

1 Finding out about the world

Vocabulary 1

Places to visit

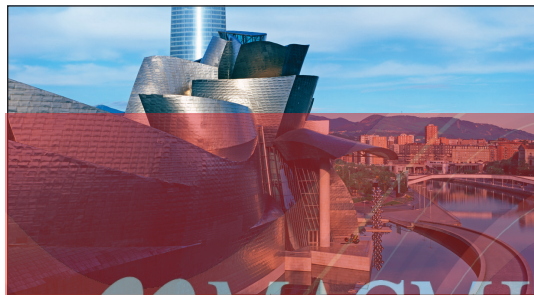
- 1 Work in pairs. Take turns to describe a picture to your partner. Guess which picture is being described.



A



B



C



D

- 2 Now match the pictures to the sentences 1–4.

- 1 I like trips to museums.
- 2 We stay in the countryside during the summer.
- 3 I spend time by the sea in the school holidays.
- 4 We go for excursions into the mountains in summer.

- 3 Work in pairs. Take turns to ask why people go to the places in exercise 1. Use these phrases. There is more than one answer.

to relax to have a good time to have a break from work to see new places
to get away from the heat to see something different

Why do people visit places like the seaside?

To relax.

- 4 Only two of the nouns in *italics* match the group of nouns opposite. Write the nouns next to the correct group. Use a dictionary for the words you do not know.

- | | | |
|----------------------|---|-----------------------------------|
| 1 <i>city</i> | → | grass, flowers, plants, birds |
| 2 <i>garden</i> | → | sea, waves, shells, sand dunes |
| 3 <i>countryside</i> | → | trees, fields, rivers, lakes |
| 4 <i>beach</i> | → | roads, offices, museums, theatres |
| 5 <i>mountain</i> | → | rocks, valley, cave, waterfall |

- 5 Explain your answers to a partner.

6 Complete the sentences using words from exercise 4.

1 I visit the seaside a lot because I like the sea. I lie on the and listen to the

2 My family owns a house in the mountains. When I am there, I climb over the and explore the caves.

3 I love the because I like fields with flowers and I like small rivers with cool water.

4 I don't like the countryside. I prefer cities with museums, and cinemas.

5 I spend a lot of time in the at home. When I sit among the trees and flowers and listen to the, it is very relaxing.

7 Make three questions about the sentences in exercise 6. Work in pairs and answer the questions using the sentences in exercise 6.

Why do you visit the seaside? Why do you go to the mountains?

Listening 1

IELTS Listening Section 1: Numbers and letters

1 In Section 1 of the Listening module you often have to write down numbers and letters. Work in pairs and decide how to say the following numbers and letters.

- | | | |
|-------------------|----------------------|--------------------|
| 1 WJVNVRG | 2 193859237 | 3 FFFNECEF |
| 4 RLGHTIVS | 5 6639489451J | 6 DRT775FFJ |

2 Work in pairs. Take turns to dictate several of the numbers and letters in exercise 1. You can read them backwards or forwards.

3 Listen and complete the notes with numbers and letters.

flight number **0** TA 5557

flight number **1**

booking reference **2**

mobile number **3**

My address is **4** Malory Park.

The code is **5**

4 Work in pairs and compare your answers. Then listen again and check.

Listening 2

IELTS Listening Section 1

1 Follow the instructions and answer questions 1–10.

Questions 1–5: Multiple choice

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

Example

- 0** As part of his preparation for the trip, John
- A** has packed his luggage.
 - B** doesn't want to pack his luggage.
 - C** has almost finished packing.

- 1** What will the weather be like during the holiday?
- A** 30 degrees Celsius and cloudy
 - B** 30 degrees Celsius and sunny
 - C** 13 degrees Celsius and raining

- 2** What does John **not** want to do on his holiday?
- A** sleep all day
 - B** visit historical places
 - C** lie on the beach

Strategy

Before you listen, look at the questions. Decide which word in the question you need to listen for so you can find the information.

Exam information

In the IELTS Listening module, there are four sections. Sections 1 and 2 are usually about social topics, while Sections 3 and 4 are more academic. There are 10 questions in each section. You need to use the correct spelling in your answers.

3 Which symbol is on the sign for the restaurant?



4 What time is the flight?

A 4 pm B 6 pm C 8 pm

5 What is the baggage allowance on the flight?

A 20 kg B 25 kg C 30 kg

Questions 6–8: Choosing items from a list

What three things does John need to take with him?

