

PC
CD-ROM

Study Guide to

404 Essential Tests for IELTS

General Training Module

by **Donna Scovell, Vickie Pastellas and Max Knobel**

Workbook

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Study Guide to the *404 Essential Tests for IELTS*
General Training Module
WORKBOOK

by Donna Scovell, Vickie Pastellas and Max Knobel



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THE GENERAL TRAINING IELTS TEST

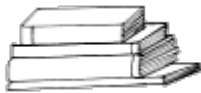
~ OVERVIEW ~

In the **Listening Test**, the six main types of questions used are:



- **multiple choice questions**
- **short-answer questions**
- **matching lists and phrases**
- **labelling diagrams / maps**
- **classifying**
- **completing sentences, tables, flow charts, summaries, etc.**

In the **Reading Test**, the different types of IELTS reading questions include:



- **multiple choice questions**
- **short-answer questions**
- **choosing from a heading bank**
- **matching lists and phrases**
- **identifying viewpoints, facts and opinions**
- **classifying**
- **completing sentences, tables, flow charts, summaries, etc.**

In the **Writing Test, Task 1** you may be asked to:



- **writing a letter that requests information**
- **writing a letter that complains about something**
- **writing a letter that apologises for something**
- **writing a letter that provides information**

In addition, you have written essays for **Task 2**:



- **argument essays**
- **cause and effect essays**
- **discursive essays**
- **comparison and contrast essays**

And, in the **Speaking section**, the test is divided into three parts:



- **introduction and interview**
- **long turn**
- **two-way discussion**



LISTENING TEST PRACTICE



Ö^}^!aÁ!æã ð * Á [ä' |^

Class: _____ Date: _____

Name: _____

IELTS LISTENING TEST ^{SAMPLE} ANSWER SHEET			
1		<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>
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13		<input type="checkbox"/>	<input type="checkbox"/>
14		<input type="checkbox"/>	<input type="checkbox"/>
15		<input type="checkbox"/>	<input type="checkbox"/>
16		<input type="checkbox"/>	<input type="checkbox"/>
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18		<input type="checkbox"/>	<input type="checkbox"/>
19		<input type="checkbox"/>	<input type="checkbox"/>
20		<input type="checkbox"/>	<input type="checkbox"/>
21		<input type="checkbox"/>	<input type="checkbox"/>
22		<input type="checkbox"/>	<input type="checkbox"/>
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29		<input type="checkbox"/>	<input type="checkbox"/>
30		<input type="checkbox"/>	<input type="checkbox"/>
31		<input type="checkbox"/>	<input type="checkbox"/>
32		<input type="checkbox"/>	<input type="checkbox"/>
33		<input type="checkbox"/>	<input type="checkbox"/>
34		<input type="checkbox"/>	<input type="checkbox"/>
35		<input type="checkbox"/>	<input type="checkbox"/>
36		<input type="checkbox"/>	<input type="checkbox"/>
37		<input type="checkbox"/>	<input type="checkbox"/>
38		<input type="checkbox"/>	<input type="checkbox"/>
39		<input type="checkbox"/>	<input type="checkbox"/>
40		<input type="checkbox"/>	<input type="checkbox"/>
		Listening total	
		Band score	
		Marker's initials	

Comments:



Sample A

SECTION 1: QUESTIONS 1 – 10

Questions 1 – 6

Listen to a student making an appointment with a Student Counsellor.

Complete the Appointment Form below using **WORDS OR NUMBERS**.

APPOINTMENT FORM	
Student Number:	_____ X _____
Course:	EXAMPLE: <u>BACHELOR OF EDUCATION</u>
Surname:	(1) _____
Given Names:	<u>CASSANDRA</u> _____ X _____
Date of Birth:	(2) ____ / ____ / ____
Address:	(3) 32 _____ Street, Yorktown
Contact Phone Number:	(4) _____
INTERVIEW DETAILS:	
Day:	<u>FRIDAY</u> Time: (5) _____
Campus:	(6) _____

X: indicates information not supplied

Sample B

SECTION 1: continued...

Questions 7 – 10

From the information you hear, match the places below with the correct locations on the map.

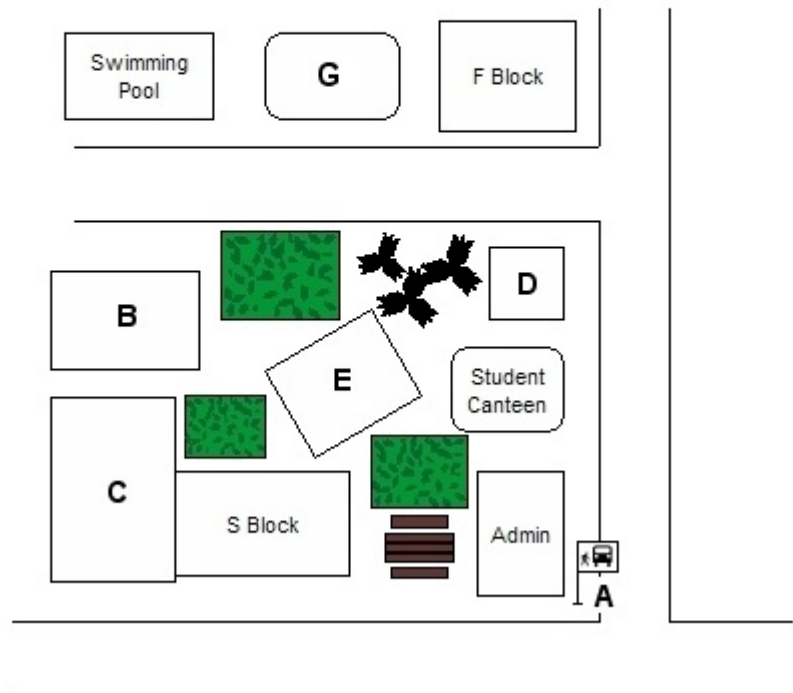
Example: Bus Stop A

7 M Block

9 Book Shop

8 Gymnasium

10 Great Hall





Sample C

SECTION 2: QUESTIONS 11 – 20

Questions 11 – 16

Complete the sentences below. Use **NO MORE THAN THREE WORDS** for each answer.

If you are caught breaking road-rules in the UK, you will lose (11) _____ and may get a (12) _____. Before getting onto a roundabout, you must (13) _____ to traffic that is already on the roundabout. It is illegal to (14) _____ on a roundabout. Markings show which (15) _____ drivers should be in for a particular exit. (16) _____ just before the exit you are going to take.

Sample D

SECTION 2: continued...

Questions 17 – 20

Complete the sentences below. Use **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Roundabouts and motorways are both designed to ensure that (17) _____.

The speed limit on motorways is (18) _____ per hour.

When driving on motorways, stay in the (19) _____ as much as possible.

Learner drivers are (20) _____ on motorways.

Sample E

SECTION 3: QUESTIONS 21 – 29

Questions 21 – 25

Choose the correct letter from **A – C** for each answer.

21 Why did Sally miss the tutorial?

- A** She had car trouble at home.
- B** Her flatmate missed the bus.
- C** Her bus was in a car accident.

22 Why does Sally sit with Vince and Martin?

- A** to catch up on her friends' news
- B** to discuss the tutorial
- C** to talk about a business lecture

23 The students think the tutorial is

- A** quite boring.
- B** important for their exams.
- C** relevant.

24 The tutorial that Sally missed was to

- A** introduce different goals for setting up businesses.
- B** examine the relationship between business structures and functions.
- C** develop the ideas that were discussed in last week's tutorial.

25 For next week's tutorial they should

- A** prepare a presentation.
- B** find suitable illustrations of these structures.
- C** arrange to study together.



Sample F

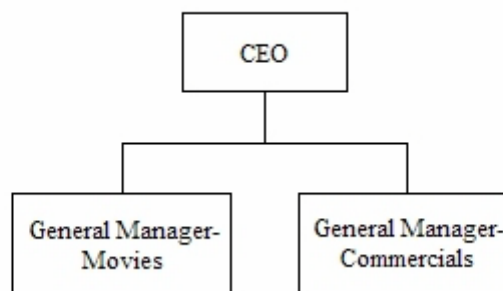
SECTION 3: continued...

Questions 26 – 29

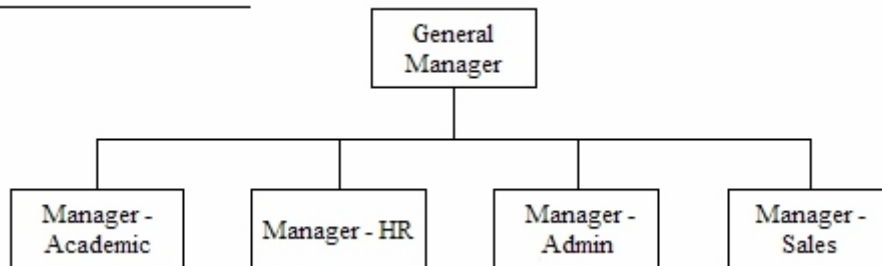
Label the four business structures (**Questions 26 – 29**) that are discussed in the tutorial. The names of the structures (**A – F**) are given to you. You will not use all of these names.

- | | |
|--|-------------------------------|
| A Geographical Structure | D Functional Structure |
| B Hierarchy Structure | E Matrix Structure |
| C Strategic Business Unit Structure | F Product Structure |

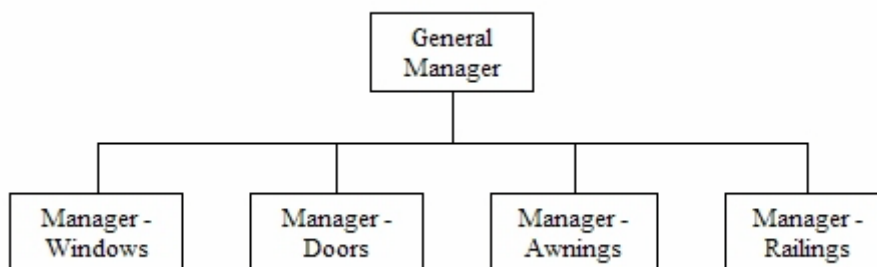
26 _____



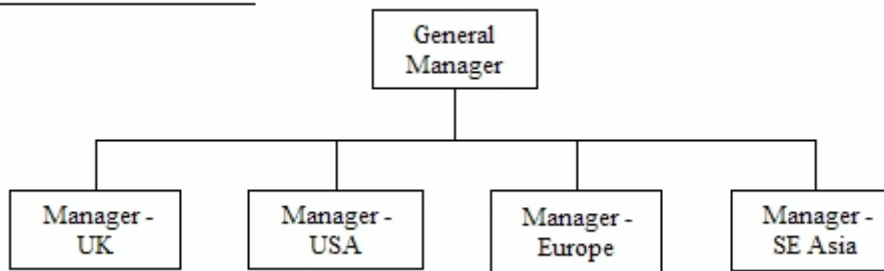
27 _____



28 _____



29



Sample G

SECTION 4: QUESTIONS 30 – 40

Questions 30 – 33

Choose **TWO** letters from **A – E** for each answer.

