



**RAHNAMA**  
P R E S S

@RAHNAMAPRESS  
WWW.RAHNAMAPRESS.COM

# Ready for IELTS

2nd Edition

**Student's Book Pack**  
with Answers

**Sam McCarter**



+ eBook and access to the Student's Resource Centre



# Contents Map

Unit	Listening	Reading	Writing
<b>1</b> We are all friends now Page 6	Section 1: Note completion	Choosing suitable section headings from a list Sentence completion Identification of information in the text – <i>True/False/Not Given</i>	Task 1: Describing a list Verbs of movement Analysing main trends and purpose
<b>2</b> Technology – now and then Page 18	Section 2: Multiple-choice Matching	Identification of information in the text – <i>True/False/Not Given</i> Classification Multiple-choice	Task 2: Discussing both views and giving own opinion
<b>3</b> Thrill seekers Page 30	Section 3: Note completion Table completion	Matching information Identification of information in the text – <i>True/False/Not Given</i> Multiple-choice	Task 1: Describing a table Analysing and comparing data
<b>Ready for Listening</b> Page 42			
<b>4</b> Global issues and opportunities Page 48	Section 4: Note completion Multiple-choice	Summary completion Identification of writer's views/claims – <i>Yes/No/Not Given</i>	Task 2: Suggesting causes and solutions Developing a topic sentence
<b>5</b> The future Page 60	Section 1: Note completion Table completion	Summary completion Multiple-choice Short-answer questions	Task 1: Describing a pie chart
<b>6</b> The fruits of nature Page 72	Section 2: Multiple-choice Labelling a map Sentence completion	Matching information Identification of information in the text – <i>True/False/Not Given</i> Flow-chart completion	Task 1: Describing a process Describing sequences
<b>Ready for Reading</b> Page 84			
<b>7</b> The world of work and education Page 92	Section 3: Multiple-choice Sentence completion Short-answer question	Matching information Matching names Multiple-choice	Task 2: Comparing advantages and disadvantages
<b>8</b> Mapping the world Page 104	Section 4: Note completion	Matching sentence endings Table completion Multiple-choice	Task 1: Describing changes in maps
<b>9</b> What is beauty? Page 116	Section 3: Sentence completion Matching information	Sentence completion Classification Matching information to paragraphs	Task 2: Describing effects and consequences
<b>Ready for Writing</b> Page 128			
<b>10</b> Is it art? Page 140	Section 2: Selecting items from a list Multiple-choice Sentence completion	Summary completion Labelling a diagram	Task 2: Discussing an opinion about a statement
<b>11</b> The family and society Page 152	Section 1: Note completion	Sentence completion Matching information to paragraphs Selecting items from a list	Task 2: Agreeing or disagreeing with a statement Discussing views, causes, solutions Concession
<b>12</b> Travelling around the world Page 164	Section 2: Multiple-choice Sentence completion	Summary completion Identification of information in the text – <i>True/False/Not Given</i> Short-answer questions	Task 2: Developing ideas
<b>Ready for Speaking</b> Page 176			
<b>13</b> The importance of infrastructure Page 182	Section 3: Multiple-choice Multiple-choice Multiple-choice	Matching headings Identification of writer's views/claims <i>Yes/No/Not Given</i> Multiple-choice	Task 1: Describing tables
<b>14</b> Money and well-being Page 194	Section 4: Multiple-choice Note completion	Matching information Matching names Multiple-choice	Task 1: Describing charts
<b>Additional material</b> Page 206	<b>Wordlist</b> Page 211	<b>Grammar reference</b> Page 219	<b>Listening scripts</b> Page 227

