

 MACMILLAN EXAMS

# Ready for IELTS

coursebook

Sam McCarter



# 2

## Technology—now and then

### Vocabulary: Verbs of cause and effect

1  Work in pairs. Look at the photographs and discuss the questions below.



- Name each item. What do you know about each one? What do they all have in common?
- Choose three of the items and decide how they have shaped people's lives.
- Which do you think have a direct influence on people's lives today? Give reasons and examples.

2 In academic writing sentences with nouns are more common than sentences with verbs. For some verbs the noun form is the same as the verb, for example, *influence*. You can also make nouns from verbs by adding endings like: *-ment*, *-ion* and *-ing*. Decide what the noun form is for each of the verbs 1–16 below. Which verb does not follow any of these patterns?

- |           |                    |                |       |
|-----------|--------------------|----------------|-------|
| 1 improve | <i>improvement</i> | 9 damage       | _____ |
| 2 destroy | _____              | 10 ruin        | _____ |
| 3 shape   | _____              | 11 produce     | _____ |
| 4 result  | _____              | 12 foster      | _____ |
| 5 affect  | _____              | 13 advance     | _____ |
| 6 harm    | _____              | 14 deteriorate | _____ |
| 7 enhance | _____              | 15 achieve     | _____ |
| 8 promote | _____              | 16 attract     | _____ |

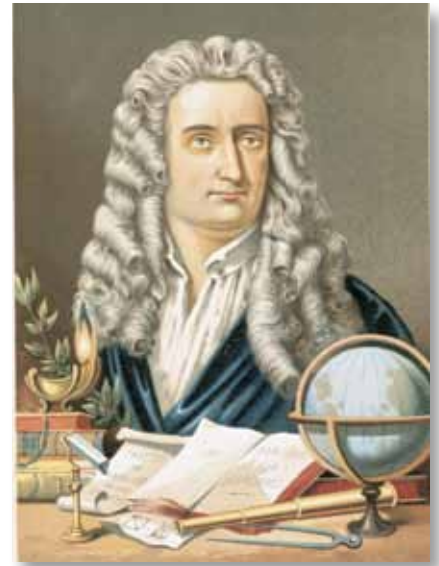
- 3 Work in pairs. The verbs and nouns in exercise 2 can be used to describe changes in something. Decide if you would use each verb and noun to describe a positive change, a negative change, or a neutral change (one that is neither positive nor negative).
- 4 Rewrite sentences 1–9 below so that they contain the verb in brackets. Make any other necessary changes.

**Example:**

The use of mobile phones is having a dramatic effect on the way we communicate. (affect)

*The use of mobile phones is dramatically affecting the way we communicate.*

- 1 The demand for fuel is bringing about the destruction of the way of life of the inhabitants of rainforests. (destroy)
- 2 People constantly debate whether television has a positive or negative influence on society. (influence)
- 3 The company restructuring will lead to a significant improvement in profits. (improve)
- 4 Climate change has led to the ruin of many crops. (ruin)
- 5 The fire did not do as much harm to the mountainside as people first thought. (harm)
- 6 The conflict resulted in a sharp deterioration in relations between the two countries. (deteriorate)
- 7 The affair caused enormous damage to his reputation. (damage)
- 8 Artificial intelligence is having a huge impact on the development of technology. (impact)
- 9 Many people like Einstein and Newton changed the shape of the world. (shape)



- 5 For sentences 1–7 below, complete the gaps using the nouns in exercise 2.
- 1 Advertising companies increase sales through the \_\_\_\_\_tion of goods on TV.
  - 2 Some pessimists argue that the human race's love of technology will eventually cause the \_\_\_\_\_tion of society.
  - 3 \_\_\_\_\_ments in technology have gathered pace in recent years as the speed of computers has increased.
  - 4 The greatest human \_\_\_\_\_ment is the invention of the wheel, not the computer.
  - 5 What is the \_\_\_\_\_tion of the latest electronic gadgets for consumers?
  - 6 Why is the \_\_\_\_\_ing of new ideas so crucial for developing new products?

