

Cambridge English

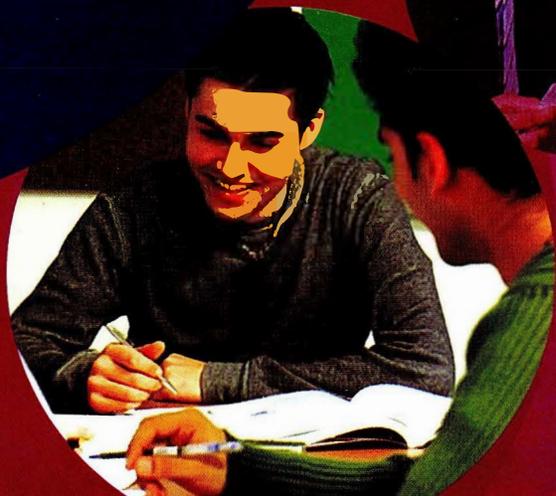
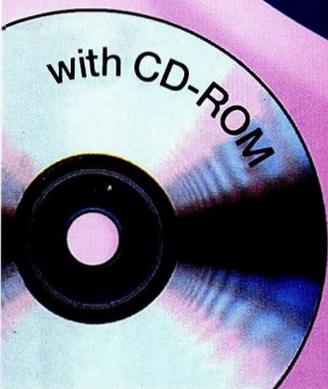
Complete IELTS

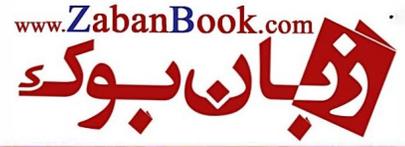
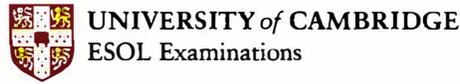
Bands 6.5–7.5



Student's Book *with Answers*
Guy Brook-Hart and Vanessa Jakeman

Student's Book Pack
(includes Student's Book
with answers, CD-ROM and
Class Audio CDs (2))





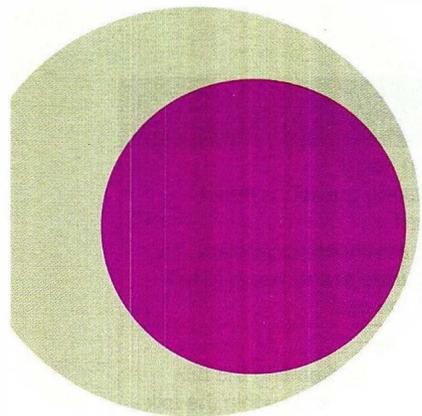
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Bands 6.5–7.5

Student's Book *with Answers*

Guy Brook-Hart and Vanessa Jakeman



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IELTS Academic Module: content and overview

part/timing	content	test focus
LISTENING approximately 30 minutes	<ul style="list-style-type: none"> • four sections • 40 questions • a range of question types <ul style="list-style-type: none"> • Section 1: a conversation on a social topic, e.g. someone making a booking • Section 2: a monologue about a social topic, e.g. a radio report • Section 3: a conversation on a study-based topic, e.g. a discussion between students • Section 4: a monologue on a study-based topic, e.g. a lecture <p>Students have ten minutes at the end of the test to transfer their answers onto an answer sheet. The recording is heard ONCE.</p>	<ul style="list-style-type: none"> • Candidates are expected to listen for specific information, main ideas and opinions. • There is a range of task types which include completion, matching, labelling and multiple choice. • Each question scores 1 mark; candidates receive a band score from 1 to 9.
READING 1 hour	<ul style="list-style-type: none"> • three sections • 40 questions • a range of question types <ul style="list-style-type: none"> • Section 1: a passage with 13 questions • Section 2: a passage usually divided into paragraphs with 13 questions • Section 3: a passage with 14 questions <p>At least one passage contains arguments and/or views. This is usually Section 3. Candidates are advised to spend no more than 20 minutes on each section.</p>	<ul style="list-style-type: none"> • Candidates are expected to read for / understand specific information, main ideas, gist and opinions. • Each section contains more than one task type. They include completion, matching, paragraph headings, True/False/Not Given and multiple choice. • Each question scores 1 mark; candidates receive a band score from 1 to 9.
WRITING 1 hour	<ul style="list-style-type: none"> • two compulsory tasks <ul style="list-style-type: none"> • Task 1: a 150-word summary of information presented in graphic or diagrammatic form • Task 2: a 250-word essay presenting an argument on a given topic <p>Candidates are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2, which is worth twice as many marks as Task 1.</p>	<ul style="list-style-type: none"> • Candidates are expected to write a factual summary and a discursive essay. • Candidates are assessed on a nine-band scale for content, coherence, vocabulary and grammar.
SPEAKING 11–14 minutes	<ul style="list-style-type: none"> • three parts • one examiner + one candidate <ul style="list-style-type: none"> • Part 1: The examiner asks a number of questions about familiar topics such as the candidate's studies/work, hobbies, interests, etc. <i>4–5 minutes</i> • Part 2: After a minute's preparation, the candidate speaks for two minutes on a familiar topic provided by the examiner. <i>3–4 minutes</i> • Part 3: The examiner and the candidate discuss some general questions based on the theme of the Part 2 topic. <i>4–5 minutes</i> 	<ul style="list-style-type: none"> • Candidates are expected to be able to respond to questions on familiar and unfamiliar topics and to speak at length. • Candidates are assessed on a nine-band scale for fluency, vocabulary, grammar and pronunciation.
<p>All candidates who take the test receive an Overall Band Score between 1 and 9 that is an average of the four scores for each part of the test. For information on courses, required band scores and interpreting band scores, see www.ielts.org.</p>		

Unit 1

Getting higher qualifications

Starting off

- 1 Work in small groups. Explain what it means to have each of these personal qualities, using your own words. When you have finished, look at page 96 to check your answers.

