



RAHNAMA
P R E S S

@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

NEW EDITION

▼ **FOCUS ON**

IELTS



PEARSON
Longman

SUE O'CONNELL

Map of the book

Lead-in	Reading	Writing	Listening	Speaking	Vocabulary
▶ The IELTS Test overview page 5					
1 ▶ Health's 'magic bullet' page 8					
Exercise facts	1 Text types 2 The walking school bus Short-answer questions; T/F/NG; global multiple choice			1 Talking about personal interests (Parts 1, 2) 2 Comparing and contrasting (Part 3)	Dealing with unknown vocabulary
▶ Academic Style 1 Functions page 16					
▶ Academic Vocabulary 1 page 17					
2 ▶ Food for thought page 18					
Healthy eating		1 Interpreting data (Task 1) 2 Paragraphing (Task 2)	1 Students' Union survey (Section 1) 2 Healthy eating (Section 2)	Eating habits (Part 1)	Error Hit List
▶ Reflective Learning 1 What is reflective learning? page 27					
3 ▶ Location is everything page 28					
Identifying cities	Location is everything Matching; sentence completion			1 Urban problems (Part 3) 2 Describing places (Parts 1, 2)	
▶ Academic Style 2 Formality page 36					
▶ Academic Vocabulary 2 page 37					
4 ▶ Haves and have-nots page 38					
World quiz		1 Interpreting and comparing data (Task 1) 2 Paragraphing (Task 2)	1 Wasting energy (Section 3) 2 Case study: São Paulo (Section 4)	Standards of living (Part 3)	Error Hit List
Critical Thinking 1 What is critical thinking? page 47					
5 ▶ Hurry sickness page 48					
The pace of life	1 Hurry Sickness Headings; multiple choice; summary completion 2 Distinguishing fact from opinion			1 Stereotypes (Part 1) 2 Priorities (Part 3)	
▶ Academic Style 3 Nouns and Noun phrases 1 page 56					
▶ Academic Vocabulary 3 page 57					
6 ▶ Time out page 58					
Leisure choices		Structuring an argument: evidence-led approach (Task 2)	1 Student interviews (Section 1) 2 Ten ways to slow down your life (Section 2)	Leisure activities (Parts 2, 3)	Describing people Topic vocabulary; pronunciation: word stress Error Hit List
▶ Reflective Learning 2 Self-evaluation and setting learning goals page 67					
7 ▶ Retail therapy page 68					
Shopping behaviour	Retail therapy Short-answer questions; summary completion; matching; T/F/NG			1 Discussing likes and dislikes; consumer topics (Parts 1, 3) 2 Describing objects (Part 2)	Business and Economics Topic vocabulary; pronunciation: sounds
▶ Academic Style 4 Nouns and Noun phrases 2 page 76					
▶ Academic Vocabulary 4 page 77					

Lead-in	Reading	Writing	Listening	Speaking	Vocabulary
8 ▶ What's on page 78					
The Arts and culture Topic vocabulary; pronunciation; word stress		1 Describing tables and graphs (Task 1) 2 Presenting and justifying an opinion (Task 2)	1 Music festival (Section 1) 2 The Museum of Anthropology (Section 2)	1 Discuss cultural attractions (Part 2) 2 Describing an event (Part 2)	Error Hit List
▶ Critical Thinking 2 What is an argument? page 87					
9 ▶ Water, water everywhere page 88					
Water use	1 Water: Earth's most precious resource 2 The Ecology of Hollywood Table completion; matching; sentence completion; multiple choice			Water issues (Part 3)	Derived adjectives
▶ Academic Style 5 Hedging page 96					
▶ Academic Vocabulary 5 page 97					
10 ▶ Hazard warning page 98					
Taking risks quiz		Describing a process (Task 1)	1 Predicting a volcanic eruption (Section 3) 2 Tsunami (Section 4)	1 Natural hazards (Part 1) Pronunciation: sounds 2 Describing stages, discussing risk (Parts 2, 3)	Error Hit List
▶ Reflective Learning 3 Learning and recording vocabulary page 107					
11 ▶ Use it or lose it page 108					
Memory test	1 Sleep Reading for detail 2 Use it or lose it Multiple choice; sentence completion; matching; T/F/NG			Memories (Parts 2, 3)	Word families
▶ Academic Style 6 Signposting page 116					
▶ Academic Vocabulary 6 page 117					
12 ▶ You live and learn page 118					
Education Topic vocabulary; pronunciation; word stress		1 Presenting an opinion: thesis-led approach (Task 2) 2 Interpreting data (Task 1)	1 The golden rules of listening (Section 2) 2 Making the most of your memory (Section 4)	1 Schooldays (Parts 1, 2) 2 Teachers and students (Part 3)	Error Hit List
▶ Critical Thinking 3 Questioning page 127					
13 ▶ Bones to phones page 128					
Communication systems	1 Communication devices 2 Bones to phones Locating information: matching; multiple choice			Comparing and contrasting (Part 3)	Introducing examples
▶ Academic Style 7 Attributive adjectives page 136					
▶ Academic Vocabulary 7 page 137					
14 ▶ The proper channels page 138					
Electronic messaging Pronunciation: silent letters, sounds		1 Dealing with different data (Task 1) 2 Beginning and ending (Task 2)	1 Media survey (Section 1) 2 Couch potatoes (Section 3)	1 Communication problems (Part 3) 2 The written word (Part 2)	Error Hit List
▶ Reflective Learning 4 Dealing with errors page 147					

