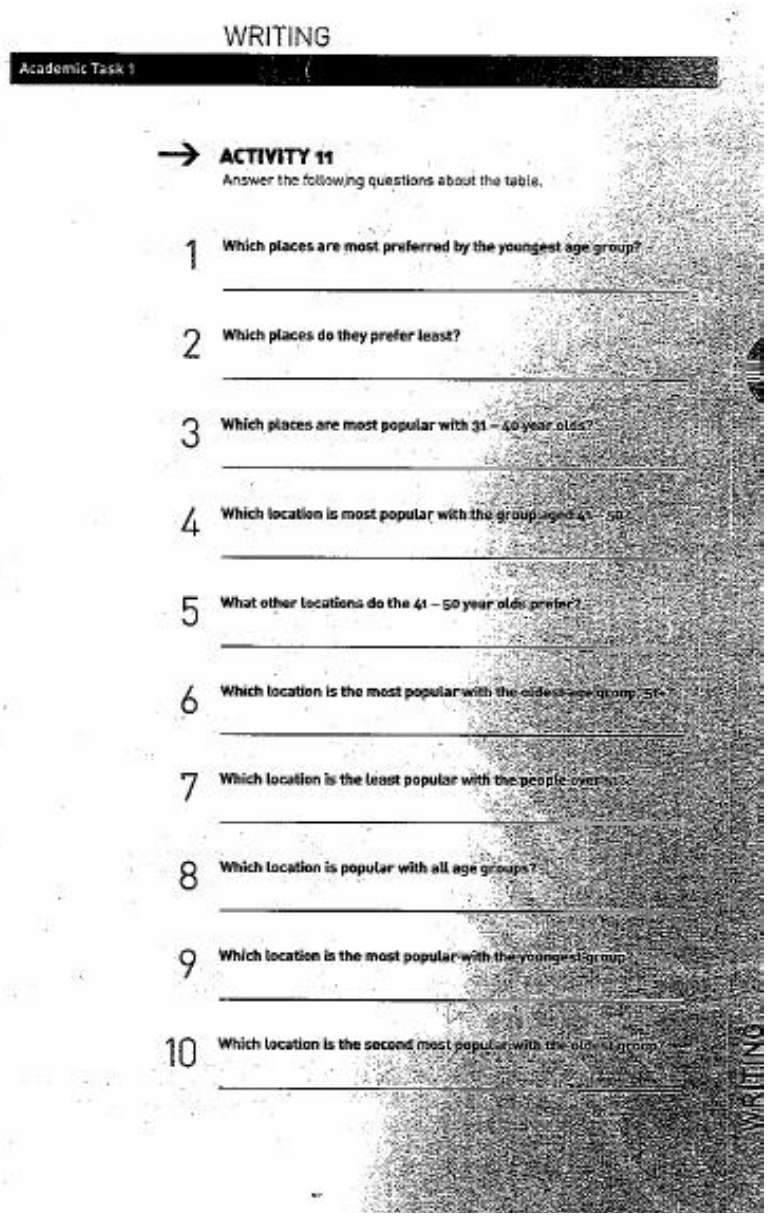


WRITING

Academic Task 1

ACTIVITY 11

Answer the following questions about the table.

1 Which places are most preferred by the youngest age group?

2 Which places do they prefer least?

3 Which places are most popular with 31 – 40 year olds?

4 Which location is most popular with the group aged 41 – 50?

5 What other locations do the 41 – 50 year olds prefer?

6 Which location is the most popular with the oldest age group, 51+?

7 Which location is the least popular with the people over 51?

8 Which location is popular with all age groups?

9 Which location is the most popular with the youngest group?

10 Which location is the second most popular with the oldest group?

WRITING

ORGANISING YOUR ANSWER

ACTIVITY 12

Paragraph One

Introductory sentences: what is the table describing?

_____

_____

_____

_____

This is a complex table because it presents a large amount of data on four age groups and 10 destinations.

What is the best and most efficient way to organise this information? Your answer to this question will help determine the shape of your essay by outlining how many body paragraphs you will need.

You have a couple of options for organising your answer.

Option 1

PARAGRAPH	CONTENT OUTLINE
1	Introduction
2	**Body Paragraph 1** 21 – 30 age-group preferences for the 10 tourist destinations
3	**Body Paragraph 2** 31 – 40 age-group preferences for the 10 tourist destinations
4	**Body Paragraph 3** 41 – 50 age-group preferences for the 10 tourist destinations
5	**Body Paragraph 4** 51+ (i.e. 51 and over) age-group preferences for the 10 tourist destinations

Option 2

PARAGRAPH	CONTENT OUTLINE
1	Introduction
2	**Body Paragraph 1** Increasingly popular destinations as tourists age.
3	**Body Paragraph 2** Decreasingly popular destinations as tourists age.
4	**Body Paragraph 3** Destinations which are popular for all age groups.

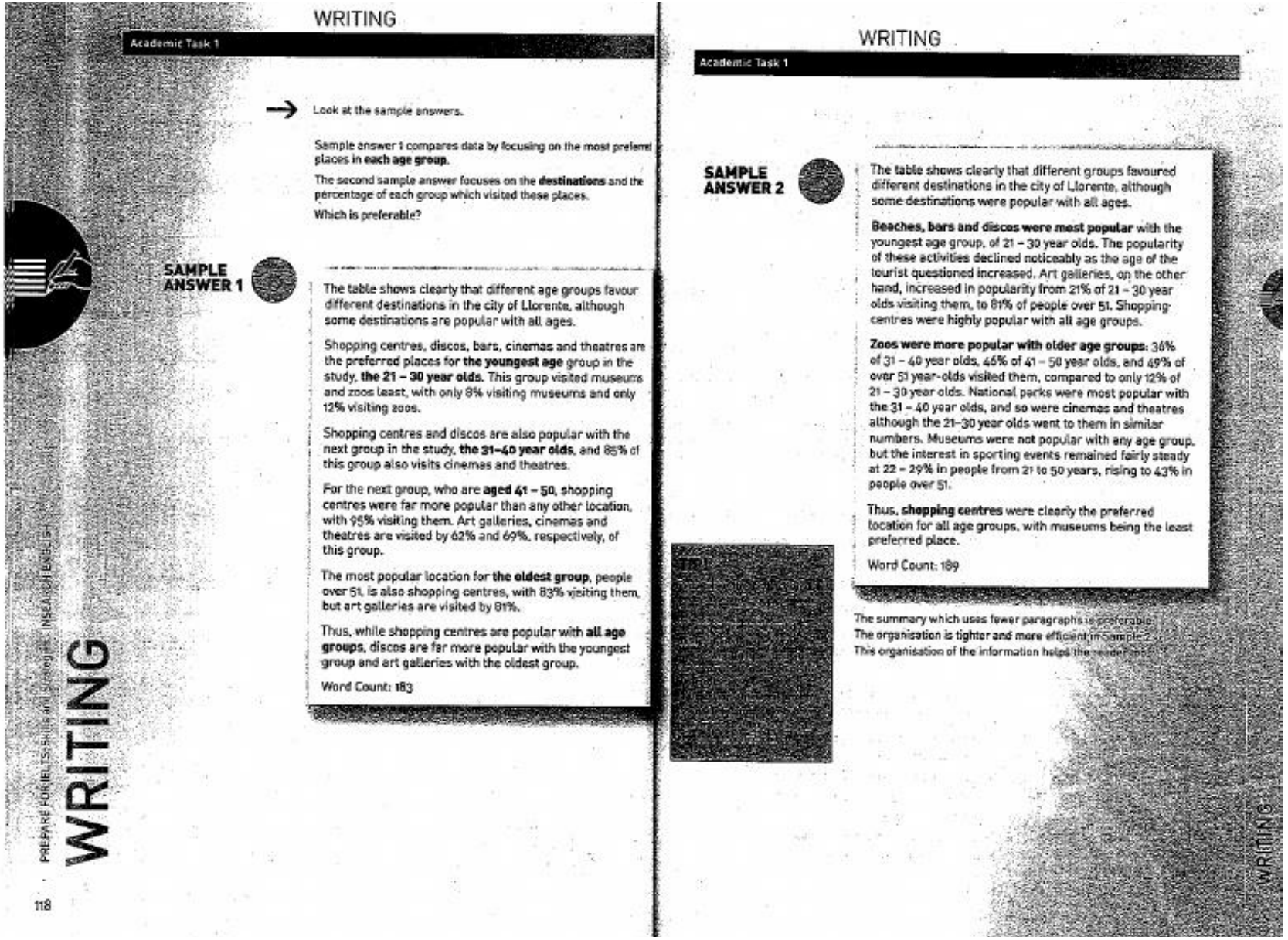
It would be tedious to go through each age group and report on which destinations they prefer. It would also result in a loose and drawn-out essay.

The better option is always the one which results in fewer body paragraphs. Thus, option 2 is preferable. It is clear from the data supplied in the table that certain tourist destinations are more popular with younger people (beaches, bars, discos and cinemas/theatres) and less popular with people as they age. Conversely, as tourists age they tend to increasingly prefer art galleries, zoos and museums. All generations seem to enjoy national parks and sporting events, and shopping centres were the most popular.

LANGUAGE BOX

How to refer to people of different ages:

- different age groups, the younger generation, the older generation
- baby boomers, generation X, generation Y
- the youngest age group, the second youngest age group
- the 21 – 30 year olds, the 40 year-olds
- (those) who are aged 41 – 50, the middle-aged group
- the oldest/youngest group
- people over 51, those under 40.



WRITING

Academic Task 1

→ Look at the sample answers.

Sample answer 1 compares data by focusing on the most preferred places in **each age group**.

The second sample answer focuses on the **destinations** and the percentage of each group which visited these places.

Which is preferable?

SAMPLE ANSWER 1

The table shows clearly that different age groups favour different destinations in the city of Llorente, although some destinations are popular with all ages.

Shopping centres, discos, bars, cinemas and theatres are the preferred places for **the youngest age** group in the study, **the 21 – 30 year olds**. This group visited museums and zoos least, with only 8% visiting museums and only 12% visiting zoos.

Shopping centres and discos are also popular with the next group in the study, **the 31–40 year olds**, and 85% of this group also visits cinemas and theatres.

For the next group, who are **aged 41 – 50**, shopping centres were far more popular than any other location, with 95% visiting them. Art galleries, cinemas and theatres are visited by 62% and 69%, respectively, of this group.

The most popular location for **the oldest group**, people over 51, is also shopping centres, with 83% visiting them, but art galleries are visited by 81%.

Thus, while shopping centres are popular with **all age groups**, discos are far more popular with the youngest group and art galleries with the oldest group.

Word Count: 183

PREPARE FOR IELTS: Skills and Strategies – INTERMEDIATE LEVEL

WRITING

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WRITING

Academic Task 1

SAMPLE ANSWER 2

The table shows clearly that different groups favoured different destinations in the city of Llorente, although some destinations were popular with all ages.

Beaches, bars and discos were most popular with the youngest age group, of 21 – 30 year olds. The popularity of these activities declined noticeably as the age of the tourist questioned increased. Art galleries, on the other hand, increased in popularity from 21% of 21 – 30 year olds visiting them, to 81% of people over 51. Shopping centres were **highly popular** with all age groups.

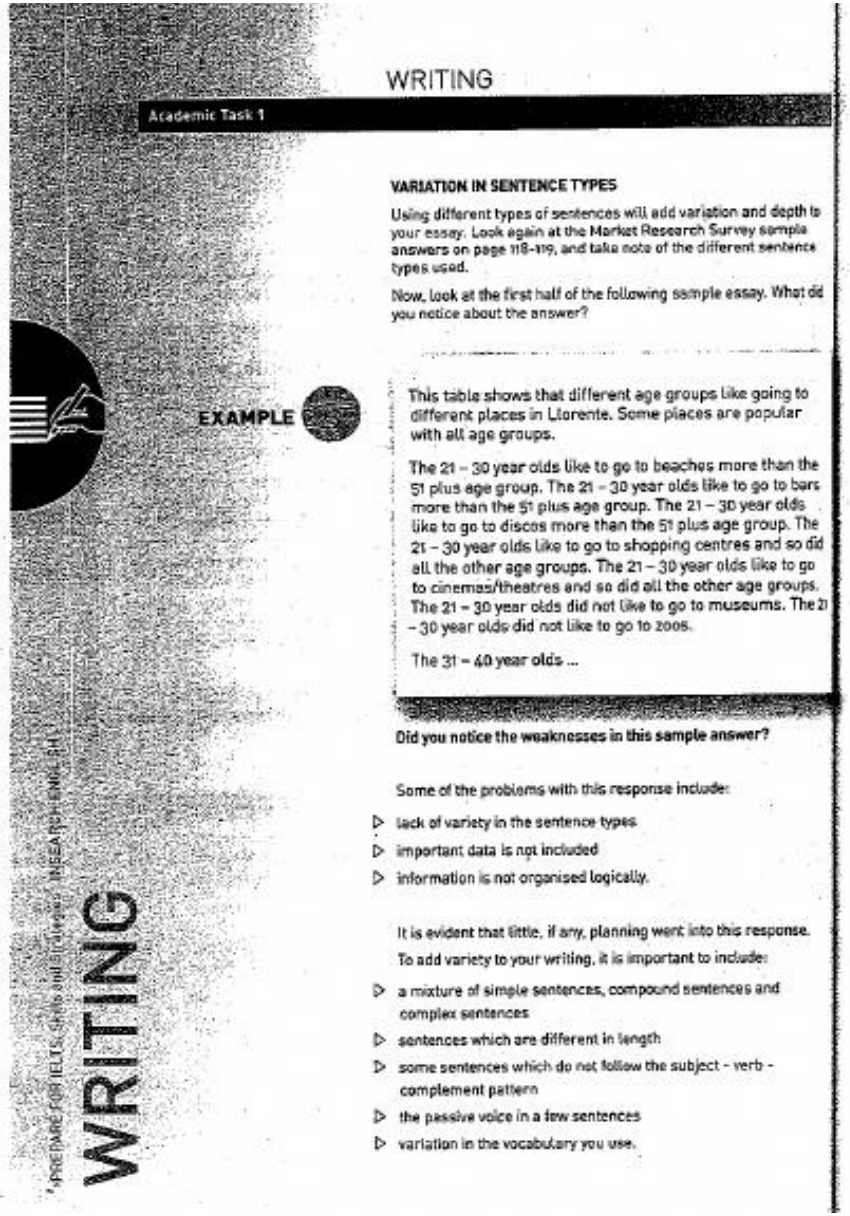
Zoos were more popular with older age groups: 36% of 31 – 40 year olds, 46% of 41 – 50 year olds, and 49% of over 51 year-olds visited them, compared to only 12% of 21 – 30 year olds. National parks were most popular with the 31 – 40 year olds, and so were cinemas and theatres although the 21–30 year olds went to them in similar numbers. Museums were not popular with any age group, but the interest in sporting events remained fairly steady at 22 – 29% in people from 21 to 50 years, rising to 43% in people over 51.

Thus, **shopping centres** were clearly the preferred location for all age groups, with museums being the least preferred place.

Word Count: 189

The summary which uses fewer paragraphs is preferable.
The organisation is tighter and more efficient in sample 2.
This organisation of the information helps the reader ...

WRITING



WRITING

Academic Task 1

VARIATION IN SENTENCE TYPES

Using different types of sentences will add variation and depth to your essay. Look again at the Market Research Survey sample answers on page 118–119, and take note of the different sentence types used.

Now, look at the first half of the following sample essay. What did you notice about the answer?

EXAMPLE

This table shows that different age groups like going to different places in Llorente. Some places are popular with all age groups.

The 21 – 30 year olds like to go to beaches more than the 51 plus age group. The 21 – 30 year olds like to go to bars more than the 51 plus age group. The 21 – 30 year olds like to go to discos more than the 51 plus age group. The 21 – 30 year olds like to go to shopping centres and so did all the other age groups. The 21 – 30 year olds like to go to cinemas/theatres and so did all the other age groups. The 21 – 30 year olds did not like to go to museums. The 21 – 30 year olds did not like to go to zoos.

The 31 – 40 year olds ...

Did you notice the weaknesses in this sample answer?

Some of the problems with this response include:

- lack of variety in the sentence types
- important data is not included
- information is not organised logically.

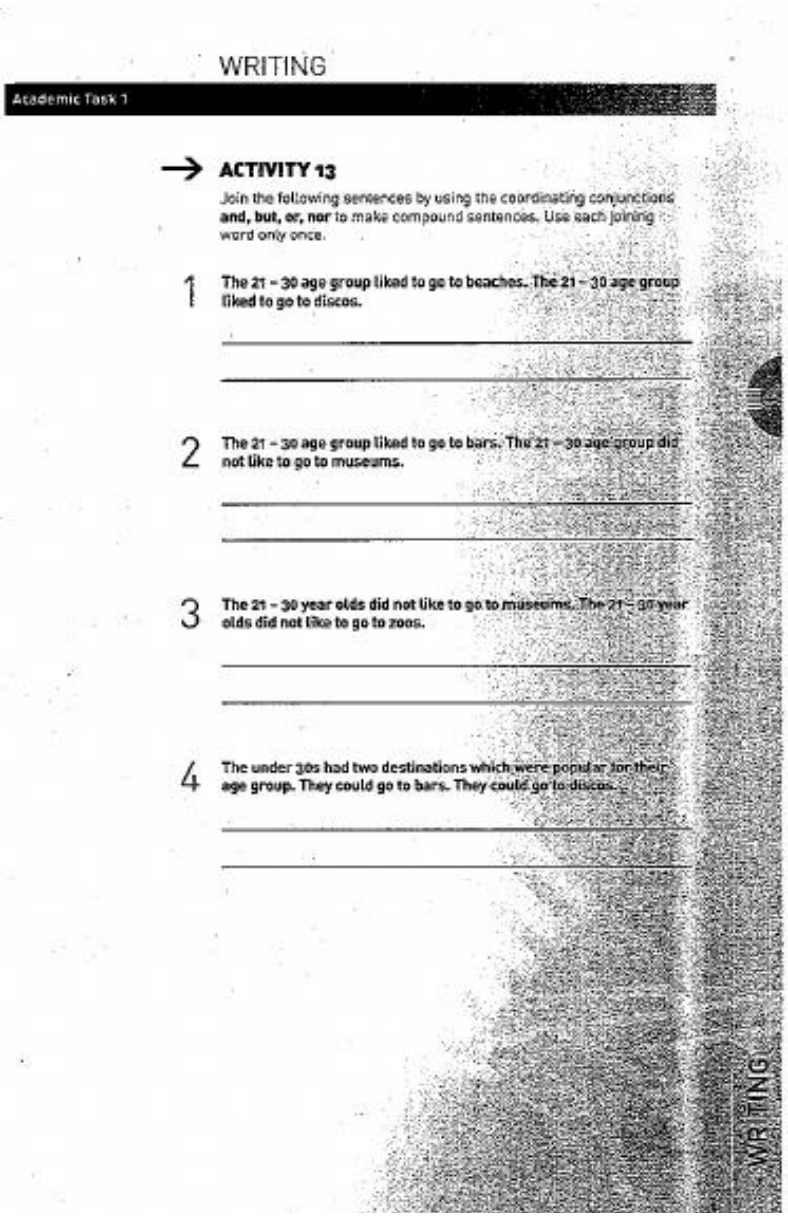
It is evident that little, if any, planning went into this response.

To add variety to your writing, it is important to include:

- a mixture of simple sentences, compound sentences and complex sentences
- sentences which are different in length
- some sentences which do not follow the subject – verb – complement pattern
- the passive voice in a few sentences
- variation in the vocabulary you use.

WRITING

PREPARE FOR IELTS: Skills and Strategies – INSEARCH EMAIL EH



WRITING

Academic Task 1

ACTIVITY 13

Join the following sentences by using the coordinating conjunctions **and, but, or, nor** to make compound sentences. Use each joining word only once.

1 **The 21 – 30 age group liked to go to beaches. The 21 – 30 age group liked to go to discos.**

2 **The 21 – 30 age group liked to go to bars. The 21 – 30 age group did not like to go to museums.**

3 **The 21 – 30 year olds did not like to go to museums. The 21 – 30 year olds did not like to go to zoos.**

4 **The under 30s had two destinations which were popular for their age group. They could go to bars. They could go to discos.**

WRITING

ACTIVITY 14

Join the following sentences to make complex sentences using **though, although, despite** and **while**. Use each joining word only once.

1 **Five percent in the 51+ age group visited discos. This is unusual for their age group.**

2 **Five percent in the 51+ age group visited discos. Fifteen percent preferred bars.**

3 **Most young people preferred bars and discos. Some preferred museums.**

4 **Several in the oldest age group preferred bars. They were over 51.**

PREPARE FOR IELTS: Skills and Strategies, INSEARCH HOUGHTON

WRITING

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WRITING TASK 1 Practice

PRACTICE DESCRIPTION 1

You should spend about 20 minutes on this task.

The table below shows the number of computer terminals available to students in different faculties at a university.

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

Write at least 150 words.

Faculty	Computer terminals	Number of students	Average number of students using one computer terminal
Agriculture	17	240	14
Education	25	890	36
Law	43	473	11
TOTAL	235	2891	12

First, prepare your answe

Look at the table.

- What is the first thing that you notice?
- Can you make any comparisons? What are they?
- Which tense will you use? Why?
- Write two body paragraphs comparing the number of computer terminals available to students in different faculties
- Write an introduction, beginning with a general description of the table followed by a statement summarising the
main features.

WRITING

WRITING

Academic Task 1

Your summary plan might look something like this.

PARAGRAPH	CONTENT OUTLINE
1	**Introduction** Paraphrase the question, using language supplied in the question. What is the purpose of the table and what is the most noticeable difference in the data? Construct a good overview.
2	**Body Paragraph 1** Compare the availability of computer terminals for groups which are obviously different. Topic Sentence (TS) Supporting and Developing Sentences (SS & DS)
3	**Body Paragraph 2** Topic sentence (TS) Supporting and Developing Sentences (SS & DS)

Then, after planning your summary you can begin to write. Make sure you constantly refer to your plan to ensure you don't lose focus or forget to include anything important. Here is a possible sample answer.

SAMPLE ANSWER

The table shows student access to computer terminals across a range of faculties at a university with 2891 enrolments. It is clear that the **faculties with the most students** have the poorest access to computers.

Education and Arts have **the largest number of students** but the least number of computer terminals. Education is obviously the poorest resourced, having 890 students but only 25 terminals, and an average of 36 students per terminal, three times more than the university average of 12. The situation for the Faculty of Arts is similar with 730 students and 35 terminals, and an average of 21 students per terminal, almost twice the university average.

The faculties of Agriculture, Science and Engineering have the **least number of students**. Science and Engineering have the most computer terminals with an average access to terminals of three and eight students respectively. Agriculture, on the other hand, is poorly resourced with an average student access of 14. Law is also small (473 students), and has 43 terminals giving an average of eleven.

Word Count: 171

PREPARE FOR IELTS: Skills and Strategies INSEARCH ENGLISH

WRITING

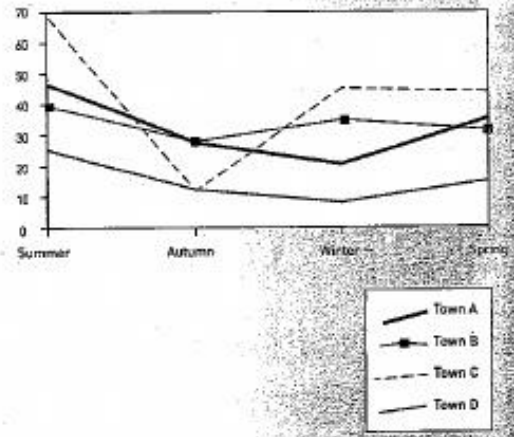
WRITING

Academic Task 1

PRACTICE DESCRIPTION 2

You should spend about 20 minutes on this task.

Use the vocabulary you have learned to describe the information in the graph about seasonal water consumption in four towns.



Strategies

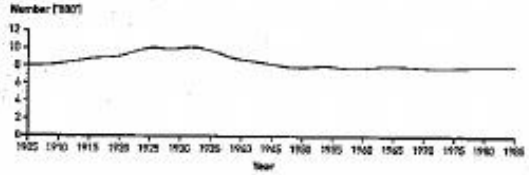
- Paraphrase the topic from the question and heading.
- Construct an overview.
- Try to use the most obvious change or trend for the first sentence of the first body paragraph or second sentence of the introduction.
- Do not just use sentences which only state information or give numbers. Write sentences containing comparisons and [illegible] sentences which describe significant or interesting changes or trends.

WRITING

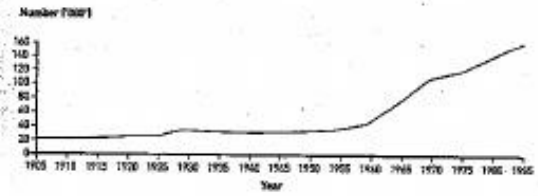
PARAGRAPHING

The graphs below show the number of schools, enrolments and teachers for the years 1905 – 1985.

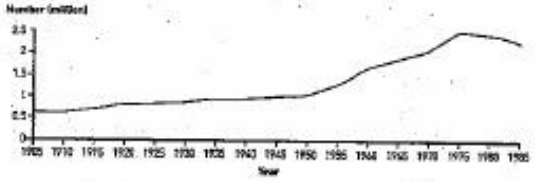
Number of schools



Teachers in schools



Enrolments in schools



ACTIVITY 15

Sentences 1 to 8 below describe the information shown in the three graphs, but not in the correct order.

Organise the information taken from these graphs into a total of four paragraphs, including an introduction with the first sentence paraphrasing the question and the second sentence describing the overall trend.

1. Numbers fell slightly to 1945, rose gently to 40,000 in 1955 and then rose dramatically to 160,000 in 1985.
2. Although the numbers of teachers and students rose, particularly between 1955 and 1975, the number of schools declined. After 1975 student numbers fell, but the number of teachers continued to rise.
3. These graphs show the relationship between the number of schools, enrolment of students, and teachers in schools between 1905 and 1985.
4. Numbers rose dramatically between 1945 and 1985, with more than 2.25 million students at school at the end of the period.
5. Although there was a return to 8,000 in 1955, this was not maintained and in 1985 there were again fewer than 8,000 schools.
6. There were almost 8,000 government schools in 1905, rising to 10,000 in 1924 and remaining around that figure until 1975, when a steady decline began, falling to less than 8,000 schools in 1985.
7. Enrolments climbed steadily from more than half a million students in 1905 to almost a million in 1945.
8. Teacher numbers climbed steadily from fewer than 20,000 in 1905 to almost 40,000 in 1930.

Why is the simple present tense used in the introductory sentence and the past tense in the rest of the answer?

WRITING

Academic Task 1

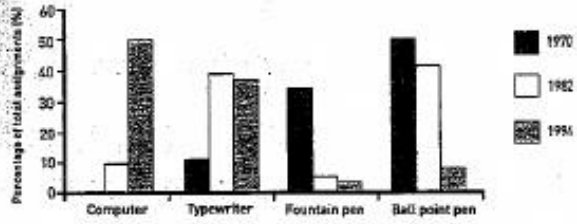
PRACTICE DESCRIPTION 3

You should spend about 20 minutes on this task.

The graph below shows the writing technology used by undergraduate students to prepare assignments at a university in 1970, 1982 and 1994.

Summarise the information presented in this graph by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



LANGUAGE BOX

Grammar
present simple tense to describe graph;
past tense to describe data in the past

Grammar of Tables
comparing and contrasting data, superlatives
simple, compound and complex sentences

PREPARE FOR IELTS: Skills and Strategies | RESEARCH | ENGLISH

WRITING

WRITING

Academic Task 1

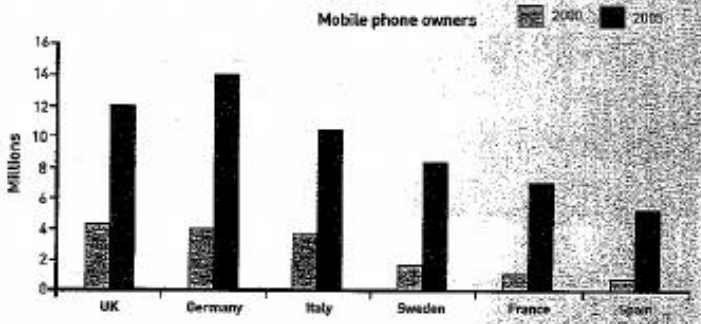
PRACTICE DESCRIPTION 4

You should spend about 20 minutes on this task.

The graph below shows the growth in mobile phone ownership in six countries in the European Union (EU).

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

You should write at least 150 words.



Checklist:

- Have you answered the question?
- Is the information organised logically?
- Have you used paragraphs?
- Have you used a variety of sentence types?
- Have you included data appropriately?
- Is the register formal?
- Is your vocabulary appropriate and interesting?
- Is your spelling accurate?

WRITING

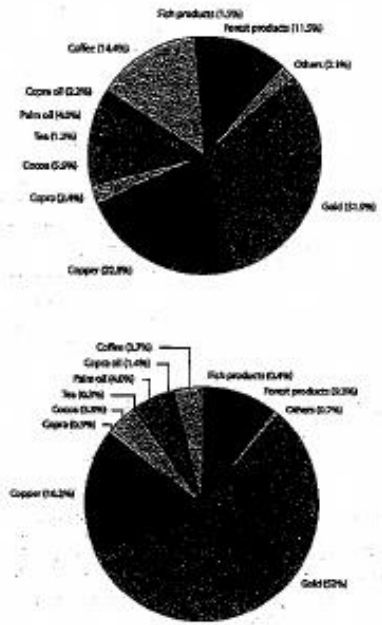
PRACTICE DESCRIPTION 5

You should spend about 20 minutes on this task.

The graphs present information on the composition of exports from Papua New Guinea in 1982 and 1991.

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

Write at least 150 words.



Composition of exports of Papua New Guinea, 1982 (top) and 1991 (bottom)

Strategies

Analyse the data

- What is the subject?
- What is similar in both pie graphs?
- What is the biggest difference?
- Has there been an overall increase or decrease in the export of mineral resources?
- Has there been an overall increase or decrease in the export of agricultural products?
- Have there been any minor or insignificant changes in exports?
- Look at the smaller groups of fish, forest and other products.
- Have there been any significant changes?
- How would you organise your answer? Two or three paragraphs?

There is a significant amount of information in these two pie graphs. However, you will notice that the exports can be broken down easily into three groups.

