

Student's Book



Mission IELTS

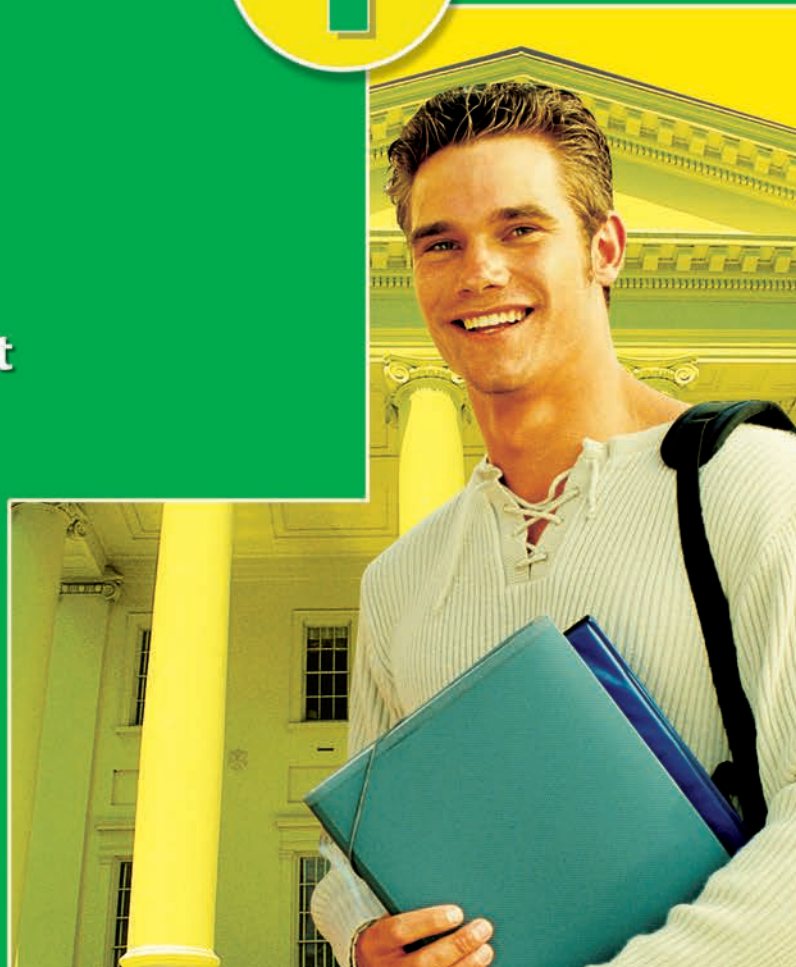
1

ACADEMIC

Bob Obee - Mary Spratt



Express Publishing



Focus on one skill per unit

CONTENTS

Extensive thematic coverage of all major IELTS topic areas

UNIT	IELTS Paper Focus	Vocabulary Focus	Skills Focus	Grammar Focus	Exam Focus
1 About yourself (pp. 8-19)	Speaking	<ul style="list-style-type: none"> Words/Phrases about yourself Do v make Countable and uncountable nouns 	<ul style="list-style-type: none"> Expanding on short answers 	<ul style="list-style-type: none"> Present/ Perfect Simple and Continuous 	<ul style="list-style-type: none"> Speaking Test Part 1 Introduction and Interview
2 Travelling (pp. 20-29)	Listening	<ul style="list-style-type: none"> Words/Phrases for travelling Word stress Collocations Prepositions 	<ul style="list-style-type: none"> Listening for specific information 	<ul style="list-style-type: none"> Countable and uncountable nouns 	<ul style="list-style-type: none"> Listening Paper Section 1 Plan, map, diagram labelling Table completion Multiple choice
3 Investigating (pp. 30-41)	Reading (Academic)	<ul style="list-style-type: none"> Words/Phrases for investigating Collocations Noun suffixes Formal v everyday vocabulary 	<ul style="list-style-type: none"> Reading for gist/ skimming 	<ul style="list-style-type: none"> Past Simple and Present Perfect Simple 	<ul style="list-style-type: none"> Reading Paper (Academic) Passage 1 Short-answer questions Completion tasks Identifying information Matching information
4 Population (pp. 42-53)	Writing (Academic)	<ul style="list-style-type: none"> Words/Phrases about population Collocations Time phrases Number expressions 	<ul style="list-style-type: none"> Organising and linking ideas 	<ul style="list-style-type: none"> Adjectives and adverbs Comparative adjectives and adverbs 	<ul style="list-style-type: none"> Writing Paper (Academic) Task 1 Describing facts and figures in graphs, tables, etc
Revision and Exam Practice: Units 1-4 (pp. 54-57)					
5 Education (pp. 58-67)	Speaking	<ul style="list-style-type: none"> Words/Phrases about education Word stress Collocations Frequently confused words 	<ul style="list-style-type: none"> Speaking from notes 	<ul style="list-style-type: none"> Narrative tenses: Past Simple/ Continuous, Past Perfect, <i>used to</i> 	<ul style="list-style-type: none"> Speaking Test Part 2 Long turn
6 Accommodation (pp. 68-77)	Listening	<ul style="list-style-type: none"> Words/Phrases about accommodation Word stress Collocations Numbers and spelling 	<ul style="list-style-type: none"> Listening for specific information Paraphrasing Listening for individual sounds 	<ul style="list-style-type: none"> <i>Must, Need and Have to</i> 	<ul style="list-style-type: none"> Listening Paper Section 2 Multiple choice Table completion
7 Gadgets (pp. 78-89)	Reading (Academic)	<ul style="list-style-type: none"> Words/Phrases about gadgets Phrasal verbs -ing v -ed adjectives 	<ul style="list-style-type: none"> Reading for detail 	<ul style="list-style-type: none"> The Passive 	<ul style="list-style-type: none"> Reading Paper (Academic) Passages 1 & 2 Identifying information Matching information Multiple-choice
8 Crime (pp. 90-99)	Writing (Academic)	<ul style="list-style-type: none"> Words/Phrases about crime Collocations 	<ul style="list-style-type: none"> Organising an argument 	<ul style="list-style-type: none"> Zero and First Conditionals 	<ul style="list-style-type: none"> Writing Paper (Academic) Task 2 Discursive essay
Revision and Exam Practice: Units 5-8 (pp. 100-103)					

