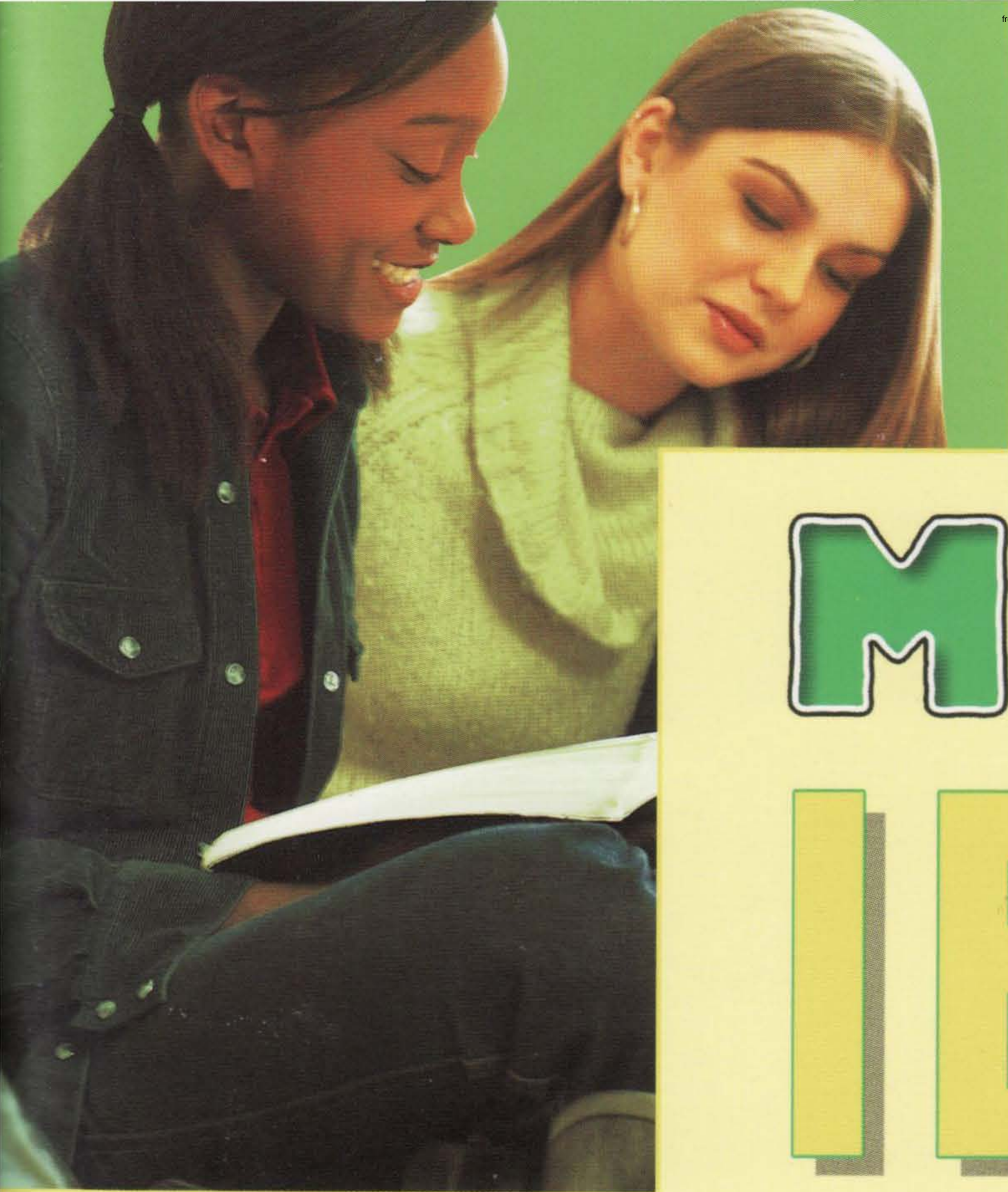


Student's Book



Mission IELTS

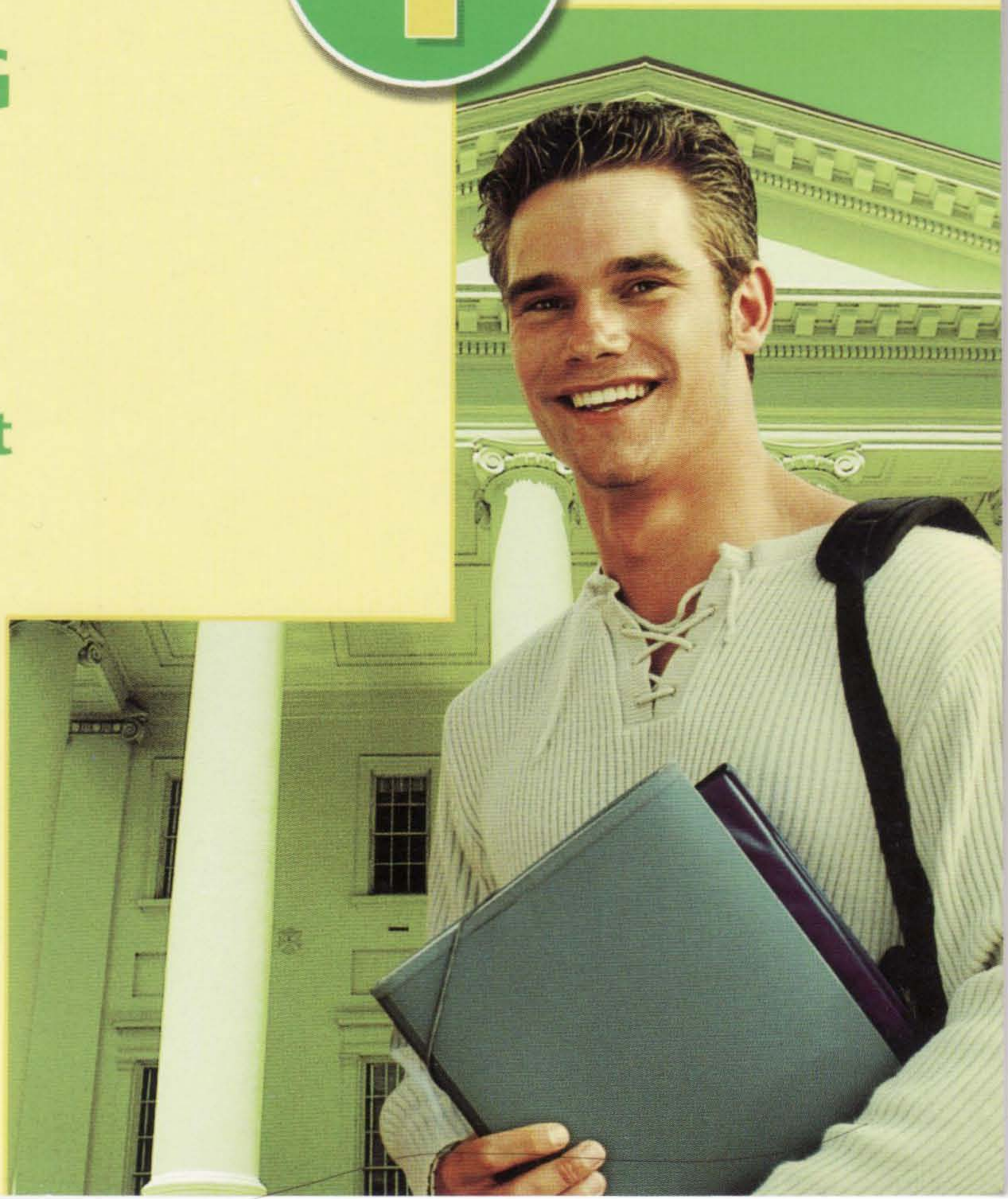
1

GENERAL TRAINING
SUPPLEMENT

Bob Obee - Mary Spratt



Express Publishing



from ielts2.com

Mission IELTS 1

General Training Supplement

Bob Obee – Mary Spratt



Express Publishing

Published by Express Publishing

**Liberty House, New Greenham Park, Newbury,
Berkshire RG19 6HW**

Tel.: (0044) 1635 817 363

Fax: (0044) 1635 817 463

e-mail: inquiries@expresspublishing.co.uk

<http://www.expresspublishing.co.uk>

© Bob Obee – Mary Spratt, 2010

Design and Illustration © Express Publishing, 2010

First published 2010

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-84974-664-9

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express design team; Sweetspot (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

The publishers also wish to thank the following for their kind permission to use copyright material:

Practice Tests: Australia's School of Stand Up comedy, Dance Classes, Digital Photography 4 hour Workshop – Bohemian & Colonial Sydney Walking, DJ Bootcamp and P&O's 8 day/3 island DJ Course Cruise, NIDA Summer Holiday Courses, Talkabout Lecture Series – "Big Ideas" © What's on Sydney, www.whatsonsydney.com on p. 56

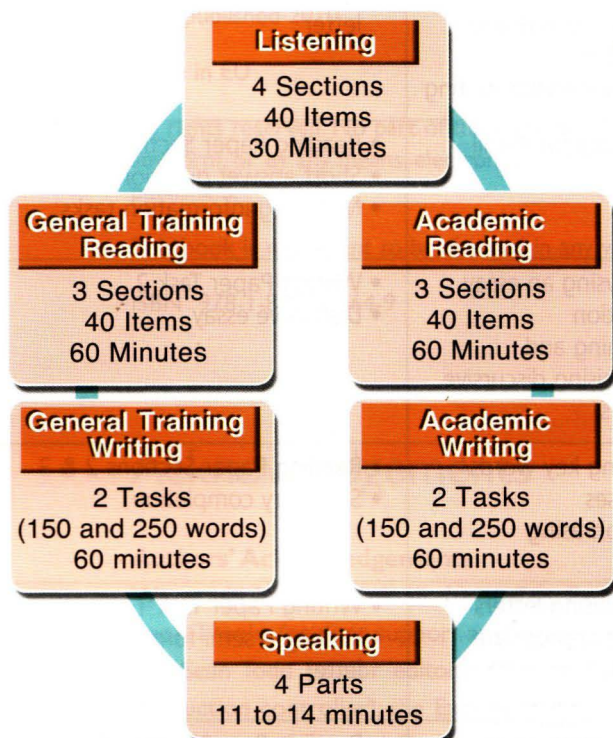
Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

CONTENTS

Unit		IELTS Paper	Skills Focus	Exam Focus
3B	About yourself (pp. 6-13)	Reading (General Training)	<ul style="list-style-type: none"> • Reading for specific information/scanning 	<ul style="list-style-type: none"> • Reading Paper Section 1 • Short answer questions • Matching information tasks
4B	Travelling (pp. 14-19)	Writing (General Training)	<ul style="list-style-type: none"> • Linking ideas in letters • Using appropriate register • Checking your writing 	<ul style="list-style-type: none"> • Writing Paper Task 1 • Writing a semi-formal or formal letter
7B	Accommodation (pp. 20-25)	Reading (General Training)	<ul style="list-style-type: none"> • Reading for detail 	<ul style="list-style-type: none"> • Reading Paper Section 2 • Short answer questions • Matching information tasks
8B	Education (pp. 26-31)	Writing (General Training)	<ul style="list-style-type: none"> • Analysing an essay question • Planning and organising discursive essays 	<ul style="list-style-type: none"> • Writing Paper Task 2 • Discursive essay
11B	Jobs (pp. 32-39)	Reading (General Training)	<ul style="list-style-type: none"> • Finding key words/phrases • Paraphrasing 	<ul style="list-style-type: none"> • Reading Paper Sections 2 & 3 • Summary completion
12B	Entertainment (pp. 40-45)	Writing (General Training)	<ul style="list-style-type: none"> • Organising letters • Using appropriate register 	<ul style="list-style-type: none"> • Writing Paper Task 1 • Writing a semi-formal or formal letter
15B	Talks, presentations and lectures (pp. 46-51)	Reading (General Training)	<ul style="list-style-type: none"> • Reading to check information and views 	<ul style="list-style-type: none"> • Reading Paper Section 3 • Identifying information • Identifying writer's views/claims
16B	Modern Living (pp. 52-55)	Writing (General Training)	<ul style="list-style-type: none"> • Writing paragraphs 	<ul style="list-style-type: none"> • Writing Paper Task 2 • Discursive essay
Practice Test: Reading/Writing (General Training) (pp. 56-64)				

About IELTS

IELTS tests are held in over 120 countries around the world and taken by around 1.5 million people each year. The test is recognised by universities, colleges, employers' organisations and government bodies. Candidates can choose to take either the Academic or General Training IELTS module depending on whether they wish to study, work or migrate abroad.



About GT Reading

Reading texts and questions

There are three sections in the IELTS (GT) Reading Paper and a total of 40 questions. The Reading sections become increasingly difficult.

Texts for Section 1, which has 14 questions, are taken from sources such as timetables, advertisements and notices.

Texts for Section 2, which has 13 questions, are taken more from work contexts and include office memos, workplace notices and various types of information for employees.

Texts for Section 3, which has 13 questions, are taken from sources such as magazines, newspapers and book extracts.

Answers

Answers are recorded on answer sheets. In most but not all tasks answers will be found in the same order as in the text. All words in written answers must be spelt correctly.

Timing

Candidates have 60 minutes for the GT Reading Paper and are not given extra time to transfer their answers onto the answer sheet.

Marks

Each question is worth one mark and the score out of 40 will be translated into the IELTS 9-band scale. Scores will be reported as a whole band or a half band i.e 5 / 5.5 / 6, etc.

All words that candidates need to write to answer a question will be contained in the text. Candidates are advised, therefore, to take care when transferring their answers to the answer sheet as they will lose a mark for incorrect spelling and grammar.

Task Types

The following are the basic task types possible in the GT Reading Paper:

- Multiple Choice
- Identifying Information
- Identifying writer's views/claims
- Matching Information
- Matching Headings
- Matching Features
- Matching Sentence Endings
- Sentence Completion
- Summary, Note, Table, Flow-chart completion
- Diagram label completion
- Short-answer questions

About GT Writing

Paper format

IELTS (GT) Writing lasts a total of 60 minutes. The paper consists of 2 tasks (Writing Task 1 and Writing Task 2) and candidates must answer BOTH tasks.

About IELTS

Answers

Answer sheets will be provided and candidates should write their answers in pen or pencil on them.

Timing

Candidates have one hour to complete both tasks. They are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2.

Task 1

In Task 1, candidates are asked to write a letter which may need to be semi-formal or formal in tone in response to a given problem or situation. Candidates will be asked to include information relating to three bullet points in the question. Candidate answers should be at least 150 words in length for this task.

Task 2

In Task 2, candidates are asked to discuss a topic in response to a statement which presents a particular point of view, argument or issue. The task requires candidates to write a discursive piece of writing in which the question will typically ask them to discuss factual information, discuss a problem and present solutions, evaluate ideas or justify opinions. Candidate answers for Task 2 should be at least 250 words in length.

Marking

In **Writing Task 1** candidates are assessed on the following:

- 1 Task Achievement – how well candidates do what they are asked to do
- 2 Coherence and Cohesion – how well the information in the letter is organised
- 3 Lexical Resource – how appropriate the vocabulary is for the task
- 4 Grammatical Range and Accuracy – the variety and accuracy of grammar used

In **Writing Task 2** candidates are assessed on the following:

- Task Response – how well they respond to the input
- Coherence and Cohesion – how well organised the discursive writing is
- Lexical Resource – how appropriate the vocabulary is for the task
- Grammatical Range and Accuracy – the variety and accuracy of grammar used

Each of the tasks is marked separately. Writing Task 2 is worth more marks than Writing Task 1, so it is important to leave plenty of time to complete Writing Task 2. Scores for Academic Writing are reported in whole bands or half bands i.e. 4.5 / 5 / 5.5 / 6, etc. on the IELTS 9-band scale.

