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## Speaking

## Language focus

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# Introduction

Welcome to *Ready for IELTS*, a course which is designed to help you prepare for the IELTS Academic exam.

The book aims to help students progress from a global IELTS band score of 5 to a band score of 6.5/7. Students with a minimum score of 4/5 in any aspect of the exam can also use this book to help them achieve a global band score up to 6.5/7. For example, to achieve a global band score of 5 candidates need minimum scores of 4, 5, 5, 5, in any order, in the four modules of Listening, Academic Reading, Academic Writing and Speaking. For a global band score of 7 candidates need 6, 7, 7, 7, again in any order.

The book contains a wide range of activities aimed at improving your English and developing the language and skills you need to improve your band score. As well as providing thorough practice in reading, writing, listening and speaking, each unit of *Ready for IELTS* includes one or more *Language focus* sections, which analyse the main grammar areas that are required for the exam, together with *Vocabulary* and *Word building* sections.

Throughout the book, the following boxes help you when performing the different tasks:

- **What to expect in the exam:** these contain useful information on a particular type of task in the exam.
- **How to go about it:** these give advice and guidelines on how to deal with different types of tasks and specific questions.
- **Don't forget!:** these provide a reminder of important points to bear in mind when answering a particular type of question.
- **Useful expressions:** these contain extra words, phrases and parts of sentences to help you complete exercises.

Further information and advice is included in the four supplementary *Ready for ...* units, one for each of the four parts of the exam. These are found at regular intervals in the book and can be used at appropriate moments during the course.

Each unit contains a two-page *Review* of the language covered in the unit. As you revise for the IELTS examination, you can use the *Review* pages as a quick revision guide along with the *Wordlists* and *Grammar reference* at the back of the book. Also as you progress through the course, you may want to refer back to the *Review* sections.

The *Grammar reference* contains detailed explanations of the grammar areas in the 14 units, while the extensive *Wordlist* is based on the vocabulary in each unit.

In each unit, there is practice in:

- one section of the Listening test
- a Reading Passage test using full-length passages
- either Task 1 or Task 2 of the Academic Writing test
- one or more of the parts of the Speaking test.

Each section of the Listening test is covered in turn throughout the book, so there is the equivalent of three-and-a-half full listening tests in the main units, with an additional example of each section in the *Ready for Listening* section.

## Overview of the examination

The academic version of the IELTS examination consists of four tests: Listening, Academic Reading, Academic Writing and Speaking. For more information and advice on each section of the test, see the appropriate *Ready for ...* unit, as well as the relevant sections in the main units.

## IELTS Listening approximately 30 minutes

The Listening test has 40 questions and lasts approximately 30 minutes. You hear each section once only and you answer the questions in the question booklet as you listen. At the end of the test, you have ten minutes to transfer your answers to an answer sheet.

<b>Section 1</b>	A conversation between two people. The topic is usually of a social nature.
<b>Section 2</b>	A monologue or conversation between two people. The topic is usually of a social nature.
<b>Section 3</b>	A conversation involving up to four people. The situation and topic are related to education and training.
<b>Section 4</b>	A monologue. The context is related to education and training. Sometimes, there may be someone asking questions to a speaker.

## Question types

Classification  
Labelling a diagram/plan/map  
Matching  
Multiple-choice  
Note/form/summary/table/flow-chart completion  
Selecting items from a list  
Sentence completion  
Short-answer questions

The difficulty of the questions increases as the test progresses.



## IELTS Academic Reading 1 hour

In the Academic Reading test, there are three passages, which are from various sources like books, journals, magazines and newspapers. The passages do not require specialist knowledge for you to understand them, and at least one of them contains a detailed logical argument.

