

An Official Cambridge IELTS Course

**UPDATED
DIGITAL PACK**

MINDSET

FOR IELTS

**STUDENT'S BOOK
WITH DIGITAL PACK**
Level 2



CAMBRIDGE

MAP OF THE BOOK

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THE MAN-MADE ENVIRONMENT

UNIT 2 – p28

LEISURE AND RECREATION

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TRAVEL AND TRANSPORT

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- Sentence completion

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- Scanning
- Understanding and producing paraphrase

Language focus:

- Vocabulary to describe places
- Present simple and Present continuous

Exam skills:

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- Global understanding of texts

Language focus:

- Past simple and Past continuous
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Exam skills:

- Matching information

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- Present perfect continuous
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p74

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p42

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Language focus:

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p106

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p112

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p135

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Language focus:

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p154

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p98

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Language focus:

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p115

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p138

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p158

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p101

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p122

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- Discussing similarities and differences

Language focus:

- Comparing past and present
- Adjectives for celebrations
- Contrastive stress

MEET THE AUTHORS

With a thorough understanding of the essential skills required to succeed in the IELTS test, let our team of experts guide you on your IELTS journey.



Greg Archer

Greg Archer is an experienced, DELTA-qualified teacher and teacher trainer who began teaching *IELTS* at International House in London, where he trained and qualified as an *IELTS* Examiner in both Writing and Speaking. After moving to Cambridge in 2013, he has been working at an international college, at various times managing the English Language department, developing appropriate courses to run alongside A Level and GCSE study, and primarily teaching *IELTS* and English for Academic Purposes classes to students whose ambition is to enter a UK or English-speaking university.



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Lucy began teaching English in 2002 in the UK and Spain, where she prepared young learners for Cambridge English exams. She has been a tutor of English for Academic Purposes since 2008, and has taught on *IELTS* preparation courses in addition to preparing international students to start degree courses at Brunel University and King's College London. Lucy is currently based at King's College London, where she teaches on foundation programmes for international students, provides in-sessional support in academic writing for current students and contributes to materials and course design.

The *Mindset for IELTS* authors have extensive experience teaching in the UK and globally. They have helped prepare students for the *IELTS* test from all over the world, including:

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Peter Crosthwaite

Peter has worked in the TESOL and applied linguistics fields for 13 years. His previous experience includes writing and consultancy work with various publishers, two sessions as Director of Studies for language schools in the UK, over six years' experience in the Korean EFL context, and teaching and supervision experience at the University of Cambridge. He worked as an Assistant Professor at the Centre for Applied English Studies (CAES), University of Hong Kong, where he is the coordinator of the MA Applied Linguistics (MAAL) and the MA TESOL. He is currently working at the School of Languages and Cultures at the University of Queensland. He has worked on *IELTS* test preparation, publishing and materials development for over 10 years, with 4 years of experience as a qualified *IELTS* Examiner.



Natasha De Souza

Natasha has been involved in the ELT industry for 15 years – as a teacher, Director of Studies, Examiner and an Examinations Officer. She started teaching *IELTS* in 2006, when she worked on a University Pathway and Foundation Programme for a language school in Cambridge. More recently, as a Director of Studies and an Examinations Officer, she was responsible for giving guidance to students and teachers on how the *IELTS* test works and how best to prepare for it.



Jishan Uddin

Jishan has been an EFL teacher since 2001. He has taught on a range of courses in the UK and Spain, including general English, exam preparation and English for Academic Purposes (EAP) courses and is currently an EAP lecturer and academic module leader at King's College, London. He has extensive experience teaching *IELTS* preparation classes to students from around the world, particularly China, the Middle East and Kazakhstan. He also has experience in designing resources for language skills development as well as exam preparation and administration.



Susan Hutchison

Susan Hutchison has been an ESOL teacher and examiner for more than 30 years. She has taught overseas in Italy, Hungary and Russia. She now lives and works in Edinburgh, Scotland as an ESOL teacher in an independent school for girls. She has co-authored a number of course books, preparation and practice materials for both Cambridge English Language Assessment and *IELTS*. She has also developed online and interactive *IELTS* practice materials for the British Council.



Marc Loewenthal

Marc has been teaching for 35 years, mostly in the UK but also abroad in Greece, Russia, Middle East, Indonesia and Pakistan. He has taught in the public sector since 1990, mostly in further education and adult education, and more recently on pre-sessional EAP university courses. He has been a Speaking and Writing Examiner for over 25 years and has expert knowledge of *IELTS* requirements for university admission.



Claire Wijayatilake

Claire has been teaching English since 1988. She spent much of her career in Sri Lanka, including 16 years at British Council, Colombo. She became an *IELTS* Examiner in 1990 and examined regularly in Colombo and Malé, Maldives for almost 20 years. She worked as the *IELTS* Examiner Trainer for Sri Lanka, recruiting, training and monitoring examiners. She then moved into training and school leadership, serving as Teacher Trainer and Principal at various international schools. She returned to the UK in 2013 and worked for Middlesex University, where she started her materials writing career. She is currently a Visiting Lecturer at Westminster University, which allows her time to write. She has a PhD in Applied Linguistics and English Language Teaching from the University of Warwick.

HOW DOES MINDSET FOR IELTS WORK?

AVAILABLE AT FOUR LEVELS

**FOUNDATION
LEVEL**

LEVEL 1
Target Band 5.5

LEVEL 2
Target Band 6.5

LEVEL 3
Target Band 7.5

CORE MATERIAL

- Student's Book (print and digital).
- Digital workbook that gives focused exam practice on all four skills: Reading, Writing, Listening and Speaking.

ADDITIONAL MATERIAL

- The online workbook can be used to reinforce knowledge in the classroom and improve IELTS skills as homework or during the lesson.
- The end of unit tests will help your teacher check your language development.
- The Practice Tests will help your teacher assess where you are in relation to the IELTS test.

