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MINDSET

FOR IELTS

STUDENT'S
BOOK

1

WITH
Testbank
AND ONLINE MODULES

An Official Cambridge IELTS Course



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MEET THE AUTHORS

With a thorough understanding of the essential skills required to succeed in the IELTS test, let our team of experts guide you on your IELTS journey.



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Greg Archer is an experienced, DELTA-qualified teacher and teacher trainer who began teaching *IELTS* at International House in London, where he trained and qualified as an *IELTS* Examiner in both Writing and Speaking. After moving to Cambridge in 2013, he has been working at an international college, at various times managing the English Language department, developing appropriate courses to run alongside A Level and GCSE study, and primarily teaching *IELTS* and English for Academic Purposes classes to students whose ambition is to enter a UK or English-speaking university.



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The *Mindset for IELTS* authors have extensive experience teaching in the UK and globally. They have helped prepare students for the *IELTS* test from all over the world, including:

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Peter has worked in the TESOL and applied linguistics fields for 13 years. His previous experience includes writing and consultancy work with various publishers, two sessions as Director of Studies for language schools in the UK, over six years' experience in the Korean EFL context, and teaching and supervision experience at the University of Cambridge. He is currently an Assistant Professor at the Centre for Applied English Studies (CAES), University of Hong Kong, where he is the coordinator of the MA Applied Linguistics (MAAL) and the MA TESOL. He is currently co-teaching the 'Second Language Acquisition' module for both programs. He has worked on *IELTS* test preparation, publishing and materials development for over 10 years, with 4 years of experience as a qualified *IELTS* Examiner.



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Natasha has been involved in the ELT industry for 15 years – as a teacher, Director of Studies, Examiner and an Examinations Officer. She started teaching *IELTS* in 2006, when she worked on a University Pathway and Foundation Programme for a language school in Cambridge. More recently, as a Director of Studies and an Examinations Officer, she was responsible for giving guidance to students and teachers on how the *IELTS* test works and how best to prepare for it.



Jishan Uddin

Jishan has been an EFL teacher since 2001. He has taught on a range of courses in the UK and Spain, including general English, exam preparation and English for Academic Purposes (EAP) courses and is currently an EAP lecturer and academic module leader at King's College, London. He has extensive experience teaching *IELTS* preparation classes to students from around the world, particularly China, the Middle East and Kazakhstan. He also has experience in designing resources for language skills development as well as exam preparation and administration.



Susan Hutchison

Susan Hutchison has been an ESOL teacher and examiner for more than 30 years. She has taught overseas in Italy, Hungary and Russia. She now lives and works in Edinburgh, Scotland as an ESOL teacher in an independent school for girls. She has co-authored a number of course books, preparation and practice materials for both Cambridge English Language Assessment and *IELTS*. She has also developed online and interactive *IELTS* practice materials for the British Council.



Marc Loewenthal

Marc has been teaching for 35 years, mostly in the UK but also abroad in Greece, Russia, Middle East, Indonesia and Pakistan. He has taught in the public sector since 1990, mostly in further education and adult education, and more recently on pre-sessional EAP university courses. He has been a Speaking and Writing Examiner for over 25 years and has expert knowledge of *IELTS* requirements for university admission.

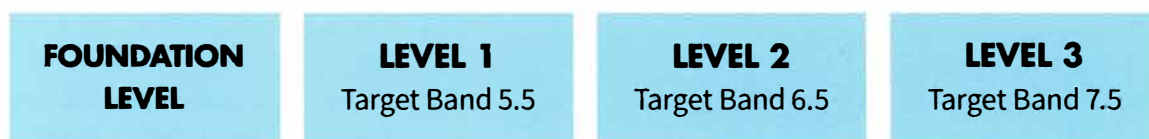


Claire Wijayatilake

Claire has been teaching English since 1988. She spent much of her career in Sri Lanka, including 16 years at British Council, Colombo. She became an *IELTS* Examiner in 1990 and examined regularly in Colombo and Malé, Maldives for almost 20 years. She worked as the *IELTS* Examiner Trainer for Sri Lanka, recruiting, training and monitoring examiners. She then moved into training and school leadership, serving as Teacher Trainer and Principal at various international schools. She returned to the UK in 2013 and worked for Middlesex University, where she started her materials writing career. She is currently a Visiting Lecturer at Westminster University, which allows her time to write. She has a PhD in Applied Linguistics and English Language Teaching from the University of Warwick.

HOW DOES MINDSET FOR IELTS WORK?

AVAILABLE AT FOUR LEVELS



CORE MATERIAL

- Student's Book (print and digital).
- Online skills modules for Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

ADDITIONAL MATERIAL

- Customised online modules for specific L1 groups that focus on areas where help is most needed, informed by the Cambridge English Learner Corpus.
- Academic Study Skills online module that prepares students for the challenges of studying a university-level course taught in English.

TAILORED TO SUIT YOUR NEEDS

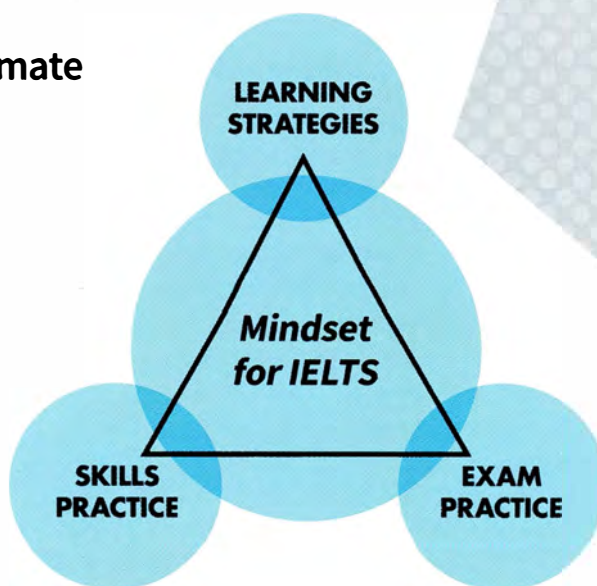
Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.

GIVES TEACHERS CHOICE

- Course design means teachers can focus on either the skills or the topics that their students need the most help with.






CUSTOMISATION

- Online modules can be used in the classroom as extension work or as extra practice at home, allowing the teacher to customise the length and focus of the course.
- Additional online modules designed for specific L1 learners can be incorporated into the course.