Firstly, gold (significant increase), and then secondly those which have experienced a decrease in their share of the export market (copra, cocoa, tea, copra oil, coffee, fish products, forest products and others). The third group consists only of palm oil, which remained the same for the period.

The group which suffered a decrease in its share of exports can be further sorted into those which experienced a slight to [illegible] decline (copper and forest products) and those which experienced significant (over 50%) decrease, which is all other exports.

WRITING

Academic Task 1

Look at the following summary structure.

PARAGRAPH	STRUCTURE OF ESSAY
1	**Introduction** The overview
2	**Body Paragraph 1** Gold increased export share 1982 1991
3	**Body Paragraph 2** All other exports except palm oil decreased export share, some (copra, tea, coffee) significantly (66 – 80%), others (copper, cocoa, copra oil, fish products and others) less significantly (20 – 30%) 1982 1991
4	**Body Paragraph 3** Palm oil retained export share 1982 1991

WRITING

PREPARE FOR IELTS: Skills and strategies – INTERMEDIATE ENGLISH

WRITING

Academic Task 1

TIP

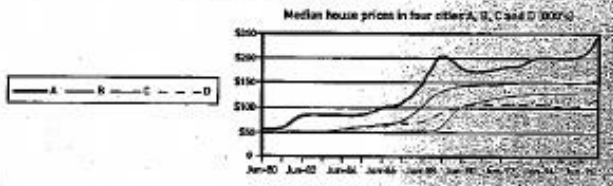
PRACTICE DESCRIPTION 6

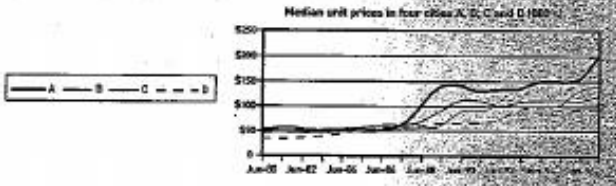
You should spend about 20 minutes on this task.

The graphs present information on the median costs of houses and units in four cities in Australia over a 16 year period.

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

Write at least 150 words.





Glossary A unit is a flat or apartment (or condos in Australian English).

Checklist

- Have I summarised the information?
- Have I written a good overview?
- Have I organised my information into paragraphs, using topic sentences and supporting sentences?
- Have I used a variety of sentence types?
- Have I written in the correct register?
- Is my vocabulary appropriate and interesting?

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WRITING

DESCRIBING A PROCESS

You may be asked to describe a process or other pictorial information such as a cycle or map in Task 1. It is important to examine the data carefully and then write an opening sentence which summarises the overall purpose of the process.

Strategies

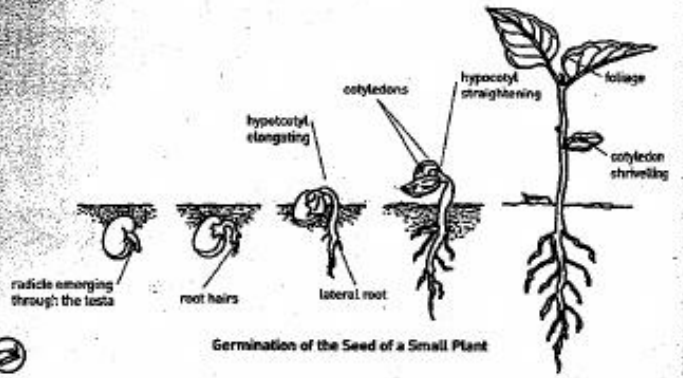
- Examine the information carefully to make sure you understand the beginning and end of the cycle and whether it is cyclical.
- Write an introductory paragraph that summarises the information presented and includes the main (i.e. the most significant) features of the process.

LANGUAGE BOX

Grammar
present simple tense to describe the process; transition signals
simple, compound and complex sentences

DESCRIBING A NATURAL PROCESS

The following diagram describes the germination process of a seed.



Germination of the Seed of a Small Plant

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ACTIVITY 16

Think about the vocabulary you need to describe germination. Add more words relating to flowers, plants and trees to those in the box below.

seed, soil, earth	grow, germinate, break (open)
branch/es	split (apart), appear, open (up)
bud, shoot, foliage, root hairs	shoot
cotyledons, hypocotyl, radicle, testa	straighten (up), droop

SEQUENCE WORDS OR TRANSITION SIGNALS

When describing a process, it is important to order the sequence of events as they occur. Here is a list of transition signals to use:

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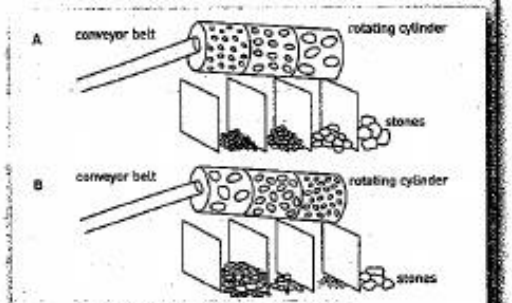
WRITING

Academic Task 1

DESCRIBING A MECHANICAL PROCESS

Read the description of a process below. Does it describe diagram A or B?



Method of Sorting Stones According to Size

NOTE

The illustration is of a machine which **is used** to sort stones into three sizes. This machine consists of a conveyor belt, a rotating cylinder with holes of three sizes: small, medium and large. The cylinder turns over three bins beneath.

Complex sentences

First, the stones **are carried** up the conveyor belt and enter the revolving cylinder which is turning above three bins.

The stones enter the first section of the cylinder which has the smallest holes, so only the smallest stones can fall to the ground below into the first bin on the left.

Simple and Compound Sentences

The remaining stones enter the next part of the cylinder due to gravity. This section has medium-sized holes, and the medium-sized stones fall to the ground.

Complex sentences

Finally, the largest stones then pass into the third part of the cylinder and either fall through large holes or, if they are too big, **are propelled** to the open end of the cylinder where they fall out of the machine and onto the ground.

Word Count: 165

Answer: Diagram A describes the process of sorting stones according to size.

SUBJECT REFERENCE

Note in the sample answer the consistent way the subjects of the process are referred to:

The illustration - this machine - the cylinder - the stones - the smallest stones - the largest stones - the remaining stones - this section - they...

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WRITING

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WRITING

Academic Task 1

LANGUAGE BOX

Relationships of Cause and Effect

You may also have to use language to show the result of something, or to explain how something works.

Cause →		**Effect**
Demand decreased ...	as a result for this reason so consequently	prices fell.
Effect →		**Cause**
Demand decreased ...	as a result of	an increase in demand

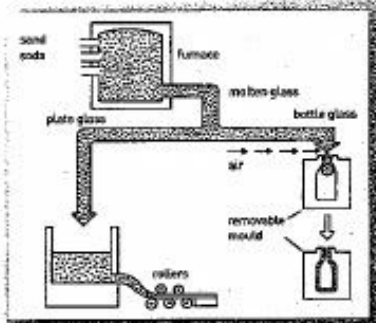
PRACTICE DESCRIPTION 7

You should spend about 20 minutes on this task.

The diagram below describes how glass is made.

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

Write at least 150 words.



LANGUAGE BOX

The Passive Voice

The passive voice (is/are + verb + ed) is often used when describing a process and to give a general description of how something happens.

Compare: We carry stones up a conveyor belt (active sentence, personal pronoun). Stones are carried up a conveyor belt (passive sentence, no personal pronoun).

WRITING

WRITING

Academic Task 1

ACTIVITY 17

Insert the missing passive forms to complete the sample answer. Select from the choices in the box. You may need to use some words more than once.

[redacted]

As can be seen in the diagram, glass (1) _____ in two different forms: plate glass and bottle glass.

In the first stage of the glass making process, three essential materials – sand, soda and limestone – enter the furnace. There these materials (2) _____ and (3) _____ at a very high temperature to make molten glass. The molten glass leaves the furnace and (4) _____ in two directions.

In order to make plate glass, the liquid glass (5) _____ into a container. In the bottom of the container, there is an opening through which the liquid passes onto some rollers, where it (6) _____ and plate glass (7) _____.

In order to make bottle glass, the molten glass (8) _____ towards the top of a removable mould. Air (9) _____ and the molten glass (10) _____ into the mould and takes the shape of the bottle. When the glass has cooled down, the mould (11) _____ and the bottle making process is complete.

PREPARE FOR IELTS: Skills and Strategies: INSEARCH ENGLISH

WRITING

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WRITING

Academic Task 1

PRACTICE DESCRIPTION 8

Strategies

Analyse the task.

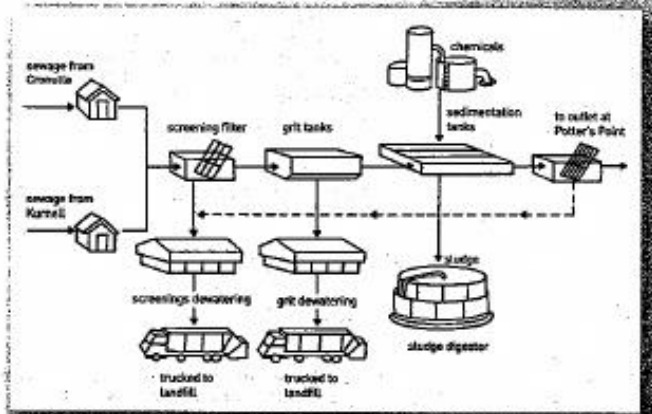
- What are the topic words in the question?
- What are the dimensions of the diagram?
- What are the significant features/general trends?

You should spend about 20 minutes on this task.

The diagram shows how sewage passes through a sewage treatment unit.

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

Write at least 150 words.



After you have written your answer, read the sample answer [illegible]

SAMPLE ANSWER

The illustration shows how sewage from Cronulla and Kurnell is treated at a treatment plant. The sewage passes through four procedures before it is finally released at the Potter's Point outlet.

Firstly, the sewage passes through screens which separate large objects or debris from the water. These screenings are then transferred to tanks where the water is removed, and are taken by truck to a landfill site.

Sewage that has passed through the first screen enters grit tanks where grit, or fine particles, is removed. The grit is then taken to be dewatered and, subsequently, also trucked to a landfill site. Meanwhile, the sewage still in treatment flows from the grit tanks to sedimentation tanks into which chemicals are added to assist the separation of sludge from waste water. This is then transferred to a sludge digester.

From the sedimentation tanks the waste water continues through fine screens which filter out any remaining solids. These solids are sent back to the screenings dewatering unit and also trucked to a landfill site. Finally, the treated waste water is released at Potter's Point.

Word Count: 180

ACTIVITY 18

Identify the following in the sample answer:

- passive verbs
- sequence words.

Look at how sentences are connected. Notice reference pronouns and the subject of each sentence.

Identify all sentence types:

- Simple, compound and complex.

EXPLAINING HOW SOMETHING WORKS

This writing task type uses the same strategies as the tasks describing processes, procedures and objects. The language box below provides the outline for the introductory paragraph.

LANGUAGE BOX

What it is – the object
The illustration shows/is of / The graphic/drawing shows/is of / The picture shows/is of — a fire extinguisher

Its function
A fire extinguisher is used to / is designed to — extinguish fires/flames. put out fires (electrical, chemical, or flammable materials)

How it is constructed
It consists of/It comprises / It is made up of / It has — several parts. three/four main parts

EXAMPLES

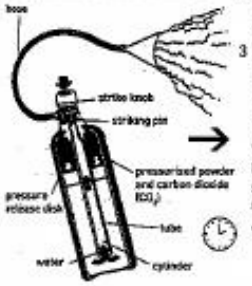
INTRODUCTION

Here are three overviews for tasks requiring the description of an air conditioning unit, a camera and a stopwatch.

1 The illustration is of an **air-conditioning unit** which is used to cool rooms in houses and public buildings. Air-conditioning units comprise three key parts ...

2 The drawing is of a **camera** which is designed to take photographs of people, things or places. It consists of three main parts ...

3 The graphic is of a **stopwatch** which is used to measure time. It has four main parts: the face, the hands, cogs and springs and a series of buttons for selecting different functions.



ACTIVITY 19

Using the structure provided in the language box and strategies for describing processes, answer the following writing task.

You should spend about 20 minutes on this task.

The diagram explains how a fire extinguisher works.

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

Write at least 150 words.

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GENERAL TRAINING TASK 1

General Training Writing Task 1 measures the candidate's ability to respond to a given problem with a letter requesting information or explaining a situation. You are expected to be able to:

- engage in personal correspondence
- elicit and provide general factual information
- express needs, wants, likes and dislikes
- express opinions (views, complaints etc.).

Refer to **www.ielts.org** for further information on the General Training module, and for the *Official Practice Materials* (OPM).

Candidates should spend no more than 20 minutes on Task 1, and should write at least 150 words.

The topic in Task 1 will be of general interest. This means you will be asked to respond to the sort of things which happen to people in everyday life. You may have to write a letter asking for help with something, or complaining about a service or product, or giving an explanation as to why you cannot do something.

WHAT IS THE EXAMINER LOOKING FOR?

- **Task Achievement** – answer the question addressing **all parts** (all bullet points) of the task
- **Coherence and Cohesion** – use of cohesive devices to sequence information and ideas logically (refer to page 85 for more information on what this means)
- **Lexical Resource** – use of a wide range of vocabulary flexibly (refer to page 86 for more information on what this means)
- **Grammatical Range and Accuracy** – use of a wide range of grammatical structures (refer to page 86 for more information on what this means).

TASK 1 – WHAT DO I HAVE TO DO?

- Identify the subject of the letter and decide on the **appropriate tone and register**
- Think about what you will say in the body paragraphs
- Use a variety of simple, compound and complex sentences
- Use appropriate vocabulary – correct word forms and correct spelling
- Use an appropriate salutation, orientation or opening sentence, body paragraphs which develop your answer and a suitable closing phrase.

REGISTER

The register (level of formality) you use in your letter will depend on who you are writing to and the purpose for writing.

A letter to a relative or friend will be informal and friendly. A letter to an older person, a business letter, or a letter of inquiry or complaint, will require a more formal and respectful tone.

LANGUAGE BOX

Examples of different registers.

Informal	Formal/Semiformal
Love	Yours sincerely
Best wishes	Regards
Yours	Yours faithfully
Fond regards	
Cheers	

Choices for concluding comments for letters.

Keep in touch	I would appreciate a response at your earliest convenience
Ring me soon	I look forward to hearing from you.
	Please advise me as soon you can.
	Please advise me as soon as possible.

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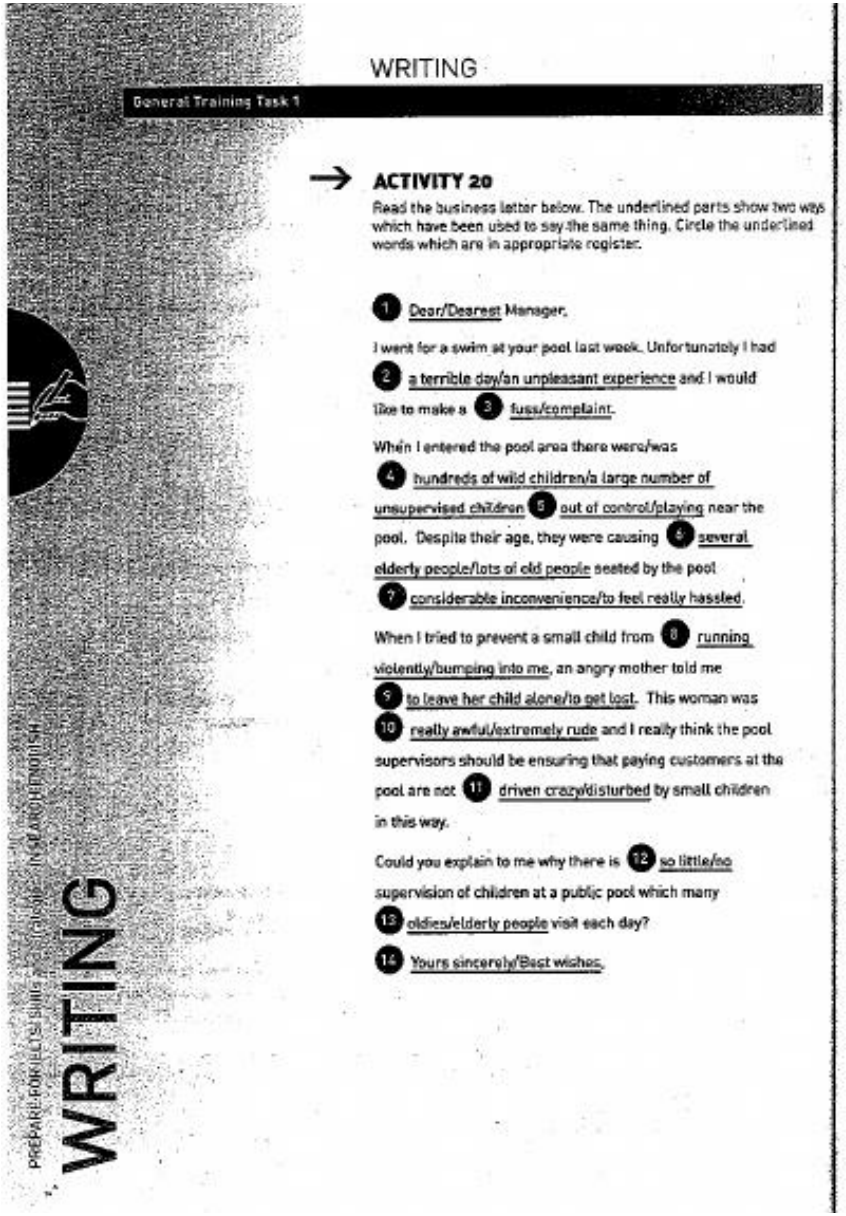


WRITING

General Training Task 1

ACTIVITY 20

Read the business letter below. The underlined parts show two ways which have been used to say the same thing. Circle the underlined words which are in appropriate register.

1 Dear/Dearest Manager,

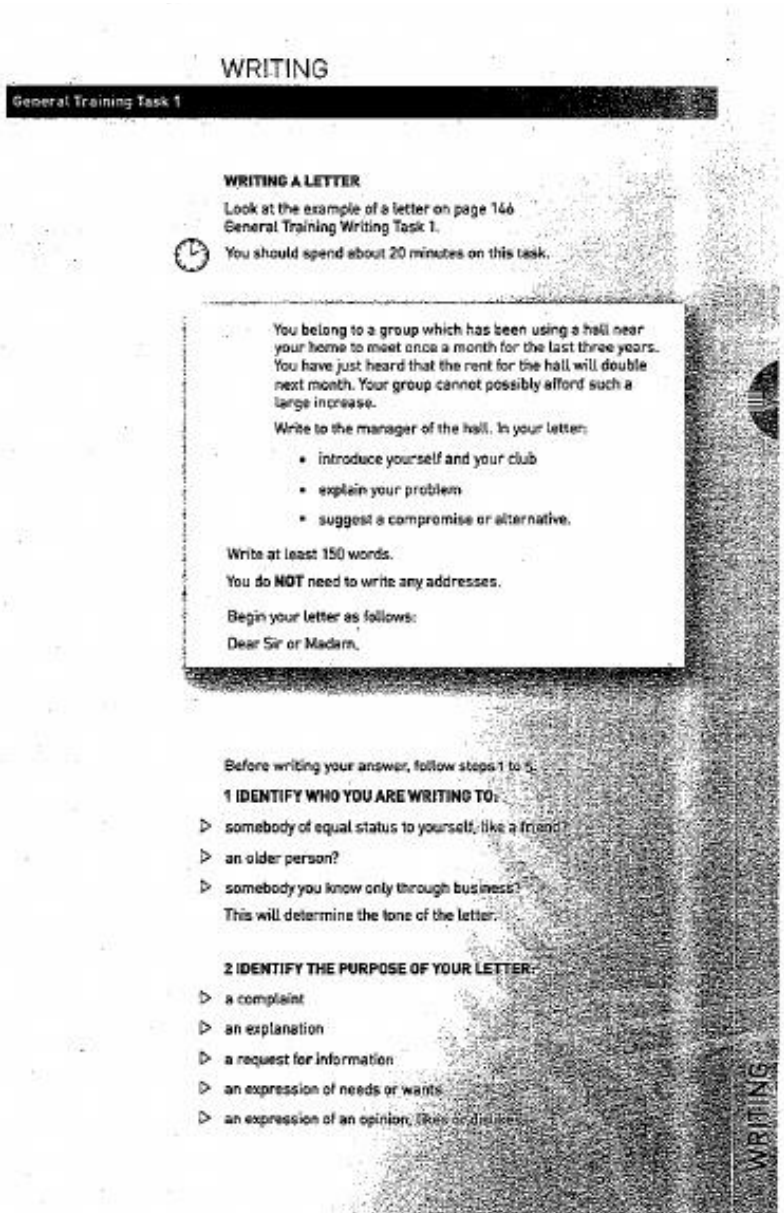
I went for a swim at your pool last week. Unfortunately I had 2 a terrible day/an unpleasant experience and I would like to make a 3 fuss/complaint.

When I entered the pool area there were/was 4 hundreds of wild children/a large number of unsupervised children 5 out of control/playing near the pool. Despite their age, they were causing 6 several elderly people/lots of old people seated by the pool 7 considerable inconvenience/to feel really hassled.

When I tried to prevent a small child from 8 running violently/bumping into me, an angry mother told me 9 to leave her child alone/to get lost. This woman was 10 really awful/extremely rude and I really think the pool supervisors should be ensuring that paying customers at the pool are not 11 driven crazy/disturbed by small children in this way.

Could you explain to me why there is 12 so little/no supervision of children at a public pool which many 13 oldies/elderly people visit each day?

14 Yours sincerely/Best wishes,



WRITING

General Training Task 1

WRITING A LETTER

Look at the example of a letter on page 146 General Training Writing Task 1.

You should spend about 20 minutes on this task.

You belong to a group which has been using a hall near your home to meet once a month for the last three years. You have just heard that the rent for the hall will double next month. Your group cannot possibly afford such a large increase.

Write to the manager of the hall. In your letter:

- introduce yourself and your club
- explain your problem
- suggest a compromise or alternative.

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

Before writing your answer, follow steps 1 to 5.

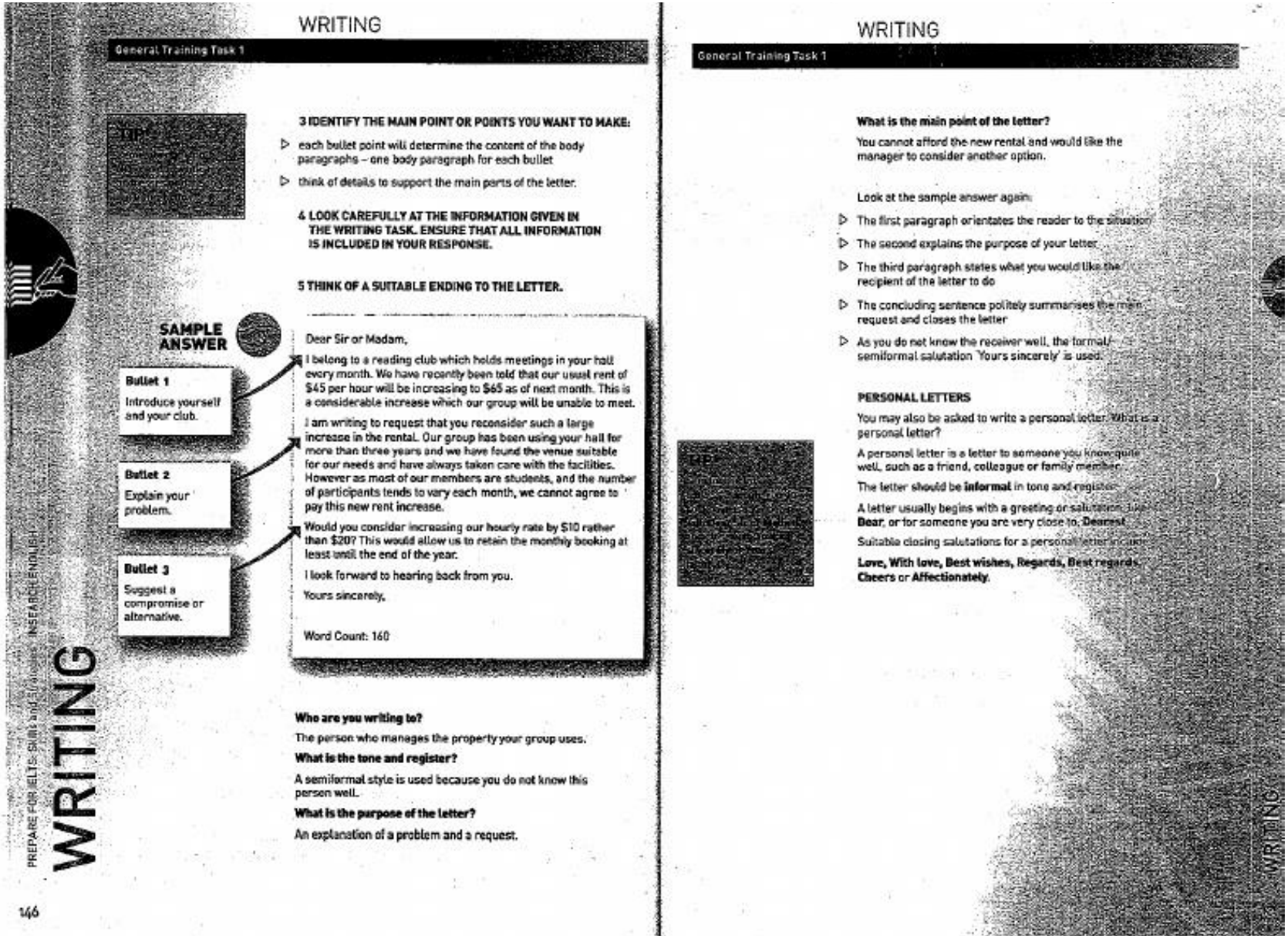
1 IDENTIFY WHO YOU ARE WRITING TO:

- somebody of equal status to yourself, like a friend?
- an older person?
- somebody you know only through business?

This will determine the tone of the letter.

2 IDENTIFY THE PURPOSE OF YOUR LETTER:

- a complaint
- an explanation
- a request for information
- an expression of needs or wants
- an expression of an opinion, likes or dislikes



WRITING

General Training Task 1

3 IDENTIFY THE MAIN POINT OR POINTS YOU WANT TO MAKE:

- each bullet point will determine the content of the body paragraphs – one body paragraph for each bullet
- think of details to support the main parts of the letter.

4 LOOK CAREFULLY AT THE INFORMATION GIVEN IN THE WRITING TASK. ENSURE THAT ALL INFORMATION IS INCLUDED IN YOUR RESPONSE.

5 THINK OF A SUITABLE ENDING TO THE LETTER.

SAMPLE ANSWER

Bullet 1
Introduce yourself and your club.

Bullet 2
Explain your problem.

Bullet 3
Suggest a compromise or alternative.

Dear Sir or Madam,

I belong to a reading club which holds meetings in your hall every month. We have recently been told that our usual rent of $45 per hour will be increasing to $65 as of next month. This is a considerable increase which our group will be unable to meet.

I am writing to request that you reconsider such a large increase in the rental. Our group has been using your hall for more than three years and we have found the venue suitable for our needs and have always taken care with the facilities. However as most of our members are students, and the number of participants tends to vary each month, we cannot agree to pay this new rent increase.

Would you consider increasing our hourly rate by $10 rather than $20? This would allow us to retain the monthly booking at least until the end of the year.

I look forward to hearing back from you.

Yours sincerely,

Word Count: 160

Who are you writing to?

The person who manages the property your group uses.

What is the tone and register?

A semiformal style is used because you do not know this person well.

What is the purpose of the letter?

An explanation of a problem and a request.

PREPARE FOR IELTS: SKILLS and STRATEGIES INSEARCH ENGLISH

WRITING

146

WRITING

General Training Task 1

What is the main point of the letter?

You cannot afford the new rental and would like the manager to consider another option.

Look at the sample answer again.

- The first paragraph orientates the reader to the situation
- The second explains the purpose of your letter
- The third paragraph states what you would like the recipient of the letter to do
- The concluding sentence politely summarises the main request and closes the letter
- As you do not know the receiver well, the formal/semiformal salutation 'Yours sincerely' is used.

PERSONAL LETTERS

You may also be asked to write a personal letter. What is a personal letter?

A personal letter is a letter to someone you know quite well, such as a friend, colleague or family member.

The letter should be **informal** in tone and register.

A letter usually begins with a greeting or salutation like **Dear**, or for someone you are very close to, **Dearest**.

Suitable closing salutations for a personal letter include **Love, With love, Best wishes, Regards, Best regards, Cheers** or **Affectionately**.

WRITING

WRITING

General Training Task 1

ACTIVITY 21

Which of the following closing salutations would you use when ending a letter to the following people?

1 **A relative** _____

2 **A good friend** _____

3 **Your classmate** _____

4 **Your former school teacher** _____

5 **A colleague from work** _____

PREPARE FOR IELTS - Skills - Strategies - INSEARCH ENGLISH

WRITING

WRITING

General Training Task 1

STRUCTURE OF THE LETTER

This is the way to set out a letter to somebody you know personally, or to a friend.

Salutation	Dear .....
Greeting	I hope you are well. How are you?
Orientation or purpose	I had not heard from you for a while ... or I'm writing to tell you about ...
Concluding words	Well, that's all for now or Look forward to hearing from you soon. or Write back soon.
Closing salutation	Love Best wishes Fond regards Love to all the family ...

EXAMPLE

A personal letter

Writing Task 1

You should spend about 20 minutes on this task.

You have just arrived in a new city where you are studying English.

Write a letter to an old friend. In your letter:

- explain where you are and why
- describe where you are staying
- describe how you have been enjoying yourself.