Regular revision and exam practice units

Four separate focuses per unit to best prepare students for the

UNIT	IELTS Paper Focus	Vocabulary Focus	Skills Focus	Grammar Focus	Exam Focus
9 Free time and entertainment (pp. 104-113)	Speaking	<ul style="list-style-type: none"> Words/Phrases for free time and entertainment Collocations 	<ul style="list-style-type: none"> Expanding on ideas 	<ul style="list-style-type: none"> Second Conditional Present wishes and regrets 	<ul style="list-style-type: none"> Speaking Test Part 3 Discussion
10 Jobs (pp. 114-123)	Listening	<ul style="list-style-type: none"> Words/Phrases for jobs Collocations Word stress 	<ul style="list-style-type: none"> Listening for attitude Listening for detail 	<ul style="list-style-type: none"> The gerund 	<ul style="list-style-type: none"> Listening Paper Section 3 Sentence completion Summary completion
11 Working in business (pp. 124-135)	Reading (Academic)	<ul style="list-style-type: none"> Words/Phrases for working in business Collocations Word stress Prefixes 	<ul style="list-style-type: none"> Reading for main ideas 	<ul style="list-style-type: none"> <i>May, Might, Could, Should, Ought to</i> 	<ul style="list-style-type: none"> Reading Paper (Academic) Passages 2 & 3 Matching headings Matching sentence endings
12 Transport (pp. 136-147)	Writing (Academic)	<ul style="list-style-type: none"> Words/Phrases about transport Collocations Prepositions Frequently confused words 	<ul style="list-style-type: none"> Linking ideas: addition and contrast Planning your writing 	<ul style="list-style-type: none"> Past Simple and Past Perfect Simple 	<ul style="list-style-type: none"> Writing Paper (Academic) Task 1 Describing facts and figures in graphs, tables, etc
Revision and Exam Practice: Units 9-12 (pp. 148-151)					
13 Modern living (pp. 152-163)	Speaking	<ul style="list-style-type: none"> Words/Phrases about modern living Collocations Prepositional phrases 	<ul style="list-style-type: none"> Developing answers 	<ul style="list-style-type: none"> Review of Past and Perfect tenses 	<ul style="list-style-type: none"> Speaking Test Parts 1, 2 & 3 Introduction and Interview Long turn Discussion
14 Talks, presentations and lectures (pp. 164-173)	Listening	<ul style="list-style-type: none"> Words/Phrases about talks, presentations and lectures Expressions Collocations 	<ul style="list-style-type: none"> Listening for signal words Listening for detail 	<ul style="list-style-type: none"> The future 	<ul style="list-style-type: none"> Listening Paper Section 4 Form, note, table, flow-chart, summary completion tasks
15 The natural world (pp. 174-185)	Reading (Academic)	<ul style="list-style-type: none"> Words/Phrases about the natural world Collocations Suffixes 	<ul style="list-style-type: none"> Reading for specific information/ scanning to check information/ opinions 	<ul style="list-style-type: none"> Past tense of modals <i>would/ should/ might</i> 	<ul style="list-style-type: none"> Reading Paper (Academic) Passages 2 & 3 Identifying information Identifying writer's views/claims Summary completion
16 Global issues (pp. 186-195)	Writing (Academic)	<ul style="list-style-type: none"> Words/Phrases about global issues Collocations Adjective suffixes 	<ul style="list-style-type: none"> Developing paragraphs 	<ul style="list-style-type: none"> Defining and non-defining relative clauses 	<ul style="list-style-type: none"> Writing Paper (Academic) Task 2 Discursive essay
Revision and Exam Practice: Units 13-16 (pp. 196-199)					