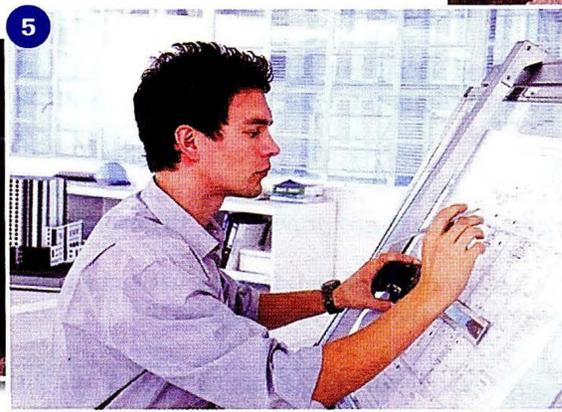
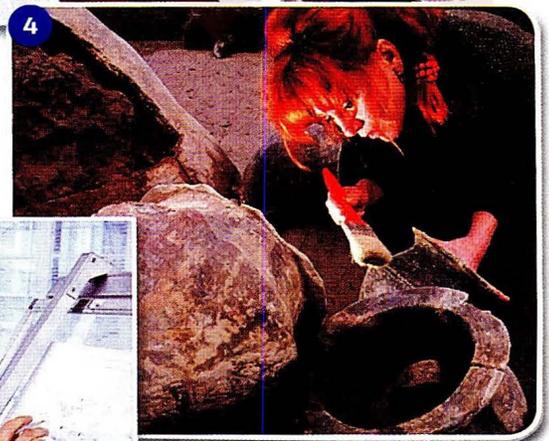
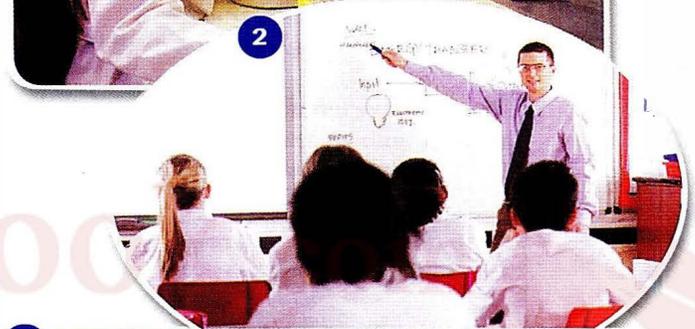
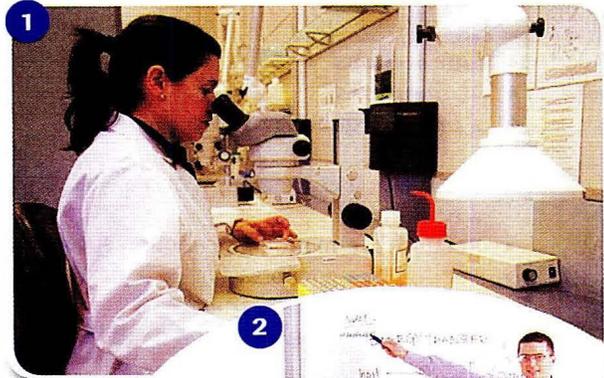
a You do things like read documents very carefully and focus on all the small points, checking their accuracy.

- a an eye for detail
- b creativity
- c an enquiring mind
- d the ability to work in a team
- e vision
- f an outgoing personality
- g good communication skills
- h management skills

- 2 Which of the qualities in Exercise 1 do you think each of the photos illustrates? Some could illustrate more than one quality.

- 3 Work in pairs.

- What type of work do you do or want to do? Why?
- Which of the qualities in Exercise 1 do you need? Why?
- What other qualities would be useful? Why?



Listening Section 1

Exam information

- You hear a conversation between two people on a social topic.
- This is the easiest part of the Listening test. The other three parts are in increasing order of difficulty.
- In this section only, you are given an example at the beginning.

- 1** Work in pairs. You are going to hear a conversation between a university student and a company representative at a graduate fair. Before you listen, look at this advertisement, then discuss the questions below.

Are you a high achiever?

Do you want a job as soon as you graduate?
The world's biggest companies in IT, marketing, finance, and telecoms want graduates!



Visit the fair and register with them now!

- What do you think happens at a graduate fair? Why do you think they are useful?
- Why do many jobs require you to have a university degree? When is vocational training more useful than a university degree?
- What might improve a graduate's chances of getting the job they want?

www.ZabanBook.com

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- 2** Look at Questions 1–10 and quickly check what type of information you need to fill each gap.

Questions 1–10

Complete the form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Graduate Fair Registration TGS Global

Graduate details

Area of work: Example: *Marketing*
Name: *Dominika 1*
Nationality: *2*
Email address: *3*@gmail.com
University: *London*
Type of course: *4* BA
Date available: *5*

Personal information

Other activities: *organised a 6* for charity
Interests: *7* and
Previous job(s): *8*
Career plans: *wants to be a 9*
Heard about fair through: *10*

- 3** **1** Now listen and answer Questions 1–10.

Exam advice Form completion

- Before you listen, think what type of information you need for each gap.
- Read ahead as you listen, because you only hear the recording once.
- Check your spelling and any standard abbreviations (e.g. *cm* for *centimetres*) that you use.
- If you need to write numbers, write them as figures, not words, as you are less likely to make mistakes.

- 4** Work in pairs. Imagine you are talking to another student who you have met at the coffee bar at a graduate fair. Introduce yourselves and tell each other about your:

- studies and qualifications / current job
- career plans and reasons for them
- free-time interests and related qualifications.

Vocabulary

Dependent prepositions

- 1 Complete these extracts from the Listening section by writing a preposition in each gap. Sometimes more than one answer is possible.
- Obviously our interest is related the class of degree that you get.
 - I haven't actually had any experience business yet.
 - I want to concentrate getting my qualifications first.
 - So when would you be available an interview?
 - I'm quite good cooking.
 - Have you done any other work in the past that would be relevant a marketing career?
- 2 Choose the correct preposition in *italics* in each of these sentences.
- The money spent *on* / *in* research was more than expected.
 - Some bosses are not very sensitive *for* / *to* their employees' needs.
 - The company has a reputation *of* / *for* producing top-quality toys.
 - It is important to have confidence *in* / *at* your own abilities.
 - A lot of students participated *on* / *in* the job fair.
 - Working parents have little time to take care *of* / *for* their children.
- 3 IELTS candidates often make mistakes with prepositions after adjectives and verbs. Find and correct the mistakes in these sentences by changing or adding a preposition.
- To be a leader, you have to compete your colleagues. *with/against*
 - Youngsters today are better prepared with working life.
 - It is sometimes hard to get involved into your studies.
 - Universities should provide students the facilities they need.
 - Managers have to be responsible to the staff below them.
 - The government should pay more attention on the education of women.
 - In my job, I have to deal many different types of people.

Reading Section 1

Exam information

- This is the easiest of the three Reading sections.
- The passage tends to be descriptive and factual, while the passages in the other sections contain more argument and discussion.
- You should spend 20 minutes at most on this section so that you have enough time to complete the other two sections.