COURSE CONFIGURATIONS

The *Mindset for IELTS* course comprises 5 key components:

 <p>CORE TOPICS & SKILLS</p>	<p>Student's Book (print and digital) 8 topic-based units, organised by skill, provide 60-90 hours of teaching per level (levels 1, 2 and 3)</p>
 <p>ONLINE SKILLS MODULES</p>	<p>8 hours of practice per skill, per level:</p> <ul style="list-style-type: none"> • Speaking • Writing • Reading • Listening • Grammar and Vocabulary
 <p>ACADEMIC STUDY SKILLS</p>	<p>6 hours of practice to get ready for the challenges of studying a university-level course taught in English</p>
 <p>LANGUAGE SPECIFIC AND PLUS MODULES</p>	<p>6 hours of practice per module:</p> <ul style="list-style-type: none"> • Pronunciation and Speaking for Chinese speakers • Spelling and Writing for Chinese speakers • Spelling and Vocabulary for Arabic speakers • Writing for Arabic speakers • Speaking Plus • Writing Plus
 <p>ONLINE PRACTICE TESTS Testbank</p>	<p>Access to Cambridge English authentic IELTS Academic practice tests online</p>

01 SKILLS MODULES

8 hours of practice per skill, including Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

RECEPTIVE SKILLS

Focus on sub-skill

PRINT

Reading
Listening

ONLINE

Different topic

PRODUCTIVE SKILLS

Focus on active production

PRINT

Writing
Speaking

ONLINE

Same topic

02 LANGUAGE SPECIFIC MODULES

Extra practice for areas that need the most work, informed by the Cambridge Learner Corpus.*

ARABIC

- Spelling and Vocabulary
- Writing

CHINESE

- Pronunciation and Speaking
- Spelling and Writing

Plus modules focus on common areas of weakness and are suitable for all first languages.

PLUS

- Speaking
- Writing

*Currently the same module is used for Level 1 and Level 2.

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- respond to sentence completion questions
- skim read a text
- recognise paraphrase
- practise using the present simple and past simple.

LEAD-IN

01 Tell your partner about the house or apartment you live in.

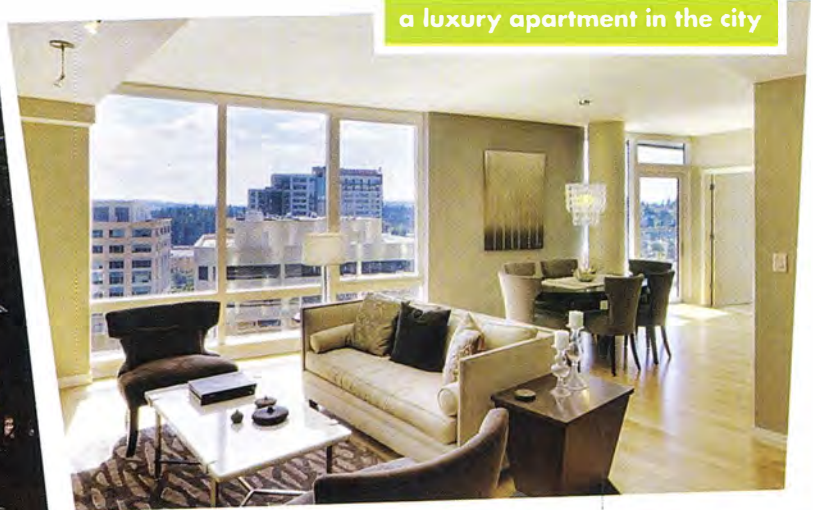
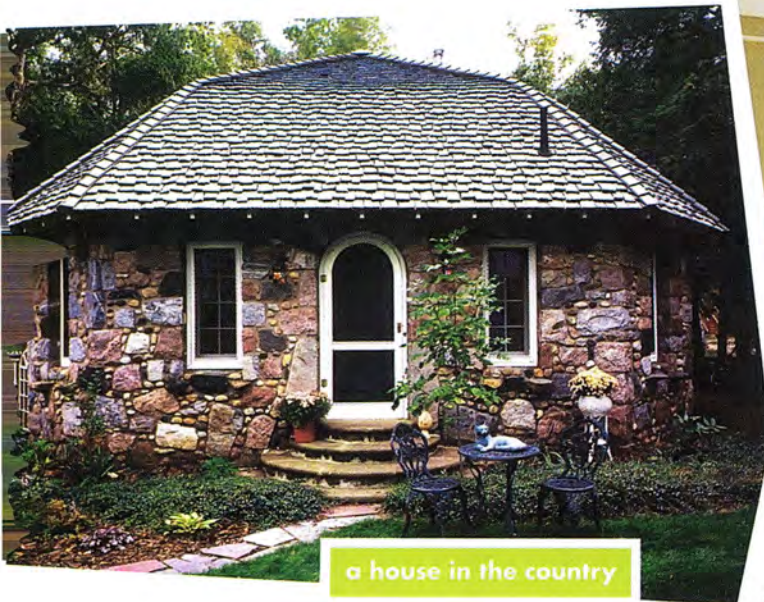
Is it big or

How many bedrooms

Is it old or

Does it have a

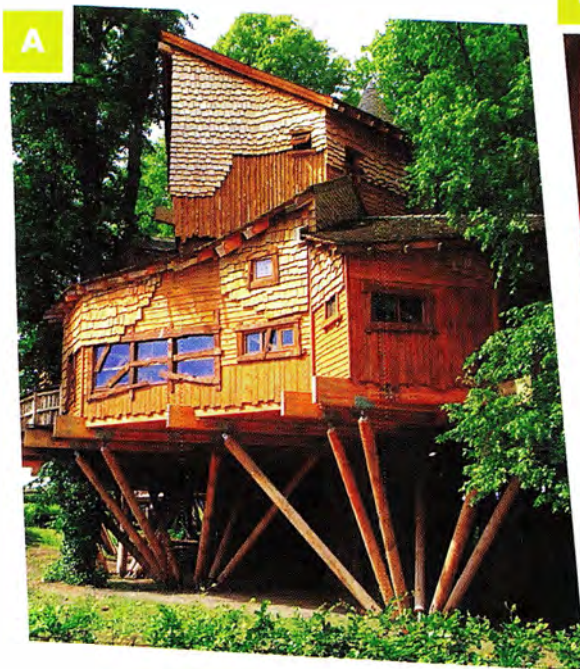
02 What kind of house would you like to live in?



03 Find these in the pictures on this page.

igloo treehouse houseboat shipping container homes

Which ones would you like to live in?