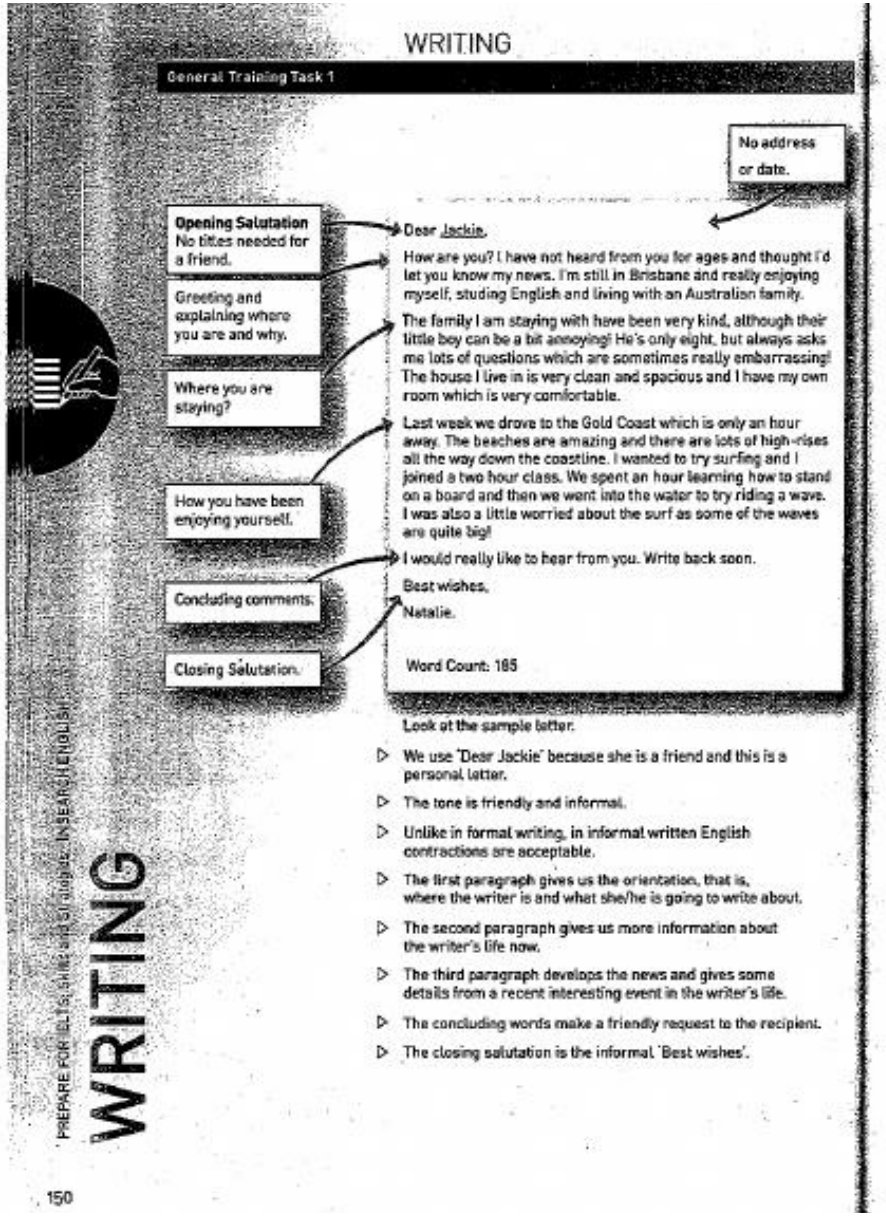
Write at least 150 words.

You do **NOT** need to write any address.

Begin your letter as follows:

Dear _____ ,

WRITING



WRITING

General Training Task 1

No address or date.

Dear Jackie,

How are you? I have not heard from you for ages and thought I'd let you know my news. I'm still in Brisbane and really enjoying myself, studing English and living with an Australian family.

The family I am staying with have been very kind, although their little boy can be a bit annoying! He's only eight, but always asks me lots of questions which are sometimes really embarrassing! The house I live in is very clean and spacious and I have my own room which is very comfortable.

Last week we drove to the Gold Coast which is only an hour away. The beaches are amazing and there are lots of high-rises all the way down the coastline. I wanted to try surfing and I joined a two hour class. We spent an hour learning how to stand on a board and then we went into the water to try riding a wave. I was also a little worried about the surf as some of the waves are quite big!

I would really like to hear from you. Write back soon.

Best wishes,

Natalie.

Word Count: 185

Opening Salutation No titles needed for a friend.

Greeting and explaining where you are and why.

Where you are staying?

How you have been enjoying yourself.

Concluding comments.

Closing Salutation.

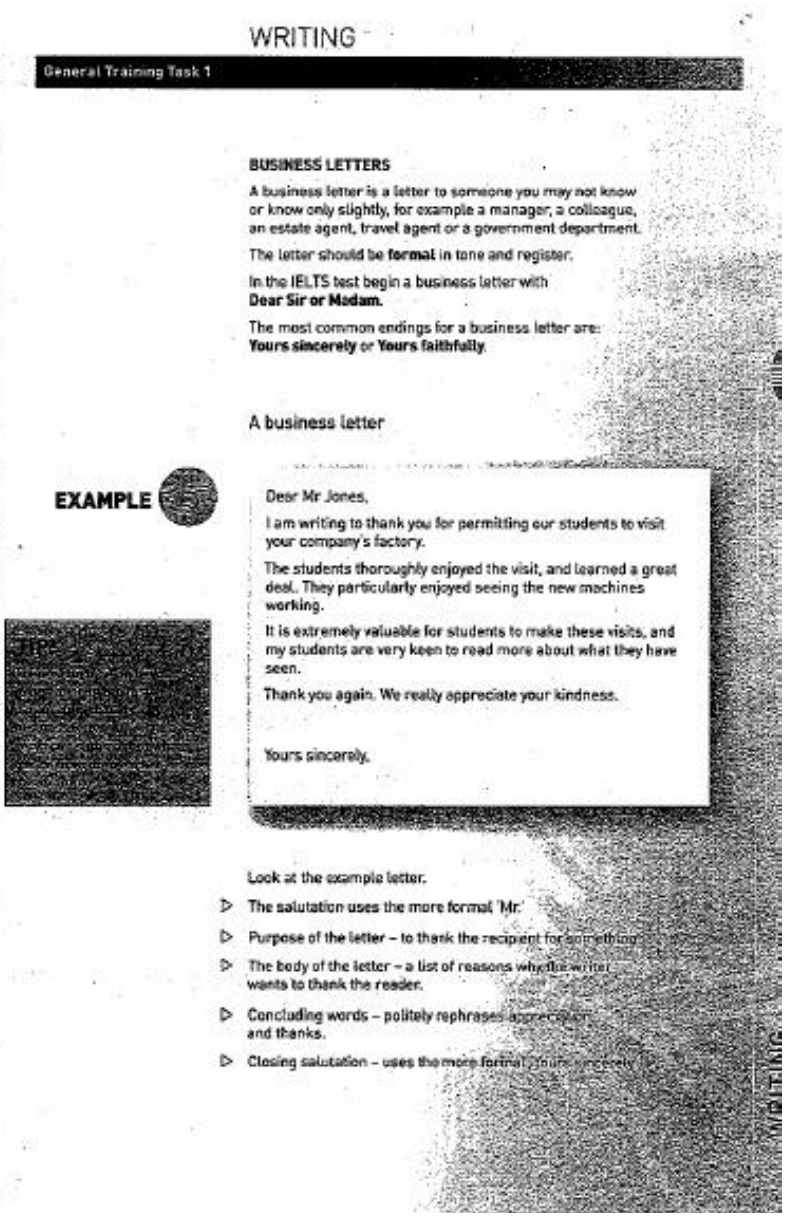
Look at the sample letter.

- We use 'Dear Jackie' because she is a friend and this is a personal letter.
- The tone is friendly and informal.
- Unlike in formal writing, in informal written English contractions are acceptable.
- The first paragraph gives us the orientation, that is, where the writer is and what she/he is going to write about.
- The second paragraph gives us more information about the writer's life now.
- The third paragraph develops the news and gives some details from a recent interesting event in the writer's life.
- The concluding words make a friendly request to the recipient.
- The closing salutation is the informal 'Best wishes'.

PREPARE FOR IELTS: SKILLS AND STRATEGIES IN READING AND ENGLISH

WRITING

150



WRITING

General Training Task 1

BUSINESS LETTERS

A business letter is a letter to someone you may not know or know only slightly, for example a manager, a colleague, an estate agent, travel agent or a government department.

The letter should be **formal** in tone and register.

In the IELTS test begin a business letter with **Dear Sir or Madam.**

The most common endings for a business letter are: **Yours sincerely** or **Yours faithfully**.

A business letter

EXAMPLE

Dear Mr Jones,

I am writing to thank you for permitting our students to visit your company's factory.

The students thoroughly enjoyed the visit, and learned a great deal. They particularly enjoyed seeing the new machines working.

It is extremely valuable for students to make these visits, and my students are very keen to read more about what they have seen.

Thank you again. We really appreciate your kindness.

Yours sincerely,

Tips

Look at the example letter.

- The salutation uses the more formal 'Mr.'
- Purpose of the letter – to thank the recipient for something
- The body of the letter – a list of reasons why the writer wants to thank the reader.
- Concluding words – politely rephrases appreciation and thanks.
- Closing salutation – uses the more formal 'Yours sincerely'

WRITING

CLOSING A BUSINESS LETTER

ACTIVITY 22

How would you conclude the letter below? Choose one of the following to complete the letter. Remember the last lines will briefly summarise what has been written in the body of the letter.

- I do hope you can find room at your school for a boy with Andrew's interests.
- Andrew would like to go to your school.
- Although Andrew is fifteen he is extremely tall and mature for his age.

Dear Principal,

I am writing to ask you if there is a place at your school for my son, Andrew Chen. Andrew is in Year 9 at his school. He is interested in science subjects, so we are keen to find a school with good science laboratories and teachers.

I am enclosing a copy of Andrew's school report for last year, which shows his good results in science and his love of sport, particularly football. He was a goalkeeper for the under 15 soccer team in our area. He's also interested in debating and is a member of the school debating team. Do you have debating teams at your school?

We hope to arrive at our new home in January next year, and we are looking for a house in your area. We will be very happy to provide you with more information about Andrew, and we are looking forward to receiving information about your school.

PARAGRAPHS

ACTIVITY 23

Divide the letter below into four paragraphs as follows:

- The first paragraph says why the writer is writing the letter.
- The second paragraph gives details of the writer's feelings.
- The third paragraph explains the importance of music.
- The final paragraph closes the letter with some final thoughts.

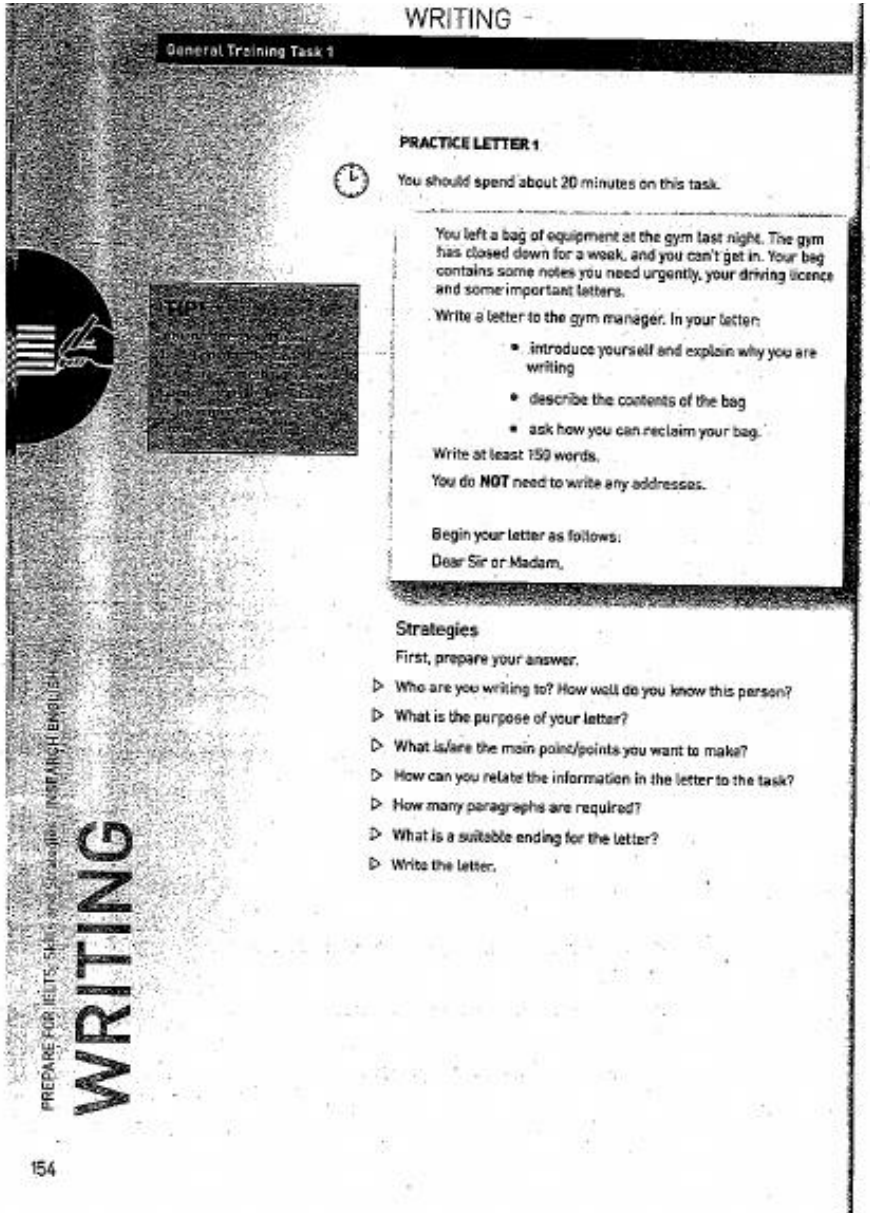
Dear Ms Brown,

My son tells me that you are in charge of music at his school. I am writing to tell you how much I enjoyed listening to the music the school orchestra played at the concert last Friday night. It is very good for children to understand and be sensitive to music, and your students played as though they really did feel the music. I thought the young man playing the piano was very talented, and I expect he will be very successful. The school orchestra played to a very high level and the guitar group was also delightful. Music is very important in our overall education and I feel everyone should be taught something about it at school. Understanding something about music and being able to play a musical instrument help enrich our lives. Once again, thank you for a most enjoyable evening. I look forward to the next school concert.

Yours sincerely,

Carol Helpman

Word count: 153



WRITING

General Training Task 1

PRACTICE LETTER 1

You should spend about 20 minutes on this task.

You left a bag of equipment at the gym last night. The gym has closed down for a week, and you can't get in. Your bag contains some notes you need urgently, your driving licence and some important letters.

Write a letter to the gym manager. In your letter:

- introduce yourself and explain why you are writing
- describe the contents of the bag
- ask how you can reclaim your bag.

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

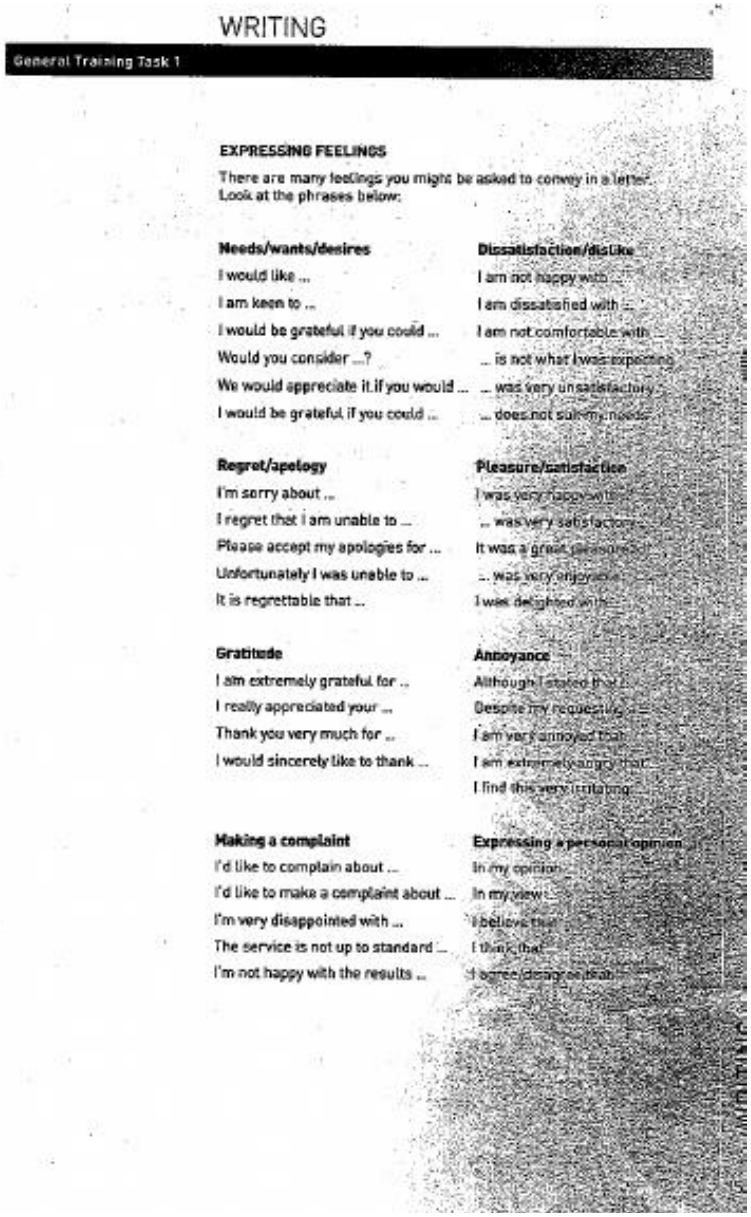
Strategies

First, prepare your answer.

- Who are you writing to? How well do you know this person?
- What is the purpose of your letter?
- What is/are the main point/points you want to make?
- How can you relate the information in the letter to the task?
- How many paragraphs are required?
- What is a suitable ending for the letter?
- Write the letter.

PREPARE FOR IELTS SKILLS and Strategies: RESEARCH ENGLISH

WRITING



WRITING

General Training Task 1

EXPRESSING FEELINGS

There are many feelings you might be asked to convey in a letter. Look at the phrases below:

Needs/wants/desires	Dissatisfaction/dislike
I would like ...	I am not happy with ...
I am keen to ...	I am dissatisfied with ...
I would be grateful if you could ...	I am not comfortable with ...
Would you consider ...?	... is not what I was expecting
We would appreciate it if you would ...	... was very unsatisfactory
I would be grateful if you could ...	... does not suit my needs

Regret/apology	Pleasure/satisfaction
I'm sorry about ...	I was very happy with ...
I regret that I am unable to ...	... was very satisfactory
Please accept my apologies for ...	It was a great pleasure ...
Unfortunately I was unable to ...	... was very enjoyable
It is regrettable that ...	I was delighted with ...

Gratitude	Annoyance
I am extremely grateful for ...	Although I stated that ...
I really appreciated your ...	Despite my requesting ...
Thank you very much for ...	I am very annoyed that ...
I would sincerely like to thank ...	I am extremely angry that ...
	I find this very irritating ...

Making a complaint	Expressing a personal opinion
I'd like to complain about ...	In my opinion ...
I'd like to make a complaint about ...	In my view ...
I'm very disappointed with ...	I believe that ...
The service is not up to standard ...	I think that ...
I'm not happy with the results ...	I agree/disagree that ...

PURPOSE

It is important to remember that we write for a purpose. This purpose is sometimes stated at the beginning of the letter if you want to emphasise the subject, or in some cases left until the end.

Here is a list of letter types according to their purpose:

- requesting/providing information
- giving an opinion
- complaining (mild/strong)
- explaining something – a point of view, a position
- describing someone/something
- narrating a sequence of events
- giving a warning (mild/strong)
- giving instructions
- giving good/bad news.

Some letters can include more than one of these purposes at the same time, for example, complaining strongly or giving a warning (Unless something is done about this, I will ...).

Here are some examples of letters with the purposes listed above.

LANGUAGE BOX

Type of Letter	Examples
Giving information	Travel plans, arrival details, what to see and do on holidays
Requesting information	Course information, library hours and borrowers' rights, timetable information
Complaining	Service in a restaurant, noise in a local area
Describing	Describing lost property, a friend, a place
Relating an event	An incident or accident, a memorable event
Giving instructions	How to get to your house, how to use or operate a tool or machine
Giving good news	Travelling to visit a friend/family, news about a happy event (a wedding, anniversary)
Giving bad news	Cancelling an appointment, decision to discontinue a course
Giving a warning	An unsatisfactory response/reply to a complaint or problem, e.g. overdue payment

→ **ACTIVITY 24**

Identify what letter type the following would come from. Choose from those above. One has been done for you.

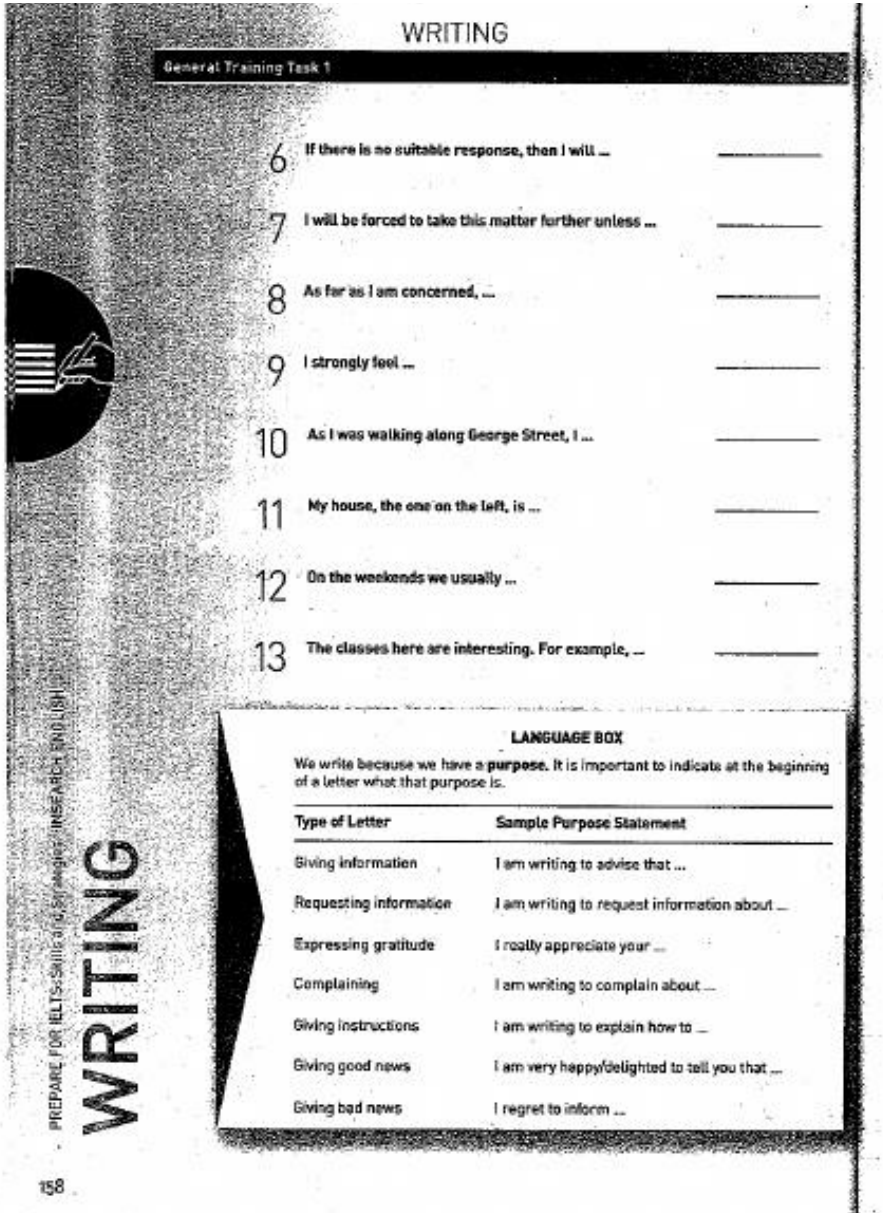
1 I am writing to complain about ... Complaining

2 I am interested in obtaining some information about ...

3 I would like to request further details about ...

4 I am writing to draw your attention to ...

5 The accident happened like this; my husband was ...



WRITING

General Training Task 1

6 If there is no suitable response, then I will ... _____

7 I will be forced to take this matter further unless ... _____

8 As far as I am concerned, ... _____

9 I strongly feel ... _____

10 As I was walking along George Street, I ... _____

11 My house, the one on the left, is ... _____

12 On the weekends we usually ... _____

13 The classes here are interesting. For example, ... _____

LANGUAGE BOX

We write because we have a **purpose.** It is important to indicate at the beginning of a letter what that purpose is.

Type of Letter	Sample Purpose Statement
Giving information	I am writing to advise that ...
Requesting information	I am writing to request information about ...
Expressing gratitude	I really appreciate your ...
Complaining	I am writing to complain about ...
Giving instructions	I am writing to explain how to ...
Giving good news	I am very happy/delighted to tell you that ...
Giving bad news	I regret to inform ...

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WRITING

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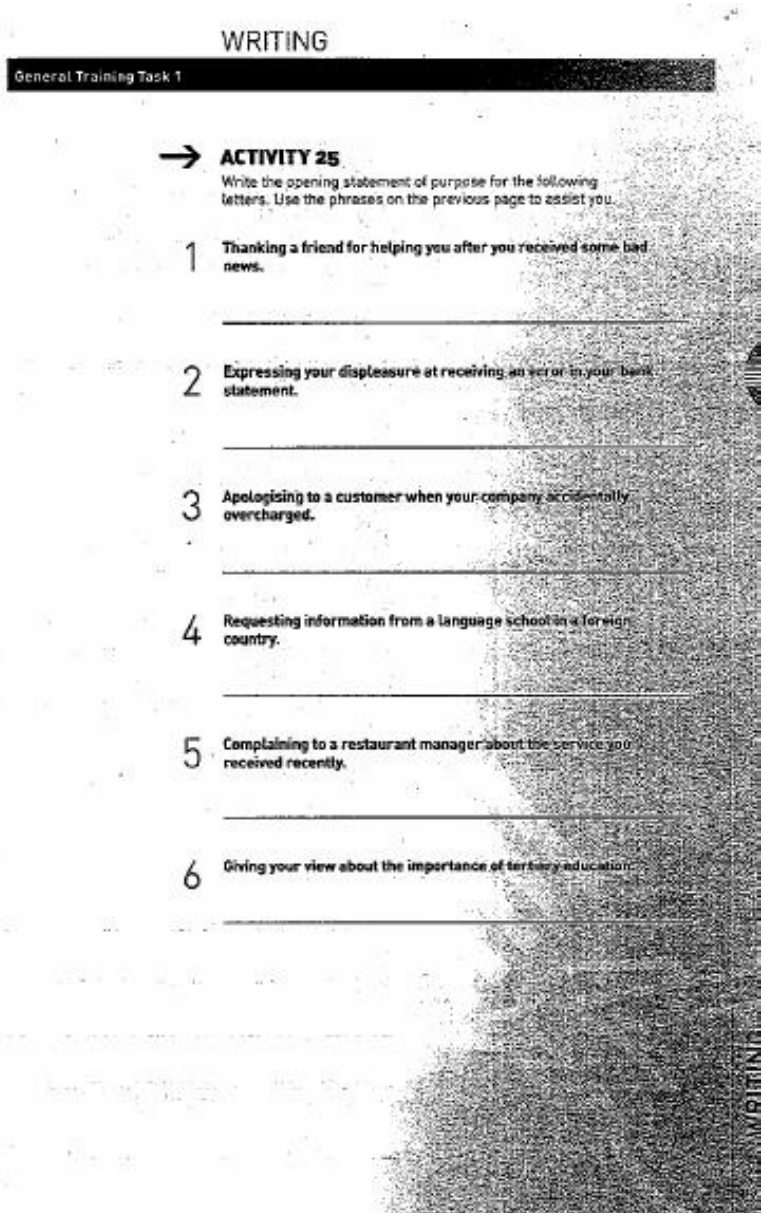


WRITING

General Training Task 1

ACTIVITY 25

Write the opening statement of purpose for the following letters. Use the phrases on the previous page to assist you.

1 Thanking a friend for helping you after you received some bad news.

_____

2 Expressing your displeasure at receiving an error in your bank statement.

_____

3 Apologising to a customer when your company accidentally overcharged.

_____

4 Requesting information from a language school in a foreign country.

_____

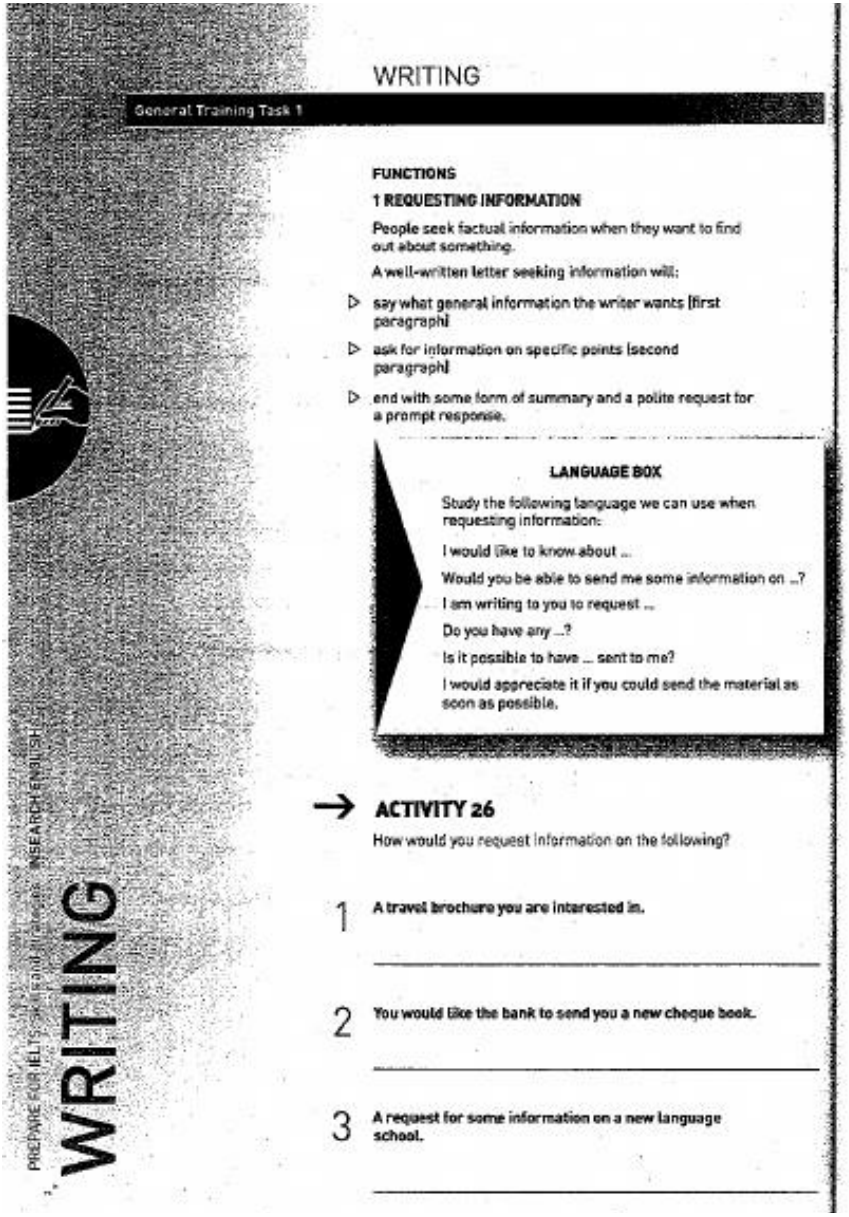
5 Complaining to a restaurant manager about the service you received recently.