### Question types

Choosing suitable paragraph/section headings from a list

Classification

Completing sentences with the correct endings

Identification of information using 'True/False/Not Given' statements

Identification of the writer's claims and views using 'Yes/No/Not Given' statements

Labelling a diagram

Matching information to paragraphs/names to statements

Multiple-choice

Note/flow-chart/table completion

Selecting items from a list

Sentence completion

Short-answer questions

Summary completion – with and without wordlists

## IELTS Academic Writing 1 hour

The Academic Writing test lasts one hour and there are two tasks. You are advised to spend 20 minutes on Task 1 and asked to write at least 150 words.

For Task 2, you are advised to spend 40 minutes and asked to write at least 250 words.

Task	Task type
1	Candidates are asked to describe data, presented as a graph, chart or table, or a diagram, such as a map or process, using their own words.
2	Candidates are given a question containing a point of view, argument or problem.

The rubrics in Writing Task 2 follow a range of patterns, including:

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

*Discuss the advantages and disadvantages of ...*

*Do you think this is a positive or negative development?*

*To what extent do you agree or disagree (with this opinion)?*

*What do you consider to be the major influence?*

*What do you think are the main causes of this problem/development? What effective measures can be taken to tackle (the situation/problem/issue)?*

*What do you think are the main causes of this problem/development? What are the effects of (the situation/problem/issue)?*

## IELTS Speaking 11–14 minutes

The IELTS Speaking test lasts between 11 and 14 minutes and consists of three parts. The test is recorded. Sometimes there is a video recording of the Speaking test.

The first two parts of the Speaking test are of a personal nature and the last part deals with abstract concepts/ideas.

Part	Task type
1	Candidates are asked questions about topics such as their family, job/studies or interests, and a wide range of other topics that students are familiar with. Part 1 lasts four to five minutes and includes an introduction of yourself to the examiner.
2	Candidates talk about a topic on a Task Card with prompts for one to two minutes. You are given one minute to think about the topic and make notes on a sheet of paper.
3	Candidates have a discussion with the examiner linked to the topic in Part 2. Part 3 lasts four to five minutes.




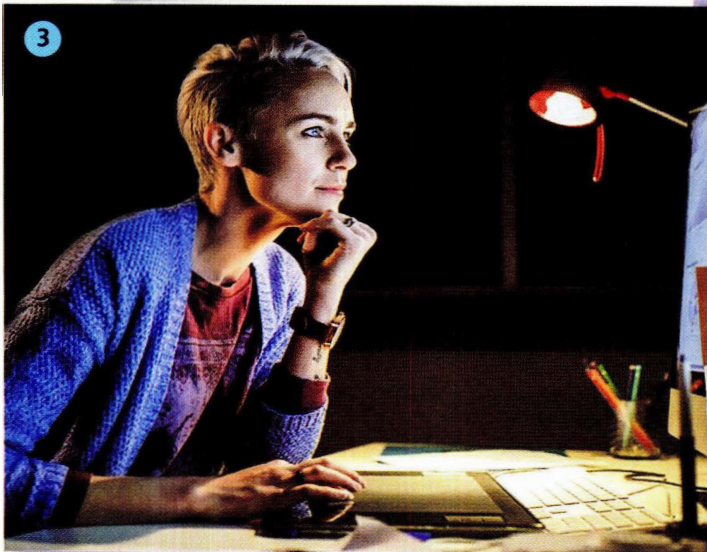
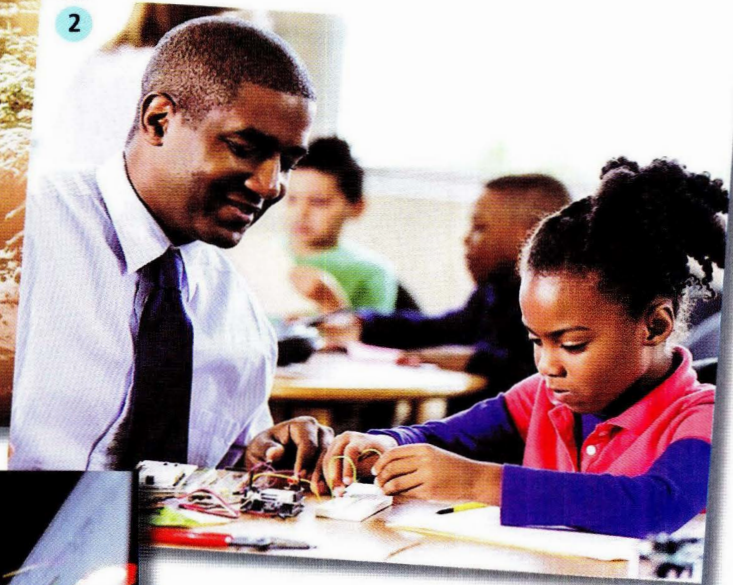
# 1