- 1 Work in pairs. You are going to read a passage about a prestigious university. Before you read, discuss these questions.
- What are the most prestigious universities in your country?
 - In general, what makes a university prestigious?
 - Why do many students want to go to a prestigious university?
- 2 Scanning and skimming are skills that will save you time when you do the IELTS Reading paper.
- Complete these definitions by writing *scanning* or *skimming* in each gap.
 - involves running your eyes down the passage quickly in order to find a particular word or phrase. Often these words or phrases will stand out because they are proper nouns, e.g. names.
 - means reading something quickly in order to understand the main points, without studying it in detail.
 - How will each skill save you time?
- 3 Skim the passage on pages 11–12. Which of these best describes the writer's purpose?
- to review the courses at MIT
 - to explain why MIT has been so successful
 - to describe the history of MIT
- 4 Writers use referencing techniques to link their ideas and avoid repetition. Understanding referencing can help you do IELTS questions. Scan the passage to find these phrases, then underline the idea(s) that they refer back to.
- This unusual community MIT (*as a whole*)
 - that single unifying ambition
 - the list of innovations
 - This down-to-earth quality
 - That symbiosis of intellect and craftsmanship
 - As such
 - You can see that

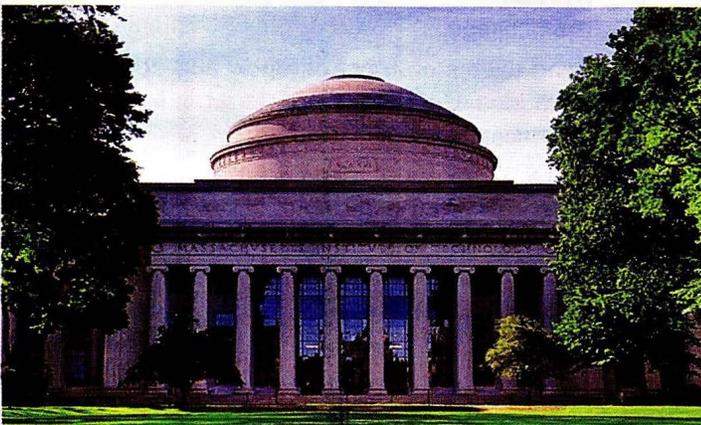
The MIT factor: celebrating 150 years of maverick genius

by Ed Pilkington

The Massachusetts Institute of Technology has led the world into the future for 150 years with scientific innovations.

The musician Yo-Yo Ma's cello may not be the obvious starting point for a journey into one of the world's great universities. But, as you quickly realise when you step inside the Massachusetts Institute of Technology, there's precious little going on that you would normally see on a university campus. The cello, resting in a corner of MIT's celebrated media laboratory – a hub of creativity – looks like any other electric classical instrument. But it is much more. Machover, the composer, teacher and inventor responsible for its creation, calls it a 'hyperinstrument', a sort of thinking machine that allows Ma and his cello to interact with one another and make music together. 'The aim is to build an instrument worthy of a great musician like Yo-Yo Ma that can understand what he is trying to do and respond to it,' Machover says. The cello has numerous sensors across its body and by measuring the pressure, speed and angle of the virtuoso's performance it can interpret his mood and engage with it, producing extraordinary new sounds. The virtuoso cellist frequently performs on the instrument as he tours around the world.

Machover's passion for pushing at the boundaries of the existing world to extend and unleash human potential is not a bad description of MIT as a whole. This unusual community brings highly gifted, highly motivated individuals together from a vast range of disciplines, united by a common desire: to leap into the dark and reach for the unknown.



MIT students at a physics class take measurements in 1957

The result of that single unifying ambition is visible all around. For the past 150 years, MIT has been leading the world into the future. The discoveries of its teachers and students have become the common everyday objects that we now all take for granted. The telephone, electromagnets, radars, high-speed photography, office photocopiers, cancer treatments, pocket calculators, computers, the Internet, the decoding of the human genome, lasers, space travel ... the list of innovations that involved essential contributions from MIT and its faculty goes on and on.

From the moment MIT was founded by William Barton Rogers in 1861, it was clear what it was not. While Harvard stuck to the English model of a classical education, with its emphasis on Latin and Greek, MIT looked to the German system of learning based on research and hands-on experimentation. Knowledge was at a premium, but it had to be useful.

This down-to-earth quality is enshrined in the school motto, *Mens et manus* – Mind and hand – as well as its logo, which shows a gowned scholar standing beside an ironmonger bearing a hammer and anvil. That symbiosis of intellect and craftsmanship still suffuses the institute's classrooms, where students are not so much taught as engaged and inspired.

Take Christopher Merrill, 21, a third-year undergraduate in computer science. He is spending most of his time on a competition set in his robotics class. The contest is to see which student can most effectively program a robot to build a house out of blocks in under ten minutes. Merrill says he could have gone for the easiest route – designing a simple robot that would build the house quickly. But he wanted to

try to master an area of robotics that remains unconquered – adaptability, the ability of the robot to rethink its plans as the environment around it changes, as would a human. 'I like to take on things that have never been done before rather than to work in an iterative way just making small steps forward,' he explains.

Merrill is already planning the start-up he wants to set up when he graduates in a year's time. He has an idea for an original version of a contact lens that would augment reality by allowing consumers to see additional visual information. He is fearful that he might be just too late in taking his concept to market, as he has heard that a Silicon Valley firm is already developing something similar. As such, he might become one of many MIT graduates who go on to form companies that fail. Alternatively, he might become one of those who go on to succeed in spectacular fashion. And there are many of them. A survey of living MIT alumni* found that they have formed 25,800 companies, employing more than three million people, including about a quarter of the workforce of Silicon Valley.

What MIT delights in is taking brilliant minds from around the world in vastly diverse disciplines and putting them together. You can see that in its sparkling new David Koch Institute for Integrative Cancer Research, which brings scientists, engineers and clinicians under one roof. Or in its Energy Initiative, which acts as a bridge for MIT's combined work across all its five schools, channelling huge resources into the search for a solution to global warming. It works to improve the efficiency of existing energy sources, including nuclear power. It is also forging ahead with alternative energies from solar to wind and geothermal, and has recently developed the use of viruses to synthesise batteries that could prove crucial in the advancement of electric cars.

In the words of Tim Berners-Lee, the Briton who invented the World Wide Web, 'It's not just another university. Even though I spend my time with my head buried in the details of web technology, the nice thing is that when I do walk the corridors, I bump into people who are working in other fields with their students that are fascinating, and that keeps me intellectually alive.'

adapted from the Guardian

* people who have left a university or college after completing their studies there

5 Work in pairs.

- 1 Look at Question 1 in the task below and the underlined words. Scan the passage to find the same or similar words.
- 2 Underline words or phrases in Questions 2–5 that might also occur in the passage.
- 3 Scan the passage and underline the same or similar words to those in the question.

Questions 1–5

Do the following statements agree with the information in the reading passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 The activities going on at the MIT campus are like those at any other university.
- 2 Harvard and MIT shared a similar approach to education when they were founded.
- 3 The school motto was suggested by a former MIT student.
- 4 MIT's logo reflects the belief that intellect and craftsmanship go together.
- 5 Silicon Valley companies pay higher salaries to graduates from MIT.

6 Read Questions 1–5 carefully, then read around the words you have underlined in the passage and decide whether each question is True, False or Not Given.