30 & 31 The reasons for this lecture are to

- A** prepare students for an Orientation Week.
- B** encourage students to reference correctly.
- C** explain the marking system for assignments.
- D** make students aware of the importance of referencing.
- E** teach students how to write an assignment.

32 & 33 According to the speaker, students will be required to

- A** take part in group assignments.
- B** use the Internet to publish material.
- C** read a lot of published material.
- D** identify other people's ideas in their assignments.
- E** give presentations on their assignments.



Sample H

SECTION 4: continued...

Questions 34 – 40

Complete the notes below on Referencing. Use **NO MORE THAN THREE WORDS** for each answer.

Guide To Referencing

Plagiarism: using other people's words as if they are (34) _____.

Plagiarism can result in (35) _____.

You can check that you are referencing correctly in the (36) _____.

Harvard Referencing System

- *Direct Quotes:* use the (37) _____ as author.
- *Indirect Quotes:* words are (38) _____ from other work.

For both direct and indirect quotes, you must include (39) _____ and (40) _____ of publication.

READING TEST PRACTICE



Class: _____ Date: _____

Name: _____

IELTS READING TEST ^{SAMPLE} ANSWER SHEET									
1		<input type="checkbox"/>	1	<input type="checkbox"/>	22		<input type="checkbox"/>	22	<input type="checkbox"/>
2		<input type="checkbox"/>	2	<input type="checkbox"/>	23		<input type="checkbox"/>	23	<input type="checkbox"/>
3		<input type="checkbox"/>	3	<input type="checkbox"/>	24		<input type="checkbox"/>	24	<input type="checkbox"/>
4		<input type="checkbox"/>	4	<input type="checkbox"/>	25		<input type="checkbox"/>	25	<input type="checkbox"/>
5		<input type="checkbox"/>	5	<input type="checkbox"/>	26		<input type="checkbox"/>	26	<input type="checkbox"/>
6		<input type="checkbox"/>	6	<input type="checkbox"/>	27		<input type="checkbox"/>	27	<input type="checkbox"/>
7		<input type="checkbox"/>	7	<input type="checkbox"/>	28		<input type="checkbox"/>	28	<input type="checkbox"/>
8		<input type="checkbox"/>	8	<input type="checkbox"/>	29		<input type="checkbox"/>	29	<input type="checkbox"/>
9		<input type="checkbox"/>	9	<input type="checkbox"/>	30		<input type="checkbox"/>	30	<input type="checkbox"/>
10		<input type="checkbox"/>	10	<input type="checkbox"/>	31		<input type="checkbox"/>	31	<input type="checkbox"/>
11		<input type="checkbox"/>	11	<input type="checkbox"/>	32		<input type="checkbox"/>	32	<input type="checkbox"/>
12		<input type="checkbox"/>	12	<input type="checkbox"/>	33		<input type="checkbox"/>	33	<input type="checkbox"/>
13		<input type="checkbox"/>	13	<input type="checkbox"/>	34		<input type="checkbox"/>	34	<input type="checkbox"/>
14		<input type="checkbox"/>	14	<input type="checkbox"/>	35		<input type="checkbox"/>	35	<input type="checkbox"/>
15		<input type="checkbox"/>	15	<input type="checkbox"/>	36		<input type="checkbox"/>	36	<input type="checkbox"/>
16		<input type="checkbox"/>	16	<input type="checkbox"/>	37		<input type="checkbox"/>	37	<input type="checkbox"/>
17		<input type="checkbox"/>	17	<input type="checkbox"/>	38		<input type="checkbox"/>	38	<input type="checkbox"/>
18		<input type="checkbox"/>	18	<input type="checkbox"/>	39		<input type="checkbox"/>	39	<input type="checkbox"/>
19		<input type="checkbox"/>	19	<input type="checkbox"/>	40		<input type="checkbox"/>	40	<input type="checkbox"/>
20		<input type="checkbox"/>	20	<input type="checkbox"/>	Listening total <input type="text"/>				
21		<input type="checkbox"/>	21	<input type="checkbox"/>	Band score <input type="text"/>				
					Marker's initials <input type="text"/>				

Comments:



Sample A

PART 1

Sit back, relax and enjoy the beautiful views through the large panoramic windows as you cruise the blue waters of Charlotte Bay. Commentary by the Captain provides an insight into the wildlife and history of this bay. Wheelchair access and disabled facilities are available on the lower deck.



7 fi]gY'H Y'6 Um

Daily Cruises

- **Departure Times:**
10 a.m. & 3 p.m. daily
(excluding Wednesday 10 a.m.)
- **Prices:**
Adults \$14.00
Children (Under 12) \$7.00
Seniors \$11.00
- Refreshments available on board
- **Departs from:**
Mariner Pier (next to Southern Marina)

Lunch and Dinner Cruises

- Dining on a luncheon or dinner cruise is a great way to see the Bay. Enjoy a delicious meal, superb views and great atmosphere.
- **Lunch:** Sundays 12 p.m. - 2.30 p.m.
- **Dinner:** Thursday 7 p.m. - 10 p.m.



Bookings are essential

Charlotte Bay Cruises

Phone: (05) 7355 400 Website: www.charlottebaycruises.com

Email: info@charlottebaycruises.com



Questions 1 – 4

Answer the sentences below with words taken from the reading text.

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

Write your answers in boxes 1 – 4 on your Answer Sheet.

- 1 You want to cruise on Wednesday. What time will your cruise leave?

- 2 How much does it cost for someone who is 14 years old?

- 3 Who will give you information about what you see on the cruise?

- 4 What day can you have an evening cruise?

Sample B**PART 1 continued****7 i ffYbh5 Wt a a cXUjcb`J UUbVYg`****TREVOR CLOSE**

Location: in beachside suburb

Facilities: shared bathroom and kitchen; all rooms have desk and bookcase

Free laundry facilities (need to buy own washing powder)

Rate: single room: \$135.00 per week

Transport: 200m from Express bus stop and approximately 15 mins from city

TAIT PLACE

Location: Located in Chinatown. Many restaurants located within walking distance

Facilities: twin-share room; room has telephone/modem point; shared facilities.

Rate: \$100.00 per week

Transport: 3 mins walk from Valley train station. Travel time to city by train is 10 mins

MERCER ROAD

Location: Central Business District. Residential student complex

Facilities: single room. Shared bathroom, laundry and TV room

Rate: \$165.00 per week half board (breakfast and dinner Mon– Fri)
\$185.00 full board (breakfast and dinner daily)

Transport: walking distance to city

GREGAN DRIVE

Location: close to city centre. Next to supermarket and Internet café

Facilities: brand new studio apartment on 3rd floor. Kitchenette; coin operated laundry in basement. (Please note – there is no lift in this block)

Rate: \$215.00 per week

Transport: bus stop outside accommodation

ALBERTA AVENUE

Location: in leafy suburb, surrounded by parks and forests

Facilities: own room. Breakfast provided daily and dinners Mon – Fri. Shared bathroom. Students may receive in-coming telephone calls only

Rate: \$155.00 per week

Transport: 5 mins walk from Albany train station – 15 minute train trip to city

PRINCE STREET

Location: Older inner city suburb

Facilities: one bedroom apartment with full luxury kitchen and laundry

Rate: \$215.00 per week

Transport: 8 mins walk from train station – only 5 mins by train to city



Questions 5 – 9

Look at the following statements (**Questions 5 – 9**) and the list of accommodation (**A – F**) below. Match each statement with the accommodation it describes. Write your answers in boxes 5 – 9 on your Answer Sheet.

NOTE: you may use any letter more than once.

ACCOMMODATION

- A** Trevor Close
- B** Gregan Drive
- C** Tait Place
- D** Alberta Avenue
- E** Mercer Road
- F** Prince Street

- 5 It is the furthest from the city. _____
- 6 It would be unsuitable for a disabled person. _____
- 7 It is close to the sea. _____
- 8 It is only available to students. _____
- 9 It would be the most suitable for someone who loves to cook. _____

Sample C

PART 1 continued

; c`X`GYfj]W`HU]g

A New Level of Service

Building on basic transport services, we provide individual service to each of our customers. Clients will also be able to book cars to meet planes and trains and avoid queues through our priority valet desks. Gold Service also facilitates bookings interstate to allow our special service to extend beyond our borders. Regular customers can enjoy the benefits of using the same driver and other customer loyalty programs.

Gold Service Fleet

Only those operators and drivers that pass the strictest tests and conditions have been granted the label “Gold Service”. All the drivers have extensive local

knowledge coupled with additional training in customer service.

Our late model luxury vehicles provide a comfortable, quiet and safe ride ensuring that your trip is one of the relaxing parts of the day. We also have vintage cars available for special occasions. We vigorously enforce standards of cleanliness and safety.

Pricing

A customer placing a booking with Gold Service will be charged a booking fee. This fee provides for the luxury vehicle and Gold guarantee. Attractive rates will also be offered for our out of town trips including trips to the coast or snow. Repeat bookings will allow you to make appointments with the confidence that comes from knowing you have a car on call.

Gold Guarantee

Gold Service will guarantee the replacement price of plane, train or bus ticket where delays in our service have affected our clients' travel. This is dependent upon bookings being made more than 90 minutes in advance and allowing one hour before intended travel. The overall liability is limited to \$500.

Questions 10 – 13

Complete the summary below using words from the box. Write your answers in boxes 10 – 13 on your Answer Sheet.

brand new	large	common	cost-effective	old
expensive	fast	frequent	early	safe

Gold Service Taxis

Gold Service Taxis offers an improved service and, additionally, special customer loyalty privileges for **(10)** _____ users of the service. Gold Service only uses the most outstanding drivers. The car fleet even includes some **(11)** _____ cars which are ideal for weddings. Using the Gold Service is more **(12)** _____ than ordinary taxis. They promise to reimburse you if you miss a flight as long as the taxi is booked **(13)** _____ enough.



Sample D

PART 2

: F99`G5 : 9HM7 CBGI @H5 H-CB`G9 GG-CB

The new workplace safety laws are detailed and technical and many small business operators are having a lot of trouble understanding exactly what their responsibilities are to their workers in terms of health and safety issues. This is why the WorkSafe Program has been created. Under this new initiative, any employer operating in Victoria, with up to 50 full time workers can apply online for assistance by registering for a free 3 hour session with an independent health and safety consultant.

The safety consultant is forwarded the request for assistance within 2 days of the employer making the application. WorkSafe requires the safety consultant to arrange an appointment and view the workplace within 30 days of receiving the request. Where the employer cannot make an appointment within 30 days, the consultant can arrange to meet with the employer after this time. However, all requests for assistance need to be finalised – this includes the final recommendation – within 3 months of the request for assistance.