Speaking	Language focus	Vocabulary
Part 2: Describing a person	1 Likes and dislikes 2 Present simple, present continuous and past simple	Describing people
Part 2: Describing an electronic device	1 Past simple and present perfect 2 Habit in the past Adverbs of frequency	Verbs of cause and effect Word building: Evaluating adjectives
1 Part 1: Discussing sport 2 Part 3: Discussing physical activity and the benefits of sport	1 Adjectives with prepositions 2 Comparison	Sports Word building: Adjectives ending in <i>-ing/-ed</i>
1 Part 1: Discussing food and manufactured goods 2 Part 3: Discussing world problems	Countable and uncountable nouns	1 General nouns 2 Developing ideas
Part 3: Discussing the future	Ways of looking at the future	1 Adjective/Noun collocations Word building: Forming adjectives from nouns 2 Verbs of prediction
Part 2: Describing a place of natural beauty	Transitive and intransitive verbs	1 Lifecycles and processes 2 Conservation
1 Part 3: Discussing goals and career 2 Part 2: Describing a job/an achievement	Conditionals 1	1 Work 2 Collocations
1 Part 1: Describing a neighbourhood 2 Part 2: Social interaction with neighbours	Referring in a text	Nouns relating to places
1 Part 2: Describing a building or monument 2 Part 3: Discussing buildings and traditions	Modal verbs for evaluating	Beauty Word building: Prefixes <i>under-</i> and <i>over-</i>
1 Part 3: Discussing the arts 2 Part 2: Describing an art form	Defining and non-defining relative clauses	Art
Part 2: Describing friendship, relationship, period of your life, membership	Conditionals 2	The family Word building: Suffixes <i>-hood</i> and <i>-ship</i>
1 Part 1: Discussing travel 2 Part 2: Describing a journey	Articles	Adjectives with multiple meanings Word building: Words related to memory
1 Part 2: Describing a street or square 2 Part 3: Discussing transport systems	Concession and developing ideas	Nouns related to systems Word building: Modal verbs to adjectives
Part 3: Discussing well-being and money	Substitution and ellipsis	Money matters Word building: Values and beliefs

# Introduction

Welcome to *Ready for IELTS*, a course which is designed to help you prepare for the IELTS Academic exam.

The book aims to help students progress from a global IELTS band score of 5 to a band score of 6.5/7. Students with a minimum score of 4/5 in any aspect of the exam can also use this book to help them achieve a global band score up to 6.5/7. For example, to achieve a global band score of 5 candidates need minimum scores of 4, 5, 5, 5, in any order, in the four modules of Listening, Academic Reading, Academic Writing and Speaking. For a global band score of 7 candidates need 6, 7, 7, 7, again in any order.

The book contains a wide range of activities aimed at improving your English and developing the language and skills you need to improve your band score. As well as providing thorough practice in reading, writing, listening and speaking, each unit of *Ready for IELTS* includes one or more *Language focus* sections, which analyse the main grammar areas that are required for the exam, together with *Vocabulary* and *Word building* sections.

Throughout the book, the following boxes help you when performing the different tasks:

- **What to expect in the exam:** these contain useful information on a particular type of task in the exam.
- **How to go about it:** these give advice and guidelines on how to deal with different types of tasks and specific questions.
- **Don't forget!:** these provide a reminder of important points to bear in mind when answering a particular type of question.
- **Useful expressions:** these contain extra words, phrases and parts of sentences to help you complete exercises.

Further information and advice is included in the four supplementary *Ready for ...* units, one for each of the four parts of the exam. These are found at regular intervals in the book and can be used at appropriate moments during the course.

Each unit contains a two-page *Review* of the language covered in the unit. As you revise for the IELTS examination, you can use the *Review* pages as a quick revision guide along with the *Wordlists* and *Grammar reference* at the back of the book. Also as you progress through the course, you may want to refer back to the *Review* sections.

The *Grammar reference* contains detailed explanations of the grammar areas in the 14 units, while the extensive *Wordlist* is based on the vocabulary in each unit.

In each unit, there is practice in:

- one section of the Listening test
- a Reading Passage test using full-length passages
- either Task 1 or Task 2 of the Academic Writing test
- one or more of the parts of the Speaking test.