Using Mission IELTS

Candidates who are studying for the Academic IELTS test should use *Mission IELTS 1* SB and WB. Candidates studying for the General Training IELTS test should use the Listening and Speaking Units of *Mission IELTS 1* SB and WB and the *Mission IELTS 1 (GT) Supplement* which covers the (GT) Reading and Writing test content. Candidates studying for the GT module will also gain much useful language input from the reading and writing units of *Mission IELTS 1* SB.

Mission IELTS 1 provides a comprehensive course of study of the core language and key skills involved in each of the IELTS papers, aiming to help students maximise their IELTS score potential. Each of its 16 thematic units aims to develop the language and skills needed for success in one of the IELTS papers and provides thorough exam awareness, training and practice for the different tasks in these papers.

3B About Yourself

Unit focus

IELTS Paper: Reading (General Training)
Skills focus: Reading for specific information/scanning
Exam focus: Reading Paper Section 1
 Short-answer questions, matching information tasks

SKILLS FOCUS

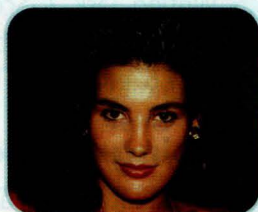
Scanning

- 1 Read these profiles of some students of English, written by their teacher at a language school in New Zealand. Write the letter of the correct profile to answer these questions:

- | | |
|--|--|
| 1 Which students work in New Zealand? | 5 Who doesn't speak much in class? |
| 2 Who is going to take the IELTS exam? | 6 Who plays a musical instrument? |
| 3 Who likes an outdoor activity? | 7 Who doesn't like learning grammar? |
| 4 Who speaks Mandarin? | |

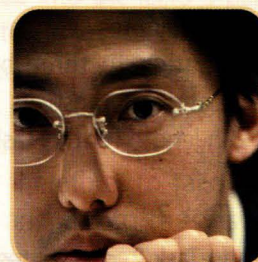
A

Monze, Spanish, speaks Catalan and Castilian. Learning English to pass the IELTS exam. Works in a café; often comes to class tired. Likes to learn grammar and to speak with classmates, needs to improve her writing skills and pronunciation.



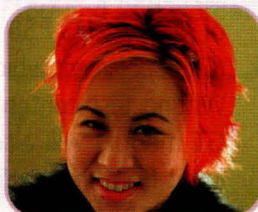
B

Ming, Chinese, speaks Cantonese and Mandarin. Needs to learn English for his job in a pharmaceutical lab in New Zealand. Hard-working and keen student. Loves reading. Needs to expand his vocabulary.



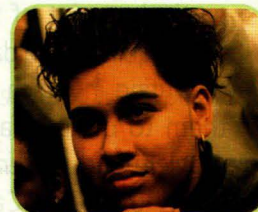
C

Miki, Japanese, here on holiday for two months; loves mountain climbing. Has excellent vocabulary; very good at reading; worries too much about her grammar; rather shy in class; doesn't like speaking in front of the class.



D

Anis, Lebanese, studying back home to be a doctor; needs English for his future work and his studies; speaks Arabic and French. Loves classical music and playing the guitar. Quite quiet in class but hard-working and likes to help his classmates.



E

Chin, Korean, speaks Korean and Mandarin; working and studying here; often tired in class; doesn't always do the homework because of work duties. Likes to learn by listening and speaking; doesn't like grammar. Very interested in politics and wants to learn as much as possible about life in New Zealand.



- 2 To find the answers to the questions in Ex. 1, did you need to:
- read every word in every profile?
 - just look for certain words?
 - read certain sentences carefully?
- 3 You probably read for the answers as follows:
- Qu. 1 – you read certain sentences carefully
 - Qu. 2 – you just looked for the word 'IELTS'
 - Qu. 3 – you searched for a word about 'outdoor activities'
 - Qu. 4 – you just looked for the word 'Mandarin'
 - Qu. 5 – you read certain sentences carefully
 - Qu. 6 – you just looked for a word connected with 'playing a musical instrument'
 - Qu. 7 – you searched for the words 'doesn't like grammar'

What is scanning? For questions 2, 3, 4, 6 and 7, you only needed to find certain words. This kind of reading is called scanning. It is very quick and direct. You just look for the word or specific information that you need, and ignore the other words. The specific information is usually a name, a number, a date or a word. In IELTS Reading Section 1, you often need to read like this.

- 4 Discuss what a teacher might write in a profile of you as a student.
- 5 Scan this job advertisement to answer the questions. Write the letter (A-F) of the job to answer.

- | | |
|--|--|
| 1 In which jobs can you do overtime? | 4 In which jobs is there night work? |
| 2 Which jobs do not require you to work on Friday? | 5 Which jobs provide training? |
| 3 In which jobs must you wear special shoes? | |

Deyes-Stubbs Recruitment Agency

Are you looking for employment?

FACTORY WORK!!!

A Assemblers

Working 7am-4:30 pm Monday to Thursday, finishing early on a Friday. Overtime available on a Friday. You will be using hand tools. No experience necessary. Training provided. Must have safety footwear.

B Packers

Various contracts available. Day shifts. Packing, assembling and labelling CDs, books and various software. Long term work available until Christmas.

C Trainee Operators

£13,500 p.a. plus bonuses. Monday to Thursday only!!! You will be trained to work with printed circuit boards. Hours 8am-6pm Monday to Thursday. Occasionally overtime is available on Fridays. 25 days holiday.

D Night workers

You should have some experience of working nights. Duties include packing goods and labelling. 12 hour shifts working from Sunday to Thursday night.

E Labourers

Working for a large industrial facility, you will be working with concrete. Various shifts available. Must be physically fit. Steel toe capped footwear needs to be worn at all times.

F QC Operatives

12 hour shifts. Day and night available. You will be able to complete basic paperwork and have some computer literary skills. The position involves checking weights and labels. Long-term work, possible permanent opportunities.

**We pay 24 days paid holiday a year. Own transport would be useful.
No appointment necessary**

- 6 Which, if any, of these jobs would you prefer/be good at? Discuss this with your classmates, giving personal information about your abilities, fitness, interests and experience.

EXAM FOCUS: IELTS Reading Paper (General Training) Section 1

Short-answer questions, matching information tasks

1 Tips for IELTS

- 1 On the next page there is a practice test for IELTS Reading Section 1. Here are some tips to help you with this section. Tick (✓) the tips that you need to practise most.

Test Tips

- Time is enormously important in IELTS Reading. You have less than 90 seconds for each question, so you do **NOT** have the time to read all the texts carefully.

Only read carefully those parts of the text that contain the answers.

Relax.

- Read the task instructions very carefully. Do **exactly** what the instructions tell you to do. You will lose marks if you don't follow the instructions.
- Divide your time equally between the sections. Candidates sometimes spend too much time on a question or a section, and the result is that they don't have enough time for the last questions. Don't do this!
- See Unit 7B, p. 22 for tips on doing short answer questions and matching information tasks.
- Follow these steps when you first see each section in the module:
 - 1 Look at the text title and any pictures to get a very general idea of what the text is all about.
 - 2 Skim the questions (See Unit 3 for more information on 'skimming').
 - 3 Skim the text.
 - 4 Read the questions carefully.
 - 5 Scan the text for the answers that require specific information.
 - 6 For answers that require more detailed information, scan the text to find the information, then read the specific sentences carefully to understand the details (reading for detail).
- When the questions require specific information *e.g. names, numbers, dates, places*, you need to scan the text to find the answers. Remember, when you scan you just look for the specific information. Scanning is quick and direct.

Don't waste time reading in the wrong way!

Preparation Tips

- The texts in Section 1 are often advertisements, notices, brochures, leaflets, timetables or publicity materials. Outside class, find materials like these as often as you can, and read them. Train yourself to find specific information in them quickly.

2 IELTS Practice Test

SECTION 1

Questions 1-14

Read the advertisements below and answer Questions 1-4.

A

I am a 25-year-old nanny with 6 years experience in childcare with babies, toddlers and older children. I also worked with newborn babies in a hospital. I have checkable references, a childcare certificate, police check and a First Aid Certificate. I am a driver and non-smoker. I have lived in Berlin for more than 7 years; my English and Spanish are very good.

I am looking for a live-in nanny job in Madrid from November. If you need a loving, caring, responsible person to look after your children and teach them English, please contact me by email or by phone.

B

Australian woman 32yrs, experienced PA, seeks job in Malaysia. Available end May. Bilingual in English and French. Partner: French. Work as a couple possible. Email: ...

C

Indian web publisher seeks work: Website design, desktop publishing, book layout, graphic design. Part time or contract. Experienced, skilled, reliable. Contact: ...

D

I have experience within banking, hotels, local government and manufacturing – all mostly working in administration type roles with vast experience of Microsoft packages, Sage and a range of other bespoke systems.

I look forward to any replies or guidance ...

E

Driving job needed

- Highly skilled driver, over 25
- Have held full clean Class C1 licence for 10 years
- Know London extremely well
- Willing to do physical work such as loading trucks
- Want full time work
- Contact ...

F

Science and Maths lessons given. Experienced tutor, specialising in helping secondary school students with their state exams.

Degree in Physics.

Email ...

Questions 1-4

Look at the six job advertisements A-F.

Write the correct letter, A-F, in boxes 1-4 on your answer sheet.

NB You may use any letter more than once.

- | | |
|--|--|
| <p>1 Which person wants a teaching job?</p> <p>2 Which two people mention their foreign language skills?</p> | <p>3 Who would be willing to do part-time work?</p> <p>4 Which two people describe their personal qualities?</p> |
|--|--|

Read the text below and answer Questions 5-10.

TELEPHONE NUMBERS OF RESIDENT SUPPORT SERVICES	
	<i>NUMBER TO DIAL</i>
Your work Problems with your work e.g. pay, tax, hours, contracts	156
Money worries Opening a bank account, overdrafts, borrowing money, debts, overdue bills	143
Communication Access to email and other computer platforms, cheap phone cards and phone lines, using the post office	102
Health Accidents and emergencies, check-ups, dentist, depression and mental health	146
Everyday living Washing your clothes, where to eat, shopping, opening hours, keeping your room clean	133
Free time, hobbies and interests Clubs, social activities, volunteering, meeting spots	158
Sports Gym, football, cycling, mountaineering, racquet sports, swimming, keep-fit	144
Papers, papers, papers Problems with bureaucracy e.g. paying bills, booking accommodation, legal advice	103
Language support Translation services and facilities, extra English classes, on-line support	105
Adapting Dealing with new people, new places, culture shock, loneliness – a friendly voice to help you with your problems	104
Religion Information on services available, venues	157
Personal tutor All hostel residents are given a personal tutor who they can talk to about anything concerning them. To find out who yours is and how to contact them, ring ...	116

Questions 5-10

Answer the questions below.

Write the correct telephone numbers in boxes 5-10 on your answer sheet.

NB You may use any number more than once.

What number should you dial if ...

- | | |
|--|---|
| <p>5 you don't know where to buy something you need?</p> <p>6 you suddenly feel very ill?</p> <p>7 you are having problems getting used to being in another country?</p> | <p>8 you don't understand the procedure for finding a place to stay?</p> <p>9 you want to do some exercise?</p> <p>10 you don't know if your salary is right?</p> |
|--|---|

Read the text below and answer Questions 11-14.

Giving personal information in job interviews

When you go to job interviews you often need to give personal information about yourself, especially your work experiences, so before you go to the interview:

- Prepare answers to questions which you think the interviewer may ask you.
- Think of examples of your achievements in previous jobs or while at school, and how you have managed any difficult situations.
- Think about your personal strengths and weaknesses, or how you would describe your own personality.
- Make sure that you know the correct English expressions to describe what you have done in the past.

Think about the kind of person the interviewer is looking for. Put yourself in the interviewer's position. Ask yourself why they should choose to employ you, instead of the other people who are applying. The interviewer will also want to find out about your personal qualities. These are some examples of the kind of person the interviewer may want:

- | | | |
|--------------------|-------------------|-----------------------------|
| • Team player | • Long-term | • Good communication skills |
| • Friendly and fun | • Hard-worker | • Flexible |
| • Honest | • Business-minded | |

Questions 11-14

Answer the questions below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 11-14 on your answer sheet.

- | | |
|---|---|
| <p>11 What personal information are employers particularly interested in?</p> <p>12 What should you prepare before the interview?</p> | <p>13 Whose needs must you try to understand in the interview?</p> <p>14 What other personal information will the interviewer want to know about?</p> |
|---|---|

3 Thinking about the IELTS Practice Test

- 1 Which of these kinds of tasks did you do in the practice test: *multiple choice, diagram label completion, matching information, short-answer questions*?

- 2 Answer the questions.

Which task required you to skim?

Which task required you to scan?

In which task did you only need to read parts of the text?

In which task did you need to look for key words?

What kinds of texts did you read?

Task 1	Task 2	Task 3

- 3 Look at these answers to the practice test. They all contain mistakes. Find and correct them.

- 1 The Science tutor
- 2 A and probably B
- 3 C, He would do contract work too
- 4 The nanny and the web publisher
- 5 one hundred and thirty three
- 6 Health
- 7 104 and 116

- 8 1,03
- 9 144 or maybe 158
- 10 I don't know
- 11 my work experiences especially
- 12 answers to questions from the interviewer
- 13 the interviewers
- 14 my own qualities

What do these wrong answers tell you about what kinds of answers are acceptable in IELTS (GT) Reading? Think about spelling, grammar, the number of words you write, which words you write, and the task instructions.

4 What do you know about IELTS?

1 What do you now know about IELTS Reading? Answer these questions.

- 1 How many questions are there in IELTS Reading Section 1?
- 2 How many reading texts are there?
- 3 What reading skills are especially useful in Section 1?
- 4 Do you need to read the same way for each kind of task?
- 5 Do you need to read each part of each text in detail?
- 6 Does the module give you any guidance about time?
- 7 What kinds of texts do you read in Section 1?
- 8 What are you going to do to prepare yourself for Section 1 of IELTS Reading?



4B

Travelling

Unit focus

IELTS Paper: Writing (General Training)

Skills focus: Linking ideas in letters, using appropriate register, checking your writing

Exam focus: Writing Paper Task 1

Writing a semi-formal or formal letter

SKILLS FOCUS

Linking ideas in letters

In Writing Task 1 you need to write a semi-formal or formal letter.

- 1 We can make our writing easier for readers to follow by showing the connection between ideas. Discuss with another student what the writer is doing with each of the words/phrases in bold in this letter. Use the ideas in the box below to help you.

Dear Kim,

We are really looking forward to acting as your hosts and guides when you visit the UK next month. **By then**, the weather will have improved and hopefully we'll be able to make the most of your free time.

Even though you will only have the two weekends for sightseeing, I am sure we can manage to see a lot in that time. Most things that are worth doing are really quite close by. **For instance**, we are half an hour away from one of Britain's greatest cathedrals and a similar distance from Europe's largest shopping centre. London and Oxford are **also** easily reachable by train.

The coast near here is lovely too. A trip there, **however**, is only an option if the weather improves.

Anyway, it would be great if you could give us some idea of the things you'd most like to do – **especially** for the long weekend – **so that** we can start planning.

I look forward to hearing from you soon.

Best regards,

Michael

- | | |
|--------------------------|------------------------|
| A giving an example | E introducing a reason |
| B adding an idea | F changing subject |
| C referring to time | G qualifying an idea |
| D highlighting something | |



- 2 Look at these different parts of two letters about planned visits. The writer in each case does not clearly show the connection between ideas. Put the connecting words/phrases in the box into the letters to make them easier to follow. You may also have to change the punctuation or make slight grammar changes.

also

however

this is why

while

so that

In the UK, I hope to get to visit London. I'd like to do this in a day. I don't have to pay for accommodation overnight. I am not sure whether this will be possible. I'd like to go to Scotland for the weekend. I am thinking of renting a car for a few days.

although as well so first of all but anyway

Dear Karen and Simon,

Thank you for agreeing to be my host family. You have already received some details of my visit and about me. I'll tell you a few more things about myself.