When the safety consultant arrives at the business, he will want to find out about the type of product being made or service being delivered, and how it's made or delivered. After gaining this background information, he will take a look around the workplace to identify any safety issues that may not have been addressed. Once he has taken in all of this, he will consult with the employees and talk to the employer generally about any documentation that may be needed.

The safety consultant will complete the assistance process by sending the employer his recommendations in a detailed report incorporating a Safety Action Plan. This plan provides a list of the issues the safety consultant has raised in the report, and advice on how to go about minimising any identified risks. The risks are ordered in terms of "High, Medium, and Low" priority, all of which are required to be addressed within a specified timeframe.

Free assistance is only available once. As the program is based on an employer, not a workplace, employers with more than 50 employees across all workplaces are not eligible for this assistance.

An employer may engage the services of the safety consultant after having the initial 3 hours of assistance paid through WorkSafe Victoria' safety program. It will be up to the employer and safety consultant to agree about any costs involved in this arrangement.

Source: WorkSafe Victoria website:

<http://www.workcover.vic.gov.au/wps/wcm/connect/WorkSafe/Home/>

[Safety+and+Prevention/Small+Business/Free+safety+consultation+session/](http://www.workcover.vic.gov.au/wps/wcm/connect/WorkSafe/Home/Safety+and+Prevention/Small+Business/Free+safety+consultation+session/)

Questions 14 – 20

Do the following statements (**Questions 14 – 20**) agree with the information in the reading passage?

Write: **TRUE** if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

Write your answers in boxes 14 – 20 on your Answer Sheet.

- 14 The new safety laws inform workers about how to stay safe at work.
- 15 Applications should be made through the Workplace Safety website.
- 16 The safety consultant must finish providing workplace assistance within 3 months.
- 17 The safety consultant learns about each workplace before offering advice.
- 18 Low priority safety issues in the Action Plan do not require immediate action.
- 19 Any workplace with fewer than 50 workers can receive help under the WorkSafe Program.
- 20 Once the employer has received help under the program, he has to pay for any additional assistance.



Sample E

PART 2 continued

7 CF DCF 5 H9 '7 @CH<-B; 'DC @7 M

The company corporate clothing has two components – corporate uniform and corporate wardrobe:

Corporate Uniform – this uniform is mandatory for certain categories of staff working in customer facing roles and is provided by the company. It consists of office wear and, where there is a requirement, operational safety clothing and footwear. In addition all staff members who deal directly with customers should wear a company badge with their name on. Staff are expected to wear the correct uniform at all times, unless told otherwise by a supervisor.

Corporate uniforms are issued to staff for their own use and should remain the property of the individual staff members. Uniforms must not be loaned out without the approval of a supervisor.

Corporate Wardrobe – An optional corporate wardrobe is available for purchase by all other company staff. The wardrobe is a specific range of work wear and meets industry guidelines. The wardrobe is extensive, although the basic requirement is one top and one bottom (pants/skirt), plus belt and tie for men. Different coloured clothing may not be intermixed with the wardrobe.

Both the corporate uniform and corporate wardrobe should remain clean and tidy at all times. This means that clothing should be washed and ironed regularly and is neat in appearance. Staff with corporate uniforms are also provided with free laundry.

The corporate uniform should not be intermixed with the corporate wardrobe. There are differences between the two with the tie and scarf being the most obvious.

The corporate uniform will be replaced by the company on a fair 'wear and tear' basis. The only footwear that is provided is special safety shoes. Other shoes should be purchased by the staff member, although any staff member who is required to wear the corporate uniform can apply for a shoe, sock and stocking allowance.

To order either the corporate uniform or the wardrobe, you can purchase online using the secure ordering system. You will need to advise the sizes required. If you are not sure of your size, you can check the fittings guide, which is available to download from the intranet. Turnaround time for orders is usually about one working week.

Questions 21 – 26

Classify the features as belonging to:

- A** corporate uniform
- B** corporate wardrobe
- C** both corporate uniform and corporate wardrobe

Write your answers in boxes 21 – 26 on your Answer Sheet.

- 21** The company pays for the item of clothing.
- 22** The item of clothing can be ordered on the computer.
- 23** The staff member is given some money to pay for footwear.
- 24** Staff have the choice of wearing the corporate clothing.
- 25** The staff member does not have to pay to wash the corporate clothing.
- 26** The items of corporate clothing include a choice of neckwear.



Sample F

The World of Robotics

1. Robots are everywhere

Look around you and you will see that robots are everywhere. They are involved in such diverse industries as the building and construction industry and the car industry. You can see them performing such wide ranging functions as sorting mail and baking cakes! Their potential is limitless. A great deal of work has been
5 done recently in researching the effects of robotics in general, but the most interesting research has been involved in investigating the role of robotics software in industry today.

2. Robotics in the car industry

Robotics has traditionally played an integral role in certain industry sectors. Take the car industry, in error for example — in the past, the creation of software has
10 hastened the development of robot technology. For many years now, software has been utilised to overcome difficulties occurring on the factory floor in a shorter amount of time – these difficulties may have been caused by human error or faulty parts. The difficulty can be isolated and the robot can be replaced or repaired in about 30 minutes, where a human might need a replacement tool that
15 could take hours to find. Software also allows a plant manager to check the operations of any robot anywhere within the factory system. This has important implications for efficiency in production and helps to avoid bottlenecks on the assembly line. By using advanced software, an automaker is now even able to produce more than one type of car or truck at the one plant. For example, Plant A
20 makes trucks and Plant B makes cars, but programming the software to tell the robot to do a different set of tasks could lead to Plant A making cars and trucks.

3. Some commercial implications

Research has indicated that significant breakthroughs in computer software design have led to record sales, which has, in turn, transferred to an increasing robot presence within factories. Because of this increase, costs decrease and
25 robots become a more affordable alternative to human labour, which then goes on to create an increase in industry demand. Workers are justifiably concerned about the increasing ability of robots to perform jobs and functions that were previously the sole domain of the human workforce. However, experience indicates that this is not an entirely accurate assessment of the current situation.
30 When investigated more fully, it becomes apparent that there is only a reduction in the number of unsuitable jobs being performed by humans on the factory floor.

4. New developments

New developments in computer technology have made it possible to ensure that robots are able to perform the kinds of tasks that humans find dangerous and difficult to do. For example, a company might be in receipt of a very large
35 consignment – let's say it's a dozen high performance engines. This kind of load could measure as much as one tonne, which would mean that a human would need considerable help to carry it. Robots can be programmed to do the task of moving these types of objects. The robot-developing companies now include a software black box called Realistic Robot Simulation. Not all materials that arrive
40 at a plant weigh the same or even come in the same sized boxes but this software program is written for robots with reconfigure ability that allows them to pick up and move objects of different shapes and sizes, which is a real advance on previous robot models. In addition to this, the robots can be programmed to take into account such abstract matters as gravity, bounce and colour. In the past,
45 this has been technically and physically very difficult to achieve. All of this ensures that there is less, if any damage to this precious cargo.



Another example can be seen by looking at the production line on the factory floor. Robots are routinely being used to apply adhesive to car parts at high temperatures — humans would not be able to tolerate such exposure. Therefore,
50 by using robots in this way, humans find themselves in a much safer workplace and also, the company's exposure to injury claims is not as great, leading to lower insurance premiums. It becomes a win-win situation!

In conclusion, there is no doubt that it will be computer software design that forges the way ahead in the fascinating and lucrative new field of robotics in
55 industry.

Now look carefully at the first set of questions:

Questions 27 – 29

Choose **THREE** letters **A – F**. Write your answers in boxes 27 – 29 on your Answer Sheet.

*In the car industry, specially designed computer programs have been used for a long time to do **THREE** things:*

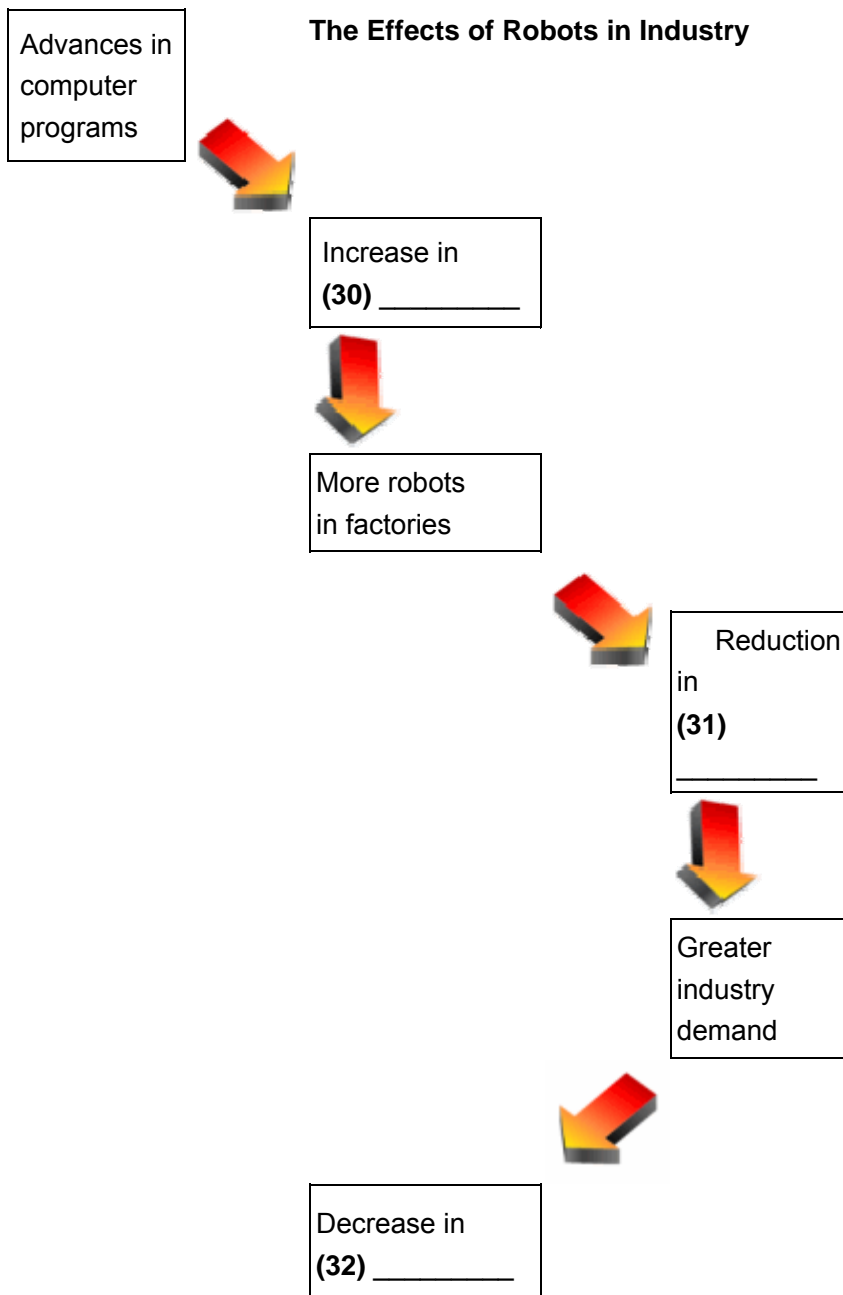
- A** develop more complex products
- B** make multiple models at the same plant
- C** monitor all robots in the factory
- D** check on workers in the factory
- E** produce vehicles without human labour
- F** solve problems more quickly.