Each section of the Listening test is covered in turn throughout the book, so there is the equivalent of three-and-a-half full listening tests in the main units, with an additional example of each section in the *Ready for Listening* section.

## Overview of the examination

The academic version of the IELTS examination consists of four tests: Listening, Academic Reading, Academic Writing and Speaking. For more information and advice on each section of the test, see the appropriate *Ready for ...* unit, as well as the relevant sections in the main units.

## IELTS Listening approximately 30 minutes

The Listening test has 40 questions and lasts approximately 30 minutes. You hear each section once only and you answer the questions in the question booklet as you listen. At the end of the test, you have ten minutes to transfer your answers to an answer sheet.

<b>Section 1</b>	A conversation between two people. The topic is usually of a social nature.
<b>Section 2</b>	A monologue or conversation between two people. The topic is usually of a social nature.
<b>Section 3</b>	A conversation involving up to four people. The situation and topic are related to education and training.
<b>Section 4</b>	A monologue. The context is related to education and training. Sometimes, there may be someone asking questions to a speaker.

## Question types

- Classification
- Labelling a diagram/plan/map
- Matching
- Multiple-choice
- Note/form/summary/table/flow-chart completion
- Selecting items from a list
- Sentence completion
- Short-answer questions

The difficulty of the questions increases as the test progresses.

## IELTS Academic Reading 1 hour

In the Academic Reading test, there are three passages, which are from various sources like books, journals, magazines and newspapers. The passages do not require specialist knowledge for you to understand them, and at least one of them contains a detailed logical argument.

### Question types

- Choosing suitable paragraph/section headings from a list
- Classification
- Completing sentences with the correct endings
- Identification of information using 'True/False/Not Given' statements
- Identification of the writer's claims and views using 'Yes/No/Not Given' statements
- Labelling a diagram
- Matching information to paragraphs/names to statements
- Multiple-choice
- Note/flow-chart/table completion
- Selecting items from a list
- Sentence completion
- Short-answer questions
- Summary completion – with and without wordlists

## IELTS Academic Writing 1 hour

The Academic Writing test lasts one hour and there are two tasks. You are advised to spend 20 minutes on Task 1 and asked to write at least 150 words.

For Task 2, you are advised to spend 40 minutes and asked to write at least 250 words.

Task	Task type
1	Candidates are asked to describe data, presented as a graph, chart or table, or a diagram, such as a map or process, using their own words.
2	Candidates are given a question containing a point of view, argument or problem.

The rubrics in Writing Task 2 follow a range of patterns, including:

*Discuss both these views and give your own opinion.*

*Discuss the advantages and disadvantages of...*

*Do you think this is a positive or negative development?*

*To what extent do you agree or disagree (with this opinion)?*

*What do you consider to be the major influence?*

*What do you think are the main causes of this problem/development? What effective measures can be taken to tackle (the situation/problem/issue)?*

*What do you think are the main causes of this problem/development? What are the effects of (the situation/problem/issue)?*

## IELTS Speaking 11–14 minutes

The IELTS Speaking test lasts between 11 and 14 minutes and consists of three parts. The test is recorded. Sometimes there is a video recording of the Speaking test.

The first two parts of the Speaking test are of a personal nature and the last part deals with abstract concepts/ideas.

Part	Task type
1	Candidates are asked questions about topics such as their family, job/studies or interests, and a wide range of other topics that students are familiar with. Part 1 lasts four to five minutes and includes an introduction of yourself to the examiner.
2	Candidates talk about a topic on a Task Card with prompts for one to two minutes. You are given one minute to think about the topic and make notes on a sheet of paper.
3	Candidates have a discussion with the examiner linked to the topic in Part 2. Part 3 lasts four to five minutes.

# 1

## We are all friends now

### Vocabulary: Describing people

1  Work in pairs. Describe what is happening in each of the photographs. Then discuss the questions below.



- Do the photographs give you any clues about the personalities of the people in them?
- Which, if any, of the people would you like to be friends with? Why?