- | | |
|---|-----------------------------|
| A guidebook | D currency |
| B passport | E telephone number of hotel |
| C hotel address and reservation details | F sunglasses |

Question 9 and 10: Sentence completion

Complete the sentences below. Write **NO MORE THAN ONE WORD** for each answer.

9 Ann is leaving home to go to the airport at pm.

10 The booking reference is

Speaking 1

IELTS Speaking Part 1

Exam information

Part 1 takes between four and five minutes. Both you and the examiner introduce yourselves, the examiner will check some basic information (name/nationality) and then he/she asks you about yourself, your family, your job/studies, your interests and a variety of familiar topics.

1 Work in pairs. Complete the examiner's questions. Use the answers to help you.

Transport in your country

- | | |
|---|---|
| 1 Can you tell me your | <i>My name is Mohamed Ahmed.</i> |
| 2 are you from? | <i>I'm from Egypt.</i> |
| 3 Describe the main types of transport in your | <i>People travel by car and coach a lot, ...</i> |
| 4 Were the of transport the same when you were a child? | <i>People travel by car more now, ...</i> |
| 5 What type of do you like? | <i>I like motorcycles because they are very fast.</i> |

2 Take turns to ask and answer the questions in exercise 1. Develop the answers briefly in your own words.

Language focus 1

Talking about the present

1 Look at these two statements from Listening 1. Which statement uses the present simple and which uses the present continuous?

- 1 'I'm just putting the last few things in my suitcase.'
- 2 'When I'm on holiday I always lie on the beach and read books and listen to music.'

2 Which tense describes a habit and which describes a temporary action?

3 Work in pairs. Decide what the sentences 1–6 describe. Label them a–f. Use the Grammar on page 150 to help you.

- 1 I am tall. *d*
- 2 You are studying this book. *e*
- 3 I play tennis every weekend.
- 4 I think swimming is good for you.
- 5 The sun rises in the East.
- 6 I am studying French. I go to classes every evening.

- a a habit/repeated action
- b an opinion
- c a fact
- d permanent state
- e a temporary action (happening at this moment)
- f a temporary action happening around now

4 Underline the best alternative.

- 1 In your town, how *do people get/are people getting* to work each day?
- 2 The train *departs/deparr* every day at 8 am.
- 3 Something is wrong. What *happens/is happening*? The train isn't moving.
- 4 My sister *tours/is touring* around Europe. She is in Berlin now.
- 5 I *don't swim/'m not swimming* a lot. I walk in order to keep fit.
- 6 People *have/are having* problems checking in at the airport at the moment.

5 Complete the sentences using the correct form of the verbs in brackets.

- 1 My brother (read) many travel books, but I (read) detective novels.
- 2 In my home town, people (eat) traditional food, but fast food (become) more common.
- 3 People (not fly) much. They (travel) by bus or car.
- 4 (you watch) travel or nature programmes a lot?
- 5 Young people generally (study) computer science in my country, but I (take) a course in business tourism.

6 Decide why the present simple or present continuous is used in each sentence in exercise 5. Use the descriptions a–f in exercise 3 to label each sentence.

7 Work in pairs. Add the missing word to each question.

- 1 What you studying at the moment?
- 2 Where do spend your time in the holidays?
- 3 You learning a language at the moment?
- 4 Do you lie on the beach when you on holiday or do you go to museums?
- 5 Do you travel to class each day?

8 Work in pairs. Take turns to ask and answer the questions in exercise 7.

Word building: Adjectives for describing places

- 1 Look at this comment from Listening 1. The adjective *relaxing* shows what the speaker feels about the beach.
'We can spend some time on the beach. It's very relaxing.'
- 2 Work in pairs. Decide what adjectives you can use to describe the photo.



- 3 Complete the table with the correct form of the words.

