

An Official Cambridge IELTS Course

**UPDATED
DIGITAL PACK**

MINDSET FOR IELTS

**STUDENT'S BOOK
WITH DIGITAL PACK
Level 3**



CAMBRIDGE

MAP OF THE BOOK

UNIT 1 – p8

URBAN AND RURAL LIFE

UNIT 2 – p30

HEALTH

UNIT 3 – p52

ART AND ARCHITECTURE

UNIT 4 – p73

FFINANCE AND BUSINESS

READING

Exam skills:

p8

- Matching paragraphs
- Learning strategies:**
 - Main idea of paragraphs
 - Dealing with new vocabulary
- Language focus:**
 - Articles with place names
 - Prefixes

Exam skills:

p30

- Flow chart and table completion
- Sentence completion
- Learning strategies:**
 - Skimming
 - Scanning
 - Understanding paraphrase
- Language focus:**
 - Quantifiers
 - Suffixes

Exam skills:

p52

- True / False / Not Given
- Multiple choice
- Learning strategies:**
 - Identifying main and supporting ideas
- Language focus:**
 - Past tenses
 - Vocabulary for describing art

Exam skills:

p73

- Matching features
- Multiple choice (global)
- Learning strategies:**
 - Improving global understanding (main idea, purpose, title)
- Language focus:**
 - Vocabulary related to finance
 - Modals of obligation past and present

WRITING

Exam skills:

p14

- Graphs (Part 1)
- Learning strategies:**
 - Identifying the main features of a line graph
 - Task Achievement
 - Describing changes with adjectives and adverbs
- Language focus:**
 - Verbs, adverbs and adjectives for describing change

Exam skills:

p38

- Advantages and disadvantages essay (Part 2)
- Learning strategies:**
 - Main and supporting ideas
 - Coherence and Cohesion
- Language focus:**
 - Vocabulary for expressing advantages / disadvantages
 - Discourse markers for extending answers

Exam skills:

p59

- Changes to a map (Part 1)
- Learning strategies:**
 - Summarising information
 - Coherence and Cohesion
- Language focus:**
 - Vocabulary related to construction
 - Past tenses and perfect tenses

Exam skills:

p79

- Agree or disagree essay (Part 2)
- Learning strategies:**
 - Approaches to essay writing
 - Writing an introduction
 - Writing a conclusion
- Language focus:**
 - Sequence discourse markers
 - Contrast discourse markers

LISTENING

Exam skills:

p19

- Form completion
- Multiple choice (Part 1)
- Learning strategies:**
 - Understanding paraphrase
 - Dealing with numbers, names and spelling
- Language focus:**
 - Future time conditionals
 - Synonyms and near synonyms

Exam skills:

p42

- Table completion
- Note completion
- Learning strategies:**
 - Using headings
 - Predicting answers
- Language focus:**
 - Determiners and quantifiers

Exam skills:

p65

- Labelling a map
- Multiple choice
- Learning strategies:**
 - Following directions
- Language focus:**
 - Prepositions of place
 - Vocabulary for rooms and buildings

Exam skills:

p84

- Short answer questions
- Diagram completion
- Learning strategies:**
 - Using questions to follow an academic talk
 - Understanding paraphrase
- Language focus:**
 - Vocabulary related to money

SPEAKING

Exam skills:

p25

- Urban and rural life (Parts 1,2 and 3)
- Learning strategies:**
 - Overview of the three parts of the test
 - Identifying functions of questions
- Language focus:**
 - Future time conditionals
 - Pronunciation: future time conditionals

Exam skills:

p47

- Health and diet (Parts 1 and 3)
- Learning strategies:**
 - Answering Part 1 questions
 - Developing Part 3 answers
 - Fluency and Coherence
- Language focus:**
 - Idioms related to mistakes when speaking
 - Using discourse markers to extend answers

Exam skills:

p69

- Art and artists (Part 2)
- Learning strategies:**
 - Making notes
 - Structuring a long turn
 - Using discourse markers to connect ideas
- Language focus:**
 - Idioms for describing art

Exam skills:

p88

- Personal finances (Parts 2 and 3)
- Learning strategies:**
 - Lexical resource
 - Expressing and justifying opinions
- Language focus:**
 - Business collocations
 - Phrases for expressing importance and opinion
 - Modals of obligation
 - Pronunciation of *have*

ANSWER KEY – p184

LISTENING SCRIPTS – p206

UNIT 5 – p93

HISTORY

Exam skills:

p93

- Yes / No / Not Given
- Matching features

Learning strategies:

- Identifying a writer's claims or views
- Understanding paraphrase

Language focus:

- Vocabulary related to monarchy and rulers
- Second, Third and Mixed conditionals

UNIT 6 – p114

SCIENCE AND TECHNOLOGY

Exam skills:

p114

- Diagram completion
- Summary completion (with and without options)

Learning strategies:

- Skimming and scanning
- Understanding paraphrase

Language focus:

- Word families (Parts of speech)
- Future tenses

UNIT 7 – p139

TELEVISION, NEWS AND CURRENT AFFAIRS

Exam skills:

p139

- Matching information
- Short answer questions
- Matching sentence endings

Learning strategies:

- Locating information in a text
- Understanding paraphrase

Language focus:

- Vocabulary related to journalism
- Passive

UNIT 8 – p160

CULTURE

Exam Skills:

p160

- Review of task types

Learning strategies:

- Reviewing reading skills

Language focus:

- Relative clauses

Exam skills:

p100

- Tables and bar charts (Part 1)

Learning strategies:

- Describing information in tables and bar charts
- Achieving a high score for Coherence and Cohesion

Language focus:

- Discourse markers for Part 1 essays

Exam skills:

p122

- Problem and solutions (two-in-one) essay (Part 2)

Learning strategies:

- Grammatical Range and Accuracy

Language focus:

- Verb patterns
- Discourse markers of concession
- Participle clauses for complex sentences

Exam skills:

p146

- Pie charts (Part 1)

Learning strategies:

- Describing percentages and fractions
- Describing a pie chart
- Grammatical Range and Accuracy

Language focus:

- Expressing approximation
- Passive

Exam skills:

p167

- Describing a process (Part 1)
- Opinion based essay (Part 2)

Learning strategies:

- Writing a complete essay

Language focus:

- Vocabulary related to handicrafts
- Passive
- Sequence discourse markers

Exam skills:

p105

- Multiple choice (two or more answers)
- Multiple matching

Learning strategies:

- Attitude and opinion
- Understanding paraphrase

Language focus:

- Vocabulary related to attitude and opinion
- Past time expressions

Exam skills:

p127

- Multiple choice (two or more answers)
- Flow-chart completion

Learning strategies:

- Explaining cause and effect

Language focus:

- Discourse markers for cause and effect

Exam skills:

p150

- Sentence completion
- Flow-chart completion

Learning strategies:

- Using signposting language to follow a talk
- Understanding paraphrase

Language focus:

- Vocabulary related to journalism

Exam skills:

p173

- Note completion
- Sentence completion

Learning strategies:

- Using notes to follow a talk
- Checking your answers

Language focus:

- Word formation
- Prepositions in relative clauses

Exam skills:

p110

- History (Parts 2 and 3)

Learning strategies:

- Grammatical Range and Accuracy
- Agreeing / disagreeing with the proposition in the question

Language focus:

- Past time expressions
- Expressions for agreeing / disagreeing

Exam skills:

p133

- Science and technology (Parts 1, 2 and 3)

Learning strategies:

- Grammatical Range and Accuracy
- Buying time to answer

Language focus:

- Verb patterns

Exam skills:

p155

- Television (Parts 1, 2 and 3)

Learning strategies:

- Correcting yourself / clarifying

Language focus:

- Vocabulary for describing TV
- Pronunciation: corrective stress
- Passive expressions with impersonal *it*

Exam skills:

p178

- Culture (review of all 3 parts of the test)

Learning strategies:

- Review of speaking skills

Language focus:

- Review of discourse markers for speaking
- Clauses with indefinite pronouns

MINDSET LEVEL 3

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.



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Greg would like to thank Simon Williamson for his stimulating editorial counsel, Neil Holloway as the *Mindset* all-seeing eye, and Alice and Billy for being so understanding when deadlines loomed.



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China, UK, Pakistan, Middle East, Republic of Korea, Italy, Indonesia, Sri Lanka, Kazakhstan, Greece, Russia, Spain

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

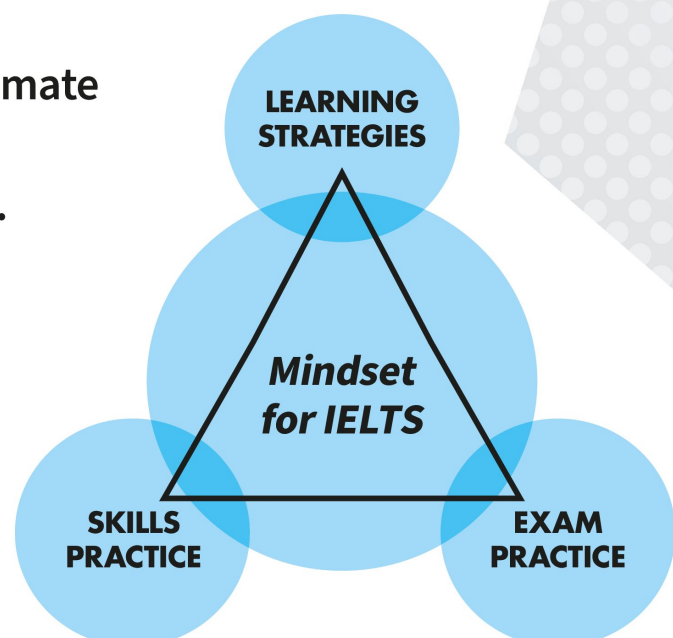
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

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

- deal with matching headings tasks
- identify the main idea of a paragraph
- understand the meaning of prefixes.

LEAD-IN

- 01** ▶ Read the paragraph below about the island of Mallorca. With a partner, discuss why some of the underlined nouns are preceded by *the*, and others have no article. Do you know any other article rules for geographical features?