Sample G

Questions 30 – 32

Complete the flow chart below. Write your answers in boxes 30 – 32 on your Answer Sheet.

Write **NO MORE THAN THREE WORDS** for each answer.





Sample H

Questions 33 – 40

Complete the table below. Write your answers in boxes 33 – 40 on your Answer Sheet.

Write **NO MORE THAN THREE WORDS** for each answer.

Robots can now be programmed to perform (33) _____ tasks.

Example 1

- Company takes delivery of twelve (34) _____
- Realistic Robot Simulation allows robot to:
 - transport materials of varying (35) _____
 - consider (36) _____ factors e.g. gravity
- Result: reduced risk of (37) _____

Example 2

- Robots can work with substances at (38) _____
- Result: (39) _____ environment
fewer (40) _____

WRITING TEST PRACTICE



WRITING TASK 1 PRACTICE

IELTS Writing Task 1

Write under examination conditions. (No dictionary. 20 minutes only.)

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Write your answer on the next two pages.



IELTS WRITING TEST

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ANSWER SHEET

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WRITING TASK 2 PRACTICE

IELTS Writing Task 2

Write under examination conditions. (No dictionary. 40 minutes only.)

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Write your answer on the next two pages.



IELTS WRITING TEST

1 2
3 4

ANSWER SHEET

TASK 2

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WRITING TASK 1 PRACTICE

THE LETTER OF REQUEST

Look carefully at the task below:

Writing Task 1

You should spend about 20 minutes on this task.

You want to go camping for a week with a friend.

Write a letter to the campsite manager. In your letter

- *give details of when you would like to go*
- *find out about the cost*
- *ask them to send you some information about the campsite.*

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

Student Activity 1

Before we begin to analyse this question, set aside 30 minutes to write your own answer to this Writing Task 1 question.

As you know, the time you should spend completing the task in the actual test is 20 minutes, but allow yourself a little longer when you first practise.

When you have completed this task, check and compare your answer with the Model Answer on page 144 of the Study Guide.

Write your answer on the next page...

A series of horizontal dotted lines for writing, spanning the width of the page.



Student Activity 2

Read Writing Task 1 below.

A badly planned and poorly written Sample Answer has been provided for this task. Use the information in the letter and the comments below to create a better version.

Writing Task 1

You should spend about 20 minutes on this task.

You would like to go for a holiday to Southside, which is a popular resort town near the beach. You have seen an advertisement for holiday resort accommodation and would like to find out more.

Write a letter to the holiday resort. In your letter

- ***ask about vacancies for a family of five in July***
- ***enquire whether it is necessary to book***
- ***find out about facilities and the location of the resort.***

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

SAMPLE ANSWER – PRACTICE TEST 1

Hi, my name is Tim Johnson and my family and I would really like to come and stay at your resort because I saw it advertised in a brochure and it looked pretty good and so I thought maybe I should find out if you have any vacancies or if you are always really busy or something. We will need accommodation for two weeks in July this year. Do you have a swimming pool and a spa because my children really like to swim and play in the water. Is it necessary to book or can we just come and see you and get accommodation when we arrive? I am not sure about this, so can you please let me know? What kinds of facilities do you have? Do you have self contained rooms? Do you have cafes and restaurants? Do you have tennis courts? I hope so! Can you tell me about any other facilities you have? Your place looks really nice and new – how old is the resort, we don't like staying at old places. Are you close to the beach or do we have to drive there? If you are close to the beach,

how long does it take to get there? Is it a beach we can swim in or is it a dangerous beach? There are five of us – my wife and three children under 10. Do you think my children will have enough to do at your resort without getting too bored?

I can't wait to hear from you with all of the information – write soon.

Fond regards

Hla xcbgb

(265 words)

Do you agree with our comments below?

COMMENTS:

The letter above contains a lot of information but it is written and set out in a confused way:

The sentences are too long and contain too many ideas. In fact, 265 words is too many*.

There is no structure to the letter – requests for information are mixed up with the information provided by the writer.

The letter is difficult to read because all the information is gathered together in one giant paragraph.

There is a lot of repetition.

The style of the letter is too informal.

The close is too informal – this type of close is reserved for friends and family, not someone you have never met.

The writer would be heavily penalised in the examination for these types of errors.

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Ua cghWffHJ]b`m`YUj`Ynci fgYZg\ cfhicZ]ja`Y`Zf`HUg`&]Znci`Xc`*



Using the comments we have given to help you, write the letter again. You have 20 minutes to complete this activity.

When you have completed this task, check and compare your answer with the improved Sample Answer on page 155 of the Study Guide.

A series of horizontal dotted lines provided for writing the letter again.

Student Activity 3

Use the planning process to write an answer to the following Task 1 question.

Writing Task 1

You should spend about 20 minutes on this task.

You are having difficulty understanding one of the subjects you are studying for a Diploma of Business and are not sure how to do the assignment on the subject.

Write a letter to your college lecturer. In your letter

- ***tell him how you feel***
- ***explain that you cannot hand in your assignment***
- ***ask for an appointment to discuss the issues.***

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir,

Write under examination conditions. (No dictionary. 20 minutes only.)

When you have completed this task, check and compare your answer with the Sample Answer on page 157 of the Study Guide.

Write your answer below:

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THE LETTER OF COMPLAINT

Student Activity 4A

Restructure this sample letter of complaint so that it makes sense.

When you have completed this task, check and compare your answer with the answer on page 170 of the Study Guide.

Yours faithfully,

Dear Mr. Sanchez,

When we arrived at your establishment at the arranged time, we were told – quite rudely, I should add – that we would have to wait in the bar area because our table was not ready.

We were told – rudely again – that we would “just have to wait because we are very busy”.

26th May

I do not usually write letters of complaint, but our treatment at your restaurant made my husband and I so upset, that I am writing now to demand an apology from you.

Re: A very unsatisfactory dining experience

If I do not receive an apology from you within the next week, I will be forced to write to the local newspaper and tell them about your gross lack of manners and arrogant attitude to your customers despite your supposedly excellent reputation as a magnanimous restaurateur.

Janine Steadfast

My husband and I had reservations to have dinner at your restaurant last Friday (23rd May). Because your restaurant is very popular and has an excellent reputation for fine food, we made our reservation over three weeks ago.

We waited a further ten minutes and then decided to leave. We were very unhappy.

After we had been waiting for over half an hour in the bar, I caught the eye of the waitress and asked what was happening with our table.

Needless to say, we were very much looking forward to our dining experience. However, things did not turn out to be as we had expected!



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Student Activity 4B

Read the Task 1 question below.

Writing Task 1

You should spend about 20 minutes on this task.

You have just returned from a holiday in Melbourne and you are very unhappy about the accommodation you stayed in. Your room was noisy and the standard of service and facilities were poor.

Write a letter to the owner of the hotel. In your letter

- ***explain your feelings***
- ***describe your complaint***
- ***say what action you want taken.***

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

Use the following table to brainstorm useful vocabulary that can be included in the letter.

Brainstorming:

Possible types of accommodation	Standard of accommodation



Examples of noise problems	Your feelings

Now use some of the vocabulary you have written to develop and write your letter.

Write under examination conditions. (No dictionary. 20 minutes only.)

When you have completed this task, check and compare your answer with the Sample Answer on page 174 of the Study Guide.

Write your answer below:

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THE LETTER OF 5 DC @C; M

Student Activity 5

Read this Task 1 question. Then organise the vocabulary provided below into the four given sections (next page) and use it to write your answer.

Writing Task 1

You should spend about 20 minutes on this task.

In your ironing business, you and your employee iron clothing for a variety of customers. Yesterday, your employee ironed clothing for one customer but packaged and sent it to another customer, by mistake.

Write a letter to the customer to whom the clothing was mistakenly sent.

In your letter

- ***identify the clothing***
- ***explain the problem***
- ***apologise for the inconvenience this has caused.***

Write at least 150 words.

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

Begin your letter as follows:

Dear Sir or Madam,

Key words from the task:

- **ironing business, employee, packaged and sent, clothing, customer by mistake**

Suggested brainstormed vocabulary:

as soon as possible	shirts	not conscientious	blouses
deliver free of charge	jackets	skirts	blue
red	green	yellow	patterned
spotty	striped	contact other customer	terrible
beaded	woolly	inexperienced	mistake
inefficient	young	not paying	feel bad
slow	similar	attention	doesn't
suits	addresses	gown	care
upset	trousers	pants	dress
	never happen	unfortunate	similar
	again		names
			concerned

Place the words in the appropriate locations in the table:

Clothing described	How mistake occurred	Feelings	How to fix mistake

Now use the vocabulary above to develop and write this letter on the next page.

When you have completed this task, check and compare your answer with the Sample Answer on page 184.



Write under examination conditions. (No dictionary. 20 minutes only.)

A series of horizontal dotted lines provided for writing, extending across the width of the page. There are approximately 25 lines in total, spaced evenly down the page.

Student Activity 6

Read Writing Task 1 below. A badly planned and poorly written Sample Answer has been provided (Version 1).

Writing Task 1

You should spend about 20 minutes on this task.

You are the manager of The Leederville Bakery. You agreed to bake and decorate a birthday cake for a customer's son's 21st birthday party. Unfortunately, you will not be able to bake the cake because you have to go into hospital when the cake is due to be made.

Write a letter to the customer. In your letter

- ***explain the problem you have with the order***
- ***apologise***
- ***suggest an alternative baker the customer may be able to use.***

Write at least 150 words.

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

Begin your letter as follows:

Dear

SAMPLE ANSWER – LETTER OF APOLOGY – VERSION 1

The Leederville Bakery

16th August

Dear Mrs. Johnston,

Re: 21st birthday cake order for 1st September that I cannot fill because I am unable to be in the bakery at that time and so you had better find another baker.

Unfortunately I won't be able to bake the 21st birthday cake that you asked me to make for your son's 21st birthday party. I know that it is late notice but I have only just found out today that I will have to be in hospital for an operation. It is quite a serious operation and I will need to be in hospital for a couple of days and then I will have to stay in bed at home to recuperate. My family and I are all very worried about this operation and we hope that it will all be OK, but you never know. I am pretty



scared about it, but anyway, back to the 21st birthday cake – I will try to recommend a different baker to you. His name is Roger Manfred and he is very good – not as good as me, of course (ha ha) but he will do a good job I think.
Sorry about this, Mrs. Johnston, but I just can't do anything about it!
See you later and wish me luck!