Grammar Reference (pp. 200-209) Irregular Verbs (p. 210) Tapescript (pp. 211-222) Sample Answer Sheets (pp. 223-224)

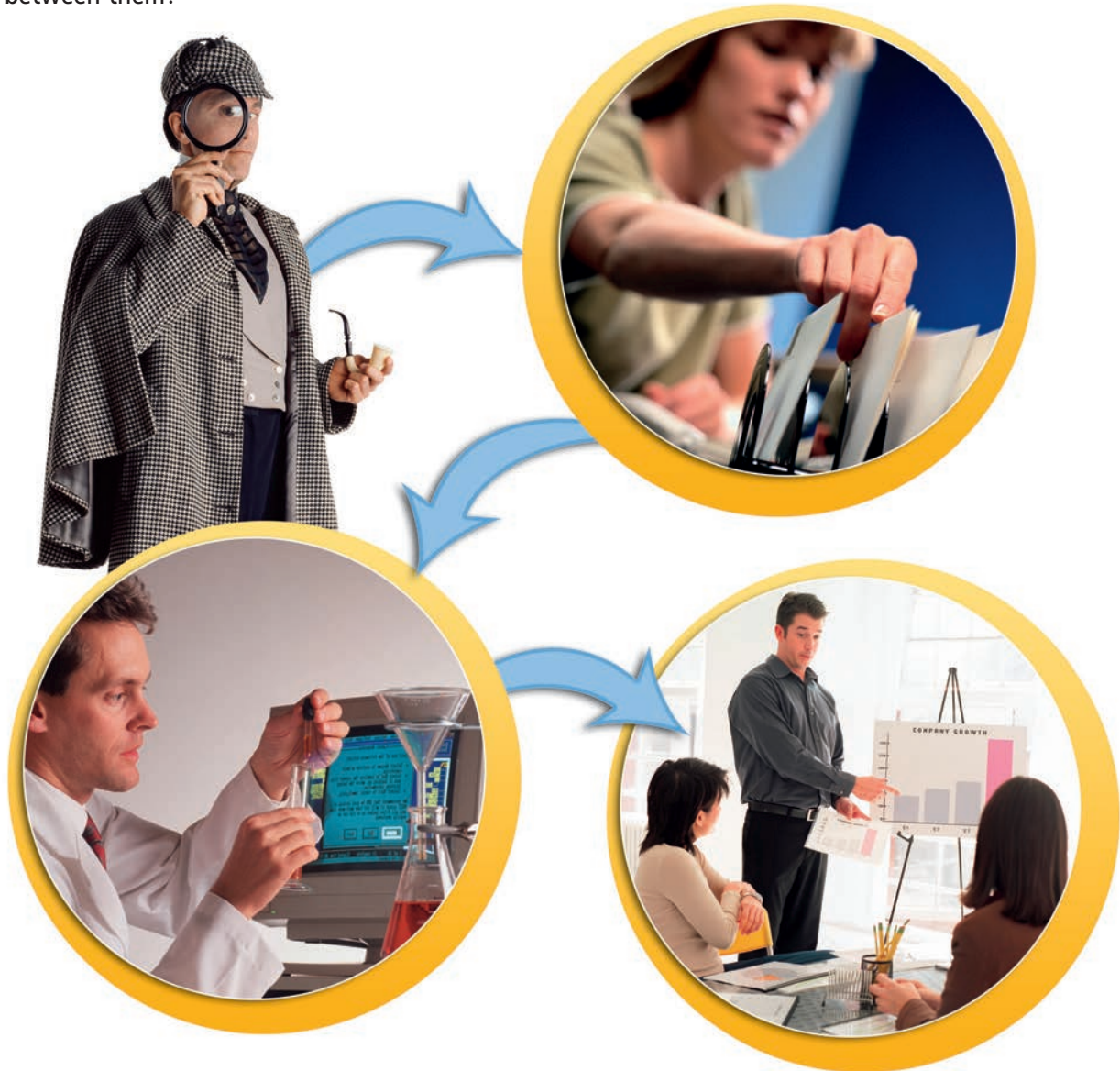
3

Investigating

IELTS Paper focus: Reading (Academic)
Vocabulary focus: Words/Phrases for investigating, collocations, noun suffixes, formal v everyday vocabulary
Skills focus: Reading for gist/skimming
Grammar focus: Past Simple and Present Perfect Simple
Exam focus: Reading Paper (Academic) Passage 1
Short answer questions, identifying information tasks, matching information tasks, completion tasks

VOCABULARY FOCUS ← Task-based vocabulary in every unit

1 Look at these four pictures. How might they link to the topic 'Investigating'? What is the connection between them?



The pictures show the stages of an investigation:

- 1 *Identifying the problem* to investigate
- 2 *Collecting information* about the problem
- 3 *Analysing information* about the problem
- 4 *Presenting the results* of the investigation

Many reading texts in IELTS Reading (Academic) are about research or investigation.