Adjective	Noun	Verb	Synonym
exciting	1	excite	thrilling
2	appeal	3	fascinating/interesting
boring	4	bore	dull
5	6	interest	fascinating
relaxing	7	relax	peaceful/soothing
8	9	attract	pleasant
10	11	impress	striking

- 4 Complete the sentences with words from the table in exercise 3. Do not repeat words in the questions which are in the answers.
 - 1 'Do you find beaches places?' 'Yes, I find them very soothing.'
 - 2 'Amusement parks are full of Do you agree?' 'Oh yes, they're very thrilling and exciting.'
 - 3 'What kind of places do you find ?' 'Mmm, I think large cities like Tokyo are very striking.'
 - 4 'What is the of modern buildings, in your opinion?' 'They are very pleasant because they are very colourful.'
 - 5 'Does the countryside you in any way?' 'No, I don't think it's appealing at all. I like cities.'
 - 6 'Some people say walking helps them to Do you agree?' 'Yes, I find it very calming.'
 - 7 'Do you think visiting museums is ?' 'No, I find them fascinating.'
- 5 Work in pairs. Take turns to ask and answer two or more of the questions in exercise 4. Develop the answers in your own words.

Speaking 2

Strategy

Try to visualize the place or person you are talking about. Use the minute to make brief notes. As you speak, keep eye contact with the examiner and glance at your notes to help you organize what you are saying.

IELTS Speaking Part 2

Exam information

In Part 2 of the Speaking module the examiner gives you a card with some prompts. You are usually asked to talk about a person, an event, a place or an object. You have **1** minute to make notes and then you speak for **1–2** minutes. The examiner does not ask you any questions.

- 1 Look at the Part 2 Task Card and a student's notes, which are jumbled. Write the notes next to the appropriate part of the card.

Part 2

Describe somewhere that you like to visit.

You should say:

where the place is
when you visit the place
who you visit the place with
and explain why you like the place.
.....

relax study
impressive lake
countryside
weekends
friends appeal
attractive
peaceful

- 2 Complete the text with the notes in exercise 1.

I'd like to describe a
1 in the 2 near my home, which I
visit at 3 and sometimes
my family. Some people find the countryside boring, but we don't find it dull. We are
attracted to the place because it is very 5 there and it is a good place to
6 I take my books and I go there to 7 when the weather is fine.
The lake and its surroundings 8 to me a lot because there is no traffic so there is only the
noise of the countryside. Another reason for the place 9 is that very few people go
there, especially during the week when people are working. We swim in the lake. It is just
like being by the beach. I also love the lake and its surroundings, because there
are very 10 views of the mountain from there.

- 3 Underline phrases in the text in exercise 2 which you can replace with the following.

- 1 I'm going to talk about
 - 2 There are some people who think
 - 3 it is a great spot to
 - 4 attract me enormously
 - 5 What also attracts me is
- 4 Spend **1** minute making brief notes to describe somewhere you like to visit. Write no more than 10–12 words.
 - 5 Work in pairs. Take it in turns to describe your places to each other.
 - 6 Give each other feedback. Talk about the adjectives your partner used and the organization of what he/she said.

Reading

Exam information

In the Reading module there are three reading passages, with a maximum of about 2,700 words in total. Each passage has 12–14 questions.

Strategy

Read the title, if there is one, and skim the passage. Then skim all the questions. Gradually, train yourself to look at the nouns and verbs as you skim.

Pre-reading

1 Answer the questions about each section of the text.

Look at section A.

- 1 Is this section about rock art? Is it about Africa or the whole world?
- 2 Is the section an introduction? Does it contain general information about rock art?

Look at section B.

- 1 Does this section contain place names in Africa?
- 2 Are the places spread all over Africa? Or are they only in the north or south?

Look at section C.

- 1 Is this section about the people who created the rock art or the places where it is found?
- 2 How do you know? Give examples of words from the text.

Look at section D.

- 1 Does this section describe examples of rock art or give possible explanations of the art?
- 2 How do you know? Give examples of words from the text.

Reading

2 Follow the instructions and answer questions 1–13.

Questions 1–4: Matching headings

The reading passage has four sections, A–D. Choose the correct heading for each section from the list below. Write the correct number, i–vi, next to the items in the list.

List of Headings

- | | | | |
|-----|-------------------------------------|---|-----------|
| i | how the rock art has been preserved | 1 | Section A |
| ii | the discovery of the first rock art | 2 | Section B |
| iii | the significance of rock art | 3 | Section C |
| iv | an overview of rock art in Africa | 4 | Section D |
| v | the extent of rock art in Africa | | |
| vi | the identity of the artists | | |

Rock art: A journey into Africa's rich past

A Every continent, except Antarctica, has rock art, but Africa has more rock art and the greatest range of art of any of them. It also has some of the oldest art. Almost every country in Africa has rock art but the greatest number of examples occur in North Africa's Sahara Desert and in Southern Africa. There are two kinds of art: rock paintings and rock engravings.