- 2 Match the people in each photograph with one or more of the adjectives below. Give at least one reason for each choice.

**Example:**

*The woman in picture 3 looks very conscientious because she seems to be working late.*

artistic	supportive	adventurous	talkative	reliable	patient
ambitious	sparty	creative	considerate	conscientious	helpful

- 3 For nouns **1–8** below, decide whether the adjective ends in: *-al, -ed, -ent, -able, -ing, -ful* or *-ous*. There may be more than one possible answer.

1 talent	3 care	5 confidence	7 knowledge
2 humour	4 generosity	6 sociability	8 punctuality

- 4 Work in pairs. Each of the items **1–8** below describe people. Match each item to an adjective from exercise 3 above.

- My grandfather tells jokes all the time and makes us all laugh.
- He knows a great deal about many subjects, including science, geography and history.
- My sister plays the piano exceptionally well. I hope to be as good as her one day.
- She's never late for any appointments, and hates it when people aren't on time.
- Olga knows she is very good at her job and always takes the lead in business meetings.
- She gives a lot of money away to charities and to people who need it.
- When Mary was younger, she devoted her time to looking after seriously ill people.
- She loves being around people all the time, meeting and making friends.

- 5  Think of a friend who has one or more of the qualities above. With a partner, describe the friend by explaining the qualities they have.
- 6  How would you describe yourself? Write down three adjectives and show the words to your partner. Ask each other about them.

**Listening**

Section 1

- What numbers and letters do you find difficult to understand? Write them down and then give them to a partner. Ask him/her to dictate the letters and numbers to you in any order, for example, *f-p-t-f-g-j-l-m-f-b-d*. Write down the letters you hear.
- Which numbers do you find difficult to understand? Write down five sets of numbers, for example, *6633, 6363, 3663, 677 331, 3553*. Give them to a partner and ask him/her to dictate the numbers to you slowly and then quickly in any order. Write down the numbers you hear.
- You can use the questions in the test to predict the content of the conversation. Work in pairs and ask each other questions like:  
Do you think the conversation is about singing classes only/adults or children?

- 4 For **Questions 1–10** predict which of the following is needed: a noun, noun phrase, adjective or adverb.

### How to go about it

- Read the instructions carefully and note word limits.
- Underline the words in the questions that show you that the answer is about to be given. Try to predict the answers.
- If the answer can be (a) word(s) or a number, read the question to check which is required.

### What to expect in the exam

- In IELTS Listening Section 1, you listen to a conversation between two people once only. At the beginning of the recording, you are told what the conversation is about and you hear an example.
- You are given time to look at the questions before you begin and also again in the middle of the recording. At the end of each section, you have time to check your answers.

## 01 SECTION 1 Questions 1–10

### Questions 1–6

Complete the notes below.

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

### Drama classes

#### Example

Performing arts classes with: acting, singing and dancing

#### Weekdays

Ages 7–11: from **1** ..... to 6.30 pm Tuesday

Ages 12–15: **2** ..... to 6 pm on Wednesday

Ages 16 and above: 6–8 pm on **3** .....

#### Weekends

10 am–1 pm for those **4** ..... and over

#### School holidays

**5** ..... for those 16 and under in August

#### Performances

Each class: at least **6** ..... per year in the summer

### Questions 7–10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

#### Personal details

Joining fee **7** £ ..... yearly per person

Name: Maggie Campbell

Address: 133 **8** ..... Drive

Postcode: **9** .....

Contact number: **10** .....

- 5  What kinds of classes have you done or do you like doing? Give reasons and examples.

## Language focus 1: Likes and dislikes

- 1 In the conversation in the Listening, Maggie says what her children like:

*They love acting, singing and dancing.*

and what she'd like:

*I'd like my children ... to join the drama classes.*

Why does she use *love + verb + -ing* in the first sentence?