Lexical exercises to practise essential vocabulary

- 2 Here are some words relating to investigation. Write a number 1-4 beside each word to show which stage(s) of an investigation they relate to.

findings	to present	to report	to investigate	data	significant
evidence	conclusion	analysis	procedure	to collect	to identify

- 3 Which words collocate? Draw lines from the words in A to their collocations in B.
NB Sometimes a word in A collocates with more than one word in B.

A	B
1 to present	A research
2 to carry out	B analysis
3 to do	C data
4 to conduct	D an investigation
5 to collect	E a conclusion
6 to draw	F evidence
7 to analyse	G a problem
8 significant	H findings
9 to report	
10 to identify	

- 4 Put the collocations in the correct place on the timeline of an investigation, as in the example.



- 5 In English, words are often built by adding a suffix – a group of letters at the end of a word. Underline the suffixes in these words. What verbs do the words come from?

investigation conclusion analysis presentation procedure

- 6 As you can see, the suffixes **-tion**, **-sion**, **-is** and **-ure** are sometimes used to make nouns in English. Make these verbs into nouns using the suffixes.

confuse, prepare, imagine, instruct, decide, connect, calculate, administer, participate, fail, base

7 Here are some words relating to investigation. What words are they? Complete each word using the jumbled letters beside them.

1 E _ _ _ _ _ E	D V N E C I
2 F _ _ _ _ _ S	I G I N D N
3 R _ _ _ _ T	P E O R
4 C _ _ _ _ _ _ N	I O L S C O N U
5 D _ _ A	A T
6 A _ _ _ _ _ E	Y S A L N
7 C _ _ _ _ _ _ T	Y R A R U O
8 S _ _ N _ _ _ _ _ T	F C A I I G I N
9 P _ _ _ _ D _ _ E	C O E R R U

8 Some words in this unit are quite 'formal' i.e. serious and exact. This is because they are used to discuss things in a serious or academic way – as the IELTS Reading and Writing Academic papers do. Match the formal verbs to the everyday verbs with the same meaning.

Formal/Academic words	Everyday words
to carry out (research)	to tell people about
to investigate	to reach/come to
to present (findings)	to do
to draw (a conclusion)	to find out

9 Prepare a mini-presentation on:

Something I have investigated/researched

Tell other students about it, explaining what you did at each stage of the investigation.

Activation of target vocabulary



SKILLS FOCUS: Reading for gist/skimming

1 All these texts are about scientific research on animals. Which text is about:

- 1 animals that keep company with others in their group?
- 2 animals that can copy the sounds of other things?
- 3 animals that can walk like humans do?
- 4 animals that use sound to find out where things are?

A

American biologists have been amazed to find two different species of tropical octopus walking on just two legs.

They have discovered that the animals wrap six of their legs around their bodies when under threat and appear to walk backwards. The action also helps the creatures to blend into their background.

B

Researchers have identified an elephant in Kenya that makes traffic noises. In quiet moments after dark, Mlaika can be heard making the sounds of a truck increasing speed.

Joyce Poole of the Amroseli elephant research project in Tsavo National Park reports in the journal *Nature Today* that Mlaika is evidence that vocal learning in response to auditory experience has evolved in elephants.

C

Christopher Clark from Cornell University in New York has discovered that whale songs can be heard across thousands of miles of ocean and whales use sound to create their own mental map of the sea floor.

Nobody knows if whales communicate with each other directly, or even what their messages mean, but scientists have believed for more than thirty years that whales' voices have helped them to locate under sea landmasses for a very long time.

D

Between 1994 and 2001, Dr David Lusseau from the University of Aberdeen studied a group of dolphins in the Doubtful Sea in New Zealand. He identified individual dolphins by the markings on their fins and bodies and recorded how much time they spent with other dolphins. Using this information, Dr Lusseau concluded that certain individuals preferred interacting with some dolphins more than others; and that they formed social networks much the same as humans do.

2 Ex. 1 required you to read for gist/skim reading. What is this?

Skim reading/Reading for gist

Letting your eyes pass quickly over the text just to find out what it's generally about.

When you skim read, you **MUSTN'T**:

- read carefully.
- try to understand each word.
- try to understand all the grammar.

Skim reading is very useful when you want to find out the general meaning of a text quickly.

3 Skim reading/Reading for gist and the IELTS exam

In the IELTS Reading Paper, it is very important to read in the right way for the right purpose. In this Paper, you are fighting against time. If you read in the wrong ways you will lose time.

In IELTS Reading you need to skim	
when you read each text for the first time in order to ...	<ul style="list-style-type: none"> • understand the general meaning of the whole text. • understand how the text develops. • find out where in the text specific pieces of information are likely to be.
when you read each task for the first time in order to ...	<ul style="list-style-type: none"> • understand the kind of information that the task requires you to find (e.g. numbers, details, general information).
when you do the IELTS matching tasks: 'Matching information' and 'Matching headings' in order to ...	<ul style="list-style-type: none"> • read each paragraph in a general, not a detailed, way. This is the quickest and most efficient way to see in which paragraph(s) the general information you need can be found.