**Listening**

IELTS Section 2

**What to expect in the exam**

- In IELTS Listening Section 2 you will hear a monologue (one person speaking), but sometimes you may hear one person answering questions. The topic is usually of general interest and there can be two or three sets of questions.
- You will be given time to look at the questions before you begin and in the middle of the recording.
- At the end of the section, you will be given time to check your answers.

The items listed in questions 16–20 on page 20 are in the order they appear in the monologue. You will probably not hear the same words and phrases, so you will have to listen for synonyms or paraphrases. Look at the adjectives listed in A–F and think of at least one synonym for each.

 1.2 SECTION 2 Questions 11–20

Questions 11–15

Choose the correct letter, **A**, **B** or **C**.

**Penwood Museum Competition**

- 11 In the sixth summer show competition, there were
  - A five prize winners.
  - B four prize winners.
  - C three prize winners.
- 12 The theme of this year's competition is
  - A involving young people in the museum's activities.
  - B forming better links between local people and the museum.
  - C improving the local community's access to art appreciation.
- 13 The competition was open to those aged
  - A 13–19.
  - B 15–19.
  - C 13–18.
- 14 During the preparation for the entry the competitors were
  - A able to use the museum's educational facilities.
  - B not permitted to use the museum's educational facilities.
  - C allowed to buy any of the equipment they needed.
- 15 According to the speaker, the prize-winning exhibit has
  - A had no influence at all on attendances.
  - B led to a big reduction in attendances.
  - C brought about an increase in attendances.

Questions 16–20

**The Video Commentaries**

What did the older people say about each piece of equipment?

Choose **FIVE** answers from the box and write the correct letter, **A–F** next to questions 16–20.

Comments	
A	too large
B	boring
C	more convenient
D	exciting
E	well-constructed
F	still looked fashionable

Equipment	
16	early wooden-framed TV .....
17	early radios .....
18	microwave ovens .....
19	laptops .....
20	old cameras .....

**How to go about it**

- You can use the questions to prepare yourself for the answers. For example, look at question 11, you can use the question to be ready to listen for 'how many prize winners there were'.
- If the different sections of the questions have headings, skim the headings and questions to get a general idea of the monologue.
- Underline words in the stem of the multiple-choice questions and alternatives which you think will help you listen for the answer. Most of the words you need to listen for are paraphrases or synonyms of these words.
- Do not underline the whole of the stem of the multiple-choice question. Mark only words like nouns, names, verbs or function words like *because*, which you think will tell you the answer is about to come.

## Reading

## IELTS Reading Passage

## How to go about it

- Some IELTS reading passages do not have a title. For these passages, look at the last question which will be a multiple-choice question. There are usually four alternatives. One alternative covers the whole passage and the others generally relate to parts of the passage, so they will give you an idea of what the passage is about.
- Skim the passage and the questions as quickly as you can. Remember the questions will give you a summary of the content of the passage.

## READING PASSAGE

You should spend about 20 minutes on **Questions 1–13**, which are based on the reading passage below.

The long period of the Bronze Age in China, which began around 2000 B.C., saw the growth and maturity of a civilization that would be sustained in its essential aspects for another 2,000 years. In the early stages of this development, the process of urbanization went hand in hand with the establishment of a social order. In China, as in other societies, the mechanism that generated social cohesion, and at a later stage statecraft, was ritualization. As most of the paraphernalia for early rituals were made in bronze and as rituals carried such an important social function, it is perhaps possible to read into the forms and decorations of these objects some of the central concerns of the societies (at least the upper sectors of the societies) that produced them.