_____

6 Giving your view about the importance of tertiary education.

_____

WRITING



WRITING

General Training Task 1

FUNCTIONS

1 REQUESTING INFORMATION

People seek factual information when they want to find out about something.

A well-written letter seeking information will:

- say what general information the writer wants (first paragraph)
- ask for information on specific points (second paragraph)
- end with some form of summary and a polite request for a prompt response.

LANGUAGE BOX

Study the following language we can use when requesting information:

I would like to know about ...

Would you be able to send me some information on ...?

I am writing to you to request ...

Do you have any ...?

Is it possible to have ... sent to me?

I would appreciate it if you could send the material as soon as possible.

ACTIVITY 26

How would you request information on the following?

1 **A travel brochure you are interested in.**

2 **You would like the bank to send you a new cheque book.**

3 **A request for some information on a new language school.**

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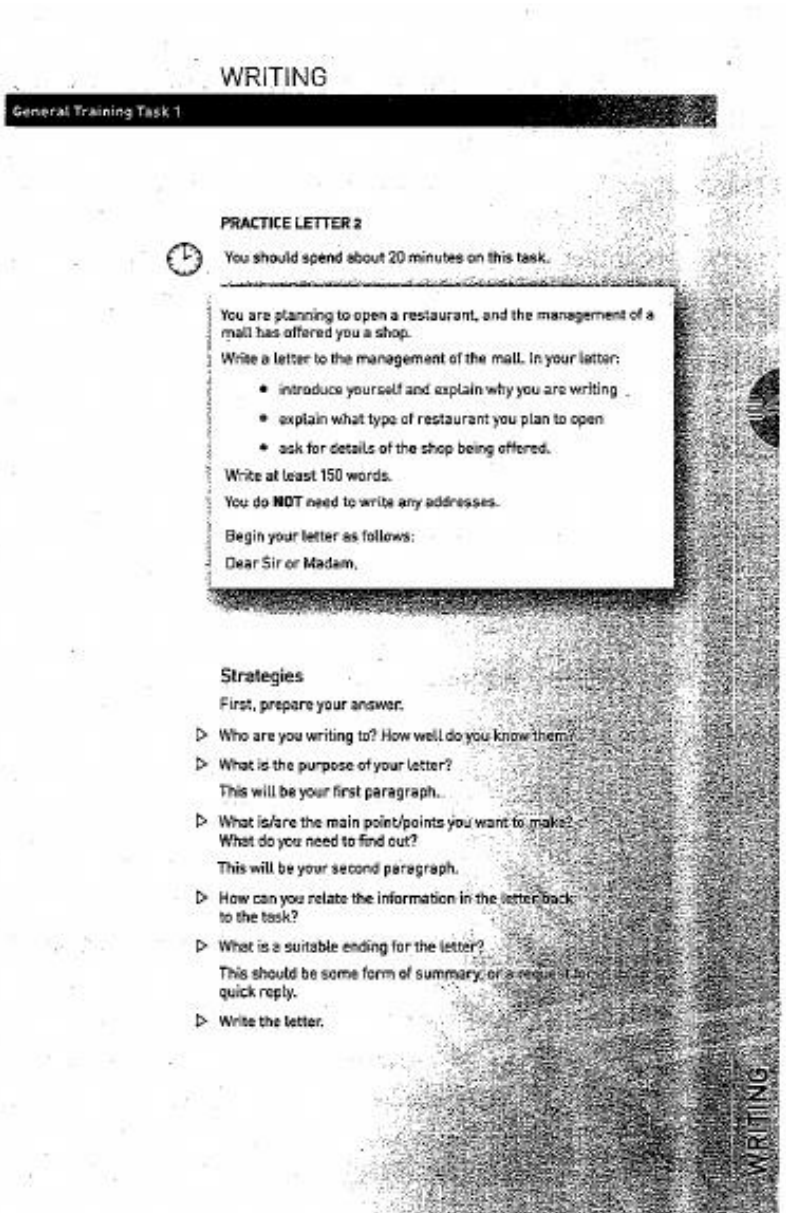
WRITING



WRITING

General Training Task 1

PRACTICE LETTER 2

You should spend about 20 minutes on this task.

You are planning to open a restaurant, and the management of a mall has offered you a shop.

Write a letter to the management of the mall. In your letter:

- introduce yourself and explain why you are writing
- explain what type of restaurant you plan to open
- ask for details of the shop being offered.

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

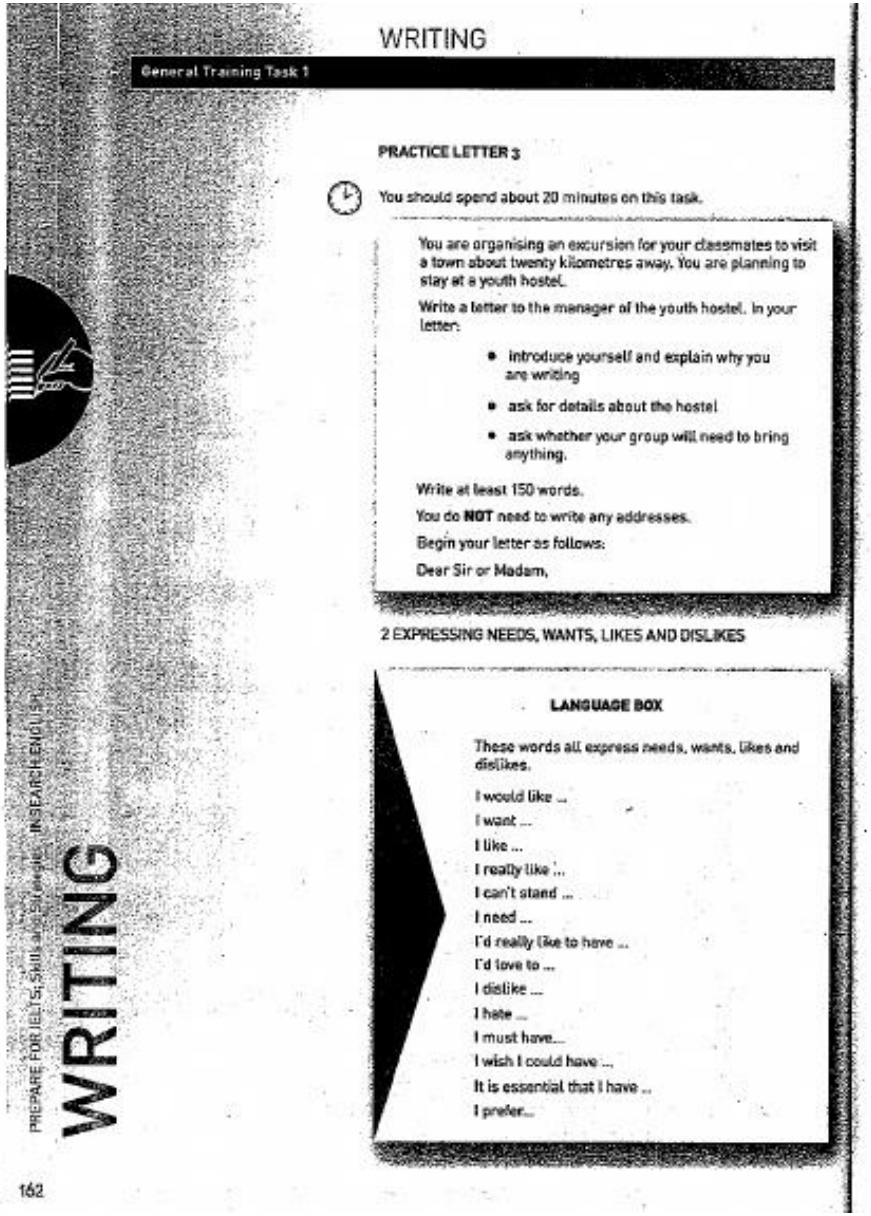
Dear Sir or Madam,

Strategies

First, prepare your answer.

- Who are you writing to? How well do you know them?
- What is the purpose of your letter?
  This will be your first paragraph.
- What is/are the main point/points you want to make? What do you need to find out?
  This will be your second paragraph.
- How can you relate the information in the letter back to the task?
- What is a suitable ending for the letter?
  This should be some form of summary, or a request for a quick reply.
- Write the letter.

WRITING



WRITING

General Training Task 1

PRACTICE LETTER 3

You should spend about 20 minutes on this task.

You are organising an excursion for your classmates to visit a town about twenty kilometres away. You are planning to stay at a youth hostel.

Write a letter to the manager of the youth hostel. In your letter:

- introduce yourself and explain why you are writing
- ask for details about the hostel
- ask whether your group will need to bring anything.

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

2 EXPRESSING NEEDS, WANTS, LIKES AND DISLIKES

LANGUAGE BOX

These words all express needs, wants, likes and dislikes.

I would like ...
I want ...
I like ...
I really like ...
I can't stand ...
I need ...
I'd really like to have ...
I'd love to ...
I dislike ...
I hate ...
I must have...
I wish I could have ...
It is essential that I have ...
I prefer...

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WRITING

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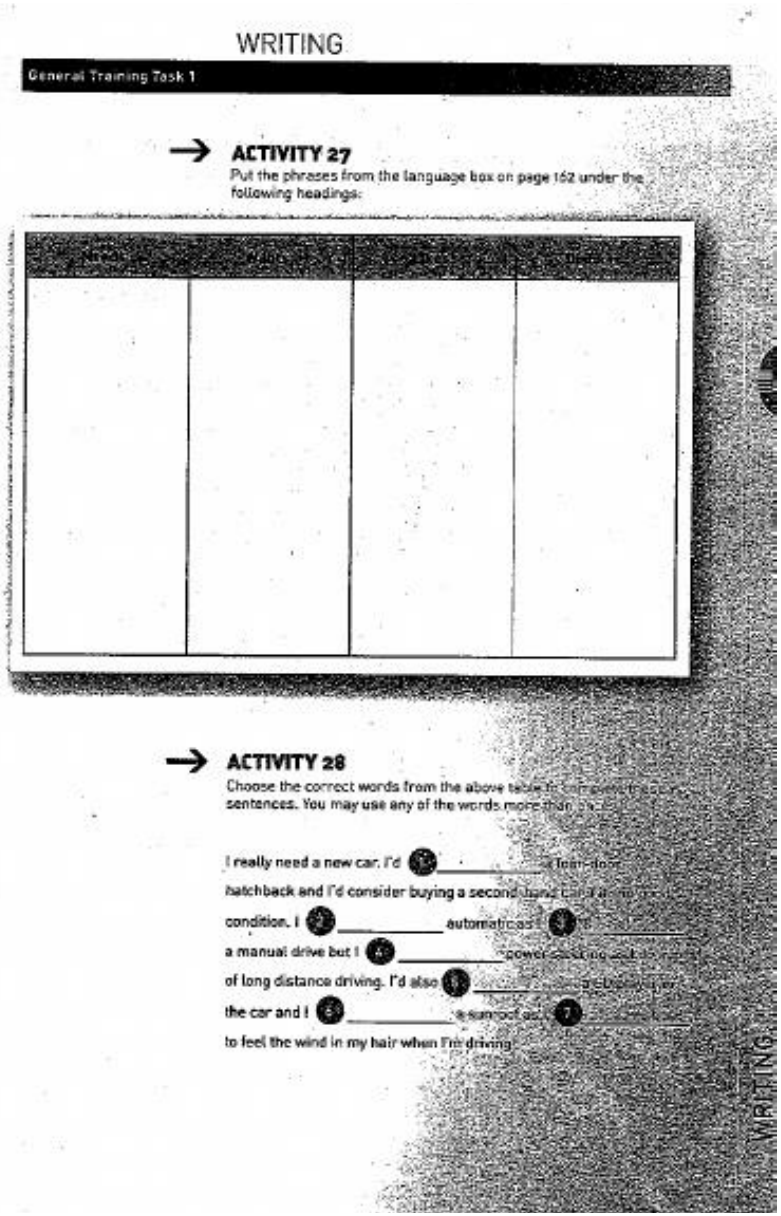


WRITING

General Training Task 1

ACTIVITY 27

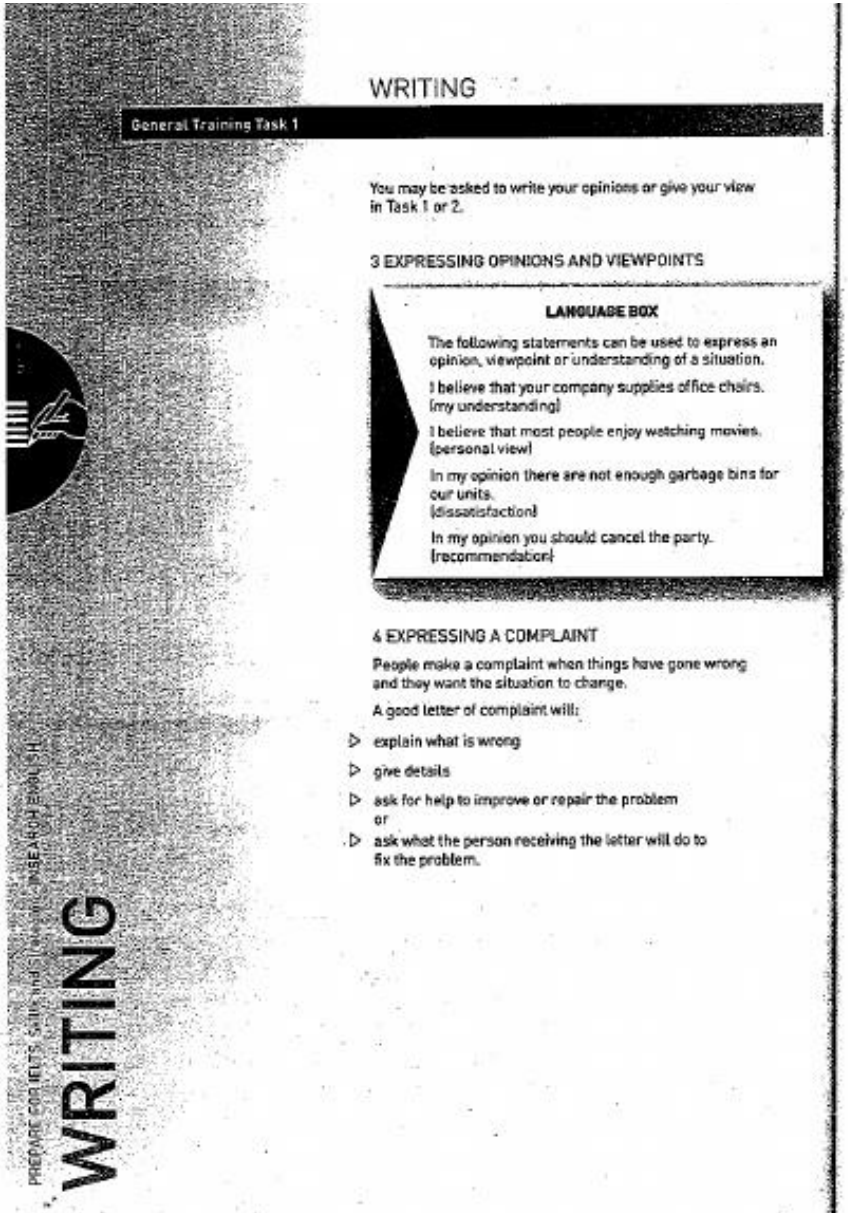
Put the phrases from the language box on page 162 under the following headings:

ACTIVITY 28

Choose the correct words from the above table to complete the sentences. You may use any of the words more than once.

I really need a new car. I'd (1) _____ a four-door hatchback and I'd consider buying a second hand car in good condition. I (2) _____ automatic as (3) _____ a manual drive but I (4) _____ power steering as I'm afraid of long distance driving. I'd also (5) _____ a CD player in the car and I (6) _____ a sunroof as (7) _____ to feel the wind in my hair when I'm driving.

WRITING



WRITING

General Training Task 1

You may be asked to write your opinions or give your view in Task 1 or 2.

3 EXPRESSING OPINIONS AND VIEWPOINTS

LANGUAGE BOX

The following statements can be used to express an opinion, viewpoint or understanding of a situation.

I believe that your company supplies office chairs.
(my understanding)

I believe that most people enjoy watching movies.
(personal view)

In my opinion there are not enough garbage bins for our units.
(dissatisfaction)

In my opinion you should cancel the party.
(recommendation)

4 EXPRESSING A COMPLAINT

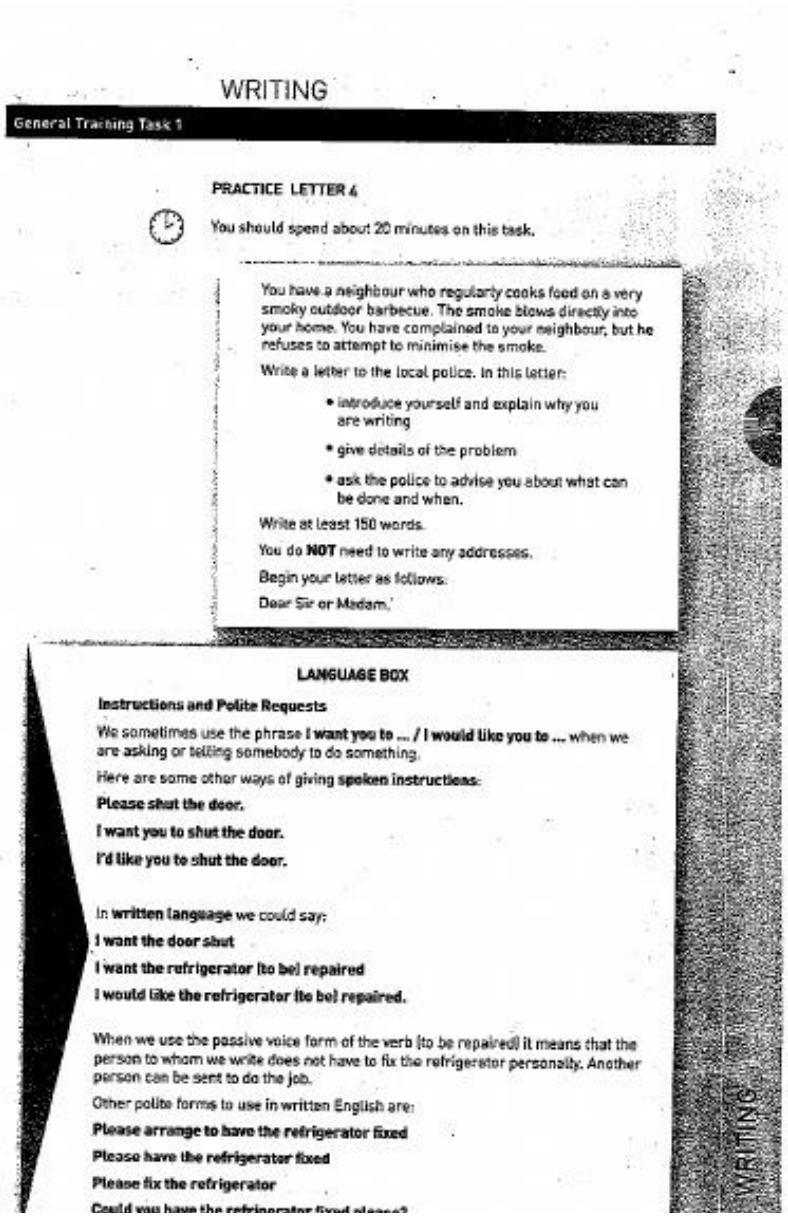
People make a complaint when things have gone wrong and they want the situation to change.

A good letter of complaint will:

- explain what is wrong
- give details
- ask for help to improve or repair the problem
  or
- ask what the person receiving the letter will do to fix the problem.

PREPARE FOR IELTS SKILLS INDIVIDUAL RESEARCH ENGLISH

WRITING



WRITING

General Training Task 1

PRACTICE LETTER 4

You should spend about 20 minutes on this task.

You have a neighbour who regularly cooks food on a very smoky outdoor barbecue. The smoke blows directly into your home. You have complained to your neighbour, but he refuses to attempt to minimise the smoke.

Write a letter to the local police. In this letter:

- introduce yourself and explain why you are writing
- give details of the problem
- ask the police to advise you about what can be done and when.

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

LANGUAGE BOX

Instructions and Polite Requests

We sometimes use the phrase **I want you to ... / I would like you to ...** when we are asking or telling somebody to do something.

Here are some other ways of giving **spoken instructions**:

Please shut the door.

I want you to shut the door.

I'd like you to shut the door.

In **written language** we could say:

I want the door shut

I want the refrigerator (to be) repaired

I would like the refrigerator (to be) repaired.

When we use the passive voice form of the verb (to be repaired) it means that the person to whom we write does not have to fix the refrigerator personally. Another person can be sent to do the job.

Other polite forms to use in written English are:

Please arrange to have the refrigerator fixed

Please have the refrigerator fixed

Please fix the refrigerator

Could you have the refrigerator fixed, please?

WRITING

WRITING

General Training Task 1

PRACTICE LETTER 5

You should spend about 20 minutes on this task.

You bought an iron at a local shop yesterday. When you got it home you found it did not heat properly, so you cannot use it. Furthermore, the water container in the iron leaks.

Write a letter to the shop manager. In your letter:

- introduce yourself and explain why you are writing
- explain what solution you would like
- include a mild threat or warning.

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

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WRITING

CALL TASK
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Study English Series 2, Episode 26

WRITING

Introduction to Academic Task 2

INTRODUCTION TO ACADEMIC WRITING TASK 2

To complete Academic Writing Task 2 you should be able to:

- present the solution to a problem
- present and justify an opinion
- compare and contrast evidence, opinions and implications
- evaluate and challenge ideas, evidence or an argument.

A more impersonal, more academic response is expected in the Academic Module Task 2 essay.

The topics given are of a general interest to, suitable for and easily understood by candidates entering undergraduate or postgraduate studies or seeking professional registration.

Refer to **www.ielts.org** for further information on the the Academic Module, and for the *Official Practice Materials* (OPM).

WHAT IS THE EXAMINER LOOKING FOR?

Task Response – answer the question addressing all parts of the task.

Coherence and Cohesion – use cohesive devices to sequence information and ideas logically (refer to page 85 for more information on what this means).

Lexical Resource – use a wide range of vocabulary flexibly (refer to page 86 for more information on what this means).

Grammatical Range and Accuracy – use a wide range of grammatical structures (refer to page 86 for more information on what this means).

WHAT DO YOU HAVE TO DO?

- Answer the question fully using examples, and supporting ideas based on your own knowledge and experience.
- Organise the essay/response.
- Use a variety of sentence types – simple, compound and complex.
- Use appropriate vocabulary – formal, correct word forms, correct spelling and appropriate punctuation (commas, full stops, capital letters, colons etc).

The writing tasks are often combined. For instance, you may be asked to provide general factual information in order to justify an opinion.

Typically the instruction will read:

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

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

Write at least 250 words.

BRAINSTORM

Think of possible topics for IELTS Writing Task 2. Topics can be organised into major topics and then sub-topics. They might include some of the following.

	role of parents; marriage and divorce; children; nuclear vs extended family; relatives; relationships; roles in the family; housework and duties
	problems of youth; ageing societies; population; traditional fashion; music; customs; habits; festivals; neighbours and communities; government and function; facilities and services
	technology and education; role of the teacher; purpose of learning; uniforms; learning styles; future trends; place of computers in education; cost of education; education for life; education vs training
	western medicine vs traditional medicine; health; lifestyle habits and nutrition; healthy mind/healthy body and sport; cost of medicine; stress; drugs; importance of sleep and relaxation
	cost; public vs private; types of pollution; efficiency of; best choice; preferred choice
	methods; access to information; control; media; role of the media; advertising; popularity of media; censorship; responsibilities of; television; invasion of privacy
	training; automation; growth industries; working conditions; retrenchment; workplace change
	computers; changes; role of; cost of; dependence on; future trends and changes; technology and society; in the workplace
	pollution; types of pollution; cause of pollution; how to manage; global warming; greenhouse effect; role of government; individual responsibilities; future trends
	biology; geology; geography; physics; botany; astronomy; psychology; genetic modification; colour; [illegible]
	[Note: only basic vocabulary required]

TIP!

INTRODUCTION TO GENERAL TRAINING WRITING TASK 2

To complete General Training Writing Task 2 candidates should be able to:

- provide general factual information
- outline a problem and present a solution
- present and possibly justify an opinion, assessment or hypothesis
- present and possibly evaluate and challenge ideas, evidence and argument.

Refer to **www.ielts.org** for further information on the General Training Module, and for the *Official Practice Materials* (OPM).

WHAT IS THE EXAMINER LOOKING FOR?

- **Task Response** – answer the question addressing all parts of the task.
- **Coherence and Cohesion** – use cohesive devices to sequence information and ideas logically (refer to page 85 for more information on what this means).
- **Lexical Resource** – use a wide range of vocabulary flexibly (refer to page 86 for more information on what this means).
- **Grammatical Range and Accuracy** – use a wide range of grammatical structures (refer to page 86 for more information on what this means).

WHAT DO YOU HAVE TO DO?

- Answer the question fully using examples and supporting statements based on your own knowledge and experience.
- Organise the essay/response.
- Use a variety of sentence types – simple, compound, complex.
- Use appropriate vocabulary – formal, correct word forms, correct spelling and appropriate punctuation (commas, full stops, capital letters, colons etc).

The writing tasks are often combined. For instance, you may need to provide general factual information in order to justify an opinion.

A more personal response is expected for the General Training Task 2 essay. Refer to the Information for Candidates at **www.ielts.org**.

PREPARE FOR IELTS: SKILLS and Strategies: INSIDE OUT ENGLISH
WRITING

TIP!

Typically the instruction will read as follows:

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

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

Write at least 250 words

TOPICS

Topics for IELTS Writing are common for all parts of the test. Refer to page 169 for a list of possible topics and sub-topics.

Sub-topics means areas related to the main topics.

Look at the following examples of how a topic can be broken down into sub-topics:

TRAVEL

- the way people travel (road, air, rail, sea)
- the popularity of travel compared to the past (cheaper, better infrastructure, more accessibility)
- problems with travel (long queues, crowded, timetable changes, dietary changes)
- future developments in travel (bigger planes and larger fleets, more rail links, more sea or space travel)
- the importance of tourism today
- the growth of tourism in developing countries
- the effects of tourism on countries.

EDUCATION

- changes in the way children are taught (more flexible learning styles, bigger class sizes, better facilities)
- the influence of technology on learning styles (the use of computers, online learning)
- the importance of a second language (bilingual education, English as a second language)
- the effects of globalisation on education (the influence of foreign ideas, advertising, the importance of a second language)
- problems with access to education (the lack of schools or resources in rural areas, equality in education)
- the rising cost of tertiary education
- future developments in education.

TIP

ESSAY WRITING SKILLS

Writing Task 2 for both the Academic and General Training modules assesses your ability to discuss an issue. You should write an essay which is well organised, with a beginning, middle and end. For the General Training Module, Task 2 essay, a more personal response is acceptable.

It is important to follow a four-stage procedure when writing essays. The procedure is:

- Analysing the topic and task (understanding the question, brainstorming ideas)
- Preparing a plan – a brief outline is sufficient
- Writing the essay
- Proofreading and checking.

At first, you may find that this procedure takes longer than 40 minutes to complete. However, if you keep practising it, you will find that it actually speeds up the writing process. To do this, you need to understand what the question is really asking.

1 The first step is analysing the topic and task.

First identify the **topic** and **task words**.

Look at the sample question and identify the topic, the words which tell you what to write about.

Sample question:

A vegetarian diet is beneficial to our health. Do you agree or disagree?

Topic words: 'a vegetarian diet', 'beneficial'.

Look for the task words which will tell you how to write about the topic.

Task words: 'agree or disagree'.

Next, define the key words. What is 'vegetarian diet'? Why is it beneficial? What other diets are beneficial?

2 Once you have analysed the topic and the task, prepare a brief outline for your essay. Planning will make your writing more efficient and logical.

3 When you have finished writing your essay, proofread it for mistakes.

BRAINSTORM

Look at the questions below and brainstorm as many relevant ideas and examples as you can to construct a response.