Mallorca, the biggest of the Balearic Islands, is situated in the Mediterranean Sea, some 300km from the Valencian coast of Spain, and is an exciting mix of urban energy, rural adventure and coastal calm. Although it isn't popular with the Spanish as a tourist destination, it annually welcomes people from all over Europe (particularly from the United Kingdom, France and Germany), who may head for Alcudia Beach, or go hiking in the Tramuntanas, a mountain range that runs from the northeast to the southwest of the island. The busy capital city, Palma de Mallorca, contrasts entirely with the traditional rural towns and villages in the heart of the island, such as Algaida or Binissalem.

- 02** ▶ Think of a geographical area in your country and write a short paragraph like the one above, paying special attention to the correct use of articles. Swap your paragraph with a partner and correct each other's work where necessary.



MATCHING HEADINGS

- 03** ▶ Look at this title and discuss with a partner what you might expect to read in the passage.

The World's Most Unusual Towns and Cities



This type of task requires you to choose a heading which correctly summarises the whole paragraph. Often, it is possible to find one sentence in a paragraph which conveys the main idea – this is known as the *topic sentence*.

The topic sentence can frequently be found at the start of the paragraph, but can appear in the middle, or even at the end. Sometimes a paragraph may not have one single, clear topic sentence at all, and the main idea can only be understood by reading the paragraph in full.

- 04** ▶ Read the first sentence of a paragraph about the city of Auroville, India. It is the topic sentence. Which of the three options seems to be the most likely heading? Why?

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity.



- A The reason why attempts to create the perfect city always fail
- B An urban ideal designed for an imperfect world
- C A conflict between reality and imitation

- 05** ▶ Read the full paragraph and check your answer.

In today's world of conflict, greed and constant struggles for power, Auroville – aka 'the City of Dawn' – claims on its website that it was planned and built to create the ultimate model of unity, peace and harmony that can be projected across all humanity. It has no government, no one owns any property, and money rarely, if ever, changes hands. There is no leader and rules do not exist. While most experiments at creating the perfect city do not meet with success, the majority of Auroville's residents believe their city to be an exception. Although its critics point to the fact that levels of crime have been creeping up for some years now, its citizens choose to remain there, still believing in its utopian dream, still following its path towards a better world.

TIP 05

The heading you want will probably not use the same words as those which appear in the paragraph, but will paraphrase the ideas.

- 06** ▶ Read this opening sentence about Longyearbyen. Which heading seems to fit this sentence best?

Longyearbyen, Norway, holds the record for being the furthest north city in the world, boasting the world's most northerly school, airport and university.

- A An unwelcoming place to die
- B A city at the top of the world
- C An unusual approach to regulation

TIP 06

Be careful: sometimes the first sentence of a paragraph seems to fit entirely with one particular heading. However, don't be caught out – you still need to check by reading the whole paragraph.



07 ▶ Now read the full paragraph and think about the overall message of the paragraph. Which heading now best fits the paragraph?

Longyearbyen, Spitsbergen, in the Svalbard Archipelago of Norway, holds the record for being the furthest north city in the world, boasting the world's most northerly school, airport and university. But what really sets it apart is that it can also lay claim to some of the world's strangest rules. In Longyearbyen, for example, it has been forbidden to die since 1950, the year in which scientists discovered that bodies simply cannot decompose there – the cold is too extreme. To this day, anyone found ill or dying is not given the chance to pass away, and is instead immediately taken by airplane or ship to another part of Norway so that they can die and be buried safely. But it doesn't end there. Aside from prohibiting death, there are more peculiar rules and freedoms in Longyearbyen. Residents are permitted to openly walk the streets with high-powered guns (there are 3,000 polar bears living locally). At the same time, no one is allowed to own any cats, which are forbidden because they are a danger to the bird population.



08 ▶ Underline the main topic sentence in the paragraph.

09 ▶ Read the first sentence of the next paragraph about Marloth Park in South Africa. Find words or phrases that correspond to the underlined words in the headings A–C below.

Despite the fact the town of Marloth Park is close to the Kruger National Park, one of the largest game reserves in Africa, and despite the constant threat of visits from wild animals such as lions and hippopotamuses, its anxious residents are not allowed to build fences around their houses to keep out their neighbours.

- A An unusual approach to regulation
- B Dealing with the occasional dangers of the wild
- C Where humans and animals cautiously co-exist

10 ▶ Now focus on the adverbs and adjectives in the headings. Which heading is no longer a possible answer?

- A An unusual approach to regulation
- B Dealing with the occasional dangers of the wild
- C Where humans and animals cautiously co-exist

TIP 10

Pay particular attention to adjectives and adverbs in headings and texts, as they may help you to eliminate an incorrect heading immediately.

1 1 ▶ Read the rest of the paragraph and decide on your answer.

In fact the only fence permitted in the town was built by the local authority, interestingly, with the aim of keeping humans out of the park, rather than containing the animals inside. Consequently, it is not unusual to see giraffes or elephants causing traffic jams, for example, and even predator attacks on humans are unnervingly common – a lion was recently said to have mauled and eaten an escaping burglar. Yet even after this, while some residents then called for all lions to be rounded up and shot, others suggested that they be allowed to walk the thoroughfares as a type of crime control, after an increase in the number of burglaries. Everywhere in Marloth Park, a wary understanding exists between man and beast.



1 2 ▶ Identify the main topic sentence in the paragraph.

1 3 ▶ Some paragraphs have no clear topic sentence. Read this paragraph and make notes about its main idea.