Fond regards,

F. Bannister

Frederick Bannister

(223 words)

Think critically about the problems in the letter above before reading our comments on page 186 of the Study Guide.

Now, using the information in the letter and the comments above, rewrite the answer to this task to create a better version.

Write under examination conditions. (No dictionary. 20 minutes only.)

When you have completed this task, check and compare your answer with the Sample Answer on page 188 of the Study Guide.

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THE LETTER DFCJ-B; B: CFA5HCB

Student Activity 7

Look at the following Task 1 question:

Writing Task 1

You should spend about 20 minutes on this task.

Your former homestay family is coming to see you in your own country from January 31st to February 10th.

Write them a letter. In your letter

- ***make plans to meet them at a convenient location***
- ***specify a time and date***
- ***suggest some activities you may all participate in during their visit.***

Write at least 150 words.

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

Begin your letter as follows:

Dear ,

Now look at the three versions of Sample Answers given on pages 199 and 200 of the Study Guide. One of the letters is much more effective at achieving the task.

Look at the letters and consider:

- the structure and the length of the answer
- the tone and appropriateness of the opening and closing lines
- how easy it is to follow and understand
- if there is too much repetition (of vocabulary and/or sentence structure)
- if they actually complete the task – remember that the actual instruction requires the candidate to do three things.



Student Activity 8

Now use our comments and your own ideas to write a good answer to **ONE** of the two information tasks we have studied.

Here are both tasks again:

Writing Task 1

You should spend about 20 minutes on this task.

A friend's son is starting to learn English as a Second Language. Your friend has asked you to offer some advice to his son about studying a foreign language.

Write a letter to your friend's son. In your letter

- ***make some suggestions based on your own experiences of learning a second language***
- ***offer advice about how to get the most out of studying another language***
- ***mention some of the benefits and difficulties involved.***

Write at least 150 words.

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

Begin your letter as follows:

Dear ,

OR

Your former homestay family is coming to see you in your own country from January 31st to February 10th.

Write them a letter. In your letter

- ***make plans to meet them at a convenient location***
- ***specify a time and date***
- ***suggest some activities you may all participate in during their visit.***

Write under examination conditions. (No dictionary. 20 minutes only.)

A series of horizontal dotted lines for writing.



WRITING TASK 2 PRACTICE

GENERAL TRAINING MODULE ESSAYS

Student Activity 9

Turn these four tasks into questions:

1. After completing their schooling, all young people should take one year away from study to experience life.

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2. Employers should consider job experience to be more significant than tertiary qualifications.

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3. Good manners are no longer considered to be an important part of life.

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4. Eating healthy food is the most important factor in achieving good health.

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Check your answers with those on page 212 of the Study Guide.

ARGUMENT ESSAYS

Student Activity 10

Give examples to support the following opinions:

Opinion:	1. Too much junk food is creating a generation of fat and unhealthy people.
Example:

Opinion:	2. Despite preventative moves by organisations and governments around the world, pollution continues to increase.
Example:
Opinion:	3. Material things are becoming more and more important to the youth of today.
Example:
Opinion:	4. Having a hobby that you enjoy is a good way to stay young and keep your mind active.
Example:

Share your ideas with your partner before showing them to your tutor.

Student Activity 11

Offer facts to support the following opinions:

Opinion:	1. Global warming has caused enormous problems with weather conditions throughout the world.
Fact:
Opinion:	2. The paper manufacturing industry is the cause of huge environmental problems due to high levels of toxic emissions.
Fact:
Opinion:	3. More and more people are deciding that they do not want to have children.
Fact:
Opinion:	4. According to a recent survey, children are becoming more overweight, less active and less healthy.
Fact:

Share your ideas with your partner before showing them to your tutor.



Student Activity 12

Brainstorm ideas to support the topic sentences below by using examples and/or facts:

1. ***Children who are skilled at computer games tend to do better at school.***
2. ***Students who have completed their schooling would benefit from taking a year's holiday before making any decisions about their future.***
3. ***Vegetarians tend to be more health-conscious than meat eaters.***
4. ***Teachers need to remember that they represent powerful role models for their students.***
5. ***Children placed in childcare as babies, grow up to suffer significant psychological problems when they are older.***
6. ***Society should value age and experience over youth and beauty.***

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Student Activity 13

Another example of this kind of structure is the Task 2 question from Practice Test 2 of **404 Essential Tests for IELTS**:

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

People often believe that great musicians are born and not made.

Do you agree that we are born with much of our ability, or are there other factors, such as family and environment, that determine success?

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

Write at least 250 words.

An analysis of the task in terms of **question, topic, purpose** and **audience**, should be done.

Now look at the incomplete Model Answer below.

Complete the **introduction**.

Topic sentences have been written for the remaining paragraphs. Complete those paragraphs by writing sentences that **support** those statements.

Finally, complete **the conclusion** by restating the main idea in the introduction and summarising the body.

PRACTICE WRITING TASK 2

Are great musicians, artists, writers and athletes born or made? This question has been of interest to philosophers and scientists for centuries. In this essay, I intend to...

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Firstly, research shows that identical twins who have been separated at birth, often tend to have the same mannerisms and talents.

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Secondly, another indication that talented people are born rather than made becomes obvious when one looks at the family of the gifted person.

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Finally, research has shown that even if people with average musical talents are given special tutoring in music and are placed in elite institutions, they still cannot compete with the innate talents of truly great musicians.

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Therefore, it is very clear that

When comparing your answer with the Model Answer on page 232 of the Study Guide, ask yourself:

- Have I managed to stay on task?
- Have my ideas supported the topic sentences properly?
- Have I used a wide range of appropriate vocabulary?
- Is my grammar accurate?

Student Activity 14

Look at the Writing Task 2 question on page 233 of the Study Guide.

Go through the planning process and write your answer.

Write under examination conditions. (No dictionary. 40 minutes only.)

When you have completed this task, check and compare your answer with the Sample Answer on page 235.

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Write your answer on the next two pages.

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NUMBER OF WORDS WRITTEN?

As you know, there are minimum numbers of words you must write for the two IELTS writing tasks.

Do you know how many words you usually write on a single line? 10? 12? More?

If you know this, you can quickly estimate how many words you have written.

Simply count the number the number of lines you have written...and multiply.

In the exam, you shouldn't actually have to do this, but it is useful for practice. If you have written a good introduction and at least three body paragraphs – of sufficient length – you will be able to see if you have written enough words without the need to count.



Student Activity 15

Look at the Writing Task 2 question on page 236 of the Study Guide which is taken from Practice Test 1 of **404 Essential Tests for IELTS**:

Step 1

ANALYSE the task

Analyse the task in terms of the following:

- **question**
- **topic**
- **purpose**
- **audience**

I. Question:

In this case, the task is written in question form already:

There is no need to change anything.

II. Topic: What is the topic?

*the key words in the **background statements** are:*

.....

*the key words in the **actual questions** are:*

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III. Purpose:

Candidates are asked to:

1. **form an opinion** about:

2. **think** of ways that young people can:

IV. Audience:

Use a **formal** or **informal** style of writing?

Step 2

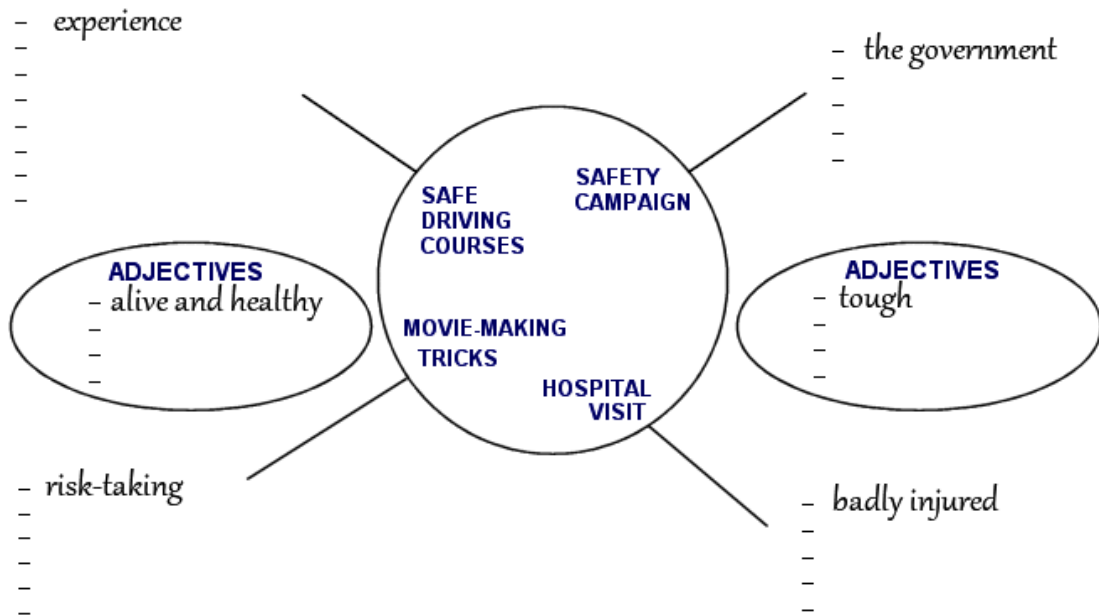
PLAN the answer

Stage I: Brainstorming

Brainstorming a list of related words and phrases:

influence cool/uncool tough risk-taking
safe driving courses action heroes
safety campaign experience dangerous
strict conditions drivers licence the government
improve perfect alive and healthy badly injured
hospital poor skills stupidity unnecessary risks
films movie-making tricks young drivers
witness teenagers vulnerable inexperienced
dare daring perilous forced to

Join up some of the words that make suitable connections.



Stage II: Making a Framework

Refer to page 239 of the Study Guide.



Step 3

WRITE the answer

Look at our Model Answer (using the framework) on pages 240 to 241 of the Study Guide.

Copy the Model Answer to the space below. Think about the framework design and examine the sentence structures as you write.

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COMPARING YOUR ANSWER WITH THE SAMPLE OR MODEL ANSWERS

Take time to read the Sample or Model Answers more than once.

Analyse the structure.

Note the ideas.

Notice how the sentences express those ideas.

Although your sentences will not be perfect, give yourself credit if your sentences come close to expressing the same or similar ideas *in an English way*.

Make notes when you can see how a similar idea to yours can be more clearly expressed.



Student Activity 16

Now try to use the same framework to write a **different** answer.

This time, **disagree** with the statement that action movies lead to an increase in car accidents among young people.

Put this opinion into the **introduction**.