Exam advice True / False / Not Given

- Underline words or phrases in the question that will help you quickly scan for the right place in the passage.
- Read each statement carefully and decide on the main idea. Compare this with what is stated in the passage.
- Write 'TRUE' if the ideas are the same. If the passage says the opposite of the information in the question, write 'FALSE'; if the passage does not include the information expressed in the question, write 'NOT GIVEN'.

7 Read Questions 6–9 and quickly check what information you need for each gap. Then, using the title to find the right part of the passage, answer the questions.

Questions 6–9

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Christopher Merrill – student at MIT

Degree subject: 6

Competition: to 7 the automated construction of a house

Special focus on: the 8 of robots

Future plans: to develop new type of 9

Exam advice Note completion

- Use the title to find the right place in the passage.
- Read the notes and decide what type of information you need for each gap.
- The information in the notes may be in a different order from the information in the passage.
- Be careful to copy words from the passage in exactly the same form.

8 Work in pairs.

- 1 Read Questions 10–13 and quickly check what information you need.
- 2 Underline words in the questions which will help you to find the right place in the passage.
- 3 Answer Questions 10–13.

Questions 10–13

Answer the questions below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

- 10 What proportion of workers at Silicon Valley are employed in companies set up by MIT graduates?
- 11 What problem does MIT's Energy Initiative aim to solve?
- 12 Which 'green' innovation might MIT's work with viruses help improve?
- 13 In which part of the university does Tim Berners-Lee enjoy stimulating conversations with other MIT staff?

Exam advice Short-answer questions

- Underline words in each question which help to find the right place in the passage. The questions follow the order of information in the passage.
- Read that part carefully and underline the answer.
- Copy the answer exactly, without including any unnecessary words.

9 Check your answers. You can lose marks with:

- answers that are hard to spell.
Did you copy your answers for Questions 6, 8 and 9 correctly?
- answers that consist of a phrase, rather than a word.
Did you write both words for Questions 6, 9, 11 and 12?
- questions that can easily be misinterpreted.
Is your answer to Question 10 a proportion and not a number?
Is your answer to Question 12 an innovation?



10 Work in small groups.

- 1 What personal qualities do you think inventors require?
- 2 Which areas of technology do you think governments should spend money on at the moment? Why?
- 3 What sort of things do you think will be invented in the future?
- 4 If you could invent something, what would it be?

Vocabulary and grammar review **Unit 6**

Vocabulary

1 Complete the sentences below with the adjectives from the box to form noun–adjective collocations. In some cases, more than one answer is possible.

able convincing first high innovative
 ordinary outstanding private

- Most ordinary people expect to be entertained when they go to the theatre.
- Like Khan Academy, there are other approaches to teaching maths.
- My impressions of the play weren't good, but I ended up changing my opinion.
- If my expectations hadn't been so, I would have enjoyed the lecture.
- IT companies upgrade their technology in an effort to offer the most products.
- Experts argue that students can help weaker students learn in mixed-ability classes.
- The arguments in favour of individual tuition are too to ignore.
- The media should show greater respect for the lives of celebrities.

2 Complete these sentences with the correct prepositions. In some cases, more than one answer is possible.

- A significant drawback to/of technology is that we can become too dependent on it.
- There are benefits working from home, but a number of disadvantages too!
- Being able to work at your own pace is one of the main advantages online study.
- Many drivers these days benefit the use of GPS technology.
- Being colour blind is a distinct disadvantage anyone who works in the film industry.
- Children have an advantage many adults in that they adapt to new technology more quickly.
- Online accounting software can be of great benefit people who struggle to manage their finances.

Grammar

3 Replace the wrong word/phrase in each sentence with the correct one. In some cases, there may be more than one correct answer.

- I hate vacuuming the floors and would love to have a robot to do ~~these~~ type of job for me. this
- There are 50 computers on site, whereas a year ago we only had half such number.
- Teachers play a very important role in primary education, as it can also assist in the personal development of children.
- In 2000, the average household had one television downstairs and the other two upstairs.
- Some of my relatives live in Australia, and the ones live here in Vancouver.
- I've seen several films produced by James White, but neither was outstanding.
- Before you download any music from the site, make sure you understand the legal implications of doing it.
- Technology has become so widespread that it is impossible to imagine life without them.

4 Complete the sentences below using the phrases from the box.

other factors such a measure that success
 this figure this technique this type of problem

- Mobile phones could be banned on trains, but such a measure would prove unpopular.
- The sale of computer games in one store has increased to 1,000 per week, and is expected to double over the coming year.
- Early animations were made using pictures of faces, but was very time-consuming.
- The film *Snow White and the Seven Dwarfs* won several awards for Walt Disney, who was encouraged by to produce more films.
- The company was forced to close due to their poor sales record, although also contributed.
- Private information can quickly become public and it is hard to see how can be overcome.

Unit 7

Our relationship with nature

Starting off

- 1 Work in pairs. Look at these photos and subheadings from five wildlife magazine articles. Match the photos (1-5) with the subheadings (A-E).

A

Wait for the action

B

In Zambia's Luangwa valley, rain and river create a wildlife stronghold

C

Sometimes survival means lying, stealing or vanishing

D

They are the Earth's pollinators and they come in more than 200,000 shapes and sizes

E

What's black and white and adored all over – and can cost a zoo more than three million dollars a year?



- 2 Which article would you expect to focus on:

- 1 a natural habitat?
- 2 wildlife photography?
- 3 camouflage in the natural world?
- 4 conservation issues?
- 5 insect and plant relationships?

- 3 Think of a suitable title for each article, then compare your ideas with the original titles on page 96.

- 4 Which article would you be most interested in reading? Why?

Listening Section 3

1 Work in pairs. You are going to hear two students on an environmental studies course talking to their tutor about a photography assignment. First discuss these questions.

- 1 How does photographing nature differ from photographing people?
- 2 What makes a 'good' nature photograph?
- 3 Have you ever tried photographing animals? How easy or difficult was it?

2 Work in pairs. You are going to hear the first half of the students' conversation. Before you listen, read Questions 1–3, look at the map and answer these questions.

- 1 What does the map show?
- 2 How many woodland areas are there, where are they, and how do they compare in size?
- 3 What shape are the lochs? Explain in your own words where they are on the map.
- 4 How many rivers are there, and where are they?
- 5 Take turns to explain where each letter on the map is situated.