SKIMMING AND SCANNING A TEXT

The skills of skimming and scanning are very important in the Reading test.

Skimming is reading the passage quickly to get an idea of what it is about.

Scanning is also reading the passage quickly, but this time looking for particular information in the text, for example, the answer to a question.

- Before you look at the questions, read through the passage quickly. Don't spend more than a minute on this.
- *Skim* over (don't spend time on) words like *the, they, our, through*.
- Notice the 'content' words, such as nouns and verbs, to get an idea of what the passage is about.
- Read the questions.
- *Scan* the passage for the answers. Let your eyes move quickly over the text until you see one of the key words from the question, or words that have a similar meaning.
- Read that part of the passage carefully until you find the answer.

04 ▶ What is the passage about? Read it in ONE minute and choose one of the options.

- a Life in different cities around the world
- b Unusual places to live or stay around the world
- c The type of houses and flats most people live in

05 ▶ Read the passage again to find the words from the box in exercise 3 as quickly as you can.

06 ▶ Which of the two activities you have just done practised scanning? Which practised skimming?

AMAZING HOMES

Most people live in a house or a flat. When they go on holiday they stay in a hotel or a guest house. But some places where you can live or stay are a bit different.

- A** One unusual place to live is a houseboat. Amsterdam in Holland is famous for its houseboats – there are about 2,500 of them. They have everything that a normal house has: a living room, bedroom, kitchen, bathroom and even sometimes a terrace on the roof. They are cheaper than houses and people who live on houseboats enjoy being close to nature. Some houseboats can be moved to other parts of the river, while others are permanently in one place.
- B** In Tokyo, Japan, there is a see-through house. It is like a normal Japanese house but all the walls are made of glass. There is plenty of daylight but no privacy. Architect Sou Fujimoto designed it for a couple to make their home. He based his ideas on early man living in trees. It wouldn't suit everyone but the couple who live there love the feeling of being surrounded by the natural world.
- C** All around the world, people live in homes made from shipping containers. Some use only one container, while others are made from several containers joined together. One house in Chile was built from 12 containers. They are cheap to buy and eco-friendly. They can also be placed in the garden or drive as guest rooms, studies or utility rooms.
- D** In Germany, you can stay in a one-metre-square house, the smallest house in the world, called the House NA. Van Bo Le-Mentzel, a refugee from Laos, built it to draw attention to the world housing shortage. It is a wooden structure on wheels and weighs 40 kg. It has a locking door and a window. You can turn it onto its side when you want to lie down. Franz from Munich spent the night in one recently 'just to see what it was like'. He found it a bit uncomfortable!
- E** For an unusual holiday you can stay in an igloo, a house made of ice. These can be found in several countries including Sweden, Norway and Finland. They are built new every winter. Jenny and Callum, visitors from Australia, told us, 'We slept in an igloo last night. It's so cold here – minus 5 degrees centigrade. We used reindeer skins to keep warm!'
- F** Another couple, Shaun and Rachel from Manchester, enjoyed a recent holiday in a treehouse in Sussex, England. They said, 'It was right up in the trees and had everything we needed, even wifi! It had a small kitchen and we did our own cooking. It was the perfect place to get away from our busy lives.'

UNDERSTANDING PARAPHRASE



In the Reading paper, it is very important to be able to understand paraphrase (when the same idea is given using different words). The words used in the questions won't be exactly the same as the ones in the passage.

07

Match these words and phrases from the text (1–6) with their paraphrases (a–f).

- | | |
|-----------------------------------|-------------------------------|
| 1 houseboats | a not being watched by others |
| 2 permanently | b not feeling pleasant |
| 3 privacy | c homes on the water |
| 4 surrounded by the natural world | d Nordic countries |
| 5 uncomfortable | e forever, always |
| 6 Sweden, Norway and Finland | f having nature all around |

08

Choose the best paraphrase for these sentences from the text.

- The treehouse had everything we needed.
A We needed some more things for our stay in the treehouse.
B The treehouse was very well equipped.
C We need everything for the treehouse.
- Some houseboats can be moved to other parts of the river.
A Not all houseboats are permanently fixed in one place.
B Only some parts of the river have houseboats.
C You can move to a houseboat in another part of the river.
- One house in Chile was built from 12 containers.
A There are 12 houses in Chile made from containers.
B 12 containers were used to make one house.
C You need 12 containers to make a house in Chile.



SENTENCE COMPLETION



In this task type you will have to complete a sentence with up to three words (or two words and/or a number) taken from the passage. The instructions will tell you how many words you are allowed to use.

Look at this example: *Houseboat occupants like living* _____.

This is a paraphrase of the following sentence from the passage:

People who live on houseboats enjoy being close to nature.

Because you have to use words from the passage in your answer, the answer is *close to nature*.

09 Follow the steps in the box opposite and complete the sentences. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

- The two people who live in the transparent house love it, but it wouldn't _____.
- The designer of the smallest house hopes to _____ to the lack of houses all over the world.
- People who stay in igloos sometimes protect themselves from the cold by making use of _____.
- People who have _____ would find a holiday in a treehouse ideal.

GRAMMAR FOCUS: PAST SIMPLE AND PRESENT SIMPLE

10 Answer these questions about the *Amazing homes* passage.

- Which tenses does the passage use?
 - present tenses
 - past tenses
 - both present and past tenses
- Which tenses are used:
 - to describe the houses?
 - to describe habit or things that are always true?
 - to describe people's experiences on holidays?
 - to talk about designing or building the house?

TIP 10

As part of your first quick look at the passage, identify whether it is written mainly in the past, present or future, and if the tense changes. This may help you understand the passage.

11 Choose the correct verb, present simple or past simple.

- Most people in China **live** / **lived** in flats.
- In the UK most houses **have** / **had** gardens.
- In 2010, my parents **move** / **moved** to Australia.
- Nowadays Sarah usually **spends** / **spent** her holidays in cities.
- In the past she **prefers** / **preferred** beach holidays.

12 Complete the sentences with the correct form of the verb in brackets.

- Farid now _____ (**share**) a flat with some other students.
- Last year he _____ (**live**) at home with his parents.
- Once I _____ (**stay**) on a campsite next to a lake in Italy.
- My flat _____ (**have**) two balconies.
- In 2014 we _____ (**move**) into our new house.