TAILORED TO SUIT YOUR NEEDS

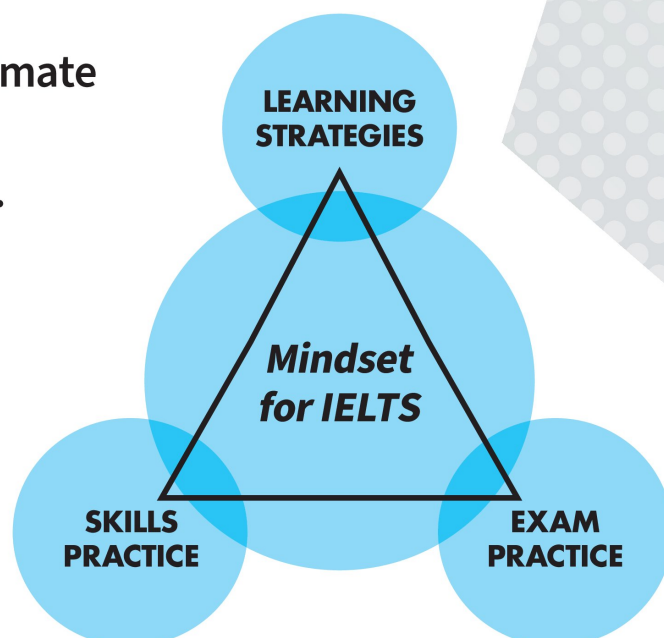
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

GIVES TEACHERS CHOICE

- Course design means teachers can focus on either the skills or the topics that their students need the most help with.

CAMBRIDGE CORPUS-INFORMED

- Corpus-informed digital workbook helps students avoid common mistakes.



COURSE CONFIGURATIONS

The *Mindset for IELTS* course comprises 4 key components:

 CORE TOPICS & SKILLS	Student's Book (print and digital) 8 topic-based units, organised by skill, provide 60-90 hours of teaching per level (levels 1, 2 and 3)
 TESTS/ONLINE ASSESSMENT	Access to Cambridge English IELTS Academic practice tests online
 DIGITAL WORKBOOK	8 hours of practice per skill, per level: • Speaking • Writing • Reading • Listening
 EBOOK	• Ebook gives you all of the material in the Student's Book in a digital format

01 SKILLS MODULES

Practice per skill, including Reading, Writing, Listening, Speaking.

RECEPTIVE SKILLS Focus on sub-skill	PRINT Reading Listening	ONLINE Different topic
PRODUCTIVE SKILLS Focus on active production	PRINT Writing Speak	ONLINE Same topic

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- skim a text quickly to understand the general idea
- scan a text for specific information to answer short-answer questions
- use skimming and scanning to locate the answer quickly
- understand and produce paraphrasing
- use the present continuous and present simple correctly.

LEAD-IN

01▶ A common topic in the exam is 'home'. Put these words under the correct heading in the table.

apartment	beach	bungalow	castle	ceiling	cellar	remote island
city centre	countryside	dining room	floor	garage	stone	glamorous
leather	mountains	mansion	marble	modern	simple	skyscraper
spacious	staircase	traditional	wood	window	gym	

Location	Building type	Style	Rooms	Parts of a room	Materials
	apartment				

02▶ In pairs, use the vocabulary from exercise 1 to help you describe your dream home.

My dream house would be on the beach near the sea. It would be a simple bungalow with wooden floors. It would have a large dining room ...

SKIMMING AND SCANNING



Skimming and scanning are important reading techniques which are very useful in IELTS. As time is limited in the exam, skimming and scanning help you to find the answers you need quickly.

You **skim** a text quickly to understand the **general idea**.

You **scan** a text quickly in order to find **specific information**.

03 ▶ For each activity, decide whether you would use skimming or scanning.

- 1 looking up a word in the dictionary *scanning*
- 2 browsing the internet for the latest news stories
- 3 choosing a book from a library or bookshop
- 4 finding a particular news story in a newspaper
- 5 finding the price of a product in a catalogue
- 6 looking through a magazine for an interesting article

TIP 03

Try to practise these or similar activities as much as possible. The more you practise, the better you will become at each technique.

04 ▶ The home in the photo cost about one billion dollars to build. What do you like or dislike about the design?

TIP 05

You are only reading for the **main ideas** at this stage, so remember to ignore unknown words.

05 ▶ Skim the text to understand the main ideas.

A Mukesh Ambani is one of the richest men in the world, and the first man to own a private residence costing more than one billion dollars to build. The home is on Altamout Road in Mumbai, one of the most expensive addresses in the world. Named after the mythical island Antilia, the property has 27 floors.

B The interior of the home is very glamorous and each floor is made from different materials to give an individual look. Marble floors, rare wood and fine rugs are just some of the design features used to create this extravagant home. The lotus flower and the sun are common symbols used throughout. Many of the rooms have floor-to-ceiling glass windows, offering spectacular views of Mumbai and the Arabian Sea.

C The skyscraper has a multi-storey garage with space for 168 cars. Alternatively, there are also three helipads on the roof of the building. The lobby has numerous reception areas and nine lifts. There are also several floors for dining, vast libraries and a health spa, including a gym, several swimming pools and yoga facilities. There is even an 'ice-room' which creates man-made snow, a Hindu prayer room and several floors of gardens.

D The Ambani residence is clearly designed to entertain guests. It has a theatre which seats 50, several guest bedrooms and a grand ballroom filled with chandeliers.

E The living quarters are on the top floors, because the family wanted as much sunlight as possible. The 400,000 ft² residence requires 600 staff, but all three Ambani children are required to clean their own rooms when they are at home.

F Several experts have criticised the architecture of this very expensive home, comparing it to an 'unstable pile of books'. Mrs Ambani, however, describes her home as 'an elevated house on top of a garden' and 'a modern home with an Indian heart'.