- G** Read more about likes and dislikes in the Grammar reference on page 219.
- 2  Work in pairs. For 1–7 below, decide which sentences are correct.
- Gabriella likes swimming a lot.
  - John likes to get there on time. He doesn't like lateness.
  - Would you like joining our study group?
  - Why did you hate playing football as a child?
  - Does he dislike travelling by aeroplane?
  - My grandparents loved looking after us as kids.
  - As Joseph is independent, he enjoys to do things alone.
- 3 For sentences 1–9 below, put the verb in brackets into the correct form. More than one answer may be correct.
- Most of my friends dislike (play) computer games.
  - I'd like (live) near the sea as the air is fresh.
  - Certain animals hate (be) around people.
  - He likes (keep) the garden tidy, even though it takes time.
  - He enjoys (take) long walks on his own along the coast.

- As she is so punctual, she likes other people (be) on time.
  - Sarah loves (socialise) with other people rather than (stay) at home alone.
  - He can't stand (play) sport.
  - Wouldn't you prefer (see) this film at the cinema?
- 4 Rewrite sentences 1–7 below using the words in brackets. Do not change the meaning.
- The idea of living in the country appeals to me. (I'd like)
  - Nowadays people don't seem to take any pleasure in doing certain sports. (dislike)
  - I get a lot of pleasure from playing tennis. (like)
  - She gets enormous enjoyment from shopping. (enjoy)
  - He expects honesty in people he knows. (like)
  - She wants to see the film on DVD at home, not at the cinema. (would prefer)
  - He really likes to mingle with people at parties. (love)
- 5  Work in pairs. Ask your partner about one way of communicating with friends that they like and one way that they don't like. Use the questions below and ask for reasons and examples.
- Why do you like/dislike ... ?*  
*Why don't you like ... ?*
- 6  Are the ways of communicating talked about by your partner popular in your country? Is the popularity of these means of communicating increasing or decreasing? Why?

## Speaking

Part 2

- 1  Work in pairs. Look at the photographs below. Choose at least two adjectives to describe the adults. Use the wordlist on page 211 to help you.



- 2 Decide which person on page 9 appeals to you most. Look at the adjectives: the person and make notes for the following:
- what kind of person they are generally
  - why they appeal to you
  - what they did when they were younger
  - what activities are they doing now.

- 3 Use your notes to tell your partner about the person.

### How to go about it

- Use the time given to make notes. Write them in the order of the prompts.
- Glance at the notes and develop your ideas as you speak.
- Try to use words like *for example ...*, *when/if ...*, *because ...* and *so ...*.
- If you are asked to talk about a person, name and try to think of the person and the reasons for talking about them.
- Remember the last prompt (explain why) requires more detail.

### What to expect in the exam

- There are three parts in IELTS Speaking test. In Part 2, you are given a Task Card with prompts about a topic, e.g. a person, event, place, object, film, something that happened or you would like to happen, etc.
- You are given one minute to think about what to say and to make notes.
- You then have one to two minutes to talk about the topic.

- 4 Look at the following Part 2 Task Card. Decide which tense you are going to use for each part of the topic.

#### Describe a person you would like to be similar to.

You should say:

- who this person is
  - what this person does
  - what qualities this person has
- and explain why you would like to be similar to this person.

- 5 Spend one minute making brief notes.

#### Example:

- *uncle* • *teacher* • *generosity, calmness* • *wise, helpful, funny*

- 6 Work in pairs. Take turns talking about the topic, using your notes to guide you. You should speak for up to two minutes. If possible, time each other.

### Reading

Questions 1–13

### What to expect in the exam

- The IELTS Reading test has three Reading Passages and 40 questions: two passages with 13 questions and one with 14.
- You should spend about 20 minutes on each passage.



