

# 2 ▶ Take note

In this unit you will practise:

- **Listening skills:** Letters and sounds; listening for gist; listening for specific facts
- **Writing skills:** Reading and describing data; paragraphing; linking expressions; reference links
- **Speaking skills:** Discussing likes and dislikes
- **Grammar:** Frequency adverbs and expressions
- **Vocabulary:** TV programmes; word partners
- **DIY Learning strategy:** Good learning habits

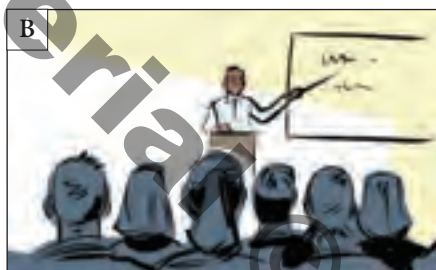
## Exam Focus

**Writing:** Tasks 1, 2

**Speaking:** Part 1

## Lead-in

- 1 Work in pairs. Match each picture A–F with one of the listening situations 1–6 listed below. The first one has been done as an example.



- |                           |                                |   |
|---------------------------|--------------------------------|---|
| 1 Directions/instructions | 4 Conversation between friends | A |
| 2 News bulletin           | 5 Traffic report               |   |
| 3 Lecture                 | 6 Public announcement          |   |

- 2 Work with a partner to choose answers from the list 1–6 above.  
For which kind(s) of listening:

- 1 do you often make notes?
- 2 can you ask questions if necessary?
- 3 are you often helped by what you can see?
- 4 do you choose certain parts to listen carefully to?
- 5 is there often a problem of background noise?

- 3 With your partner discuss which kind of listening you find easiest to understand, which you find hardest, and why?

## Focus on listening 1 Letters and sounds 1

### ▶ EXAM LINK

#### Listening

A common task in the IELTS Listening module is to write down a name as it is spelt out, letter by letter. For this you will need to recognise the letters of the alphabet in English quickly and confidently.

- 1 Here are the pronunciation symbols for two English sounds. You will find symbols like these in many dictionaries.

/i:/ is the sound in <i>we</i> or <i>see</i>	/eɪ/ is the sound in <i>make</i> or <i>day</i>

Write the following as words in the box above.

- One number between 1 and 10 which has the sound /i:/ as a word.
- One number between 1 and 10 which has the sound /eɪ/ as a word.
- Eight letters from the alphabet which have the sound /i:/.
- Four letters from the alphabet which have the sound /eɪ/.

#### SKILLS PRACTICE

##### ▶ Recognising letters

- 2  Listen and choose the name that you hear spelt out.

- |             |           |           |
|-------------|-----------|-----------|
| 1 A Basker  | B Beckar  | C Backer  |
| 2 A Jagger  | B Gadget  | C Geiger  |
| 3 A Chervil | B Schiver | C Shrivel |
| 4 A Hindani | B Henbane | C Hempian |

- 3  Listen and write down the name that you hear spelt out.

1 ..... 2 ..... 3 .....

## Focus on speaking Discussing likes and dislikes

#### SKILLS PRACTICE

- 1 Study the Essential language below, and then say how you feel about different types of reading matter. Choose from the following.

daily newspapers	romantic novels	non-fiction
thrillers	biographies	classic novels
science fiction	historical novels	gossip magazines
fashion magazines	poetry	scientific journals

### ▶ ESSENTIAL LANGUAGE

#### Discussing likes and dislikes

These verbs can be followed by a noun, e.g. *books* or by an -ing form, e.g. *reading*.

##### Likes

(really) **like/enjoy/love** ... very much

We **enjoy** *reading* very much.

I really **like** the *Harry Potter* books.

All these verbs are transitive and need an object, e.g. I like **something** very much.

NOT ~~I like very much.~~

##### Dislikes

**don't like/don't enjoy** ... (very much/at all)  
(really/absolutely) **hate**

My brother **doesn't like** *studying* at all.

I absolutely **hate** horror stories.

## EXAM PRACTICE

## ▶ Part 1

- 2 Work with a partner. Choose one set of questions each, A or B, then take it in turns to interview each other. One person should take the role of the examiner each time. Try to use a range of expressions to talk about your likes and dislikes.

## A

- How often do you go to the cinema?
- What's your favourite kind of film? What do you enjoy about it? Why?
- Who's your favourite actor or actress? What do you like about him or her?
- Is there any kind of film that you don't like very much? Why?