Lead-in	Reading	Writing	Listening	Speaking	Vo
15 ▶ Beyond gravity page 148					
Space quiz	1 <i>Out of this world</i> Sentence completion; Y/N/NG; matching 2 <i>Surviving in space</i> T/F/NG; multiple choice; labelling a diagram; matching			1 <i>The final frontier</i> (Part 3) 2 <i>Sci-fi</i> (Part 2)	
▶ Academic Style 8 <i>Nouns and Noun phrases 3</i> page 156					
▶ Academic Vocabulary 8 page 157					
16 ▶ Going forward page 158					
Predictions		1 <i>Explaining how something works</i> (Task 1) 2 <i>Summarising sentences</i> (Task 2)	1 <i>Reality or science fiction?</i> (Section 3) 2 <i>The techno-house</i> (Section 4)	1 <i>Predicting the future</i> (Part 3) 2 <i>Personal goals</i> (Part 2)	Error Hit List
▶ Critical Thinking 4 <i>Evaluation</i> page 167					
17 ▶ Avoiding gridlock page 168					
Transport facts	1 <i>Avoiding gridlock</i> Locating information; sentence and flow- chart completion 2 <i>Demolishing stereotypes</i> Short-answer questions; Classification; T/F/NG			<i>On four wheels</i> (Part 3)	<i>More or less?</i> Verbs expressing increase and decrease
▶ Academic Style 9 <i>Being Impersonal</i> page 176					
▶ Academic Vocabulary 9 page 177					
18 ▶ Small world page 178					
Tourism		1 <i>Presenting the solution to a problem</i> (Task 2) 2 <i>Dealing with different data</i> (Task 1)	1 <i>Worldwide student projects</i> (Section 2) 2 <i>The end of oil</i> (Section 3)	1 <i>Tourism</i> Topic vocabulary; pronunciation: sounds 2 <i>Time off</i> (Parts 1–3)	Error Hit List
▶ Reflective Learning 5 <i>Time management</i> page 187					
19 ▶ Face value page 188					
Facial expressions	1 <i>Face the facts 2</i> Reference links; dealing with unknown vocabulary 2 <i>Face</i> Short-answer questions, table completion, multiple choice			1 <i>Face the facts 1</i> (Part 3) 2 <i>Dress the part</i> (Parts 2, 3)	<i>Word building</i> Noun and adjective formation; dependent prepositions
▶ Academic Style 10 <i>Review</i> page 196					
▶ Academic Vocabulary 10 page 197					
20 ▶ Through the lens page 198					
Photography Pronunciation: word stress		<i>Describing an object</i> (Task 1)	1 <i>Photography courses</i> (Section 1) 2 <i>History of cinema</i> (Section 4)	<i>Practice interview</i> (Parts 1–3)	Error Hit List
▶ Critical Thinking 5 <i>Presenting another point of view</i> page 207					
▶ Academic Word List page 208					
▶ Key Language Bank page 210					
▶ Writing Practice Bank page 235					
▶ Answer Keys and Additional Material page 253					

The IELTS Test: overview

Introduction

IELTS stands for *International English Language Testing System*. The test consists of four modules – Listening, Speaking, Reading and Writing – and takes two hours and 45 minutes to complete.