- 1 You are going to read a passage with three sets of questions. Read the title and decide what it means. Predict what methods for staying in touch you are likely to find in the passage.
- 2 How important is it to make friends at a new college or university? Why? Do you think students are able to keep in contact more with their family and friends nowadays compared to the past? Give reasons and examples.

- 3 **1** Skim the Reading Passage and all the questions as quickly as you can. With partner, use the questions as a guide to discuss what the passage is about. Also discuss whether your predictions in exercise 1 above were correct.

### How to go about it

- Read the title and skim the passage in two minutes to get an overall idea of the content.
- Analyse the headings quickly. Underline the general nouns. These occur towards the beginning of each heading. If there are no nouns, think of one that relates to the heading.
- Think about where in the passage you could find paragraphs with these types of headings.
- Look at the example to help with the context.
- Ask questions about the headings, e.g. Are headings i and iv connected?
- You will not need to use all of the headings.
- When you have finished, always check the sequence of the headings makes sense.

### READING PASSAGE

You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage.

#### Questions 1–6

The Reading Passage has seven paragraphs, **A–G**.

Choose the correct heading for paragraphs **B–G** from the list of headings below.

List of Headings		Example	Answer
i	a comparison of male and female use of commercial venues	Paragraph A	v
ii	how various media affect the frequency of contact between friends	1 Paragraph B	
iii	the ranking of the most popular communication methods	2 Paragraph C	
iv	the reasons why teenagers like using commercial venues	3 Paragraph D	
v	the popularity of internet friends	4 Paragraph E	
vi	the importance of regular contact with friends met online	5 Paragraph F	
vii	the popularity of neighbourhoods	6 Paragraph G	
viii	the impact of mobile devices on contact between friends		
ix	alternative means of communication cited by teens		

### **How teens hang out and stay in touch with their closest friends: a study of the attitudes of US teenagers aged 13 to 17**

- A** The way young people are making friends around the world is changing. A US survey asked teens to focus on all of the ways in which they spend time and interact — both digitally and in person — with the friend who is closest to them. Many teens say they 'hang out' with their closest friend in online settings, such as social media sites or through gaming websites. More than half of teens hang out with their closest friend online on a regular basis, which is similar to the share of teens who spend time with close friends at someone's house. Teenage boys are especially likely to spend time online with close friends, as 62% do so regularly, compared with 48% of teen girls.
- B** Many of those who have met a friend online say they spend time with their closest friend on a regular basis online, which is somewhat higher than the 41% of teens who have not met a friend online. While this does not necessarily mean that a teen's best friend is an online friend, it does suggest a certain comfort with interacting with friends and peers in an online space for this group of teens.
- C** Neighborhoods also are a popular place for teens to connect with one another — 42% of teens spend time around a neighborhood with their closest friend. Boys are more likely than girls to spend time with their closest friend in a neighborhood. Nearly half of teenage boys say this is where they regularly spend time with their closest friend, compared with 36% of girls.
- D** About a third of teen girls spend time with their closest friend at a coffee shop or shopping centre. Roughly one-quarter of teens regularly spend time with their best friend at these places. Girls are twice as likely as boys to hang out in these locations:

30% of teen girls regularly spend time with their closest friend there, compared with only 16% of boys.

- E** Frequent contact with closest friends is facilitated by mobile devices and social media. Teens today have more ways to stay in touch with friends than ever before. Beyond daily interactions at school, teens are increasingly connected by smartphones, social media, gaming, and the internet. These new avenues of communication broaden what it even means to be 'friends', changing how teens connect and how they share with one another.
- F** Mobile devices help facilitate frequent connections between close friends. Teens who have mobile internet access — whether through a phone, tablet or other mobile device — are significantly more likely than those without this kind of access to be in frequent touch with their closest friend. A full 60% of these teen mobile internet users are in touch daily with their closest friend (including 42% who make contact many times a day). This compares with 47% of those without mobile internet access who communicate daily with their closest friend, including 27% who do so many times a day. Focusing in on

smartphone users, teens who to a smartphone also are likely to be in daily touch with their closest friend. Some 62% of teens with smartphone access are in touch with their closest friend daily, and 45% are in touch multiple times a day.