## We are all friends now

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### Vocabulary: Describing people

1  Work in pairs. Describe what is happening in each of the photographs. Then discuss the questions below.



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- Do the photographs give you any clues about the personalities of the people in them?
- Which, if any, of the people would you like to be friends with? Why?



- 2 Match the people in each photograph with one or more of the adjectives below. Give at least one reason for each choice.

**Example:**

*The woman in picture 3 looks very conscientious because she seems to be working late.*


artistic	supportive	adventurous	talkative	reliable	patient
ambitious	sporty	creative	considerate	conscientious	helpful


- 3 For nouns 1–8 below, decide whether the adjective ends in: *-al*, *-ed*, *-ent*, *-able*, *-ing*, *-ful* or *-ous*. There may be more than one possible answer.

- |          |              |               |               |
|----------|--------------|---------------|---------------|
| 1 talent | 3 care       | 5 confidence  | 7 knowledge   |
| 2 humour | 4 generosity | 6 sociability | 8 punctuality |

- 4 Work in pairs. Each of the items 1–8 below describe people. Match each item to an adjective from exercise 3 above.

- 1 My grandfather tells jokes all the time and makes us all laugh.
- 2 He knows a great deal about many subjects, including science, geography and history.
- 3 My sister plays the piano exceptionally well. I hope to be as good as her one day.
- 4 She's never late for any appointments, and hates it when people aren't on time.
- 5 Olga knows she is very good at her job and always takes the lead in business meetings.
- 6 She gives a lot of money away to charities and to people who need it.
- 7 When Mary was younger, she devoted her time to looking after seriously ill people.
- 8 She loves being around people all the time, meeting and making friends.

- 5  Think of a friend who has one or more of the qualities above. With a partner, describe the friend by explaining the qualities they have.

- 6  How would you describe yourself? Write down three adjectives and show the words to your partner. Ask each other about them.

**Listening**

Section 1

- 1 What numbers and letters do you find difficult to understand? Write them down and then give them to a partner. Ask him/her to dictate the letters and numbers to you in any order, for example, *f-p-t-f-g-j-l-m-f-b-d*. Write down the letters you hear.
- 2 Which numbers do you find difficult to understand? Write down five sets of numbers, for example, *6633*, *6363*, *3663*, *677 331*, *3553*. Give them to a partner and ask him/her to dictate the numbers to you slowly and then quickly in any order. Write down the numbers you hear.
- 3 You can use the questions in the test to predict the content of the conversation. Work in pairs and ask each other questions like:  
Do you think the conversation is about singing classes only/adults or children?

- 4 For **Questions 1–10** predict which of the following is needed: a noun, name, number, adjective or adverb. [irLanguage.com](http://irLanguage.com)

### How to go about it

- Read the instructions carefully and note word limits.
- Underline the words in the questions that show you that the answer is about to be given. Try to predict the answers.
- If the answer can be (a) word(s) or a number, read the question to check which is required.

### What to expect in the exam

- In IELTS Listening Section 1, you listen to a conversation between two people once only. At the beginning of the recording, you are told what the conversation is about and you hear an example.
- You are given time to look at the questions before you begin and also again in the middle of the recording.
- At the end of each section, you have time to check your answers.