I am a vegetarian. I have no problem eating meals with people who eat meat – I do not eat meat myself. I am happy to prepare food for myself. You don't have to go to any trouble.

Using appropriate register

We use different language with different people, depending on whether we are speaking or writing, how well we know them and the activity we are doing. This is called *register*.

When we write letters, the language we use will vary in register from informal to neutral to semi-formal depending on how well we know the person we are writing to and the type of letter we are writing.

Maintaining a consistent register in a letter is important. One way to do this is to think carefully about your choice of words or phrases.

- 3 Look at the table below. The two columns give examples of how to say the same thing in letters both more and less formally. Complete the table with the missing words.

More informal letter expressions	Semi-formal letter expressions
Just thought I'd write to ...	I am 1) to ...
Let me 2)	Could you please give me details ...
You already know ...	3) you know, ...
It would be 4) if you could ...	I would be grateful if you could ...
Do you know anything about ...?	I would like to 5) about ...
It was great to 6) from you ...	Thank you for your letter ...
Call me if ...	Please feel 7) to call me ...
I know you are not to 8)	I realise it is not your fault ...
I'd be glad to help if ...	If there is 9) all I can do to help ...
I'll be in 10) again	I will contact you again ...
Hope to hear from you ...	I look 11) to hearing from you ...
All the 12),	Kind regards,

4 Now look at these two openings for a first/introductory letter to a work colleague and his family.

Which letter ...

begins by saying why you are writing?
has examples of spoken register?
presents information in a logical order?

is asking the reader to write back?
includes unnecessary information?
has a semi-formal register?

Letter A

Dear Smiths (and kids),

It's Tony. I'm 28 years old. Do you know I live with my wife and her parents in Matling? Matling is a nice place – what about Auckland? I don't have any hobbies but I do like Chinese and Indian food. You are kind to give me a bed in your home.

Letter B

Dear Alan and Kate,

I am writing to introduce myself and to thank you for offering to be my hosts. As you know, I am from Dubai, where I live with my wife and two young children. I only joined the company recently. I have been to Canada before but this will be my first time in Toronto.

Now write an opening of a letter to an imaginary host family about yourself. As you do not know this family, try to keep this opening semi-formal in register.

Checking your writing

- 5 It is important that you check through (proofread) your writing when you have finished. Look at this extract from a letter to a colleague. There are eight words in it that should not be there. Find them and cross them out.

Dear Thomas (if I may)

I am very pleased that you will able be coming to visit our office as part of the exchange programme.

I will be doing planning your stay here so I thought it would be a good idea to tell you about some of the things we are arranging in the case you have something else in mind.

As soon as you will arrive, you will be taken to the Continental Hotel where you'll be staying for the first part of the trip. I will pick you up from there on Monday the evening to take you for an informal dinner with some colleagues from our department.

On Tuesday, we will should visit the factory floor before our first round of meetings (agenda enclosed) and I am hoping we will be able to have the lunch with Pete Mitchell (New York office) who is also be visiting next week.

- 6 Make a list of the things you need to check when reading through your writing. Compare your list with another student's.

EXAM FOCUS: IELTS Writing Paper (General Training) Task 1

Writing a semi-formal or formal letter

1 Tips for IELTS

Test Tips

- You do not have time to write a detailed plan for your letter so think about drafting (writing in rough) the opening line of each of the sections:
 - *Opening*
 - *Main paragraphs*
 - *Closing*
 with notes on one or two main points. This will give your writing a sense of direction.
- Think carefully about who you are writing to and how well you know them. Look at how the letter begins (this is given in IELTS Task 1) and decide how semi-formal/formal the letter should be.
- Think carefully about why you are writing. Consider the three points you are asked to cover in the task and decide what kind of functional language *e.g. making requests ... suggestions, etc.*, you need to use.
- Do **not** spend more than the recommended 20 minutes on this task. Remember the second task is much longer and needs more time and is worth twice as many marks.
- Do not repeat the exact words given in the task. Candidates that do this usually find it difficult to fit this language to what they want to say. For example, if the questions says **give details**, you might say ...
 - *Just to let you know ...*
- Always read through your writing when you have finished. Check for things such as spelling, grammar endings, repetition, etc.
- In this task you are assessed on four things:
 - **Task Achievement**
so read the question carefully and answer all the points, and keep everything you say relevant to the task.
 - **Coherence and Cohesion**
so open and close the letter appropriately and link your ideas well.
 - **Lexical Resource**
so use a range of words linked to the topic of the question.
 - **Grammatical Range and Accuracy**
so use a range of grammar structures, and afterwards read your writing to cut out errors.

Preparation Tips

- Find someone to correspond with – perhaps a teacher or another student. Write to each other in different imaginary roles: friends, colleagues, etc. asking about and requesting different things.
- Look at letters written in newspapers and magazines. Note down how they open and close. Also note down language that seems typical of a semi-formal or formal register.

2 IELTS Practice Test

You should spend about 20 minutes on this task.

You are going on a short course to a training college abroad. It is a college that you have not been to before.

Write a letter to the accommodation officer. In your letter

- **give details of your course and your arrival/departure date**
- **explain your accommodation needs**
- **ask for information about getting to and from the college.**

Write at least 150 words.

You do **NOT** need to write your own address.

Begin the letter as follows:

Dear Sir/Madam,

3 Thinking about the IELTS Practice Test

The task involves writing:

- personal semi-formal/formal correspondence
- a letter

You are given a problem/situation and have to:

- ask for and/or provide general factual information
- express needs, wants, likes or dislikes, express opinions or complaints, etc.

You are asked to write at least 150 words and are advised to spend 20 minutes on the task.

- 1 Look at this Writing Task 1. Tick (✓) the things in the checklist that you will have to do.

You should spend about 20 minutes on this task.

You are going to Australia for a month on a work exchange programme. You will be staying with the family of an Australian colleague.

Write a letter to the family. In your letter

- **introduce yourself**
- **tell them about your arrival time/date**
- **give details of what you hope to see and do in Australia.**

Write at least 150 words.

You do **NOT** need to write your own address.

Begin the letter as follows:

Dear ...

CHECKLIST

- Write your address
- Begin the letter 'Dear...'
- Spend 20 minutes planning the letter
- Say who you are
- Talk about your last letter
- Talk about travel arrangements
- Discuss work with your colleague
- Say how you'd like to spend free time in Australia
- Write more than 150 words
- Write in a semi-formal register
- Try not to spend more than about 20 minutes on the task

- 2 Now look at these two student answers to the task in Ex. 1. Below them is a list of examiners' comments on the writing. Match each comment to one of the letters and underline examples in the letters for each comment.

Letter A

Dear Karl,

How are you? My name is James and I'm your colleague from Bangsar. I know the company has arranged for me to stay with you. Thanks – and to your wife.

I'll be leaving on 19th May so please pick me up at about four o'clock at the airport.

I don't know anywhere in Australia. What can we go and see? Is Perth far from your place? How can we get there?

I am a football fan so I'd love to go to a match while I'm in Australia. Can you get tickets? I think spending a day shopping in Perth is also a good idea – let's do it, it'll be fun!

Anyway, tell me some other things you want to know about me and I can write again soon.

Best of luck,
James

Letter B

Dear Karen,

I am writing to introduce myself and thank you and your family for offering me the chance to stay with you next month. I am really looking forward to the experience.

As you probably know, I have been with the company for seven years. I moved to Mandara to join the company and now live here with my husband and daughter. We are quite an active family and all love travelling. This is why coming to Australia is so exciting for me.

I'll be arriving on 16th August at 16.30. My flight number is KTW 403. Thank you for agreeing to meet me. I was worried about getting lost.

I am really looking forward to visiting the countryside in your region of Australia and also hoping to visit Sydney and some other cities at weekends. I would be grateful for any information you can send me on things to do.

Many thanks once again,

Tina

Examiners' comments:

- polite expressions for thanking/requesting
- style: too informal
- gives clear reason for writing
- overuses direct questions
- covers all 3 points well
- closing is not appropriate
- does not cover second point well
- good development of information in paragraphs

4 What do you know about IELTS?

- 1 What do you now know about IELTS Writing Task 1? Answer these questions.

- 1 How long should you spend on Task 1?
- 2 How many points are there in the question for you to cover? What other information does the question include?
- 3 Is Task 1 always in the form of a letter? Is this letter always to someone you know well?
- 4 What is the minimum number of words you need to write in Task 1?
- 5 What are the four things the examiner focuses on in assessing Task 1?
- 6 How are you going to prepare for Task 1 of the Writing paper?

7B

Accommodation

Unit focus

IELTS Paper: Reading (General Training)

Skills focus: Reading for detail

Exam focus: Reading Paper Section 2

Short-answer questions, matching information tasks

SKILLS FOCUS

Reading for detail

- 1 Read these extracts from a text about accommodation in youth hostels and answer the questions:

Youth Hostel Association (YHA) accommodation has changed considerably over the years, but the one thing that has remained is the distinctive character of each location. Stay in a mansion, a castle, a thatched cottage or a modern purpose built Youth Hostel, in city, coast or countryside locations and you'll find that the beauty of YHA is that no two properties are the same.

- 1 What accommodation does the article discuss?
- 2 What has not changed over the years?

Accommodation is usually in comfortable bunk-bedded rooms, sharing with people of the same sex, and most locations offer smaller private rooms for couples and families, sometimes with en-suite facilities.

- 3 What kind of beds are available?
- 4 Why does the text mention smaller private rooms?

Laundered bed linen, pillows, duvet and blankets are provided free of charge for you to make up your bed.

- 5 What else do you get free of charge besides bed linen?
- 6 Why do you need to be given bed linen, etc?

YHA offers an excellent full meals service at many of our properties, often using as much local produce as possible. Some locations also have self-catering kitchens which are fully equipped with all you'll need to do your own cooking. Facilities vary between locations, but most will have a sitting area, drying room and cycle store.

- 7 Are there standard facilities in all the youth hostels?
- 8 What three extra areas do most locations have?

- 2 In each set of questions above, one question required reading for detail and the other required you to scan. Which question required which in each set?

- 3 *True or false?* Look at these statements about scanning and reading for detail and mark them *T* (true) or *F* (false).

- 1 When you scan you look for key words or paraphrases of them.
- 2 When you scan you don't need to understand the whole text.
- 3 When you read for detail, you focus on the grammar and all the words in a sentence and sometimes in several sentences.
- 4 You usually scan to find specific information such as dates, numbers and names.
- 5 When you read for detail you don't need to read the whole text.
- 6 Scanning takes longer than reading for detail.
- 7 Scanning is the best way of reading in the IELTS exam because it's the quickest.

Explain to your classmates what the difference is between scanning and reading for detail.

- 4 When you read in your own language, do you usually scan these kinds of texts or read them for detail? Put an *S* (scan) or an *RD* (read for detail) against each. Some may take both.

- 1 the telephone directory
- 2 bus timetables
- 3 restaurant menus
- 4 articles about your favourite celebrity
- 5 a set of instructions
- 6 a dictionary
- 7 adverts for new films
- 8 a tourist guidebook
- 9 a reading text in an exam

5 Read this text for detail to answer these questions. Underline the answers in the text as you find them.

- | | |
|---|--|
| <p>a Who does the On Arrival Public Accommodation Service offer temporary accommodation to?</p> <p>b When do you need to arrange for this accommodation?</p> <p>c Why is the accommodation provided for 12 weeks?</p> | <p>d What size of accommodation can you expect to be given?</p> <p>e How many kinds of payment do you need to make before you move into the accommodation?</p> <p>f What is the maximum amount of time you can stay in this accommodation?</p> |
|---|--|

On Arrival Accommodation

The **On Arrival Public Accommodation Service** offers temporary accommodation to independent skilled migrants wishing to settle permanently in South Australia.



This unique service is provided on a once-only basis when you arrive in Adelaide and **MUST** be organised prior to your arrival in South Australia. **We need at least 6 weeks notice.**

Public Accommodation

Furnished, rental accommodation is provided by Housing SA, on behalf of the Government of South Australia.

You will receive a 12 week (maximum) tenancy in public housing, giving you time to settle in South Australia while you make more permanent accommodation arrangements.

All properties are situated in the centre of Adelaide or in the suburbs. They are not necessarily close to the city centre, but usually have easy access to local shops, schools and public transport.

Providing clean and basic accommodation, the properties consist of one, two and three bedroom units, flats and houses. They will be allocated according to the size of your family and availability.

Rental Payments and Tenancy Agreements

You will be required to:

- Enter into a 12 week lease agreement with Housing SA.
- Pay a refundable security deposit equal to the value of two weeks rent to secure your accommodation (you will lose this deposit if you choose alternative accommodation prior to your arrival).
- Make a bond payment equal in value to one week's rent.
- Pay rent at least one week in advance.
- The lease cannot be extended beyond 12 weeks.

Now look back at the answers you underlined. How are they different to the kinds of answers you get to scanning questions?

See Unit 7 'Gadgets' for more on reading for detail.

EXAM FOCUS: IELTS Reading Paper (General Training) Section 2

Short-answer questions, matching information tasks

1 Tips for IELTS

- 1 On the next page there is a practice test for IELTS Reading Section 2. Here are some tips to help you with this section. Tick (✓) the tips that you need to practise most.

Test Tips

- Write your answers on your Answer Sheet immediately. There is no extra time given to do this at the end of the test.

Short-answer questions

- It is extremely important to read the instructions for these tasks, as the number of words/numbers you can write in your answer can change – it may be 1, 2, 3 or 4 words/numbers.
- If you write more words/numbers than allowed you will lose marks.
- You must use words from the text in your answers.
- Remember that:
 - hyphenated words count as single words.
 - you can write numbers as figures or words.
- Use the right reading skills for this task:
 - skim the text to find the section where the answer is, scan for key words, then read the relevant sentences for detail, if necessary.

Matching information

- This task tests your ability to skim and scan for specific information. So read the texts in the right way – this will help you save time.
- You need to match information in the questions to paragraphs or sections of the passage in which it appears.
- Remember that:
 - you may need to use some options more than once.
 - you may not need to use some options at all.
 - the instructions will tell you if you can use an option more than once.
- So, once again, it is extremely important to read the instructions and follow what they say.

Preparation Tips

- The texts in Section 2 are often about workplace survival and include texts about job duties, job applications, staff training, etc. Outside the classroom, try to find materials like these and read them. Train yourself to find specific information in them quickly, or to read for detail for more complex information.
- As we've seen, IELTS (GT) Reading Sections 1 and 2 often require you to skim and scan. These are quick ways of reading, so DON'T use a ruler or your finger to read in these cases. This will slow you down and make you lose time.

2 IELTS Practice Test

SECTION 2

Questions 1-13

Read the text below and answer Questions 1-6.

Accommodation for temporary summer staff

We offer our summer staff two kinds of accommodation.

Staying with a family

You can stay in the home of a local family. All our families are carefully chosen and will provide you with a single bedroom. If you have any special dietary requirements we, together with the family, will make sure your needs are met. This year, staying with a family costs £150 per week for half board i.e. breakfast and evening meal. There are many advantages of staying with a family: the first is experiencing the culture, seeing from the inside how people live in another country. The others, of course, are making local friends and having opportunities for language practice.