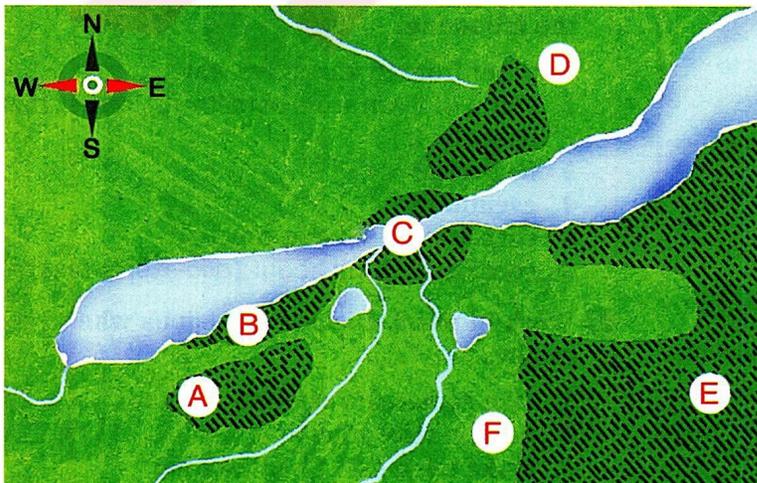
Questions 1–3

Label the plan below.

Write the correct letter, A–F, next to questions 1–3.

- 1 Oldest Scots pine trees
- 2 Red deer
- 3 Red squirrels

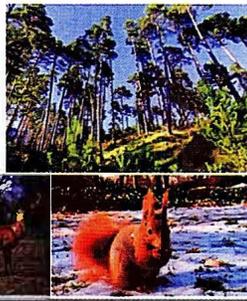
Loch Affric in Scotland



KEY

- lochs (lakes)
- non-wooded areas
- woodland

BBC Wildlife



3 Look at Questions 4–5 below and underline the key ideas.

Questions 4–5

Answer the questions.

Write **ONE WORD ONLY** for each answer.

- 4 What can cause someone to miss a good photograph?
- 5 What personal quality do wildlife photographers particularly need?

4 9 Now listen and answer Questions 1–5.

Exam advice

Labelling a plan

- Look at the location of each option on the map and think about how each one might be described.
- The answers will come in the same order as the questions.
- Listen for the things named in each question and follow the speaker's directions to locate them.

Exam advice

Short-answer questions

- Underline the key ideas in the question in order to focus your listening.
- Keep within the word limit.
- Check that you have spelled your answers correctly and not included unnecessary words.

WRITING

WRITING TASK 1

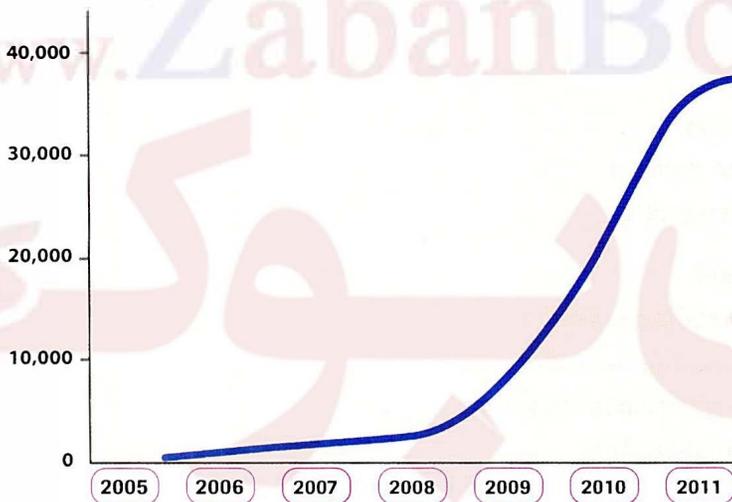
You should spend about 20 minutes on this task.

The graph and chart below give information about 3D cinema screens and film releases.

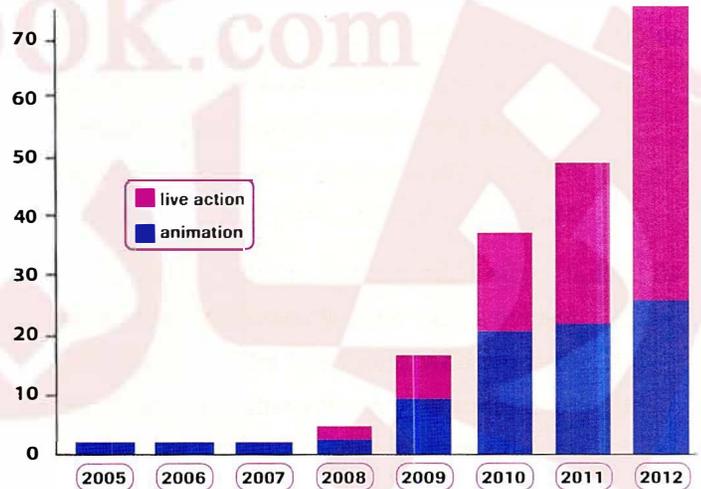
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Global digital 3D screens



Global 3D cinema releases



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic.

These days, too many people maintain their health by relying on doctors and medicine, rather than by following a healthy lifestyle.

To what extent do you agree with this statement?

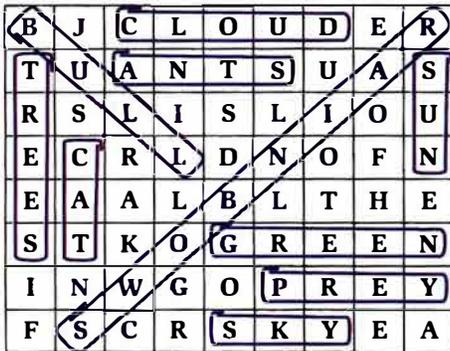
Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Vocabulary and grammar review

Unit 7

- 1 cloud, ant(s), green, prey, sky, tree(s), cat, sun, bull, rainbow(s)



- 2 bull; b 3 sky; e 4 cloud; f 5 trees; a 6 rainbows; d

3 Suggested answers

- The government has given the green light to the local council to build a new hospital.
- If you work hard and pass all your exams, the sky is the limit.
- There were so many pages to/in the report that we couldn't see the wood for the trees.

- 4 2 probably 3 could 4 likely 5 are 6 will be 7 chance

5 Ants, which form natural groups called ant colonies, have much to teach us about group behaviour. As individuals, ants are not the most intelligent of creatures. However, when they get into groups, they are seen to behave in very intelligent ways.

If you look at how ants gather food, for example, you can quickly see how the group mentality works. Rather than all rushing out at once, a few foragers do the first trip. Having found food, they return to the nest and send a signal to other ants to go out. Ants don't sit and decide how many foragers they need first, which means that they can quickly adapt if a predator is around.

Ultimately, no one ant realises what it is doing on its own, but each ant's actions are connected to those of other ants. Could such a lack of central control work in business? Definitely, says one expert!

Unit 8

- 1 2 with 3 to 4 from 5 of 6 on 7 with 8 from 9 as

- 2 2 temperature 3 opportunities 4 countries
5 exercise 6 nowadays 7 competition 8 dropped
9 happened 10 different

- 3 2 Essentially 3 time will tell
4 push the boundaries 5 speed up 6 in the long run

- 4 1 What people want are solutions to the problems on Earth.