## 01 SECTION 1 Questions 1–10

### Questions 1–6

Complete the notes below.

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

### Drama classes

#### Example

Performing arts classes with: acting, singing and dancing

### Weekdays

Ages 7–11: from 1 ..... to 6.30 pm Tuesday

Ages 12–15: 2 ..... to 6 pm on Wednesday

Ages 16 and above: 6–8 pm on 3 .....

### Weekends

10 am–1 pm for those 4 ..... and over

### School holidays

5 ..... for those 16 and under in August

### Performances

Each class: at least 6 ..... per year in the summer

### Questions 7–10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

### Personal details

Joining fee 7 £ ..... yearly per person

Name: Maggie Campbell

Address: 133 8 ..... Drive

Postcode: 9 .....

Contact number: 10 .....

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- 5 What kinds of classes have you done or do you like doing? Give reasons and examples.

## Language focus 1: Likes and dislikes

- 1 In the conversation in the Listening, Maggie says what her children like:


*They love acting, singing and dancing.*

and what she'd like:

*I'd like my children ... to join the drama classes.*

Why does she use *love + verb + -ing* in the first sentence?

- G** Read more about likes and dislikes in the Grammar reference on page 219.

- 2  Work in pairs. For 1–7 below, decide which sentences are correct.

- 1 Gabriella likes swimming a lot.
- 2 John likes to get there on time. He doesn't like lateness.
- 3 Would you like joining our study group?
- 4 Why did you hate playing football as a child?
- 5 Does he dislike travelling by aeroplane?
- 6 My grandparents loved looking after us as kids.
- 7 As Joseph is independent, he enjoys to do things alone.


- 3 For sentences 1–9 below, put the verb in brackets into the correct form. More than one answer may be correct.

- 1 Most of my friends dislike (play) computer games.
- 2 I'd like (live) near the sea as the air is fresh.
- 3 Certain animals hate (be) around people.
- 4 He likes (keep) the garden tidy, even though it takes time.
- 5 He enjoys (take) long walks on his own along the coast.

- 6 As she is so punctual, she likes other people (be) on time.
- 7 Sarah loves (socialise) with other people rather than (stay) at home alone.
- 8 He can't stand (play) sport.
- 9 Wouldn't you prefer (see) this film at the cinema?


- 4 Rewrite sentences 1–7 below using the words in brackets. Do not change the meaning.

- 1 The idea of living in the country appeals to me. (I'd like)
- 2 Nowadays people don't seem to take any pleasure in doing certain sports. (dislike)
- 3 I get a lot of pleasure from playing tennis. (like)
- 4 She gets enormous enjoyment from shopping. (enjoy)
- 5 He expects honesty in people he knows. (like)
- 6 She wants to see the film on DVD at home, not at the cinema. (would prefer)
- 7 He really likes to mingle with people at parties. (love)

- 5  Work in pairs. Ask your partner about one way of communicating with friends that they like and one way that they don't like. Use the questions below and ask for reasons and examples.