There were probably a number of early centers of bronze technology, but the area along the Yellow River in present-day Henan Province emerged as the center of the most advanced and literate cultures of the time and became the seat of the political and military power of the Shang dynasty (ca. 1600–1050 B.C.), the earliest archaeologically recorded dynasty in Chinese history. The Shang dynasty was conquered by the people of Zhou, who came from farther up the Yellow River in the area of Xi'an in Shaanxi Province. In the first years of the Zhou dynasty (ca. 1046–256 B.C.), known as the Western Zhou (ca. 1046–771 B.C.), the ruling house of Zhou exercised a certain degree of 'imperial' power over most of central China. With the move of the capital to Luoyang in 771 B.C., however, the power of the Zhou rulers declined and the country divided into a number of nearly autonomous feudal states with nominal allegiance to the emperor. The second phase of the Zhou dynasty, known as the Eastern



Zhou (771–256 B.C.), is subdivided into two periods, the Spring and Autumn period (770–ca. 475 B.C.) and the Warring States period (ca. 475–221 B.C.). During the Warring States period, seven major states contended for supreme control of the country, ending with the unification of China under the Qin in 221 B.C.

Although there is uncertainty as to when metallurgy began in China, there is reason to believe that early bronze-working developed autonomously, independent of outside influences. The era of the Shang and the Zhou dynasties is generally known as the Bronze Age of China, because bronze, an alloy of copper and tin, used to fashion weapons, parts of chariots, and ritual vessels, played an important role in the material culture of the time. Iron appeared in China toward the end of the period, during the Eastern Zhou dynasty.

One of the most distinctive and characteristic images decorating Shang-dynasty bronze vessels is the so-called taotie. The primary attribute of this frontal animal-like mask is a prominent pair of eyes, often protruding in high relief. Between the eyes is a nose, often with nostrils at the base. Taotie can also include jaws and fangs, horns, ears, and eyebrows. Many versions include a split animal-like body with legs and tail, each flank shown in profile on either side of the mask. While following a general form, the appearance and specific components of taotie masks varied by period and place of production. Other common motifs for Shang ritual bronze vessels were dragons, birds, bovine creatures, and a variety of geometric patterns. Currently, the significance of the taotie, as well as the other decorative motifs, in Shang society is unknown.

Jade, along with bronze, represents the highest achievement of Bronze Age material culture. In many respects, the Shang dynasty can be regarded as the culmination of 2,000 years of the art of jade carving. Shang craftsmen had full command of the artistic and technical language developed in the diverse late Neolithic cultures that had a jade-working tradition. On the other hand, some developments in Shang and Zhou jade carving can be regarded as evidence of decline. While Bronze Age jade workers no

doubt had better tools – if only the advantage of metal ones – the great patience and skill of the earlier period seem to be lacking.

If the precise function of ritual jades in the late Neolithic is indeterminate, such is not the case in the Bronze Age. Written records and archaeological evidence inform us that jades were used in sacrificial offerings to gods and ancestors, in burial rites, for recording treaties between states, and in formal ceremonies at the courts of kings.

### How to go about it

For questions 1–6:

- Look for words and paraphrases of words that will help you scan for the answer.

For questions 7–12:

- Find the words *bronze*, *taotie* and *jade* in the passage and put a box around them, so you can see them easily.
- Read the statements and underline the information to scan for.
- Scan the passage for words and paraphrases of words in the questions.

For question 13:

- Look for the title that focuses on all the information in the text and not just part of it.

### Questions 1–6

Do the following statements agree with the information given 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

- 1 As the migration of people to towns and cities took place, Chinese society became more unified.
- 2 According to evidence that has been unearthed, the Zhou people lost power to the Shang.
- 3 At the end of the Zhou dynasty, there were nine powers seeking to rule China.
- 4 Iron was introduced to China from outside.
- 5 There was only one type of taotie.
- 6 There is some proof that later jade carving was superior to earlier examples.

### Questions 7–12

Classify the following descriptions as relating to

- A** Bronze  
**B** Taotie  
**C** Jade

#### List of Descriptions

- 7 Its decoration depended on when and where it was made.
- 8 Its meaning in one period of history is still a mystery.
- 9 Its decoration illustrates issues with which the elite in China dealt with.
- 10 It was not worked with the same degree of sophistication as in previous times.
- 11 It sprang up spontaneously without any help from beyond China.
- 12 The time when it was first produced is not known.