Then begin the **body** in the following way:

“Despite the fact that action movies with car chases do not lead to an increase in car accidents and dangerous driving, it is very important to encourage safe driving practices in this age group.”

Remember to **brainstorm new vocabulary** and try to think of **new suggestions** for encouraging young people to drive safely before you start writing your answer.

When you have completed this task, check and compare your answer with the Sample Answer on the next page.

Give yourself 30 minutes to write your answer below.

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CAUSE AND EFFECT ESSAYS

Student Activity 17

It is important to be able to distinguish between cause and effect. Look carefully at the simple examples in the tables given on pages 252 and 253 of the Study Guide – take note of the **causes** and of the **effects**. Finally, try writing your own simple sentences for each of the structures in the table.

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Certain vocabulary is well suited to this style of writing. For example, for example:

therefore	to result in	to bring about	owing to	to be caused by
so	to cause	because of	as a result of	consequently
thus	to lead to	because	due to	to be the result of
hence	as a result	since	(sth.) results from	to be the effect of

Read the Sample Answer on page 404. Locate this special vocabulary and note how it is used.



Student Activity 18

Here is our Sample Answer to the Task 2 question on page 244 of the Study Guide, but the special vocabulary has been removed. Without looking back at the original Sample Answer, put the special vocabulary back into the essay.

Check your answers with the complete answer on page 251.

SAMPLE ANSWER – CAUSE AND EFFECT

Clinical depression reached epidemic proportions in adult males in the Western world in the nineties. This alarming trend is _____ a number of important factors which I will discuss.

Firstly, life has become progressively more hectic and stressful for everyone. Work pressures burden many men who are working increasingly long hours. Technology has increased the pace of the workplace and _____ many men are finding it hard to keep up. In addition to this, men are becoming confused by their role in life. In some cases, they are no longer the main breadwinner in their family, and _____, they can feel threatened.

Secondly, a man who has a family history of depression has a much higher than average chance of contracting this disease. _____, research is currently being done into finding out why some families have a higher incidence of depression and why males in particular are suffering in larger numbers.

Finally, many men have very poor diets and do not exercise properly. During their leisure time, they tend to sit and watch television or play computer games. _____, less activity contributes to an unfit body which in turn contributes to depression.

_____ these factors, many men turn to alcohol and drugs as a means of controlling their debilitating depression. Also, the financial cost of dealing with depression-related illnesses and disease is causing increased strain on the health resources of many Western nations.

In conclusion, there are many reasons for the increasing number of men suffering from clinical depression. Afflicted men should be encouraged to seek medical help – seeing a psychiatrist or getting counselling is very helpful. Also, they need to be more active and eat a healthier diet.

Student Activity 19

Look at the Cause & Effect Task 2 question on page 255 of the Study Guide and examine the answer written by a candidate who did not take the time to plan properly.

The grammar errors have been corrected.

As you read the answer, consider:

- the structure of the answer
- whether or not the ideas flow
- the ideas and vocabulary used
- the strength of the points made by the candidate
- the register used in the writing style.

POOR ANSWER – PRACTICE TASK 2 – CAUSE AND EFFECT

Lots of girls smoke because they think it's cool. All of their friends are doing it and so they feel the pressure to conform because peer group pressure is very important during the teenage years. Also advertising seems to target young people – girls in particular – making it look cool to smoke. All the girls who are smoking in the ads look slim and beautiful and young girls all over the world want to look like that. I think a lot of young girls smoke because it helps to keep them slim – when they smoke, they are not eating. This is very unhealthy, however, and is a very bad effect of smoking!

The problem with smoking is that it causes illness – in particular, serious illnesses like lung cancer. I don't think young girls want to think about that, though. This should be advertised more often. If you smoke, you get more wrinkles, so this is what happens to young girls who smoke – they get more wrinkles. This may be a way of getting them to stop smoking, actually. If they knew that they got more wrinkles and looked older, they would not smoke anymore, so this would be one solution. Another solution is to stop advertising of any kind concerning smoking – no billboards, no TV or radio ads. Also shopkeepers should be fined if they sell cigarettes to underage young people. Many shopkeepers only want to get money and they do not care about children's health.

(245 words)

Refer to our analysis of the answers on page 256 of the Study Guide.

All of these structural errors could have been avoided through better planning.

Now develop and use the ideas in the original sample above to create a proper plan.



PLAN:

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Now write your answer below:

When you have completed this task, check and compare your answer with the improved Sample Answer on] æ ^ Á Ĵ Ą - @ Ū c â ^ Œ ~ ã ^ .

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Now look at the Writing Task 2 question below which is taken from Practice Test 4 of **404 Essential Tests for IELTS**:

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

The difference between the rich and poor in the world seems to be getting larger.

What do you think are the causes of this? What, in your opinion, should be done to stop this from happening?

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

Write at least 250 words.

This task asks the candidate to write about **causes** and **solutions**. There is no mention of **effects**. The structure of this answer will, then, be slightly different to the cause and effect style of answer we have discussed in this section of the Study Guide.

Before looking at this slightly different structure, review the planning process.



Student Activity 21**Stage II: Making a Framework**

Refer to the Writing Task 2 question on page 263 of the Study Guide.

Sort the brainstormed vocabulary into the columns of the table on the next page.

Try to identify arguments and points that could be placed into the answer and then think of more vocabulary that is related to the task – this will help you to isolate causes and solutions more easily.

Gi [[YghYX`VfUJbglcfa YX`j cWUVi `Ufm	
little education	need better education – can learn, get qualifications, help own country, better for economy
limited money	
little health care access	need access to jobs and opportunities – work hard, enjoy better life
need to be more dynamic	
technological advances worldwide	need better health care – disease, illness, deaths, can't work if sick
cannot (difficult to) compete	need better standard of living – helps with health issues and mental health
lagging behind rest of world	
need help to survive	basic human right
improve	happy
alarming	better
basic	easy
lack of	fruitful
should have better health (physical/mental)	comfortable
deserve a better life – esp. children	stable
healthy	secure
wealthy	dangerous
prosperous	
productive	

The last column is for the vocabulary that does not neatly fit into the Cause and Solution columns. Try to think of a \ YUX]b[for this final list.



Causes	Solutions	

Check your work with our answers on page 268 of the Study Guide.

Student Activity 22

Plan and write an answer to the Task 2 question on page 271 of the Study Guide.

Write under examination conditions. (No dictionary. 40 minutes only.)

PLAN:

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When you have completed this task, check and compare your answer with the Sample Answer on page 273 of the Study Guide.



Write your answer below:

A series of horizontal dotted lines for writing an answer.

ADVANTAGE / DISADVANTAGE ESSAYS

Student Activity 2'

Look at the following Task 2 questions and identify the exact purpose of each task:

<p>A. <i>Discuss the advantages and disadvantages of young children eating a vegetarian diet.</i></p> <p>.....</p> <p>.....</p>
<p>B. <i>Discuss the advantages and disadvantages of getting married at a very young age.</i></p> <p>.....</p> <p>.....</p>
<p>C. <i>Discuss the advantages and disadvantages of giving up a well-paid job for a poorly paid job that you love.</i></p> <p>.....</p> <p>.....</p>

Check your answers with those on page 278 of the Study Guide.



Student Activity 24

Write sentences or paragraphs using the following linking words:

on the one hand on the other hand however
even though notwithstanding yet

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Student Activity 25

Look at the sample Advantage/Disadvantage Writing Task 2 answer below and identify the following parts:

- the introduction
- the body
- the conclusion
- the topic sentence for each paragraph
- the supporting sentences for each topic sentence.

The topic is:

***Immigration has turned Australia into a multicultural society.
Discuss the advantages and disadvantages of this change in Australian society.***

SAMPLE ANSWER – DISCURSIVE WRITING TASK 2

In the last fifty years, immigration has turned Australia into a multicultural society. Different cultures have helped to make Australia richer and more interesting, but on the other hand this has also created some problems. In this essay, I intend to discuss the advantages and disadvantages of this change in Australian society.

Firstly, one advantage of living in a multicultural society is that Australians have been introduced to a wide variety of international foods. In any city in Australia, people can enjoy food from a long list of different countries, and the average Australian family now includes such dishes as pizza, fried rice and sushi on its daily menu.

In addition to this, the influx of people from countries around the world has meant that the majority of Australians have become more tolerant of different cultures, religions and languages. Through immigration, Australia has been able to develop a more global perspective and find its place in the world today. Australian English is becoming more dynamic, and international words and phrases are now part of Australian speech.

However, with change also comes problems. One of the disadvantages of immigration has been that some Australians feel that it has caused them to lose part of their own cultural identity. People who feel like this tend to feel threatened, not enriched, by the diversity that multiculturalism brings.

Another disadvantage is that in some situations, along with multiculturalism comes racism – from within the ranks of native Australians and other migrant communities. Negative feelings such as these cause resentment and hostility and can lead to aggressive behaviour and related problems.

Notwithstanding the disadvantages, I believe that every Australian cannot help but feel enriched by the influences of other cultures. Immigration has enhanced an already fascinating country and serves to make it even more special.

(299 words)

Student Activity 27

Plan and write an answer to the Task 2 question on page 287 of the Study Guide.

Try to use the following linking words in your answer:

- | | | |
|------------------------|--------------------------|----------------|
| on the one hand | on the other hand | however |
| even though | notwithstanding | yet |

Write under examination conditions. (No dictionary. 40 minutes only.)

PLAN:

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When you have completed this task, check and compare your answer with the Sample Answer on page 289.

Write your answer on the next two pages.



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ANALYSING YOUR TASK 2 ANSWERS

On completion of all your Task 2 essays, critically ask yourself these questions:

- Are my opinions presented in a logical, clear way?
- Are my opinions justified and exemplified appropriately?
- Are both sides of the argument presented?
- Are both sides of the argument evaluated?
- Does the spelling and punctuation hinder understanding of the essay?
- Is the register (or style of writing) and the content appropriate for the task?
- Does the grammar and sentence structure used show variety and maturity?
- Has the task been fulfilled? Did I answer the question and complete the task?
- Is the length appropriate? Did I write at least 250 words?



COMPARISON & CONTRAST ESSAYS

Student Activity 28

Plan and write an answer to the Task 2 question on page 298 of the Study Guide.

Review the Task 2 Planning Process before you begin writing:

Step 1:

- What is the question?
- What are the key words?
- What is the purpose?
- Who is your audience?
- What will your writing style be?

Step 2:

- Brainstorm vocabulary.
- Choose three or four features of each lifestyle to discuss.
- Pin vocabulary to those features.
- Decide on the order you will use to discuss those features.

PLAN:

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Step 3:

Begin writing – remember to include linking words.

Write under examination conditions. (No dictionary. 40 minutes only.)

(Don't forget to use **at least six** of the words and phrases in the table on page 297.)

When you have completed this task, check and compare your answer with the Sample Answer on page 300 of the Study Guide.