How to do sentence completion questions

- Underline key words from the sentence (*houseboat occupants*, in the above example).
- Scan the text for the key words or words that mean something similar (*people who live on houseboats* has a similar meaning to *houseboat occupants*).
- Read the sentences near the key words carefully – *like living* means the same as *enjoy being*.
- Find the words that seem to fit the sentence.
- Check that the meaning of the sentence matches the meaning of the text.
- Check the grammar of the completed sentence.
- Check if the word(s) should be singular or plural.
- Check that you have used the correct number of words.

HOME FROM HOME

I remember feeling the first time I left home that I would never be able to feel at home anywhere but in my home. No other place would have my mum and dad, my annoying little brother and my cat, Tilly. Nowhere would smell like my home – my mum’s roast chicken in the oven and the salty, seaweed smell that drifted in from the nearby beach. The sound of seagulls squawking was the sound of home. Nowhere else would I feel comfortable enough to put my feet up under me and gaze into the log fire dreaming of the future.

I was 15 when I first went away from home on a school trip to Germany. My friends were going too, but we would all stay with different families. I was nervous about this. I knew the home I was going to would not be as comfortable as mine, the family would not be as kind, and who knew what the German food would be like? I knew I would spend three weeks, homesick and sad, missing my family back home.

We arrived in Germany late at night after a long journey by coach and boat. I was tired and hungry. We went into the school hall, where the host families were waiting to meet us. I wondered which one would be mine. Would they give me dinner at this time and would I be able to eat the unfamiliar food? Suddenly I heard my name called and the name of my exchange partner, Brigitte Schmitt. A pretty, blonde girl stepped forward, smiling widely. Behind her stood her parents, a pleasant-looking couple who were also smiling. They held out their hands and said, 'Willkommen in Deutschland. Welcome to Germany.'

I spent three happy weeks with the Schmitt family. Brigitte had an elder brother, Hendrik, and a younger sister, Lisa. They had two cats, Ping and Pong, who sat on my lap as I looked into the fire in the evenings. The whole family were kind and welcoming. My room was cosy and warm and looked out onto a forest. The fresh clean smell of the trees and of apples baking in the oven became familiar and comforting, like the smells of home. I learnt in those three weeks that you can feel at home anywhere that people are kind to you.

Later that year, Brigitte came to stay with me in the UK. I gave her my room and moved in with my brother. I cleared space for her clothes and put fresh flowers in a vase by the bed. I asked my mum to make her famous roast chicken and an apple pie to make our guest feel at home. We made a welcome banner and put it up on the front door. I did everything I could to help Brigitte feel at home with us. I now understood the importance of a warm welcome.



13 Read the passage and complete the sentences below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

- 1 The writer’s mother often cooks _____.
- 2 She thought the visit to Germany would make her feel _____.
- 3 Brigitte came to pick up the girl with _____.
- 4 The Schmitt family’s pets’ names are _____.
- 5 From her bedroom the girl could see a _____.
- 6 The girl and her family tried hard to make Brigitte _____.

UNIT /02: PLACES AND BUILDINGS

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- describe changes over time as shown on a map
- use prepositions to explain location
- use past tense verb forms (active and passive) to describe change.



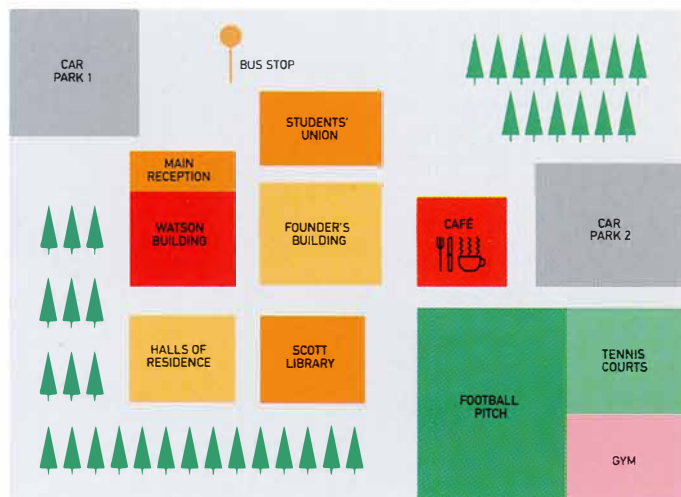
LEAD-IN

01 Which of these facilities do you expect to find on a university campus?

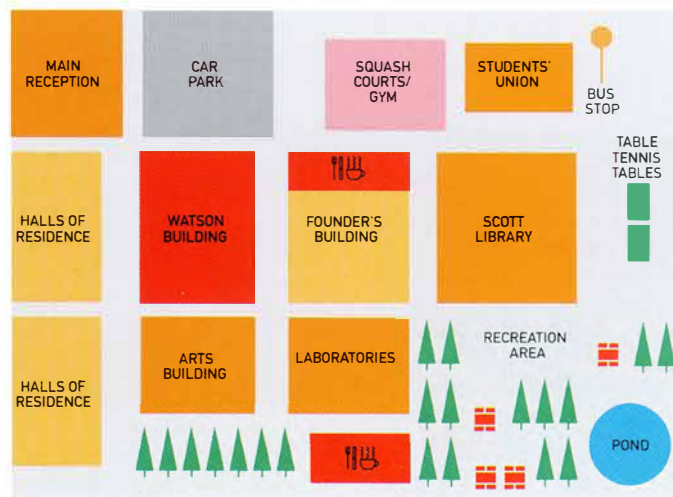
bank	bus stop	car park	halls of residence
gym	library	laboratories	lecture theatres
cafés	post office	tennis courts	recreation area

02 Look at the maps of Sunnyhill University campus in 1995 and today. Which facilities can you see?

Sunnyhills University 1995



Sunnyhills University today



GRAMMAR FOCUS: PREPOSITIONS OF PLACE

03 Look again at the map of Sunnyhill University campus today. Which of these sentences are true?

- 1 The Founder's Building is between the Watson Building and the Scott Library.
- 2 The bus stop is in the upper right-hand corner of the campus.
- 3 The halls of residence are opposite the Students' Union.
- 4 There are two car parks on the campus.
- 5 There are two places to eat on the campus.
- 6 The main reception is in the middle of the campus.
- 7 The Students' Union moved to a different building between 1995 and today.
- 8 The car park was moved towards the bottom of the campus.