1 **Some workplaces do not ensure the safety of workers who use dangerous equipment. What can be done?**

2 **Some vegetarians say it is selfish and unnecessary for people to eat meat in a world where food resources are becoming increasingly scarce.**

3 **People who watch a lot of violent television programs will find that this influences their behaviour when they are angry or upset.**

4 **Some people say that smoking should be permitted in places where people gather to eat and drink. Others find the smell of cigarette smoke offensive and want smoking banned in public.**

5 **What are the features of an ideal television show for children below school age?**

6 **How would you ensure children see only suitable material on the internet?**

7 **What do you consider to be the major achievement of the twentieth century?**

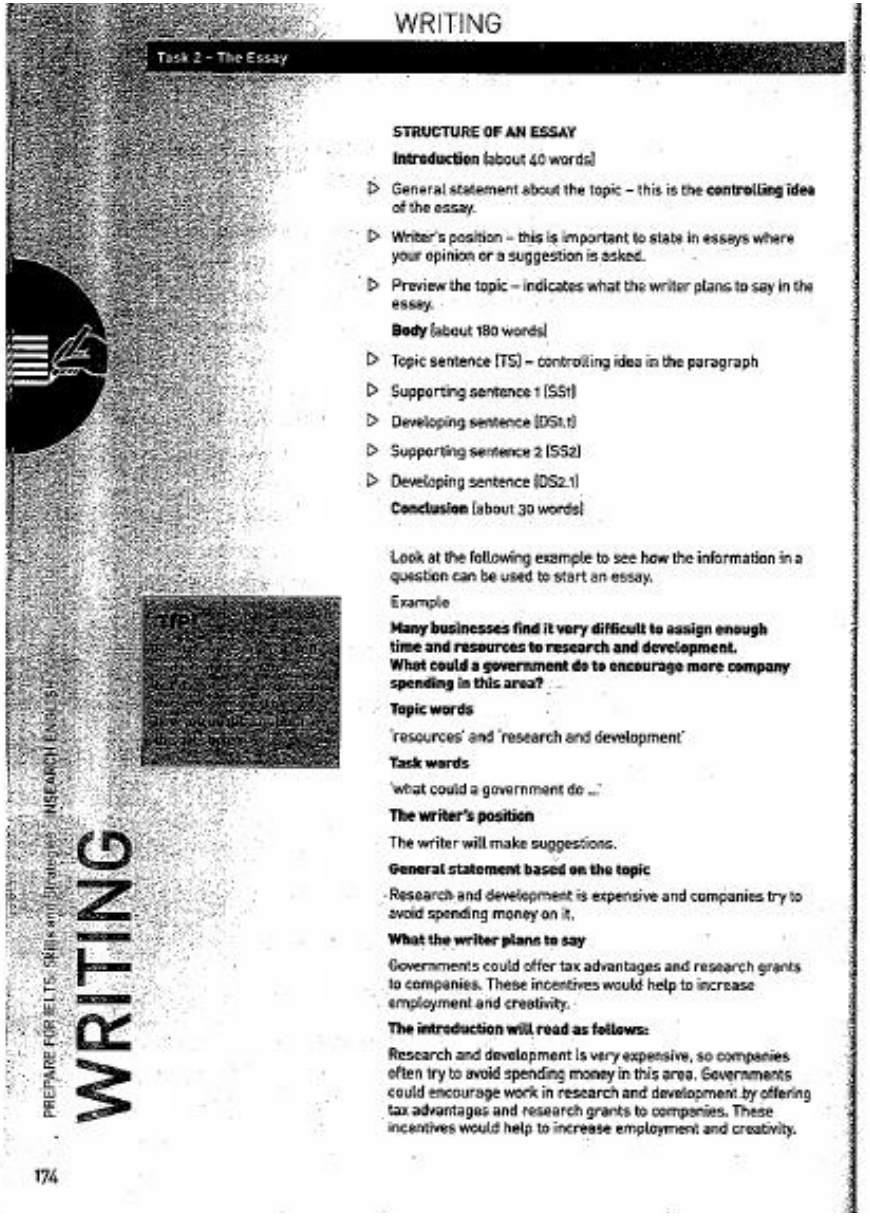
8 **The twentieth century has seen more development than any preceding century.**

9 **How can society reduce the problems that people with disabilities suffer?**

10 **Many people find it very difficult to balance their responsibilities at home and in the workplace. What advice would you give?**

11 **Students have to absorb a great deal of information. Describe quick and efficient ways to do this.**

12 **Is it the responsibility of a government to protect its citizens from natural disasters?**



WRITING

Task 2 – The Essay

STRUCTURE OF AN ESSAY

Introduction (about 40 words)

- General statement about the topic – this is the **controlling idea** of the essay.
- Writer's position – this is important to state in essays where your opinion or a suggestion is asked.
- Preview the topic – indicates what the writer plans to say in the essay.

Body (about 180 words)

- Topic sentence (TS) – controlling idea in the paragraph
- Supporting sentence 1 (SS1)
- Developing sentence (DS1.1)
- Supporting sentence 2 (SS2)
- Developing sentence (DS2.1)

Conclusion (about 30 words)

Look at the following example to see how the information in a question can be used to start an essay.

Example

Many businesses find it very difficult to assign enough time and resources to research and development. What could a government do to encourage more company spending in this area?

Topic words

'resources' and 'research and development'

Task words

'what could a government do ...'

The writer's position

The writer will make suggestions.

General statement based on the topic

Research and development is expensive and companies try to avoid spending money on it.

What the writer plans to say

Governments could offer tax advantages and research grants to companies. These incentives would help to increase employment and creativity.

The introduction will read as follows:

Research and development is very expensive, so companies often try to avoid spending money in this area. Governments could encourage work in research and development by offering tax advantages and research grants to companies. These incentives would help to increase employment and creativity.

PREPARE FOR IELTS: Skills and Strategies RESEARCH ENGLISH

WRITING

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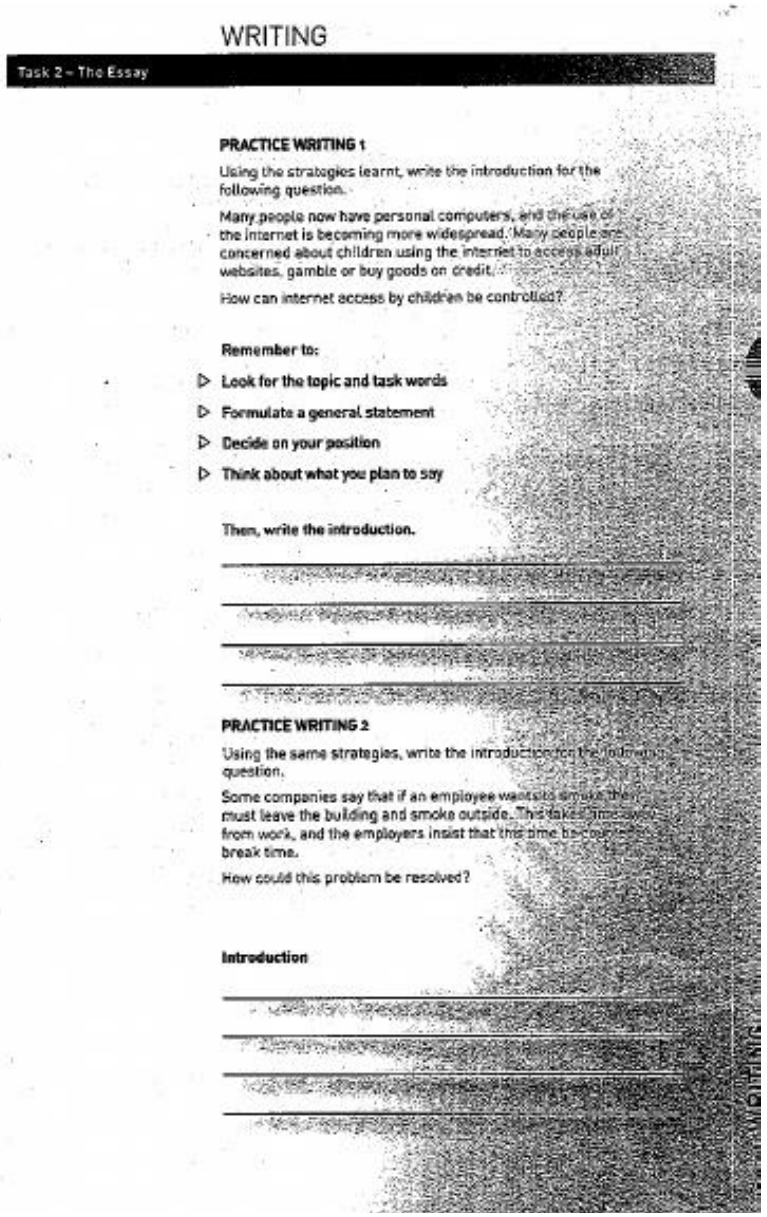

WRITING

Task 2 – The Essay

PRACTICE WRITING 1

Using the strategies learnt, write the introduction for the following question.

Many people now have personal computers, and the use of the Internet is becoming more widespread. Many people are concerned about children using the Internet to access adult websites, gamble or buy goods on credit.

How can Internet access by children be controlled?

Remember to:

- **Look for the topic and task words**
- **Formulate a general statement**
- **Decide on your position**
- **Think about what you plan to say**

Then, write the introduction.

PRACTICE WRITING 2

Using the same strategies, write the introduction for the following question.

Some companies say that if an employee wants to smoke they must leave the building and smoke outside. This takes time away from work, and the employers insist that this time be counted as break time.

How could this problem be resolved?

Introduction

TIP

THE BODY OF THE ESSAY

The body of the essay is where ideas introduced in the first paragraph are developed more fully. The body should be divided into paragraphs.

Each paragraph will consist of a topic sentence, (TS) supporting sentences (SS) and developing sentences (DS).

ACTIVITY 29

Look at the following paragraphs. Which one is better? Why?

Paragraph 1

Overseas students come to Australia to study further. They may come simply because their parents want them to study in an English-speaking country. Australia is close and safe. In some countries, entrance examinations in the best universities are very competitive. Because of this, students choose to study in Australia. Many overseas students elect to study subjects that may not be available in their home countries. Tourism is one such choice.

Paragraph 2

There are several reasons why overseas students come to Australia to do further study. Firstly, they may come simply because their parents want them to study in an English-speaking country. Australia is a popular choice since it is fairly close to South-East Asia, and it is generally considered a safe place for young people to live and study. Secondly, in some countries, entrance examinations for the best universities are very competitive, and students can experience difficulty gaining entry to the university of their choice. When faced with such difficulties in their home countries, students choose to study in Australia, where the entry criteria are the same for all universities. A third and probably the most important reason is related to the range of courses available. Many overseas students in Australia elect to study subjects which may not be available in their home countries. An example is tourism, which is very popular among overseas students studying in Australia.

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WRITING
Task 2 – The Essay

Look carefully at the following organisation of a paragraph using a topic sentence, supporting and developing sentences.

TS There are several reasons why overseas students come to
SS1 Australia to do further study. Firstly, they may come simply
because their parents want them to study in an English-
DS1.1 speaking country. Australia is a popular choice since it is
fairly close to South-East Asia, and it is generally
considered a safe place for young people to live and study.
SS2 Secondly, in some countries, entrance examinations for the best
universities are very competitive, and students can experience
difficulty gaining entry to the university of their choice.
DS2.1 When faced with such difficulties in their home
countries, students choose to study in Australia, where the
SS3 entry criteria are the same for all universities. A third and
probably the most important reason is related to the range of
DS3.1 courses available. Many overseas students in Australia elect to
study subjects which may not be available in their home
DS3.2 countries. An example is tourism, which is very popular among
overseas students studying in Australia.

BRAINSTORM

Look at the following topics and brainstorm related ideas.

- The effects of climate change on your country
- The impact of tourism development in remote regions
- How computers affect the way we socialise and study
- The impact of fast food on societies today

Next, follow these steps to write a paragraph.

1 **Take an idea and turn it into a statement.**

2 **Expand the statement into a topic sentence.**

3 **Write supporting sentences to follow the topic sentence.**

4 **Now develop the supporting sentences using an example or further explanation.**

You should now have a well-formed paragraph.

Choose one of the introductions you wrote to the essay questions in the activity above and write the body of the essay. Remember to use topic sentences, supporting and developing sentences.

CONCLUSION

The conclusion of the essay summarises what has been said and comes to some sort of conclusion or result. No new information is added at this point.

ACTIVITY 30

Look at this essay which partially answers the following question. Consider what the writer has said.

A balanced diet, or eating balanced meals, is the key to a healthy life. Do you agree or disagree?

SAMPLE ANSWER

Although a balanced diet is important, there are other factors which contribute to a healthy life. People in some cultures do not eat a balanced diet, but use limited food sources and are healthy. In addition, lack of stress could well be as important as diet.

One culture-related reason for this theory is environmental or climatic conditions. The Inuit, in the Arctic Circle, live in harsh surroundings and their major source of food for many months of the year is fish. Nutritionists in industrialised countries would not consider their diet balanced or even healthy, yet Inuit people have flourished on food from the sea for centuries. Another cultural reason is religion. Many Hindus are vegetarian. Again, many dieticians claim that vegetarianism is unbalanced because humans need protein, especially from animals. Hindus, however, seem to be quite healthy and suffer no ill effects from the lack of animal protein.

The major reason for disagreeing with the balanced diet argument, however, is to do with stress. Even though people in the past did not always have a balanced diet, sometimes existing only on potatoes and bread, they lived healthy lives because there was little or no stress of the kind that afflicts urban residents

today. Secondly, there is a large percentage of people in developed and developing societies who do their jobs, then relax in front of the television, quite often eating only junk food, but seem healthy enough. They may be spared illness and disease by their relatively stress-free lives.

248 words so far

Now, write a conclusion to this essay.

_____

_____

_____

_____

EXPRESSING CERTAINTY IN ACADEMIC WRITING

Academic writing rarely reflects absolute certainty. When students or lecturers are discussing difficult or abstract topics there is always room for discussion and respect for the opinions of others. Think of the difference between the absolute statement, **the sky is blue**, and the real sky, which can be blue, black, grey, or even pink.

Look at the following examples of expressions which indicate various degrees of certainty in the boxes below.

LANGUAGE BOX

Expressing probability and degree

These words are used to express how likely or probable something will happen.

certainly definitely probably
perhaps possibly maybe

It is likely that ... It is probable ... possible that ...
It is unlikely that ...

Examples

High degree of probability:

There are **certainly** many problems associated with globalisation.

There will **definitely** be developments in this area in the future.

Low degree of probability:

Maybe globalisation will affect cultural diversity.

It is **unlikely** that governments will agree on this issue.

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LANGUAGE BOX

Adverbs of Frequency

These words are common in academic writing as they are used to show how often something occurs.

usually	often	frequently	sometimes
occasionally	seldom	not often	rarely

LANGUAGE BOX

Expressing doubt and lack of certainty

These words are often used to express uncertainty about an idea which may not be true.

seems to	appears to	seems that	appears that
apparently	evidently	supposedly	allegedly

ACTIVITY 31

Choose words and phrases from the language boxes to reduce the certainty of these statements.

Students (1) _____ find it very hard to settle down in a new country. Later they (2) _____ find it hard to settle down when they go home.

Young people are (3) _____ not ready to accept responsibility for the economic well-being of their country.

Parents (4) _____ feel guilty if they don't spend enough time with their children.

Road accidents are (5) _____ the result of reckless driving.

RELATIONSHIPS OF MEANING

LANGUAGE BOX

Linking words and phrases

such as	result in	so	as a consequence of
for example	furthermore	despite	such as
as well as	subsequently	when	however
because of	therefore	also	although

PREPARE FOR IELTS: SKILLS AND STRATEGIES IN SEARCH ENGLISH

WRITING

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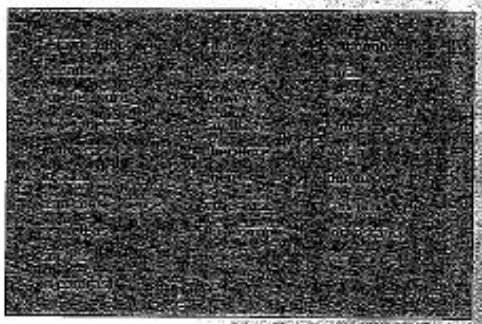
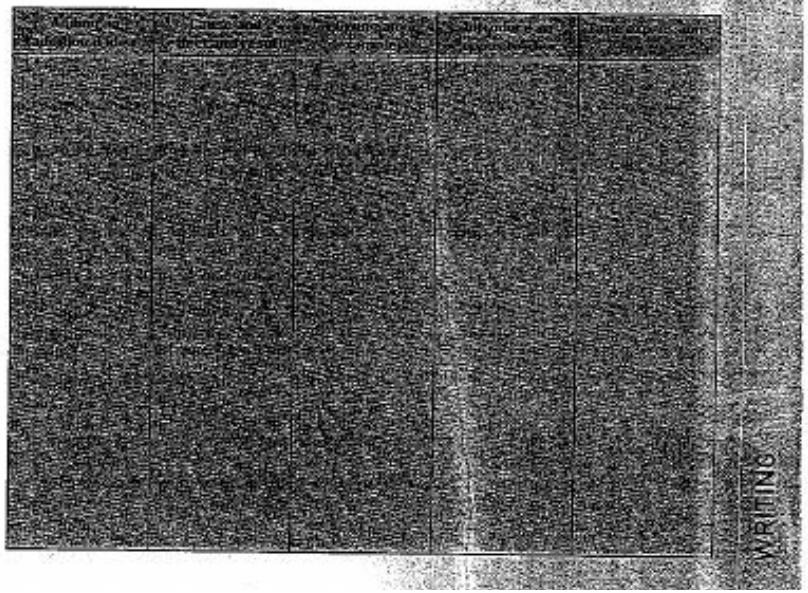
ACTIVITY 32

Place the words from the box below into the following table under the appropriate heading.





ACTIVITY 33

Use words and phrases from the box on page 181 to fill in the gaps in the passages below. Some words or phrases may be used more than once. There may be more than one possible way to link the sentences.

Computer breakdown may be caused by a number of factors, (1) _____ the age of the hardware, human error, or computer viruses.

Viruses are usually introduced into an office computer system through infected disks, CDs or downloaded material from the internet. Disks and CDs are often brought into an office by staff, who may be copying office files. These are (2) _____ downloaded into their personal computer at home. Their personal computers may contain viruses which copy themselves on any new disk or CD inserted into the machine. Although most computers today contain anti-virus software which would detect viruses and alert the user, material downloaded from the internet or sent as an attachment by email may still (3) _____ a virus. Computer viruses have become a threat to the integrity of data stored in personal computers (4) _____ large mainframes in corporate and government institutions.

The industry is fighting back; (5) _____ the prevalence of these viruses, anti-virus software has been developed and can be installed at low cost. However, it is still necessary to regularly update the software as new viruses develop and the old software is unable to protect computer hard drives from becoming infected. It is an ongoing battle, for as fast as the technology to combat a virus is developed, a new virus is created. The power of the computer is certainly worth defending. Computerised databases provide workers in an organisation with the information they need (6) _____ they need it. Computer networks allow the free flow of information from not only one part of an organisation to another, but also globally. (7) _____ new information can be quickly assimilated and stored for possible use later.

Computerised personal information is now easily accessed by government and security agencies, banks and other institutions.

This availability has both benefits and risks. A good police database will increase the chances of a known criminal being caught by decreasing the clerical side of searching documents, and will (8) _____ increase the time police have available to search for and catch their suspects. There is (9) _____, another hazard: this information may be wrong or out-of-date and lead to the wrong person being arrested. The introduction of a virus to the system might render it useless.

Computerised databases are invaluable in the field of medical health. In a hospital, (10) _____, a database for information on diseases, drugs, case studies, surgical procedures and other records will be invaluable to a doctor trying to diagnose many different cases. For the clerical staff, many accurate records can be updated quickly.

It is alarming, (11) _____, to consider the damage which might be done to a hospital or information database by a computer hacker. Such a person might gain entry to a database and then give or sell the information to people who may misuse the information for commercial or even fraudulent reasons.

So we can see that (12) _____ their power, computer systems are highly vulnerable.

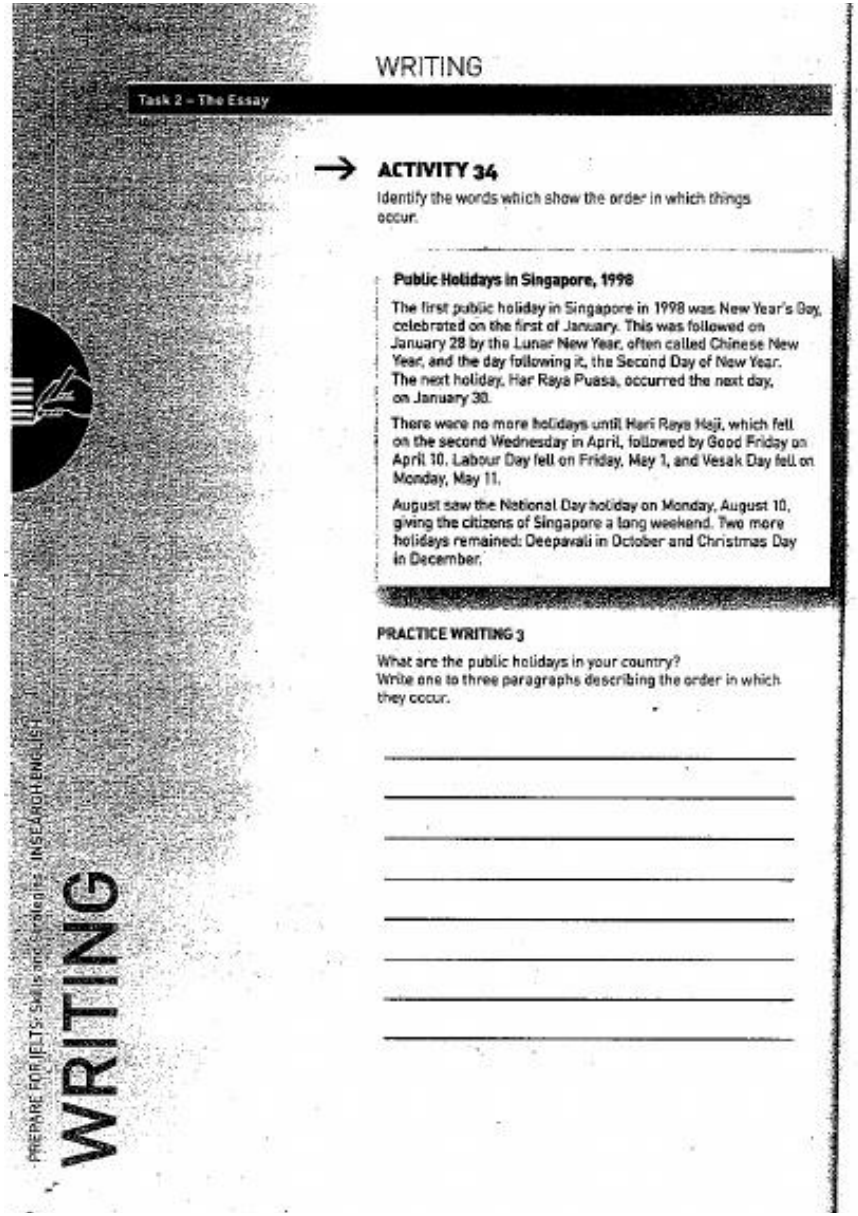
ORDER OF EVENTS

Text can also be held together by the order in which things occur.

LANGUAGE BOX

Listing ideas or things in order

first	then	followed on
second	before	followed by
third	after	until
afterward	next	following



WRITING

Task 2 – The Essay

ACTIVITY 34

Identify the words which show the order in which things occur.

Public Holidays in Singapore, 1998

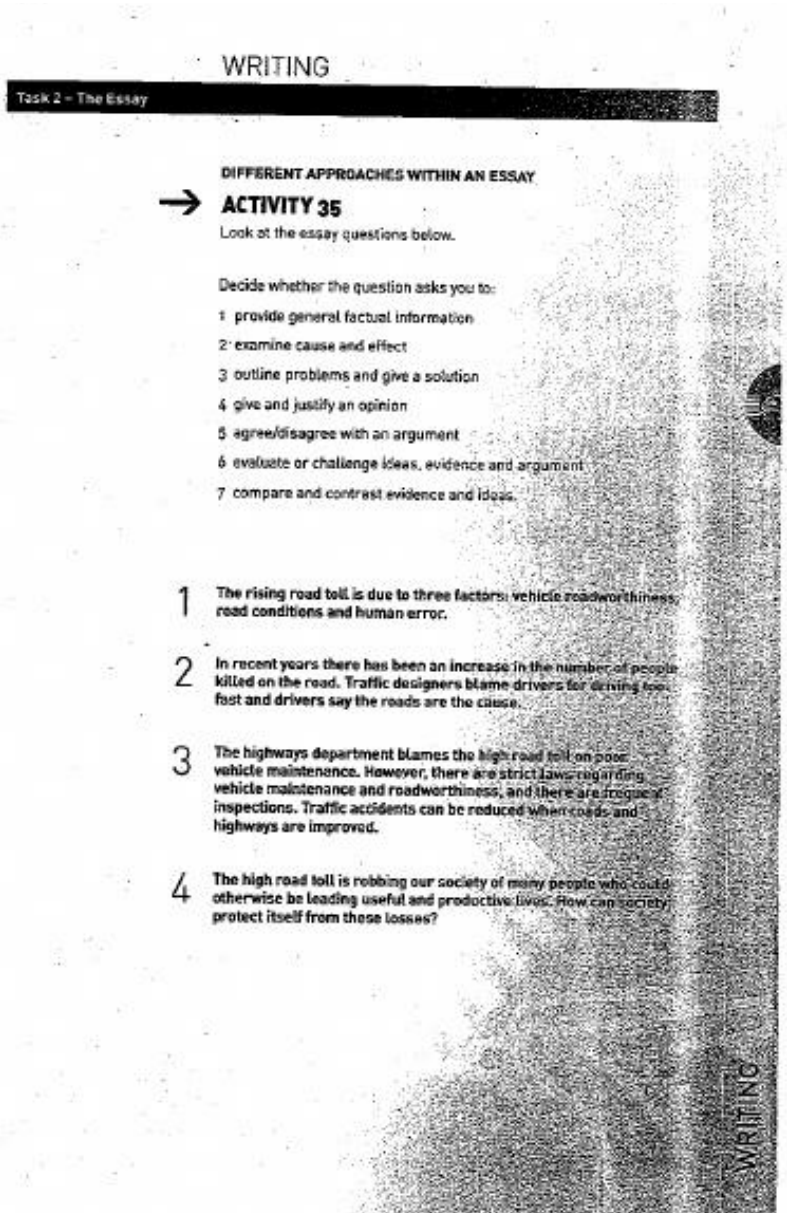
The first public holiday in Singapore in 1998 was New Year's Day, celebrated on the first of January. This was followed on January 28 by the Lunar New Year, often called Chinese New Year, and the day following it, the Second Day of New Year. The next holiday, Hari Raya Puasa, occurred the next day, on January 30.

There were no more holidays until Hari Raya Haji, which fell on the second Wednesday in April, followed by Good Friday on April 10. Labour Day fell on Friday, May 1, and Vesak Day fell on Monday, May 11.

August saw the National Day holiday on Monday, August 10, giving the citizens of Singapore a long weekend. Two more holidays remained: Deepavali in October and Christmas Day in December.

PRACTICE WRITING 3

What are the public holidays in your country?
Write one to three paragraphs describing the order in which they occur.



WRITING

Task 2 – The Essay

DIFFERENT APPROACHES WITHIN AN ESSAY

ACTIVITY 35

Look at the essay questions below.

Decide whether the question asks you to:

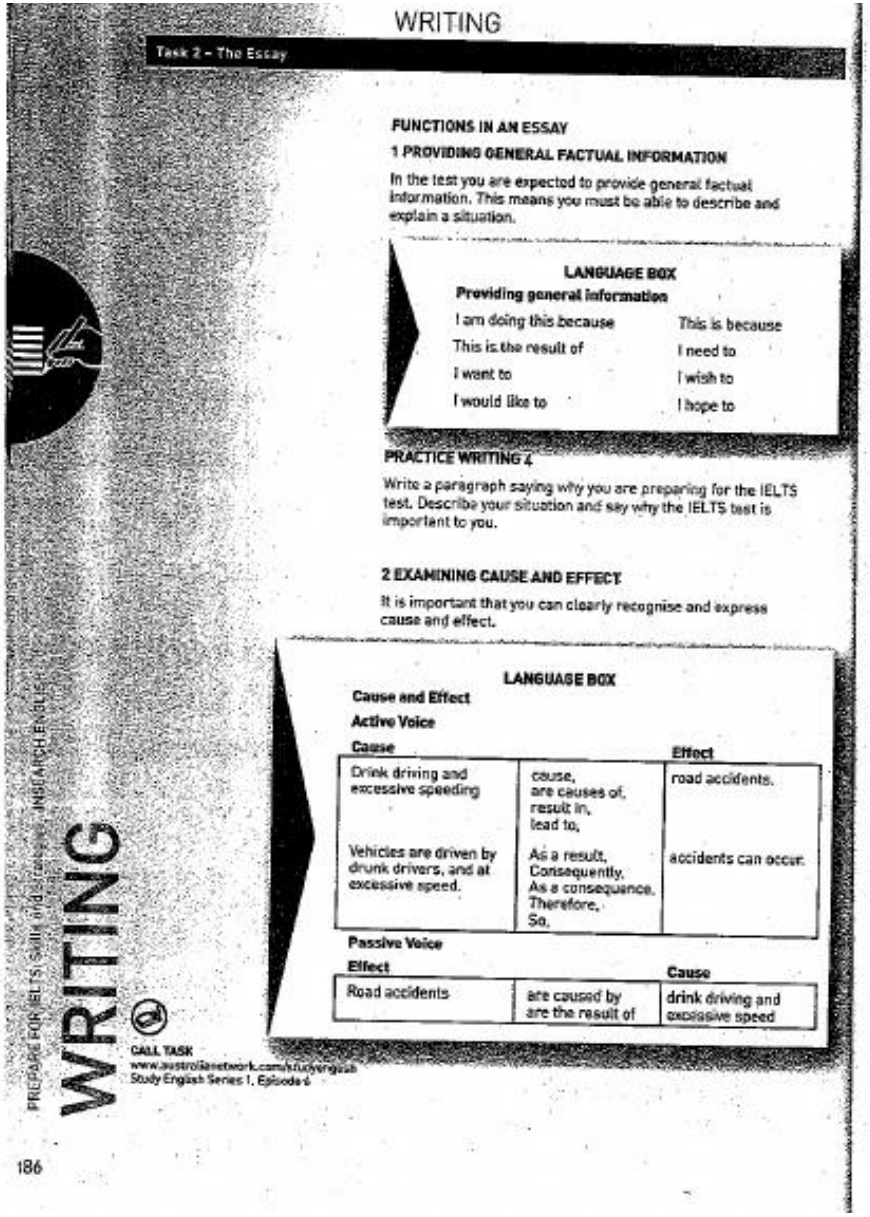
1 provide general factual information
2 examine cause and effect
3 outline problems and give a solution
4 give and justify an opinion
5 agree/disagree with an argument
6 evaluate or challenge ideas, evidence and argument
7 compare and contrast evidence and ideas.