In North Africa, some of the earliest works were over 8 metres high and were very well made by Stone-age people, who had no knowledge of writing. Later, paintings and engravings in the Sahara were made by pastoralists. In Central and Eastern Africa works were made by ancestors of the Twa and Sandawe/Hadza-type people. Rock art sites with more than 100 images are very common and sites

with over 1,000 images not uncommon, especially in South Africa, Namibia and the Sahara.

B Most of North Africa's rock art is found in the Sahara Desert, and other north- and west-African countries. The richest of all is Algeria, where some of the world's most varied and extraordinary rock art occurs.

In East and Central Africa, examples of rock art are found in most countries although not in the numbers found in the north or south. Tanzania has the most art but Kenya, Uganda, Ethiopia, the Central African Republic, Congo and Gabon all have rock art. Meanwhile, every southern African country has rock art. Much of the art in these countries is thought to have been made by ancestral Bushmen.

C Because rock art was made so long ago, we do not know who the earliest artists were. However, there are some exceptions to this. We know that most of southern Africa's rock art was made by ancestors of modern San people.

In North Africa, we know that the earlier art, dating from more than 7,000 years ago, was made by people who hunted and gathered wild food. Paintings, including those of cattle dating from between 7,000 and 4,500 years ago, may have been made by ancestors of Black West Africans. Much of the art of the last 3,500 years, particularly the engravings of Niger and Mali, was produced by ancestors of the Amazie people.

D Rock art is the only way we can tell how our ancestors thought and how they saw their world. However, because most rock art belonged to cultures that disappeared long ago, it is now difficult to understand why the artists painted and carved, or what their art meant to them. Many researchers believe that the art had religious connections, expressing the artist's thoughts of reality and their position in the world around them.

It must have been a means of communication, but with whom? Bushmen artists showed their visions of a combined natural and spiritual world. Did they do this to tell others what they saw during dream-like states or was it a means to contact the earth's spirit and control nature? During the 20th century in eastern and central Africa, people used and still use rock paintings to bring rain, strengthen themselves and assist their souls through those difficult moments of birth, becoming adults, sickness and death. Perhaps our modern beliefs have ancient origins.

Glossary

- occur – to exist or be found somewhere
- engraving – a picture which is made by cutting into rock or metal
- Stone-age – relating to a period of time when people made tools and weapons from stone
- pastoralists – people who raise cattle and other domestic animals
- ancestors – someone who is related to you and lived a long time ago
- site – a place

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Questions 5–8: Identifying information – True/False/Not Given

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

- TRUE** if the statement agrees with the information in the passage
- FALSE** if the statement contradicts the information in the passage
- NOT GIVEN** if there is no information about the statement in the passage

- 5 Rock art is found in all the continents of the world.
- 6 In Africa, rock art is only located in the north and south of the continent.
- 7 The most colourful rock art is in Algeria.
- 8 Rock art is present throughout South Africa.

Questions 9–11: Choosing items from a list

Choose **THREE** letters, A–F. Which **THREE** types of early rock artists or possible rock artists are mentioned by the writer in the passage?

- A** ancestors of the Amazie
- B** ancestors of later East African people
- C** early South African people
- D** early Black West Africans
- E** late Central African people
- F** ancestors of Tanzanians

Question 12 and 13: Short-answer questions

Answer the questions below. Choose **NO MORE THAN TWO WORDS** from the text for each answer.

- 12 What do researchers believe rock art had?
- 13 What does the writer suggest our modern beliefs have?

Past simple

- 1 Look at this example of the past simple from the reading passage on pages 12 and 13 and answer the questions.

... some of the earliest works were over 8 metres high and were very well made by Stone-age people, who had no knowledge of writing.

- 1 Is the verb *were* regular or irregular? Is the verb *had* regular or irregular?
 - 2 How do you form questions in the past simple?
 - 3 How do you form the negative in the past simple?
- 2 Look at the text on pages 12 and 13 again and find further examples of the past simple. For further information, look at the Grammar on page 150.

- 3 Complete the sentences using the correct past simple form of the verbs in brackets.

- 1 I (make) a short journey to see my family when I (go) home.
- 2 you (have) a good time when you (be) on holiday?
- 3 How much the air fare (cost)?
- 4 Tourism (grow) dramatically in my country during the 1990s.
- 5 My brother (write) many blogs about his travels when he (go) away.
- 6 Where you (visit) when you (stay) in China?
- 7 I (not fly). I (catch) the train instead.