Write your answer below:

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Write your answer below:

A series of horizontal dotted lines provided for writing the answer.

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PROFESSIONAL ASSESSMENT OF YOUR TASK 1 AND TASK 2 ANSWERS

Your tutor can assess your work, and give you good feedback and advice, but remember it takes a lot of time for another person – even a professional teacher – to help you.

- Always check your work first before you show it to your tutor.
- Don't waste your tutor's time (and your own!) by failing to proofread your work. Check style, grammar, spelling, punctuation and ensure that your answer is logical and easy to follow.
- Pay particular attention to your punctuation. The rules are not hard to learn. You can easily see how good English is punctuated by examining published books.
- If you do make changes to your answer, make them neatly by drawing a line through a word (or phrase) and rewriting it.

When you receive your essay corrections, analyse your errors carefully. Next time you submit your work, try to make sure at least the simple errors you made before have been avoided.

Finally, if you have access to a professional essay correction service, consider purchasing further corrections from another source. One teacher can only give you what they know, and no-one can give you everything.



SPEAKING TEST PRACTICE



SPEAKING TEST PART 1 PRACTICE

PART 1

EXAMINER: *Good morning. My name's [examiner's name]. And your name is...?*

YOU:

EXAMINER: *And you're from...?*

YOU:

EXAMINER: *Can I see your passport please? Thank you.*

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YOU:

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EXAMINER: ?

YOU:

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EXAMINER: ?

YOU:
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EXAMINER: ?

YOU:
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EXAMINER: ?

YOU:
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EXAMINER: *Thank you.*



SPEAKING TEST PART 2 PRACTICE

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You should say:

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...and

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PLAN (one minute only):

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Follow-up questions:

Q1:

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Q2:



SPEAKING TEST PART 3 PRACTICE

PART 3

EXAMINER: Now I'd like to ask you a few more questions.

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YOU:

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EXAMINER: ?

YOU:

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EXAMINER: ?

YOU:

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EXAMINER: ?



YOU:

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EXAMINER: ?

YOU:

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EXAMINER: ?

YOU:

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EXAMINER: *Thank you very much. That's the end of the Speaking Test. Goodbye.*

SPEAKING TEST PART 1 PRACTICE: INTRODUCTION & INTERVIEW

Compare Pietro's two attempts at Part 1 of the Speaking test on pages 316-320 of the Study Guide.

NOTES:

PART 1 (first attempt)

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PART 1 (second attempt)

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For Pietro's second attempt, he and his teacher have used a variety of techniques in order to improve his performance and impress the examiner:

Note where Pietro has

a) **answered in full** (complete) **sentences**:

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b) given **extra information**:

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c) employed **standard English phrases**:

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d) adopted an **informal register**:

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e) used a **variety of tenses and structures**:

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f) repeated the **question**:

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g) used **modifiers**:

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h) made a **summary** and been **specific**:

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 **Speaking Practice A**

Write your answers out first in the spaces provided below:

(excerpt from) PRACTICE TEST 2 – PART 1

EXAMINER: *Good morning. My name's Charlotte Wishart. And your name is...?*

YOU:

EXAMINER: *And you're from...?*

YOU:

EXAMINER: *Can I see your passport please? Thank you. Did you go to school in [your present country]?*

YOU:

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EXAMINER: *What were your favourite subjects at school?*

YOU:

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EXAMINER: Did you learn a language at school?

YOU:

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EXAMINER: What subjects interest you now?

YOU:

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EXAMINER: What do you plan to do in the future?

YOU:

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EXAMINER: How do you spend your free time?

YOU:

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EXAMINER: Do you like to relax with others or by yourself?

YOU:

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EXAMINER: Thank you.

Compare your answers with those of Pietro in his second attempt.

Are your answers similar? Did you answer as well as or better than Pietro?



SPEAKING TEST PART 2 PRACTICE: LONG TURN



for Speaking Practice B

What kinds of follow-up questions do you think you might be asked for each of the four topic cards shown on page 330 of the Study Guide.

Try to think of two questions each. Write the questions below and then check with our suggestions.

CARD 1

Q1:

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Q2:

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CARD 2

Q1:

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Q2:

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CARD 3

Q1:

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Q2:

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CARD 4

Q1:

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Q2:

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 **Speaking Practice C**

Practice Part 2 yourself by answering the questions on the card on page 333 of the Study Guide.

First, make a plan in one or two minutes. (Later, you will need to restrict your planning to one minute only.)

PLAN:

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Practise giving your talk (1 to 2 minutes only), then answer the two follow-up questions.



Question 1: **Does everyone enjoy this festival?**

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Question 2: **Are there many other festivals in your country?**

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Compare your answers with those of Pietro in his second attempt.

WRITING OUT YOUR ANSWERS

You are not expected or advised to always write out your answers for practice.

However, it can sometimes be a useful technique to help you think in more detail about what to say, and give you time to consider how you might answer a question better.

IMPORTANT! Memorising your written answers is **NOT** the point of these written exercises and you should not try to do this when you speak your answers.

You can use the spaces below the questions in these pages to make notes if you wish.

 **Speaking Practice D (extended)**

- (i) Look at the two task cards on page 334 of the Study Guide.
- (ii) Practice Part 2 yourself by answering the questions on the first card. Make a plan first:

PLAN (one minute only):

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Practise giving your talk (1 to 2 minutes only), then consider what the **follow-up questions** might be:

Q1:

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Q2:

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Look at our suggestions on page 335 of the Study Guide.



Now ask and answer those two questions with your partner.

Don't write them out this time. Take a moment to think about the first question and what you want to say, and then give your response.

Do the same for the second question.

(iii) Next, look at the second task card on page 334 of the Study Guide.

Practice Part 2 yourself by answering the questions on the second card. Make a plan first:

PLAN (one minute only):

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Practise giving your talk (1 to 2 minutes only), then consider what the **follow-up questions** might be:

Q1:

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Q2:

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Look at our suggestions on page 335 of the Study Guide.

Now ask and answer those two questions with your partner.

ANALYSING YOUR RESPONSES

It is not always easy to assess yourself.

If you can, find a teacher who can provide you with useful feedback on your performance in all parts of the Speaking Test.

Make an audio tape or file of your answers and ask a qualified English teacher for his or her advice.

If you cannot find a tutor, ask a friend who is a little better than you at English for his or her advice.

Compare your answers with those of other students.



Speaking Practice E (extended)

Practice with the four task cards on page 335 of the Study Guide.

Plan your answers carefully. You can take your time to do this when you practice. On test day, you might not be able to plan as thoroughly as you can in the classroom, but it doesn't matter. All the planning practice that you do now will help you plan more effectively later.

With at least one of those cards, print out the Part 2 page at the beginning of the Speaking section of this workbook, and plan and write your answer – and the answer to two possible follow-up questions.

Create your own cards

It can be a good idea to create your own cards – preferably with others in a group – choosing topics that your tutor has agreed are suitable for the task.

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You should say:

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...and

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SPEAKING TEST PART 3 PRACTICE: TWO-WAY DISCUSSION

Examine the first dialogue that Pietro had with his examiner – on pages 337-339 of the Study Guide.

Compare this with his second attempt (pages 339-341).

Note where Pietro has

a) **used learned phrases and sentence structures:**

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b) **used complex sentence structures:**

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c) **extended his ideas:**

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d) **summarised his ideas:**

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e) **showm a wider range of vocabulary:**

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f) **used modifiers:**

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Some candidates ask if it is acceptable to correct themselves.

Although you do not have to – and should not – constantly be correcting yourself when you speak, if you need to, it is not counted against you.

In fact, it can show the examiner that you are capable of self-feedback and correction.



ERROR CORRECTION:

Part 1.

Errors in Part 1 from the first attempt (1A) included:

"I liked Science and at History I was best."

"English was necessary and I studied Latin and German at different times."

"My mother is French, so I can speak very well but I didn't learn at school."

"I am study archaeology at the University of Palermo..."

"I am learn Arabic at the moment, which is difficult, but for this field and my future it's...obligatory."

"I must to finish three years to complete my degree in Palermo."

"I then will go to the Oxford University."

"I must to get 7 for the IELTS."

"I visit my favourite bars and clubs that has jazz music."

"I play the clarinet but not so good."

"I like very much both."



for Speaking Practice F

Can you correct these errors for Pietro? Write your corrections below.

You can rewrite the sentences in your own words if you prefer:

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Check your answers to the error corrections [Use of Á with those given on page 31] È



for Speaking Practice G

Part 2.

Errors in Part 2 from the first attempt (1A) included:

“I said already that I love jazz music, yes?”

“There is jazz festival held every year in Perugia.”

“It’s famous hill-town. It has a good...er...aspect?”

“It has the strong cultural and artist history.”

“How often it is? The festival is being every year.”

“And in just ten days we are there.”

“In July it is, so the weather is very good.”

“We are seven who all participate there every year since we were started higher secondary school!”



Errors in Part 2 from the first attempt (1A) included:

“It’s close the Contrappunto Jazz Club.”

“Lots of the good performers like there.”

“I love play jazz and listen jazz and I take my clarinet.”

“It is very excited.”

“The performers are not always so good but I think the value is good.”

“We seven all take our music instruments...”

Correct these PART 2 errors for Pietro:

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Check your answers to the error corrections [ÚæÚá with those given on Ápage 3I Í È



for Speaking Practice H

Part 3.

Errors in Part 3 from the first attempt (1A) included:

“Um...maybe the parents know how these celebrations have changed...”

“The Jazz Festival...um...was going to it every year for about eight years.”

“After my parents change the town from Marsala to Trapani, ...”

“Italian family is very important.”

“...or try to make some joking.”

“Foreign tourists come to see the vista of Mount Etna and...”

“I advise them to do this or our customs they cannot understand.”

“...we have a lot of problems with refugees coming. You know, this is important for us to accept them...”

“In my parents’ hometown there is the old tradition that is for hundreds of years.”

“...the Holy Thursday.”

“Almost of the town is in this parade...”

“It is very good to make the town to feel together.”

“Its name ‘Procesione of the Mysteries at Trapani’.”

“...and we have...also from other countries.”

“...the government in Trapani must to put up the fences...for this time...”

“With the fences, we can’t feel together of the procesione.”

Correct these PART 3 errors for Pietro:

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Read through Tapescript 1B on pages 339 to 341 of the Study Guide and see how many errors were corrected in the section.



Speaking Practice 1 (extended)

Practise Part 3 yourself by answering the questions that Pietro is asked in this interview.

1. Time yourself and restrict this to 5 minutes.
2. Practise paraphrasing (repeating the question in your own words) for one or two of the questions.
3. Try to summarise your ideas at the end of your answers.
4. Use some complex structures that you are confident with.
5. Use a range of vocabulary.