1 **The rising road toll is due to three factors: vehicle roadworthiness, road conditions and human error.**

2 **In recent years there has been an increase in the number of people killed on the road. Traffic designers blame drivers for driving too fast and drivers say the roads are the cause.**

3 **The highways department blames the high road toll on poor vehicle maintenance. However, there are strict laws regarding vehicle maintenance and roadworthiness, and there are frequent inspections. Traffic accidents can be reduced when roads and highways are improved.**

4 **The high road toll is robbing our society of many people who could otherwise be leading useful and productive lives. How can society protect itself from these losses?**



WRITING

Task 2 – The Essay

FUNCTIONS IN AN ESSAY

1 PROVIDING GENERAL FACTUAL INFORMATION

In the test you are expected to provide general factual information. This means you must be able to describe and explain a situation.

LANGUAGE BOX

Providing general information

I am doing this because	This is because
This is the result of	I need to
I want to	I wish to
I would like to	I hope to

PRACTICE WRITING 4

Write a paragraph saying why you are preparing for the IELTS test. Describe your situation and say why the IELTS test is important to you.

2 EXAMINING CAUSE AND EFFECT

It is important that you can clearly recognise and express cause and effect.

LANGUAGE BOX

Cause and Effect

Active Voice

Cause		Effect
Drink driving and excessive speeding	cause, are causes of, result in, lead to,	road accidents.
Vehicles are driven by drunk drivers, and at excessive speed.	As a result, Consequently, As a consequence, Therefore, So,	accidents can occur.

Passive Voice

Effect		Cause
Road accidents	are caused by are the result of	drink driving and excessive speed

PREPARE FOR IELTS: SKILLS and STRATEGIES INTERMEDIATE LEVEL

WRITING

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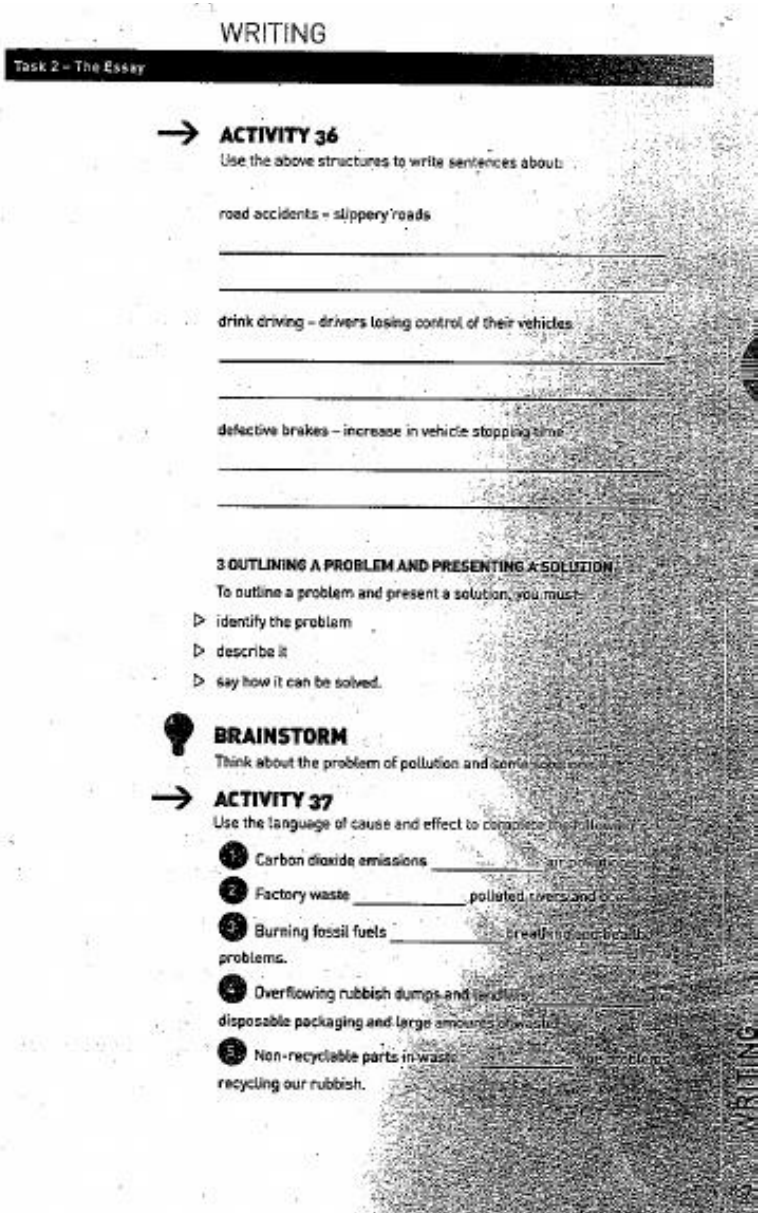


WRITING

Task 2 – The Essay

ACTIVITY 36

Use the above structures to write sentences about:

road accidents – slippery roads

drink driving – drivers losing control of their vehicles

defective brakes – increase in vehicle stopping time

3 OUTLINING A PROBLEM AND PRESENTING A SOLUTION

To outline a problem and present a solution, you must:

- identify the problem
- describe it
- say how it can be solved.

BRAINSTORM

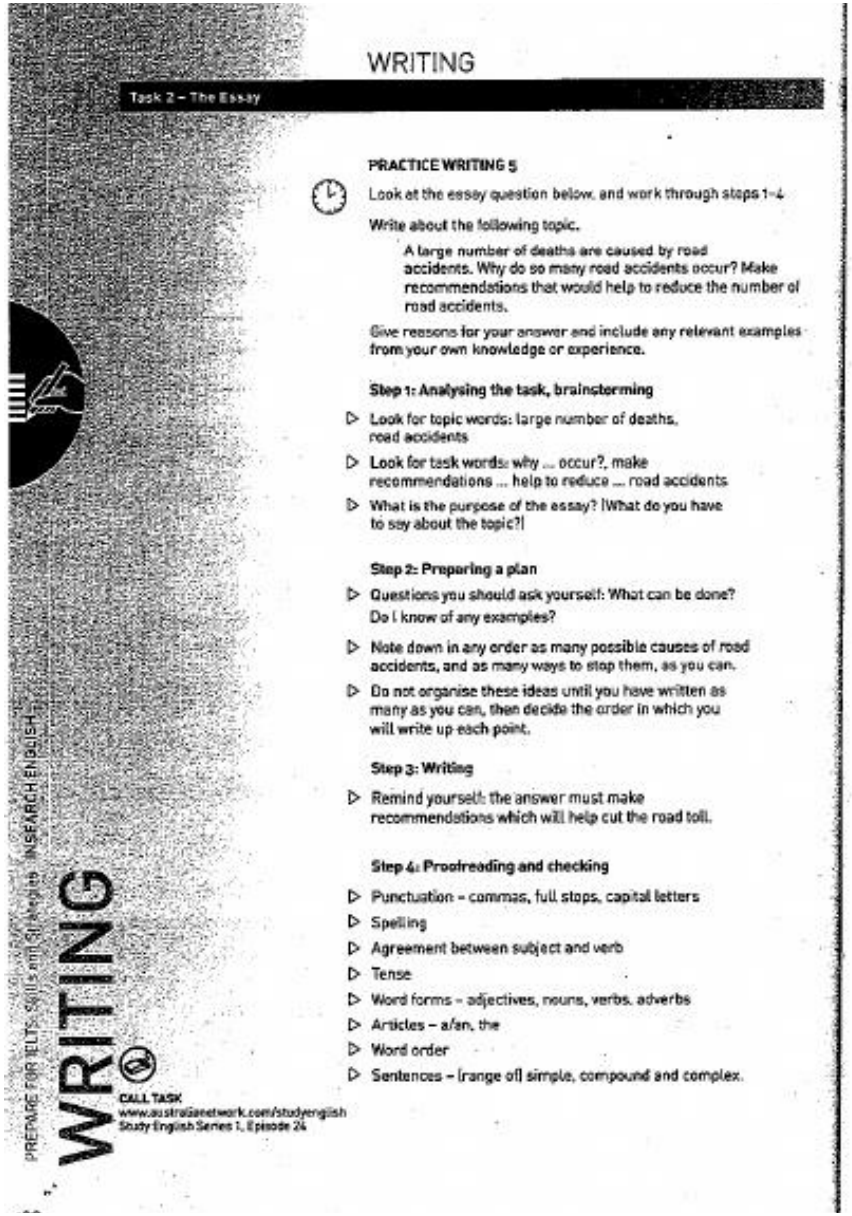
Think about the problem of pollution and some solutions.

ACTIVITY 37

Use the language of cause and effect to complete the following:

1. Carbon dioxide emissions _____ greenhouse gases.
2. Factory waste _____ polluted rivers and oceans.
3. Burning fossil fuels _____ breathing and health problems.
4. Overflowing rubbish dumps and landfills _____ disposable packaging and large amounts of waste.
5. Non-recyclable parts in waste _____ our attempts at recycling our rubbish.

WRITING



WRITING

Task 2 – The Essay

PRACTICE WRITING 5

Look at the essay question below, and work through steps 1–4.

Write about the following topic.

A large number of deaths are caused by road accidents. Why do so many road accidents occur? Make recommendations that would help to reduce the number of road accidents.

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

Step 1: Analysing the task, brainstorming

- Look for topic words: large number of deaths, road accidents
- Look for task words: why ... occur?, make recommendations ... help to reduce ... road accidents
- What is the purpose of the essay? (What do you have to say about the topic?)

Step 2: Preparing a plan

- Questions you should ask yourself: What can be done? Do I know of any examples?
- Note down in any order as many possible causes of road accidents, and as many ways to stop them, as you can.
- Do not organise these ideas until you have written as many as you can, then decide the order in which you will write up each point.

Step 3: Writing

- Remind yourself: the answer must make recommendations which will help cut the road toll.

Step 4: Proofreading and checking

- Punctuation – commas, full stops, capital letters
- Spelling
- Agreement between subject and verb
- Tense
- Word forms – adjectives, nouns, verbs, adverbs
- Articles – a/an, the
- Word order
- Sentences – (range of) simple, compound and complex.

PREPARE FOR IELTS: Skills and Strategies RESEARCH ENGLISH

WRITING

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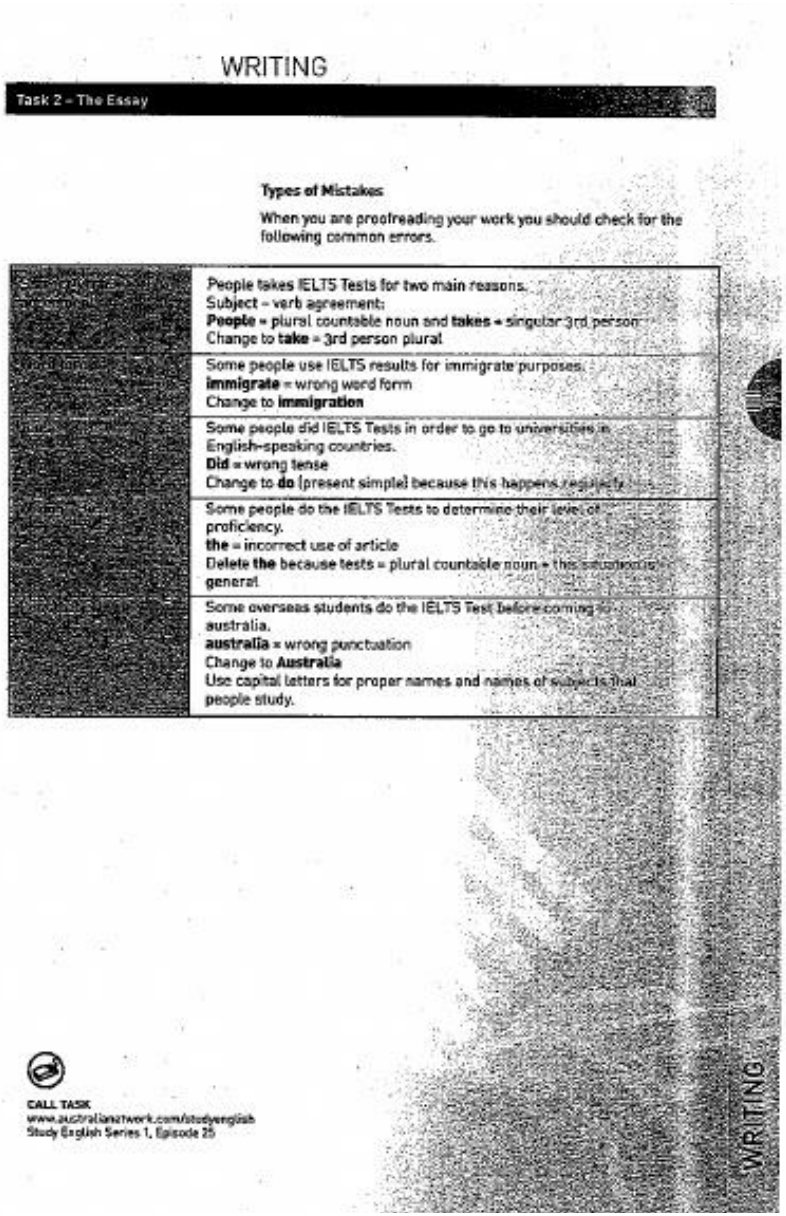

WRITING

Task 2 – The Essay

Types of Mistakes

When you are proofreading your work you should check for the following common errors.

	People takes IELTS Tests for two main reasons. Subject – verb agreement: **People** = plural countable noun and **takes** = singular 3rd person Change to **take** = 3rd person plural
	Some people use IELTS results for immigrate purposes. **immigrate** = wrong word form Change to **immigration**
	Some people did IELTS Tests in order to go to universities in English-speaking countries. **Did** = wrong tense Change to **do** (present simple) because this happens regularly
	Some people do the IELTS Tests to determine their level of proficiency. **the** = incorrect use of article Delete **the** because tests = plural countable noun = this statement is general
	Some overseas students do the IELTS Test before coming to australia. **australia** = wrong punctuation Change to **Australia** Use capital letters for proper names and names of subjects that people study.

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WRITING

ACTIVITY 38

Read this sample answer which addresses the essay question in **Practice Writing 5**. Then answer the questions below.

SAMPLE ANSWER

Road accidents are responsible for the deaths of an ever-increasing number of people. Before solutions to this problem can be found it is necessary to examine the main causes of accidents: vehicle roadworthiness, road conditions and human error.

Many accidents are caused by inadequate vehicle maintenance, for example driving with defective brakes or bald tyres which increase the stopping time. Regular mechanical inspections would help reduce the number of unworthy vehicles on the road.

Road conditions also contribute to accidents. Heavy rain, fog or snow can make roads slippery and accidents can occur. In addition, narrow, winding roads and road surfaces which are in a state of disrepair contribute to the number of road fatalities. A greater proportion of money needs to be designated to improving roads and providing clear road signs.

The third cause of accidents is driver error. Drink driving and excessive speed are frequently the cause of drivers misjudging distance and losing control of their vehicles. Other examples are drivers failing to signal a turn and overtaking other cars without due care. Although these problems of human error are the most difficult to resolve, advertising campaigns have proved effective in educating drivers about road hazards.

In conclusion, although it is inevitable that some accidents will occur, there are ways to reduce their frequency. Governments need to put in place stricter vehicle tests and penalise careless drivers more severely. It is also necessary to allocate more money to maintaining and upgrading roads and educating drivers. By implementing these measures, the roads will be safer for everyone.

258 words

1 Identify the controlling idea of the essay. Where is it expressed as a general statement?

2 What approach or approaches are used to answer the question?

3 Identify the topic sentences in the body paragraphs.

4 What linking words are used to develop ideas?

4 GIVING AND JUSTIFYING AN OPINION

To present and possibly justify an opinion:

- state your opinion
- be sure you can support your opinion with relevant detail.

It is acceptable to use personal pronouns in the introduction and conclusion of the writing task when you are asked to give an opinion on a topic.

LANGUAGE BOX
Giving and justifying an opinion

I think	I am sure that
I believe	It seems to me that
In my opinion	Obviously
It is obvious/clear that	Evidently

The expression **it is obvious** indicates a very strongly held opinion. It is essential that the supporting details be powerful and relevant if that expression is used.

PRACTICE WRITING 6

Look at the essay question below, and work through the recommended plan. Write about the following topic:

Schools and libraries should ban computer games from their premises to stop students from wasting time. What is your opinion?

You do not need to agree with the topic, but you must be able to support your argument. The critical issue lies in justifying the opinion.

Here is a recommended plan:

- **Introduction:** Introduce the issue in the first paragraph. Don't rewrite the question: paraphrase it. Give an opinion if you wish or say why you are too uncertain to give an opinion.
- **Body:** Write two paragraphs which give examples or reasons which support your statement in the first paragraph, the Introduction.
- **Conclusion:** Reach a decision and give a final opinion in the last paragraph.

You will note that the body of the essay contains facts and supporting evidence rather than opinions. Your opinion must be expressed in the Introduction and must be expressed in the last paragraph, the conclusion.

Now, write the essay. Be careful to use appropriate formal language.

5 Agreeing/disagreeing with an argument/proposition.

Candidates are not expected to agree with any argument, and may disagree.

LANGUAGE BOX

Agreeing/disagreeing

although	disagree
however	argue for/against
but	concur
agree	dispute the claim that

When a writer agrees or disagrees with an argument or proposition it may be necessary to express opinions as part of that agreement or disagreement.

ACTIVITY 39

Look at the essay question and the sample answer below.
What is the proposition expressed in this question?
Does the writer agree or disagree with the proposition?

> Many of the diseases which afflict people who do office jobs are the direct result of a sedentary lifestyle. Do you agree?

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

Glossary: a sedentary lifestyle is one where people spend most of their time seated, for instance at computer terminals, and get little exercise or opportunities to move around, as part of their daily work.

SAMPLE ANSWER

Although it is true that a sedentary life is not good for people's health, it would be far-fetched to suggest that doing an office job is directly responsible for the diseases which afflict office workers.

A sedentary lifestyle may indeed lead to high blood pressure and heart attacks, but people often balance the hours they spend sitting at a desk by joining fitness clubs where they can exercise or play sport. These clubs encourage their members to watch their diet and to take part in physical activities. People who do not want to join these clubs will often take walks during their lunch hour, or even jog. The very fact that they do these things means that they have a sedentary job, but not a sedentary lifestyle.

One might ask, what are the diseases which afflict office workers which do not afflict other people? It is very hard to think of an illness which is peculiar to office workers. They are prone to the same diseases as everyone else, and are protected from many of the hazards which afflict other workers. Working at a desk is far safer than mining or being a professional racing car driver, and is more comfortable than either.

It seems to be fair to say that, although an office worker spends a lot of time sitting down, he or she does not have to have a sedentary lifestyle. I cannot agree that the office worker is doomed to disease simply because he or she is an office worker.

Word Count: 255

6 Evaluating ideas, evidence or argument

Evidence is something which proves an idea or supports a belief or an opinion. An argument is a reason given to support or disprove something.

Evaluating something is assessing the worth or value of a statement or idea. If you evaluate an idea you decide if it is a good idea or not.

When you challenge an idea or evidence, you question its value or truth. It is very difficult to prove ideas right or wrong, but it is important to have reasons for what you say.

TIP

PRACTICE WRITING 7

Look at the argument set out in the question below.

Write about the following topic.

> In the early twenty first century, the proportion of the world's population living in cities has increased substantially. People have moved in ever-growing numbers from rural to urban areas.
>
> As migration from rural areas to cities continues, it is inevitable that the infrastructure in these cities will collapse.

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

Write a paragraph considering the value of the statement. Is it a reasonable thing to say? Why? Why not?

When a writer evaluates ideas it may be necessary to express opinions as part of that evaluation. We can say that one idea is more dangerous, sensible or foolish than another, but we must be able to explain why.

7 Comparing and contrasting evidence or opinions

Task 2 will often encourage you to express your ideas and opinions, however, you must justify your answers by providing evidence or examples. This can be done by comparing and constrasting your ideas, evidence or examples.

→ **ACTIVITY 40**

Read the following essay question and the two sample answers. Then answer the questions following the sample answers.

Write about the following topic.

> There has been a huge increase in the size of cities. Many cities have grown in a haphazard way.
>
> Why is careful planning important in the development of cities?

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

These two essays answer the same question but in different ways. Remember that there are usually many acceptable ways to answer a question.

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SAMPLE ANSWER 1

In all aspects of life, planning has a role to play. It is especially important in major projects such as developing cities. This essay will provide some reasons why careful planning is important in the development of cities.

Careful planning is important in the development of infrastructure. For example, all cities need efficient water delivery services and hygienic sewage disposal systems. Planning can ensure that when services are built they form an integrated, efficient system.

Careful planning is also important in building developments. In most cities, more and more homes and industrial areas are being built as populations increase. Without planning, the results of this building boom could be disastrous, leading to a situation which satisfies no-one. Furthermore, planning the building of homes and factories can also allow for better integration of old and new, thus retaining the original character of the city while accommodating increases in population.

Lifestyle issues also benefit from proper planning. The provision of parks, open spaces and sporting facilities enhances the quality of life of the inhabitants of cities. However, these recreation areas need to be planned, otherwise urban sprawl will leave no room for them. In addition, with careful planning a clean environment can be provided more easily.

To sum up, careful planning is important in the development of cities as it can provide efficient and effective infrastructure, lead to better building practices and contribute to the quality of life of the city's inhabitants. Consequently, planning should be a high priority in all areas of development in cities.

Word Count: 254

SAMPLE ANSWER 2

In order to answer this question, it is necessary to examine the problems experienced by unplanned cities, and then show how careful planning could have prevented those problems.

The results of poor planning are obvious – severe traffic congestion, an increase in respiratory diseases, and deaths caused by traffic accidents. Careful planning may have forecast this growth and measures could have been taken such as road building and traffic control systems. Other solutions could have been the provision of better public transport such as a light rail system to discourage car buying.

An increase in population is usually associated with high urban growth. Planners should consider housing projects to cater for the needs of this growing population, served with good transport links to areas of work and shopping.

Another result of urban growth is pressure on sewerage and water supply systems. If more sophisticated sewerage and water systems were built, future problems could be prevented. With increased growth come waste disposal problems and consequent damage to outlying areas where waste is dumped, as well as polluted waterways. Planners need to consider waste treatment and disposal.

Lastly, the quality of life suffers when planning fails to consider the urban environment. Open spaces, gardens and parks need to be preserved or created in order to prevent overcrowding. People will be far more productive if they live in pleasant surroundings.

In conclusion, planning measures must consider the needs and desires of the urban population to ensure a healthy, comfortable, safe and fulfilling urban environment.

Word Count: 250

1 Which of these sample essays is a problem/solution treatment of the question?

2 Is the other sample essay also a legitimate answer to the question?

3 How does it treat the question?

Which essay do you think would be easier to write? Why?

CHECKLIST FOR ESSAY WRITING

Audience

- Who am I writing for?

Answering the question

- Does the essay answer the question?

Introduction

- Does the introduction state the issue?
- Does the introduction preview the main ideas of the essay?

Paragraphs in the body of the essay

- Are there good topic sentences?
- Are all the points in the supporting sentences relevant?
- Are all the points in the supporting sentences clearly written and easy to understand?
- Do the ideas need further development?
- Is the essay the right length?

Conclusion

Does the conclusion:

- signal the end of the essay?
- summarise the main points?
- provide an interesting final comment for the reader to think about?

Language

- Is the essay written in the appropriate register?
- Check the use of personal pronouns.
- Is the vocabulary interesting and appropriate?
- Are there any grammatical mistakes which make the essay difficult to understand?
- Are linking words used to connect the paragraphs and sentences appropriately?
- Are there any spelling or punctuation mistakes?

FURTHER PRACTICE IN WRITING TASK 2

Choose one of the essay topics below.

Follow these steps and recommended times.

- Take 10 minutes to analyse and prepare a plan.
- Write the essay. Take 25 minutes.
- Proofread your work. Take five minutes.

After 40 minutes stop writing and have a half hour break. Then return to your essay to proofread and check the grammar.

INSTRUCTIONS:

The instructions for **Academic and General Training Writing Task 2** questions are as follows.

Write about the following topic.

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

ESSAY TOPICS

1 **Raising children is the most important thing an adult ever does.**

2 **Students can become very tired both emotionally and physically when they are preparing for an examination. How can they look after their health while they are studying?**

3 ***It is very important that children should study hard at school. Time spent playing sport is time wasted. Do you agree?**

4 **When students are in large classes it is very hard for the teacher to give every student individual attention. What can educational authorities do about this?**

5 ***Computerised data collection on individuals can be justified even though it endangers the rights of individuals.**

6 ***In the early 21st century, many cities are being rapidly redeveloped. In this process, the needs of special interest groups, such as people with physical disabilities, are only sometimes taken into account. How can society improve conditions for people with physical disabilities?**

7 **Sometimes it is very difficult to learn the way people do things in a new culture. What can we do to make life easier for newcomers?**

8 **Children below the age of sixteen should not be allowed in public places after midnight unless they are accompanied by an adult who is responsible for them.**

9 ***In the early 21st century, the proportion of the world's population living in cities has increased substantially. People have moved in ever-growing numbers from rural to urban areas. As migration from rural areas to cities continues, it is inevitable that the infrastructure in these cities will collapse.**

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

10 ***The high road toll is robbing our society of many people who could otherwise be leading useful and productive lives. How can society protect itself from these losses?**

11 **All children should stay at school until they are eighteen years old.**

*Some topics are marked with an asterisk. These have sample answers so you can see how another person has answered the question. Please do not read a sample answer until you have completed your own essay.

It may be helpful to analyse how these sample answers have been written.

Consider:

- how well the essay answers the question
- the introduction
- the way the essay flows from the introduction to the body
- the paragraphs in the body of the essay
- topic sentences and supporting sentences
- the conclusion, and the way it follows from the body of the essay
- language used
- length
- the best part of the answer
- the worst part of the answer.

SAMPLE ANSWER 3

It is very important that children should study hard at school. Time spent playing sport is time wasted. Do you agree?

We could argue that children go to school to study so that they may become fully productive adults and good citizens. We should ask whether playing sport helps children to become better people. If so, sport is not a waste of time.

No sensible person will deny that it is important that students study hard. The school day is broken up so that students can attend classes in different subjects in order to learn what areas they are most likely to enjoy and succeed at in later life. It is very important that the schools offer a wide range of subjects to cater to all the students in their care. After all, the school is preparing the students for life and for the workforce.

However, it is also true that students need more than the knowledge of a subject. They need to know how to work in groups to achieve a mutual goal, how to work as a team. Where better to learn those skills than on the sports field? Any of the team sports involve coordination with other players, understanding and adopting a team mentality. These skills are too useful to be ignored.

Furthermore, it is important that people be healthy, and good health is not so easily achieved in a sedentary society. Sport gets students outside and gives them good reason to run about, thus countering hours spent sitting still.

So, although school studies are undeniably important, we should regard time spent playing sport as time well spent.

Word Count: 250

SAMPLE ANSWER 5

Computerised data collection on individuals can be justified even though it endangers the rights of individuals.

Do you agree or disagree with this statement?

Data collection is a fact of modern life. Some argue that data collection is endangering the rights of individuals, though others see it as a useful tool which increases efficiency. This essay will discuss both sides of this issue.

Data collection can violate the right to privacy. When data about a person is collected and stored in a computer then it is open to misuse. For example, the information may be sold to unauthorised persons such as credit agencies or insurance companies.

A further problem with data stored on computer is accuracy. Information stored in a computer may be out-of-date, or simply wrong. This can seriously affect a person's rights if decisions are made on the basis of false information.

On the other hand, databases provide a very useful tool. Large databases which contain information on many individuals can enable more effective decisions to be made. Institutions such as government departments and police rely on data collection in order to operate efficiently, and hospitals use computerised records to help in their fight against disease.

Databases stored on computer can also be very efficient. Information can be rapidly updated or added, and retrieval of information is extremely fast. Moreover, data which has been collected in one area can be sent anywhere in the world almost instantly.

In summary, although it is possible that unauthorised access or incorrect information may endanger the rights of individuals, the benefits far outweigh these risks. Consequently, data collection on individuals can be justified, although all possible measures should be taken to minimise the risks.

Word Count: 260

SAMPLE ANSWER 6

In the early 21st century, many cities are being rapidly redeveloped. In this process, the needs of special interest groups, such as people with physical disabilities, are only sometimes taken into account.

How can society improve conditions for people with physical disabilities?

Disabled people living in our cities daily face challenging and potentially difficult situations which society must consider. This essay will offer suggestions as to how conditions may be improved for people with a physical disability.

One of the most important ways in which life can be improved for disabled people is the provision of financial support. Some disabled people may have difficulties due to the cost of special equipment or care which they require. The government could offer assistance through a range of measures including tax deductions for equipment such as wheelchairs, or loan assistance for major purchases.

The special needs of people with disabilities must be taken into account by the education system. The visually impaired would benefit from access to computers which convert text to voice. The hearing impaired may need special tutors skilled in sign language. The goal, however, would be the integration of the disabled into the regular school system while maintaining these services.

Employment is a third factor which must be considered. In order that disabled people can be given equal opportunity to work and contribute to society in every possible field, the government could establish quotas for disabled workers in large companies. Moreover, financial incentives such as tax rebates could be offered to smaller companies who hire disabled workers.

Thus, conditions for the physically disabled can be improved in a number of ways including providing financial support, adequate educational services and equal employment opportunities. Through the pursuit of these goals, society can ensure that life for the disabled is rewarding and fulfilling.

Word Count: 258

SAMPLE ANSWER 9

In the early 21st century, the proportion of the world's population living in cities has increased substantially. People have moved in ever-growing numbers from rural to urban areas. As migration from rural areas to cities continues, it is inevitable that the infrastructure in these cities will collapse.

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

Cities act as magnets to many from rural areas. A consequence of this migration is the strain placed on infrastructure in the cities. This essay will discuss whether or not the infrastructure will collapse.

A city's infrastructure is certainly put under pressure by continuing migration from rural areas. For example, as more and more people crowd into cities, water delivery and sewage disposal systems are often found to be inadequate to cope with demand. Moreover, unlicensed construction of dwellings usually leads to further problems for water and sewerage systems.

Roads and transport services also suffer when they are overused. As more and more people attempt to travel, the roads quickly become overcrowded and the traffic flow slows. Examples of this situation can be found in many cities throughout the world.

However, infrastructure problems are not inevitable. The water and sewerage systems can be effectively planned taking into account future projections of population growth, and systems can be put in place to deal with this increase.