- G** Phone-based methods are overall the most popular ways that teens communicate with their closest friends. Looking at the overall picture, texting comes out on top. Some 80% of teens say they use this as one of the three most common ways they get in touch. But phone calls — a technology from the analogue era — are the second most popular method overall, with 69% of teens citing it as one of their choices. This is followed closely by the 66% of teens who say social media is in their top three preferences, while just 21% of teens noted gaming in any of their choices. Other communication methods, such as video sharing, blogging and discussion sites were cited by 10% of teens or less. Some 21% of teens, however, said 'something else' to any of the three most common ways they get in touch with their closest friend. Write-in answers reveal that some teens use video chatting, such as the popular iPhone service FaceTime, to get in touch with one another, as well as email.

### Questions 7–10

Complete the sentences below.

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

- 7** The majority of teenagers spend time with their closest online friend on a .....
- 8** The best friend of a teenager is ..... someone online.
- 9** Almost ..... of male teenagers spend time with their best friend in a neighbourhood.
- 10** New communication devices ..... the meaning of what a friend is.

### Questions 11–13

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

- 11** The use of social media and mobile devices among teenagers has little impact on their contact with their closest friend.
- 12** Social media are used by teenagers to exchange photographs.
- 13** Teenagers also use video-based communication to contact friends.

- 4** Do you think electronic devices, such as smartphones, and social media improve the quality of friendships? Why/Why not?

## Language focus 2: Present simple, present continuous and past simple

1 Scan the Reading Passage on page 11–12 to find the following:

- 1 ... while just 21% of teens noted gaming in any of their choices.
- 2 The way young people are making friends around the world is changing.
- 3 Mobile devices help facilitate frequent connections between close friends.

2 In each of the sentences above, underline the main verbs and decide whether the present simple, present continuous or past simple tense is used.

3 Match the tenses in exercise 2 with an appropriate explanation a–d.

- a these events/actions occur routinely and repeatedly
- b an action which is still going on and is not finished yet
- c the event occurred in the past at a definite time
- d this is always true, like a fact or a state

 Read more about the tenses in the Grammar reference on page 219.

4 Complete sentences 1–6 by putting the verb in brackets into the present simple, present continuous or past simple.

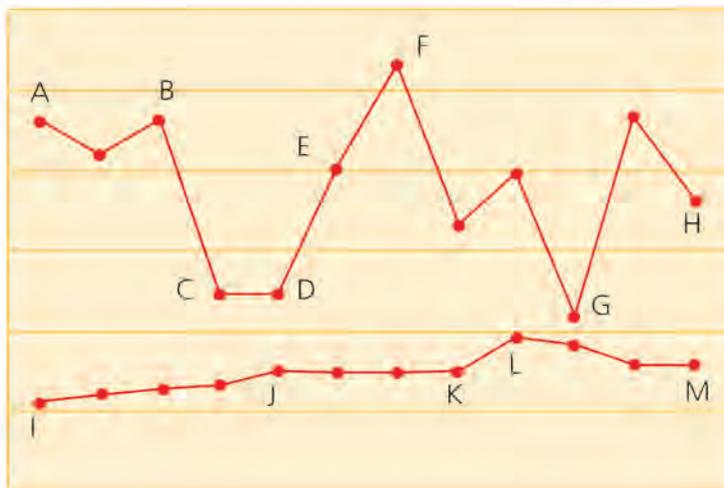
- 1 A mentor (help) new students integrate into university life.
  - 2 Fewer older people (participate) in social networking compared to now.
  - 3 The research (affect) the way the new students were helped on their arrival at the university.
  - 4 When I was young, my parents (influence) my attitude to education enormously.
  - 5 Researchers (recruit) students for academic research now.
  - 6 Each time I go on the internet, I (feel) that the amount of information is overwhelming.
- 5  Choose three verbs you changed in exercise 4. For each verb, write a sentence about yourself. With a partner, take turns talking about your sentences.