## B

- How much time do you spend watching TV a day?
- What's your favourite programme? What do you like about it? Why?
- Which kind of programme are you least likely to watch? Why?
- Which kind of programme is most popular with young people in your country?



## EXAM LINK Speaking

You can be asked to talk about things you like or dislike in all three parts of the IELTS Speaking module. To do well, you'll need to be able to express your feelings confidently and correctly, using a variety of expressions. Don't forget to give reasons too!

Focus on listening 2 *Introducing listening skills*

## SKILLS PRACTICE

## ▶ Listening for gist

When you listen for gist, you want a general idea of the topic. You don't need to know the details or understand every word. This is like the reading skill of skimming.

- 1 Listen to five short extracts and decide which type of listening each one is. Choose a letter from the list a)–i) below for each answer.

- |                  |                                 |                        |
|------------------|---------------------------------|------------------------|
| a) directions    | d) news bulletin                | g) instructions        |
| b) job interview | e) lecture                      | h) traffic report      |
| c) film or play  | f) conversation between friends | i) public announcement |

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

## ▶ Listening for specific facts

## EXAM LINK

In the IELTS exam it's important to know the best way to listen for each task type.

When you listen for specific facts, you want particular information like a person's name, a price or a telephone number. Again, other details aren't important and you don't need to understand every word. This is like the reading skill of scanning.

- 2 Listen to five short extracts and write down the names of the places that you hear.

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

- 3 Listen to five short extracts and write down the numbers that you hear.

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

## Focus on grammar *Expressing frequency*

### ▶ EXAM LINK

Frequency expressions are part of your basic vocabulary for both the Speaking and Writing modules of the IELTS exam. Avoid making elementary mistakes with these expressions by making sure you know the rules!

- 1 We use adverbs like *sometimes*, *usually* or *never* and other frequency expressions to describe how often something happens. There are three possible positions in a sentence for these frequency expressions. Study the information below and answer the questions.

**Initial**      he gets up early.  
**Middle**    (before main verb except *to be*) He  gets up early.  
                  Or He is  late.  
**End**        He gets up early .

All three positions	Middle position only (before main verb except <i>to be</i> )	Initial/end position only
<i>sometimes, often, occasionally, frequently, generally, normally</i>	<i>always, never, rarely, hardly ever, seldom, usually</i>	expressions of exact frequency and other longer expressions: <i>once a week, every weekend, once in a while</i>

- 1 What is the safest position for all one-word frequency adverbs + *hardly ever*?  
 2 Which frequency expressions cannot occur in that position?
- 2 Correct any word order mistakes in the sentences below.
- Never I can remember your address.
  - Normally we take our holiday in August.
  - I go to the gym three afternoons a week.
  - He sleeps hardly ever more than five hours.
  - She never is in her office when I phone.
  - Always you must read the instructions.
  - Once in a while we buy a take-away meal.
  - The company every year holds a staff party.

### KEY LANGUAGE

Adverbs  
 ▶ p. 140

- 3 Make true sentences about yourself using frequency expressions and the prompts below.

1 listen/news/radio	3 play tennis	5 tell/joke
2 cook/meal	4 do exercise	6 do nothing

- 4 Work in pairs. Describe a typical day in your life, either at work or studying. Try to speak for 1–2 minutes. Begin: *I usually get up at ...*

### *Call my bluff*

- 5 Work in groups of 3 or 4. Take it in turns to make three statements about yourself using frequency expressions. Two should be true. One should be false. Your partners can ask you questions about the statements for 2 minutes. They must then decide which statement was false.

## Focus on writing 1 Introduction to Task 1

### ▶ EXAM LINK Writing

The IELTS Writing module takes 60 minutes and includes two tasks, a description and a discursive essay. Task 1 carries one third of the total marks and Task 2 carries two thirds.

#### SKILLS PRACTICE

#### 1 Describe each type of writing below. Which ones could be required in the Academic module of the IELTS test?

A

*Can't remember if I told you but Sam's got a place at Keele University. He's thrilled to bits, needless to say. And what about your news? I'm dying to hear all about the new job. Give me a ring when*

B

Some people argue that the solution to the drugs problem is education, and while I accept that education has a part to play, I do not agree that it provides the whole answer.