Traffic infrastructure problems can also be dealt with. A regulatory system which limits the number of cars and trucks on the roads could be introduced. There are no doubt several ways in which this could be accomplished. In fact, such a system is already in force in many countries.

In conclusion, infrastructure such as water, sewerage and transport is certainly under strain from rapid migration. Nevertheless, with careful planning many of these problems can be minimised. Consequently, it is not inevitable that the infrastructure will collapse, though action should be taken as early as possible.

Word Count: 259

SAMPLE ANSWER 10

The high road toll is robbing our society of many people who could otherwise be leading useful and productive lives. How can society protect itself from these losses?

Every day we see newspaper and television reports which give details of road accidents. We are saddened by the loss of human life and the pain of the victims' injuries, but we tend to forget the terrible cost to society from these events. This essay will try to suggest ways we can cut the road toll by considering the road, safety devices in the vehicle and, most importantly, people.

Prevention is better than cure: we should concentrate upon ways to prevent these accidents. Imagine roads without blind corners or potholes, with excellent road signs and properly planned intersections. These roads reduce the risk to both motorist and pedestrian.

Pedestrians are frequently hurt on the roads. City roads should have enough well-marked pedestrian crossings so people are not tempted to wander across the road just anywhere. Ideal road management would segregate cyclists from motorists. A truly lethal combination is a road with a rough edge which tempts the cyclist into the path of cars.

Inside the car, the seat belt does save lives. So does the baby's safety seat and the increasingly popular airbag. Cars can be designed to withstand impact from the side as well as from the front or rear. Helmets help protect cyclists and motor cyclists.

Good road design and well-planned safety devices will only work if people choose to use them properly, and the ultimate responsibility must come back to drivers, riders and pedestrians. One impatient driver driving through a red light can cause terrible damage: it is indeed up to everyone to use the road responsibly.

Word Count: 261

PHOTOCOPYING PERMITTED
You may **photocopy** this page.

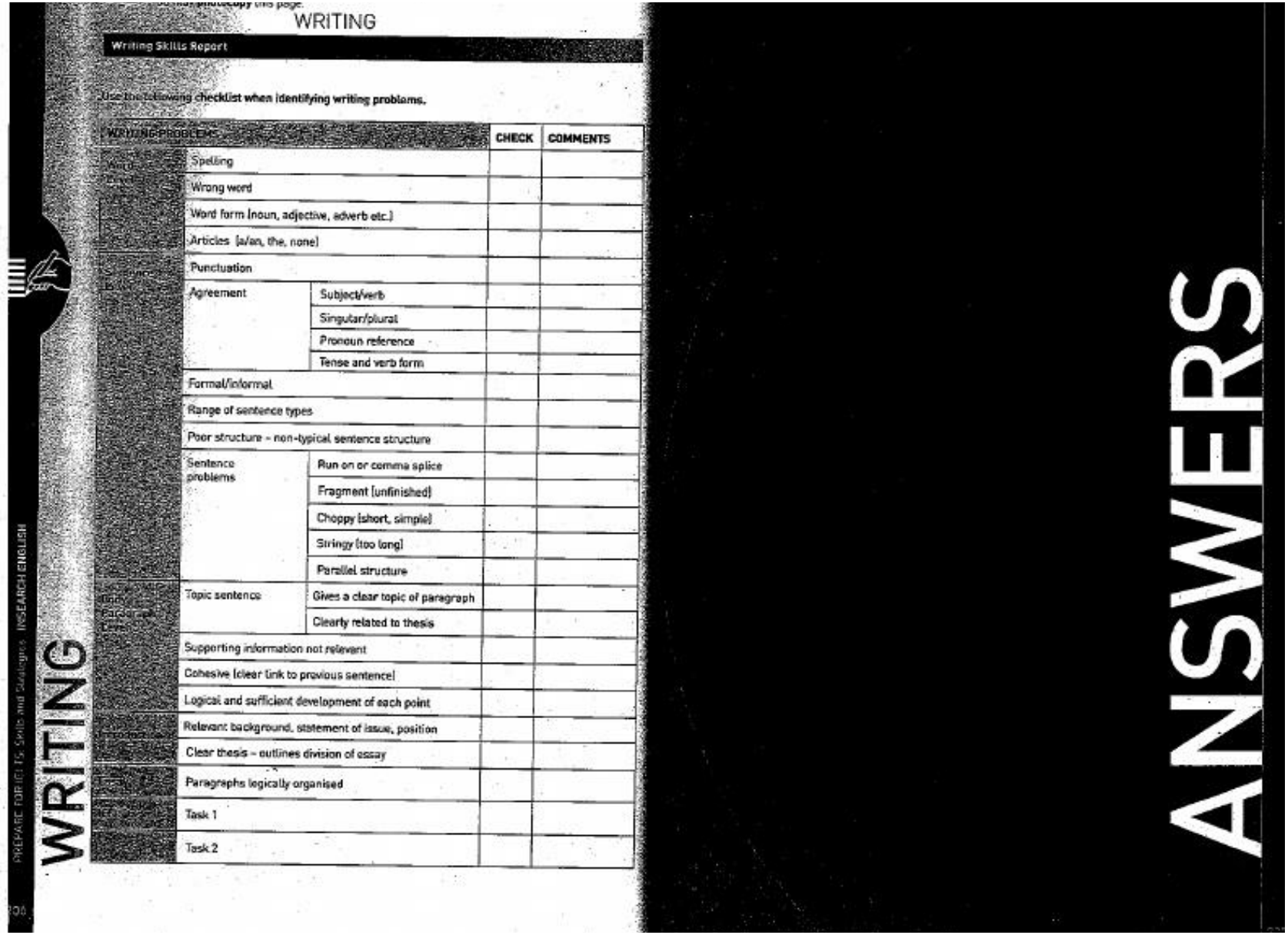
NAME: _____

WRITING SKILLS	Assessment	Comments
TASK RESPONSE answer question fully relevant and accurate (ideas) appropriate	1 2 3	
COHERENCE **Logical organisation of information and ideas** paragraphs TS, SS, DS etc linking words	1 2 3	
COHESION **Organisation of language** subject - verb agreement word order tenses articles pronouns (referents)*	1 2 3	
GRAMMAR range of sentences range of structures	1 2 3	
VOCABULARY formal - informal range of topics word forms collocation (usage)	1 2 3	
SPELLING rate of error	1 2 3	
PUNCTUATION	1 2 3	

1 = needs more attention 2 = satisfactory 3 = good

Suggestions

* Subject/verb agreement, word order and [illegible]



WRITING

Writing Skills Report

Use the following checklist when identifying writing problems.

WRITING PROBLEMS		CHECK	COMMENTS
Spelling			
Wrong word			
Word form (noun, adjective, adverb etc.)			
Articles (a/an, the, none)			
Punctuation			
Agreement	Subject/verb		
	Singular/plural		
	Pronoun reference		
	Tense and verb form		
Formal/informal			
Range of sentence types			
Poor structure – non-typical sentence structure			
Sentence problems	Run on or comma splice		
	Fragment (unfinished)		
	Choppy (short, simple)		
	Stringy (too long)		
	Parallel structure		
Topic sentence	Gives a clear topic of paragraph		
	Clearly related to thesis		
Supporting information not relevant			
Cohesive (clear link to previous sentence)			
Logical and sufficient development of each point			
Relevant background, statement of issue, position			
Clear thesis – outlines division of essay			
Paragraphs logically organised			
Task 1			
Task 2			

WRITING

PREPARE FOR IELTS: Skills and Strategies INSEARCH ENGLISH

ANSWERS

ANSWERS

Note: Answers to activities are given with acceptable alternatives indicated by /.

Unit Three Reading

Remember, good time management is critical in the IELTS Reading Test.

ACTIVITY 1

The IELTS Test

1 46. The Academic and General Training modules of the test run concurrently (the word 'or' appears in the diagram between both the reading and writing tests). This indicates that students must decide which module they want to take when they apply to sit the test.

2 The Listening and the Speaking tests are common to both modules.

3 9 bands

4 Band 9

5 Listening test; Reading Test; Writing Test; Speaking Test

6 The Reading and Writing Tests are different.

7 There is no requirement to wait.

8 Academic reading texts are taken from magazines, journals, books and newspapers.

9 General Training reading texts are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines.

10 Duration of test, number of questions, positioning of questions, description of instructions, information about question sheet and answer sheet.

ACTIVITY 2

A Walk in the Woods

Topic sentence of first paragraph: first sentence: 'Through the end of the 19th century, Vancouver was the centre of British Columbia's logging and sawmilling industry.'

The other sentences give examples and details, and refer to time and place.

Topic sentence of second paragraph: second sentence: 'Although temperate rainforests have given way to high-rises and highways, manicured lawns and suburban sprawl, vestiges of the region's original ecology remain.'

The other sentences state facts and figures, describe the area and give examples to support the topic statement.

ACTIVITY 3

Survey Camp

Topic sentence – first sentence: For decades the civil engineering students have been 'going to survey camp', a once-a-year, ten-day excursion for final year students.

The second sentence supports the topic sentence and gives detailed information. The third sentence describes the destination. The final part of the text is a direct quote giving further information and an opinion about the destination referred to in the topic sentence.

Airport Site

Topic sentence – first sentence: 'Obstructions in the vicinity of an airport, whether they be natural features or man-made structures, may seriously limit the scope of its operations.'

The second sentence describes an ideal situation for an airport, the third discusses the expansion of airports, the fourth discusses the influence of high-rise buildings, the fifth, new structures and the final sentence describes the effect of combined obstacles.

ACTIVITY 4

Bird Hazards

The topic sentences are the first sentences in each paragraph.

Note: Topic sentences contain all the important information in the reading passage. All other sentences serve purely to give more detailed information thus supporting the topic sentence. We can often predict what the supporting sentences may say, and this should help to guess meaning even when faced with vocabulary not previously met.

ACTIVITY 5

Theatre in the West End of London

1 C
2 F
3 G
4 E
5 H
6 D
7 A
8 B
9 I
10 J

ACTIVITY 6

Cultivating a Passion for Learning

Possible summary

WBA has been assessing the training needs of its largely voluntary members. They believe that many of their staff could contribute more to the organisation if they received further training. In order to address this, volunteers must now complete a training program and a residential weekend called 'Cultivating a Passion for Learning', a name which sums up the aims of the organisation.

ACTIVITY 7

Section One

The Bamboo Organ

Paragraph 1: The organ was made of bamboo.

Paragraph 2: Wind is pumped into pipes to produce sound.

Paragraph 3: Bamboo was inexpensive and available locally.

Paragraph 4: The bamboo was buried under sand for about a year.

ACTIVITY 8

Section Two

The Bamboo Organ

1 Las Piñas

2 earthquake, typhoon

3 weather elements, insects, damage to the building, repairman damaged it, war

4 two years

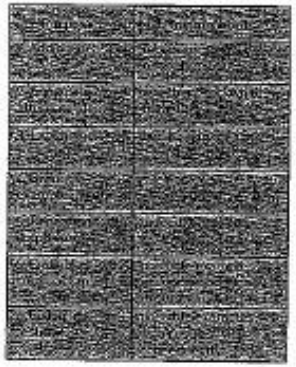
ACTIVITY 9

Reading Passages 1–6

1 C
2 A
3 B
4 C, D
5 A, C
6 C

ACTIVITY 10

To Live in a Hot or Cold Climate



ACTIVITY 11

Local Bus Guide

1 Citizens' Advice Bureaux; Libraries; Police Stations; Main Post Offices

2 a) Blackheath Village Library: 54, 89, 108, 202
b) St Catherine's Library: P12
c) Sydenham Post Office: 75, 194, 202
d) Sydenham Citizens' Advice Bureau: 122, 126, 202, 312
e) Greenwich Police Station: 177, 180, 199, N77
f) Lee Green Post Office: 21, 122, 178, 202, 261

3 Information was organised in alphabetical lists under the four headings.

4 a) Catford Citizens' Advice Bureau: 120 Rushley Green
b) Manor House Library: Old Road
c) Penge Police Station: 175 High Street
d) Downham Post Office: 488 Bromley Road

ACTIVITY 12

Laundry and Dry-cleaning

Note: Some pieces of required information are not available, e.g., there is no dry-cleaning price for slips.

Item	Laundry	Dry-cleaning
1 x sport shirt	4.00	6.75
1 x slip	2.50	not given
1 x vest	not given	3.50
1 x swimsuit	3.50	not given
1 x tie	not given	3.75
1 x blouse	6.75	7.00

ACTIVITY 13

Advertisements

1 a) The Gallery/The Oyster Bar
b) Schooners
c) Andiamo Presto

2 12 noon

3 3303

ACTIVITY 14

General Information about New Zealand

1 New Zealand

2 by taxi, shuttle or bus

3 different in different parts

4 informing; describing

ACTIVITY 15

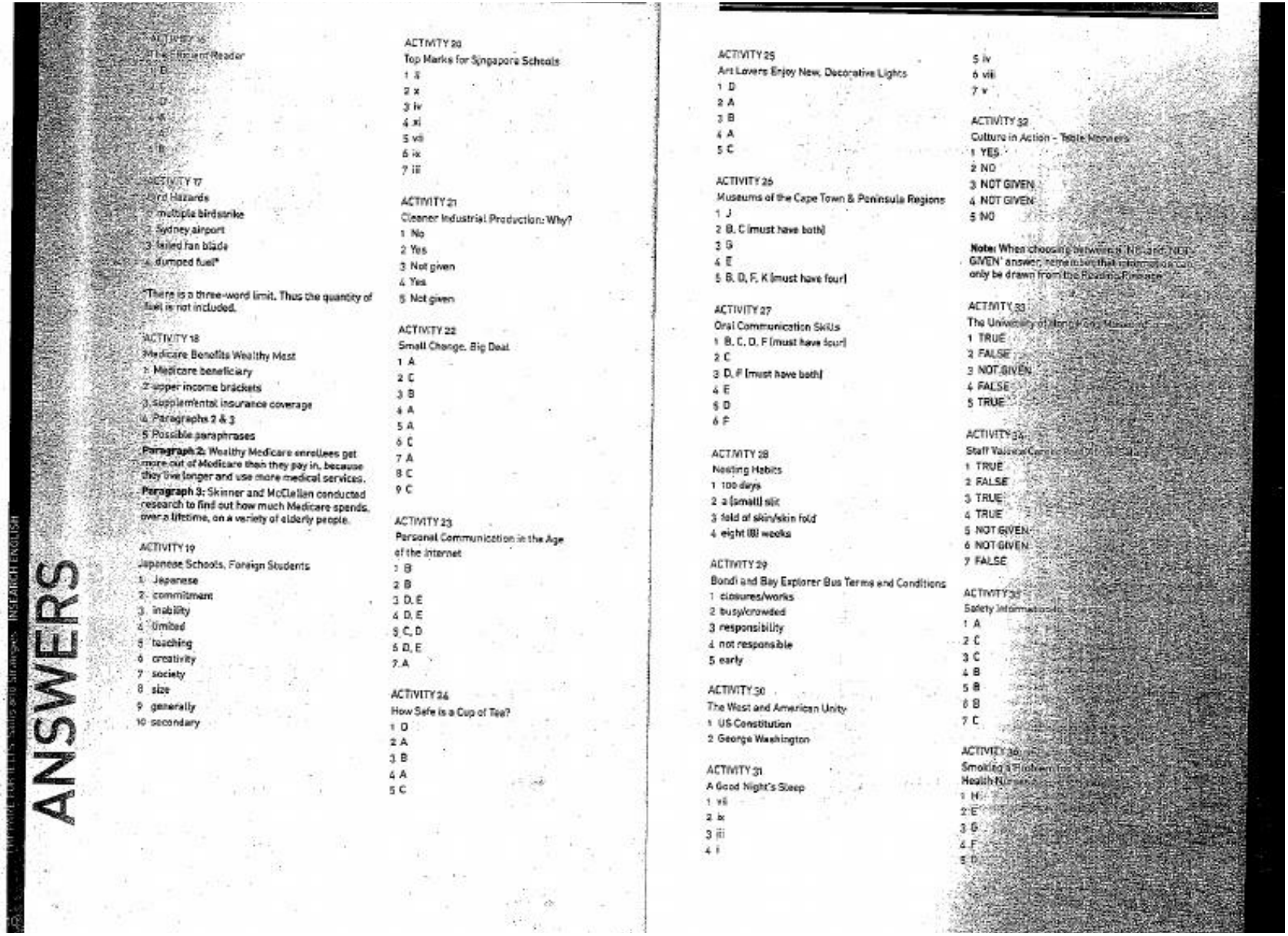
General Information about [illegible]

1 15 km

2 in the (drier) eastern regions

3 9:30 am – 4:30 pm Monday to Friday, public holidays

4 Skim first to understand the gist of the passage and scan to find specific information



ANSWERS

ACTIVITY 16
The Efficient Reader
1 B
2 D
3 A
4 A
5 C
6 B

ACTIVITY 17
Bird Hazards
1 multiple birdstrike
2 Sydney airport
3 failed fan blade
4 dumped fuel*

*There is a three-word limit. Thus the quantity of fuel is not included.

ACTIVITY 18
Medicare Benefits Wealthy Most
1 Medicare beneficiary
2 upper income brackets
3 supplemental insurance coverage
4 Paragraphs 2 & 3
5 Possible paraphrases
Paragraph 2: Wealthy Medicare enrollees get more out of Medicare than they pay in, because they live longer and use more medical services.
Paragraph 3: Skinner and McClellan conducted research to find out how much Medicare spends over a lifetime, on a variety of elderly people.

ACTIVITY 19
Japanese Schools, Foreign Students
1 Japanese
2 commitment
3 inability
4 limited
5 teaching
6 creativity
7 society
8 size
9 generally
10 secondary

ACTIVITY 20
Top Marks for Singapore Schools
1 ii
2 x
3 iv
4 xi
5 vii
6 ix
7 iii

ACTIVITY 21
Cleaner Industrial Production: Why?
1 No
2 Yes
3 Not given
4 Yes
5 Not given

ACTIVITY 22
Small Change, Big Deal
1 A
2 C
3 B
4 A
5 A
6 C
7 A
8 C
9 C

ACTIVITY 23
Personal Communication in the Age of the Internet
1 B
2 B
3 D, E
4 D, E
5 C, D
6 D, E
7 A

ACTIVITY 24
How Safe is a Cup of Tea?
1 D
2 A
3 B
4 A
5 C

ACTIVITY 25
Art Lovers Enjoy New, Decorative Lights
1 D
2 A
3 B
4 A
5 C

ACTIVITY 26
Museums of the Cape Town & Peninsula Regions
1 J
2 B, C (must have both)
3 G
4 E
5 B, D, F, K (must have four)

ACTIVITY 27
Oral Communication Skills
1 B, C, D, F (must have four)
2 C
3 D, F (must have both)
4 E
5 D
6 F

ACTIVITY 28
Nesting Habits
1 100 days
2 a (small) slit
3 fold of skin/skin fold
4 eight (8) weeks

ACTIVITY 29
Bondi and Bay Explorer Bus Terms and Conditions
1 closures/works
2 busy/crowded
3 responsibility
4 not responsible
5 early

ACTIVITY 30
The West and American Unity
1 US Constitution
2 George Washington

ACTIVITY 31
A Good Night's Sleep
1 vii
2 ix
3 iii
4 i
5 iv
6 viii
7 v

ACTIVITY 32
Culture in Action – Table Manners
1 YES
2 NO
3 NOT GIVEN
4 NOT GIVEN
5 NO

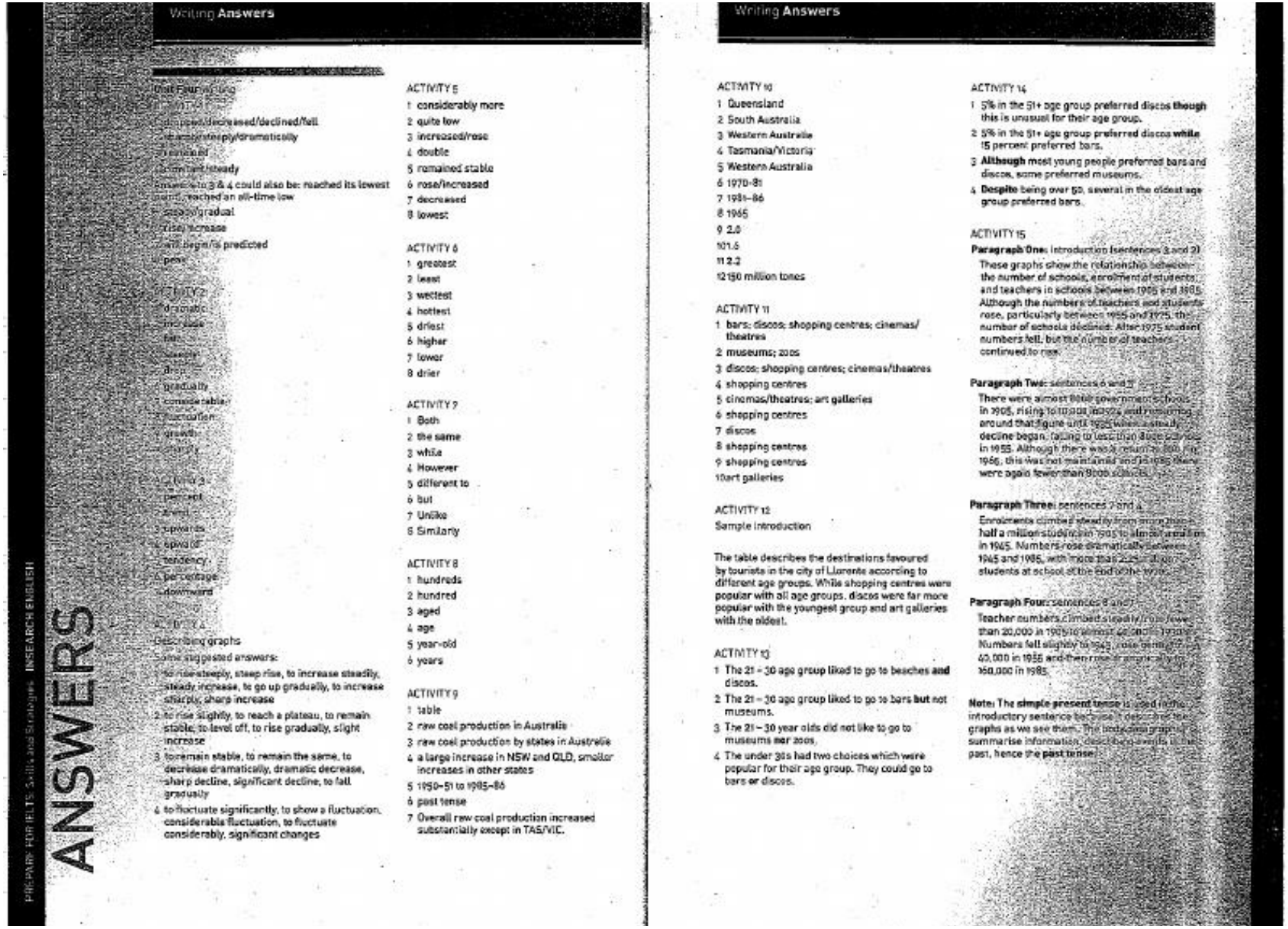
Note: When choosing between 'NO' and 'NOT GIVEN' answer, remember that information can only be drawn from the Reading Passage.

ACTIVITY 33
The University of Hong Kong Museum
1 TRUE
2 FALSE
3 NOT GIVEN
4 FALSE
5 TRUE

ACTIVITY 34
Staff Volunteer Centre
1 TRUE
2 FALSE
3 TRUE
4 TRUE
5 NOT GIVEN
6 NOT GIVEN
7 FALSE

ACTIVITY 35
Safety Information
1 A
2 C
3 C
4 B
5 B
6 B
7 C

ACTIVITY 36
Smoking & Children in Health Nurseries
1 H
2 E
3 G
4 F
5 D



Writing **Answers**

Unit Four writing

[illegible] increased/declined/fell
[illegible] steeply/sharply/dramatically
[illegible]
[illegible] constant/steady
Answers to 3 & 4 could also be: reached its lowest point, reached an all-time low
[illegible] gradual
[illegible] increase
[illegible] beginning predicted
peak

ACTIVITY 2
dramatic
increase
fall
[illegible]
drop
gradually
considerable
fluctuation
growth
[illegible]
[illegible]
percent
trend
upwards
[illegible]
tendency
percentage
downward
[illegible]

Describing graphs
Some suggested answers:
1 to rise steeply, steep rise, to increase steadily, steady increase, to go up gradually, to increase sharply, sharp increase
2 to rise slightly, to reach a plateau, to remain stable, to level off, to rise gradually, slight increase
3 to remain stable, to remain the same, to decrease dramatically, dramatic decrease, sharp decline, significant decline, to fall gradually
4 to fluctuate significantly, to show a fluctuation, considerable fluctuation, to fluctuate considerably, significant changes

ACTIVITY 5
1 considerably more
2 quite low
3 increased/rose
4 double
5 remained stable
6 rose/increased
7 decreased
8 lowest

ACTIVITY 6
1 greatest
2 least
3 wettest
4 hottest
5 driest
6 higher
7 lower
8 drier

ACTIVITY 7
1 Both
2 the same
3 while
4 However
5 different to
6 but
7 Unlike
8 Similarly

ACTIVITY 8
1 hundreds
2 hundred
3 aged
4 age
5 year-old
6 years

ACTIVITY 9
1 table
2 raw coal production in Australia
3 raw coal production by states in Australia
4 a large increase in NSW and QLD, smaller increases in other states
5 1950–51 to 1985–86
6 past tense
7 Overall raw coal production increased substantially except in TAS/VIC.

ANSWERS

PRE-PARE FOR IELTS: Skills and Strategies INSEARCH ENGLISH

Writing **Answers**

ACTIVITY 10
1 Queensland
2 South Australia
3 Western Australia
4 Tasmania/Victoria
5 Western Australia
6 1970–81
7 1981–86
8 1965
9 2.0
10 1.5
11 2.2
12 150 million tones

ACTIVITY 11
1 bars; discos; shopping centres; cinemas/theatres
2 museums; zoos
3 discos; shopping centres; cinemas/theatres
4 shopping centres
5 cinemas/theatres; art galleries
6 shopping centres
7 discos
8 shopping centres
9 shopping centres
10 art galleries

ACTIVITY 12
Sample introduction

The table describes the destinations favoured by tourists in the city of Llorente according to different age groups. While shopping centres were popular with all age groups, discos were far more popular with the youngest group and art galleries with the oldest.

ACTIVITY 13
1 The 21 – 30 age group liked to go to beaches **and** discos.
2 The 21 – 30 age group liked to go to bars **but** not museums.
3 The 21 – 30 year olds did not like to go to museums **nor** zoos.
4 The under 30s had two choices which were popular for their age group. They could go to bars **or** discos.

ACTIVITY 14
1 5% in the 51+ age group preferred discos **though** this is unusual for their age group.
2 5% in the 51+ age group preferred discos **while** 15 percent preferred bars.
3 **Although** most young people preferred bars and discos, some preferred museums.
4 **Despite** being over 50, several in the oldest age group preferred bars.

ACTIVITY 15
Paragraph One: introduction (sentences 1 and 2)
These graphs show the relationship between the number of schools, enrolment of students and teachers in schools between 1905 and 1985. Although the numbers of teachers and students rose, particularly between 1955 and 1975, the number of schools declined. After 1975 student numbers fell, but the number of teachers continued to rise.

Paragraph Two: sentences 3 and 4
There were almost 8000 government schools in 1905, rising to 10 000 schools and remaining around that figure until 1935 when a steady **decline** began, falling to less than 8000 schools in 1955. Although there was a return to 8000 in 1965, this was not maintained and in 1985 there were again fewer than 8000 schools.

Paragraph Three: sentences 5 and 6
Enrolments climbed steadily from more than **half a million** students in 1905 to almost [illegible] in 1945. Numbers rose dramatically between 1945 and 1985, with more than 2.25 [illegible] students at school at the end of the year.

Paragraph Four: sentences 8 and 7
Teacher numbers climbed steadily from fewer than 20,000 in 1905 to almost 40,000 in 1935. Numbers fell slightly to 1945, rose [illegible] to 40,000 in 1955 and then rose dramatically to 160,000 in 1985.

Note: The **simple present tense** is used in the introductory sentence because it describes the graphs as we see them. The individual graphs summarise information about [illegible] in the past, hence the **past tense**.

ANSWERS

soil, soil, earth, **ground, root/s**	grow, germinate, break (open)
branch/es, **leaf/ leaves, stem**	split (apart), appear, open (up)
bud, shoot, foliage, root hairs	shoot, **unfold, send (down)**
cotyledons, hypocotyls, radicle, testa	straighten (up), drop, **reach up, elongate, emerge, shrivel**

ACTIVITY 17

1 is manufactured/is made — Complex sentence
2 are heated
3 mixed
4 is sent
5 is poured
6 is flattened
7 is made/is manufactured
8 is dressed
9 is pumped in — Compound sentence
10 is poured
11 is removed

ACTIVITY 18

Language analysis — Complex sentence

Passive verbs: is treated, is released, are transferred, is removed, are taken, has passed, is removed, is taken, to be dewatered, (is) trucked, are added, is transferred, are sent, (are) trucked, is released

Sequence words: finally, Firstly, then, then, subsequently, also, meanwhile, then, also, Finally

Reference pronouns:

it (line 3)	sewage
these (line 6)	screens (these screenings)
This (line 16)	the sludge
These (line 19)	remaining solids

Subjects of each sentence

The illustration, the sewage, the sewage, these screenings, sewage, the grit, the sewage, this, the waste water, the treated waste water

Sentence types – see arrows

Complex sentences

The illustration shows how sewage from Cronulla and Kurnell is treated at a treatment plant. The sewage passes through four procedures before it is finally released at the Potter's Point outlet.

Firstly, the sewage passes through screens which separate large objects or debris from the water. These screenings are **then** transferred to tanks where the water is removed, and are taken by truck to a landfill site.

Sewage that has passed through the first screen enters grit tanks where grit or fine particles is removed. This grit is **then** taken to be dewatered and, **subsequently**, **also** trucked to a landfill site. **Meanwhile**, the sewage still in treatment flows from the grit tanks to sedimentation tanks into which chemicals are added to assist the separation of sludge from waste water. This is **then** transferred to a sludge digester.