The real Hallstat is in Austria and is proud to be a traditional UNESCO* World Heritage Site. The Chinese Hallstat is a carbon copy, built in Guangdong province, China, by a millionaire who sponsored the construction of the imitation town. It cost approximately \$940 million to build, and looks exactly like the real Hallstat, all the way down to its wooden houses, its narrow streets, and its funicular railway. When the residents of Austria's Hallstat (including the mayor) were invited to visit it, they expressed pride that their town was considered so improbably beautiful that it had been reproduced in its entirety, but they still had cause for complaint. Originally, the Chinese company had promised to meet with the Austrian residents to confirm that they were happy for their homes to be copied; instead, they simply sent their employees to Austria to take photos, and they returned home to China without speaking to a single resident of the original Hallstat.

** United Nations Educational, Scientific and Cultural Organization*



1 4 ▶ Use your notes to help you choose the correct heading.

- A A conflict between reality and imitation
- B The importance of official recognition
- C The result of encouraging wider investment

PREFIXES

1 5 ▶ Identify the prefixes in the underlined words. Then work out a general meaning for each.

- A An unusual approach to regulation
- B An urban ideal designed for an imperfect world
- C Where humans and animals cautiously co-exist

- 1 6 ▶** With a partner, think of some words that begin with the prefixes in the box. Then discuss what the general meaning of each prefix is.

post- for-/fore- sub- multi- anti- mis- non- pre- over- under-

- 1 7 ▶** Using the correct prefixes from the box above, change the words in CAPITALS into the correct forms.

- A The tourist brochure for Marloth Park ensures that visitors are WARN about the wild animals they may encounter walking the streets.
B One thing you can always be sure of in Longyearbyen – the cemeteries will never be POPULATE.
C The residents of Hallstat believed that they would be consulted by the company building a copy of their town – but it turns out they were INFORM.
D Auroville was founded according to a(n) GOVERN system of rules and beliefs.

EXAM SKILLS

- 1 8 ▶** Read the passage and answer questions 1–6.

The Reading passage has six paragraphs, A–F. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, i–viii.

- 1 Paragraph A _____
2 Paragraph B _____
3 Paragraph C _____
4 Paragraph D _____
5 Paragraph E _____
6 Paragraph F _____

List of headings

- i The benefits of collaboration
ii A forerunner of the modern metropolis
iii A period of intense activity and plans completed
iv A clear contrast between then and now
v The rise and mysterious decline of Cahokia
vi An archaeological theory to explain Cahokia's development
vii The light and dark of archaeological finds
viii A city completely unlike any of its contemporaries

CAHOKIA – ANCESTOR OF TODAY'S CAPITAL CITIES

- A** A thousand years ago the Mississippians, a diverse group of Native Americans who lived in the area which is today known as the south-eastern United States, took a small village on the Mississippi River and turned it into one of the world's first great urban centres. Cahokia, as it has been called by archaeologists, became as large as London was in the 11th century, and some would argue that it was just as forward-looking and prosperous as its European equivalents. Sophisticated, cosmopolitan and ahead of its time, Cahokia was at the heart of ancient society in North America; an ancestor of today's capital cities.





B In one respect in particular, Cahokia was quite unusual compared to other cities around at the same time. Archaeologists working on the site have found enough evidence over the past fifty years to conclude that, at a certain time, around 35% of the population were not from Cahokia at all; it seems that many of the tribes that lived all along the Mississippi River at some point began to relocate to Cahokia. These researchers have been unable to find more than a handful of other examples of such relocation of tribes, but they do know that something about Cahokia attracted thousands of people to this regional centre. And that, they postulated, appears to have been thanks to a small group of planners who one day decided to redesign the entire village.

C After the redesigns of the village were put in place, the Native Americans at Cahokia worked with tireless determination to carry them out. Over the course of a few decades, they transported huge volumes of soil from the nearby countryside to create 120 huge mounds of earth, the biggest of which rose to one hundred feet. On top of these, they built a vast urban environment, complete with a vibrant town centre, municipal buildings, and a fifty-acre plaza at the foot of the biggest mound. What makes it even more impressive to our modern imaginations is that, with no machinery then, they used their bare hands and woven baskets to dig up and carry the soil from the surrounding regions back to their city-in-waiting. Eventually, after these efforts, the vision of the city planners was fulfilled, but even they could not have predicted how popular Cahokia would become.

D From this period on, Cahokia was alive with intense activity, and grew in size every year, partly because of the co-operation between the residents. While the men busied themselves with manual work, like constructing new buildings, or hunting and fishing in the forests and rivers within a day's walk of the city, the women made sure that the fields stayed healthy and grew crops, and the homes were kept clean. In many ways, it seems to have been the ideal place to live, and one with an exciting and prosperous future ahead of it. And yet, having become a major population centre around AD 1050, by 1350 it had been almost completely abandoned. Somewhere in the course of 300 years, something happened to Cahokia to cause this, but it is an enigma that even archaeologists or historians themselves struggle to resolve.

E This rather curious state of affairs exists today because researchers have never found a single piece of evidence that can conclusively explain why the residents left. Academics who have studied other Native American sites have always found weapons of war buried deep underground. And yet, the bows, arrows and swords that littered the ground at these other sites were nowhere to be seen at Cahokia. Other factors, such as disease or colonisation from European invasion, do not seem to be possible in this case, as common as they were elsewhere at that time. The absence of definitive theories as to Cahokia's decline is highly unusual, but then again, Cahokia was no ordinary city and perhaps comparisons with other urban centres of the time cannot be made.