*Why do you like/dislike ... ?*

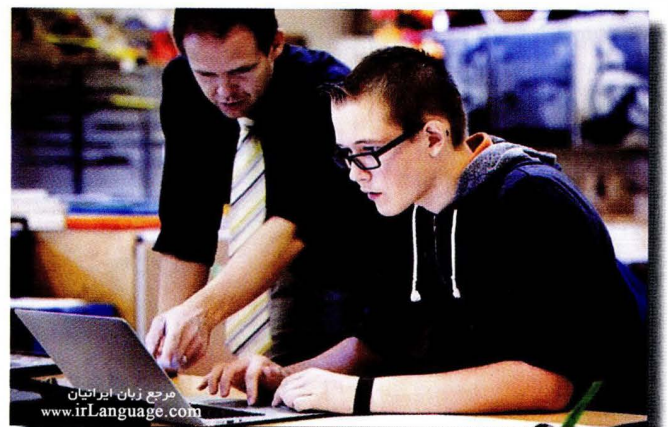
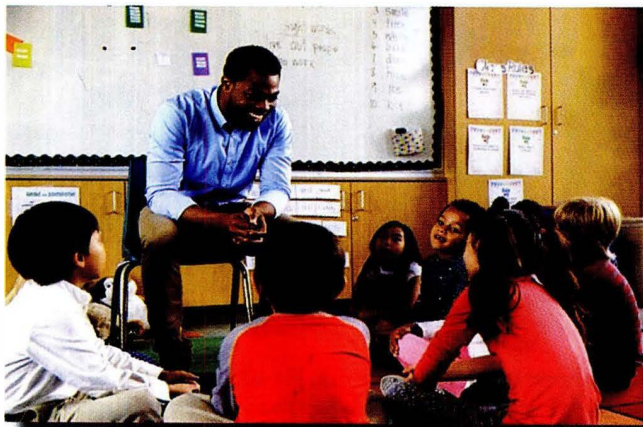
*Why don't you like ... ?*

- 6  Are the ways of communicating talked about by your partner popular in your country? Is the popularity of these means of communicating increasing or decreasing? Why?

## Speaking

Part 2

- 1  Work in pairs. Look at the photographs below. Choose at least two adjectives to describe the adults. Use the wordlist on page 211 to help you.





**How to go about it**

- Use the time given to make notes. Write them in the order of the prompts.
- Glance at the notes and develop your ideas as you speak.
- Try to use words like *for example ...*, *when/if ...*, *because ...* and *so ...*
- If you are asked to talk about a person, name and try to think of the person and the reasons for talking about them.
- Remember the last prompt (explain why) requires more detail.

- Decide which person on page 9 appeals to you most. Look at the adjectives you chose for the person and make notes for the following:
  - what kind of person they are generally
  - why they appeal to you
  - what they did when they were younger
  - what activities are they doing now.
- Use your notes to tell your partner about the person.

**What to expect in the exam**

- There are three parts in IELTS Speaking test. In Part 2, you are given a Task Card with prompts about a topic, e.g. a person, event, place, object, film, something that happened or you would like to happen, etc.
- You are given one minute to think about what to say and to make notes.
- You then have one to two minutes to talk about the topic.

- Look at the following Part 2 Task Card. Decide which tense you are going to use for each part of the topic.

**Describe a person you would like to be similar to.**

You should say:

- who this person is
- what this person does
- what qualities this person has
- and explain why you would like to be similar to this person.

- Spend one minute making brief notes.

**Example:**

- *uncle*      • *teacher*      • *generosity, calmness*      • *wise, helpful, funny*

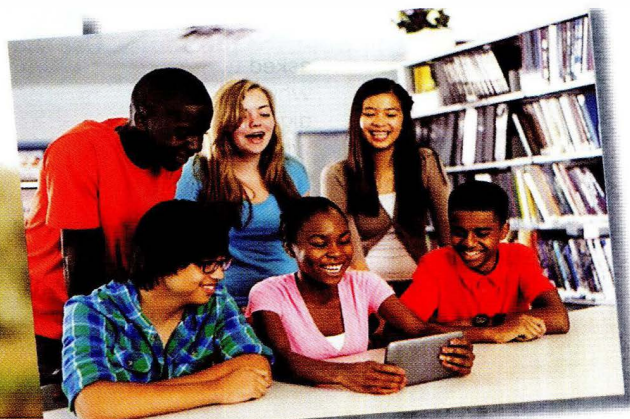
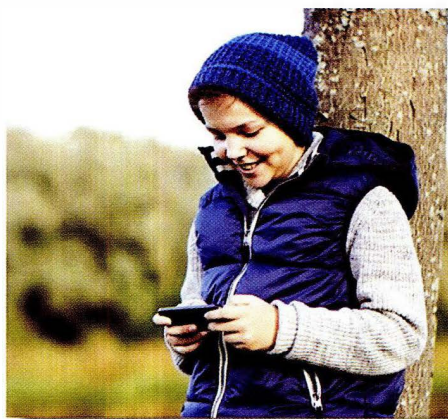
- Work in pairs. Take turns talking about the topic, using your notes to guide you. You should speak for up to two minutes. If possible, time each other.