**Question 13**

Choose the correct letter **A**, **B**, **C** or **D**.

Which of the following is the most suitable title for the reading passage?


- A** The importance of jade carvings
- B** The Chinese Bronze Age
- C** The decline of the Bronze Age
- D** How iron was introduced to China

### Reacting to the text


'History has nothing to teach us, so there is no point dwelling on the past.'

Do you agree with the statement? Does ancient history have any relevance today?

## Language focus 1: Past simple and present perfect

- 1 Look at the verb tenses in the reading passage on page 21 and answer the following questions:
  - Which tense is used more often: the past simple or the present perfect? Why do you think this is?
  - Which is more common, the active or the passive voice? Why?
-  Read more about how the tenses are used in the Grammar reference on page 220.
- 2 For sentences 1–8 below, decide if the verb in brackets should be active or passive. Then put it into the past simple.
  - 1 The invention of the plough (revolutionize) agriculture.
  - 2 What (contribute) to the rapid pace of change in the world in the 20th century?
  - 3 The impact of a comet (lead) to the extinction of the dinosaurs.
  - 4 Chess first (play) in India.
  - 5 The radio (invent) in Italy by Marconi.
  - 6 When people (create) cities, it (shape) the way the human race (live) forever.
  - 7 Before the advent of mechanized transport, people (travel) for days between countries.
  - 8 The mountainous landscape in Greece (influence) the development of ancient city states.
- 3 For sentences 1–8 below, underline the correct verb form in brackets.
  - 1 Not long ago, I (began/have begun/was begun) to study another language.
  - 2 When we (were/have been) young, we (had/didn't have/haven't had) many toys, but children nowadays (became/have become/have been become) used to having lots of toys and games.
  - 3 Recently, companies (started/have started/have been started) thinking about moving into space tourism.
  - 4 In the middle of the 20th century, new materials like plastic (transformed/have transformed/have been transformed) kitchenware.
  - 5 I first (went/have gone/have been gone) to South America in the early seventies, but I (never visited/have never visited/have never been visited) Asia.
  - 6 (Did you ever see/Have you ever seen/Did you ever seen) the Northern Lights?
  - 7 In the past five years, survival rates for people with certain illnesses (improved/have improved/have been improved).
  - 8 Yesterday, I (did/have done/have been done) something I (did not do/have not done/have not been done) before. I (spent/have spent/have been spent) the whole day reading a novel.
- 4 Write five statements about yourself, using the structure *I have never ... , but I ...* and the time phrases below.
 

*The day before yesterday ...*  
*Three days/weeks ago ...*  
*Last week/month/year ...*  
*The week before last ...*

**Example:**  
*I have never been to a gym/the theatre on my own, but yesterday I went to the cinema for the first time by myself.*
- 5  Work in pairs. Tell your partner your sentences. Then ask each other questions to find out more details. Use the following words in your questions: *when, why, why not, what, how, how long*.



Word building: Qualifying adjectives

- 1 In IELTS Writing Task 2, IELTS Speaking Part 3 and IELTS Listening it is important be able to qualify ideas and recognize when ideas are being qualified. In the listening practice on page 20, you heard people using adjectives like *too big*, *stylish* and *handy* to make positive or negative comments about objects. For each adjective **1–12** below, write the opposite form in the correct column of the table.

	in-/im-	un-	-less
1 convenient	<i>inconvenient</i>		
2 practical			
3 important			
4 necessary			
5 significant			
6 harmful			
7 valuable			
8 useful			
9 effective			
10 appealing			
11 worthwhile			
12 inspiring			

- 2 Decide which of the words below are synonyms for the word *important*.  
 crucial    pointless    vital    essential    empty    key    critical
- 3 Decide which of the words below is a synonym for the word *unimportant*.  
 trivial    harmless    worthless    insignificant
- 4 For sentences **1–6** below, decide which adjective from exercise 1 can be used to replace the underlined words. Make any necessary changes.

