

...Intermediate



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CAMBRIDGE

# OBJECTIVE

# IELTS

Michael Black  
Wendy Sharp



*Self-study Student's Book*



Cambridge Books for Cambridge Exams ...

# Map of Objective IELTS Intermediate Student's Book

TOPIC		TEST SKILL AC = Academic GT = General Training	TASK TYPE	LANGUAGE FOCUS V = Vocabulary, G = Grammar, P = Pronunciation
Unit 1 Communicate! 8–11 Communication	1.1	Reading (AC / GT) Speaking	True / False / Not given Short-answer questions Part 1	V Paraphrase V Ways of communicating
	1.2	Writing extra (AC / GT) Listening	Spelling errors Note completion	G The passive P Spelling and numbers
Test folder 1 12–13		Reading	Yes / No / Not given	
Unit 2 A healthy diet 14–17 Food and drink	2.1	Listening Speaking	Note completion Part 1	P Weak and strong forms V Adjectives describing food
	2.2	Writing extra (AC / GT) Speaking	Using appropriate language Part 3	G Comparing things or talking about similarities and differences G Adverbs of degree
Writing folder 1 18–19		Academic Writing Task 1	Describing processes	
Unit 3 City attractions 20–23 Leisure in the city	3.1	Speaking Reading (GT)	Part 1 Multiple matching	G Cause, purpose and result
	3.2	Listening	Note completion	V Descriptive adjectives V Adjectives ending in <i>-ing</i> and <i>-ed</i> P Word stress in related words
Test folder 2 24–25		Listening Reading	Matching	
Unit 4 Ways of learning 26–29 Education	4.1	Speaking Listening	Part 3 Multiple choice Multiple choice with multiple answers	V Words used in academic writing
	4.2	Reading (GT)	Reading effectively	G Review of present tenses P Word stress
Writing folder 2 30–31		Academic Writing Task 1	Handling data 1 – line graphs	
Revision Units 1–4 32–33				
Unit 5 Discovering the past 34–37 History	5.1	Reading (AC / GT) Speaking	True / False / Not given Multiple choice Note completion Part 3	V Types of building V Collocations related to research
	5.2	Listening Writing extra (AC)	Labelling Task 1: A description of a place	G Review of past tenses
Test folder 3 38–39		Listening Reading	Sentence and note completion	
Unit 6 What is job satisfaction? 40–43 Work	6.1	Listening	Flow-chart completion Sentence completion Labelling a diagram Table completion Multiple choice	V Work V Collocations with <i>money</i>
	6.2	Writing extra (GT) Speaking	Task 1: Letter of application Part 2	G Past simple or present perfect?
Writing folder 3 44–45		Academic and General Training Writing Task 2	Understanding the question and planning your writing	

TOPIC		TEST SKILL AC = Academic GT = General Training	TASK TYPE	LANGUAGE V = Vocabulary P = Pronunciation
Unit 7 Selling dreams? 46–49 Advertising	7.1	Speaking Reading (AC / GT)	Parts 1 and 3 Multiple choice Headings	V Word formation
	7.2	Listening	Sentence completion Matching	P Sentence stress G Relative clauses V Advertising
Test folder 4 50–51		Reading	Headings	
Unit 8 Time to waste? 52–55 Leisure activities	8.1	Reading (GT) Speaking	Table completion Part 1	G Talking about the future
	8.2	Listening  Speaking	Short-answer questions (lists) Short-answer questions Part 3	P Vowel length V Leisure activities
Writing folder 4 56–57		General Training Task 1	Writing a letter	
Revision Units 5–8 58–59				
Unit 9 Climate change 60–63 The environment	9.1	Reading (AC)	Summary completion	
	9.2	Speaking Listening Writing extra (AC)	Part 3 Note and table completion Task 1: A diagram	G Countable and uncountable nouns V Collocations related to the environment
Test folder 5 64–65		Reading Listening	Summary completion	
Unit 10 A place to work or live in 66–69 Buildings	10.1	Speaking Listening Writing extra (GT)	Part 1 Note completion Task 1: A letter of complaint	P Polite intonation V Phrasal verbs and collocations with <i>house</i> and <i>home</i>
	10.2	Speaking	Part 2	G <i>-ing</i> forms and infinitives 1
Writing folder 5 70–71		Academic Writing Task 1	Handling data 2 – bar and pie charts and tables	
Unit 11 Animal life 72–75 Animals	11.1	Reading (AC)	Multiple choice Multiple choice with multiple answers	V Definitions relating to social organisation
	11.2	Listening	Sentence completion	G Articles V Compound nouns P Diphthongs
Test folder 6 76–77		Listening Reading	Multiple choice with multiple answers Multiple choice	
Unit 12 Sport: just for fun? 78–81 Sport	12.1	Speaking Listening Speaking	Part 1 Table completion Part 3	V Sport V Word formation
	12.2	Reading (AC / GT)	Matching	G <i>Should, had better, ought to</i>
Writing folder 6 82–83		Academic and General Training Task 2	Connecting ideas 1	
Revision Units 9–12 84–85				
Unit 13 Choices 86–89 Making decisions	13.1	Reading (AC)	Locating information Multiple choice	V Collocations with adverbs
	13.2	Listening  Speaking	Multiple choice Note completion Part 3	G Conditionals
Test folder 7 90–91		Reading	Locating information	
Unit 14 The importance of colour 92–95 Colour	14.1	Listening  Writing extra (AC) Speaking	Matching Listening for specific information Task 1: Describing changes Part 3	V Words and phrases related to change P Linking words V Colours V Adjectives describing personality
	14.2	Listening	Short-answer questions	G <i>-ing</i> forms and infinitives 2 V Confused words V Comment adverbs
Writing folder 7 96–97		Academic and General Training Task 2	Making a general statement, giving examples and using comment adverbs	