D

Sea water flows through a small canal (A) into a series of basins. The first basins are the largest (B) and each lies a little below the level of the previous one, so that the water moves on by force of gravity. As the water passes through the

C

#### Notes

Why? memory aid, use for essays, etc, active learning

When? lectures, seminars, reading, revising, thinking & planning

What? main points only.  
Info that is relevant & impt.  
(key words)

How?

F

I am very sorry to tell you that I will have to return home one week before the end of term. The reason for this is that my sister is getting married on 15th December, and I will be expected to attend this important family event. I have made arrangements with a friend to copy the notes from the lectures that I miss

E

As we can see from the graph, there was a slight decrease in the number of serious road traffic accidents between 1999 and 2001. In 2002, however, the number of accidents

#### 2 Match the statements below to types of writing A–F above. A statement may have more than one correct answer.

- 1 This type of writing is usually based on a diagram of some kind.
- 2 You often use incomplete sentences or note form in this type of writing.
- 3 This type of writing needs to be organised logically, usually in several paragraphs, with a clear beginning, middle and end.
- 4 It's important that the facts or figures in this writing are absolutely accurate.
- 5 You usually try to present a balanced point of view in this type of writing.



## ▶ Task 1

## ▶ EXAM LINK Writing

In Task 1 of the Writing module, you are given a diagram or table of some kind and you have to present the information in your own words, using at least 150 words.

## SKILLS PRACTICE

## ▶ Reading the data

## 3 Study tables A and B and say whether the following statements are True or False. Correct the false statements.

- 1 Americans spend **less time** watching TV than the world average.
- 2 People in Malaysia spend **fewer hours** watching TV than Italians do.
- 3 People in Australia spend **exactly the same amount of time** watching TV as British people.
- 4 *Yomiuri Shimbun* sells **more** copies every day than any other newspaper.
- 5 *USA Today* has a **slightly smaller** circulation than the *Wall Street Journal*.

A WORLD TV VIEWING	
Country	Hours per week
United States	49.35
Italy	28.93
Hong Kong	28.70
Columbia	23.80
United Kingdom	23.80
Australia	21.98
Chile	17.50
China	10.59
Malaysia	10.50
World average	19.67

B		
Newspaper	Country	Average daily circulation
<i>Yomiuri Shimbun</i>	Japan	14,500,00
<i>Asahi Shimbun</i>	Japan	12,600,00
<i>Sichuan Ribao</i>	China	8,000,000
<i>Sun</i>	UK	3,273,116
<i>Daily Mail</i>	UK	2,426,533
<i>Chosun Ilbo</i>	S Korea	2,220,000
<i>The Times of India</i>	India	2,144,842
<i>USA Today</i>	USA	2,120,357
<i>Wall Street Journal</i>	USA	1,800,607
<i>Mirror</i>	UK	1,719,743

## ▶ Describing the data

## 4 Study the Essential language below, then write three similar True or False statements about tables A and B and exchange with another student. Mark your partner's statements True or False and correct as necessary.

KEY LANGUAGE  
Comparison  
▶ p. 142

## ▶ ESSENTIAL LANGUAGE

## Comparison

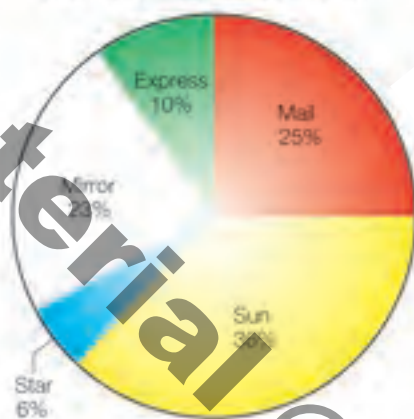
slightly	more		
considerably	less/fewer	+ NOUN	than ...
	larger/smaller		
(exactly/approximately)	the same ...	+ NOUN	as ...
(just) under/over	a quarter/25%		
exactly	a third		
almost/nearly	half/50%		
about/approximately	three quarters/75%		

- 5 Complete the description using information from diagram C, and using suitable expressions from the Essential language box on page 21.



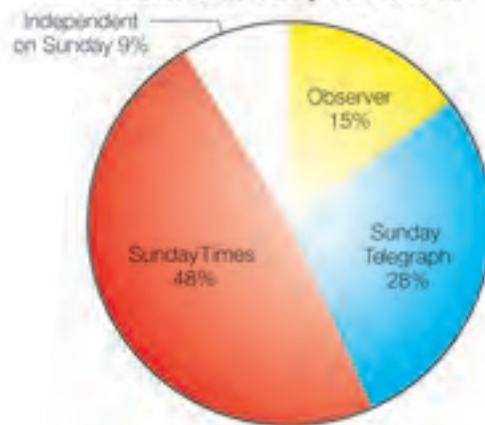
C

Popular Daily papers:  
Market share by circulation



D

Quality Sunday papers:  
Market share by circulation



- 6 Write a similar description of diagram D.