***helipad** - a place where a single helicopter can take off and land



06 ▶ Answer these questions.

- 1 When you were skim reading the text, which of these types of word did you focus on: prepositions, articles, names, verbs, adjectives, numbers?
- 2 Discuss with a partner what you remember about the text.
- 3 What overall title would you give the text?
- 4 Put the information in the order in which it appears in the passage.

- | | |
|--|--------------------------|
| a where the family live | ☐ |
| b opinions on the house | ☐ |
| c the materials used for the interior | ☐ |
| d the cost and address of the house | ☐ |
| e the facilities in the house | ☐ |
| f the owner of the house | ☐ |
| g information about the theatre and ballroom | ☐ |

07 ▶ Now scan the text for the information to answer these questions.

- 1 Who owns the property?
- 2 How many floors does it have?
- 3 What are the floors made out of?
- 4 What are the common symbols used throughout the house?
- 5 How many cars does the garage have space for?
- 6 How many employees work in the home?

TIP 07

In many of the IELTS reading tasks, the answers appear in the same order as the text.

PARAPHRASING

08 ▶ These statements paraphrase each of the paragraphs in the text. Match each statement, 1–6, with the correct paragraph, A–F.

- 1 The house has many desirable facilities and outside spaces. Guests can either drive or fly to the home.
- 2 The family live on the top floor because they want exposure to sunlight.
- 3 Mrs Ambani and the architecture experts have different opinions about the house.
- 4 Antilia is situated in Mumbai and owned by Mukesh Ambani.
- 5 The appearance inside the house is very extravagant and expensive materials have been used. The house also has magnificent views of the city.
- 6 The home is fully equipped to make visitors feel welcome.

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‘Paraphrasing’ is another important technique to understand and use in the exam. Paraphrasing is when you repeat something using different words, often in a simpler and shorter form that makes the original meaning clearer.

09 ▶ The key to paraphrasing is understanding synonyms and words or phrases with a similar meaning. Match these words and expressions.

- | | |
|--|--------------------------------|
| 1 desirable facilities | a guests |
| 2 outside spaces | b Mumbai |
| 3 inside | c expensive |
| 4 extravagant | d rare wood and fine rugs |
| 5 city | e health spa and libraries |
| 6 visitors | f gardens |
| 7 equipped to make visitors feel welcome | g interior |
| 8 expensive materials | h designed to entertain guests |

SHORT-ANSWER QUESTIONS



Questions which require an answer of just a few words, like those in exercise 7, are a common feature of the exam. These are known as *short-answer* questions and they ask about factual details.

TIP 10-11

The answers for short-answer questions come in the same order as they appear in the text.

10 Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

- 1 How many lifts does the home have?
- 2 What can you find in the ice-room?
- 3 What do the Ambani children have to do when at home?

TIP 10-11

Remember to check that your sentences are **grammatically correct** when you have chosen an answer.

COMPLETING SENTENCES

11 Complete the sentences. Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

- 1 The name Antilia comes from a _____.
- 2 There are many facilities to accommodate a large number of _____.
- 3 Opinions on the _____ of the house vary.



A similar type of task, which also requires an answer of only a few words, is the 'sentence completion task'. The sentences paraphrase words and ideas from the text.

GRAMMAR FOCUS: PRESENT SIMPLE/PRESENT CONTINUOUS

12 A 'mindmap' is a type of diagram with lines and circles for organising information so that it is easier to remember. Put these words and phrases with the appropriate tense in the mindmap.

temporary repeated actions general facts opinions
an action which is not complete happening at the time of speaking



13 Using the rules in the mindmap, correct these sentences where necessary.

- 1 Mukesh Ambani is living in Mumbai.
- 2 Mrs Ambani is believing that her home has an Indian heart.
- 3 The family live on the top floor because they want as much exposure to sunlight as possible.
- 4 When the children are at home, they are cleaning their own rooms.
- 5 Mrs Ambani entertains her guests in the ballroom at the moment.

1 4 Complete the sentences using the word in brackets and the correct form of the present continuous or the present simple.

- 1 Currently, my mum _____ (work) in the study.
- 2 I _____ (rent) in the city centre for now.
- 3 I _____ (think) that buying a new house now would be a very good idea.
- 4 What is that going to be? They _____ (build) a new accommodation block for students.
- 5 Every day his mum _____ (clean) the house.

EXAM SKILLS

1 5 Using the approach below, read the text and answer the questions which follow.

Locating the answer: one approach

- Read the questions first, so they are in your mind when you read the text.
- Make sure you have understood the question correctly – underlining key words could help.
- Skim read the text for the main ideas. This will help you to have a rough idea of where to locate your answers on a second read-through.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

- 1 What job did William Hearst do?
- 2 Who helped Hearst design the Castle?
- 3 How much did Hearst spend on art during his lifetime?
- 4 How many times was the Neptune pool rebuilt before Hearst was happy with it?
- 5 What were visitors to the Castle required to do every evening?
- 6 Which state now owns the mansion?

Complete the sentences. Write NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

- 7 As a child, Hearst enjoyed his holidays to _____.
- 8 Hearst inherited the land from his _____.
- 9 Builders spent _____ creating the magnificent Neptune Pool.
- 10 Hearst took animals from _____ for his private zoo.
- 11 Although the zoo is now closed, _____ still walk about the hillside.
- 12 The family donated the property because of _____.

TIP 15

Time yourself: try to do this task as quickly as possible to practise locating information quickly for the exam.



HEARST CASTLE

[HOME](#)[ABOUT](#)[PHOTOS](#)[BOOKING](#)

A William Randolph Hearst was a successful American newspaper publisher who received over 1,000 km² of land when his mother died in 1919. Initially, he had planned to build just a small bungalow, so he hired Julia Morgan, the first female architect in California. Together, however, they designed a magnificent castle which cost 10 million dollars and took 28 years to build. The property, named *La Cuesta Encantada* (The Enchanted Mountain), has 56 bedrooms, 61 bathrooms, 19 sitting rooms and about 52,000 m² of garden.