This book provides preparation for the Listening and Speaking modules, which all candidates take, and also for the Academic Reading and Writing modules, which are normally taken by candidates intending to use English for study purposes. General Training versions of these modules are also available and, while much of the material in the book would provide useful practice, there is no specific exam preparation for these modules.

The test result is published in the form of a report, which places candidates on a scale of one to nine according to language ability (see page 7). There is a score for each of the four modules and also an overall score. Most universities and colleges require an IELTS score of 6.0 or more, but it's important to check the specific requirement for your intended course of study.

IELTS can be taken at test centres in over 100 countries. Test dates are fixed, and tests are normally available throughout the year in most areas. Further information and a list of local centres is available on the IELTS website – www.ielts.org

IELTS modules in brief

Listening Time: 30 minutes

There are four sections and a total of 40 questions, testing different listening skills. You will hear a variety of recorded texts, including monologues and dialogues. Texts and tasks become more difficult as the test progresses. The recording is played **only once**, but you are allowed time to read the questions beforehand. There is an **extra ten minutes** at the end for you to transfer your answers to the answer sheet.

Academic Reading Time: 60 minutes

There are three reading passages and a total of 40 questions, which test a range of reading skills. Passages come from magazines, journals, books and newspapers, and the topics are of general interest. Texts and tasks become more difficult as the test progresses. There is **no extra time** for transferring your answers to the answer sheet.

Academic Writing Time: 60 minutes

There are two tasks, one of at least 150 words and the other of at least 250 words. In **Task 1**, you have to look at a diagram or data of some kind and present the information in your own words. In **Task 2**, you have to discuss a current issue, present and justify an opinion or analyse and assess a development or problem.

Speaking Time: 11–14 minutes

This interview between the candidate and an examiner has three main parts. In **Part 1**, you are asked general questions about yourself, your home or family, your job or studies, etc. In **Part 2**, you are given a topic and allowed one minute to prepare. You then have to talk on the topic for between one and two minutes. **Part 3** is a discussion of more abstract issues related to the topic in Part 2.

IELTS modules: details

Listening

The first two sections are concerned with social needs. In **Section 1**, you will hear a conversation in a social situation, for example, two friends discussing holiday plans or an interview at an accommodation agency. In **Section 2**, you will hear a monologue on a general subject, for example, a short talk on healthy eating or tourist information.

The last two sections are concerned with educational or training contexts. In **Section 3**, you will hear a conversation between up to four people, for example, a tutorial discussion between tutor and student, or several students discussing an assignment. In **Section 4**, you will hear a

monologue, for example, a lecture or talk of general academic interest.

The recordings may include a range of accents including British, American or Australian English. For this reason, different accents are used on the recordings accompanying this course, and you can also help yourself further by listening to as wide a variety of English as possible, on the radio or television, for example.

QUESTIONS

Questions include multiple choice, short-answer questions, completion and matching tasks, and diagram labelling. Each one requires a specific approach and specific skills, and these are outlined in the **Exam briefing boxes** and **Task approach** sections in the book.

You are allowed an extra ten minutes at the end of the test to transfer your answers onto the answer sheet.

NB Take care when transferring your answers – you will lose marks if you make spelling or grammar mistakes.

MARKING

One mark is awarded for each of the 40 questions, and the result is translated into a score on the IELTS nine-band scale (see page 7).

Reading

The three reading passages contain up to 2,700 words, which means that you will need to read efficiently, using appropriate reading skills for each task, in order to complete the paper in the time allowed. The course includes a varied selection of reading texts, and you can help yourself further by reading from as wide a range of sources as possible, such as newspapers, magazines and journals.

QUESTIONS

Questions include multiple choice, short-answer questions, completion and matching tasks, and Yes/No/Not Given or True/False/Not Given. Each one requires a specific approach and specific skills, and these are outlined in the **Exam briefing boxes** and **Task approach** sections in this book.

You must write your answers on an answer sheet, but there is no extra time for this.

NB Take care when transferring your answers – you will lose marks if you make spelling or grammar mistakes.

MARKING

One mark is awarded for each of the 40 questions, and the result is translated into a score on the IELTS nine-band scale (see page 7).