04 Complete the sentences about the 1995 campus map using the prepositions in the box.

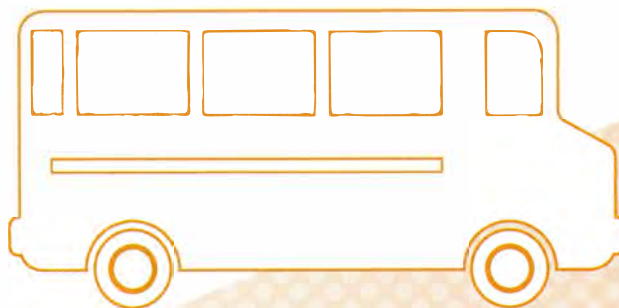
between in next to of of on opposite to

- 1 The tennis courts were _____ the football pitch.
- 2 The Founder's Building was in the middle _____ the campus.
- 3 The Scott Library was _____ the halls of residence and the football pitch.
- 4 The café was _____ the football pitch.
- 5 There were two car parks _____ the campus.
- 6 The gym was _____ the bottom right-hand corner of the campus.
- 7 The Watson Building was _____ the left of the Founder's Building.
- 8 The main reception was part _____ the Watson Building.

05 Complete the sentences to describe the map of the campus today to your partner. You can use the expressions in the box.

between in front of in the top right-hand corner
next to on the left opposite

- 1 The halls of residence ...
- 2 The laboratories ...
- 3 The bus stop ...
- 4 The recreation area ...
- 5 The table tennis tables ...
- 6 The Students' Union ...



TIP 03

Prepositions are important in any task including maps. It is important to say exactly where things are located in relation to other places.



DESCRIBING CHANGES IN A MAP

06 Read this Writing Part 1 task.

You should spend 20 minutes on this task.

Look at the two maps of Sunnyhills University campus in 1995 and today.

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

You should write at least 150 words.

07 There are three important parts in a Part 1 essay. Match the parts 1–3 with their meanings a–c. Then find them in the model answer.

- 1 The introductory sentence
 - 2 The concluding sentence
 - 3 The overview
- a A summary of the main points
 - b A description of what the data shows
 - c Writing the most important points again in different words

VOCABULARY

08 Find these in the model answer:

- 1 verbs describing change
- 2 expressions describing where things are

09 The underlined words in the model answer are useful for any essay. Among them, find two expressions which:

- 1 mean 'and'
- 2 mean 'but'
- 3 refer to time
- 4 refer to what you see in the chart or diagram

10 Find words in the model answer with these meanings.

- 1 moved to a different place
- 2 made (2 words)
- 3 knocked down
- 4 got bigger (2 words)

MODEL ANSWER

The two maps show changes to the campus of Sunnyhills University between 1995 and today. We can see that the university made many changes during this period, including new buildings and recreation facilities.

In the past, the Scott Library was in front of the Founder's Building. It was relocated to the right, and in addition, it increased in size. The old library building now contains laboratories. In 1995 there was a car park in the top left-hand corner of the campus, whereas now the main reception is there. The halls of residence were moved to the far left of the campus and a new Arts Building was built opposite them.

The old sports ground, gym and tennis courts were demolished; however, in their place the university created a new recreation area with a pond, trees and seating areas. What is more, the university developed new sports facilities, including table tennis tables, a new gym and squash courts. They also built two new cafés.

So, it is clear that the university changed and expanded during this period.

TIP 09

It is important to use plenty of different words in the essay to show you have a wide vocabulary. Make a list of similar words in your notebook and try to use them when writing your practice essays.

GRAMMAR FOCUS: PAST SIMPLE – REGULAR AND IRREGULAR FORMS

- 1 1** Find these past tense forms in the model answer. Which of them are irregular? What are the infinitives of these verbs?

expanded changed created made built
increased developed moved was

- 1 2** These sentences could also be used to describe the maps. Put the verb in brackets into the past tense to complete the sentences.

- 1 They _____ (cut) down trees to build the halls of residence.
- 2 The old café _____ (become) the new library.
- 3 In 1995 students _____ (catch) the bus outside the Students' Union.
- 4 The university _____ (need) laboratories.
- 5 They _____ (put) table tennis tables in front of the Scott Library.
- 6 There _____ (be) not enough halls of residence in 1995.
- 7 They _____ (dig) a pond in the recreation area.
- 8 They _____ (plant) lots of new trees.

Two of the verbs are regular. Which ones?

GRAMMAR FOCUS: PAST SIMPLE – ACTIVE AND PASSIVE

- 1 3** Read the information about active and passive verbs. Are sentences 1–4 about the map active or passive?

- 1 The library was relocated to the right of the Founder's Building.
- 2 They also built two new cafés.
- 3 The university created a new recreation area.
- 4 The old gym and tennis courts were demolished.

- 1 4** Change these sentences from active to passive.

- 1 The university expanded the campus. *The campus was expanded.*
- 2 They planted trees in the recreation area.
- 3 The authorities moved the bus stop.
- 4 They built a new main reception.



The university developed the campus during this period. – active

- The subject (*the university*) did the action.
- The verb is a single word (*developed*).

New halls of residence were built. – passive

- The subject (*new halls of residence*) didn't do the action (*build*), but someone else did the action to it.
- The verb consists of two words: the correct form of *be* (*were*) + past participle (*built*).



EXAM SKILLS

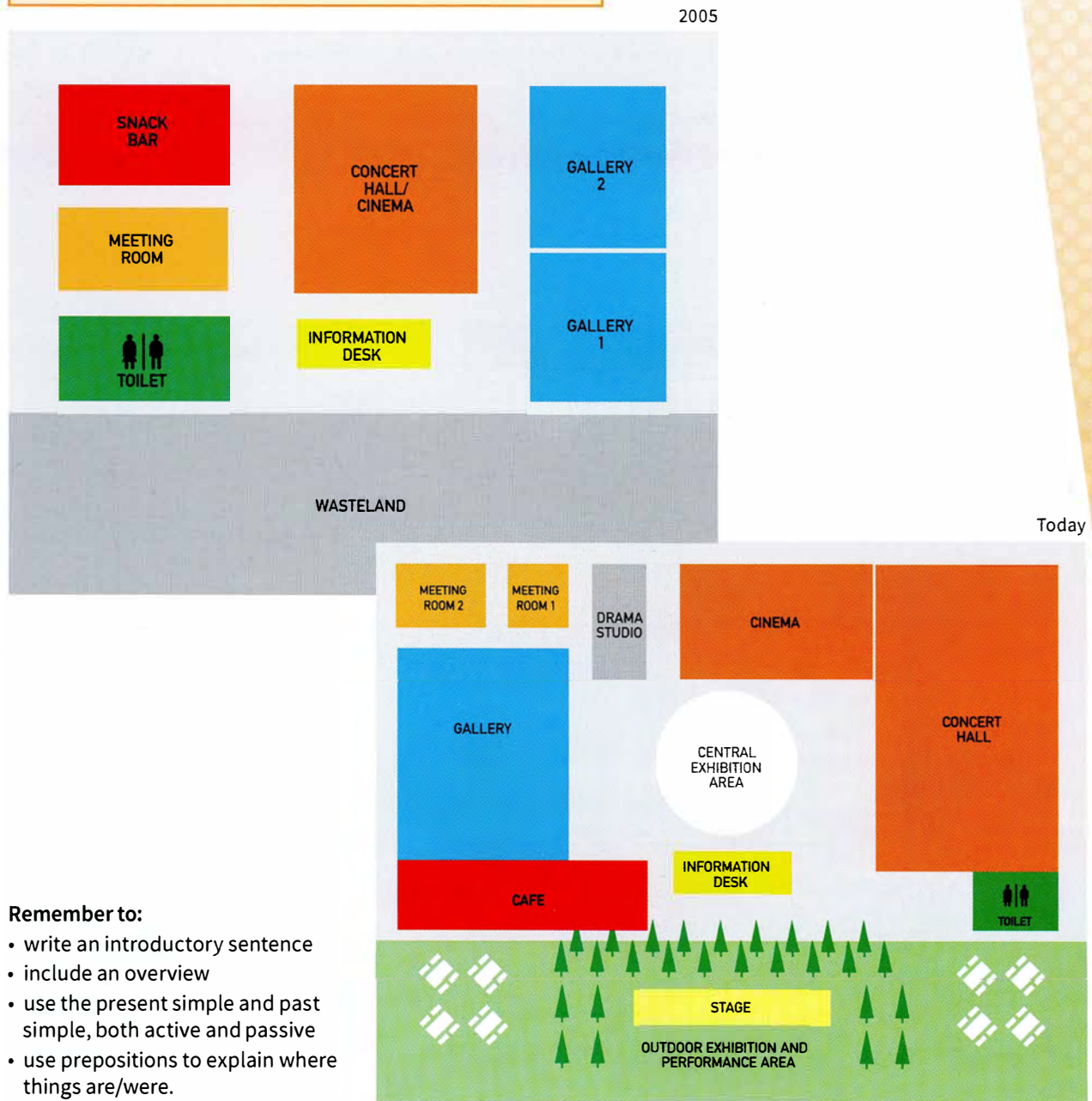
15 Answer the task below. Take as much time as you need and try to write 150 words.

The verbs in the box may be useful. Check the meaning of any unknown words.

add build construct create develop expand move plant trees

The maps below show Colwick Arts Centre in 2005 and today.

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



Remember to:

- write an introductory sentence
- include an overview
- use the present simple and past simple, both active and passive
- use prepositions to explain where things are/were.

UNIT /02: PLACES AND BUILDINGS

LISTENING

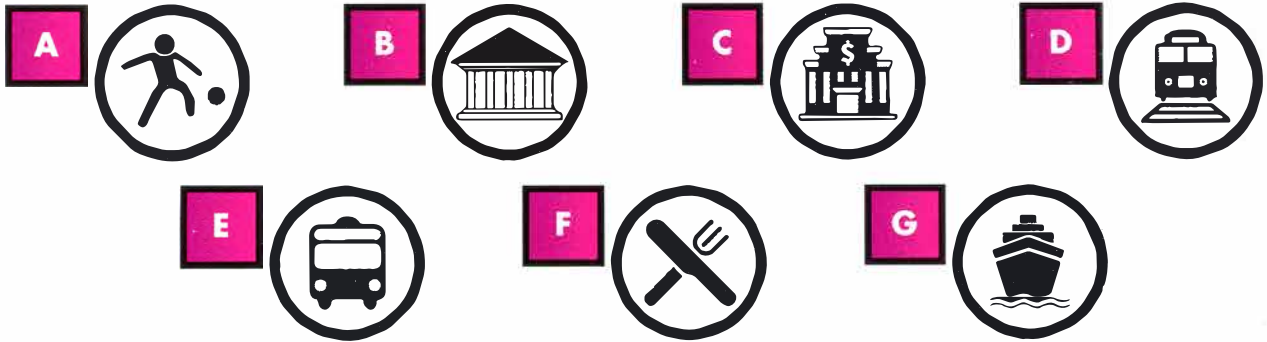
IN THIS UNIT YOU WILL LEARN HOW TO

- answer short-answer questions
- spell names correctly.

LEAD-IN

01▶ Here are some pictures of places in a town. Match pictures A–G with the words in the box.

railway station museum bank harbour
sports centre restaurant bus stop



02▶ Put the words in exercise 1 into the correct group. There is an example to help you.

Travel and transport: harbour, _____,

Sports and leisure: _____,

Arts and culture: _____

Money: _____

03▶ Listen to two short conversations. Where are the speakers?

Conversation 1 _____

Conversation 2 _____

15

SPELLING NAMES

04 Listen to the rest of conversations 1 and 2 and answer the questions.



Conversation 1

- 1 What is the address of the sports website?
 A www.getactive.com B www.getaktive.com

Conversation 2

- 2 What is the man's name? James _____
 3 What is his address? _____ Road

05 Listen again and complete the extracts from the two conversations. The first letter of each word is given to help you.



- 1 'Get active' - Is that a _____ o _____ w _____ ?
 2 Is that [...] w _____ an 'e' or without?
 3 It's got an 'e' at the e _____ .
 4 Is that [...] with a d _____ 'd', did you say?



In Section 1 of the Listening test you may have to write the name of a person, a place or a website. Usually the names will be spelled for you. You need to know the letters of the English alphabet so that you can write the words correctly. If you don't, your answer will be wrong. You will hear the spelling once only.

SHORT-ANSWER QUESTIONS]

06 Read the questions and underline the key words. The first one has been done for you.

- 1 What did the speakers order in the restaurant?
 2 How much did each person pay for their meal?
 3 What time is the bus due?
 4 Where is the bus stop?
 5 How long did the course last?
 6 Which TWO things did the speaker do on the course?
 7 What is the date of the next course?
 8 Who will lead the course?



You often use short answers in note completion tasks. In this type of task you answer questions using up to three words, or two words and/or a number.

07 Complete the table. Use the key words in the questions in exercise 6 to help you. The first one has been done for you.

Which questions need ...	Question
<ul style="list-style-type: none"> • a date • a price • a period of time • a time • a meal or a <i>kind of</i> food • a name of a person • the names of activities or skills • a place? 	7

08 Look at the table you completed in exercise 7. For which questions do you need to write a number?

09 Listen to the conversation and answer the questions.

18 Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

- 1 What did both speakers order? _____
- 2 How much did each person pay for the meal? £ _____



10 Read this question about a shopping trip, and choose the correct answer. Why is the other answer incorrect?

Answer the question. Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

What did the boy buy in the shopping mall? _____

Answer: shoes / he bought shoes

11 Listen to the conversation and choose the correct answers. Why are the other answers incorrect?

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

1 What time is the bus due? _____ pm
seven fifteen / seven fifty / 7.15 / 7.50

2 Where is the bus stop?
Blithe Road / Blith Road / Blythe Road / Blyth Road

TIP 10

It is important to check the instructions carefully to see how many words you can write in your answer.

TIP 11

It is important to check your spelling carefully. If you spell the word incorrectly, your answer will be marked wrong. When you need to answer a question with a number, it is easier and quicker to write it as a number rather than writing it in words. And also you are less likely to make a mistake.

12 Listen to Alicia telling a friend about a sailing course and answer the questions. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

20

- 1 How long did the sailing course last? _____
- 2 What was the first thing that Alicia learnt? _____
- 3 What is the date of the next course? _____
- 4 Who will lead the next course? _____



EXAM SKILLS

13 Read questions 1–8 below. For which questions do you need to write a number **ONLY**?

14 Find the key words in questions 1–8 below.

15 Listen and answer questions 1–8.

21

Then read your answers carefully.

- Did you check your spelling?
- Did you write numbers in digit form?
- Did you check that you have written the correct number of words?

Questions 1–5

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

- 1 What kind of tour did the woman do? _____
- 2 How did she find out about the tour? _____
- 3 How many people were on the tour? _____
- 4 What is the address of the hire shop? _____
- 5 How much did each student in the group pay? \$ _____

Questions 6–7

Which **TWO** items were included in the cost of the hire?

- 6 _____
- 7 _____

Question 8

What is the website address of the hire shop?

UNIT /02: PLACES AND BUILDINGS

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- use prepositions to talk about your home town
- use adjectives to describe your home town
- use the correct tense when responding to questions
- pronounce regular and irregular past simple tense endings.

LEAD-IN

01▶ What tense would you use to answer these questions? Select the correct answer A–C below.



Is there much for young people to do in your home town?



What was your home town like in the past?



Has your home town changed since you were a child?



- A Present perfect, e.g. *Many things **have changed** in my home town over the years.*
- B Present simple, e.g. *There **are** lots of things for young people to do in my home town.*
- C Past simple, e.g. *There **were** more factories and the houses were smaller.*

02▶ Now, with a partner, ask and answer the three questions in exercise 1.

ANSWERING PART 1 QUESTIONS

USING PREPOSITIONS TO DESCRIBE YOUR HOME TOWN

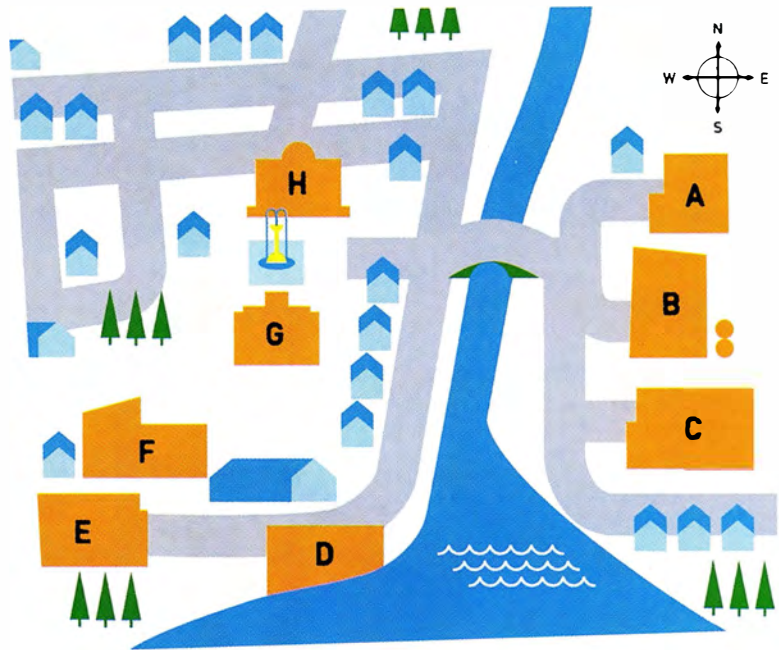
03 Listen to a boy describing his home town and read the script. Match the places the boy talks about with A-H on the map.

22

town hall H library ____ art gallery ____ cinema ____
shopping mall ____ harbour ____ stadium ____ swimming pool ____

Well, I live in a small town in the north of my country. It has quite a few interesting places to visit. For example, in the centre of town, on the north side of the square we have the historic town hall, which was built in 1895. In front of it, there's a beautiful fountain. Opposite the town hall there's the library. Then if you go over the bridge, we have the art gallery, a big modern building, which often has interesting exhibitions. The art gallery is actually between the cinema (to the north) and a big shopping mall, where I often meet up with my friends.

To the south of the town, there's a harbour, where you can take a boat to the islands. And then next to the harbour is the stadium, where people go to watch our local football team. And just behind it is the public swimming pool. It's an outdoor pool – lovely in summer, but very chilly the rest of the year.



04 Now describe your home town. You might want to draw a map to help you.

USING ADJECTIVES TO DESCRIBE YOUR HOME TOWN

05 Choose the correct heading from the box for the words and phrases in the table below.

Areas Buildings Climate ~~Location~~ Opinion

1 Location	2	3	4	5
on the coast	busy	hot	industrial	tall
in the north-east	crowded	humid	business	historic
in the centre	dirty	mild	financial	ordinary
outdoor	exciting			modern
inland	lively			old
	quiet			

06 Look at the words and phrases in the box and write them in the correct column of the table in exercise 5.

ancient	colourful	cool	enormous	high-rise
tourist	in the south	indoor	incredible	magnificent
narrow	polluted	huge		

With a partner, add two more adjectives of your own to the table.

07 Complete the sentences with pairs of adjectives from the table in exercise 5.

- I come from a very modern city. You can see _____ and _____ buildings everywhere.
- In summer it's very wet and uncomfortable in my town. It's very _____ and _____.
- There's usually a light breeze from the sea, so it's very _____ and _____.
- There's a lot of rubbish on the streets. It's quite _____ and _____.
- There's a great atmosphere in my city, especially at night. It's very _____ and _____.

TIP 07

It is a good idea to use pairs of words with similar meaning when you talk about your home town. This shows the examiner that you have a good range of vocabulary. For example: *A lot of people live and work in my city. It's very busy and crowded.*

08 Look at the photographs below. Try to describe each place using the headings and the words in exercise 5.



GRAMMAR FOCUS: TENSES

09 Read the questions on the examiner's card. Then match them with the verb tenses.

Let's talk about the town or city where you grew up.

- Where did you grow up?
- Is it a good place to live?
- Do you think it has changed a lot? How?

present simple	present perfect	past simple
----------------	-----------------	-------------



In Part 1 of the Speaking test the examiner will ask you questions about familiar everyday topics such as your home town. To answer the questions you might need to use a range of tenses.

TIP 09

It is important to listen very carefully to the questions the examiner asks you. This will help you to decide how to form your answer and what tense to use. One thing you can do is repeat or 'echo' the examiner's question to help you do this, but don't do this too often!

10 Read the Part 1 questions from different Speaking tests and choose the correct tense in the candidates' responses.

Examiner Where were you born?

Candidate 1 I (1) **am** / **was** born in Dubai, in the Middle East. It (2) **is** / **was** situated on the north-east coast of the United Arab Emirates.

Examiner Where did you grow up?

Candidate 2 I (3) **am** / **was** born in a small village in China, but I (4) **grow up** / **grew up** in Chengdu, which (5) **is** / **was** a very big city in south-west China.

Examiner Has your home town changed much since you were a child?

Candidate 3 In the last ten years Baku (6) **changed** / **has changed** a lot. Ten years ago we (7) **haven't had** / **didn't have** so many tall buildings and there (8) **isn't** / **wasn't** as much to do then. The biggest problem is that everything (9) **is** / **was** more expensive now.

Examiner Is there anything that you used to do in your home town that you don't do now?

Candidate 4 Well, I (10) **used to** / **was used to** go to the beach every summer when I (11) **have been** / **was** younger, but now I don't have time. One summer, I even (12) **used to go** / **went** fishing. I'd like to do that again. Perhaps I'll have time next summer after my exams.



Listen and check your answers.

11 Answer the examiner's questions in exercise 10 with your own ideas. Be careful with which tenses you use.

PRONUNCIATION

12 Listen to the sentences and tick the correct column, /t/, /d/ or /ɪd/ according to how the verb ending is pronounced.



	/t/	/d/	/ɪd/
1 bought			
2 built			
3 situated			
4 called			
5 located			
6 changed			

	/t/	/d/	/ɪd/
7 developed			
8 designed			
9 discovered			
10 started			
11 used to			
12 said			



In the past simple, the ending of the verb can be pronounced in one of three ways: /t/, /d/ and /ɪd/.

Examples:

/t/ work - worked

/d/ play - played

/ɪd/ decide - decided

13 Complete the sentences with ideas of your own. Then say them to your partner, pronouncing the verb carefully.

- 1 Our family **bought** _____ in the middle of town.
- 2 The _____ was **built** in _____.
- 3 Our town is **situated** _____.
- 4 The _____ is **called** 'the _____'.
- 5 _____ is **located** across from the _____.
- 6 _____ **have/has changed** over the years in my home town.
- 7 _____ was/were **developed** by the harbour.
- 8 _____ was **designed** by _____.
- 9 Recently, scientists **discovered** _____ near our village.
- 10 Recently, many young people have **started** to _____.
- 11 A long time ago many people **used to** _____.
- 12 A tourist who visited recently **said** our town is _____.

14 Read an examiner's questions, then listen to four students answering them. Match the speakers 1-4 with the examiner's questions a-d.

25

- a What is your favourite place in your town?
- b What do people do for fun in your town?
- c Is it easy to travel around your town?
- d What is the oldest part of your town?

Speaker 1 _____ Speaker 2 _____
Speaker 3 _____ Speaker 4 _____

Now ask and answer questions a-d with a partner.



EXAM SKILLS

15 Ask and answer the questions below about *your* home town with a new partner.

Listen to your partner's answers and note any new ideas or vocabulary you hear. Then, ask and answer the questions again and try to improve your answers.

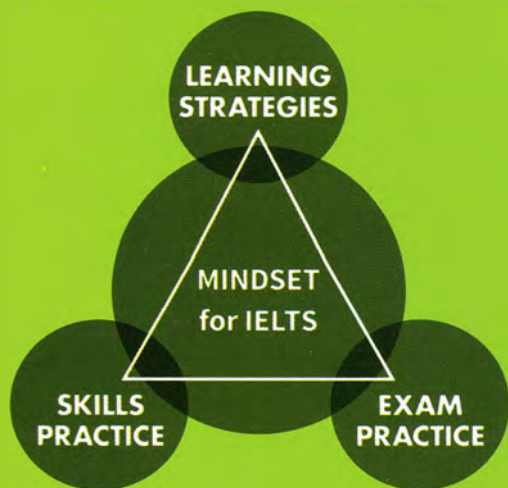
- 1 Can you describe the town where you grew up?
- 2 What places of interest are there in your home town? Where are they?
- 3 Is it a good place for young people? Why?
- 4 Where do young people in your town meet their friends?
- 5 What is your town like at night?
- 6 How has your town changed in the last 10 years?
- 7 Have any new buildings been built?
- 8 A long time ago, where did people from your town used to work?

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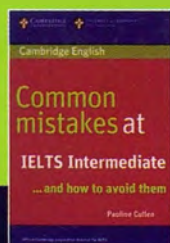
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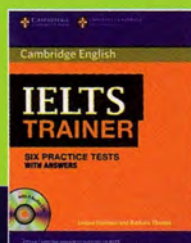
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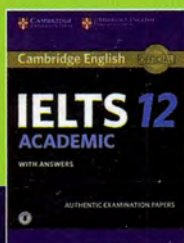
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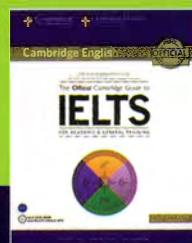
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