## DIY Learning strategy *Good learning habits*

- 1 Work in pairs. Ask questions to find out how often your partner does each of the things below. Use frequency expressions when answering your partner's questions.



- looks up a word in an English/English dictionary
- writes to someone in English
- translates an English text into their own language
- speaks English on the telephone
- revises something from the coursebook
- listens to English on the radio
- checks a grammar point in a reference book
- meets English speakers
- makes a note of useful vocabulary
- uses an electronic dictionary
- asks a teacher or English speaker a question about grammar
- plays a game in English
- does extra language practice exercises
- watches an English film or video

- 2 How helpful are these activities in practising and extending your English? Give each activity ticks (✓✓ = very useful, ✓ = useful, no tick = not very useful).
- 3 Look at the activities you thought were useful. Discuss how you could do these more often.

## DIY LEARNING PROJECT

- 1 Choose one of the activities you think would be useful for practising your English.
- 2 Make a definite plan of how you can start doing this on a regular basis.
- 3 Be prepared to tell a partner about what you did and how you got on.

## Focus on writing 2 Task 2

## ▶ EXAM LINK Writing

In Task 2 of the Writing module, you are given a topic and you have to write an essay of at least 250 words. You might have to present and justify an opinion, for example, or to suggest solutions to a problem.

## SKILLS PRACTICE

- 1 To answer a Task 2 question well, you need to express your ideas clearly and logically. Complete each piece of advice below by choosing the best ending a)–d).

Good writers ...

- |  |  |
|--|--|
| 1 organise their work in clear ...           | a) linking expressions                   |
| 2 connect sentences and paragraphs using ... | b) paragraphs                            |
| 3 avoid ...                                  | c) vocabulary and grammatical structures |
| 4 use a good variety of ...                  | d) repetition                            |

## ▶ Paragraphing

- 2 In an essay, each main topic should be dealt with in a separate paragraph. Divide Text 1 into three paragraphs, and say what the topic is in each case.

## Text 1

At university you will have to write often and in various different formats, depending on the subjects you are studying. The most common form of writing is the essay but reports, case studies, summaries and, on some undergraduate programmes, a dissertation at the end of the year can be included. All pieces of writing need to be structured in a particular way, and when your tutor sets you a task he or she will generally advise you about the most appropriate structure to use for it. You need to be clear about this so, if you are at all uncertain, you should always ask the tutor. You will normally be expected to word process your work and you will also be told how many words you should write. This is important because if you do not write enough words, you may lose marks. Conversely, if you write too many, the tutor may not mark the extra ones.



## ▶ Linking expressions

- 3 Good writers use linking expressions and other signalling words to make it clear to the reader how different parts of a paragraph are connected. Find examples of each type of expression in Text 1 on page 23.

- 1 Addition: *and*, .....
- 2 Cause/effect: .....
- 3 Generalisation: .....
- 4 Contrast/opposite idea: .....

## ▶ Reference links

- 4 One way of avoiding unnecessary repetition is by using pronouns like *he*, *it*, *this*, etc. Find the following expressions in Text 1 and say what they refer to.

- |                             |                    |                    |
|-----------------------------|--------------------|--------------------|
| 1 <i>he or she</i> (line 6) | 3 <i>this</i> (8)  | 5 <i>ones</i> (12) |
| 2 <i>it</i> (7)             | 4 <i>This</i> (10) |                    |

- 5 Text 2 below is not well written because it has too much repetition. Underline any parts which are repeated unnecessarily. How would you replace them?

**Text 2**

Greenland is situated in the north Atlantic. Greenland has an Arctic climate and much of Greenland's land is permanently covered with ice. Greenlanders are an independent people, and Greenlanders' origins are a mix of Inuit and European. Young people are increasingly rejecting the traditional lifestyle by moving to the towns. The fact that they are rejecting the traditional lifestyle and moving to the towns is becoming a problem for Greenland's welfare system.

- 6 Read the example question and then choose endings a)–h) to complete each piece of advice on how to answer it. There is a model answer based on this task on page 156.