**Example:**

Many of the early technologies we take for granted are those that we cannot do without.  
*necessary*



- 1 Some ideas from the 1950s were not very sensible or easy to use.
- 2 Using hydrogen cars to combat global warming is a solution that produces the desired result.
- 3 Underground transport systems built in the 19th century are still easy to use for commuters.
- 4 The coordination skills learnt when doing practical work like making things by hand proved to be extremely useful for young people.
- 5 Instead of being an activity which does no harm, playing computer games can cause emotional damage to young players.
- 6 The work of people like Louis Daguerre, who shaped the world of cinema, can only be considered as stimulating and motivating to later generations.




## Language focus 2: Habit in the past

- 1 Look at the following statements from the listening practice on page 20.

*They remembered how they would all go round to ... ,  
... all of whom used to have one ...*

Statements a–c below explain the reasons why we use *would* and *used to* to talk about the past. Decide which statements describe why they are used in the examples above.

- Like the simple past, *would* and *used to* show repeated actions/activities that no longer happen.
- Would* is used for reminiscing about the past.
- Used to* is used to talk about states that no longer exist, while *would* is only used to describe repeated actions/activities. *Would* is not usually used in negative or yes/no questions.

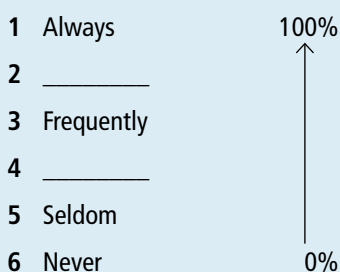
 Read more about *would* and *used to* in the Grammar reference on page 220.

- 2 For 1–8 below decide which sentences are correct. Then decide why the incorrect sentences are wrong.
- I would work at the post office during holidays when I was young.
  - Students used to play silly games, but they would never hurt anyone.
  - My father would work as a lawyer, but he didn't do it for long.
  - People in my hometown would hold lots of parties at all times of the year.
  - My uncle used to mend machinery and would even build his own car.
  - My brothers and sisters didn't use to go to university. They went straight into work after secondary school.
  - As a rule, people left their doors unlocked; there never used to be any break-ins.
  - People didn't use to throw things out rather than mending them, as they do now.

## Adverbs of frequency


- 1 Look at the following sentence from the listening practice on page 20 and underline the adverb of frequency. Decide where this word fits in the line below showing adverbs of frequency.

*They remembered how they would sometimes all go round to someone's house to watch TV as a special treat.*



- 2 Complete the remaining gap in the line with a suitable adverb of frequency.
- 3 Decide where on the line you can add the words in the box below.

occasionally	often	not often	normally
regularly	hardly ever	rarely	

 Read more about adverbs of frequency in the Grammar reference on page 220.

- 4 For questions 1–8 below, decide if the adverb of frequency in *italics* is suitable. Replace the adverbs that are not suitable.
- I *always* read the newspaper in the morning. I only read it in the afternoon.
  - I would *sometimes* play games with my friends in the summer evenings. We used to meet up about five times a week.
  - I have *never* liked any computer games, but as a teenager I would play board games.
  - Governments *seldom* listen to their people. It happens only once in a while.
  - Where I come from, people *usually* tend to greet each other in the street each time they meet, but sometimes they don't.
  - In some parts of the world people have *hardly ever* left their villages, maybe only once in a lifetime.
  - When I was a child I *often* used to watch my grandfather working; as a rule nearly every day.
  - At school, I would *always* do my homework on time. I was never late.



- 5 Write a sentence about your childhood and early life for each of the sentence beginnings below.

**Example:**

I would ...

*I would go to the river near my home rather than sit at home all day in front of a machine.*

- I used to ...
- I would sometimes ...
- I used to always ...
- I would hardly ever ...

**Speaking**  
IELTS Part 2

- 1 Work in pairs. Look at the following Part 2 task card and make notes.

Describe something which you have made.