Exam awareness – familiarisation with the IELTS exam

4 Read the text on the next page to find the answers to these questions. Write the number of the text or letter of the paragraph in the spaces.

- 1 Which text is about the reasons for differing heights in children?
- 2 Which text is about the reasons why more girls than boys are born in some countries?
- 3 Which paragraph in text 1 is about doing further research?
- 4 Which paragraph in text 1 is about the study's general findings?
- 5 Which paragraph in text 1 is about the data from two specific places?
- 6 Which paragraph in text 2 is about the study's general findings?
- 7 Which paragraph in text 2 suggests specific reasons for the findings?
- 8 Which paragraph in text 2 is about the study's conclusion?



Text 1

- A** Twice as many girls as boys are being born in some Arctic villages because of high levels of man-made chemicals in the blood stream of pregnant women, according to scientists.
- B** The scientists, who say the findings could explain the recent high number of girl babies across much of the northern hemisphere, are widening their investigation across the most seriously affected communities in Russia, Greenland and Canada to try to discover the size of the imbalance in Inuit communities.
- C** In the communities of Greenland and eastern Russia monitored so far, the ratio was found to be two girls to one boy. In one village in Greenland only girls have been born.
- D** The scientists measured the man-made chemicals in women's blood and concluded that they could produce changes in the sex of unborn children in the first three weeks of pregnancy. These chemicals are carried to the baby in the mother's bloodstream.

Text 2

- A** Children with older brothers and sisters are at risk of not growing enough in early life according to a study which investigates how much children are affected by having brothers and sisters and their order in the family.
- B** Those with several older brothers are most affected, the study finds. Medical records show that by the age of 10, such children are already significantly shorter than the average.
- C** Those born last appear to grow up in families who have less time, money and attention to spend on their children.
- D** David Lawson, a researcher working at University College London, found that a child's height was strongly dependent on the number of older brothers and sisters he/she had.



- 5 Underline in the articles in Skills Focus any words that relate to investigation. Add them to your vocabulary record if they are new to you.

GRAMMAR FOCUS: Past simple and present perfect simple

GR p. 202

1 Read sentences 1-7 and answer the questions.

Which of the sentences refer to finished actions or states?

Which of the sentences refer to actions or states which started in the past and are still continuing?

Which tense (the *past simple* or the *present perfect simple*) is used for:

- finished actions/states?
- actions/states which started in the past and are still continuing?

1 The investigation proceeded quickly.

2 The findings show there have always been problems.

3 He collected his data in 25 secondary schools.

4 They have still not finished the analysis of the data.

5 The results were very confusing.

6 They found a large amount of evidence.

7 No-one has produced any results so far.

2 These adverbs are often used with the *present perfect*: *always/still/so far/since ...*
Can you think why?

3 Tenses are very important to understanding or expressing meaning in English. What about in your language? Are tenses used in different ways? What can you learn from these differences/similarities between your language and English?

4 Here is a short piece of research about the medicine, aspirin. Put the verbs in brackets into the *past simple* or *present perfect simple*.

A short history of aspirin

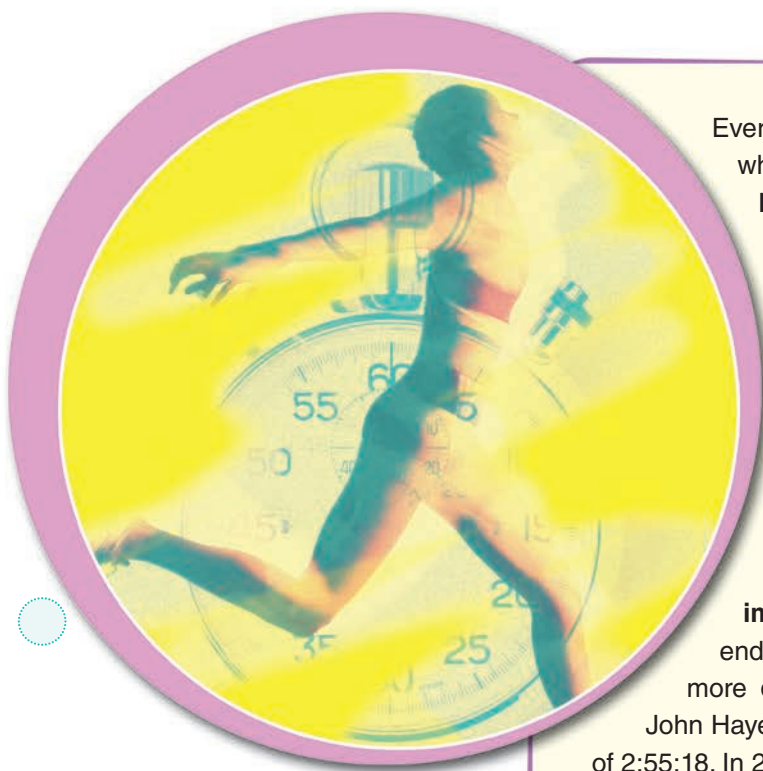
The most common of all pain-relievers **1)** (**to be**) available in its present form since 1853, but humans **2)** (**to know**) about the active ingredient for at least 2000 years. This ingredient, called acetylsalicylic acid, is present in certain trees and plants.