- Astronomy is the scientific study of the universe, not astrology. / Astronomy, not astrology, is the scientific study of the universe.
- It is only in the last hundred years that humans have ventured into space.
- Regardless of the risk, space travel fascinates me.
- All we / that was needed to enhance our knowledge of the universe was a greater level of international co-operation.
- What we did was to stay up all night observing the stars.

Speaking reference

Part 1: Topics and questions

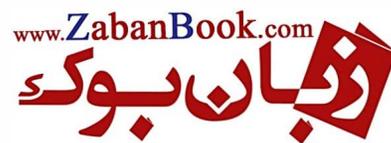
- 1 1 f 2 j 3 l 4 a 5 k 6 d 7 g
8 b 9 i 10 c 11 h 12 e

2 Suggested answers

- You have to think about the impact it can have on people around you ...
- Well, I've always dreamed of working in the catering industry, but now I think I'd do better in the field of education because ...
- Horses and camels are an integral part of life in my country. They ...
- We played a wide range of sports, such as ...
- It's a very ancient city, and one of its outstanding features is a clock tower that is ...
- When I'm free, I prefer to see my friends, although I also think it's important to take an interest in family life ...
- Most of my birthdays were spent at my grandmother's home. I used to receive a huge number of presents, which ...
- I really enjoy going to museums and looking at old clothes and fashion items, and one of the key aspects for me is imagining the people who wore them ...
- I feel stressed! What I try to do is to make a decision about what to do first - what's most crucial - and then stick to it!
- We didn't get many opportunities to do art when I was a primary school student because ...
- I much prefer them to be light and I also like my windows to face the sun so that I can make the most of the daylight.
- I'm not sure, actually. It would be exciting to be able to take advantage of all the perks that celebrities get, but I wouldn't want to have the paparazzi following me everywhere.

How are you rated?

- b, e
- d, g
- a, h
- c, f



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	IELTS bands 7
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	IELTS bands 6
	IELTS bands 5.5
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	IELTS bands 4.5
	IELTS bands 4

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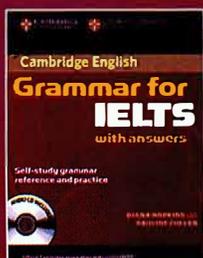
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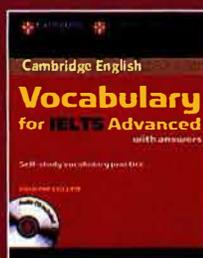
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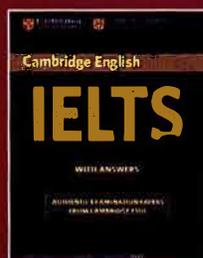
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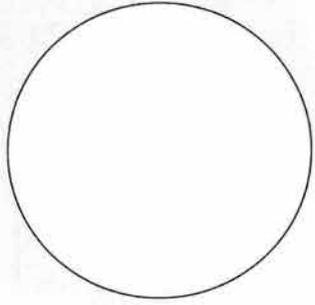
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Writing	Vocabulary and Spelling	Grammar
Writing Task 1 <ul style="list-style-type: none"> • Writing an introduction to the task • Choosing the correct vocabulary to describe a graph 	<ul style="list-style-type: none"> • Dependent prepositions • Key vocabulary 	<ul style="list-style-type: none"> • <i>used to / would</i> • Superlative forms • Past simple, present perfect simple and past perfect simple
Writing Task 2 <ul style="list-style-type: none"> • Analysing the task and brainstorming ideas • Planning an answer 	<ul style="list-style-type: none"> • Phrasal verbs • Key vocabulary 	<ul style="list-style-type: none"> • Nouns and articles
Writing Task 1 <ul style="list-style-type: none"> • Summarising key features in more than one chart • Paragraphing and the overview • Using your own words • Expressing amount, extent or category 	<ul style="list-style-type: none"> • Verb + noun collocations • Key vocabulary 	<ul style="list-style-type: none"> • Expressing large and small differences
Writing Task 2 <ul style="list-style-type: none"> • Brainstorming main ideas • Maintaining a clear position • Using reasons and examples for support • Introducing arguments • Choosing the best conclusion 	<ul style="list-style-type: none"> • Collocations and phrases with <i>make, take, do and have</i> • Key vocabulary 	<ul style="list-style-type: none"> • Expressing purpose, cause and effect
Writing Task 1 <ul style="list-style-type: none"> • Summarising a diagram • Analysing the task and organising the answer • Linking information, signalling and comparing stages • Using participle clauses to express consequences 	<ul style="list-style-type: none"> • Word formation – negative affixes • Key vocabulary 	<ul style="list-style-type: none"> • Using sequencers • Speaking hypothetically
Writing Task 2 <ul style="list-style-type: none"> • Describing advantages and disadvantages • Structuring an answer and linking paragraphs • Presenting a balanced view: discourse markers 	<ul style="list-style-type: none"> • Adjective + noun collocations • Key vocabulary 	<ul style="list-style-type: none"> • Referencing
Writing Task 1 <ul style="list-style-type: none"> • Categorising data • Organising information • Proofing your work: punctuation 	<ul style="list-style-type: none"> • Idiomatic expressions • Key vocabulary 	<ul style="list-style-type: none"> • Speculating and talking about the future
Writing Task 2 <ul style="list-style-type: none"> • Linking ideas and views across paragraphs 	<ul style="list-style-type: none"> • Verbs and dependent prepositions • Key vocabulary 	<ul style="list-style-type: none"> • Emphasising

Unit 1

Getting higher qualifications

Listening Section 1

- 1 Look at the advertisement on a college notice board. From the information in the advertisement, can you predict what you are going to hear?



Care for the Community

Part-time student volunteers wanted.

Can you spare a few hours each week to help out in your local community? We urgently need volunteers to help us run and support a range of local care services. We especially need people who can:

- offer care and assistance to the elderly
- help those with mobility problems
- provide support for young people from disadvantaged backgrounds.

For more information, visit
www.care4thecommunity.co.uk

- 2 Look at the Exam task below and decide what sort of information you need to complete each gap.

Questions 1–12

Complete the form below.

Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Care for the Community

Applicant details

Name: 1
Sex: Female
Occupation: 2 student at
Brookfields University studying
on 3 Course (BA).

Contact details

Phone: 4
Email: 5@chatbox.co.uk
Availability: Up to 6 per week.

Other information

- Reason for applying: Would like 7
- Area of interest: Children with 8
- Experience: Has recently done similar work at a 9 Found it 10
- Perceived strengths: Has excellent 11 Also listens to people.

12 arranged for Wednesday 10th September.

- 3 2 Now listen and complete Questions 1–12.