You should say:

- what it was
- when you made it
- how you felt about making it
- and explain why you made it.



- 2 Compare your notes with another pair. Consider the following:
- The number of words in your notes
  - Are your notes easy to read at a glance? Why/Why not?
- 3 Work in pairs. Take turns talking about the topic, using your notes to guide you. You should speak for up to two minutes; time each other using a stopwatch. When your partner has finished speaking, give him/her feedback using the checklist on page 210.

**Writing:**  
IELTS Task 2

**What to expect in the exam**

- In IELTS Writing Task 2 you will be asked to write an essay about a topic of general interest.
- You are asked to write at least 250 words.
- You should spend about 40 minutes on this task.

- 1 Work in pairs. Read the Task 2 question below and answer questions 1–10 which follow.

**WRITING TASK 2**

You should spend about 40 minutes on this task.

Write about the following topic:

*Some people fear that technology is gradually taking over control of our lives, while others think that it has led to many positive developments in all aspects of their lives.*

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

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

Write at least 250 words.

- 1 Is it crucial to write more than 250 words?
- 2 Do you need to give reasons and examples to support your answer? Should the examples be personal or abstract?
- 3 Can you give results, causes and effects and express reservations to support your answer?
- 4 Is there an upper and lower limit to the number of paragraphs you can write?
- 5 How many parts are there in the above question?
- 6 How many ideas do you need to write about?
- 7 Can you state your opinion in the first paragraph?
- 8 How long should each paragraph be?
- 9 Is there only one way to answer the question?
- 10 What are complex sentences? How do you write them?

**How to go about it**

- Two different views are expressed in the question. On a piece of paper, make two columns A and B. Choose one of the views and write a list of ideas in column A in one to two minutes. Do not exclude any ideas. Then write a list of opposing views in column B. Select one or two ideas from each column.
- Express your own opinions by either balancing the two views or supporting one view.
- Write an introduction that paraphrases the question. Keep the introduction brief - two to three sentences is enough.

- 2 Work in pairs. Look at the following introductions to an answer to the question. Decide which two are suitable and why.
- 1 *Technology is now used in all areas of our lives: the home, at work and in education. Most people use computers every day.*
  - 2 *Some people fear that technology is gradually taking control of our lives. Others think that it has led to many positive developments in all areas of their lives.*
  - 3 *In some people's eyes the influence of technology over our lives is beneficial and yet to others it is harmful. The arguments on both sides are valid, but there is, in my opinion, little to be anxious about regarding the use of technology.*
  - 4 *As with any development, people worry about how new technology will affect their lives. There are, however, many people who see the benefits of technology, and so are in favour of its use.*
- 3 The paragraph below continues the argument from one of the introductory paragraphs in exercise 2. Read the paragraph and match it to an introduction.

To some people technology appears to be controlling people's lives. *However*, I feel the overwhelming effect is beneficial, *because* technology *like* computers, mobile phones etc. has brought enormous improvements to many people's lives worldwide. Take, *for example*, the impact technology has had on communication. Computers have revolutionized the way items *such as* letters, messages and packages are sent. A quick message, *for instance*, can be transmitted between New York and Beijing in seconds either by text message or by email. *Moreover*, very large files such as reports and even whole books that were once sent by post can now be transmitted *in order to* save time and money. *As a result*, the economy benefits.

- 4 Put each of the linking words in *italics* in exercise 3 into the correct box in the table below.

	Example	Reason	Result	Additional information	Purpose	Contrast
Adverb						
Conjunction						

- 5 Decide what other words can be used to indicate examples and add them to the table.
- 6 Decide which words in the box below can be used to replace the words in exercise 3 and 4 and add them to the table.

but	although	since	as	similarly	furthermore
consequently	despite	so	therefore	accordingly	
what is more	also	and so	to		

- 7 Write your own answer for the Task 2 question in exercise 1. When you have finished, check your answer using the checklist on page 209.

# 2

## Review

### Vocabulary

Complete the gaps in **1–10** below with a suitable word. There may be more than one possible answer.