Although ancient medicine men **3)** (**make**) use of these natural substances to ease pain, humans gradually **4)** (**lose**) this knowledge as civilisation evolved. In 1763, an English doctor named Edward Stone **5)** (**begin**) to study plants and trees containing acetylsalicylic acid. Then in 1853, in France, Charles Frederic Gerhardt **6)** (**produce**) the acid artificially for the first time.

Today the acid is commonly known as 'aspirin', a brand name which the Bayer Company in Germany originally **7)** (**use**).



- 5 Look at this text from some research done on improving performance in sports. Look at the verbs in bold in the *present simple*, *past simple* and *present perfect simple*. Then draw lines between the verb and the box that explains its use.



Ever since the early years of the 20th century, when the International Athletics Federation **began** keeping records, there **has been** a steady improvement in how fast athletes **run**, how high they **jump** and how far they **are able** to throw huge objects of every description, including themselves, through space.

The times and distances for the power events – those that, like the 100 metre sprint and the long jump, **require** a relatively brief, explosive release of energy – **have improved** about 10 to 20 percent. In the endurance events, the results **have been** even more dramatic. At the 1908 Olympics in London, John Hayes of the US team **ran** a marathon in the time of 2:55:18. In 2008, Ethiopia's Haile Gebrselassie **set** a new world record of 2:03:59, almost 30 percent faster.

1 This is a general truth/an habitual action/state in the present.

2 This action/state is finished.

3 This action/state started in the past and is still continuing.

- 6 Do some research of your own on an invention which interests you. Look for information about it e.g. *when and how it was invented and what effects it has had*.

Present the results of your research to the class or write it up. As you prepare to share the results of your research think hard about the tenses of the verbs you will use.

↑
Activation of
grammar structures

EXAM FOCUS: IELTS Reading Paper (Academic) Passage 1

Short-answer questions, identifying information tasks, matching information tasks, completion tasks

Exam tip sections

1 Tips for IELTS

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

Test Tips

- Use the text's title, any photos and the questions to predict the topic and key words.
- Use your understanding of how texts develop to find where the answers are. Some common patterns are:
 - causes → effects
 - problems → solutions
 - findings → conclusions
 - points for → points against
 - the history/development of something
 - a description of a process
- Time is enormously important in the Reading Paper. You have less than 90 seconds for each question, so you do **NOT** have the time to read all the texts carefully. Only read carefully those parts of the text that contain the answers.
- **Answering short-answer and completion tasks**
 - Never answer with more than the stated number of words. NB Hyphenated words count as single words and contracted words aren't tested.
 - Write numbers as words or figures.
 - Use American or British spelling.
 - Write in capitals or lower case.
- Skim the text first to see what it is generally about. Then just skim each task to see what it generally asks you to do.
- Only pay attention to difficult words if they are key words. Then use the context (the topic and words round a word) to guess what the key words probably mean.
- Candidates sometimes spend too much time on a question or a section, so they don't have enough time for the later questions. Don't do this! Divide your time equally between the sections.
- **Identifying information tasks**
In these tasks:
True = the statement agrees with the information in the passage

False = the statement disagrees with/is the opposite of the information in the passage

Not Given = there is no information in the passage about the statement in the question, so the passage doesn't confirm the statement or disagree with it.

- **Matching information tasks**

For these tasks you may need to read for specific information or read for detail.

Always look for key words in the questions then scan the passage to find them.

- **Flow-chart completion tasks**

- These tasks usually occur with factual information or descriptive texts.

- The answers do not always occur in the same order as in the passage, but they come from one section rather than the whole passage.

- Scan the passage to find the words you need to complete the flow chart.

- Always read through the flow chart when you have completed it to make sure it makes sense.

Preparation Tips

- Add new vocabulary you meet to your vocabulary record. If words are 'formal' mark them 'fml' in your record. And don't forget to note down collocations.
- Outside class, read as much as you possibly can, and note down and learn new vocabulary.
- Try to read 'serious' things, like magazines or Internet articles about current world issues, recent research discoveries and the development of processes, trends, inventions, etc. Here is a site that gives links to English language newspapers around the world: <http://www.onlinenewspapers.com/>
- Reading a lot in English will help you improve your reading skills and reading speed, increase your vocabulary and give you information and opinions to use in the Speaking Test and Writing Paper.

2 IELTS Practice Test

You should spend about 20 minutes on Questions 1-14 which are based on the reading passage.