F While academics remain bemused as to why the residents fled the city, we can still marvel at the individual artefacts that archaeologists have discovered: the jewellery worn, the pots used to cook in, the small workshop at the base of one of the mounds. That said, there is also a more unpleasant side to their investigations. Human sacrifice, it seems, was a common fact of life in Cahokia; even if we cannot be sure whether this was for religious or for other reasons, we can have no doubt that it happened frequently. The bodies of hundreds of people, mostly young women, have been found buried in mass graves, and the way in which they died was often horrific. A sombre reminder that even 'advanced' city states had their shadowy sides.

**GO ONLINE AND
COMPLETE UNIT 1
READING EXERCISES 1–6**



WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

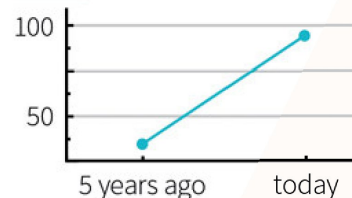
- identify the main features of a line graph
- achieve a high score for Task Achievement
- describe and compare using adjectives and adverbs.

LEAD-IN

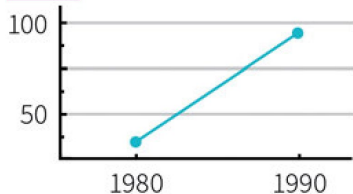
0 1 ▶ Using the verb *to grow* and the adverb *rapidly*, complete the sentences to describe the information in the graphs. Focus on the correct verb tense in each case, bearing in mind the time phrases you are given and the dates in the graph.

- 1 Since five years ago, sales have grown rapidly to 90,000.
- 2 Between _____ to 90,000.
- 3 From 2020 to 2030 _____ to 90,000.
- 4 By the year 2000, _____ to 90,000.
- 5 By the year 2025, _____ to 90,000.

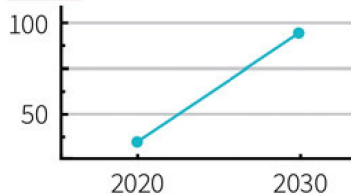
1



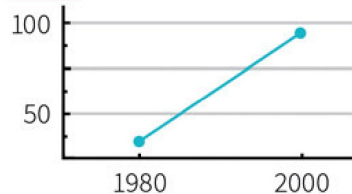
2



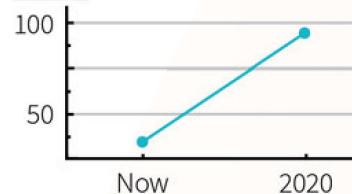
3



4



5



0 2 ▶ With a partner, make correct sentences using a verb from column 1, an adverb from column 2 and a time phrase.

Example:

Student A: *increase, slowly, by the year 2000*

Student B: *By the year 2000, it had increased slowly to 90%.*

Verb	Adverb	Time phrase
increase	dramatically	by the year 2000
decrease	slowly	from 1995 to 2000
fall	sharply	for the next ten years
rise	consistently	between 2010 and now
climb	gradually	by the year 2030
drop	steadily	since 2016

TASK 1 – TASK ACHIEVEMENT



Task Achievement (TA) is the mark you get for how well you answer the question. There are a number of common mistakes that prevent candidates from getting a high score in TA. These are:

- not including an overview statement
- misreporting data
- not highlighting key information or trends
- not including enough or any data
- speculating or giving an opinion about why changes have occurred
- using an inappropriate tone
- writing fewer than 150 words
- not including a final summary or producing a final paragraph which doesn't summarise the main features.

TIP 03

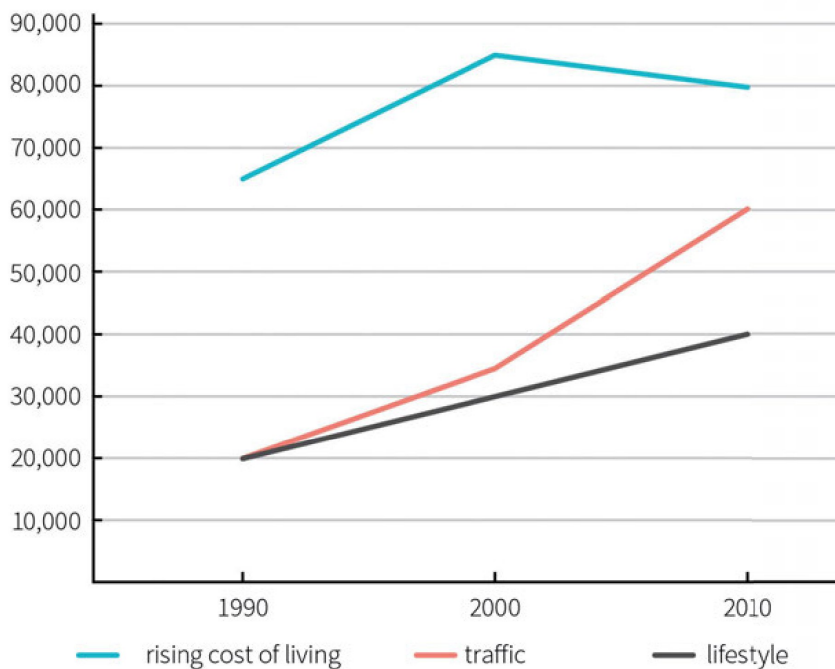
As you look at a graph/table/chart for the first time, ask yourself:

- Are there any common trends in the graphical information?
- Does any of the information differ from the rest in an obvious and significant way? If so, how?
- Is there anything that two or more categories have in common?
- Is there anything that only happens once?