Residential accommodation

If you prefer, you could stay in residential accommodation. This is on the site of the local Tourist Training Institute. It provides individual study bedrooms with en-suite shower facilities and a fully equipped kitchen which you share with other summer workers who will be living in the eight rooms in your block. This option costs £90 per week, including the room, bed linen and towels, and weekly cleaning. It does not include food. In the vicinity of the Institute there are many good, cheap cafes and restaurants, or you could buy food and cook for yourself. On the site, you have access to TV lounges, tennis courts and a swimming pool.

If your job application is accepted you will be sent a form for you to complete telling us which accommodation you require, and giving your bank details etc.

Questions 1-6

Answer the questions below.

Choose **NO MORE THAN FOUR WORDS AND/OR NUMBERS** from the text for each answer. Write your answers in boxes 1-6 on your answer sheet.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 What kind of room do you get when staying with families? 2 What meals are included in the price? 3 Name one advantage of staying with a family. 4 What private facility does a residential bedroom offer? | <ol style="list-style-type: none"> 5 Who do you share the residential accommodation with? 6 Name a room you can use with other occupants. |
|--|---|

Read the text and answer Questions 7-13.

McDonald Industrial Training Centre

A Lincoln

Our training centre is based in the city of Lincoln, close to Hull, Sheffield, Nottingham and the east coast. Over the centuries, Lincoln's geographic position helped it grow into a well-known market town in the Middle Ages and later into an important industrial centre. Nowadays, with a population of approximately 120,000, Lincoln is a bustling, energetic city, thriving on its recent developments such as IT and the new university as well as its many tourist attractions such as the cathedral, the castle, the Roman remains and its medieval houses. And we must not forget its strong cultural life. Lincoln offers, among other things, theatre, film and archaeology, a famous Christmas market and many events and activities geared towards teenagers and those in their twenties.

B Around Lincoln

Apart from all the many attractions of the town itself, Lincoln is surrounded by beautiful countryside, and the sea is within easy reach. Nearby too are famous country houses, important nature reserves and historical seaside resorts. You can go seal-spotting, bird watching and swimming in

the sea in just one day. All this helps to put Lincoln and Lincolnshire among the most attractive tourist destinations in the UK.

C McDonald Training Centre

Our newly built training centre is about 3 miles outside Lincoln with which it has excellent transport links. It comprises lecture and seminar rooms, laboratories, workshops, accommodation and leisure facilities such as a cinema and a bowling alley, which are open to the public. It has already won prizes for its outstanding architecture and is surrounded by beautiful woodland.

D Accommodation

All trainees have single accommodation in residences. This consists of a study bedroom with a private en-suite bathroom. The bedrooms are fully furnished, centrally heated and air-conditioned. Please note that towels and bed-linen are not provided. There are also shared kitchens, which are equipped with fridge, freezer and oven or microwave; trainees need to provide their own cooking utensils, crockery and cutlery.

The residential accommodation is 2 minutes walk from the training facilities and 5 minutes from bus stops.

Questions 7-13

The text has four sections, A-D. Which section mentions the following?

Write the correct letter A-D in the boxes 7-13 on your answer sheet.

NB You may use any letter more than once.

- | | |
|----------------------------------|--|
| 7 very old buildings | 11 an outdoor leisure activity |
| 8 somewhere to cook | 12 interesting looking buildings |
| 9 the history of a place | 13 what trainees need to bring with them |
| 10 things for young people to do | |

3 Thinking about the IELTS Practice Test

- 1 Which of these kinds of task did you do in the Practice Test: *multiple choice, sentence completion, matching information, short-answer questions*?

- 2 Answer the questions.

Which task required you to skim?

Which task required you to scan?

Which task required you to read for detail?

In which task did you only need to read parts of the text?

In which task did you need to look for key words?

What kinds of text did you read?

Task 1	Task 2

- 3 Look at these answers to the practice test. They all contain mistakes. Find and correct them.

- | | |
|---|-----------------------|
| 1 a single bedrooms | 8 Accommodation |
| 2 it includes bed, breakfast and evening meal | 9 only A |
| 3 opportunities for language practise | 10 A and perhaps C |
| 4 it's own shower | 11 the second section |
| 5 furnished kitchen | 12 ?? |
| 6 other staff too | 13 nothing |
| 7 A and C | |

What do these wrong answers tell you about what kinds of answer are acceptable in IELTS Reading? Think about spelling, grammar, the number of words you write, which words you write, and the task instructions.

4 What do you know about IELTS?

- 1 What do you now know about IELTS Reading? Answer these questions.

- How is Reading Section 2 different to Reading Section 1?
- What reading skills are tested in Section 2?
- How many questions are there in Section 2? Is this the same as Section 1?
- What kinds of text usually appear in Section 2?
- Which do you find more difficult, Section 1 or 2? Why? What can you do about it?

8B

Education

Unit focus

- IELTS Paper: Writing (General Training)
 Skills focus: Analysing a question, planning and organising discursive essays
 Exam focus: Writing Paper Task 2
 Discursive essay

SKILLS FOCUS

Analysing an essay question

Analysing a question

In Writing Task 2, you will need to write an essay in response to a statement and a question about it. It is important in writing discursive essays, like Writing Task 2, that you cover all the points in the question.

- 1 Look at the question below. Different parts of the task have been numbered.

Write about the following topic:

More and more people from around the world are attending training courses in English-speaking countries such as Australia, Britain and the US.

← [1]

← [2]

What are the benefits of going abroad to train?

← [3]

Why has English become such an important international language?

← [4]

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

↑
[5]

↑
[6]

Look at this list of points a candidate is going to include in their answer. Number each point according to which part(s) of the task it is connected to.

- | | |
|---|---|
| A The language of business | F Clear visa and application procedures |
| B The quality and variety of courses | G Become fluent in English and gain a good qualification |
| C The increasing popularity of training overseas | H A chance to experience another culture |
| D Friends have found good jobs with international companies | I Very few places in my country for what I want to train in |
| E Large communities of international students | J We live in a global age |

Question analysis and planning

In writing discursive essays like Writing Task 2, it is important that your writing follows a clear structure. A typical structure for essays like these is as follows:

Introductory paragraph

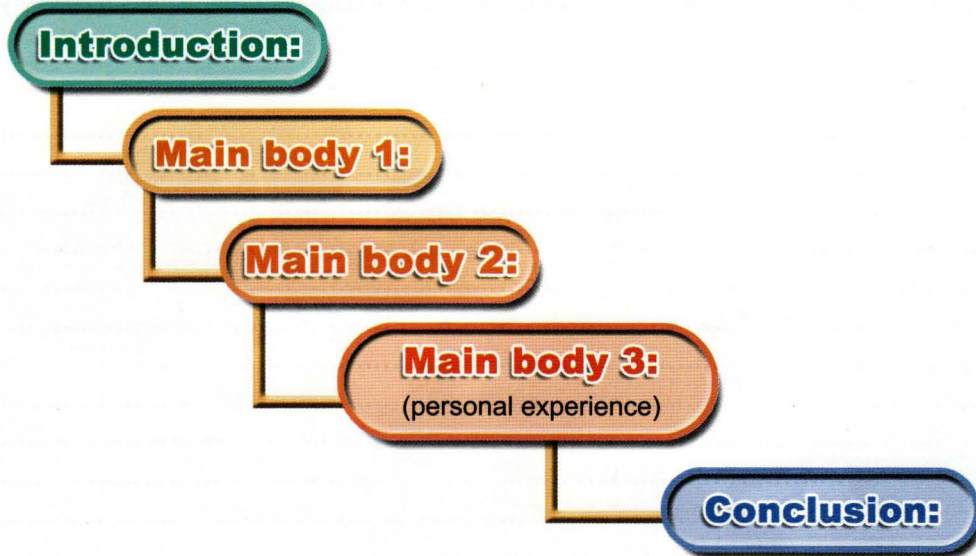
Main Body:

- Two paragraphs detailing main points/issues
- (Possibly) One paragraph relating issues to you/your personal experience

Concluding paragraph

Planning and organising discursive essays

- 2 Using this structure as an outline for a plan, which points in Ex. 1 would you include in which paragraph? Discuss this with another student.



- 3 Look at this student answer to the task in Ex. 1. In which three paragraphs is there clear and logical development between points and in which two paragraphs is there not?

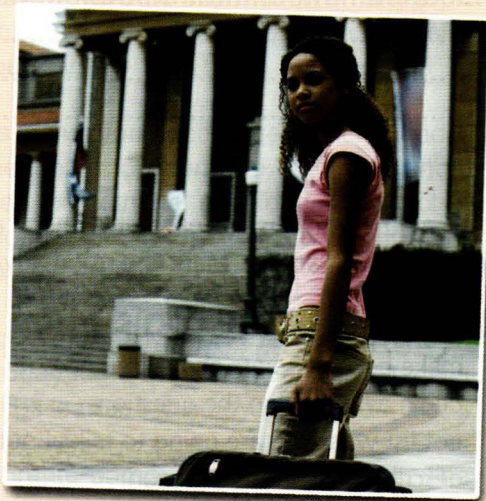
Training and gaining further skills overseas is becoming increasingly popular for a lot of people from many different parts of the world. Many of these people will choose to study in countries such as the UK and the US not only because of the level of training they offer, but also because they want to follow a course in English.

English is the language of international communication and business. Everyone knows you must speak and write in English. You must practise a lot and you can gain a good qualification.

There are also many other advantages of training abroad. The quality and variety of courses that you can do at training centres in countries like Australia is vast. These courses often involve practical or professional learning as well. Also, living and studying abroad gives you a great opportunity to experience another culture, which is valuable when applying for jobs later.

Training centres in English-speaking countries are attractive for people like myself because they offer specialist courses not available in my country. These countries also have clear visa and application procedures for visitors and it is easy to fit in on these courses because the centres receive many overseas candidates. Family friends who have gained qualifications overseas all say they loved their time there and now have better job prospects.

I think I am a global citizen and English has so many advantages. But not only English, other languages are good too. Let's go and speak English.



- 4

Organising discursive essays

The order and development of paragraphs in discursive essays should help the reader to follow your line of argument.

[illegible]

- 5

- | | |
|--|--|
| <p>1 An opening paragraph should ...</p> <ul style="list-style-type: none">a make general points about the topic. <input type="checkbox"/>b begin by repeating the question. <input type="checkbox"/>c not list what you are going to talk about. <input type="checkbox"/>d describe the current situation. <input type="checkbox"/> <p>2 Main body paragraphs should have ...</p> <ul style="list-style-type: none">a a clear and distinct focus. <input type="checkbox"/>b clear connections between ideas. <input type="checkbox"/>c at least one sentence written as a question. <input type="checkbox"/>d topic sentences supported by evidence/example sentences. <input type="checkbox"/> | <p>3 A concluding paragraph should ...</p> <ul style="list-style-type: none">a highlight the most significant points/trends mentioned previously. <input type="checkbox"/>b possibly mention future consequences/developments. <input type="checkbox"/>c clearly summarise the writer's main views. <input type="checkbox"/>d always include a quotation. <input type="checkbox"/> |
|--|--|

- 6 Put the paragraphs below which are from an essay about 'the value of using computers in training centres' into a logical order. Discuss with another student how the phrases in bold helped you to do this.



- A** **Beyond this, however,** I feel that computers are also a great source of inspiration and fun and can, therefore, be a good way to motivate trainees. Through computers, adults continuing study have access to a multi-media world and up-to-date information on any topic. Computers open up channels of communication with tutors and trainees and make it possible for adult learners to get feedback on their work more quickly.
- B** **The main value of** using computers in training centres is that you encourage adults attending courses to become more organised in their work. They learn to open and keep files and to research information for themselves. Using the Internet, for example, develops skills such as looking up and selecting information. It also encourages trainees to explore different media and become more creative and interactive in presenting their work.
- C** Computers are increasingly important **in every aspect** of our daily lives. We use them for all kinds of tasks at work and at home and it is essential today to be able to use a computer well. Computers are also a valuable educational tool that helps learners to study independently.
- D** In an online world, training centres **should** help to create computer-literate citizens. They **must** take this responsibility seriously to help everyone make the most of the exciting information age we live in.
- E** **Another reason** for using computers in training centres is to help everyone develop the skills that they will need in the outside world. Computing skills are needed in almost every form of work today and people with good computer skills have much greater access to information and can deal with tasks more efficiently. Similarly, people with good computing skills are in a better position to take advantage of opportunities such as working from home.

EXAM FOCUS: IELTS Writing Paper (General Training) Task 2

Discursive essay

1 Tips for IELTS

- 1 In the next section you are going to write a Task 2 discursive essay. Look at the tips below and tell another student about the three things you need to improve on most.

Test Tips

- Underline the key parts of the task. Make sure you cover all these points in your answer.
- It is important that you give examples and offer evidence to support what you are saying. Examples help readers follow what you are saying.
- In Task 2 you will be marked on:
 - **Task Response**
so answer all parts of the task, make points relevant and your argument clear.
 - **Coherence and Cohesion**
so plan your writing and make clear links between paragraphs and points.
 - **Lexical Resource**
so use relevant vocabulary and think about words/phrases while you plan.
 - **Grammatical Range and Accuracy**
so use a range of structures and write accurately.
- Do **NOT** begin your essay by repeating the language of the question in the opening lines. Candidates who do this find it much harder to develop their own ideas.
- Make a short plan which covers the main points you wish to include in each paragraph. Also allow time to read through your answer when you finish writing. You can then check for simple errors of spelling, grammar choices and missing words.
- You must spend the full recommended time (i.e. 40 minutes) on this answer. It counts for twice as many marks as Writing Task 1. Candidates who fail to do this do not perform well in the test and candidates who do not write at least 250 words lose marks.
- Remember it is **NOT** appropriate to say who you are and why you are writing this task. Write the essay as if you were writing for a course tutor.

Preparation Tips

- When writing Task 2s at home, take time to plan. Show your plans to your teacher or to other students for them to comment on. Also check your plans against the task to make sure you cover all the points.
- In your reading on different topics, make a note of language that seems useful to you in presenting and supporting arguments in discursive essays. Look particularly for language that is good for opening and linking paragraphs.
- Make an effort to read 'serious articles' in magazines such as *Time* and *National Geographic* and on websites such as www.dailynewspaper.co.uk to develop your ideas on current issues.

2 IELTS Practice Test

You should spend about 40 minutes on this task.

Write about the following topic.

In some countries in Europe, some children from the age of 11 or 13 go to schools to learn more practical skills that will help them get a job. Other children stay in schools which provide a more general academic education.

What should schools do to prepare students for the world of work?

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

Write at least 250 words.

3 Thinking about the IELTS Practice Test

2 Look at this student's plan for the above essay. Discuss with another student:

- a has the student covered all the points in the question?
- b does the order of the paragraphs seem logical and effective?

Opening:	<ul style="list-style-type: none"> – changing world – need for adaptable students for communications age – students should have some practical skills
Paragraph 2:	<ul style="list-style-type: none"> – not right/fair for students to specialise at young age – learning = gaining knowledge of a wide range of subjects – learning = developing general abilities
Paragraph 3:	<ul style="list-style-type: none"> – children can train for jobs after school – some practical subjects good: computing/cooking – work experience while at school useful
Paragraph 4:	<ul style="list-style-type: none"> – in my country: students specialise at 16 – also can combine starting job and college
Conclusion:	<ul style="list-style-type: none"> – open children's minds – don't limit them – no job is for life

4 What do you know about IELTS?

1 What do you now know about IELTS Writing Task 2? Answer these questions.

- 1 What is the minimum number of words you need to write?
- 2 How long should you spend on Task 2? What percentage of the total time for the Writing Paper is this?
- 3 Is this task always in the form of an essay?
- 4 What are the four things you are marked on in Task 2?
- 5 Are you asked to present your own ideas and arguments in this part of the test?
- 6 What are your main problems with discursive writing? How are you going to improve before the test?