Writing

There are two tasks. The instructions specify the minimum number of words for each task and also recommend the amount of time you should spend on each one. It's important to follow these guidelines, because Task 2 carries more weight in marking than Task 1, and you will need to give the appropriate time to each part in order to get good marks. Answers must be written on the answer sheet. They must be written in full, not in note form.

Task 1: You are given a diagram or data of some kind and you have to present the information in your own words. For example, you may have to consider a set of statistics and then write a description outlining the key features; you may have to study a diagram of a machine and explain how it works; or you may have to look at a flow chart and describe the main stages in a process.

You have to write at least **150 words** for Task 1 and you are recommended to spend **20 minutes** on it.

Task 2: You are given brief details of an opinion, an argument or a problem, and you have to write an essay in response. For example, you may have to consider an opinion in relation to evidence, or weigh up the pros and cons of an argument before presenting your own view on the matter. You may also have to discuss various aspects of a problem and then outline your ideas for solving it.

You have to write at least **250 words** for Task 2 and you are recommended to spend **40 minutes** on it.

NB You will lose marks if you write less than the required number of words.

MARKING

Scripts are assessed according to the following criteria:

- **Task Achievement (Task 1):** Have you satisfied all the requirements of the task? Have you presented a clear, accurate and relevant description of the information?
- **Task Response (Task 2):** Have you discussed all parts of the task? Have you developed and supported relevant ideas and arguments, and made your position clear?
- **Coherence and Cohesion (Tasks 1 & 2):** Is your writing well-organized? Is there a clear progression of information and ideas? Are sentences and paragraphs logically linked?

- **Lexical Resource (Tasks 1 & 2):** Have you used a good variety of appropriate vocabulary? Is your spelling and word formation reasonably accurate?
- **Grammatical Range and Accuracy (Tasks 1 & 2):** Have you used a good variety of structures? Is your grammar and punctuation reasonably accurate?

The overall result is translated into a score on the IELTS nine-band scale (see right).

Speaking

The interview is in three parts.

Part 1 Introduction and interview (4–5 minutes)

In the first part, the examiner will ask a number of general questions. Be prepared to introduce yourself, to say where you come from and to talk about such topics as your family or home, your country or city, your job or studies, your interests or hobbies.

Part 2 Individual long turn (3–4 minutes)

In this part, you are given a card outlining a particular topic and asked to talk about the topic for one to two minutes. You have one minute to prepare and make notes if you wish. Be prepared to describe people, places or events and to explain their significance to you.

Part 3 Two-way discussion (4–5 minutes)

In the last part, the examiner asks questions linked to the topic in Part 2 and develops a discussion of more abstract issues. Be prepared to listen carefully and respond appropriately, to express opinions and preferences and give reasons.

MARKING

Performance is assessed on the following criteria:

- **Fluency and Coherence:** Do you express ideas and opinions clearly and coherently, without long hesitations?
- **Lexical Resource:** Do you use a wide range of vocabulary?
- **Grammatical Range and Accuracy:** Do you use a wide range of structures and make only a few minor mistakes?
- **Pronunciation:** Are you easy to understand? Do you use English pronunciation features naturally?

The overall result is translated into a score on the IELTS nine-band scale (see right). All scores are reported in whole and half bands.

CEFR	B1	B2	C1	C2
Cambridge ESOL Exams	PET	FCE	CAE	CPE
IELTS	3.5–4.5	5.0–6.0	6.5–7.0	7.5+

THE IELTS NINE-BAND SCALE

Band 9 – Expert User

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8 – Very Good User

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7 – Good User

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6 – Competent User

Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5 – Modest User

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4 – Limited User

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3 – Extremely Limited User

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2 – Intermittent User

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty in understanding spoken and written English.

Band 1 – Non User

Essentially has no ability to use the language beyond possibly a few isolated words.

Band 0 – Did not attempt the test

No assessable information provided.

1 ► Health's 'magic bullet'

magic bullet *n* [C] 1 something that can cure an illness quickly and easily
2 informal something that solves a difficult problem in an easy way: *There's no magic bullet for school reform.* (Longman Exams Dictionary)

In this unit you will practise

- Talking about personal interests; comparing/contrasting
- Skimming, scanning; reading for detail
- Reading and answering global multiple-choice questions; paragraph headings; short-answer questions; True/False /Not Given
- Dealing with unknown vocabulary

Key Language

Grammatical terms

Exam Focus

Speaking: Parts 1–3
Reading skills

Lead-in

- 1 Work with a partner to complete each statement below by choosing a pair of figures A–E from the box.