B Hearst loved travelling to Europe when he was a child and we can see this in the overall design of the house. He even included cathedral ceilings and Roman columns in his home. Hearst was also a keen art collector and, during his lifetime, spent \$3.5 million on his collection, which is displayed in the rooms at Hearst Castle. Today, his collection is worth much more, with one piece alone valued at \$10 million.

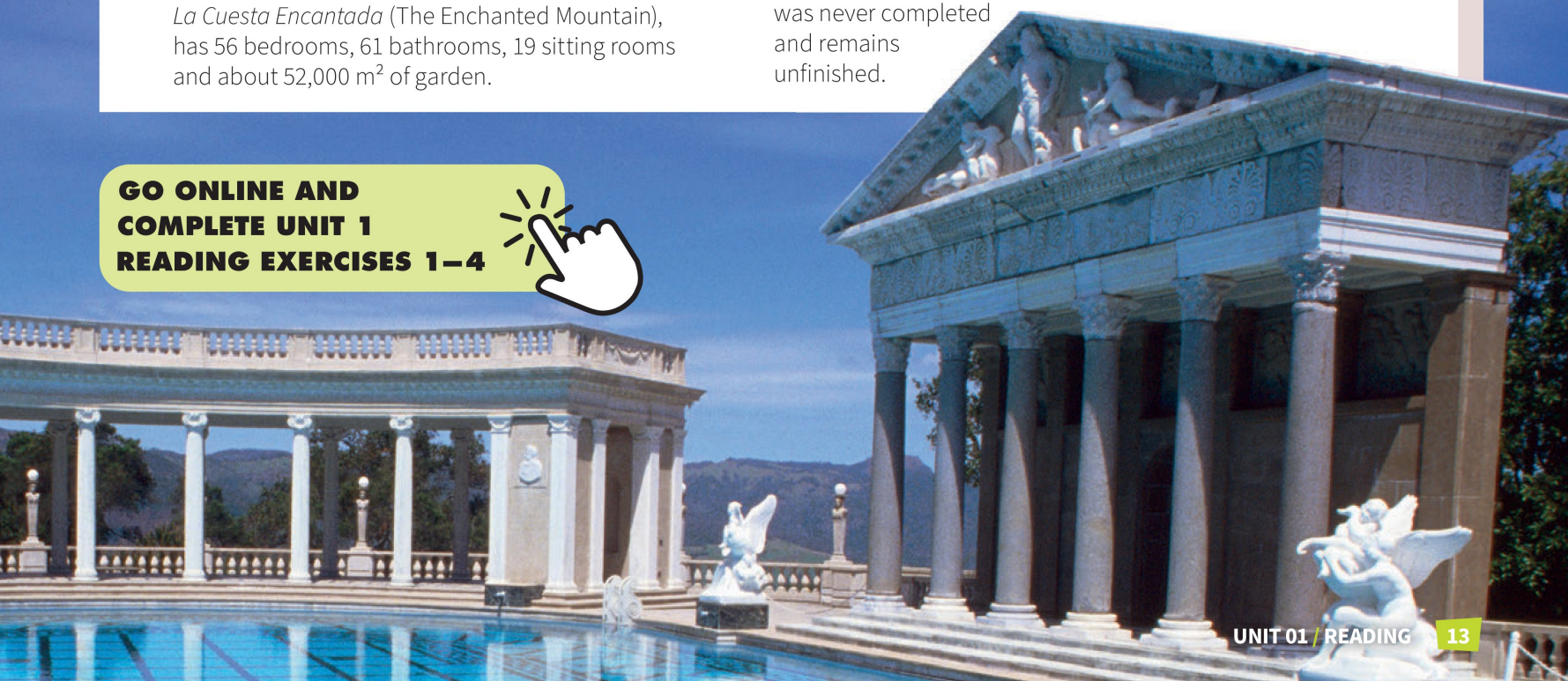
C One of the highlights of the estate is the Neptune Pool. It took 15 years to build and includes the front of an ancient Roman temple. It is on top of a hill and has wonderful views of the mountains, ocean and main house. The pool was rebuilt three times until he was satisfied.

D Although the inside of the house is very European, the outside is very Californian, with palm trees and water. Hearst loved trees and 70,000 were planted on the property during his lifetime. The castle was also home to the world's largest private zoo, holding animals from every continent. Although the zoo is now closed, zebras can still be seen on the hillside.

E As well as the *Casa Grande* (the main house), there are also three guest houses on the property: *Casa Del Monte*, *Casa Del Sol* and *Casa Del Mar*. Hearst entertained a great number of Hollywood stars and political leaders at the castle and many used his private airfield. Guests had to attend formal dinners every evening, but were free to do what they liked during the day. They were invited to stay as long as they wanted, but the longer they stayed, the further away they sat from Hearst at the dinner table.

F When Hearst died in 1951, his family learnt how expensive maintenance would be, and the mansion was donated to the State of California. Since then, it has been open for public tours and the site attracts millions of tourists every year. However, the Hearst family is still allowed to use it when they wish. The castle was never completed and remains unfinished.

**GO ONLINE AND
COMPLETE UNIT 1
READING EXERCISES 1–4**



WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- select key features of different types of graph, chart and table in order to describe them accurately
- use suitable verbs, adjectives and adverbs to describe trends in different ways
- compare different graphs or information in the same graph and write a summary of the main features.