03 With a partner, make notes on the main features in this Task 1 line graph.

The line graph below shows the main reasons people gave for moving away from a particular capital city to the countryside.

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



04 Look at this description of the line graph above. It would not get a good score for Task Achievement. Why not?

Answer 1

The line graph illustrates the main reasons people gave for moving away from a capital city to the countryside.

The main reason was traffic. In 1990, 66,000 people left the city because of this, followed by 85,000 in 2000. 70,000 left in 2010, so it actually went down in those last ten years.

It was different for the other two reasons, which both started a lot lower than rising cost of living and both kept going up between 1990 and 2010. Subsequently, both categories saw large increases, with traffic first going up a lot between 1990 and 2000 and then even more clearly after that. Lifestyle went up to 30,000 initially, then up again until 2010.

- 05** The description from exercise 4 has been rewritten, but there is still room for improvement. Read it and think about how it could be improved. Then match the teacher's comments (A–D) to the numbered sections (1–4).

Answer 2

The line graph sets out the main motivations people expressed for relocating to the countryside from the city in the years 1990, 2000 and 2010. The overall trend for the period is of an increase in the numbers moving away from the city.

According to the graph, the main reason for relocation was the rising cost of living. In 1990, 65,000 people left the city because of this, then 85,000 left in 2000, then 80,000 people moved away in 2010, so it actually increased by 20,000 initially (between 1990 and 2000), before going down by 5,000 in those last ten years between 2000 and 2010 (1). This drop of 5,000 could have been because people generally had less money in 2010 than they did in 2000, so they couldn't afford to move. (2)

It was a different story for traffic and lifestyle. Both had the same number of city leavers at the start of the period. Subsequently, both categories saw increases, with traffic first going up by a large number between 1990 and 2000 and then even more steeply after that. Lifestyle leavers rose consistently over the whole period, going up to 30,000 initially, then up again to 2010. (3)

So, what does it all mean? For me, the answer is crystal clear. Overall, the graph shows that a huge number of people moved away from the city to the countryside in a twenty-year period. (4)

- A Don't speculate – you shouldn't suggest reasons for any change. All you need to do is report what you can see on the graph.
- B This section is too mechanical – avoid simply listing the changes to a single category like this. Focus more on highlighting the key figures and trends.
- C Better – you have included a conclusion this time, but it doesn't really summarise the key features. Your tone here is inappropriate – it sounds like you're writing a magazine article. Remember to keep the tone more formal and scientific.
- D This section makes its points more clearly but fails to include key data to demonstrate the points.

- 06** With a partner, discuss which option works best as a summary/conclusion for this task. Give reasons.

- A To sum up, people left the city for three main reasons, all of which rose significantly between 1990 and 2000. Traffic changed the most rapidly, lifestyle changed the least, and rising cost of living was the only reason that went down.
- B Overall, the graph suggests the number of people relocating to the countryside rose across the period. Cost of living was the main reason for relocation by some distance, despite a fall in numbers in the second half of the period. Traffic saw the greatest overall increase, with lifestyle seeing a relatively slow but steady rise.
- C All in all, the rising cost of living rose from 65,000 to 85,000 and then 80,000, and was the highest of all three reasons. Traffic had the biggest increase from 20,000 up to 60,000, while lifestyle changed the least (20,000 / 30,000 / 40,000).

TIP 06

Don't include data in your conclusion – it is a summary of the trends shown in the whole graph, and you do not need to repeat specific information.

DESCRIBING CHANGES WITH ADJECTIVES AND ADVERBS

- 07** Look at these notes that another candidate made for this line graph, which helped them to write a more effective description. Complete the sentences with the adjectives in the box.

consistent highest joint-lowest lowest notable overall stable

Rising cost of living: the (1) _____ point of any reason in any year (85,000 in 2000); the only one to decrease (to 80,000 in 2010)

Traffic: greatest (2) _____ rise (40,000); most (3) _____ rise between 2000 and 2010 (25,000)

Lifestyle: Most (4) _____ and (5) _____ increase (only 20,000); remained the (6) _____ of all three reasons

Traffic and Lifestyle: (7) _____ in the first year presented (20,000 in 1990)

- 08** Look at the following adverbs which describe the manner of change. With a partner, decide which ones would be inappropriate for a Task 1 answer.

abruptly amazingly gradually inconsistently
markedly noticeably predictably progressively
sharply shockingly significantly surprisingly
steadily

TIP 08

This kind of task requires you to report the data objectively. Avoid using adverbs which give your subjective interpretation or opinion of the data, e.g. *worryingly*.

- 09** For the adverbs in exercise 8 that are appropriate for a Task 1 answer, discuss how you would expect the line to appear on the graph.