A 90 : 31	B 120 : 420	C 30 : 1	D 3 : 3	E 5 : 40
-----------	-------------	----------	---------	----------

- 1 The minimum daily amount of physical activity recommended for adults is ... minutes and for children ... hour(s).
- 2 Less than ... per cent of children and ... per cent of adults in the UK achieve this.
- 3 ... per cent of children walked or cycled to school 50 years ago. Only ... per cent do so today.
- 4 It takes about ... months of regular exercise to become fit and ... week(s) of inactivity to lose fitness.
- 5 Watching football for 1 hour burns ... calories, while playing football burns ...



- 2 Check your answers on page 253 and then discuss these questions.

- 1 Do any of the facts surprise you? Which ones, and why?
- 2 Why is exercise good for you? List as many benefits as you can.
- 3 Why are many people inactive nowadays? List as many reasons as you can.

Focus on speaking | Talking about personal interests

▶ EXAM BRIEFING Speaking: introduction

The test has three parts. In Part 1, you answer short questions about familiar topics such as your home or family. In Part 2, you speak for 1–2 minutes on a topic. In Part 3, you have a discussion with the examiner on more general topics related to the subject of your Part 2 talk.

Parts 1 and 2: Interview and long turn



▶ Focus on Academic Skills for IELTS pages 16–17

EXAM TIP: Use fluency markers in the Speaking test to help you 'buy time' before you answer.

Work with a partner. Take turns asking and answering these questions. Before you begin, look at the *Useful language* box below.

What kind of exercise ...

- do you do regularly? (Where and when?)
- do you enjoy least? (Say why.)
- should you do more often? (Say why.)

Useful language

(*Well*) I jog / I go jogging

I swim at the local pool

The thing I (*really*) hate is ...

(*I'm afraid*) I (*just*) can't stand ...

(*Actually*) I ought to walk more

I should play tennis more often

on a regular basis / most days / three times a week, etc.

because I find it so *boring* / *monotonous*, etc.

but I always take the bus because ...

but I'm always making excuses not to play.

Notice the expressions in italics: *Well*, *I'm afraid*, *Actually*, etc. These fluency markers are important to learn and use because they help a speaker to sound more fluent and natural.

Focus on reading | Text types

Texts have different features of style depending on their purpose and the audience they were written for. For example, a newspaper article written for a general audience is likely to have shorter paragraphs, simpler sentence structure and more informal language than a report in an academic journal written for experts.

EXAM TIP: Recognising a text type quickly helps you read more efficiently in the exam.

1 Match each extract A–D to one of the sources below. Compare your answers with another student and discuss which texts you found a) easiest and b) hardest to read and understand, and why.

- | | |
|----------------------|------------------------|
| 1 Newspaper/magazine | 2 Academic journal |
| 3 Advertisement | 4 Online encyclopaedia |

A

Physical exercise is a bodily activity that develops and maintains physical fitness and overall health. It is often practised to strengthen muscles and the cardiovascular system, and to enhance athletic skills. Regular physical exercise boosts the immune system and helps prevent such conditions as heart disease, Type 2 diabetes and obesity. It also improves mental health and helps prevent depression.

B

The present study was conducted among 92 adolescents living in two rural and two urban areas, with particular focus on the availability of walking trails and cycling tracks. Results revealed that both rural and urban adolescents spent more time engaged in sedentary activities such as watching TV/video and playing TV/data games than on regular physical activity. No differences were observed between the two groups with regard to activity patterns. However, the average distance the urban adolescents walked ...

C

After years of studying numerous nutritional and lifestyle factors for lifetime fitness, researchers at the Harvard School of Public Health have come up with a result. It's the single thing that comes close to a magic bullet in terms of strong and universal health benefits.

Quite simply, it is exercise!

D

.....
Have you ever wished that you could work out in the comfort of your own home, without having to go to the gym? With **Leapfrog** you can. **Leapfrog** is the most technologically advanced home sports equipment available. Every product is the result of millions of dollars of university-based research. Engineering excellence and top quality components mean that Leapfrog equipment needs virtually no maintenance, while each product is fully backed by a 5-year warranty.
.....