### Writing

Task 1

### Verbs of movement

1 Work in pairs. Look at the graph. Match parts 1–10 with the verbs a–j.



- |        |                              |
|--------|------------------------------|
| 1 A–B  | a hit a low                  |
| 2 B–C  | b fell and then levelled off |
| 3 B–D  | c remained flat              |
| 4 D–F  | d plummeted                  |
| 5 F    | e rose gradually             |
| 6 F–H  | f declined steadily          |
| 7 G    | g soared                     |
| 8 I–J  | h <i>dipped</i>              |
| 9 J–K  | i fluctuated                 |
| 10 L–M | j hit a peak                 |

2 For sentences 1–10 below, use the verbs in exercise 1 to replace the underlined text.

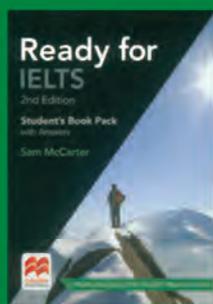
- 1 The price of laptops dropped and this was followed by a period of stability.
- 2 Numbers reached a high in the year 2009.
- 3 The amount of money spent fell slightly and then quickly recovered.
- 4 Visitor numbers to the website plunged in the first quarter of the year.
- 5 Book purchases increased steadily over the year.
- 6 The number of students applying to the university stabilised over the decade.
- 7 Attendance at the conference decreased gradually over the last five years.
- 8 The growth rate was erratic during the previous year.
- 9 Member numbers reached their lowest point in March.
- 10 Car sales rocketed over the period.

# Ready for IELTS 2nd Edition

*Ready for IELTS* is an extensive course for students preparing for the IELTS Academic exam. It helps students progress from a global IELTS band score of 5.0 to a band score of 7.0.

- Systematic training and detailed analysis of all task types
- Strong IELTS-relevant language syllabus, including a new Accuracy for IELTS section
- 14 topic-based units, each practising one part of every paper
- Full answer key, including model answers for Writing Tasks
- New and updated content

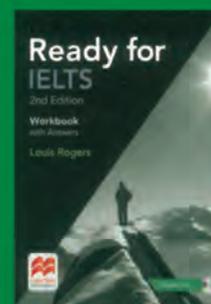
## For students



Student's Book and eBook  
Digital Student's Book

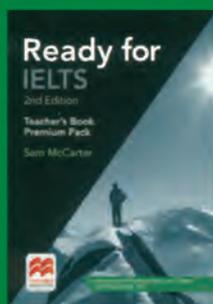


Student's Resource Centre  
with class audio



Workbook

## For teachers



Teacher's Book



Teacher's Resource Centre with  
class audio  
Digital Student's Book  
eBook



Presentation Kit

COMMON EUROPEAN FRAMEWORK

A1 A2 B1 **B2** C1 C2

[www.macmillanenglish.com/exams](http://www.macmillanenglish.com/exams)



### System requirements for online components

**Windows** 7, 8, 8.1, 10: CPU Speed (equivalent): Any 2 GHz dual core processor. **Browser:** IE 10, 11 / Firefox / Chrome\* / Opera (\*Chrome recommended). **Apple Macintosh** OS 10.7, 10.8, 10.9, 10.10, 10.11: CPU Speed (equivalent): Any 2 GHz dual core processor. **Browser:** Safari 7, 8, 9. Internet connection required. **RAM:** 1GB (32-bit), 2GB (64-bit). **Display:** 1024 x 768 pixels, 32-bit colour, Audio sound card. While the online components may work for other browsers, we encourage using the browsers specified in the system requirements. **For customer support and more information on system requirements, please go to [help.macmillan.com](http://help.macmillan.com)**

ISBN 978-1-786-32862-5