4 Look carefully at your answers and check to make sure:

- you haven't exceeded the allowed number of words and/or numbers
- your answer is grammatically correct (where relevant), and/or collocates with the words before or after the gap (especially in questions 7-12)
- your spelling is correct.

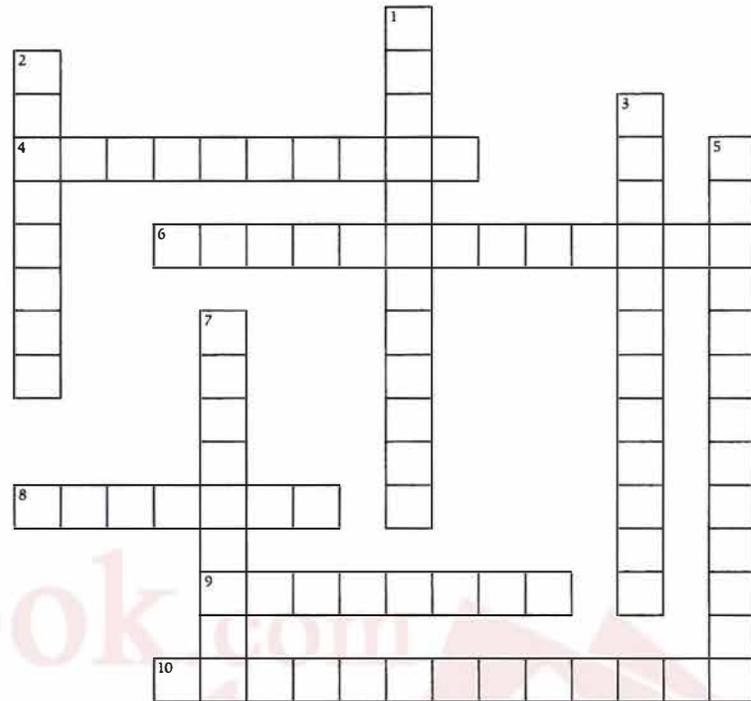
Vocabulary

Dependent prepositions

1 Complete each sentence with one word from the first box and one from the second box. Then write your answers in the crossword.

available	concentrate	confidence	for	in
deal	involved	participate	related	on
reputation	spent	suited	with	to

- The college currently has no money new computers, so we'll have to make the best of the old ones.
- I'm interested in politics, but I don't think I would be a career in it.
- I have complete my tutor when she says that she'll do her best to get us through our exams.
- One thing I've learnt is never get an argument unless it affects you directly.
- During tutorials, I always try to the discussion as much as possible.
- Mr Wilkinson has a being the strictest tutor in the college.
- A lot of student illnesses before exams are stress caused by overwork.
- On average, just under a third of a student's income is accommodation.
- I tend to problems one at a time rather than try to tackle them all at once.
- The college library is always so noisy it's really difficult to your work.



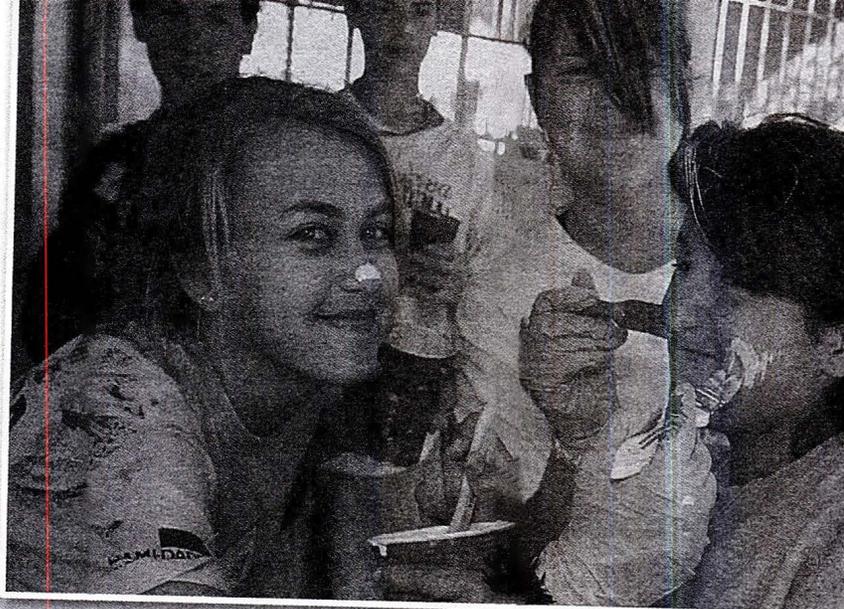
Key vocabulary

2 Complete each gap in this passage with a word or words from the first box, and a word or words from the second box.

brings	channels all of its	desire	programme
common	get to	range	resources
go on	recruitment	people together	the top
vast	vocational	to do	training

For the last two years, I've been studying at the International University in Bampton, which I believe is one of the best universities in the country. As well as offering a 1 of academic courses, it also runs several 2 programmes, and is especially well-known for its computer-programming courses. What I like about it is that it is a truly international university which 3 from all around the world. It expects its students to be hardworking and to show initiative, and it 4 into ensuring they get the best education possible. The students all have a 5 - to get top grades in their subjects - and many 6 postgraduate studies before taking their first step on the career ladder. Naturally, many expect to 7 in their chosen career. The university has an excellent reputation, and some of the world's biggest and most prestigious companies visit the college each year as part of their 8





Reading Section 1

① You are going to read a passage about gap years. Skim the passage. Which of these best describes the writer's purpose? Circle A, B or C.

- A To summarise the main reasons why students take a gap year.
- B To explain why some gap year programmes are so successful.
- C To illustrate, with examples, one particular advantage of a gap year.

The University of Life

Katherine Demopoulos meets students who took a break from study to volunteer overseas and returned with a new sense of purpose

The majority of 18-year-old students entering higher education go straight from school to university. For many school leavers, however, there is the irresistible attraction of the 'gap year', a time between school and university when they decide to experience something new, different or exciting. Many of these so-called 'gappers' go off travelling around the world, often supplementing their limited funds by taking on casual work, while others may do voluntary work in a village in a distant part of the world.

For the majority of gappers, the gap year is simply a chance to enjoy life as an independent adult for the first time. Increasingly, however, they are also proving a great way of reinvigorating a lapsed or flagging interest in education, offering a chance to think about why you should study, or if you need to study at all. A growing number of students, having taken a break after school, are heading back into further and higher education via a roundabout route of working and 'gapping'. According to the latest data from the British university admissions service, UCAS, 105,000 students aged 19, and 44,400 aged 20, entered higher education last year – figures that show a steady annual increase in this age group over the previous three years.