HOW DOES A CHIMP CROSS THE ROAD?

- A** Scientists have discovered that groups of chimpanzees organise themselves to cross the road safely, just like humans.
- B** Scientists from the University of Stirling, Scotland carried out research on a small chimp community in Guinea, West Africa. They took video footage over a three month period of groups of chimps trying to cross two roads. The first was a smaller one that was mostly used by pedestrians, but the second was a larger road used by cars, lorries and motorbikes. It had only recently been widened to carry this amount of traffic.
- C** What they found was that the strongest and most high-ranking male chimp moved to the front of the group while the other adult males moved to the back. The females and young chimps gathered between them.
- D** In this way, the male chimps seemed to be protecting the more vulnerable members of the group. On some occasions they were also seen to stand guard while the rest of the group crossed the road, in much the same way as lollipop people or the police in some countries help groups of children cross the road safely near schools.
- E** The scientists also measured how long the chimps took before crossing the road, and noted that they took least time on the smaller road, more time on the bigger one and even longer when the road was busy with traffic.
- F** This protective behaviour by stronger and less fearful male chimps had been seen previously when the group travelled to waterholes or other potentially unsafe areas. But this is the first time it has been witnessed on roads.
- G** The footage is believed to show how chimps are capable of adapting to new environments created by humans, and that they are able to react flexibly and play different roles to improve their chances of survival when facing different kinds of danger.
- H** According to a researcher on the project, Kimberley Hockings, the findings also show how 'dominant individuals act cooperatively with a high level of flexibility to maximise group protection'. This finding helps researchers understand how human social behaviour has developed.
- I** This video footage comes shortly after footage recently shown of chimps in the Congo using tools to help them find food, and varying the tools they use according to the task in hand. This study was the first to make use of remote video monitoring technology.

Questions 1-5

The reading passage has nine paragraphs (A-I).

Which paragraph contains the following information?

Write the correct letter (A-I) in boxes 1-5 on your answer sheet.

- 1 What group the investigation examined and how
- 2 A conclusion drawn from the findings by one scientist
- 3 How cameras helped to find out about another kind of chimp behaviour
- 4 Investigating the relationship between degrees of danger and time taken to cross the roads
- 5 An example of similar past behaviour

Questions 6-11

Complete the flow chart below.

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

Write your answers in boxes 6-11 on your answer sheet.

Researchers used cameras to collect 6) footage.

Watched chimps at two 7)



Saw males move to the 8) and of the group.



Adult 9) and young chimps 10) to the middle of the group.



Group waited different amounts of 11) before crossing roads.

Questions 12-14

Do the following statements agree with the information given in the reading passage?

In boxes 12-14 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

12 Scientists have concluded from the data that chimps can change their behaviour when necessary.

13 The male chimps commanded the female chimps to line up.

14 Chimps line up in the same way when they go across other kinds of dangerous ground.

3 Thinking about the IELTS Practice Test

1 Which of these kinds of tasks did you do in the practice test: *multiple choice, diagram label completion, sentence completion, identifying information, matching information, flow-chart completion*?

2 Write the task names at the top of the columns in this table then answer the questions by ticking the correct column.

Task 1	Task 2	Task 3

Which task required skimming?

Which task required reading for detail?

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

In which task did you need to check if the text contained no information on a particular point?

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

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

- | | | |
|-----------------------------|--------------------------------|-----------------------|
| 1 Para. 2 | 7 rodes | 12 I think it is true |
| 2 Para 8 | 8 the beginning and the end | 13 ANSWER NOT GIVEN |
| 3 A and I | 9 females/female chimps | 14 |
| 4 the fifth paragraph | 10 moved and gathered together | |
| 5 | | |
| 6 video footage/video clips | 11 time/hours | |

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

4 What do you know about IELTS?

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

- How many questions are there in IELTS Reading?
- How many reading passages are there in IELTS Reading?
- Does the module give you any guidance about time?
- Do you need to read the same way for each kind of task?
- Do you need to read each part of each passage in detail?
- What are you going to do to prepare yourself for IELTS Reading?

2 Use this unit to extend your vocabulary. Find at least 10 new words in the unit. Find out their meaning and write them in your vocabulary record.



VOCABULARY FOCUS

1 Fill in: *recognize, competition, influence, inform, examine, together, learn, explain, carry.*

- 1 To identify means to someone or something.
- 2 To analyse means to data or a problem.
- 3 To compete means to take part in a
- 4 To affect means to have an on.
- 5 To investigate means to more about a subject.
- 6 To collect means to bring things from a number of different places or times.
- 7 To conduct means to organise or to out.
- 8 To report means to others in writing or speaking about something that has happened.
- 9 To present means to show something to other people and it.