From the sedimentation tanks the waste water continues through fine screens which filter out any remaining solids. These are sent back to the screenings dewatering unit and **also** trucked to a landfill site. **Finally**, the treated waste water is released at Potter's Point.

(180 words)

Compound sentence

ACTIVITY 19

Fire Extinguisher – sample answer

The drawing is of a fire extinguisher which is designed to put out different types of fires, including electrical, chemical or flammable materials. It is comprised of a number of component parts, namely a cylinder or bottle, a strike knob and a hose.

The fire extinguisher consists of a red steel cylinder which is connected to a hose, and is operated by a strike knob. Though mainly filled with water, the cylinder also contains some pressurised powder and carbon dioxide (CO2).

continued...

When the strike knob is pushed down, it strikes the pin and releases the pressure disk. This allows the pressurised powder and carbon dioxide (CO2) to disperse. The released gas pushes down on the water which is then forced up the tube and discharged through the hose.

Since the size and diameter of the hose is narrower than the tube, the speed at which the water accelerates is great. Though the water is dispersed for several metres, it is important to always stand away from the fire.

(168 words)

ACTIVITY 20

1 Dear
2 an unpleasant experience
3 complains
4 a large number of unsupervised children
5 playing
6 several elderly people
7 considerable inconvenience
8 bumping into me
9 to leave her child alone
10 extremely rude
11 disturbed
12 so little
13 elderly people
14 Yours sincerely

ACTIVITY 21

1 Love, With love or Affectionately
2 Love, Best wishes, Cheers
3 Cheers, Best wishes
4 Best regards, Regards, Best wishes
5 Regards

ACTIVITY 22

I do hope you can find room at your school for a boy with Andrew's interests.

ACTIVITY 23

Dear Ms Brown,

My son tells me that you are in charge of music at his school. I am writing to tell you how much I enjoyed listening to the music the school orchestra played at the concert last Friday night.

It is very good for children to understand and be sensitive to music, and your students played as though they really did feel the music. I thought the young man playing the piano was very talented, and I expect he will be very successful. The school orchestra played to a very high level and the guitar group was also delightful.

Music is very important in our overall education and I feel everyone should be taught something about it at school. Understanding something about music and being able to play a musical instrument help enrich our lives.

Once again, thank you for a most enjoyable evening. I look forward to the next school concert.

Yours sincerely,
Carol Helpman

ACTIVITY 24

1 Complaining
2 Requesting information
3 Requesting information
4 Giving information or complaining
5 Relating an event
6 Giving a warning
7 Giving a warning
8 Complaining
9 Complaining
10 Relating an event
11 Describing
12 Giving information
13 Describing

ACTIVITY 25

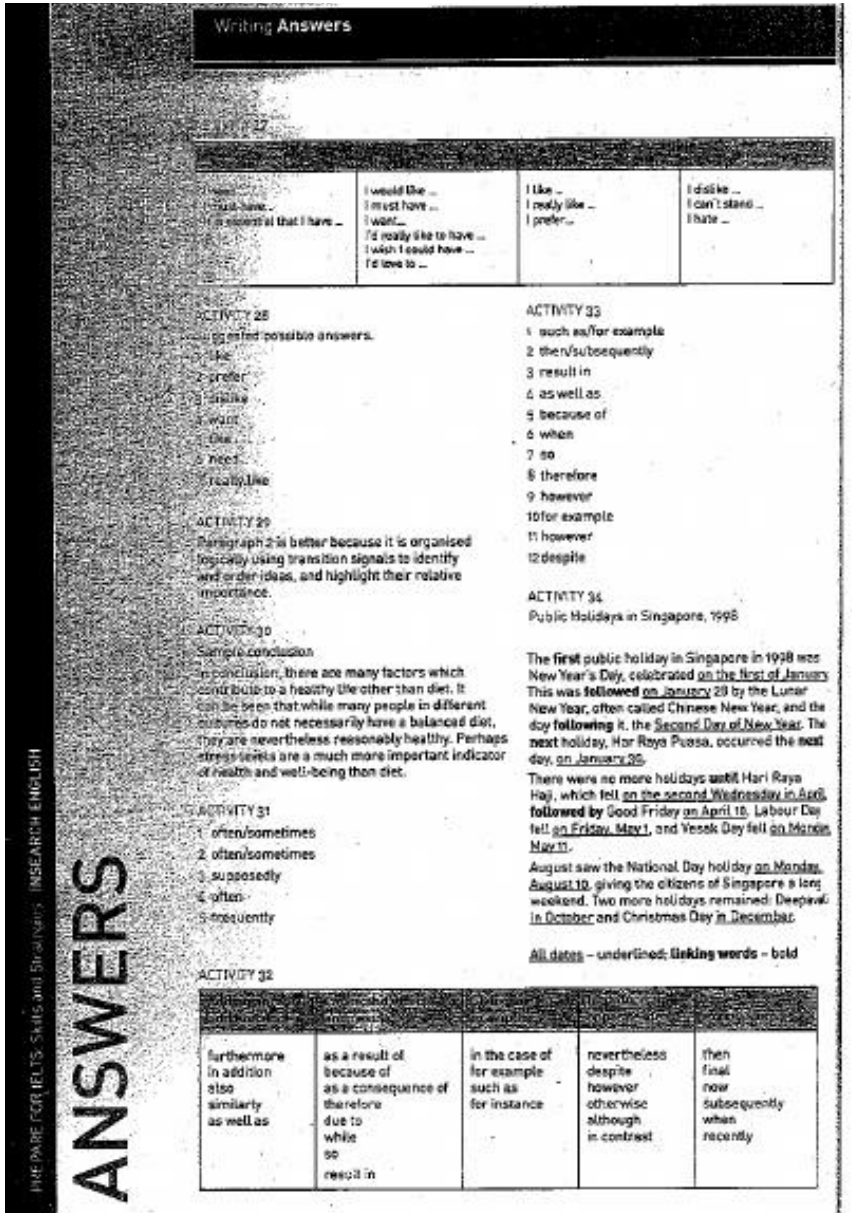
Possible answers

1 I would like to thank you for helping me deal with the sad events of last month. I really appreciated your help.
2 Although I started that I wanted to close my account, you are still taking money from my account. [illegible]
3 Please accept my apology [illegible] incorrectly last month.
4 I would be grateful if you could send me some information on the language course [illegible]
5 I would like to complain about the poor service we experienced at [illegible] other night.
6 In my opinion tertiary education is important if you want to have a professional [illegible]

ACTIVITY 26

Possible answers

1 I am planning a holiday [illegible] and would appreciate [illegible] some brochures [illegible] in Europe.
2 I shall soon use up my [illegible] would; therefore, [illegible] could send me a [illegible] earliest convenience.
3 Since I need to [illegible] skills before I [illegible] Marketing and [illegible] am writing to [illegible] about your [illegible]



PREPARE FOR IELTS: Skills and Strategies INSEARCH ENGLISH

ANSWERS

Writing Answers

ACTIVITY 27

I must have ... It is essential that I have ...	I would like ... I must have ... I want ... I'd really like to have ... I wish I could have ... I'd love to ...	I like ... I really like ... I prefer ...	I dislike ... I can't stand ... I hate ...

ACTIVITY 28

Suggested possible answers.

1 like
2 prefer
3 dislike
4 want
5 like
6 need
7 really like

ACTIVITY 29

Paragraph 2 is better because it is organised logically using transition signals to identify and order ideas, and highlight their relative importance.

ACTIVITY 30

Sample conclusion

In conclusion, there are many factors which contribute to a healthy life other than diet. It can be seen that while many people in different cultures do not necessarily have a balanced diet, they are nevertheless reasonably healthy. Perhaps stress levels are a much more important indicator of health and well-being than diet.

ACTIVITY 31

1 often/sometimes
2 often/sometimes
3 supposedly
4 often
5 frequently

ACTIVITY 32

furthermore in addition also similarly as well as	as a result of because of as a consequence of therefore due to while so result in	in the case of for example such as for instance	nevertheless despite however otherwise although in contrast	then finally now subsequently when recently

ACTIVITY 33

1 such as/for example
2 then/subsequently
3 result in
4 as well as
5 because of
6 when
7 so
8 therefore
9 however
10 for example
11 however
12 despite

ACTIVITY 34

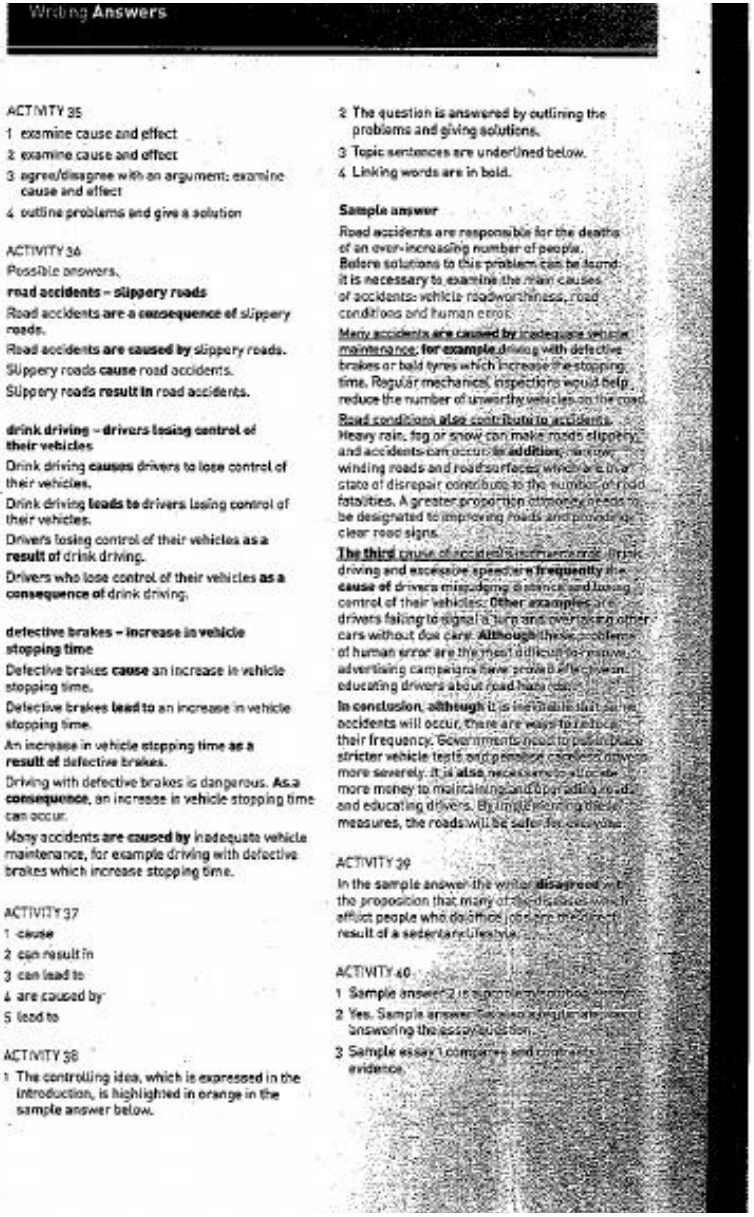
Public Holidays in Singapore, 1998

The **first** public holiday in Singapore in 1998 was New Year's Day, celebrated on the first of January. This was **followed** on January 28 by the Lunar New Year, often called Chinese New Year, and the day **following** it, the Second Day of New Year. The **next** holiday, Hari Raya Puasa, occurred the **next** day, on January 29.

There were no more holidays **until** Hari Raya Haji, which fell on the second Wednesday in April, **followed by** Good Friday on April 10. Labour Day fell on Friday, May 1, and Vesak Day fell on Monday, May 11.

August saw the National Day holiday on Monday, August 10, giving the citizens of Singapore a long weekend. Two more holidays remained: Deepavali in October and Christmas Day in December.

All dates – underlined; **linking words** – bold



Writing Answers

ACTIVITY 35

1 examine cause and effect
2 examine cause and effect
3 agree/disagree with an argument; examine cause and effect
4 outline problems and give a solution

ACTIVITY 36

Possible answers.

road accidents – slippery roads

Road accidents **are a consequence of** slippery roads.

Road accidents **are caused by** slippery roads.

Slippery roads **cause** road accidents.

Slippery roads **result in** road accidents.

drink driving – drivers losing control of their vehicles

Drink driving **causes** drivers to lose control of their vehicles.

Drink driving **leads to** drivers losing control of their vehicles.

Drivers losing control of their vehicles **as a result of** drink driving.

Drivers who lose control of their vehicles **as a consequence of** drink driving.

defective brakes – increase in vehicle stopping time

Defective brakes **cause** an increase in vehicle stopping time.

Defective brakes **lead to** an increase in vehicle stopping time.

An increase in vehicle stopping time **as a result of** defective brakes.

Driving with defective brakes is dangerous. **As a consequence**, an increase in vehicle stopping time can occur.

Many accidents **are caused by** inadequate vehicle maintenance, for example driving with defective brakes which increase stopping time.

ACTIVITY 37

1 cause
2 can result in
3 can lead to
4 are caused by
5 lead to

ACTIVITY 38

1 The controlling idea, which is expressed in the introduction, is highlighted in orange in the sample answer below.
2 The question is answered by outlining the problems and giving solutions.
3 Topic sentences are underlined below.
4 Linking words are in bold.

Sample answer

Road accidents are responsible for the deaths of an ever-increasing number of people. Before solutions to this problem can be found, it is necessary to examine the main causes of accidents: vehicle roadworthiness, road conditions and human error.

Many accidents **are caused by** inadequate vehicle maintenance; **for example** driving with defective brakes or bald tyres which increase the stopping time. Regular mechanical inspections would help reduce the number of unworthy vehicles on the road.

Road conditions **also** contribute to accidents. Heavy rain, fog or snow can make roads slippery and accidents can occur. **In addition**, narrow winding roads and road surfaces which are in a poor state of disrepair contribute to the number of road fatalities. A greater proportion of money needs to be designated to improving roads and providing clear road signs.

The third cause of accidents is human error. Drink driving and excessive speed **are frequently** the **cause of** drivers misjudging distance and losing control of their vehicles. **Other examples** are drivers failing to signal a turn and overtaking other cars without due care. **Although** these problems of human error are the most difficult to resolve, advertising campaigns have proved effective in educating drivers about road hazards.

In conclusion, although it is inevitable that some accidents will occur, there are ways to reduce their frequency. Governments need to introduce stricter vehicle tests and penalise careless drivers more severely. It is **also** necessary to allocate more money to maintaining and upgrading roads and educating drivers. By implementing these measures, the roads will be safer for everyone.

ACTIVITY 39

In the sample answer the writer **disagrees** with the proposition that many of the diseases which affect people who do office jobs are the direct result of a sedentary lifestyle.

ACTIVITY 40

1 Sample answer 2 is more appropriate because ...
2 Yes. Sample answer 1 does not fully answer the question.
3 Sample essay 1 compares and contrasts evidence.

ACKNOWLEDGEMENTS

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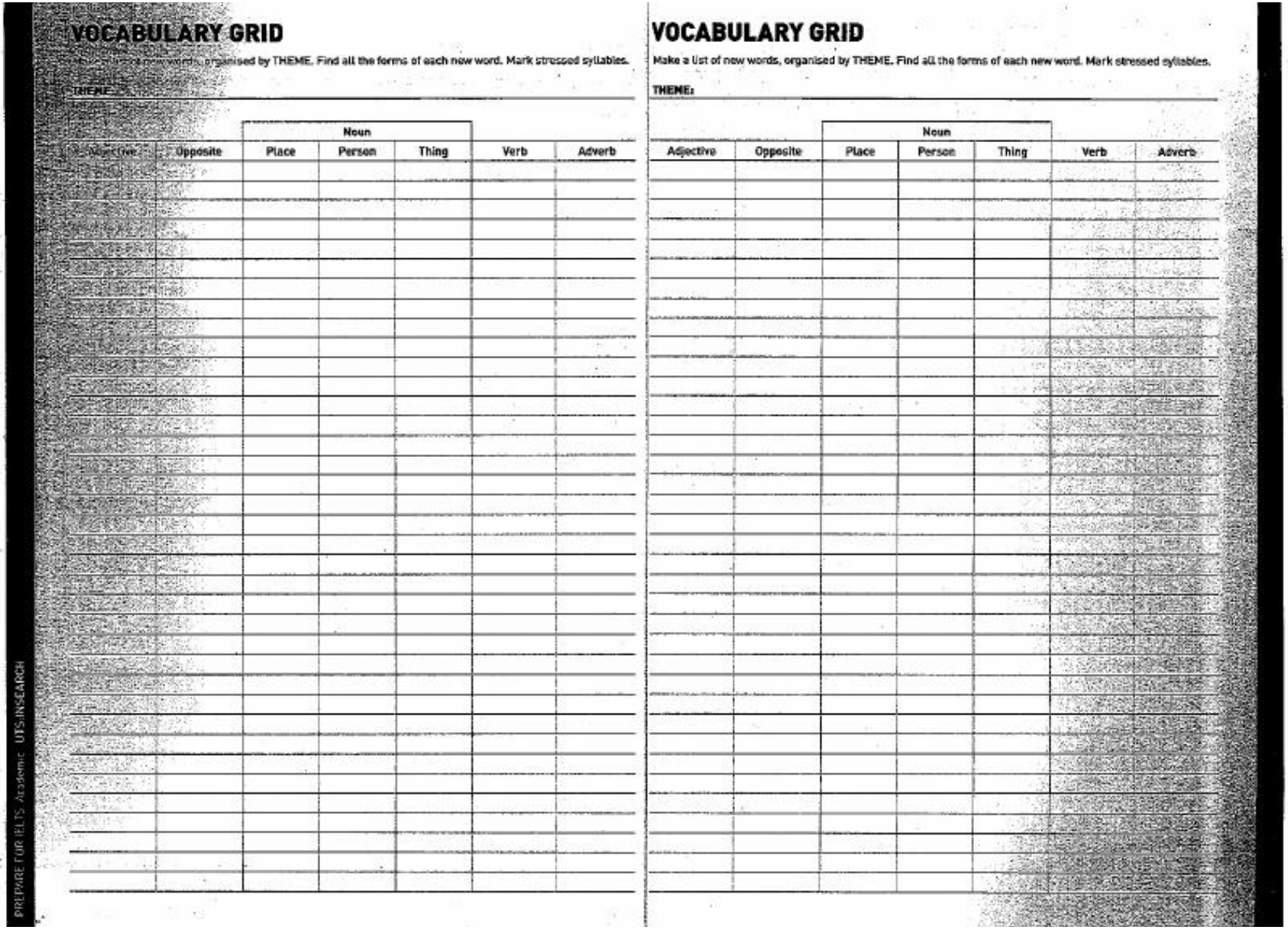
VOCABULARY GRID

Make a list of new words, organised by THEME. Find all the forms of each new word. Mark stressed syllables.

THEME:

		Noun				
Adjective	Opposite	Place	Person	Thing	Verb	Adverb



VOCABULARY GRID

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THEME:

Adjective	Opposite	Noun			Verb	Adverb
		Place	Person	Thing		

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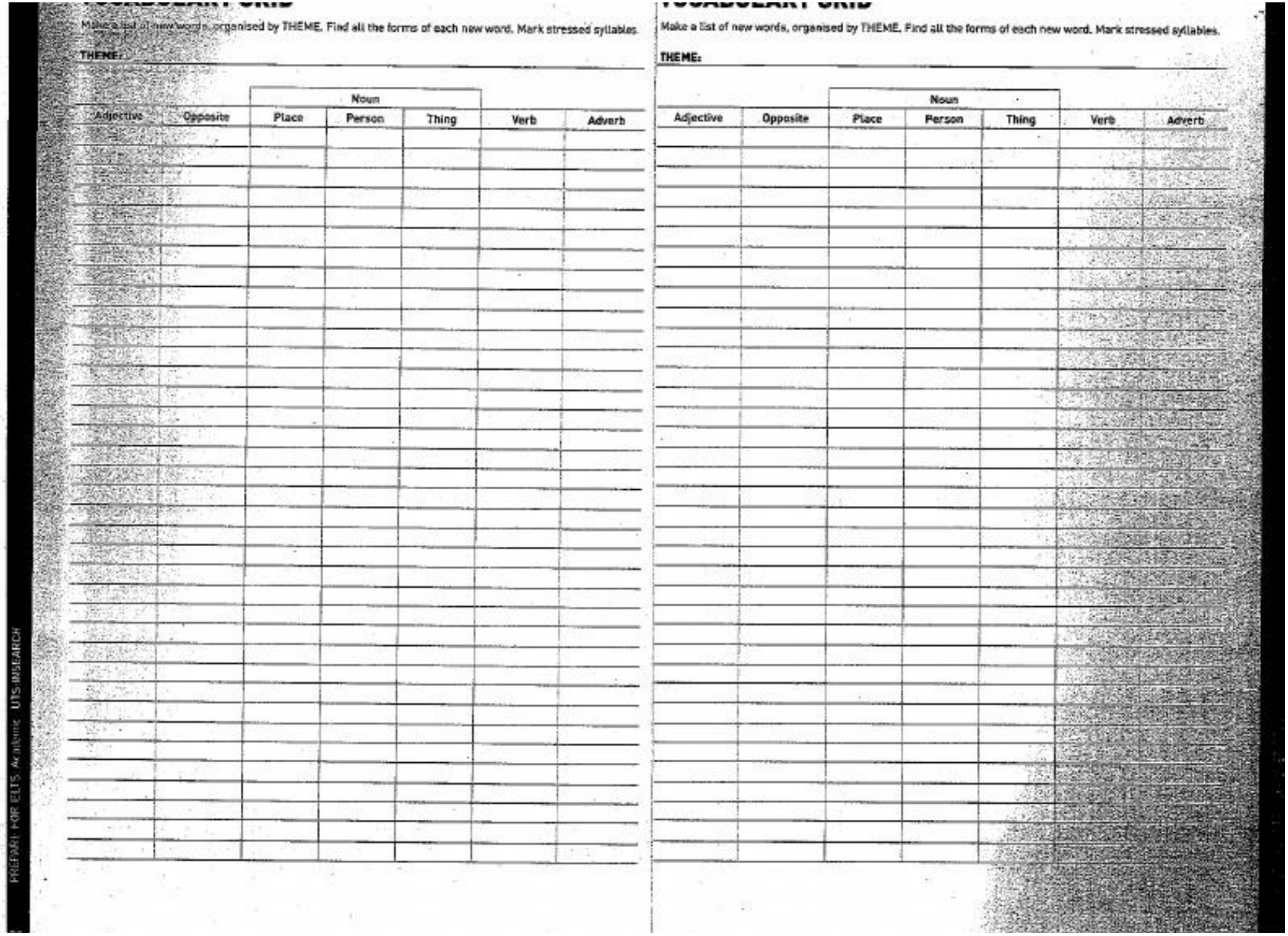
THEME:

Adjective	Opposite	Noun			Verb	Adverb
		Place	Person	Thing		



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THEME:

Adjective	Opposite	Noun			Verb	Adverb
		Place	Person	Thing		

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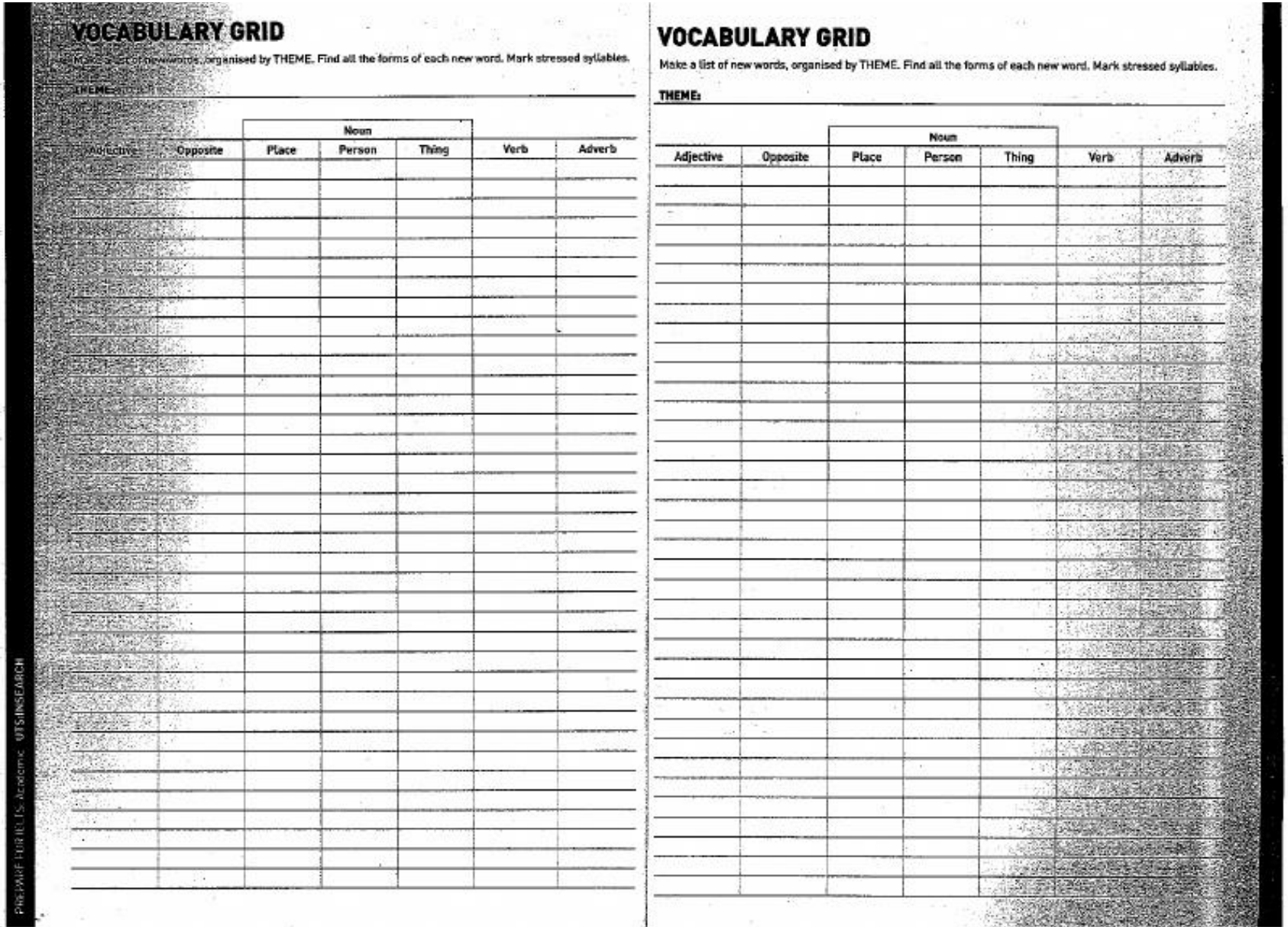
THEME:

Adjective	Opposite	Noun			Verb	Adverb
		Place	Person	Thing		



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Make a list of new words, organised by THEME. Find all the forms of each new word. Mark stressed syllables.

THEME:

Adjective	Opposite	Noun			Verb	Adverb
		Place	Person	Thing		

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THEME:

Adjective	Opposite	Noun			Verb	Adverb
		Place	Person	Thing		

ENGLISH

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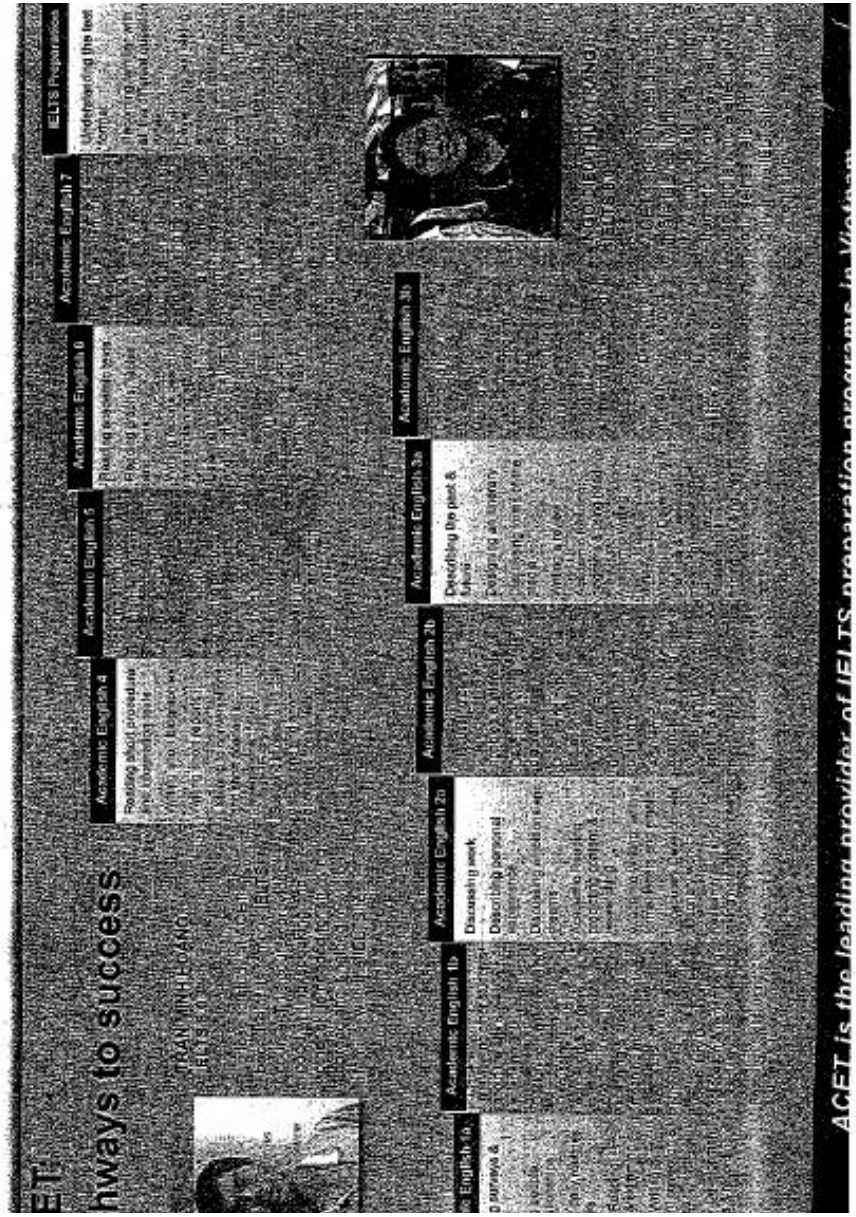

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