WRITING PRACTICE  
Task 2, Model answer  
▶ Practice 1, p. 156

Write about the following topic:

***Modern communications mean that it's no longer necessary to write letters.***

***To what extent do you agree or disagree?***

How to write a good Task 2 essay:

- |                                |  |
|--------------------------------|--|
| 1 Carefully study ...          | a) conclusion                                |
| 2 Underline ...                | b) grammar, punctuation or spelling mistakes |
| 3 Make a logical ...           | c) introduction                              |
| 4 Begin with a clear ...       | d) key words                                 |
| 5 Divide your answer into ...  | e) paragraphs                                |
| 6 End with a suitable ...      | f) plan                                      |
| 7 Write a neat and legible ... | g) the question                              |
| 8 Check your work for ...      | h) answer                                    |

# IELTS VOCABULARY BUILDER

## TV programmes

- 1 Choose types of programmes from the box to match the definitions below. You do not need to use all the words in the box.

Chat show   News   Sitcom   Documentary   Quiz show  
Soap opera   Drama   Reality TV   Wildlife programme



- 1 An amusing programme in which there is a different story each week about the same group of people, e.g. *Friends*.
- 2 A television or radio story about a group of people and their lives, which is broadcast regularly for many years, e.g. *Neighbours*.
- 3 A programme which features ordinary people (not actors), who are usually in competition with each other to win money and become famous, e.g. *Big Brother*.
- 4 A programme in which famous people talk about themselves and answer questions about their lives, opinions, etc.
- 5 A programme in which people or teams compete to answer questions.
- 6 A programme that gives you facts and information about a serious subject, such as history, science or social problems.

## Word partners: do, give and make

There isn't always a logical reason for the choice of verb in a phrase. The only way to use many common phrases correctly is to make a point of learning them.

- 2 Add the correct verb *do*, *give* or *make* to complete the following expressions.

- |                         |                              |
|-------------------------|------------------------------|
| 1 ..... a note of/notes | 8 ..... instructions         |
| 2 ..... an answer       | 9 ..... an explanation       |
| 3 ..... an exercise     | 10 ..... an examination/test |
| 4 ..... a mistake       | 11 ..... a lecture           |
| 5 ..... homework        | 12 ..... advice              |
| 6 ..... some practice   | 13 ..... an announcement     |
| 7 ..... a plan          | 14 ..... a telephone call    |

- 3 Complete the sentences with the correct expression from exercise 2.

- 1 If you hope to ..... the IELTS ....., you'll need to study hard.
- 2 This book will ..... you plenty of helpful ..... on exam techniques.
- 3 If you don't ..... a ..... before writing an essay, you could easily leave something important out.
- 4 You can still pass the writing test even if you ..... a few minor grammatical .....
- 5 If you want to progress quickly, it's a good idea to ..... some extra language ..... outside class.
- 6 In the listening test the recording will ..... you clear ..... for each part.

# ACADEMIC WORD STUDY 1

In these sections you will meet important vocabulary that you need to understand and learn. All the words come from the Academic Word List (AWL), a list of the most common words in academic texts (see pages 138–139).

Increasing your academic vocabulary is a key way of improving your reading and writing in the IELTS test.

When you've completed the exercises, check the answers on page 168 and correct any mistakes so you can use this page as a reference point for revision.

## Understanding academic words

- 1 Academic vocabulary is generally fairly formal. Match these common academic verbs to a less formal verb with the same meaning from the box below.

- |   |           |                                       |
|---|-----------|---------------------------------------|
| 1 | assist    | He was assisted by a colleague.       |
| 2 | construct | The bridge took 4 years to construct. |
| 3 | indicate  | The graph indicates a rise in sales.  |
| 4 | obtain    | You can obtain a visa at the embassy. |
| 5 | purchase  | Tickets may be purchased in advance.  |
| 6 | require   | The problem requires careful thought. |
| 7 | respond   | They did not respond to my letter.    |
| 8 | select    | You must select an answer A–D.        |

answer build buy choose  
get help need show

- 2 The examples below come from *Reading academic texts* (page 12). Each one contains an academic word in bold. Study the way the academic word is used and write the correct part of speech, noun (N), verb (Vb) or adjective (Adj), in the right-hand column.