2 Correct the mistakes in the definition of these words by changing or removing words.

- 1 **significant:** not important
- 2 **evidence:** proof that something is false
- 3 **data:** information needed by research
- 4 **conclusion:** an opinion you form before considering all the facts
- 5 **competent:** not very good at something
- 6 **procedure:** series of steps animals normally follow to carry out a process
- 7 **findings:** what you avoid from an investigation

3 What verbs do each of these nouns come from? Write the verbs in the blanks and underline the suffixes in the nouns.

- | | |
|------------------------|-----------------------|
| 1 analysis | 7 conclusion |
| 2 procedure | 8 participation |
| 3 administration | 9 failure |
| 4 decision | 10 calculation |
| 5 basis | 11 connection |
| 6 investigation | 12 preparation |

4 Circle the words that collocate with the underlined words.

- 1 The director quickly reported his findings to the team.
- 2 The history students presented their data to their classmates.
- 3 He investigated the crime after the police contacted him.
- 4 Always follow normal procedures if anything goes wrong.
- 5 The results didn't let them draw any conclusions.
- 6 The police collected evidence from all the people who saw the crime.
- 7 I don't have any significant findings unfortunately.
- 8 You need to identify a problem carefully before you can research it.

5 The following sentences contain mistakes – underline the mistake and correct it.

e.g. *It was a great discover. Discovery*

- 1 We need to procedure very carefully to get accurate results.
- 2 He did a very careful analyse of his findings before writing the report.
- 3 They carried out the research by interview lots of people.
- 4 We had so many findings that it was difficult to presentation them briefly.
- 5 There was a signify amount of data.

6 Here is an extract from a text giving students advice on how to present the findings of their research or investigations. Complete the gaps using the words from the box below, in their correct form.

- | | | | | |
|------------|---------------|--------------|------------|-------------|
| • findings | • further | • summarise | • sources | • analyse |
| • argument | • significant | • references | • evidence | • procedure |
| • collect | • data | • ignore | • carry | |

When you present results of your research or investigations, whether in writing or orally, be precise and follow this sequence of steps.

Methods

In this section, give enough information for others to follow your **1)**, and copy it if they want. Make it clear how you **2)** your data, and what methods you used to **3)** it.

4)

Use graphs and text to present the descriptive **5)** or numeric **6)** you have found.

Discussion

Develop your **7)** based upon your findings.

The facts in your data may be obvious, what they mean may not be, so you will need to interpret them. To do this, focus on the most **8)** points and **9)** things of less importance. Identify where **10)** research needs to be **11)** out.

Conclusion

12) your findings and discussion.

13)

Check with your teacher which format you need to use to acknowledge your

14)



Units thematically linked to the Speaking and Listening units of Mission IELTS 1 Academic Student's Book

Unit focus

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

SKILLS FOCUS

Scanning

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

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

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



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



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



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



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



2 To find the answers to the questions in Ex. 1, did you need to:

- a read every word in every profile?
- b just look for certain words?
- c read certain sentences carefully?

3 You probably read for the answers as follows:

- Qu. 1 – you read certain sentences carefully
- Qu. 2 – you just looked for the word 'IELTS'
- Qu. 3 – you searched for a word about 'outdoor activities'
- Qu. 4 – you just looked for the word 'Mandarin'
- Qu. 5 – you read certain sentences carefully
- Qu. 6 – you just looked for a word connected with 'playing a musical instrument'
- Qu. 7 – you searched for the words 'doesn't like grammar'

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

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

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

Deyes-Stubbs Recruitment Agency

Are you looking for employment?
FACTORY WORK!!!

- A Assemblers**
Working 7am-4:30 pm Monday to Thursday, finishing early on a Friday. Overtime available on a Friday. You will be using hand tools. No experience necessary. Training provided. Must have safety footwear.
- B Packers**
Various contracts available. Day shifts. Packing, assembling and labelling CDs, books and various software. Long term work available until Christmas.
- C Trainee Operators**
£ 13,500 p.a. plus bonuses. Monday to Thursday only!!! You will be trained to work with printed circuit boards. Hours 8am-6pm Monday to Thursday. Occasionally overtime is available on Fridays. 25 days holiday.
- D Night workers**
You should have some experience of working nights. Duties include packing goods and labelling. 12 hour shifts working from Sunday to Thursday night.
- E Labourers**
Working for a large industrial facility, you will be working with concrete. Various shifts available. Must be physically fit. Steel toe capped footwear needs to be worn at all times.
- F QC Operatives**
12 hour shifts. Day and night available. You will be able to complete basic paperwork and have some computer literary skills. The position involves checking weights and labels. Long-term work, possible permanent opportunities.

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

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

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

Short-answer questions, matching information tasks

1 Tips for IELTS

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

Test Tips

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

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

Relax.

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

Don't waste time reading in the wrong way!

Preparation Tips

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

Preparation & exam tips

2 IELTS Practice Test

SECTION 1

Questions 1-14

Read the advertisements below and answer Questions 1-4.

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

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

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

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

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

I look forward to any replies or guidance ...

E Driving job needed

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

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

Questions 1-4

Look at the six job advertisements A-F.

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

NB You may use any letter more than once.

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