- 1 How have young people been \_\_\_\_\_ by video games?
- 2 What do you think has been the greatest \_\_\_\_\_ in the world in recent years?
- 3 Who do you think has done the most to \_\_\_\_\_ the world in the past 50 years?
- 4 What is the \_\_\_\_\_ of overusing computers?
- 5 Has technology \_\_\_\_\_ the way we live?
- 6 What has been the most crucial \_\_\_\_\_ in your life in the past year?
- 7 Do you believe that as human beings we are \_\_\_\_\_ the planet?
- 8 What do you think you can do to \_\_\_\_\_ your career?

### Word building

- 1 Complete the adjectives below.

- 1 c \_\_\_\_\_ t
- 2 s \_\_\_\_\_ t
- 3 u \_\_\_\_\_ g
- 4 n \_\_\_\_\_ y
- 5 w \_\_\_\_\_ s
- 6 a \_\_\_\_\_ g
- 7 h \_\_\_\_\_ s
- 8 i \_\_\_\_\_ e
- 9 c \_\_\_\_\_ l
- 10 i \_\_\_\_\_ t

- 2 For **1–6** below, underline the correct adjective in *italics*.

- 1 The restrictions on car movements are *harmless/harmful* to the economy.
- 2 In some ways using technology is dangerous, but by and large it is very *useful/detrimental*.
- 3 Many people thought the film was rather *inspiring/dull*, but the critics felt it was just very ordinary.
- 4 Training courses need to teach relevant practical skills, but in most cases they are totally *practical/impractical*.
- 5 Learning to read efficiently is *crucial/unimportant* in today's world, but unfortunately not enough is being done to improve people's skills.
- 6 Do you think it is *necessary/inconvenient* to know how things work or are made? Or is it unnecessary in the modern world?

## Past simple and present perfect

In three of the sentences below the underlined phrases need to change places. Decide which three sentences need to be changed and correct them. Make any necessary changes.

### Example:

I have listened to the radio yesterday, but I didn't listen to it this morning.

*I listened to the radio yesterday, but I haven't listened to it this morning.*

- 1 I have played the piano yesterday at home, but I didn't play it today yet.
- 2 I have never eaten dates, but I had figs for the first time a few days ago.
- 3 More new inventions have been created since 1900 than were created at any time before then.
- 4 Although the latest developments in technology affected the way we live, I think the wheel has made a greater impact when it was invented.
- 5 Many people throughout the ancient world developed ideas that have influenced modern education more than is realized.
- 6 My grandfather has designed a new type of car engine when he was in his twenties. I designed one too as part of the engineering course I'm doing.

## Habit in the past

In the following extract from IELTS Speaking Part 2, underline the five mistakes in the verbs and verb phrases in *italics>*. Then decide what the candidate was asked to describe.

'The place I'd like to describe is my hometown, where I lived until I was ten years old. I *1 hadn't visited* my hometown for the last 15 years. So recently I *2 decided* to pay a short visit. I can't say that I *3 would know* what to expect. Fields where I *4 would play* with my friends *5 were now covered* with buildings and the school I *6 would attend* is no longer there. It *7 has been turned into* a supermarket. A lot of famous people *8 used to attend* the school, so I am surprised that permission *9 was given* to knock it down.

If I remember rightly, it *10 would rain* a lot when I was a child, but *11 it has never seemed* to annoy us kids. We *12 have just carried on* regardless.



## Spelling check

As quickly as you can, look at the following lists of words and circle the correct spelling.

- |               |             |             |
|---------------|-------------|-------------|
| 1 convenent   | convenient  | convenient  |
| 2 whorthwhile | worthwhile  | worthwile   |
| 3 appealing   | apealing    | apealling   |
| 4 ineffectiv  | inefective  | ineffective |
| 5 useful      | usfull      | usefull     |
| 6 unecessary  | unnecessary | unnecessary |
| 7 impractical | inpractical | impracticel |