19-year-old student Christine Samways is a typical example. She left school at 16 with nine good exam passes at grades A to C, but did not want to continue studying at the time. She was also worried that, despite having all the attributes of a good student, she would find the challenges of higher education too great and would be forced to drop out. Instead, she gained a vocational

qualification in hairdressing. However, she very quickly began to realise it was not quite what she wanted and that going back into some kind of education could be her next step. Like many 16-year-old school leavers starting work for the first time, it dawned on her that if you don't have qualifications, or the right qualifications, you have fewer work choices. 'The things that you want to do just aren't available to you,' she says.

Unsure of what her next step should be, Christine decided to head to Mexico to do voluntary work at a children's home. She was there for a year under the auspices of the International Cultural Youth Exchange (ICYE) – an organisation which has been running since 1949, when it sent 50 German students to the US as peace ambassadors. She never expected that working in Mexico would give her such a sense of confidence and, perhaps just as importantly, direction. On returning home to the UK, she decided to make a fresh start in education by enrolling on a course in Social Sciences and Humanities to prepare herself for university. Her new sense of confidence helped at her college interview. Previously, a formal interview would have made her very nervous, but she now found it much easier to talk on an informal and formal level to people she didn't know. 'I feel more comfortable in these situations,' she says. 'Mexico was the first time I'd been out of my comfort zone. Now I think I can cope with things better.'

Christine is now working towards a degree in International Development at Bath University, a choice of subject informed by her experience of working with Mexican children. And, as well as finding some direction in her career, she now speaks good Spanish – a skill she says she intends to keep up, perhaps by working abroad. She knows that the Mexican children's home benefited from her time there, just as she did. As well as being 'an extra pair of hands', she helped to streamline the children's timetable so they spent more structured time

on homework. The children began to 'do better in school,' she says. 'You only move up a year if you pass a year – I got four children that at the beginning of the year were told they were going to stay down, but they moved up. It's a good feeling.'

ICYE also brings students to Europe from the countries that European students traditionally visit. Agnes Eldad, from Kampala, Uganda, has just graduated with a degree in Social Work. She came to the UK in January this year, getting a voluntary work placement relieving full-time carers of elderly people in Bexleyheath, Kent. With her social work background, she wanted to understand how elderly people were treated in Britain and to see for herself how their relationships with their children, grandchildren and in-laws worked.

Agnes found the experience extremely beneficial, but says that the ICYE only really works if participants have a focus for what they want to do, see and study. Ironically, for her, this could be the only chance to work with elderly people before she goes back home in January. In Uganda, old people live with, and are supported by, their families, so she won't have an opportunity to work with them. Instead, she now wants to set up her own vocational training programme for young girls in northern Uganda. Agnes says her time in the UK has helped her to set her goals for the future.

- 2 Now look at Questions 1–13 below and underline the key words and phrases. Then read the passage and answer the questions.

Questions 1–5

Do the following statements agree with the information in the Reading passage?

Write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- The majority of young people who go travelling during their gap year must work in order to finance their trip.
- Taking a gap year can give young people time to consider whether or not they want to continue with their studies.

- The number of university students has increased in the last few years.
- Christine Samways lacks the right qualities to be a good student.
- Christine Samways believes that if you lack educational qualifications, your career options are reduced.

Questions 6–10

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Christine Samways: ICYE participant

Carried out 6 in Mexico.

Programme gave her more 7 in herself.

Returned to 8 when she was back in the UK.

Currently studying 9

Thinks that 10 may be a good way of maintaining her Spanish.

Questions 11–13

Answer the questions below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

- According to Agnes Eldad, what do people need in order to benefit from an ICYE exchange programme?
- Who does Agnes Eldad plan to work with when she finishes her ICYE programme?
- What does Agnes Eldad have now that she didn't have before she came to the UK?

- 3 Review your answers. For Questions 6–13, make sure that you have not used more than the maximum allowed number of words.

Grammar

used to / would

▶ Student's Book, page 120

❶ Complete the passage with expressions from the box. Use each expression once only.



didn't use to be used to be spent used to pour
used to seeing used to have would arrive
would go off would have to would receive
wouldn't go

Today, the Park Street Academy is widely recognised as being one of the best colleges in the country. However, it 1 *didn't use to be* like this. In fact, it 2 a very bad reputation. Students 3 late, and often they 4 to classes at all. The college building was in a terrible state. When it rained, water 5 through holes in the ceiling and the power 6 suddenly without any reason. In winter, the rooms were so cold that you quickly became 7 people in classrooms wrapped up like they were in the Arctic. Then, in 2010, a new head teacher was appointed, and she turned the place around. Strict discipline was applied at all levels. For example, students who were late or absent without reason 8 pay a financial penalty, while those who improved their academic record 9 rewards in the form of things like cinema tickets. Meanwhile, money that 10 on unimportant things like computer games for the library was instead used to repair the building.

Superlative forms

▶ Student's Book, page 119

❷ Underline the correct words or phrases in bold in these sentences.

- 1 My second **more favourite** / favourite subject was Art.
- 2 My Maths teacher Mrs Jennings was **the least popular** / less popular teacher in the school.
- 3 My English teacher, Mr Clark, was one of the **most funny** / funniest teachers I have ever had.
- 4 Mr Clark probably had the **lowest** / **most low** rate of absenteeism in the school.
- 5 When he ran the school's drama club, it had the **greatest number** / **most number** of members in its history.
- 6 It was the **greatest popular** / **most popular** activity by far.

Past simple, present perfect simple and past perfect simple

❸ Complete this passage with the correct form of the verbs in brackets.

Since it first opened in 1989, St Darren's College 1 *has had* (have) a chequered history. The first five years 2 (be) slow in terms of student numbers, but after they 3 (receive) an excellent report in 1994, the number of students applying to the college 4 (rise), and 5 (continue) to do so each year for the next eight years. However, in 2002, the college 6 (see) a 30% increase in rent. Nobody at the college 7 (predict) this, and they 8 (have to) increase fees. As a result, in 2003, student numbers, which 9 (rise) consistently each year since 1994, suddenly 10 (stagnate). They then 11 (start) to fall. By 2007, student numbers 12 (fall) to less than 100. The following year, with applications at an all time low, the college 13 (shut) down. In 2010, the local council 14 (take) over the buildings, and 15 (start) offering vocational courses. Since then, St Darren's College 16 (go) from strength to strength.

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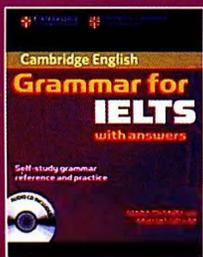
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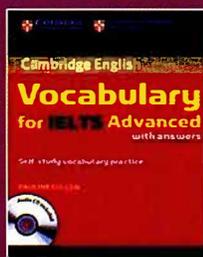
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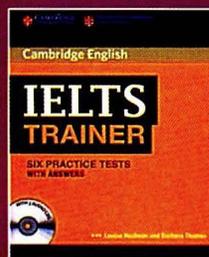
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