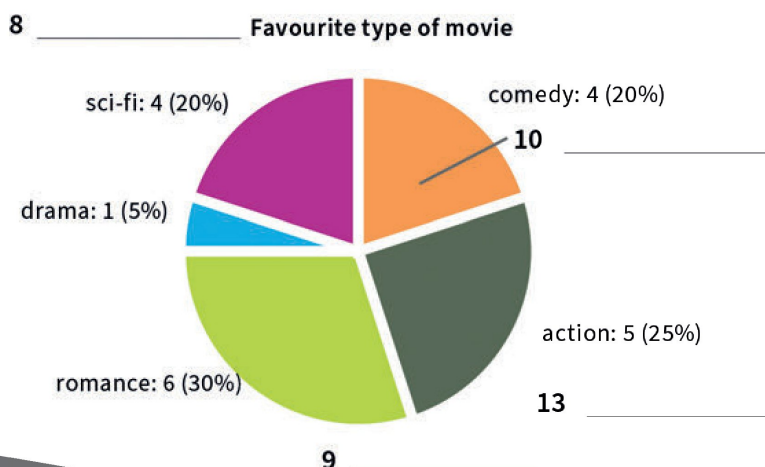
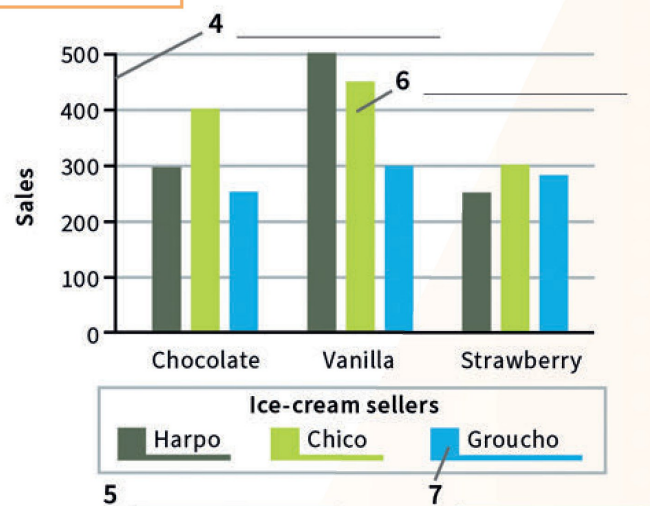
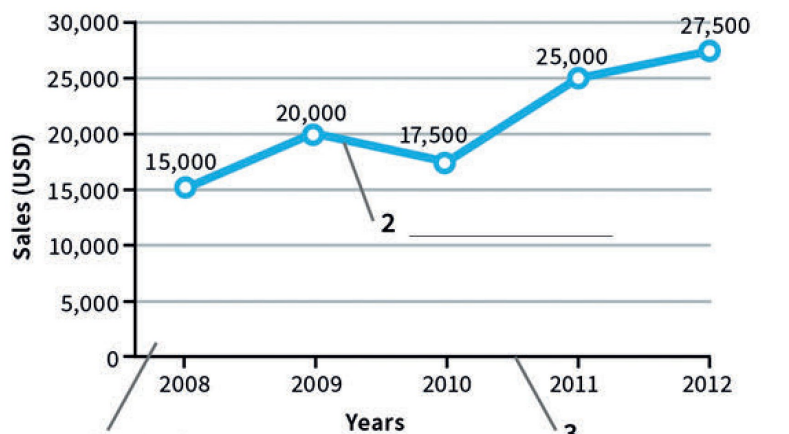
LEAD-IN

01 Look at these examples of the types of diagram you might encounter in the IELTS exam. Then label the diagrams with words from the box.

row bar line graph pie chart bar chart segment column table horizontal axis key vertical axis line title



In Writing Part 1, you could be given graphs/charts or tables to write about, so it is important to be very familiar with this kind of vocabulary.

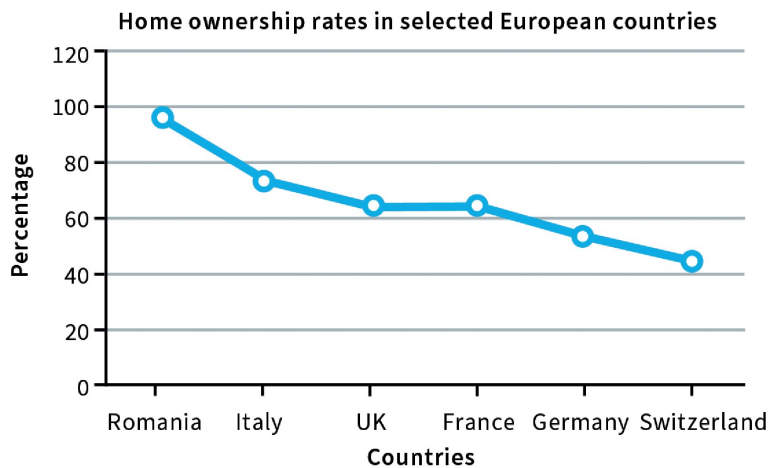


Keyword		Visits	Avg. Time on Site	% New Visits	Bounce Rate
1	idealist	33,103	00:10:05	19.84%	12.73%
2	idealist.org	27,105	00:11:07	21.26%	12.26%
3	volunteer	12,908	00:03:35	84.76%	53.31%
4	volunteer work	6,721	00:02:42	90.55%	59.75%
5	volunteering.org	5,363	00:03:20	86.41%	61.78%
6	non profit jobs	5,203	00:09:04	47.01%	18.68%
7	www.idealists.org	4,733	00:10:45	15.63%	12.57%
8	volunteering	3,645	00:03:15	87.46%	56.24%
9	idealist.com	3,341	00:10:39	31.94%	14.43%
10	nonprofit jobs	2,865	00:08:35	37.38%	15.78%