2 Discuss these questions about the purpose of each extract.

- 1 Which one is designed to make the reader want to do something? (persuasion)
- 2 Which **two** report on the results of research? (evidence and conclusions)
- 3 Which one sets out to explain a particular expression? (definition)
- 4 Which one compares two groups? (comparison and contrast)

The terms in brackets are examples of language functions. For more information see *Academic Style 1*, page 16.

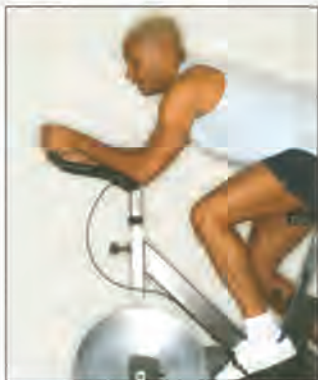
- 3 Which text A–D contains:
- 1 the shortest paragraph?
 - 2 the shortest sentence?
 - 3 two examples of the passive voice?
 - 4 fairly simple sentences with frequent use of the linking word 'and'?
 - 5 a direct question?
 - 6 the most formal vocabulary?
- 4 Look at extract B again and complete the following description of academic English. Delete the incorrect answer in each case.

Academic English is characterised by fairly 1 *formal / informal* grammar and vocabulary. It normally 2 *avoids / includes* colloquial expressions, contractions such as 'isn't' or 'don't' and direct questions. The style is generally 3 *personal / impersonal*, with 4 *few / many* personal pronouns such as 'I' or 'we' and 5 *frequent / infrequent* use of the passive voice. Facts and figures are stated very 6 *precisely / generally*. The organisation is logical and clear.

For more information see *Academic Style 2*, page 36.

Focus on speaking 2 Comparing and contrasting

Part 3: Discussion



- 1 In Part 3 of the Speaking test you may have to compare two things, for example life in your home town and in another place. Study the *Useful language* below, then work in pairs to do the practice tasks that follow.

Useful language

They're both ...

But / On the other hand, ...

The main difference is that X is ... while / whereas Y is ...

Also / Another thing is (that) X is ... er / more ... than Y

- 2 Complete the following dialogue using *Useful language* from the box.

A: Examiner B: Candidate

A: How does using an exercise bike compare with riding a real bike?

B: Well, they're 1 good forms of exercise and you use the same technique on each. 2 there are also some differences.

A: Such as?

B: I think the 3 one is that an exercise bike is static 4 you can actually go somewhere on a real bike! 5 using an exercise bike is safer 6 cycling on the road.

- 3 Discuss these exam topics using the *Useful language* from the box above.

1 How does travelling by plane compare to travelling by train?

2 Which is better: watching a sporting event on TV or attending the event?

3 What is the difference between school and university?

► Focus on Academic Skills
for IELTS pages 28–29

Focus on reading 2 *The walking school bus*

▶ **EXAM BRIEFING** Academic reading tasks

There are three reading passages and your reading skills will be tested through a variety of tasks including **completion, labelling,** and **True/False/Not Given.** The questions are always in the same order as the information in the passage.

- 1 To answer exam questions efficiently, you need to use the right reading skills for each task.

Skimming means reading fairly quickly for a general idea of the kind of writing, the overall topic and the main subject of each paragraph. The global multiple choice and paragraph headings exam tasks below test skimming.

Scanning is also reading fairly quickly but in this case to find a specific fact, such as a name, date or place. The short answers exam task below tests scanning.

Reading for detail means careful study of the text so that you understand exactly what the author is saying. Exam tasks like the True/False/Not Given exam task below test reading for detail.

RECOGNISING TEXT TYPES

- 2 Skim the text opposite, then say whether it's:

- 1 a news item from a local newspaper.
- 2 part of an advertising leaflet.
- 3 an extract from a serious journal or website.
- 4 an entertaining article from a popular newspaper.

INTRODUCING EXAM TASKS

Paragraph headings

- 3 In this task you have to identify the main topic in each paragraph by choosing suitable headings. In the exam, there are more headings than paragraphs but to make this introductory task easier, there are no extra headings. One answer has been given as an example. Begin by underlining one or two key words in each heading i–vii. Then look for matching ideas in the text.

▶ *Focus on Academic Skills*
for IELTS page 34

The reading passage has seven paragraphs, A–G.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, i–vii in the spaces provided.