Example: steadily = *the line went up or down at a constant rate without many fluctuations*

- 10** Change the underlined words in the sentences into the form given in brackets and then rewrite the sentences. The first one has been done for you.

- The category of 'Lifestyle' increased the most consistently and stably. (adjective + noun)
The most consistent and stable increase was seen in the category of 'Lifestyle'.
- Traffic rose steadily as a reason for moving to the countryside between 1990 and 2000 ... (adjective + noun)
- ... but then there was a marked increase between 2000 and 2010. (verb + adverb)
- The number of people moving to the countryside for lifestyle reasons grew consistently across the whole period shown in the graph. (adjective + noun)

TIP 10

If your answer includes a range of structures, you can improve your score in another category, Grammatical Range and Accuracy (GRA), so vary your combinations (verb + adverb, adjective + noun). When using an adjective + noun combination, we can use the structure *There is/are* or verbs like *see* or *experience*. For example: *The figures saw a sudden fall in 2010.*

EXAM SKILLS

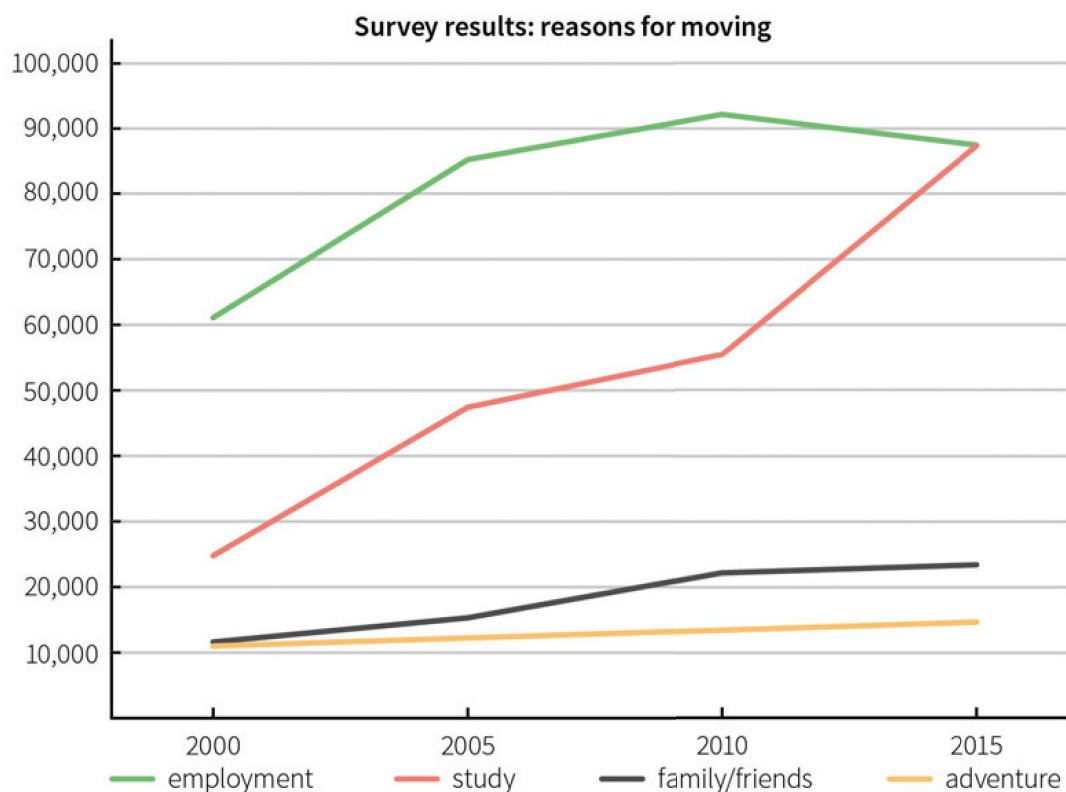
11 Use the information and language from this lesson to answer this Writing Task 1.

You should spend about 20 minutes on this task.

The line chart below shows the results of a survey giving the reasons why people moved to the capital city of a particular country.

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

Write at least 150 words.



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





LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- successfully deal with Section 1 form completion tasks
- correctly understand names and numbers
- develop your paraphrasing skills for multiple-choice questions
- understand and use future time conditionals.

LEAD-IN

01 Think of a city you would like to spend some time in. Discuss with a partner which options you would prefer and why.

- A visit to a museum OR a stroll through the park?
- A city tour OR a sports event?
- An evening at a restaurant OR at the theatre?
- A day wandering around the shops OR exploring the backstreets?
- Seeing the city by day OR at night?

02 Read these sentences that you might hear when deciding to go on a city tour. Look at each group of words in bold type. Decide which is NOT a synonym of the others and explain how it differs. In one sentence there are no synonyms.

‘As long as you (1) **book** / **select** / **reserve** your tickets online at least 24 hours in advance, you can get a special (2) **discount** / **reduction** / **bargain** of 10%.’

‘Hi, my name is Lucy and I’m going to be your (3) **curator** / **presenter** / **guide** for today’s visit of the Trumpington Tower Museum. Can I remind you that all (4) **visitors** / **explorers** / **guests** will need to show their tickets at the (5) **guard room** / **front desk** / **main entrance** as soon as they come in.’