- 4 Put the words in *italics* in the correct places in the questions.

- 1 What were your favourite games when you young? *were*
- 2 Did you spend your weekends when you were at secondary school? *how*
- 3 Why you start to learn English? *did*
- 4 Did you live in a town or the countryside you were a child? *when*
- 5 Who did most admire when you were young? *you*
- 6 What hobbies did you as a child? *have*

- 5 Work in pairs. Take turns to ask and answer two or more questions in exercise 4.

Writing

IELTS Writing Task 1

Exam information

In Task 1 you are asked to describe a graph, a chart, a map, a diagram of how something works, or a process. Sometimes there is more than one set of data, but the different sets are always connected in some way. You need to write a minimum of 150 words and write in paragraphs. If you do not, it will affect your score. Your introduction needs to paraphrase the description in the instructions.

- 1 Work in pairs. Look at Writing Task 1 on page 15 and underline the best alternative.
- 1 The diagram in the task is called *a graph/a bar chart*.
 - 2 The data is presented as *percentages/numbers*.
 - 3 The data provides information about holidays to *Europe only/Europe, North America and All other countries*.
 - 4 The holidays were taken from *1995 to 2007/1993 to 2007*.
 - 5 The word(s) *illustrates/provide information of* can replace the word 'show'.
 - 6 The rubric asks you to *summarize the information/list all the details* in the data.
 - 7 The rubric asks you to write about the *main characteristics/every detail*.
 - 8 You can write *more/less* than 150 words.

Strategy

Look for trends and striking features in the data and make sure you summarize and compare the data in your answer. You should not list all the data, but you should write about all the relevant and important data in your answer. You can, for example, write about the data for the beginning and the end of lines in line graphs and data for special features.

TIP

Number the main points on the graph that you want to write about.

Writing Task 1

You should spend about 20 minutes on this task.

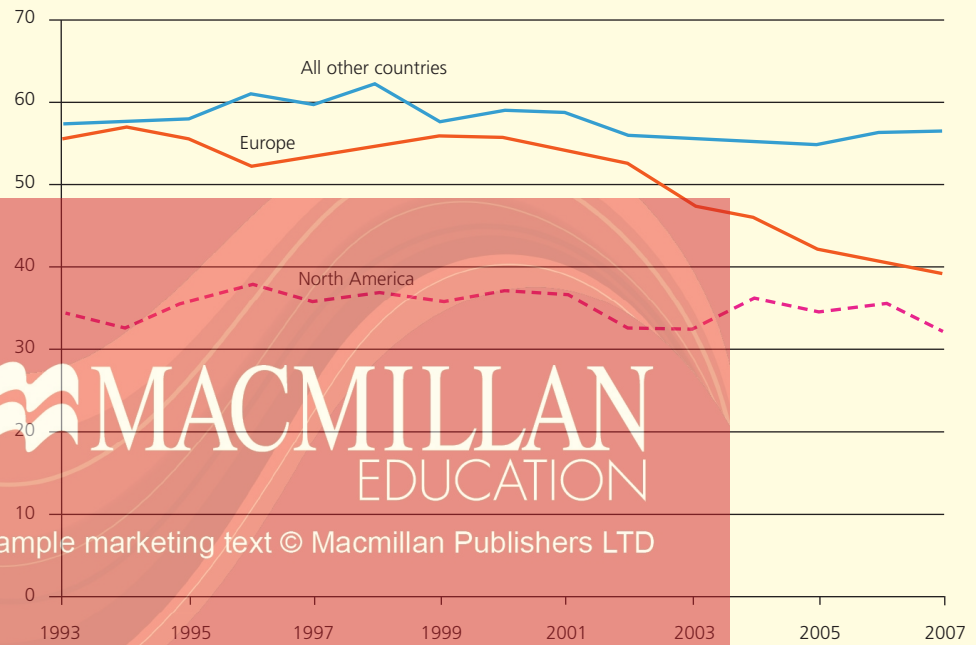
The graph below shows the proportion of holidays to different destinations which were taken as package holidays by UK residents.

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

Write at least 150 words.

UK residents' package holiday visits abroad¹

United Kingdom
Percentages



MACMILLAN
EDUCATION

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¹As a proportion of all holidays to the destination.