List of headings

- | | |
|---|------------------------|
| i Benefiting the local environment | 1 Paragraph A ...iv... |
| ii The development of the walking school bus | 2 Paragraph B |
| iii Allowing children to communicate | 3 Paragraph C |
| iv The aim of the walking school bus | 4 Paragraph D |
| v Providing healthy daily exercise | 5 Paragraph E |
| vi How the walking school bus works | 6 Paragraph F |
| vii Playing a part in the community | 7 Paragraph G |

The Walking School Bus

- A** In recent years there has been a significant decline in the number of school children who walk to school each day, compared with previous generations. In an attempt to alter this trend, a healthy and environmentally-conscious movement called the walking school bus has been developed and promoted in some school districts. The main goal is to have students walk to school, under the guidance of adults, and thus enjoy the benefits of physical activity.
- B** On a walking school bus, a 'driver' (adult) calls at specific stops along a set route to collect 'passengers' (children) and they walk together to school. At the end of the school day, all of the walking school bus riders and drivers congregate at a designated school location and begin the walking journey to each passenger's home, simply reversing their earlier route. It has been suggested that, for safety purposes, a driver should be at the front of the 'bus' and a conductor should walk at the rear (Kearns, Collins and Neuwelt, 2003). Families can depend on the consistency of the walking school bus, which operates to a regular timetable, regardless of the weather.
- C** The walking school bus concept originated in 1998 in St Alban's, England, as a result of parental concerns over speeding vehicles and children's safety. The idea spread through Britain and was adopted quickly in Australia, New Zealand and Canada. Because of the social and physical benefits of the walking school bus, the number of such programs has continued to grow in these locations. In the United States, however, walking school bus programs have not caught on as quickly. Hopefully the number of such programs there will multiply as people recognize their numerous advantages.
- D** Perhaps the greatest advantage of the walking school bus is the health benefits of regular physical exercise. With the rise of childhood obesity, this is a significant factor. Studies show that approximately 14 per cent of young people are not physically active (Nelson 2004) while approximately 10 per cent of children aged 2 to 6, and 15 per cent of children aged 6 to 19 in the United States are considered overweight (Ogden, Flegal, Carol and Johnson, 2002). The implementation of the walking school bus may support efforts to reduce these substantial percentages.



- E** The 15 to 20-minute walk each morning and afternoon also provides children with time to socialize before and after their school day. Sarah, a 2nd grader, was asked whether or not she enjoyed 'riding the bus' each morning and afternoon and she responded, "The best part about the bus is that I get to talk to my friends." Having the opportunities to chat with friends was a recurring theme among those children interviewed.
- F** Furthermore, as increasing numbers of children participate in the walking bus program, fewer parents are driving their children to and from school, which improves the quality of the urban environment by reducing traffic congestion and pollution in the area. The school authorities in Auckland, New Zealand, analyzed traffic problems outside an elementary school before and after implementation of the walking bus and it was reported that there were on average 19.5 fewer cars during drop off and pick up times.
- G** Finally, the walking school bus helps create a positive school image in the local community. In addition to providing children with physical exercise, safety and socialization, the image of young learners walking to and from school affects all those who witness it. Members of the entire community enjoy watching 'the bus' go by, and may be reminded of their own personal school experiences. The program is now a feature in many cities and can be seen as part of a broader international movement to encourage childhood health and improve the environment.

Short-answer questions

- 4 These questions require short factual answers such as a date, a place or a name, which you can find by scanning the passage. The instructions tell you the maximum number of words you can use. In this introductory task, you will find one answer in each paragraph, B, C and D.

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

- 1 Who should walk at the back of the walking school bus?
- 2 When did the idea of the walking school bus begin?
- 3 In which country are ten per cent of young children overweight?

True/False/Not Given

▶ EXAM BRIEFING

Academic Reading: True/False/Not Given and Yes/No/Not Given

These are the same as True/False tasks but with an additional option, Not Given, which is used when there is no information in the text. The only difference between the two versions is that True/False/Not Given focuses on facts, while Yes/No/Not Given focuses on the writers' opinion. The questions are always passage order.

- 5 This practice task is based on paragraphs A–C. There are two TRUE answers, two FALSE answers and just one NOT GIVEN. Note: this information is designed to make this introductory task easier. It is not given in the exam.