SELECTING KEY FEATURES

02 Study these graphs and make notes about their main features – use questions 1–12 to help you.

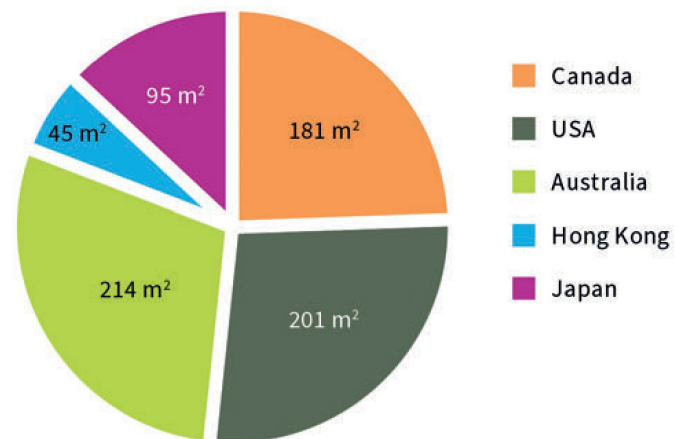
- 1 What does the title say the graph is about?
- 2 What does the vertical axis describe?
- 3 What does the horizontal axis describe?
- 4 What do the columns/bars represent?
- 5 Which are the tallest and shortest bars?
- 6 How do the bars compare to one another?



- 7 What does the title say the graph is about?
- 8 What does the vertical axis describe?
- 9 What does the horizontal axis describe?
- 10 What do the highest/lowest points of the line show?
- 11 What is the general trend of the line?
- 12 Are there any sharp decreases or increases?

- 13 What does the title say the pie chart is about?
- 14 What do the segments represent?
- 15 Which is the largest/smallest segment?
- 16 Are some segments similar in size?

Average house size in selected countries



Average house size in selected European countries

Country	Size
United Kingdom	76 m²
France	112 m²
Denmark	137 m²
Germany	109 m²
Italy	61 m²
Spain	97 m²
Greece	126 m²

- 17 What does the title say about the table?
- 18 How many columns are there? What do they represent?
- 19 Which country has the biggest average house size?
- 20 Which country has the smallest average house size?
- 21 Which countries have a similar average house size?

USING ACCURATE DATA

- 03** ▶ The sample answer describes the pie chart and table in exercise 2.
Rewrite the sample answer, correcting any errors in data.



It is very important that the information you provide in your answer accurately reflects the information given in the text.

SAMPLE ANSWER

- 1 _____ The pie chart and table provide information about the average house size worldwide. According to the pie chart, the Australians have the most space with the average house size being 214 m². This is perhaps because it is such a large country. The second largest houses are in Canada with the average size being 201 m². The country with the smallest houses is Hong Kong, with residences being an average of just 45 m².
- 2 _____
- 3 _____ In comparison, the table illustrates the average house size in all _____ 4 _____ European countries. The United Kingdom and Italy have the smallest houses and Denmark and Greece have the largest. The average house size in Denmark is 137 m².
- 5 _____ In conclusion, when comparing the two graphs, it is easily apparent that houses in Europe are much smaller than in non-European countries.
- 6 _____ Overall, Australia has the biggest houses and Italy has the smallest. This is most probably due to the size of each country.

- 04** ▶ Did the writer make any other errors, not related to data? If so, what were they?

DESCRIBING TRENDS

- 05** ▶ Complete the words with the missing letters. Can you think of any more words for each category?



- 1 Rise _____
- 2 In _____
- 3 Cl _____
- 4 Go _____
- 5 Ro _____
- 6 So _____



- 7 Fall _____
- 8 Decr _____
- 9 De _____
- 10 Go d _____
- 11 Plu _____
- 12 Plun _____
- 13 Dr _____

- 14 Maintain _____
- 15 Remain _____
- 16 Stay _____



- 06** ▶ Answer these questions.

- 1 Which of the verbs in the boxes are used to describe a sudden increase?
- 2 Which of the verbs in the boxes are used to describe a sudden decrease?

07 When using these verbs, it is important that you also consider the tense used. Look at this example.

The number of young people buying property plummet last year. **X**

The number of young people buying property **plummeted** last year. **✓**

Complete the sentences using the verb in brackets in the correct tense. There may be more than one correct form of the verb.

- 1 Last year house prices _____ (rise) by 5%.
- 2 Monaco's property market _____ (remain) stable.
- 3 The line graph illustrates that since 2010 home ownership _____ (decrease).
- 4 House prices _____ (go up) next year.
- 5 In Ireland, property prices _____ (rocket) substantially this year.

USEFUL ADVERBS AND ADJECTIVES



Once you know the common verbs used to describe charts and graphs, it is important to add adverbs and adjectives to your sentences in order to demonstrate your range of vocabulary.

USEFUL ADJECTIVES



Adjectives can be used to demonstrate your range of vocabulary. **Adjectives** describe **nouns** and usually come **before** the noun.

Note: these verbs are also commonly used as nouns.

to rise / a rise	to fall / a fall	to decrease / a decrease
to increase / an increase	to drop / a drop	to dip / a dip
to decline / a decline	to peak / a peak	

08 Complete the table with the adjectives from the box.

slight	modest	significant	dramatic
stable	steady*	substantial	unchanged*

*These adjectives usually go after the noun.

TIP 08

Make sure you know how to spell these adjectives correctly as it is common for students to make errors with these.

Big change	Small change	Gradual or no change

09 Complete the sentences using adjectives from the box in exercise 8 and following the prompts in the brackets. More than one answer may be possible.

- Over the last year, Hong Kong has experienced a _____ (big) rise in house prices.
- There has been a _____ (gradual) increase in the number of young people buying houses.
- The rental market has seen a _____ (small) decrease over the last six months.
- The graph illustrates that the rental market is _____ (no change) at the moment.