2 Work in pairs. Complete the table with the correct heading, a–c.

a North America b All other countries c Europe

1	2	3
<ul style="list-style-type: none"> – more people took package holidays than non-package holidays to ... – peaked at about 62% around 1998 – the most popular type of holiday 	<ul style="list-style-type: none"> – fell significantly between 1999 and 2007 – dropped from just above 55% to just under 40% – a greater proportion went on holiday to ... – dipped around 1996 – became less popular 	<ul style="list-style-type: none"> – fluctuated between 30% and 40% – in 1996 the percentage peaked – approximately 35% in 1993 went on package holidays to ... – in 2007 package holidays fell to just over 30%

3 Underline the verbs in each phrase in exercise 2. Then add them to the correct list below.

- 1 rise,
- 2 fall,
- 3 go up and down,

4 Add these words and phrases to the correct list in exercise 3.

increase hit a low decrease rise and fall climb go up hit a peak vary
decline grow go down be erratic

5 Decide which verbs in the lists in exercise 3 can also be nouns. Use a dictionary to help you.

6 Work in pairs. Find at least one example of the three categories in exercise 3 in the diagram.

Between 1993 and 1995, the number of package holidays to North America rose.

7 Work in pairs. Complete the beginning of the answer using these phrases.

became less popular fell significantly 55% to just under 40%
provides information about

The chart 1 the proportion of holidays to different countries taken as package holidays by UK residents between 1993 and 2007.
Generally speaking, it seems that package holidays 2 over the period. More package holidays were to Europe than North America.
However, the proportion of such holidays to Europe 3 between 1999 and 2007. It dropped from just above 4 It is also noticeable that there was a dip in the proportion of European package holidays around 1996.

8 Look at the text in exercise 7 again. Find one example of a verb from exercise 3 used as a noun with a preposition.

9 Work in pairs. Write your own sentences about North America and All other countries. Use the information in exercise 2 to help you. Compare your answers with another pair.

*Regarding North America, the proportion of package holidays ...
By contrast to All other countries, most package holidays ...*

Study skills

TIP

It is important to note the numbers and letters that cause you confusion. Also, keep a list and practise saying them now and again and dictating them to a partner.

33

0207 956 7844

09874 260076 444

15.55 PGCDYOOFF

3.45 pm



Listening: Numbers and letters

It is important to learn to say numbers and letters which can cause you confusion. If you learn to say the numbers/letters, it will help you to be able to hear them.

- Learn to distinguish certain numbers: *13/30, 14/40*, etc.
- Learn how to say and listen for the same numbers repeated: *22/double two, 222/two double two/double two two/triple two*.
- Learn to say and listen for *0: 0/zero, 00/double zero*.

- 1 Work in pairs. How do we say the numbers and letters on the left in English?
- 2 Write at least five lists with a mixture of numbers and letters. Use a maximum of 9 characters. *FG397688P*
- 3 Dictate your numbers and letters to another pair of students. You can reverse the order if you like. *FG397688P* or *P886793GF*
- 4 Choose five names from your own language and dictate them to a partner using the Roman alphabet. *Vladimir Tolstoy, Chen Ling, David Okonkwo, Hiro Miyaki*
- 5 1.3 Listen and write down the numbers and letters only.

- | | |
|---|------------------------|
| 1 flight number | 4 bus number |
| 2 The flight to Paris will depart from gate | 5 reference |
| 3 mobile number | 6 departure gate |
| | 7 £ |

Writing/Describing: rise and fall

Some verbs can be used as nouns (eg, *rise* and *fall*). These nouns are useful in all four skills but especially in Writing Task 1. To build your vocabulary, keep a list of verbs that can be used as nouns and examples of how they can be used.

- 1 Look at these verbs. Write 'R' for verbs that describe a rise and 'F' for verbs that describe a fall.

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- | | | | |
|-----------------|----------------|----------------|--------------|
| 1 plummet | 3 plunge | 5 dive | 7 leap |
| 2 soar | 4 jump | 6 rocket | 8 sink |

- 2 Look at the verbs in exercise 1 again. Tick (✓) the verbs that can be used as nouns.

- 3 Write at least four sentences to describe the graphs.

In 2010, visitor numbers to the market rose dramatically and then fell again.

In 2010, there was a dramatic rise in visitor numbers to the market and then a fall.

In 2010, visitor numbers soared and then fell again.

Visitors to Newtown market

2010

2011