TASK APPROACH

- Read each statement and underline key words.
- Find the relevant part of the text and study the information carefully.
- Look for expressions which mean the same as words in the statement.
- Only write **True** if the statement exactly matches information in the text.

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 Fewer children walk to school now than in the past.
- 2 The walking school bus does not run when it is raining.
- 3 The idea of the walking school bus comes from the US.
- 4 One of the advantages of the walking school bus is that it doesn't cost any money.
- 5 The walking bus proved popular in Australia.

Global multiple choice

- 6 This task asks you to identify the main topic of the passage. Be careful to choose a topic which applies to the passage as a whole, not just one section.

Choose the correct answer, A, B, C or D.

What is the text about?

- A the history of the walking school bus
- B the benefits of the walking school bus
- C how to set up a walking school bus
- D where walking school bus schemes operate

Focus on vocabulary *Dealing with unknown vocabulary*

EXAM TIP: knowing which words are important to understand is a key exam skill.

► Focus on Academic Skills
for IELTS page 8

KEY LANGUAGE
Grammatical terms
► p. 210, ex. 1

- 1 You can expect to meet unknown words in IELTS reading texts. Some will be important to your understanding but some will not, and can safely be ignored. Read the following advice.

- Study the questions and identify the parts of the text with relevant information.
- Ignore unknown vocabulary in other parts of the text.
- Try to rough guess the meaning of important vocabulary by identifying the **part of speech** and by looking for **clues in the context**.
- Specialised technical terms are often explained in a footnote at the end of the text.

- 2 Underline the word 'originated' in paragraph C of the text. The form and context should tell you that it's a verb in the past tense (-ed), with the general meaning 'began'.

Underline the word 'substantial' in paragraph D. What part of speech is it and what is the general meaning?

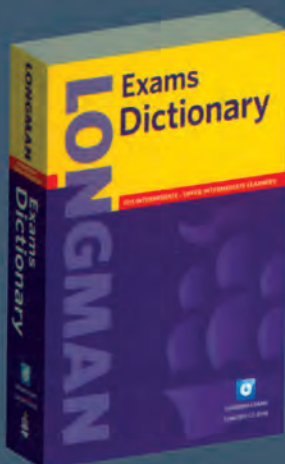
- 3 Work out the meaning of the following words from the Walking School Bus text.

- 1 Find each one and study how it is used in the text.
- 2 Circle the correct part of speech. (The first one has been done for you.)
- 3 Choose a general meaning from the box below.

a) decline (para A)	noun	verb	adjective	adverb
b) alter (A)	noun	verb	adjective	adverb
c) goal (A)	noun	verb	adjective	adverb
d) benefit (A)	noun	verb	adjective	adverb
e) specific (B)	noun	verb	adjective	adverb
f) approximately (D)	noun	verb	adjective	adverb
g) theme (E)	noun	verb	adjective	adverb
h) positive (G)	noun	verb	adjective	adverb

<i>decrease</i>	<i>change</i>	<i>aim</i>	<i>advantage</i>	<i>good or useful</i>
<i>topic</i>	<i>roughly</i>	<i>particular</i>		

The words a)–h) come from the *Academic Word List* (AWL). For more information see page 208.



We recommend the Longman Exams Dictionary to accompany this course



Additional exam practice is available with the interactive iTests on the CD-ROM and online at iTests.com

NEW EDITION

FOCUS ON IELTS

Prepare for IELTS and future academic study

With its increased focus on academic skills, this updated version of Focus on IELTS not only prepares students for the IELTS examination but also equips them with the tools that they need for success once they enter academic life.

- New Critical Thinking and Reflective Learning training helps students become more analytical and effective learners.
- New Academic Vocabulary sections systematically build up students' knowledge of the Academic Word List.
- New Academic Style sections focus on key aspects of academic English, and develop students' ability to achieve the appropriate formal style.
- The Key Language Bank provides a reference tool and extra practice activities to help students build their vocabulary and knowledge of grammar.
- An expanded Writing Practice Bank provides model answers and additional writing practice for both Tasks 1 and 2.

The complete course consists of:

Coursebook with iTests CD-ROM	978-1-4082-4136-3
Class CDs (3)	978-1-4082-3915-5
Teacher's Book	978-1-4082-3917-9
Academic Skills for IELTS with audio CDs	978-1-4082-3914-8