11B Jobs

Unit focus

IELTS Paper: Reading (General Training)

Skills focus: Finding key words/phrases, paraphrasing

Exam focus: Reading Paper Sections 2 & 3
Summary completion

SKILLS FOCUS

Finding key words/phrases

1 Read the article on the next page and

a complete the notes below. Use a maximum of three words from the text for each blank.

Tips on how to achieve a good work/study balance

Tips	Reason
Develop a study plan	To help you decide which 1) you are free to work
Choose a job that is flexible	To get the time off you may need for exams and 2)
Choose a job that fits in with your study pattern	To match your best 3) for studying

b complete the table below with words from the box. Write only 1 letter (A-F) in each blank.

A bad	C difficult	E additional
B special	D wide	F good

Tips	Advantages	Disadvantages
Getting a demanding job	Pays 4) money	May be 5) to balance with your studies
Being industrious in your search for work	Gives you a good idea of the 6) range of jobs available	
Working a high number of hours		Could have a(n) 7) effect on your studies You may miss social time and extracurricular activities

How to juggle study and work

IS EARNING WHILE AT COLLEGE A RECIPE FOR DISASTER? HERE ARE SIX WAYS TO FIND A BALANCE.

With ever-increasing fees, working while studying is the norm for many students. Faced with potentially huge debts, some students may be tempted to take part-time jobs that involve working lots of hours, but this may have a negative effect on their studies.

College is more than just about getting a qualification: extracurricular activities and a social life are also important. How can students balance studying with working part-time and also ensure that they do not miss out on college life?

1 Develop a study plan

Once you have your timetable, and an idea of when your assignments are due, develop a plan of the best times for you to study, whether this be evenings, mornings or weekends. This will help you determine which hours and days you can work.

2 Choose a job that is flexible

You may need time off from your job during exams or if you have deadlines for coursework, so choosing the right job, where the employer is understanding and willing to be flexible, is important.

You can mention this at interview, but Brian Staines of Bristol University Careers Office says: "It may be better to wait until you have been offered the job, have worked for a while, and have had the opportunity to prove yourself before mentioning that you might need time off."

3 Choose a job that fits in with your study pattern

Work out your study pattern, i.e. which time you study best – in the mornings, evenings or late. Some students prefer to study late at night, others in the morning.

Some students may prefer to work a few evenings a week, others at weekends. "Although work is important they need to find a job with hours that fit around their optimal times for studying rather than the other way round," says Professor Cary Cooper of Lancaster University Management School.

4 Don't take a job that's too demanding

The type of job you look for will depend on your skill set. Apart from the usual student-type jobs, there are roles in offices which can be done at weekends and evenings – jobs such as being a presentation operator using PowerPoint or even evening and weekend secretarial work.

Although these jobs pay well, it may be a challenge to balance studying with these types of jobs. "A job developing PowerPoint presentations may be too mentally demanding and tiring because you will be looking at a screen most of the time," says Cary.

5 Be industrious in your search for work

There may be part-time jobs available in call centres or as photocopy clerks in banks and law firms. There may even be jobs in security, which give you the opportunity to study 'on the job', perhaps on site at an unoccupied building, so it's a good idea to really look around when looking for part-time work.

6 Know your limits

There isn't a figure for the maximum number of hours that students can work before it impacts negatively on their studies since this will vary from student to student.

However, Brian Staines says: "At Bristol, we believe that if students work more than 12 hours a week during term time, this could have a negative effect on their studies. We have a job shop at Bristol offering part-time jobs and all the jobs are a maximum of 12 hours."

"If students for example work 20 hours a week, then their work could suffer unless they are incredibly disciplined," he explains. "Also college is about more than just studying. Social time and extracurricular activities are also important."

Balancing part-time work with studying is a challenge that more and more students will face.

2 Complete this table with either a tick (✓) or a cross (X).

Which tasks required you to:	Task a	Task b
skim read the whole passage?		
scan to find key words/phrases?		
read in detail part of the passage?		

3 Why were these headings important in finding and getting the answers?

Question 1: Develop a study plan

Question 2: Choose a job that is flexible

Question 3: Choose a job that fits in with your study pattern

Question 4: A demanding job

Question 5: A demanding job

Question 6: Industrious in your search for work

Question 7: A high number of hours

4 Based on your answers to Exs. 1, 2 and 3, complete this advice.

Advice on using key words/phrases to complete notes and tables

- When you complete notes and tables, key words and phrases can help you 1) the information you need quickly.
- Just 2) the text for the key words/phrases.
- When you have found the information you need, you can then read it for 3) if necessary to find out exactly what it says.
- 4) read other sections of the text which don't contain the information you need – this is a complete 5) of time.

Paraphrasing

1 What is paraphrasing?

Paraphrasing = Using different words to say the same thing

e.g. *Everything she said was clear to me* = *I understood everything she said*

How could you paraphrase these phrases from the article?

- 1 Ever-increasing fees
- 2 Jobs that involve working lots of hours
- 3 Time off from your job
- 4 Deadlines for coursework
- 5 Your optimal time for studying
- 6 A job that is too demanding
- 7 The opportunity to study on the job
- 8 It impacts negatively

- 2 Look back again at the questions and the text and match the paraphrases with the words they could replace.

Paraphrases	Words they replace
To see which	Negative
To match	A challenge
Pays good money	Pays well
Something difficult	There may be part-time jobs available in ...
Wide choice	To fit
Bad	To determine

- 3 Based on your answers to Exs. 1 and 2, complete this advice.

Advice on using paraphrases to complete notes and tables

- Paraphrases are different ways of 1) the same thing.
- Notes and tables sometimes contain paraphrases of 2) in the text you need to read.
- When you complete notes and tables look for 3) words in them, then scan the text to find these key words or 4) of them.

NOTE: Using dictionaries can help you enrich your vocabulary. Most dictionaries include:

- a synonym of the word
- a short definition/paraphrase of the word

- 4 Look at the dictionary entry. Which of the following can you find?

- definition/paraphrase
- phonetic transcription
- synonym
- example sentence
- words derived

brilliant /brɪˈlɪənt/

1 A **brilliant** person, idea, or performance is extremely clever or skilful. *She had a brilliant mind... It was his brilliant performance in 'My Left Foot' that established his reputation.* ♦ **brilliantly** *It is a very high quality production, brilliantly written and acted.* ♦ **brilliance** *He was a deeply serious musician who had shown his brilliance very early.*

2 You can say that something is **brilliant** when you are very pleased about it or think that it is very good. [mainly BRIT, SPOKEN, INFORMAL] *If you get a chance to see the show, do go—it's brilliant... My sister's given me this brilliant book.* ♦ **brilliantly** *It's extremely hard working together but on the whole it works brilliantly and we're still good friends.*

3 A **brilliant** career or success is very successful. *He*

great

◆◆◆◆◆

ADJ-GRADED:
usu ADJ n

ADV-GRADED

N-UNCOUNT:
oft with poss

ADJ-GRADED
= great
≠ awful

ADV-GRADED:
ADV with v,
ADV adi/adv

ADJ-GRADED:

Taken from Collins COBUILD English Dictionary for Advanced Learners, pg. 185.

- 5 Use the dictionary entry to paraphrase the words in bold.

- She was given a promotion after she came up with a **brilliant** idea that solved the problem.
- I have a **brilliant** CD we can listen to over dinner.
- The screenplay was **brilliantly** written.
- All in all, it was a **brilliant** film.

EXAM FOCUS: IELTS Reading Paper (General Training) Sections 2 & 3

Summary completion

1 Tips for IELTS

- 1 On the next page there is a practice test for IELTS Reading Section 3. Here are some tips to help you with the Reading Paper. Tick (✓) the tips that you need to practise most.

Test Tips

DON'T

- write the wrong number of words on your answer sheet.
- make spelling or grammar mistakes on your answer sheet.
- forget to transfer your answers to your answer sheet.

Summary completion tasks

In this task you need to complete gaps.

There are two versions of the task:

Version 1

- You need to choose a word or words provided in a box to complete the gaps (as in Ex. 1b in Skills Focus).
- There are always more words provided than you need, and they will not all be correct for each gap, so you will need to choose the correct one.

Version 2

- You need to choose a word or a phrase from the text to complete the gaps (as in Ex. 1a in Skills Focus).
- You need to read the instructions carefully to see how many words you need to write: one word only, no more than two, or three, four, etc.
- Remember to copy words from the text exactly. You will lose marks for spelling or grammar mistakes.

Both versions

- It is useful to write your answers in the summary initially, as this can help you understand how the text develops. But after, you must transfer your answers to your answer sheet. Remember you are not given extra time to do this. The examiners only mark your answer sheet, not your question paper.

- You may find this task in Section 1, 2 or 3 of the Reading Paper. It often tests factual information in descriptive texts. You will need to scan the text to find the information.
- Use key words to help you find the information, and remember you may need to look for paraphrases of words.

Preparation Tips

Practise finding key words and making paraphrases.

When you read outside class:

- try to identify key words in what you read – in advertisements, leaflets, brochures, newspapers, information leaflets etc.
- practise paraphrasing i.e. think how you could say the same thing in different ways. This might be individual words, phrases, sentences or paragraphs.

In some IELTS reading tasks you need to complete 'flow charts'

What are flow-charts?

- Find out about them by, for example, doing an Internet search for 'what is a flow chart?' This will help you understand their purpose and the different forms they can take.
- Read longer texts from newspapers, magazines, books or online to prepare yourself for Section 3.

2 IELTS Practice Test

SECTION 3

Questions 1-13

Read the text below and answer questions 1-13.

You and your CV

Your CV is possibly your most important tool in your search to find the right job.

It is the first thing a future employer sees about you, and if it's not right, may be the last. An employer will do no more than glance at your CV – it's estimated that most employers spend no more than twenty seconds looking at each CV, so you have very little time to make the right impression. Here's some advice to help you make the most of those twenty seconds.

What it should look like

The first rule of all CVs is keep them clear and simple – anything complicated or long tends to get rejected instantly. Achieving that is a matter of making good use of lists, bullet points and note form, and of keeping your CV to the right length. There are no fixed rules on how long it should be, and it will vary, of course, according to your age, experience, etc., but keep it to one page if you can – this length is convenient for your reader to work with.

As for style, there are different kinds of layouts you can follow – look at the examples on this site to see which one you prefer – but the basic rule is to use headings well to signal clearly where all the relevant information is. Make sure you include these sections: qualifications, skills, education, work experience, references, personal interests/hobbies, personal qualities, then label them clearly so that your prospective employer can find the information they want quickly and easily.

Content

CVs tend to follow a fixed order. They start with your personal details such as name, address and contact details, then go on to personal qualities such as those things in your personality that might attract an employer e.g. conscientious, adventurous, punctual, etc., and your career goals.

After this comes the main part of your CV starting with education, then work experience. Use reverse chronological order to list these, starting with what you're doing now. It's most common to go back no more than 10 years. Give your job details such as job titles, the names of the organisations you worked for, an outline of your job duties and then note your particular achievements.

Then go on to your personal interests and finish up with the details of some good, reliable referees. Your future employer may not follow up on these, but they do make an impression.

Do's and don'ts

A glance at your CV should create a good impression. Don't make spelling mistakes, and don't send in anything crumpled or with coffee stains on it. Anything like that leads to instant rejection. Use good quality A4 paper and don't send in anything other than a cover letter. Diplomas, testimonials, etc., will be requested later if they're interested in you.

When you think you've finished writing your CV, read it over very carefully. Check your full stops, use of bullets, indentation, use of capital letters, etc. And never include in your CV anything that's not true. It's very easy for an employer to check, and if your CV doesn't match what they find out, then your chances of getting that job are probably gone.

Finally, carry out the instructions in the job ad very carefully. If they require three copies, then send them three copies, not two or four. Make sure you meet the deadline too, and put the right stamp on your envelope. You'll need to accompany your CV with a cover letter. This should be tailored to each job you apply for. Follow the link below for advice on how to write a cover letter.

And last of all 'Good Luck'!

Remember to include:

- Career history
- Skills and strengths
- Awards and achievements
- Contact details

Questions 1-3

Do the following statements agree with the information in the text?

In boxes 1-3 on your answer sheet 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 answer

- 1 CVs are essential when applying for jobs.
- 2 Employers spend a long time reading applicants' CVs.
- 3 The style of CVs varies from country to country.

Questions 4-7

Complete the flowchart below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer. Write your answers in boxes 4-7 on your answer sheet.

How to write your CV

Your CV should follow this progression:

Name, address, contact details



Personal 4): including relevant personality strengths, and immediate career goals



Education



Work experience (now → 5) years ago; including job details and 6)



7)



References

Questions 8-13

Complete the summary in the box with words (A-K) below.

Write the correct letters for your answers in boxes 8-13 on your answer sheet.

- | | |
|-------------|-------------|
| A deliver | G fit |
| B ensure | H check for |
| C customise | I accompany |
| D look | J attach |
| E let | K follow |
| F listen to | |

Advice on writing CVs

The article advises people to:

- make sure their CVs 8) good
- 9) spelling mistakes
- not to 10) any other documents
- 11) them on time
- 12) a covering letter for each job
- 13) the instructions of the job advert

3 Thinking about the IELTS Practice Test

- 1 Which of these kinds of task did you do in the Practice Test: *multiple choice, identifying information, summary/flow-chart completion, short-answer questions, note completion*?

- 2 Answer the questions.

Which task required you to skim?

Which task required you to scan?

Which task required you to read for detail?

In which task did you only need to read parts of the text?

In which task did you need to look for key words?

In which task did you need to find paraphrases?

Task 1	Task 2	Task 3

- 3 Look at these answers to the practice test. They all contain mistakes. Find and correct them.

1 TRUE?

2 ?

3 Right

4 qualitys

5 at least 10 years ago

6 responsibilities

7 high school education

8 look

9 check for

10 I and J

11 A?

12 customise

13

What do these wrong answers tell you about what kinds of answers are acceptable in IELTS Reading? Think about spelling, grammar, the number of words you write, which words you write, and the task instructions.

4 What do you know about IELTS?

- 1 What do you now know about the IELTS Reading Paper? Answer these questions.

1 How long should you spend on Sections 1, 2 and 3?

2 How are the texts in Section 3 different to those in Sections 1 and 2?

3 Where must you write your answers in the Reading Paper?

4 How can you prepare yourself for Sections 1, 2 and 3?

12B Entertainment

Unit focus

IELTS Paper: Writing (General Training)
Skills focus: Organising letters, using appropriate register
Exam focus: Writing Paper Task 1
 Writing a semi-formal or formal letter

SKILLS FOCUS

Organising letters

The exact organisation and content of letters depends on **who** you are writing **to** (your **audience**) and **what** you are writing **for** (your **purpose**) but most letters follow a similar pattern of organisation.

- 1 Look at this semi-formal letter from a member of a sports club, who wants to organise a concert, to the chairperson of a community hall.
 Match the numbered parts of the letter with the labels A-I:

- 1 Dear Mrs Harris
- 2 I am writing on behalf of the events committee of Ashington Football Club. I would like to ask permission to use the community hall and outside area for a benefit concert in late August.
- 3 We are planning to organise this concert as part of the football team's charity work and will donate part of the profits to a fund of your choice. The exact date of the concert will depend on what is available.
- 4 The events committee would like to invite several well-known local groups to perform between 6.00 p.m. and midnight. We plan to set up a refreshments tent in the outside area and we will make the necessary security arrangements. We expect a lot of local interest and that most of our club members will attend as this will be the last official event of the summer.
- 5 I have enclosed the complete event request form and I am happy to meet you to discuss this further.
- 6 I look forward to hearing from you.
- 7 Yours sincerely,
- 8 Stephen Parkes
- 9 Ashington Football Club Events Organiser



- A suggestion about future communication/ follow-up
- B sender's title
- C explanation of purpose of letter
- D final greeting
- E details of request, plan, etc.
- F name/signature
- G opening greeting
- H pre-closing comment
- I outline of situation

- 2 Now look at this semi-formal letter inviting a person to a celebratory event. It has the same nine parts as the letter in Ex. 1. Put the parts of the letter in the correct order.