You can make notes below the examiner's questions if you wish. The questions are given on the next page:



(excerpt from) PRACTICE TEST 2 – PART 3

EXAMINER: *How have cultural celebrations and festivals changed in your country?*

YOU:

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EXAMINER: *There is often a generation gap between children and their parents or grandparents. Can traditions help to bridge this gap or do they make the gap wider?*

YOU:

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EXAMINER: *Are there any traditions in your own culture that you don't agree with or that you particularly like?*

YOU:

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EXAMINER: *Is it necessary for immigrants to adopt customs and festivals that are celebrated in their new country?*

YOU:
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EXAMINER: *What role does religion play in your own country?*

YOU:
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EXAMINER: *What role does religion play in your own country?*

YOU:
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PRACTICE FOR FURTHER IMPROVEMENT

PART 1

Examine the first dialogue that Yaoli had with her examiner – on pages 353-354 of the Study Guide.

After listening to Yaoli in Part 1 of his interview, compare her performance with that of Pietro in Part 1 of his interview. Who makes a better overall impression on the examiner in this part of the interview?

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Why?

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Error Correction:

Errors in Part 1 from the first attempt (1A) that Yaoli made included:

“I from Shanghai.”

“I live with my family...mother, father, one brother and two cousins.”

“I have one room with my cousin.”

“There are three in my room and my mother tell us to clean.”

“I’m eldest so I have my own desk. I think Chinese are used to doing this way.”

“In the evenings? Study. Not relax.”

“Now I am prepare for university entrance and I didn’t have time for relax.”

“Maybe I can relax when I use the computer.”

“I like chatting on Internet to my friends.”

“But my cousins and brother share this computer, so I can’t chatting very much.”

“I like to go to Shanghai Jiao Tung University.”

“If I can speak English well and pass the IELTS score, this will help my enter.”

“If I don’t enter there, I will try to go to overseas university.”

“Mm...first English lesso n...um...no. It was too lo ng time ago. We had o ne American teacher at the elementary school.”

“He used to giving English lesson but they were just simple one. I remember it is strange.”

“I couldn’t understand, but we just say it many times. This is common teaching style in China.”

“I don’t have favourite time, but what I don’t like...that’s summer.”

“The fall, autumn, is OK after summer.”



for Speaking Practice J

- Can you correct these errors for Yaoli? You can rewrite the sentences in your own words if you prefer.

Correction of Yaoli’s errors:

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 **for Speaking Practice K**

Next, try to improve Part 1 of Yaoli's interview by adopting some of the techniques we have identified in the Study Guide, so that she impresses the examiner.

- Can you develop her ideas into fuller responses by using extra sentences? For example, what more could she say about her family in the first question?
- Can you use some modifiers to more accurately describe her bedroom?
- Can you compare and contrast her favourite and least favourite time of year?
- Can you make her response to whether or not she likes studying English sound more positive? Try to sound as positive as you can in the interview.

Improvements to Yaoli's PART 1 interview:

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Speaking Practice L

Now practise Part 1 by answering the questions in this interview yourself.

- Develop your ideas by giving specific examples or reasons for your answers where possible.
- Use one or two learned expressions in your answers but don't overdo it – one or two impress, but more than this detracts from your performance.
- Vary the tenses and structure of your sentences.

(excerpt from) PRACTICE TEST 2 – PART 1

EXAMINER: Good morning. My name's Lawrence Mitchell. And your name is...?

YOU:

EXAMINER: And you're from...?

YOU:

EXAMINER: Can I see your passport please? Thank you. Who do you live with in [your present country]?

YOU:

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EXAMINER: Can you describe your room to me?

YOU:

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(excerpt from) PRACTICE TEST 2 – PART 1

EXAMINER: *What do you do to relax in the evenings?*

YOU:

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EXAMINER: *Why are you taking this speaking test?*

YOU:

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EXAMINER: *Do you enjoy studying English?*

YOU:

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(excerpt from) PRACTICE TEST 2 – PART 1

EXAMINER: *Can you remember your first English lesson?*

YOU:

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EXAMINER: *What's your favourite time of the year?*

YOU:

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PART 2

Refer to the task card and Tapescript 2A on page 361 of the Study Guide.

Look at the notes that Yaoli wrote and try to improve Yaoli's long-turn.

Plan her response more carefully and use **all of the information** that she has written down.

TAPESCRIPT 2A – NOTES FOR PART 2

Becky

kind – clever – advice

Many things – always

Canada – 2002

EXAMINER: *Would you like to start now?*

CANDIDATE: OK. I have many friends but the one special cousin is Becky. He is one year different, so we are close and we talk for many things. Maybe for many things we think together.

She's kind also clever. Her English is much better than me and...er... youngest. She support another family like our cousin at school. My brother too...he's the only son...so in China you know, this is very special.

One special time...um...we have been...went to...Canada in 2002 for vacation. If Becky didn't go with me, it would be impossible because she uses her English ability. I think she's very successful in the future.

I think my father, my mother very happy with my cousin. Even my brother is favourite because he is a son, they are very happy.



for Speaking Practice M

Help Yaoli to improve her long turn. Plan her response more carefully and use all of the information that she has written down.

Identify the grammatical and structural errors that Yaoli makes but remember – don't only fix the grammar mistakes. Try to extend her ideas into longer and complete sentences, for example, what does "being close" to someone mean?

Use modifiers and a wider range of vocabulary. Think of synonyms for "special" or other words to describe people, friends, family, holidays, feelings, etc.

Error Correction:

Errors in Part 2 from the first attempt (1A) that Yaoli made included:

- “I have many friends but the one special cousin is Becky.”
- “He is one year different, so we are close and we talk for many things.”
- “Maybe for many things we think together.”
- “She’s kind also clever.”
- “Her English is much better than me and...er... youngest.”
- “She support another family like our cousin at school.”
- “My brother too...”
- “...we have been...went to...Canada in 2002 for vacation.”
- If Becky didn’t go with me, it would be impossible because she uses her English ability.”
- “I think she’s very successful in the future.”
- “I think my father, my mother very happy with my cousin.”
- “Even my brother is favourite because he is a son, they are very happy.”
- “All day at school I am with friends and now we study for the university.”
- “We don’t have time.”
- “If we don’t study...um...we can shopping together or eating noodles.”

Write your corrections below:

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A series of horizontal dotted lines for writing.

Check your answers with those that we suggest on page 365 of the Study Guide.



Speaking Practice N

Now practise Part 2 yourself by answering the questions on the card used in this interview.

Follow the guidelines on page 365 of the Study Guide.

Describe a special friend or family member.

You should say:

- who the person is
- why they are so special
- what you usually do together

...and describe a special time you have spent with that person.

Then answer the follow-up questions below:

fM WfdhZca ŁDF57H79 H9GH & – PART &

EXAMINER: *Do you see your family often?*

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EXAMINER: *Do you spend more time with your family or friends?*

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PART 3

Look at Tapescript 2A on pages 367 of the Study Guide. It is Yaoli's PART 3 conversation. Try to improve it by inserting some of the discourse markers below:

In my view, ...

In my opinion, ...

As well as...

Even though, ...

Personally, ...

Overall, ...

In the main, ...

Unfortunately, ...

Naturally, ...

Even so, ...



for Speaking Practice M

Improvements to Yaoli's PART 3 conversation:

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Check your work with your tutor.



Error Correction:

Errors in Part 3 from the first attempt (2A) that Yaoli made included:

“Oh, in China, family is most important.”

“Now there are many changes in China.”

“China is becoming more modern and everyone is busy than before.”

“But not everyone can get job, so many come to Shanghai to find a job.”

“They leave their family in the countryside and there are many problems I think.”

“If they get job, they can give money home.”

“Our tradition is different to Western countries.”

“We must to take care our parents because when we are young, they care for us.”

“Also other family.”

“Kindness I think, but also hard sometimes too.”

“If my friends have problems, I help them and if I can’t advice, maybe listening is OK.”

“In Chinese we said, when you are in disaster or big trouble, you will see who’s your real friend.”



for Speaking Practice O

Write your corrections to Yaoli’s Part 3 responses below:

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Speaking Practice P

Look at how Yaoli answers each of the examiner's Part 3 questions in turn.

Question 1: *Do you think the family unit is less important in modern life now?*

What is Yaoli trying to say to the examiner?

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Question 2: *Should children look after their parents when they get older?*

Yaoli says that Chinese traditions are different to Western traditions but she doesn't say how they differ. What do you think she means by "Also other family."?

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Question 3: *What qualities should a parent have?*

Yaoli needs to explain why she thinks parents need to have "kindness". What do you think she means by "hard"?

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Question 4: *Do you think you are a good friend? Why?*

Yaoli tries to use a conditional structure to answer this question. Unfortunately, she doesn't use it correctly and once again, her vocabulary is inadequate – "If my friends have problems, I help them and if I can't advice, maybe listening is OK."



for Speaking Practice Q

Now consider how Yaoli should have finished the interview. What could she have said?

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Before you try Part 3 yourself, read and listen to Yaoli's second attempt – Part 3 in Tapescript 2B – and see how she improved the last part of the interview.



Speaking Practice R

Practise Part 3 yourself by answering the same questions as Manuel.

As before:

- Time yourself and restrict this to 5 minutes.
- Practise paraphrasing (repeating the question in your own words) for one or two of the questions.
- Try to summarise your ideas at the end of your answers.
- Use some complex structures that you are confident with.
- Use a range of vocabulary.

You can make notes below the examiner's questions if you wish. The questions are given on the next page:



(excerpt from) PRACTICE TEST 2 – PART 3

EXAMINER: *Do you think the family unit is less important in modern life now?*

YOU:

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EXAMINER: *Should children look after their parents when they get older?*

YOU:

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EXAMINER: *What qualities should a parent have?*

YOU:

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EXAMINER: *Do you think you are a good friend? Why?*

YOU:

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Remember to spend more time **speaking** than writing your answers.

Finally, compare your improved version of the entire interview with *Yæ |ã* second and better attempt: see Tapescript 2B on page I FF-I FG in the Appendices section.

As you listen to the second attempt of this interview, consider all of the elements that we have discussed and note how they have been used to improve *Yæ |ã* interview.

Note where *Yæ |ã* has

a) **developed ideas** into fuller replies:

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b) used a **variety of word forms and interesting vocabulary**:

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c) used **modifiers and discourse markers** (write them below):

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d) used **learned phrases** (write them below):

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THE END OF THE INTERVIEW

Look again at the final section of Tapescript 2B on page 412 of the Study Guide: Yaoli's second and better attempt at the Speaking test.

Notice how Yaoli finished the interview:

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The examiner will tell you when the Speaking Test is completed.

Although you do not have to say anything in reply, it is customary to thank the examiner for his or her time, and perhaps add a few words as Yaoli did.

Think of other ways to say goodbye and check with your tutor if they are appropriate:

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Remember: don't ask the examiner how you performed.



NOTES



Workbook for the Study Guide to

**404 Essential Tests for
IELTS**

General Training Module