- |   |  |       |
|---|--|-------|
| 1 | academic fields like computer sciences (D)                       | Adj   |
| 2 | to see if a book is <b>relevant</b> or not (A)                   | ..... |
| 3 | to <b>extract</b> deeper meaning (A)                             | ..... |
| 4 | there's no <b>substitute</b> for careful reading (A)             | ..... |
| 5 | your short term memory does not <b>retain</b> information (B)    | ..... |
| 6 | short term memory can ... retain only about six <b>items</b> (B) | ..... |
| 7 | One popular <b>technique</b> is to look for signals (C)          | ..... |
| 8 | the <b>structure</b> of a passage of text (C)                    | ..... |

- 3 Study the meanings below and match each one to an academic word 1–8 from exercise 2.

### Meanings

- |    |  |        |
|----|--|--------|
| a) | relating to education, especially at college or university level | .....1 |
| b) | a special way of doing something                                 | .....  |
| c) | to keep or store   | .....  |
| d) | to remove or take  | .....  |
| e) | a single thing (e.g. on a list)                                  | .....  |
| f) | something which can be used instead of another thing             | .....  |
| g) | the way in which the parts of something are connected together   | .....  |
| h) | containing information which is useful                           | .....  |

## Using academic vocabulary

- 4 Complete the following using academic words from exercises 1 and 2. Make any changes necessary.

- Saccharin is a chemical substance which tastes sweet and is often used as a ..... for sugar.
- A cut in income tax was the most popular ..... on the government's agenda.
- Exam information can be ..... from the [www.ielts.org](http://www.ielts.org) website.
- 50% of the patients in this hospital ..... long-term care.
- Scientists are now able to ..... DNA from a single hair.
- New medical ..... mean that people spend less time in hospital after an operation.
- The government is planning to ..... 500,000 new homes in the south east.
- I found several articles on the Internet which are ..... to my essay topic.

- 5 Choose four academic words from this page and write personal examples to help you remember them.

- .....
- .....
- .....
- .....

# REVIEW 1

## Grammar

### SPOT THE ERROR

- 1 Each sentence below contains at least one mistake. Make any necessary corrections.

- 1 *He doesn't spend enough time to study for his exam.*
- 2 *I enjoy very much listening folk music.*
- 3 *She goes once a week to college for study computing.*
- 4 *Little more than quarter of university students have part-time jobs.*
- 5 *The job requires someone who can speak fluently Russian.*
- 6 *Electricity cost exactly the same amount of money than gas.*
- 7 *Climbing has fewest participants than skiing.*
- 8 *According to my opinion, the government should encourage people save money.*

## Vocabulary

### PREPOSITIONS

- 2 Fill in the missing prepositions in the following text.

- 1 How often do you listen ..... English ..... the radio?
- 2 It's a difficult expression to translate ..... English.
- 3 ..... any one time, there are ..... least 250,000 people travelling ..... plane.
- 4 The subject will be discussed ..... more detail ..... the future.
- 5 ..... average, USA postal services deal ..... 520 million items of mail every day.
- 6 ..... university you could be asked to write in different formats, such ..... essays or case studies, depending ..... the subject you are studying.
- 7 I asked my tutor ..... some advice ..... exam techniques.
- 8 You can buy frozen meals but they're no substitute ..... fresh food.

## SPELLING

- 3 Seven of the words below are spelt wrongly. Underline the mistakes and correct them.

- |                |                 |
|----------------|-----------------|
| 1 accurate     | 7 langauge      |
| 2 carefully    | 8 pronunciation |
| 3 comunication | 9 secretary     |
| 4 grammer      | 10 strength     |
| 5 increase     | 11 sucessful    |
| 6 intresting   | 12 vocabulary   |

## WORD CHOICE

- 4 Choose the correct answer A–C to complete the following sentences.

- 1 You can ..... any words you don't understand in a dictionary.  
A look out    B look up    C look at
- 2 What do the letters IELTS ..... ?  
A put across    B make up    C stand for
- 3 A teacher can ..... the mistakes in your work.  
A point out    B show up    C clear out
- 4 I need to ..... some extra grammar practice exercises.  
A make    B have    C do
- 5 Try and ..... a note of useful vocabulary.  
A make    B do    C give

## Exam skills

- 5 Answer the following questions. Page numbers are given in brackets for you to check your answers if necessary.

- 1 Which tenses are especially important for successful speaking and writing in the IELTS test? Why? (7)
- 2 How long do you have to complete the IELTS Reading module? (10)
- 3 How many passages do you have to read? (10)
- 4 How long do you have to complete the IELTS Writing module? (20)
- 5 How many writing tasks are there? (20)