‘When the tour finishes, you will have some free time to (6) **explore** / **navigate** / **wander around** the town centre for 30 minutes. The tour bus will (7) **pick us up** / **collect us** / **let us on** at 15:45 in the town square, next to the monument, and it will leave on time, provided everyone is on board.’

UNDERSTANDING PARAPHRASE



Many tasks in the IELTS Listening test test your ability to recognise *paraphrases* or *synonyms*. You need to be able to understand the key ideas in a question and listen for these ideas expressed in different words in the recording. However, the answers you write will *always* need to be exactly as you hear them – and must also be spelt correctly.

03

Here is a section from the Museum of London Life website. What words might you expect to read in the gaps? Think of as many possibilities as you can. Are any of them paraphrases/synonyms of each other?

LONDON – FROM COUNTRYSIDE VILLAGE TO URBAN METROPOLIS

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

The Museum of London Life takes you on a thrilling journey from **1** _____ times in the city to modern-day life and beyond. Your trip through history begins with a look at how **2** _____ humans used to live when London was just open countryside. This is followed by a ‘walk through the ages’. In every room you are surrounded by fascinating exhibits – images, photos, maps and all kinds of **3** _____ from years gone by. After you leave the here-and-now, when you have finished the **4** ‘_____ London’ section, you will be transported into the final era – the **5** _____ century, to be precise – as you look at how the city might continue to evolve in the future.



04 Listen to a guide talking to a group of visitors to the Museum of London Life and fill the gaps in exercise 3. Write **ONE WORD AND/OR A NUMBER** in each gap.



05 Listen again to the guide and read the script on page 206. Underline the words he uses to paraphrase the brochure.



- 1 'thrilling journey from ancient times in the city to modern-day life and beyond'
- 2 'how prehistoric humans used to live'
- 3 'when London was just open countryside'
- 4 'surrounded by fascinating exhibits – images, photos, maps and all kinds of objects from years gone by'
- 5 'you will be transported into the final era – the 22nd century, to be precise'

FORM COMPLETION



Section 1 is the least difficult of the four parts of the Listening test and is often a form completion task. If you are aiming for a high score, it is important that you listen carefully from the first moment you hear somebody speak and try to get all ten marks for Section 1. After all, each question carries one mark, which is exactly the same as the later, more difficult sections.

06 Look at the booking form. With a partner, consider what kind of information you expect to hear for each question.

You will hear an employee at the Museum of London Life taking a booking.

*Complete the form. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

MUSEUM OF LONDON LIFE		Booking Form
See how Londoners lived from Prehistoric times through to the 22nd century.		
Name:	1	_____
Address:	2	_____ Road, London, 3 _____
Telephone:	4	_____
Discounts:		4+ people: 10%
	5	10+ people: _____ %
	6	Students: _____ %
	7	Students: 20% for groups of at least _____ people
Price for entry:	8	£ _____
Special exhibition:	9	_____ London
Date of visit:	10	_____ July

07 Listen and complete the form.



08 ▶ For each piece of information in the questions, which of the options would you NOT hear?

- 1 410266 (part of a telephone number)
A four, one, oh [pause] two, double six
B four, one, zero, two [pause] two sixes
C four, one, zero, [pause] two, six, six
- 2 18th century (period)
A eighteen century
B the eighteenth century
C century eighteen
- 3 2012 (year)
A two zero twelve
B two thousand and twelve
C twenty twelve
- 4 20/7/76 (date)
A July the twentieth, nineteen seventy-six
B twenty, seven, seventy-six
C twentieth of seven of seventy-six
- 5 Baker-Jones (name)
A B-A-K-E-R, hyphen, J-O-N-E-S
B B-A-K-E-R, line, J-O-N-E-S
C B-A-K-E-R, dash, J-O-N-E-S
- 6 £5.40 (price)
A five pounds forty pence
B five forty
C five forty pence
- 7 museuminfo@history.org
A museuminfo (one word) at history point org
B museuminfo (one word) at history full stop org
C museuminfo (one word) at history dot org
- 8 09.00
A nine A-M
B oh-nine A-M
C nine in the morning

TIP 08

If you know the conventions for expressing information in English, you will avoid making a mistake with your answer. Make sure you practise:

- numbers (money, dates, years, telephone numbers)
- spelling of names (people, places, addresses, including email addresses), paying special attention to letters which represent problem sounds for your language

MULTIPLE CHOICE



For multiple-choice tasks, you will normally hear all three options mentioned in the recording in some way, but only one will answer the question.

The correct answer is often a paraphrase, so when you read the question stem and the possible answers, think about what can and can't be paraphrased. For example, if you have a question where all three options are proper nouns, you only need to focus on the key words in the stem, and how these might be re-phrased.

09 ▶ Look at the questions and the options. Discuss with a partner whether the underlined words and phrases could be paraphrased in the recording, and how they might be said.

Example: produce a document showing his booking
show his booking reference, provide a reservation print out

Choose the correct letter, **A**, **B** or **C**.

- 1 If James can't produce a document showing his booking, what does he have to show to collect his ticket?
A his passport
B his debit card
C his smartphone
- 2 The museum employee most appreciates the way the museum
A is designed.
B talks about the city's inhabitants.
C is involved in fundraising for the local community.