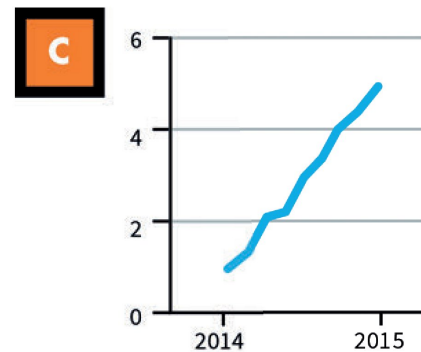
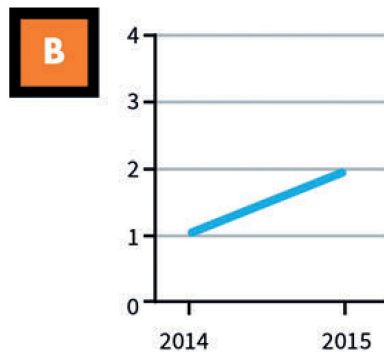
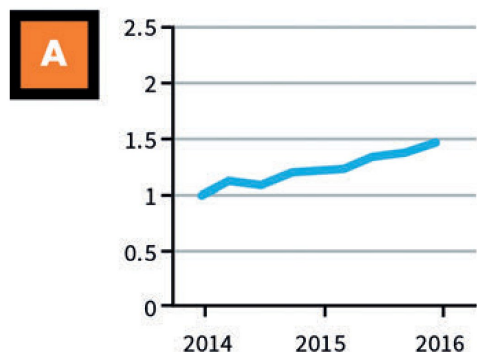
USEFUL ADVERBS



Adverbs describe **how** something happens and usually follow a verb. For example:

- Last year house prices rose **significantly**.
- Last year house prices rose **slightly**.
- Last year house prices rose **steadily**.

10 Match sentences 1–3 with graphs A–C.



11 Complete the table using the adverbs from the box.

considerably consistently sharply gradually moderately
substantially dramatically slowly rapidly

Big change	Small change	Gradual change	Quick change
significantly	slightly	steadily	quickly
considerably			

TIP 11

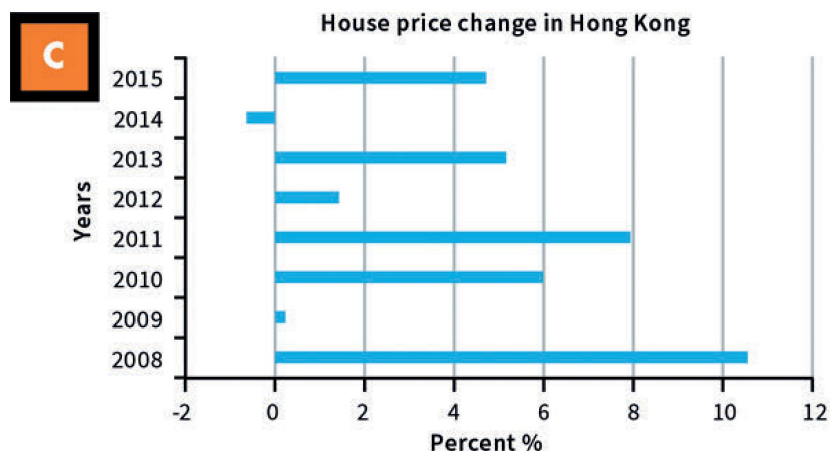
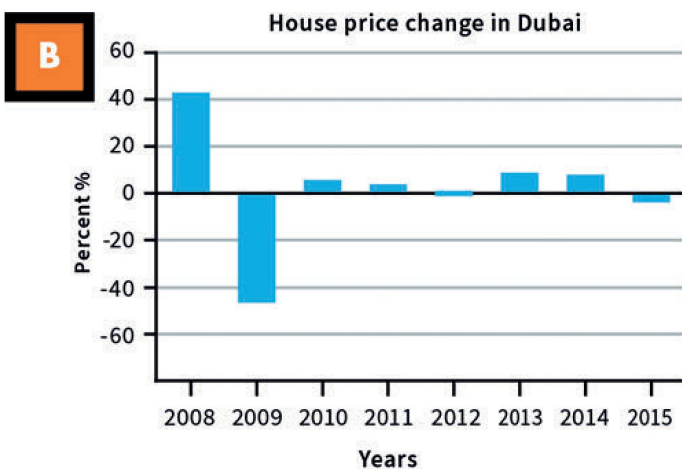
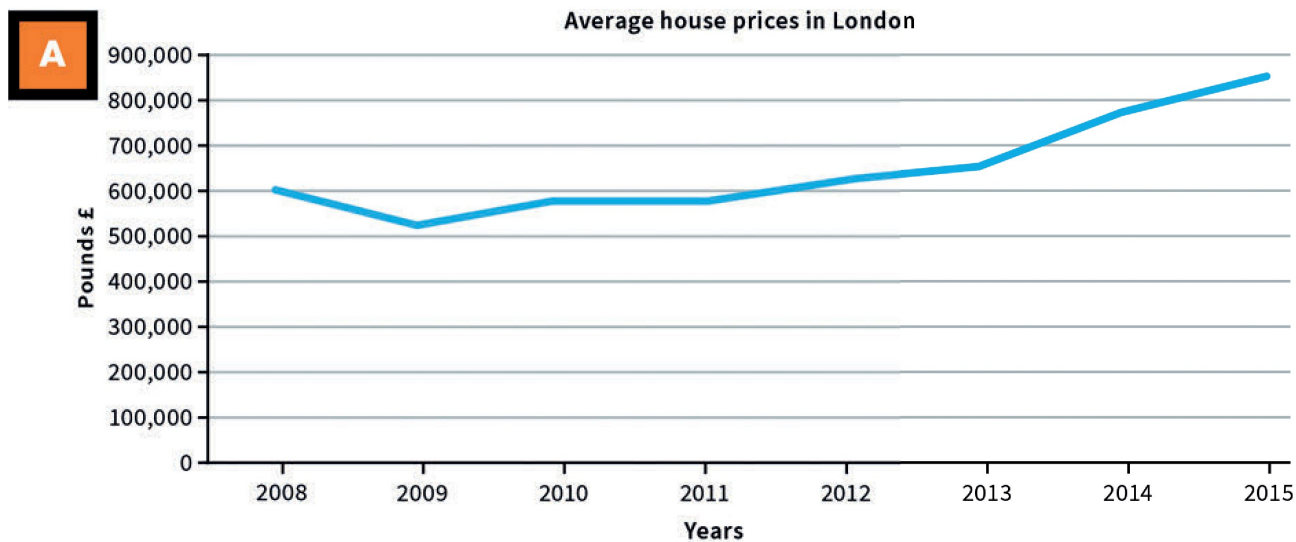
Make sure you know how to spell these adverbs correctly as it is common for students to make errors with them.