- 1 As well as a special buffet, you will be able to enjoy a number of performances from some of the musicians that have helped to create the special atmosphere of evenings at The Round Table over the past two decades.
- 2 Evelyn Simmons
- 3 We look forward to sharing the special evening with you.
- 4 I am writing to invite you to a reception to celebrate the 20th anniversary of The Round Table at 7.00 pm March 20th.
- 5 Please bring the enclosed invitation to show at the door and please call or e-mail us if you have any special requests for the evening.
- 6 Restaurant Manager
- 7 As a regular and valued customer of ours, we would very much like you and a guest to be present on this special occasion for us. We are hoping that around 200 people that we genuinely consider as friends of our restaurant will be able to attend.
- 8 Dear Mr Silk,
- 9 Best regards

Using appropriate register

Once you have decided on the content of your letter and how to organise it, you need to think carefully about register. Again, considering exactly **who** the letter is **to** and **what** it is **for** are important.

Ask yourself these questions:

Who to?

- How well do you know the person?
- What do they know about you?
- Should the language you use be informal, neutral or more formal?

What for?

- What is your main reason for writing and when will you mention this?
- What kind of information do you need to include?
- What result do you want from your letter?

- 3 Discuss each of the above questions with another student in relation to the IELTS Task 1 below.

You are part of a group of musicians who meet on Tuesday and Friday evenings to practise in the community hall. You have been told, however, that it is no longer possible for the group to use the hall.

Write a letter to the manager. In the letter:

- describe what the group does
- explain why the group is good for the community
- suggest alternative days and times for practice

4 Discuss with another student which of these would be appropriate in the opening and closing sections of the letter in Ex. 3.

- A I am writing on behalf of the group of musicians ...
- B Get back to me a.s.a.p.
- C Just to let you know ...
- D Dear Mrs Camden,
- E All the best,

- F Hi Cam,
- G Yours sincerely,
- H Let's get together soon.
- I I would welcome the opportunity to discuss this with you further.
- J I look forward to hearing from you.

5 If you begin a letter 'Dear Sir/Madam ...' do you close with 'yours sincerely' or 'yours faithfully'? If you begin 'Dear Mr Smith ...' do you close with 'yours faithfully' or 'yours sincerely'?

6 Look at the table below. It shows different (informal/semi-formal) expressions in letters. Complete each semi-formal phrase with one word from the box below.

delighted convenient alright	grateful possible interested	afraid happy main	enquire accept mention
Purpose	Informal	Semi-formal	
<i>Requesting</i>	By the way, could you ...?	Would it be 1) for you to ... ?	
<i>Requesting information</i>	Let me know if ...	I would like to 2) whether ...	
<i>Asking permission</i>	Any chance I can ...?	Would it be 3) if I ...?	
<i>Thanking</i>	Thanks for your help.	I am really 4) for all your help.	
<i>Accepting an invitation</i>	I'd love to come.	I am 5) to accept ...	
<i>Declining an invitation</i>	Sorry but I can't come.	I am 6) that I will not be able to	
<i>Justifying</i>	Remember it was me ...	I should 7) that ...	
<i>Apologising</i>	Sorry for not having written ...	Please 8) my apologies for ...	
<i>Suggesting</i>	Let's/Why don't we ...?	Would next Friday be 9) for you?	
<i>Explaining</i>	That's why ...	The 10) reason why ...	
<i>Offering</i>	I'll ... if you like.	We would be 11) to ...	
<i>giving information</i>	Did you know that ...?	You might be 12) to know ...	

- 7 Using appropriate language from Exs. 4, 5 and 6 to help you, write the letter to the manager that you discussed in Ex. 3.

Use the plan below to organise your thoughts.

Paragraph 1

Opening remarks / purpose of letter:

.....
.....
.....

Paragraph 2

Outline of situation:

.....
.....
.....

Paragraph 3

Details:

.....
.....
.....

Paragraph 4

Suggestion about future communication / follow up:

.....
.....
.....

EXAM FOCUS: IELTS Writing Paper (General Training) Task 1

Writing a semi-formal or formal letter

1 Tips for IELTS

- 1 In the next section you are going to write an IELTS Writing Task 1. Here are some tips to help you with this task. Underline one or two key words in each tip that will help you to remember them.

Test Tips

- In planning your writing think about the logical organisation of letters. Remember to mention your reason for writing in the first sentence in the letter.
- Once you have decided whether you are writing a semi-formal or more formal letter, be consistent in the register of language you choose.

Remember in this part of the exam you are assessed on:

- **Task Achievement** (how well you answer the question)
- **Coherence and Cohesion** (the layout, and ordering and linking of ideas in your letter)
- **Lexical Resource** (use of appropriate vocabulary)
- **Grammatical Range and Accuracy** (the accuracy and range of the grammar you use)

Think about these as you do the writing task on the next page.

- You should only spend 20 minutes on this task. Task 2 counts for twice as many marks.
- Remember that the task will always clearly tell you who you are writing to. Think carefully about what or how much this person already knows about you, what you need to tell them and what register to use.
- Try to leave yourself a few minutes to check through what you have written. Check for mistakes in spelling, grammar endings, punctuation, etc. and make sure you have not repeatedly used the same words.

Preparation Tips

- Remember in planning letters to think about the following sequence:
 - opening greeting
 - explanation of purpose of letter
 - outline of situation
 - details of request/plan
 - suggestion about future communication/follow-up
 - pre-closing comment
 - final greeting
 - name/signature
 - sender's title
- Find examples of letters in your reading and through the Internet. Think carefully about who they are to and why they were written, as you read them. Notice the sequence they follow. Note down any useful semi-formal or formal expressions they contain.

2 IELTS Practice Test

You should spend about 20 minutes on this task.

You are going on a month training programme to the UK and know that the head of the course would like one of the participants to be the social events' organiser.

Write a letter to the Training Organiser

- *expressing your interest in the role*
- *requesting more information about it*
- *explaining what experience you have*

Write at least 150 words.

Begin your letter as follows:

Dear ...

3 Thinking about the IELTS Practice Test

- 1 Look at this answer to the Writing Task in the Practice Test above. The content and organisation of the letter are good but the style is a little too informal at times. Look at the words/phrases in bold. Change them to make them more consistent with the semi-formal tone of the rest of the letter.

Dear Mr Wilkes,

I am one of the trainees due to attend the 'customer care' course in June and I am writing to **tell you** my interest in being the social events' organiser for the group.

Could you please send me **a bit** more information about the size and background of the group and **give me a clue** about the facilities at the training venue and **some stuff** there is to see and do in the local area. From the programme I have **got**, it seems that trainees will be free three evenings in the week and after 1.00 pm on Saturdays at the weekend.

I have some experience of acting in this role as we often run courses here for overseas colleagues and in the past I have been asked to **keep myself busy with** the social programme: trips, nights-out, group competitions **etc.** This is a role that **I absolutely love**.

Please **drop me a line** if you **want** any further information or would like me to provide you with the names of referees.

I look forward to hearing from you **right away**.

Best regards,

Paulo Soares
Client Advisor

4 What do you know about IELTS?

- 1 What do you now know about IELTS Writing Task 1? Answer these questions.

- 1 Do you need to include addresses in the letter?
- 2 Are you always asked to write to someone that you know?
- 3 One of the categories you are assessed on is Task Achievement. What does this mean?
- 4 Are you told in the instructions how to begin the letter?
- 5 How are you going to prepare for Task 1 of the Writing Paper?

Talks, presentations and lectures

Unit focus

IELTS Paper: Reading (General Training)

Skills focus: Reading to check information and views

Exam focus: Reading Paper Section 3

Identifying information, identifying writer's views/claims

SKILLS FOCUS

Reading for information and views

- 1 Read the article about webinars and find the lines that contain the following information or views. Write the line numbers.
- a Webinars are known by several names.
 - b A webinar is usually interactive.
 - c Webinars and webcasts are not the same.
 - d Internet-based meetings are sometimes called webinars.
 - e Webinars allow you to conduct online tests.
 - f You need to use special software to run a webinar.

What is a webinar?

The word webinar was coined several years ago, referring to a seminar presented over the Internet (or Web). You may also hear terms such as web seminar, web conference, or Internet meeting used in this context. As is often the case

- 5 with jargon, there is a lack of rigidity in exact usage. Some people say a true webinar refers only to a presentation given to a large group of audience members, each of whom has the ability to interact in some way with the presenter. This differentiates a webinar from a webcast, which typically
- 10 indicates a broadcast-only (or one-way) presentation where the audience can only watch and listen. The most common uses for these webinars is in sales and marketing applications, to inform and influence potential customers.

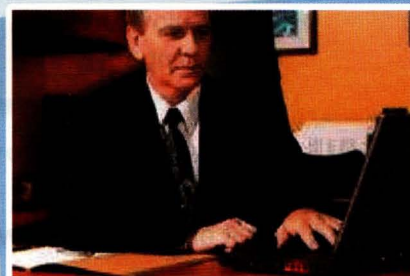
- Webinar technology vendors often expand the term to
- 15 include other types of Internet based meetings. You will see webinars promoted for workgroup conferences, where all members can collaborate and modify work documents concurrently. Webinars are also used for remote training, where an instructor can lead students through lessons and
- 20 exercises, with integrated online testing. And webinars can be used to facilitate one-to-one meetings in applications such as technical support, allowing users to share views (or even control) of their computer desktops.

- Hosting a webinar requires the use of specialised software
- 25 that configures presenter and audience PCs for

communicating. Many vendors now offer webinar software applications. These software packages vary tremendously in features and price. Examples of differentiating features include the ability to:

- Use integrated telephone conferencing or audio over computer speakers. 30
- Let the audience see the presenter's computer screen for live product demos.
- Show streaming video or flash animation in a presentation. 35
- Record a webinar for later playback.
- Segment the audience into subgroups, with group interaction facilities.
- Present audience polls and questionnaires.
- Manage live question and answer dialogues during a presentation. 40

Webinars can be an effective means to bring people together without travel expenses and inconvenience. But making a webinar pay off for your company requires planning, training, and practice.



- 2 Does the article say anything about:

- a the disadvantages of webinars?
- b different ideas on what a webinar is?
- c what webcasts are often used for?
- d using webinars to edit documents at a distance?
- e the use of webinars in education?

3 Exs. 1 and 2 asked you to:

- find information and views in a text.
- recognise whether certain information or views were mentioned in a text or not.

Being able to do this is very important when you study, read official documents or even read newspaper or magazine articles. It helps you judge what you are reading so that your own opinions can be based on firm facts.

In which of these ways do you need to read to see if something is mentioned in a text:

Skim?	Read for main ideas?	Use key words?
Scan?	Read for detail?	Look for paraphrases?

4 Reading to check information and views and the IELTS Reading Paper

This kind of reading is often tested in Section 3 of IELTS Reading Paper through two tasks: identifying writer's views/claims and identifying information. See the tips page in this unit for tips on how to handle these tasks. Here is an example of the identifying information task. Complete the task with reference to the text above.

Do the following statements agree with the information in the text?

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

- | | |
|--|--|
| <p>1 Webinars were in use before the Internet was invented.</p> <p>2 Webinar training is always done with instructors helping out.</p> <p>3 In a webinar you can operate someone else's computer.</p> | <p>4 Webinar software packages are all quite similar in price.</p> <p>5 Webinars save companies a lot of time.</p> |
|--|--|

Discuss with another student how you reached your decision on each question.

EXAM FOCUS: IELTS Reading Paper (General Training) Section 3

Identifying information, identifying writer's views/claims

1 Tips for IELTS

- 1 On the next page there is a practice test for IELTS Reading Section 3. Here are some tips to help you with the Reading Paper. Tick (✓) the tips that you need to practise most.

Test Tips

IELTS candidates can lose marks by not following task instructions. There are many different kinds of IELTS reading tasks and their instructions vary. You must do what they say or you don't get the mark, even if you have understood.

So, read all instructions very carefully.

Identifying information tasks

- The question asks you:
'Do the following statements agree with the information in the text?'
- This task tests your ability to recognise particular points of information given in the text.
- You need to write '**True**', '**False**' or '**Not Given**' on the answer sheet.
- '**True**' means that the statement in the question has the same meaning as the information given in the text.
- '**False**' means that the information in the statement does **NOT** correspond to the information in the text, i.e. it disagrees with the statement.
- '**Not given**' means there is **no** information in the text about the statement in the question, so the text neither confirms nor contradicts the statement.

Identifying writer's views/claims tasks

- The question asks you:
Do the following statements agree with the views/claims of the writer?'
- This task aims to test your ability to recognise writers' views or claims.
- You need to write '**Yes**', '**No**' or '**Not Given**' on the answer sheet.
- '**Yes**' means the writers' views or claims match those in the statement in the question.
- '**No**' means that the writer's views/claims do **NOT** correspond to those in the statement in the question i.e. they disagree with the statement.

- '**Not Given**' means there is **no** information in the text about the statement in the question, so the text neither confirms nor contradicts the statement.

For both these tasks, as with others, you can write your answer in capital or lower case e.g. FALSE or false.

Preparation Tips

The texts in IELTS Reading Section 3 are usually taken from newspapers, magazines or fictional and non-fictional books.

They are longer and more difficult than the texts in Sections 1 and 2.

They often deal with 'serious' topics.

So, outside class find texts like these in English and read them. Do this as often as you can, just to get used to reading longer texts in English.

You can find many things to read on the Internet. Here are a few sites to start you off:

<http://www.thenewspaper.org.uk/news/index.php3>

An online newspaper featuring sports, news, and music for teenagers

<http://www.thepaperboy.com/>

Newspapers from all over the world

<http://www.thestoryteller.org.uk/>

Stories to read online

2 IELTS Practice Test

SECTION 3

Questions 1-13

Read the text below and answer Questions 1-13.

2b or not 2b?

As a new variety of language, texting has been condemned as "textese", "slanguage", a "digital virus". According to John Sutherland of University College London, it is "bleak, bald, sad shorthand. Drab shrinktalk ... Linguistically it's all pig's ear ... it masks dyslexia, poor spelling and mental laziness. Texting is penmanship for illiterates."

Ever since the arrival of printing – thought to be the invention of the devil because it would put false opinions into people's minds – people have been arguing that new technology would have disastrous consequences for language. Scares accompanied the introduction of the telegraph, telephone, and broadcasting. But has there ever been a linguistic phenomenon that has aroused such curiosity, suspicion, fear, confusion, antagonism, fascination, excitement and enthusiasm all at once as texting? And in such a short space of time. Only a few years ago, hardly anyone had heard of it.

The idea of a point-to-point short message service (or SMS) began to be discussed as part of the development of the Global System for Mobile Communications network in the mid-1980s, but it wasn't until the early 90s that phone companies started to develop its commercial possibilities. Text communicated by pagers was replaced by text messages, at first only 20 characters in length. It took five years or more before numbers of users started to build up. The average number of texts per GSM customer in 1995 was 0.4 per month; by the end of 2000 it was still only 35.

The slow start, it seems, was because the companies had trouble working out reliable ways of charging for the new service. But once procedures were in place, texting rocketed. In the UK, in 2001, 12.2 billion text messages were sent. This had doubled by 2004. On Christmas Day alone in 2006, over 205 million texts went out. World figures went from 17 billion in 2000 to 250 billion in 2001. They passed a trillion in 2005. Text messaging generated around \$70 billion in 2005. That's more than three times as much as all Hollywood box office returns that year.

People think that the written language seen on mobile phone screens is new and alien, but all the popular beliefs about texting are wrong. Its graphic distinctiveness is not a new phenomenon, nor is its use restricted to the young. There is increasing evidence that it helps rather than hinders literacy. And only a very tiny part of it uses a distinctive orthography. A trillion text messages might seem a lot, but when we set these alongside the multi-trillion instances of standard orthography in everyday life, they appear as no more than

a few ripples on the surface of the sea of language. Texting has added a new dimension to language use, but its long-term impact is negligible. It is not a disaster.

Although many texters enjoy breaking linguistic rules, they also know they need to be understood. There is no point in paying to send a message if it breaks so many rules that it ceases to be intelligible. When messages are longer, containing more information, the amount of standard orthography increases. Many texters alter just the grammatical words (such as "you" and "be"). As older and more conservative language users have begun to text, an even more standardised style has appeared. Some texters refuse to depart at all from traditional orthography. And conventional spelling and punctuation is the norm when institutions send out information messages, as in this university text to students: "Weather Alert! No classes today due to snow storm", or in the texts which radio listeners are invited to send in to programmes. These institutional messages now form the majority of texts in cyberspace – and several organisations forbid the use of abbreviations, knowing that many readers will not understand them. Bad textiquette.

Research has made it clear that the early media hysteria about the novelty (and thus the dangers) of text messaging was misplaced. In one American study, less than 20% of the text messages looked at showed abbreviated forms of any kind – about three per message. And in a Norwegian study, the proportion was even lower, with just 6% using abbreviations. In my own text collection, the figure is about 10%.

Some people dislike texting. Some are bemused by it. But it is merely another manifestation of the human ability to be linguistically creative and to adapt language to suit the demands of diverse settings. There is no disaster pending. We will not see a new generation of adults growing up unable to write proper English. The language as a whole will not decline. In texting what we are seeing, in a small way, is language in evolution.



Questions 1-4

Do the following statements agree with the views of the writer of the text?

In boxes 1-4 on your answer sheet write

- YES** if the statement agrees with the views of the writer
NO if the statement contradicts the views of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- | | |
|---|--|
| <p>1 Some people disapprove of the language of texting.</p> <p>2 People have probably reacted more negatively to texting than they did to printing.</p> | <p>3 Commercial development of SMS started in the 1980's.</p> <p>4 Pagers were popular for about five years.</p> |
|---|--|

Questions 5-9

Answer the questions below.

Choose **NO MORE THAN FOUR WORDS AND/OR NUMBERS** from the text for each answer.

Write your answers.

- | | |
|--|--|
| <p>5 When did text messaging reach 24.4 billion annually in the UK?
.....</p> <p>6 What makes the writer believe texting may encourage literacy?
.....</p> | <p>7 What do texters realise they need to do?
.....</p> <p>8 What kind of words do texters tend to change?
.....</p> <p>9 What kinds of texts are most common?
.....</p> |
|--|--|

Questions 10-13

Do the following statements agree with the information in the text?

In boxes 10-13 on your answer sheet 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

- | | |
|--|--|
| <p>10 New abbreviations are constantly being invented.</p> <p>11 Abbreviations are very common in text language.</p> | <p>12 A Norwegian study collected millions of texts.</p> <p>13 The language used in texts has been researched in several places.</p> |
|--|--|

3 Thinking about the IELTS Practice Test

- 1 Which of these kinds of task did you do in the Practice Test: *multiple choice, summary completion, identifying information, short-answer questions, identifying writer's views/claims*?
- 2 Complete this table.

Which task required you to skim?

Which task required you to scan?

Which task required you to read for detail?

In which task did you only need to read parts of the text?

In which task did you need to see if information was given?

In which task did you need to find opinions?

In which task did you need to look for key words?

In which task did you need to find paraphrases?

Task 1	Task 2	Task 3

- 3 Look at these answers to the practice test. They all contain mistakes. Find and correct them.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Correct 2 I agree 3 Not 4 NG 5 They doubled their numbers in 2004 6 Because of there is increasing evidence 7 to understand | <ol style="list-style-type: none"> 8 grammar 9 information messages sent by institutions 10 No information given 11 F 12 We don't know 13 Right |
|---|---|

4 What do you know about IELTS?

- 1 What do you now know about the IELTS Reading Paper? Answer these questions.

- 1 Why is reading the task instructions so important?
- 2 What kinds of texts do you need to read in Section 3?
- 3 Which section of the module requires most reading for detail?
- 4 How many questions are there in Section 3?
- 5 How much time should you spend on Section 3?
- 6 How much time is allowed to transfer answers to the answer sheet?

16B

Modern Living

Unit focus

IELTS Paper: Writing (General Training)
 Skills focus: Writing paragraphs
 Exam focus: Writing Paper Task 2
 Discursive essay

SKILLS

Writing paragraphs

When writing a Task 2 essay, you are expected to write your answer in well-formed paragraphs.

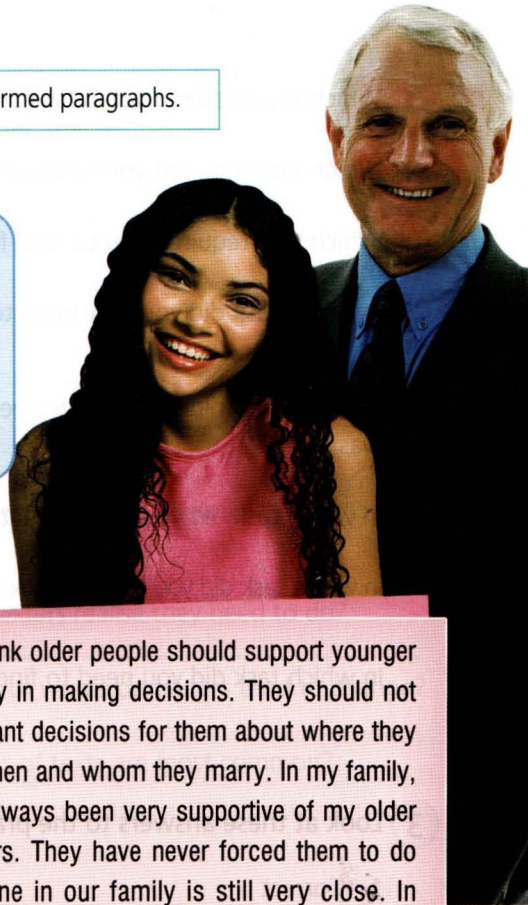
- 1 Look at this essay which was written in response to this task.

Write about the following topic:

Nowadays young people have too much freedom. They do not show enough respect for or listen to the views and advice of older people. Do you agree or disagree?

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

Divide the essay into 5 paragraphs. Discuss with another student how you made your decisions. Think about the organisation and order of ideas in essays that we looked at in unit 8B.



People of different generations have always looked at things differently. This is particularly true today because modern technology now gives young people access to all kinds of different information and ideas. Young people in modern society now have far more independence than they used to. Generally speaking, they do not have to work or do very much to help their parents.

Through the Internet and mobile technology it is easy for them to develop interests and social networks and this can lead them to challenge their parents' ideas and wishes. It is wrong, however, to think that family relationships are less important today. Parents and older relatives will always be the main source of security for young people as they grow up. Young people, therefore, need to try and understand the feelings of older people in their families and not always put themselves and their own feelings first.

Personally, I think older people should support younger people in the family in making decisions. They should not try to make important decisions for them about where they live and work or when and whom they marry. In my family, my parents have always been very supportive of my older brothers and sisters. They have never forced them to do things and everyone in our family is still very close. In conclusion, I would say older and younger generations need to respect each other. Young people should listen to their parents and respect their values and opinions, but older generations have to listen too. They should also accept that as the world changes young people may want to do things differently and have different hopes and dreams.

- 2 Look at the eight sentences (A-H). Sort them into two paragraphs. The two paragraphs are main paragraphs written in response to the task below.

Write about the following topic:

Nowadays, young people spend too much time in front of the computer or a games screen. This can sometimes have a harmful effect on their health and their social skills. Do you agree or disagree?

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

- A Many industrialised countries, for example, now have high obesity rates for young people who are not getting enough exercise.
- B When this happens, computing and electronic games become a normal part of life rather than an obsession.
- C Computers, however, are a fact of modern life and children should not be discouraged from using them.
- D More and more children are spending most of their free time with computers – messaging, gaming or surfing the net – rather than going out to play.
- E Children must be supported to go out with friends, join clubs and develop interests outside the home.
- F This is worrying because it can result in children becoming physically and socially inactive.
- G The same young people may also lack social skills because they do not interact enough with others.
- H The problem is not computers themselves but parents who do not provide a balance of activities for their children.

In every essay paragraph there is:

- a) a topic sentence (expressing the main idea) b) supporting sentences (developing the main idea)

3 Identify the topic sentence in each of the two paragraphs in Ex. 2.

Now look at the table. It shows:

- a typical kinds of connections between topic and supporting sentences.
- b language commonly used to express these connections.

Topic sentence	Supporting sentences	Semi-formal
<i>gives main idea</i>	<i>give examples</i>	<i>In my country, for example, ... One/Another example of this is</i>
	<i>provide evidence</i>	<i>Most .../More and more ... There is/are now</i>
	<i>give explanation/reasons</i>	<i>This is because ... The main reason for this ... This means that Older people, therefore,</i>

4 Look at these topic sentences, then complete the following supporting sentence with your own ideas. Think about the connection between the supporting sentence and the topic sentence in each case.

- 1 The kinds of jobs people do are changing. *This*
- 2 Not everyone, however, has access to these new technologies. In my country, *for example*,
- 3 Traffic congestion is another major problem for cities. *More and*
- 4 Schools play a major role in helping students make decisions about their futures. Every school, *therefore*,
- 5 Some countries put the rights of individuals above the state's rights. *One example*
- 6 Modern societies produce too much waste. *The main*
- 7 The number of people working from home has increased. *This*
- 8 Many countries have now banned smoking in public places. *This means*

5 Look back at Ex. 4. Use two of the topic ideas you started to develop and write full paragraphs.

EXAM FOCUS: IELTS Writing Paper (General Training) Task 2

Discursive essay

1 Tips for IELTS

In the next section you are going to write an IELTS Writing Task 2. Here are some tips to help you with this task. Highlight three things in the tips that you need to concentrate on most and then discuss these with another student.

Test Tips

- Plan your answer by thinking about how you will organise what you are going to write into paragraphs:
 - *Opening paragraph*
 - *Main paragraph 1*
 - *Main paragraph 2*
 - *(Personal experience paragraph)*
 - *Closing paragraph*
- Make sure that the paragraphs you write develop a clear main idea: a topic sentence followed by clearly linked supporting sentences.
- Remember in this part of the exam you are assessed on:
 - **Task Response**
so answer all points
 - **Coherence and Cohesion**
so write in logical and well-linked paragraphs
 - **Lexical Resource**
so use a variety of words relevant to the topic
 - **Grammatical Range and Accuracy**
so try to use a variety of structures, begin your sentences in different ways and make sure your grammar is accurate.

Think about these points as you read through your answer to the task on the next page.

- You should spend a full 40 minutes on this task. It counts for twice as many marks as the shorter Task 1.
- Remember that you will get more marks for answering all parts of the task. The task will ask for:
 - your views
 - reasons for your views
 - personal experience of the topic.

Include all of these.

Preparation Tips

- When reading essays or articles in English, highlight the topic sentences in paragraphs. Then think about the connection between this sentence and the supporting sentences.
- Read short discursive articles on issues of current interest on news websites such as www.bbc.co.uk.

2 IELTS Practice Test

- 2 You should spend about 40 minutes on this task.

Television dominates the free-time of far too many people. It can make people lazy and prevent them from socialising with others.

Do you agree or disagree?

Write at least 250 words.

3 Thinking about the IELTS Practice Test

Look at this opening section of a student answer to the task above. Look also at the examiner's comments and discuss with another student how the writing could be improved.

I know a lot of people who spend too much time watching TV. It can make them lazy and prevent them from socialising. One example of this is that people sit and eat junk food in front of TV all evening and can get fat. There are, however, some very good things about television.

Examiner's comments

- should begin in a more impersonal way
- should not lift language from the question
- opening paragraphs should make general points not give specific, isolated examples
- some inappropriate vocabulary
- should not end with second topic idea

4 What do you know about IELTS?

- 1 What do you now know about IELTS Writing Task 2? Answer these questions.

- 1 How long are you advised to spend on answering this task?
- 2 What else are you asked to do in this task other than express your views?
- 3 Is this task always in the form of an essay?
- 4 What is the minimum number of words you are expected to write for this task?
- 5 A question about you: How are you going to prepare for Writing Task 2?

Practice Test

READING (GENERAL TRAINING MODULE)

SECTION 1

Questions 1-14

Read the information below and answer Questions 1-4.

What's On **SYDNEY**

Walks, talks & short courses

A AUSTRALIA'S SCHOOL OF STAND-UP COMEDY

Star Bar

Next course Feb

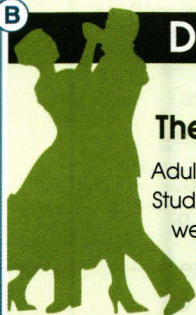
Australia's School of Stand-up Comedy! Five week course
Welcome to Australia's school of stand-up comedy. This course was designed to take you step by step into the mind and world of the stand-up comic. The ability to ... More

D DJ Bootcamp and P&O's 8 day/ 3 island DJ Course Cruise!

P&O Cruises Sydney harbour
Sept 22-29

Australia's first professional DJ Cruise! P&O and DJ Bootcamp have teamed up to bring you an amazing 8 days, 3 island professional DJ training course cruise. 1 price includes your room, meals, entertainment, island ... More

B DANCE CLASSES



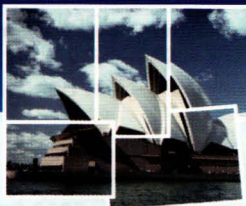
The Wharf

Daily, various times

Adult Classes Sydney Dance Company Dance Studios run over 70 dance classes for adults every week. Located at Sydney Dance Company at The Wharf, dance styles on offer include Jazz, Funk, Hip Hop, Tap, Contemporary, ... More

C Digital Photography 4 hour Workshop - Bohemian & Colonial Sydney Walking Tour

Sydney City East area
December 19, 30 January 2



Discover and capture Sydney's lesser known landmarks whilst improving your photographic skills on this fun and informal digital photography walking tour. Suitable for all photographers (local or tourist) ... More

E NIDA SUMMER HOLIDAY COURSES

NIDA 4 JANUARY-22 JANUARY

For the summer holidays in January 2010 NIDA will be offering some exciting new courses including Dinosaur Park, NIDA Space Academy, Circus and Clown School, Puppet Making, and Music Theatre for People with Intellectual ... More

F TALKABOUT Lecture Series – "Big Ideas"

**Sydney Mechanics'
School of Arts**

2 February – 16 February

The first guest for the 2010 Talkabout series of talks is Dr. Anne Summers, best-selling author and columnist who has had a long career in politics and the media: she will launch the series with February's theme 'Big... More

Questions 1-4

Look at the six course descriptions, A-F.

Write the correct letter, A-F, in boxes 1-4 on your answer sheet.

NB You may use any letter more than once.

- On which course do you need to move around the city?
- On which **TWO** courses can you learn ways to make people laugh?
- Which course takes you round in a boat?
- Which **TWO** courses last more than two weeks?

Read the text below and answer Questions 5-10.



PRE-DEPARTURE CHECKLIST

Number	Reminders
1	Read the joining instructions from your college carefully and use your unconditional offer and the letter for immigration purposes to apply for a visa or entry clearance.
2	Have you applied for your accommodation? If so, and you have had this confirmed, remember to bring your accommodation contract. Don't forget to carry this contract in your hand luggage.
3	Check that your passport is valid and not about to expire.
4	Apply for a visa for the period of your study in the UK (if you are a visa national) or entry clearance for all other non-EEA countries. For more information go to: www.ukvisas.gov.uk
5	Take a photocopy of your passport (pages with your personal details and visa page). Make your travel arrangements and remember your travel tickets.
6	Make labels for your luggage. Note that airlines in the UK are strictly enforcing hand baggage policies, so only carry the minimum through security.
7	Make a list of the contents of your luggage for insurance purposes.
8	Weigh your luggage to ensure that it is within your baggage allowance.
9	If you require any prescription medication remember to pack an adequate supply, along with a letter from your doctor explaining what they are for.
10	Bring a short medical history if possible. This will be helpful when you register with a doctor on arrival.
11	Bring vaccination certificates, if required. Check the current position on www.ukvisas.gov.uk
12	Bring a bank reference or a letter from your home bank. Read more about banking

Questions 5-10

Answer the questions below.

Write the correct number of the reminder in boxes 5-10 on your answer sheet.

NB You may use any number more than once.

Which reminder:

- 5 tells you what to do about medicines you might need?
- 6 advises you to take certain documents in your hand luggage?
- 7 tells you what documents you need to apply for a visa?

- 8 advises you to check health requirements for entering the country?
- 9 warns you about an airline policy?
- 10 advises you to bring documents showing your housing arrangements?

Read the text below and answer Questions 11-14.

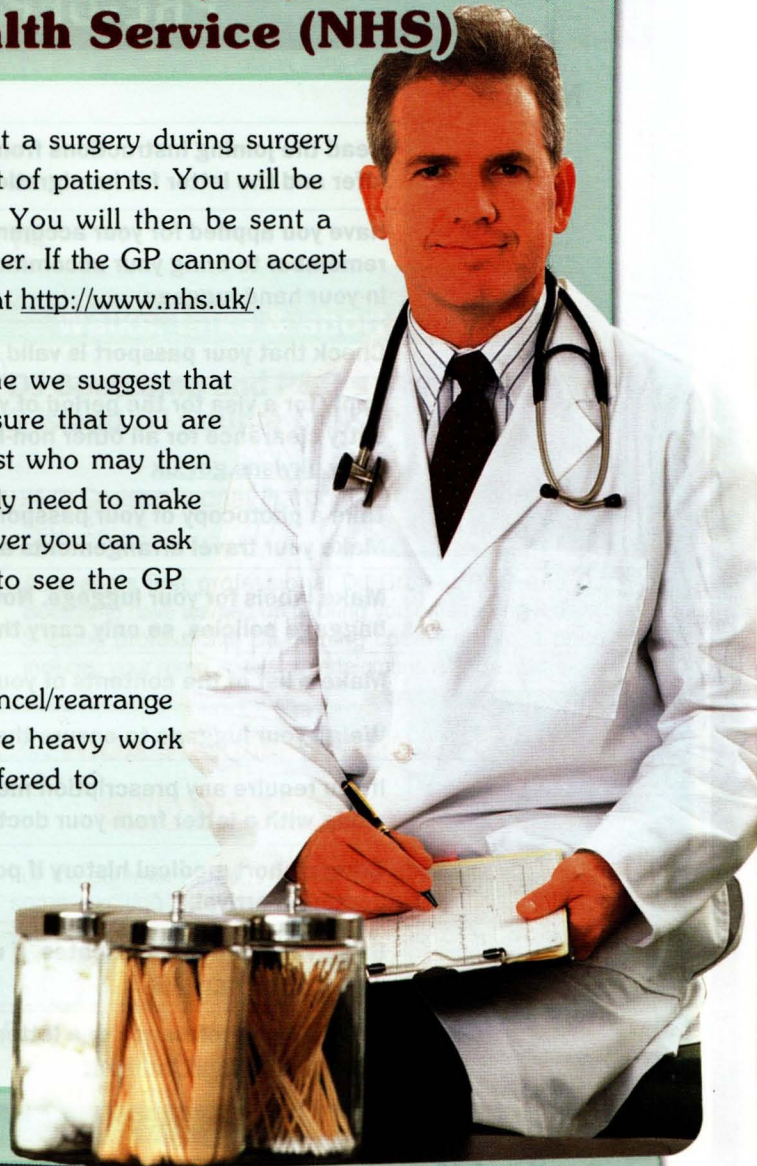
Registering with a doctor (GP) under the National Health Service (NHS)

To register with a GP you simply need to visit a surgery during surgery hours and ask to be included on the GP's list of patients. You will be given a short application form to complete. You will then be sent a medical card, which will carry your NHS number. If the GP cannot accept you, try elsewhere or use the NHS local search at <http://www.nhs.uk/>.

If you are receiving regular treatment/medicine we suggest that you submit these details to your GP. Make sure that you are aware of the surgery hours; ask the receptionist who may then give you a list of surgery hours. You will usually need to make an appointment if you wish to see a GP, however you can ask for an emergency appointment if you need to see the GP urgently.

Remember to attend your appointment or to cancel/rearrange it if you cannot attend, as doctors often have heavy work schedules and your appointment could be offered to another patient.

If you are seriously ill and cannot visit the surgery then the GP can be called out to see you. The receptionist will tell you what time the GP will visit you.



Questions 11-14

Answer the questions below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 11-14 on your answer sheet.

- | | |
|---|---|
| <p>11 Where must you go to register with a GP?</p> <p>12 What information does your medical card give?</p> <p>13 Who can tell you what the surgery's hours are?</p> | <p>14 What should you do if you can't go to an appointment?</p> |
|---|---|

SECTION 2**Questions 15-27**

Read the text below and answer Questions 15-20.

"Working Holiday" Job Programmes

Work and Travel USA 2009

International university students can work in the U.S. under the J-1 Visa programme as entry-level short-term employees. This programme is designed to help U.S. businesses meet their seasonal staffing needs while giving international students the chance to earn money, experience a new culture, and travel abroad in their summer break. You can work for up to 4 months during your university vacation, after which you are allowed to travel for up to an additional four weeks. Your stay in the US must not exceed 5 months.

Working Holiday Britain

During the summer most employers look for great numbers of extra staff, and a lot of them are happy to accept candidates from out of the country. Employment can range from hotels and catering to farm work. There are also positions available in childcare, conservation work and archaeological excavations. We offer accommodation in central London, weekend activities and sightseeing, an English language course, a discount card, a free telephone card, a free London guide and orientation about how to find a job in the UK.

Work and Travel in Singapore

If you have a deep desire to experience work adventure, then the island of Singapore, known to offer the best quality of life in Asia, holds the key to your fulfilment. This programme allows university students and recent graduates to come to Singapore to live and work for six months. Situated in the heart of Asia, Singapore resonates with a sophisticated global beat yet intrigues with its delightful Asian allure. With an English speaking working environment, living in the Lion City is a seamless affair for any global talent. Imagine working in any job sector? Work & Travel Programme in Singapore makes it possible. So, come live and work here, while gaining valuable exposure, skills, and knowledge!

Working Holiday Canada

The Canadian working holiday programme allows young travellers to participate in short-term work/internships to supplement any travel expenses they may sustain while in Canada. The programme places participants into paid, entry-level jobs throughout Canada. Global Choices guarantees you a paid job, accommodation, bank account and work documents before you leave your country.

Working Holiday in Australia

Experience close contact with a local neighbourhood in Australia! With the working holiday in Australia programme vacationers can stay for an extended period by supplementing their travel funds through incidental employment. A working holiday visa allows you to stay and work in Australia for 12 months, although you may not work for more than 3 months with any one employer.

Questions 15-20

Answer the questions below.

Choose **NO MORE THAN THREE WORDS AND/OR NUMBERS** from the text for each answer.

Write your answers in boxes 15-20 on your answer sheet.

- | | |
|---|---|
| <p>15 Who can join the J-1 Visa programme in the US?</p> <p>16 What is the maximum time you can stay in the US with the J-1 Visa programme?</p> <p>17 When do many employers in Britain want to hire extra staff?</p> | <p>18 How long does the Work and Travel Programme allow you to work in Singapore?</p> <p>19 Where in Canada are jobs available?</p> <p>20 What is the longest you can stay in one job in Australia?</p> |
|---|---|

Read the text below and answer Questions 21-27.

How to sit correctly

If you work in an office and use a computer, you can avoid injury by sitting in the right position and arranging your desk correctly. Follow these tips:

A Support your back

A correctly adjusted chair will reduce the strain on your back. Get one that is easily adjustable so that you can change the height, back position and tilt. Have your knees level with your hips. You may need a footrest for this.

B Adjust your seat

Be aware of the various adjustments that you can make to your chair. If someone else has used your desk you may have to re-adjust the chair. If it's still uncomfortable, try another type of chair.

C Rest your feet on floor

Your feet should be flat on the floor. If they're not, ask if you can have a footrest, which lets you rest your feet at a level that's comfortable to you. Don't cross your legs, as this can cut off circulation and cause hip problems.

D Place your screen at eye level

Position your monitor 12-30 inches (30-75cm) away from your eyes. A good guide is to place the monitor about an arm's length away, with the top of the screen roughly at eye level. To achieve this you may need to get a stand for your monitor.

E Avoid screen reflection

Your screen should be as glare-free as possible. If there's glare on your screen, hold a mirror in front of it to identify the cause. Position the monitor to avoid reflection from overhead lighting and sunlight. If necessary, pull blinds across the windows and replace ceiling lighting with table lights. Adjusting the screen's brightness or contrast can make it much easier to use.



F Make objects accessible

Position frequently used objects, such as your telephone or stapler, within easy reach. Avoid repeatedly stretching or twisting to reach things.

G Avoid phone strain

If you spend a lot of time on the phone, try exchanging your handset for a headset. Repeatedly cradling the phone between your ear and shoulder can strain the muscles in your neck.

H Avoid wrist pain

Your wrists should be straight when using a keyboard. Keep your elbows vertical under your shoulder and right by your side. Position and use the mouse as close to you as possible. A mouse mat with a wrist pad may help to keep your wrist straight and avoid awkward bending.

Questions 21-27

The leaflet above offers several tips for sitting correctly. Which do these actions belong to?

Write the correct letter, **A-H**, in boxes 21-27 on your answer sheet.

NB You may use any letter more than once.

- | | |
|--|---|
| 21 Keeping things you often need close to you. | 25 Checking the direction of lighting in your room. |
| 22 Keeping your wrist straight. | 26 Using computer accessories correctly. |
| 23 Making sure your screen is at the right height. | 27 Reducing your body movements. |
| 24 Raising and supporting your feet. | |

SECTION 3

Questions 28-40

Read the text below and answer Questions 28-40.

The language revolution

"In the next decade the new 'must learn' language is likely to be Mandarin", said language researcher David Graddol, in a recent issue of the journal *Science*. He echoed a view expressed by academics and business people across the western world.

English speakers have had it pretty good. Modern English is the most widely taught and understood language in the world. It is the dominant international language in communications, science, business, aviation, entertainment, diplomacy and on the Internet. Around 400-500 million people speak it as their first language and up to 1.5 billion have a basic proficiency in English.

Mother tongue

There have of course been other languages bidding for the language crown. Competing world languages have included, at various times and in various regions, Neo-Latin, French, Russian, Chinese, Arabic, Sanskrit, Hindu-Urdu and Malay.

Today, Mandarin Chinese, the official language of China, is the one to watch. And while the global share of English is clearly still huge, the number of native speakers is vastly outnumbered by those who speak Mandarin as their first language: an estimated 867m.

The sheer size of China's population and the country's increasing importance in the world economy and in politics account partly for its position. We are also seeing the spread, for example, of the government sponsored Confucius Institutes which run courses in Chinese and Chinese culture in many places outside China, reflecting the country's increased power and confidence.

Education too is starting to reflect the growing importance of the language, particularly in the US where an estimated 24,000 young people are already studying Mandarin. With the government setting up a US\$114 million initiative to increase the teaching of 'critical' languages in US schools, this number looks set to rise dramatically.

And people are recognising the practical benefits and role of Chinese in business. In particular, businesses are interested in employing people who can speak Mandarin, but are not necessarily Chinese, though even those working in China can still get away with only limited knowledge of the language.

Nick Harrison, a UK banker based in Shanghai, has on the ground experience having moved there in December 2005. "Our business discussions are all in English, and the vast majority of office administration is written and spoken in Chinese."

Learning the language

Learning Mandarin is a big challenge though. "We generally say it takes three years of full time study to have a working knowledge of Chinese, including knowledge of the script. If you just want to speak it, it probably takes one year", says Michel Hockx, professor at London's School of African and Oriental Studies. "Perhaps if we started learning at an earlier age, we might learn faster, but if you are starting in your early twenties, it takes much longer."

Nick Harrison's experiences support this theory. "I definitely don't speak Mandarin, but am having lessons once a week", he says. "My two year old daughter, Claudia, is progressing well and is destined to be my translator in the future."

Questions 28-32

Complete the table below.

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

Write your answers in boxes 28-32 on your answer sheet.

FACT	DESCRIPTION
28	The person who predicts the growth of Mandarin
29	The name of the journal mentioned in the article
30	The number of people worldwide speaking a little English
31	The name of China's language teaching schools
32	How often Nick Harrison studies Mandarin

Questions 33-40

Do the following statements agree with the information given in the text?

In boxes 33-40 on your answer sheet, 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

- | | |
|---|---|
| <p>33 Many people agree that Mandarin will be essential in the future.</p> <p>34 There are more fluent second language speakers of English than first language speakers of English.</p> <p>35 English has been the most widely spoken of all world languages.</p> <p>36 More people speak English as a mother tongue than Mandarin.</p> | <p>37 The growth of Mandarin is due to many factors.</p> <p>38 The number of students studying Mandarin in the US will soon reach 24,000.</p> <p>39 Businesses throughout China only hire employees speaking at least two languages.</p> <p>40 You need a year to learn to write well in Chinese.</p> |
|---|---|

WRITING (GENERAL TRAINING MODULE)

TASK 1

You should spend about 20 minutes on this task.

You share a parking area with several neighbours and have recently started having problems. Write a letter to be copied to all neighbours that share the parking area

- ***explaining the problems***
- ***suggesting ways to help the situation***
- ***proposing a possible meeting***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Neighbours,

TASK 2

You should spend about 40 minutes on this task.

Write about the following topic.

In many countries it is now illegal to smoke in public places. It is only fair that people who wish to smoke should have to leave the building.

Do you agree or disagree?

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

Write at least 250 words.

Mission IELTS 1

Mission IELTS 1 *General Training Supplement* aims to help students achieve their potential for success in the IELTS General Training Module. This book can be used either as a stand alone short course for the specific General Training Reading and Writing papers or as part of a comprehensive course of preparation for the whole test in conjunction with the Listening and Speaking units of Mission IELTS 1 *Academic*. Each unit in the *General Training Supplement* is thematically linked to one of the Speaking and Listening units in the Mission IELTS 1 thus providing for an integrated and more comprehensive course of General Training Preparation.

Key Features

- Theme-based units from a wide variety of authentic sources
- Units thematically linked to the Speaking and Listening units of Mission IELTS 1
- Extensive coverage of all skills and exam task focuses in the General Training Reading and Writing Papers
- Preparation and Exam tips as well as exam practice sections in every unit
- Full General Training Practice Test

Components

Student's Book
Teacher's Book
General Training Supplement
Workbook (Student's)
Class Audio CDs



Express Publishing

ISBN 978-1-84974-664-9



www.irlanguage.com

IR
Language
مرجع آموزش زبان ایرانیان