TOPIC	TEST SKILL	TASK TYPE	LANGUAGE FOCUS
Unit 15 Social interaction 98–101 Understanding other people	15.1	Speaking Reading (AC / GT)	Parts 1 and 3 Summary completion Multiple choice Multiple choice with multiple answers Part 2
	15.2	Speaking Listening	Classification Sentence completion G Talking about possibilities: <i>may</i> and <i>might</i> , <i>must</i> and <i>can't</i> . V Collocations with <i>big</i> , <i>large</i> and <i>great</i>
Test folder 8 102–103	Listening Reading	Classification	
Unit 16 Books, writing and signs 104–107	16.1	Reading (AC / GT)	Classification True / False / Not given
	16.2	Listening Speaking	Form completion Part 2 V Books and writing G Non-finite clauses P Final consonants
Writing folder 8 108–109	Academic and General Training Task 2	Being relevant and avoiding repetition	
Revision Units 13–16 110–111			
Unit 17 The body clock 112–115 Sleep and the body	17.1	Speaking Reading (AC)	Part 1 True / False / Not given Sentence completion V Collocations with <i>time</i>
	17.2	Listening Writing extra (AC)	Multiple choice Short-answer questions Task 2: Considering both sides of the argument G Modal verbs: obligation, lack of obligation and prohibition
Test folder 9 116–117	Speaking	Parts 1, 2 and 3	
Unit 18 The tourist boom 118–121 Travel and tourism	18.1	Speaking Listening	Part 1 Summary completion Table completion Task 1: Comparing and contrasting P Pronouns as objects of phrasal verbs V Collocations related to travel
	18.2	Writing extra (AC) Writing extra (GT) Speaking	Task 1: Letter of complaint Part 2 G Phrasal verbs
Writing folder 9 122–123	Academic and General Training Task 2	Connecting ideas 2 – cause and result	
Unit 19 Transport 124–127 Methods of transportation	19.1	Speaking Listening	Parts 2 and 3 Sentence completion Note completion Labelling a diagram V Transport and driving P Rhythm
	19.2	Speaking Reading (AC / GT)	Part 3 Flow-chart completion Sentence completion G Unreal present and future
Test folder 10 128–129	Listening Reading	Labelling diagrams and maps	
Unit 20 Moving abroad 130–133 Immigration and emigration	20.1	Speaking Reading (AC)	Part 3 Global multiple choice Locating information Flow-chart completion
	20.2	Listening	Note completion Short-answer questions V Phrasal verbs G Position of adverbs
Writing folder 10 134–135		Preparing for the IELTS Academic and General Training Writing Modules	
Revision Units 17–20 136–137			
Grammar folder 138–143			
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## Content of the IELTS Test

Each candidate takes four IELTS test modules, one in each of the four skills, Listening, Reading, Writing and Speaking. All candidates take the same Listening and Speaking Modules. There is a choice between Academic and General Training in the Reading and Writing Modules.

### Listening 40 questions approximately 30 minutes

There are four sections to this part of the test and they are always in the same order. Each section is heard **ONCE** only. During the test, time is given for you to read the questions and write down and check your answers. Ten minutes is allowed at the end of the test for you to transfer your answers from the question paper to an answer sheet.

Section	Format	Task types	Objective Test folder
1 and 2	The first two sections are concerned with social needs. There is a conversation between two speakers, followed by a monologue.	Questions are chosen from the following types: <ul style="list-style-type: none"> <li>● multiple choice</li> <li>● short-answer questions</li> </ul>	TF 6
3 and 4	Sections 3 and 4 are concerned with situations related to educational or training contexts. There is a conversation between up to four people and then a further monologue.	<ul style="list-style-type: none"> <li>● sentence completion</li> <li>● note completion</li> <li>● summary completion</li> <li>● labelling a diagram</li> <li>● table/flow-chart completion</li> <li>● classification</li> <li>● matching</li> </ul>	TF 3 TF 3 TF 5 TF 10 TF 8 TF 2

### Reading 40 questions 60 minutes

There are three reading passages in the Reading Module with a total of 2,000 to 2,750 words (Academic) or 2,000 to 2,500 words (General Training). All answers must be entered on an answer sheet during the test. No extra time is allowed to transfer answers.

Academic	General Training	Task types	Objective Test folder
<p>Texts are taken from magazines, journals, books and newspapers, which have been written for a non-specialist audience. They deal with issues which are interesting and accessible to candidates entering undergraduate or postgraduate courses or seeking professional registration.</p> <p>At least one text contains detailed logical argument. One text may contain non-verbal materials such as diagrams, graphs or illustrations.</p>	<p>Tests are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines.</p> <p>The first section, 'social survival', contains texts relevant to basic linguistic survival in English.</p> <p>The second section, 'training survival', focuses on the training context – either training itself or welfare needs. This section involves a text or texts of more complex language.</p> <p>The third section 'general reading', involves reading longer, more complex texts.</p>	<p>Questions are chosen from the following types:</p> <ul style="list-style-type: none"> <li>● multiple choice</li> <li>● short-answer questions</li> <li>● sentence completion</li> <li>● note completion</li> <li>● summary completion</li> <li>● labelling a diagram</li> <li>● table/flow-chart completion</li> <li>● headings</li> <li>● Yes/No/Not given</li> <li>● True/False/Not given</li> <li>● locating information</li> <li>● classification</li> <li>● matching</li> </ul>	TF 6 TF 3 TF 3 TF 5 TF 10 TF 4 TF 1 TF 1 TF 7 TF 8 TF 2

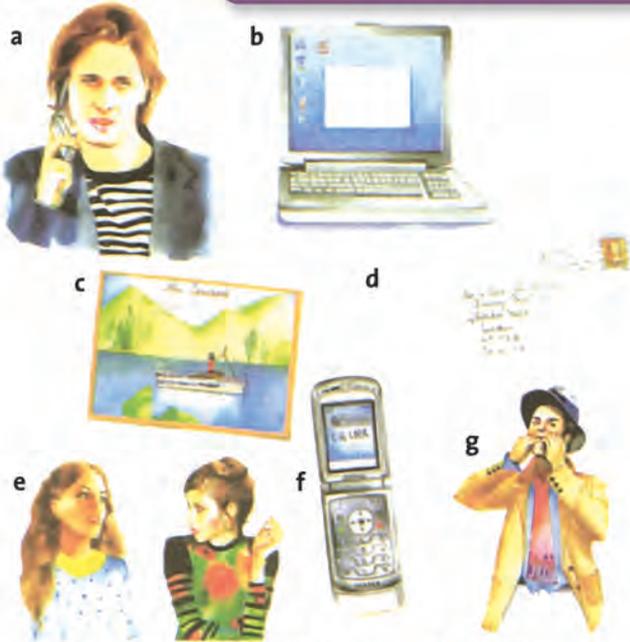
## Writing 2 tasks 60 minutes

Task	Academic	General Training	Objective Test folder
Task 1 allow about 20 minutes for this	Describing graphic data / a diagram  You will be assessed on your ability to: <ul style="list-style-type: none"> <li>organise, present and compare data</li> <li>describe a process</li> <li>describe an object, event or sequence of events</li> <li>explain how something works</li> </ul> You must write at least 150 words.	Writing a letter  You will be assessed on your ability to: <ul style="list-style-type: none"> <li>write a personal or formal letter</li> <li>ask for and provide factual information</li> <li>express needs, wants, likes and dislikes</li> <li>express opinions, complaints</li> </ul> You must write at least 150 words.	Academic and General Training WF 1 WF 2 WF 5 WF 10  General Training WF 4 WF 10
Task 2 allow about 40 minutes for this	Writing an essay  You will be assessed on your ability to: <ul style="list-style-type: none"> <li>present the solution to a problem</li> <li>present and justify an opinion</li> <li>compare and contrast evidence</li> <li>evaluate and challenge ideas</li> </ul> You must write at least 250 words.	Writing an essay  You will be assessed on your ability to: <ul style="list-style-type: none"> <li>provide general factual information</li> <li>outline a problem and present a solution</li> <li>present, evaluate and challenge ideas</li> </ul> You must write at least 250 words.	Academic and General Training WF 3 WF 6 WF 7 WF 8 WF 9 WF 10

## Speaking approximately 11–14 minutes

The Speaking Module consists of an oral interview between you and an examiner.

Part	Format	Timing	Objective Test folder
Part 1 Introduction and interview	The examiner introduces him/herself and asks questions about familiar topics, for example, your home, family, job and interests.	4–5 minutes	TF9
Part 2 Individual long turn	The examiner gives you a card, which contains a topic and some prompts, and asks you to speak for 1–2 minutes on the topic. The examiner asks one or two questions to round off the long turn.	3–4 minutes (including 1 minute preparation time)	TF9
Part 3 Two-way discussion	The examiner invites you to take part in a discussion of a more abstract nature, based on questions thematically linked to the Part 2 topic.	4–5 minutes	TF9



1 The pictures show different methods of communication. With a partner:

- put them in order of how often you use them
- say what you last used them for.

EXAMPLE: *I use text messaging most. I last sent a text message to tell my friend where to meet me.*

## Reading

### Test spot

There is a lot to read in both the General Training and Academic Reading Modules (between 2,000 and 2,750 words) and you only have one hour, so you may need to improve your reading speed. By the end of this course, you should be able to read up to 300 words per minute. Time yourself and use the approximate word count given with this symbol ⌚ to work out your reading speed, dividing the number of words by the time taken. Keep a record, so you can see what progress you are making.

- 2 Read the text opposite as quickly as you can and say where you would find this text. This type of reading is called 'skimming'. We skim a text in order to get a general idea of what it is about. Don't worry too much about words you don't know.
  - ⌚ about 500 words
- 3 Read the text again to find the following information. This is called 'scanning'. We 'scan' a text to search for specific information.
  - 1 the year schoolchildren started learning Silbo Gomero
  - 2 the countries Gomerans went to live in
  - 3 where Silbo Gomero came from originally

## Whistling in La Gomera

An ancient language of whistles that enabled long-distance communication long before the invention of the mobile phone will be saved from extinction on a volcanic island off the west coast of Africa. The island is part of the Canary Islands and is called La Gomera. The language, Silbo Gomero, which sounds like birdsong, was used by the people on the island to communicate up to three kilometres across the deep valleys that radiate from La Gomera's central volcanic peak.

With the opening of the island to tourism and the arrival of the telephone, Silbo Gomero had started to die out. Luckily, the island authorities realised what they were losing before it was too late and, since 1999, Silbo Gomero has been part of the school curriculum for children up to the age of 14. About 3,000 students spend 25 minutes a week learning it, which is enough to understand the basics. The name, Silbo Gomero, comes from the Spanish verb 'silbar' meaning to whistle and 'Gomero' meaning 'coming from the island of La Gomera'.

The language is made up of four vowels and four consonants, which can be whistled to make more than 4,000 words. In the past, children learnt it from their parents but as fewer and fewer adults were teaching their children, it became necessary for the government to take over. According to Eugenio Darias, a teacher of Silbo Gomero and director of the island's Silbo programme, 'There are few really good silbadores, fluent whistlers of the language, so far, but lots of students are learning to use it and understand it. We've been very pleased with the results.'



### Test spot

True / False / Not given tasks test understanding of factual information, questions are always in the order in which the answers occur in the reading passage. It's a good idea to underline the part of the text where you find an answer. This will help you to see if an answer is *Not given*. ... TF 1 (This is a True/False/Not given task. Look at Test folder 1 for more information.)

An important step towards saving the language was the First International Congress of Whistled Languages, which was held in La Gomera in 2003. Silbo-like whistling has been found in parts of Greece, Turkey, China and Mexico, but none is as developed as Silbo Gomero. Research will now be carried out in Venezuela, Cuba and Texas – all places to which Gomerans have traditionally emigrated and where traces of the language still survive.

Dr Francisco Rivero is a researcher at La Laguna University in Santa Cruz de Tenerife. 'Historically, from the earliest settlers up until quite recently, the Silbo Gomero language was the mobile phone of the period. It allowed people to communicate across great distances because its frequency allowed the sound to be transmitted.' Although Silbo probably originated in the Atlas Mountains of North Africa 2,500 years ago, it was adapted to La Gomera by adopting Spanish speech patterns. 'It relies on vowels rather than consonants,' explains Dr Rivero. 'These are whistled at different frequencies, using Spanish grammar. If we spoke English, we'd use an English structure for whistling. It's not just disjointed words – it flows, and you can quite easily have a proper conversation with someone.'

'Silbo Gomero is the most important pre-Hispanic cultural heritage we have. It is unique and has many values – historical, linguistic, anthropological and aesthetic,' says Moises Plasencia, Director of the Canary Islands' Historical Heritage department. Señor Plasencia has begun working to persuade UNESCO to support La Gomera's efforts to save the island's language.

#### 4 Scan the text to do the following task.

Read the article about Silbo Gomero. 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

Example:

0 Silbo Gomero was only used face to face.

Answer: False (The information giving the answer is underlined in the text.)

- 1 Silbo Gomero began to disappear with the introduction of more modern technology.
- 2 Schoolchildren in La Gomera enjoy learning Silbo Gomero.
- 3 Schoolchildren on the island have a 25-minute lesson in Silbo Gomero once a day.
- 4 Eugenio Darias is the best teacher of Silbo Gomero on the island.
- 5 Having an international conference on the island is believed to be a good thing for the future of Silbo Gomero.
- 6 It would be impossible to adapt Silbo to English.

5 In the IELTS Test, the questions often do not repeat words from the text, but say the same thing using different words. This is called *paraphrasing*. It is important to be able to recognise and understand paraphrasing.

Find words or phrases in the text which have the same or similar meaning to the words or phrases below. Use an English–English dictionary to check your answers. The relevant paragraph number is given in brackets.

- |                                      |  |
|--------------------------------------|--|
| 1 the summit or top (1)              | 6 immigrants (5)                               |
| 2 to begin to disappear (2)          | 7 came from (5)                                |
| 3 the essentials or fundamentals (2) | 8 was changed to suit different conditions (5) |
| 4 consists of (3)                    | 9 depends on (5)                               |
| 5 some evidence of (4)               | 10 not well connected (5)                      |

## Speaking Part 1

### Test spot

The first part of the Speaking Module takes about four to five minutes. It is the same whether you do the General Training or the Academic Module. You will be asked general questions about yourself, your home and family, your job or studies or your interests. ... TF 9

6 With a partner, ask and answer these questions. Make sure you don't just say *Yes* or *No*. Always expand your answer.

- 1 Do you have a large or small family?
- 2 Who do you talk to most in your family? Why?
- 3 What problems do you have when you talk to someone in a second language?

4 Read this article about the history of the mobile phone. Decide if the verbs need to be active or passive and put them in the right form.

### Grammar The passive

1 The passive is very important in academic writing. It is often used in newspaper reports, in formal notices and in technical writing about processes in science and engineering. (See WF1 for how the passive is used in Academic Writing Task 1.)

Look at the sentences below. Which do you think is more impersonal and formal?

- a The Congress was held in La Gomera in 2003. (passive)
  - b Some people held the Congress in La Gomera in 2003. (active)
- 2 The passive is formed by using tenses of **be + past participle**, or **modal verb + be + past participle**. Look at these examples from the reading passage in 1.1.

(Silbo Gomero) ... **will be saved** from extinction  
future simple passive

(The island) ... **is called** La Gomera  
present simple passive

(Silbo Gomero) ... **was used** by the people on the island  
past simple passive

(Silbo Gomero) ... **can be whistled**  
modal passive

Silbo-like whistling **has been found** in parts of Greece  
present perfect simple passive

Underline the other examples of the passive in the reading passage.

**G** ... page 138 (This means: Look in the Grammar folder on page 138 for more information.)

3 The passive is often used when the person responsible for the action (the agent) is either not known or is not important. If we do want to mention a person, then we use **by**.

With a partner, talk about the following inventions, which are all to do with communication.

EXAMPLE: *I think the telephone was invented in ... by ...*

1 The telephone	1966	Henry Mill
2 The World Wide Web	1951	Chester Carlson
3 The photocopier	1876	Tim Berners-Lee
4 The fax machine	1714	Xerox
5 The typewriter	1994	Alexander Graham Bell



Motorola designer Rudy Kropp with DynaTAC portable cellular phone prototypes, 1983

The first public telephone call on a portable radiotelephone 1 (make) ..... on April 3rd, 1973 by Martin Cooper, one of a team of engineers in Motorola's Communications Systems Division. Previously, people could only phone someone from a building or a car. Martin Cooper says, 'As I 2 (walk) ..... down the street talking on the phone, New Yorkers 3 (look) ..... amazed at the sight of someone actually moving around while making a phone call.'

The phone that Cooper 4 (use) ..... looked like a large brick. In 1983 the 28-ounce 'DynaTAC' phone, the world's first commercial handheld cellular phone, 5 (introduce) ..... by Motorola. Each phone 6 (cost) ..... the consumer \$3,500. Today there 7 (be) ..... more mobile subscribers than landline phone subscribers in the world, and mobiles 8 (weigh) ..... very little and 9 (can buy) ..... for as little as \$35.

Mobile phones today 10 (use) ..... to send photos and receive e-mails as well as for making phone calls and text messaging. In the future, who knows what else mobile phones 11 (use) ..... for? Certainly, most people 12 (not seem) ..... able to leave home without one.

5 Complete these sentences using the verb in brackets in the right form of the passive.

EXAMPLE: My phone (make) ..... **was made** ..... in the USA.

- 1 It (think) ..... that more text messages (send) ..... by girls than boys.
- 2 Bill Gates (say) ..... to be the richest man in the world today.

- 3 One mobile phone (steal) ..... every three minutes in the UK.
- 4 Mobile phones (should / switch off) ..... in the cinema.
- 5 Yesterday, Helen (tell) ..... to switch her phone off during lectures.
- 6 When mobile phones (first design) ..... , security was a big issue.
- 7 Text messaging (often use) ..... because it is cheaper than phoning.
- 8 I (just call) ..... by an old friend I haven't seen for ages.
- 9 Mobiles (carry) ..... by virtually everyone in the near future.
- 10 The photos (take) ..... at the party last night using Alex's mobile.

**OBJECTIVE IELTS IS CORPUS-INFORMED**

A corpus is a very large collection of texts held on computer, which can be sorted and searched electronically. To make sure that *Objective IELTS* focuses on useful language and deals with typical areas of learner error, the authors have consulted both the *Cambridge Academic Corpus* and the *Cambridge Learner Corpus*. The latter corpus contains over 20 million words of Cambridge ESOL examination scripts, including many IELTS answers.

**Writing extra**

6 The *Cambridge Learner Corpus* shows that the following are common spelling errors made by IELTS candidates. Correct each word.

- |                |              |
|----------------|--------------|
| 1 government   | 6 wich       |
| 2 contries     | 7 shoud      |
| 3 becose       | 8 enviroment |
| 4 advertisment | 9 through    |
| 5 acheive      | 10 begining  |

**Pronunciation Spelling and numbers**

- 7 You may be asked to write letters or numbers in the IELTS Test. Spell out the names of the people below. Then listen to the recording to check your pronunciation.
  - 1 JOHANNES GUTENBERG (inventor of the Gutenberg printing press)
  - 2 THOMAS EDISON (inventor of the phonograph)
  - 3 VLADIMIR KOSMA ZWORYKIN (inventor, television camera)
  - 4 WILLIAM CAXTON (printer of the first book in English)
  - 5 PHILO T. FARNSWORTH (inventor, television)
  - 6 Q (inventor in James Bond films)

- 8 Now listen and write down the number you hear – they will be dates, telephone numbers, amounts of money, etc.
- 9 Work with a partner. You should each write down three dates or numbers which are important to you. They could be birthdays, house numbers, telephone numbers, etc. Tell your partner why they are important to you.

EXAMPLE: 29th December. This date is important to me because it's my birthday.

**Listening**

**Test spot**

In Part 1 of the Listening Module you will hear a dialogue. Two of the tasks you may be asked to do are completing a form and completing sentences. Before you listen, make sure you read the task carefully to get a general idea of what sort of information is required. You must spell correctly and make sure you don't write more words than you are told to. **You will only hear the recording once in the test.**

10 Look at the task below. There are some notes with some information missing. Before you listen, decide, with a partner, what sort of information is missing.



Example:	Answer:
Name of shop:	Computer Solutions

Printers available to use in: 1 ..... and .....

Price range: from 2 £..... to £.....

Name of printer recommended: 3 TRION .....

Shop open: until 4 ..... on Saturdays

Address of shop: 15 5 ..... , Hollowridge.

Location of shop: 6 .....

Nearest car park: behind the 7 .....

Method of payment: 8 .....

Ask to see: Jack 9 .....

Location of printers: 10 ..... floor

Now, listen to the conversation between a student and someone who sells computers and complete the notes. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

# Test folder 1

## Yes / No / Not given and True / False / Not given

(Academic Reading and General Training Reading Modules only)

You will be given some sentences which relate to the reading passage. The sentences follow the order of the passage.

You must decide whether each sentence agrees with the text or contradicts it, or whether there is not enough information in the passage for you to decide.

*Yes / No / Not given* is used to test your understanding of the writer's opinions. *True / False / Not given* is used to test your understanding of factual information.

### Advice

- Skim the whole passage before you start working on any of the tasks. Then read the instructions, so that you know what you need to do. They are not always phrased in the same way.
- Read the first statement. It may help to underline key words.
- Look through the passage to find the relevant information, and think carefully about what it means. Underline the part of the text that contains the answer. Decide if the statement agrees with or contradicts the passage or is *Not given*. Remember you must base your answer on what is in the passage, not on your own knowledge or what you think is likely to be true. *Not given* means that there isn't enough information in the passage to decide if the statement is *True* or *False* (or *Yes* or *No*).
- Continue with the other statements in turn. If you can't find the relevant part of the passage, it probably means that the statement is *Not given*.
- Always give an answer – you won't lose any marks if it's wrong. If you're not sure, choose *Not given*.

This passage is similar to those in the Academic Reading Module and Section 3 of the General Training Reading Module, but it is only about 600 words. (See *Content of the IELTS Test* on pages 6–7 for the length of reading passages in the Test.)



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# The Function of Language

The question 'Why do we use language?' hardly seems to need an answer. But our everyday familiarity with speech and writing can make it difficult to realise how complex the skills are that we have learned. This is particularly so when we try to define the range of functions to which language can be put.

'To communicate our ideas' is the answer that most of us would give to the question – and, indeed, this must surely be the most widely recognized function of language. Whenever we tell people about ourselves or our circumstances, or ask for information about other people and their circumstances, we are using language in order to exchange facts and opinions. It is the kind of language which is found in any spoken or written interaction where people wish to learn from each other. But it would be wrong to think of it as the *only* way in which we use language. There are several other functions where the communication of ideas is irrelevant.

### Emotional expression

Mr X carefully leans his walking stick against a wall, but it falls over. He tries again, and it falls a second time. He shouts at the walking stick. How should we classify this function of language? It cannot be 'communication of ideas', for there is no one else in the room.

Here we have one of the commonest uses of language – a means of getting rid of our nervous energy when we are under stress. This type of language can be used whether or not we are alone. Swear words are probably the commonest signals to be used in this way, especially when we are angry. But there are also many words that we use to express positive feelings, such as affection, or a reaction to beautiful art or scenery.

The most common linguistic expressions of emotion consist of conventional words or phrases (such as 'Gosh', 'My') and the semi-linguistic noises often called interjections (such as 'Wow' and 'Ouch').

## Social interaction



Mrs P sneezes violently. Mrs Q says, 'Bless you!' Mrs P says, 'Thank you.' Again, this hardly seems to be a case of language being used to communicate ideas, but rather to maintain a comfortable relationship between people. No factual content is involved. Similarly, the use of such phrases as 'Good morning' or 'Pleased to meet you', and conventional exchanges about health or the weather, do not 'communicate ideas' in the usual sense.

Phrases of this type often state the obvious (e.g. 'It's a lovely day') or have no content at all (e.g. 'Hello'). They are used to maintain a friendly relationship between people, arising out of the basic human need to signal such an attitude. If someone does not say these sentences when they are expected to, their absence may be interpreted as a sign of distance or even danger.

These illustrations apply to English and to many European languages. But cultures vary greatly in the topics which they permit in this type of social interaction. The weather is not as universal a conversation-filler as English people might like to think! Other topics are used to serve the same purpose, and some cultures avoid this type of language and prefer silence.

### The power of sound

In many situations the only apparent reason for a use of language is the enjoyment that the users or listeners gain from the sounds, and this applies to all age groups. Many children's rhymes are of this type, as are the lyrics of popular songs, and the voices of individuals singing in the kitchen or the bath.

Do the following statements reflect the claims of the writer in the reading passage?

Write

**YES** if the statement reflects the claims of the writer

**NO** if the statement contradicts the claims of the writer

**NOT GIVEN** if it is impossible to say what the writer thinks about this

Example:

Answer:

Using a language involves complicated skills. **YES**  
(But our everyday familiarity with speech and writing can make it difficult to realise how complex the skills are that we have learned)

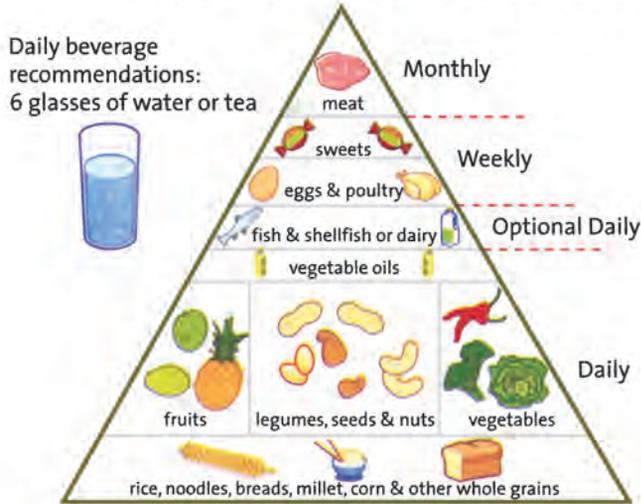
- 1 Most people are aware that a major function of language is to communicate ideas.
- 2 We communicate ideas every time we use language.
- 3 The communication of ideas involves at least two people.
- 4 We are becoming more aware of how language is used for emotional expression.
- 5 Interjections are similar in all languages.
- 6 Phrases like *Good morning* can be used to express a range of feelings.
- 7 The weather is used as a standard topic of social communication in all languages.
- 8 Some types of sounds can give pleasure to both adults and children.

# A healthy diet

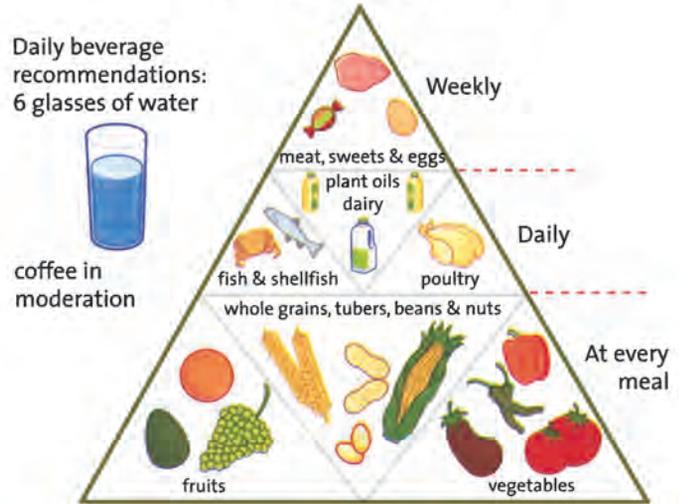
1 Compare the two diets below.

- What are the staple foods of each diet?
- What differences and similarities are there between the two diets?
- Are there some foods which are better for you than others?
- Which foods contain mainly
  - a carbohydrate?    b protein?    c fat?

THE TRADITIONAL HEALTHY ASIAN DIET PYRAMID



THE TRADITIONAL HEALTHY LATIN AMERICAN DIET PYRAMID



## Listening

### Test spot

In Part 2 of the Listening Module you will hear one person talking about something of general interest. There is usually more than one type of question. You will often need to listen for specific information – that is dates, times, names, important words.

Always read through the questions very carefully before you listen, to get an idea of what you are listening for.

You will hear a lot of information, but you don't need to understand it all. You should always look ahead to the next question so that you don't miss hearing the answer to a question.

Write the exact words that you hear, but don't write more than the maximum number of words. You will only hear each section once in the IELTS Test. TF 3

2 You are going to listen to someone talking about two websites. Look at the questions below and, with a partner, decide what type of information you are going to listen for.

**Websites about Food**

The History of Rice

Rice first grown: 1 ..... years ago

Amount of rice produced every year: 2 over ..... tonnes

Number of calories in one serving of rice: 3 ..... calories

Three things you can make from rice: drinks, glue and 4 .....

Yokohama Noodle Museum

Date museum opened: 5 .....

Day museum closed: 6 .....

Souvenir shop: on 7 ..... floor old 8 ..... shown on TV

Number of noodle shops in the theme park: 9 .....

Journey time by train from Tokyo: 10 .....

 Listen to the recording and complete the notes. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

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Student's Book

Self-study Student's Book

Workbook

Workbook with Answers

Teacher's Book

Audio cassette set

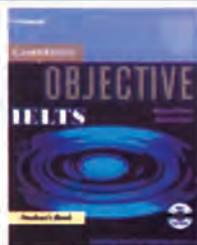
Audio CD set

#### CAMBRIDGE LEARNER CORPUS

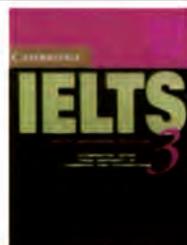
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[www.cambridge.org/corpus](http://www.cambridge.org/corpus)



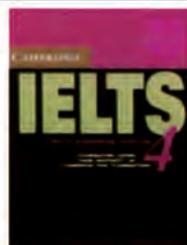
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