12 Complete the sentences using the adverbs from exercise 11 and following the prompts in the brackets. More than one answer may be possible.

- Home ownership has decreased _____ (big) over the last five years.
- Property prices have increased _____ (small) over the last six months.
- The property market is growing _____ (gradual) in this area.
- Interest rates have increased _____ (quick) recently.

PART 1: DESCRIBING TRENDS

- 13** Look at the trends illustrated by the graphs and charts.
Discuss them with a partner using the language you have learnt in this lesson.



- 14** Match descriptions 1–3 with the graphs and charts A–C, then complete the first gap in each sentence with the correct country name.

- Since 2008, house prices in _____ have fluctuated heavily.
In 2008 prices _____ to just over 40% and then _____ to -40%.
- Since 2008, house price increases in _____ have _____ under 11% each year. In 2008 prices reached a _____, with a _____ of just over 10%.
- Since 2010, house prices in _____ have _____. In 2009, prices _____, by almost £100,000, but _____ again rapidly in 2010 to approximately £600,000.

- 15** Complete the sentences in exercise 14 using the words and phrases in the box.

decreased substantially increased steadily remained peak rise
plummeted dramatically went up fluctuated went up

EXAM SKILLS

16 Use the information and language from this lesson to answer this Writing Part 1 task. You should spend about 20 minutes on this task.

The chart below gives information about how people aged 25–34 are housed in the UK.

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

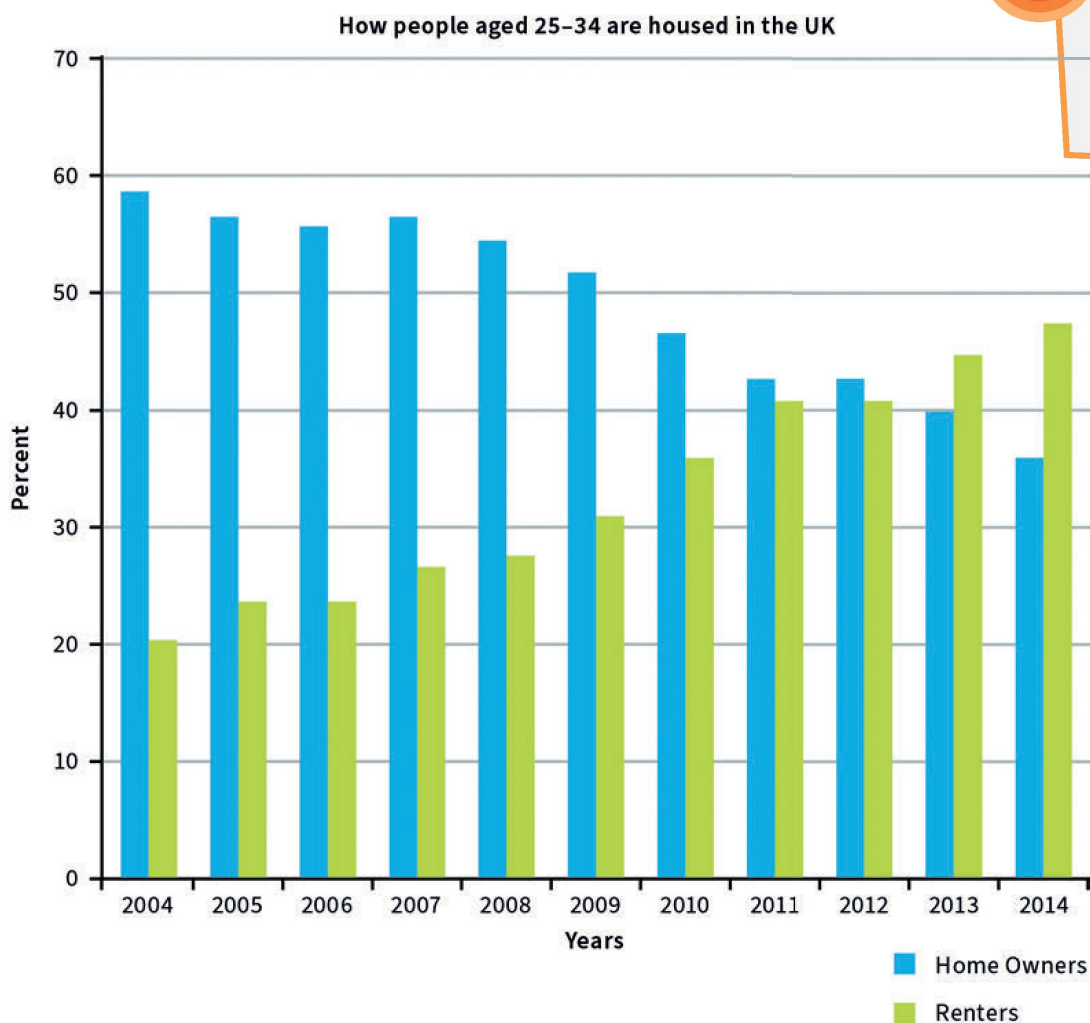
Write at least 150 words.

TIP 16

Do not give your opinion, just the facts.

TIP 16

Remember to include an introduction and conclusion in your answer.



**GO ONLINE AND
COMPLETE UNIT 1
WRITING EXERCISES 1-5**