**Reading**


Questions 1–13

**What to expect in the exam**

- The IELTS Reading test has three Reading Passages and 40 questions: two passages with 13 questions and one with 14.
- You should spend about 20 minutes on each passage.



- You are going to read a passage with three sets of questions. Read the title and decide what it means. Predict what methods for staying in touch you are likely to find in the passage.
-  How important is it to make friends at a new college or university? Why? Do you think students are able to keep in contact more with their family and friends nowadays compared to the past? Give reasons and examples.

- 3  Skim the Reading Passage and all the questions as quickly as you can. With a partner, use the questions as a guide to discuss what the passage is about. Also discuss whether your predictions in exercise 1 above were correct.

### How to go about it

- Read the title and skim the passage in two minutes to get an overall idea of the content.
- Analyse the headings quickly.  
Underline the general nouns. These occur towards the beginning of each heading. If there are no nouns, think of one that relates to the heading.
- Think about where in the passage you could find paragraphs with these types of headings.
- Look at the example to help with the context.
- Ask questions about the headings, e.g. Are headings i and iv connected?
- You will not need to use all of the headings.
- When you have finished, always check the sequence of the headings makes sense.

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### READING PASSAGE

You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage.

#### Questions 1–6

The Reading Passage has seven paragraphs, **A–G**.

Choose the correct heading for paragraphs **B–G** from the list of headings below.

#### List of Headings

- i a comparison of male and female use of commercial venues
- ii how various media affect the frequency of contact between friends
- iii the ranking of the most popular communication methods
- iv the reasons why teenagers like using commercial venues
- v the popularity of internet friends
- vi the importance of regular contact with friends met online
- vii the popularity of neighbourhoods
- viii the impact of mobile devices on contact between friends
- ix alternative means of communication cited by teens

Example	Answer
Paragraph A	v

- 1 Paragraph B
- 2 Paragraph C
- 3 Paragraph D
- 4 Paragraph E
- 5 Paragraph F
- 6 Paragraph G

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### **How teens hang out and stay in touch with their closest friends: a study of the attitudes of US teenagers aged 13 to 17**

- A** The way young people are making friends around the world is changing. A US survey asked teens to focus on all of the ways in which they spend time and interact — both digitally and in person — with the friend who is closest to them. Many teens say they 'hang out' with their closest friend in online settings, such as social media sites or through gaming websites. More than half of teens hang out with their closest friend online on a regular basis, which is similar to the share of teens who spend time with close friends at someone's house. Teenage boys are especially likely to spend time online with close friends, as 62% do so regularly, compared with 48% of teen girls.
- B** Many of those who have met a friend online say they spend time with their closest friend on a regular basis online, which is somewhat higher than the 41% of teens who have not met a friend online. While this does not necessarily mean that a teen's best friend is an online friend, it does suggest a certain comfort with interacting with friends and peers in an online space for this group of teens.
- C** Neighborhoods also are a popular place for teens to connect with one another — 42% of teens spend time around a neighborhood with their closest friend. Boys are more likely than girls to spend time with their closest friend in a neighborhood. Nearly half of teenage boys say this is where they regularly spend time with their closest friend, compared with 36% of girls.
- D** About a third of teen girls spend time with their closest friend at a coffee shop or shopping centre. Roughly one-quarter of teens regularly spend time with their best friend at these places. Girls are twice as likely as boys to hang out in these locations: