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Map of the book

Unit number	Title	Topics	Test practice
Unit 1	Growing up	Relationships, families and early learning	Listening Section 1
Unit 2	Mental and physical development	The body, the mind	Speaking Part 2 General Training Writing Task 1
Unit 3	Keeping fit	Diet, health and exercise	Academic Reading
Unit 4	Lifestyles	Life, leisure	Listening Section 2
Unit 5	Student life	Study, education, research	General Training Reading Section 2
Unit 6	Effective communication	Language, linguistics	Academic Reading
Unit 7	On the move	Tourism, travel	General Training Reading Section 1
Unit 8	Through the ages	Time, history	Listening Section 4
Unit 9	The natural world	Flora and fauna, agriculture	Academic Reading / General Training Reading Section 3
Unit 10	Reaching for the skies	Space, the planets	Listening Section 3
Unit 11	Design and innovation	Building, engineering	Academic Reading
Unit 12	Information technology	Telecommunications, computers and technology	Speaking Parts 1, 2, 3
Unit 13	The modern world	Globalisation, changing attitudes and trends	Academic Writing Task 1 (describing a chart)
Unit 14	Urbanisation	Problems and solutions, big city life	Academic Reading / General Training Reading Section 3
Unit 15	The green revolution	The environment, climate change and pollution	Academic Writing Task 1 (describing a process)



Unit number	Title	Topics	Test practice
Unit 16	The energy crisis	Natural resources, alternative fuels	Academic Reading
Unit 17	Talking business	Employment, management and marketing	General Training Writing Task 1 Academic Writing Task 2
Unit 18	The law	Crime, punishment	General Training Writing Task 2
Unit 19	The media	The news, fame	Academic Writing Task 2
Unit 20	The arts	Art appreciation, the performing arts	Academic Reading

Reference section		
Unit 21	Language building 1	Using a dictionary, word families
Unit 22	Language building 2	Learning vocabulary, collocation
Unit 23	Academic Writing Task 1	Data, graphs and tables, diagrams and processes
Unit 24	Academic Writing Task 2	Linking words, opinion words, register
Unit 25	General Training Writing	Vocabulary for Writing Tasks 1 and 2

Introduction

What does the book aim to do?

It aims to extend and improve the accuracy of your vocabulary and help you prepare for the IELTS test. It introduces vocabulary through listening and reading texts that reflect the materials used in the IELTS test. Learning new words in context can help you to remember them and also helps you to understand their meaning. This book also gives you opportunities to practise new words so that they can become part of your active vocabulary.

Who is it aimed at?

The book is designed for students working alone who want to revise and extend their vocabulary. But it can also be used as part of an IELTS preparation course in the classroom, or set as homework by a teacher. It is also suitable for advanced students, or those studying English for academic purposes.

What order should I do the units in?

You can work through the teaching units (1–20) in any order, but you should study **all** the units if you want to prepare thoroughly for the test. You may want to start with a particular unit because it relates to a topic in your course book or because you have a particular interest in that area. Units 21 and 22 give helpful tips on learning new vocabulary and how to use a dictionary. These units provide a very useful introduction to learning vocabulary, so it may be a good idea to look at these first.

How do I use the book?

It is best to work through a unit from beginning to end as one exercise may revise the vocabulary from a previous exercise. The test practice sections provide further opportunities to extend your vocabulary, as well as giving you practice in the different sections of the IELTS test.

How are the units organised?

There are 25 units. The first 20 units present and practise vocabulary based on general and academic topics. Each topic is divided into smaller sections. Each unit has three pages of vocabulary exercises based on listening, reading, writing and speaking materials similar to those found in

the IELTS test. There is also a focus on pronunciation. In addition, each unit has one page for a test practice activity, or three pages when it is academic reading test practice. The test practice includes examples of all the different tasks in the following papers: Academic Reading, General Training Reading, Academic Writing, General Training Writing, Listening and Speaking (see the summary of the Academic and General Training tests on pp6–7). These tasks provide useful practice and revision even if you are not taking the test.

At the front of the book is a summary of what is in each part of the IELTS test. The last five units of the book provide a general guide to learning and using new vocabulary. Units 21 and 22 give useful tips on developing vocabulary and using a dictionary. Units 23 – 25 focus on useful vocabulary for the different writing sections of the IELTS test. Units 23 and 24 are designed for students planning on taking the Academic Training Module and Unit 25 is designed for students planning on taking the General Training Module. At the end of the book you will also find:

- an answer key for each unit including model answers for each writing task
- recording scripts
- wordlists for each unit

What is on the audio CD?

You need to listen to the audio CD to do the listening and pronunciation exercises in each unit. The test practice listening tasks are also on the audio CD. In the IELTS listening test you hear everything once only so try not to replay the track.

How do I use the wordlists?

There is a wordlist for each unit at the back of the book. Some of these words may be specific to one topic area, but many of them can be found and used in a wide variety of contexts. You may want to divide these wordlists up into groups of ten words to learn at a time. It may be a good idea to study the wordlist before you begin each unit. Alternatively your teacher might use the wordlist as a test or review at the end of each unit (or you could ask a friend to do this). You should be able to understand these words

when you read or hear them, but you should also try to extend your active vocabulary by using them in your writing and speaking tasks. You should learn the correct spellings of words as well as any words that collocate, or can be used together with them. Use Units 21 and 22 to help you develop good vocabulary learning strategies.

How do I do the writing test practice?

The writing test practice questions give an opportunity to use the vocabulary from the unit. There are sample answers in the answer key. These model answers could be used as a guide to organising ideas and using vocabulary accurately and effectively. You will be penalised if you produce a learnt essay in the IELTS test.

How do I do the speaking test practice?

The speaking test practice questions give an opportunity to use the vocabulary from the unit. In part 2 of the speaking test you will be allowed to make notes, so think of any useful vocabulary you could use and write this down to help you as you talk. If possible, you should record your answers and play them back. Consider your pronunciation as well as the words you used. How could you improve your answer? Ask a friend or a teacher for their comments.

When should I do the vocabulary tests?

There are five tests. Each one tests the vocabulary in five units (Test 1: Units 1–5, Test 2: Units 6–10, Test 3: Units 11–15, Test 4: Units 16–20, Test 5: Units 21–25). When you have finished five units, do the test and mark it. Highlight the questions you got wrong and go back to the units you need to look at again. If you are an advanced student then you may want to take the test before you begin the units to see how much you already know. This may help to pinpoint your weak areas so that you can focus on these in the main units (1–20).

When should I use a dictionary?

The aim of the listening and reading activities in each unit is to give you practice in guessing the meaning from context, so you should try to do each exercise without a dictionary first, unless you are instructed to do so. When you have finished, use the *Cambridge Advanced Learner's Dictionary* or another suitable monolingual dictionary to look up any words you don't know. You can also check your answers in the answer key, but you may want to use your dictionary as a further check. Try to be aware of words that you need to look up more than once. These are obviously key words for you to learn. Write them down with their

meanings, together with any example sentences used in the dictionary. A good dictionary will also tell you words that collocate or can be used together with them. It is a good idea to make a note of these as well. Remember that some words have more than one meaning, so check what the unit or exercise is about to make sure you find the correct meaning. Look at Unit 21 if you need more help on how to use a dictionary.

How do I learn and revise vocabulary?

Some of the vocabulary in a unit will be new to you and some will be words you are familiar with, but cannot yet use accurately. Even if you feel you know a word, you may be making collocation mistakes and using the incorrect preposition or verb, for example. You might like to use a notebook and organise your vocabulary under the following categories:

- New words to learn
- Words I need to use more
- Words I often make mistakes with
- Topic words (e.g. The Environment; Fuel; Energy; Work etc)

Alternatively, you could simply highlight these words using a different colour highlighter for each category: for example, a blue highlighter for topic words, a red highlighter for words you often make mistakes with, and so on.

Units 21 and 22 will help you to develop good vocabulary learning techniques.

IELTS Test Summary

Academic Training Module

Academic Reading (1 hour)

including the time needed to transfer your answers, there is no extra time given for this

There are three reading passages and 40 questions. The texts are authentic and academic in nature. Examples can be found in units 3, 6, 9, 11, 14, 16, 20. Visit the following website for a detailed description of each of the different question types: www.ielts.org

Academic Writing (1 hour)

There are two writing tasks, writing task 1 and writing task 2. You must answer both tasks. Task 2 carries more marks than task 1.

Task	Timing	Length	What do I have to do?	Assessment	Example units
Task 1	20 minutes	150 words	Describe visual information, e.g. a diagram, chart, graph or table.	• Task achievement • Coherence and cohesion • Lexical resource • Grammatical range and accuracy	7, 13, 15, 23
Task 2	40 minutes	250 words	Write a discursive essay. You may be asked to provide a solution, evaluate a problem, compare and contrast different ideas or opinions, or challenge an argument or idea.	• Task response • Coherence and cohesion • Lexical resource • Grammatical range and accuracy	17, 19, 24

Listening (approximately 30 minutes)

plus 10 minutes to transfer your answers to the answer sheet

There are four sections and 40 questions. In the IELTS listening test you will hear the recording ONCE ONLY. Each section is a little more difficult than the one before. The test is divided up as follows:

Section	What will I hear?	Example units
1	A conversation between two people: e.g. finding out information about travel.	1
2	A monologue or prompted monologue on a general topic, e.g. a radio broadcast.	4
3	A dialogue between two or three people in an academic context, e.g. discussing an essay.	10
4	A monologue in an academic context, e.g. a lecture.	8

There are ten questions for each section. Visit the following website for a detailed description of each of the different question types: www.ielts.org

Speaking (11 to 14 minutes)

In the IELTS speaking test you will be interviewed on your own by one examiner. The interview has three separate parts and is divided up as follows:

Part	Timing	What do I have to do?	Example units	Assessment
1	4–5 mins	Answer questions on familiar topics, e.g. hobbies, daily routine.	12	• Fluency and coherence • Lexical resource • Grammatical range and accuracy • Pronunciation
2	3–4 mins	You are given a card with a topic (e.g. describe a good friend) and some suggestions on it. You have up to one minute to make notes. You then talk about the topic for 1–2 minutes.	2, 12	
3	4–5 mins	Answer more abstract questions about the topic, e.g. How important is friendship?	12	

General Training Module

Candidates for the General Training module take the same listening and speaking test as the Academic module. Only the reading and writing papers are different.

General Training Reading (1 hour)

The General Training reading paper has three sections each of increasing difficulty. The sections are organised as follows:

Section	Reading texts	Example units
1	Two or three short texts or several shorter texts, e.g. advertisements.	7
2	Two texts giving factual information, e.g. information about a course. (NB From May 2009 this will change to work-related information.)	5
3	One long text.	9, 14

Visit the following website for a detailed description of each of the different question types: www.ielts.org

General Training Writing (1 hour)

There are two writing tasks. You must answer both of them. Task 2 carries more marks than task 1.

Task	Timing	Length	What do I have to do?	Assessment	Example units
Task 1	20 minutes	150 words	Write a letter in response to a given situation.	• Task achievement • Coherence and cohesion • Lexical resource • Grammatical range and accuracy	2, 17, 25
Task 2	40 minutes	250 words	Write a discursive essay. You may be asked to provide a solution, evaluate a problem, compare and contrast different ideas or opinions, or challenge an argument or idea.	• Task response • Coherence and cohesion • Lexical resource • Grammatical range and accuracy	18, 25

1

Growing up

Relationships, families and early learning

Relationships

1.1 Look at the following topics and decide whether you would discuss them with

- A your family B your friends C a teacher
- 1 a study problem 3 buying something expensive
- 2 your favourite music 4 the last film you saw



1.2 **1a** Listen to four people talking about the topics above. Write the number of the topic (1–4) from the list above and the person/people the speakers say they would talk to about this. Write the words that helped you decide.

Speaker	Topic (1–4)	Words that helped you	Person/people they would talk to
A	4	movies, latest releases	classmates
B			
C			
D			



Vocabulary note

Group together words that are similar in meaning or form, e.g. *adulthood*, *brotherhood*, *fatherhood*. NB *hood* is used to form a noun and shows something belongs to a particular group or has reached a particular stage (*adulthood* = the stage of being an adult).

1.3 **1a** Listen again and decide which of the speakers (A–D) the sentences apply to.

- 1 The relationship between my brother and me is very close.^C
- 2 I have a lot more in common with my friends than with my family.
- 3 I have established a close connection with an older member of my family.
- 4 The relationship between my parents and me has broken down.

1.4 **COLLOCATION** Use words and phrases from the recording and the statements in 1.3 to complete the sentences.

- 1 My sister and I have totally different tastes. In fact we don't have much at all.
- 2 There is a very close between a mother and a newborn baby.
- 3 It is important to a good working relationship your work colleagues.
- 4 A relationship can easily if you don't work at it.
- 5 I really admire the relationship my mother and my grandmother.
- 6 There can be a lot of between teenagers and their parents.

Families and early learning

2.1 Scan the text below and underline these words:

rewarding sibling relate accommodating adolescence interaction nurture

Study links early friendships with high-quality sibling relationships

Children who experience a rewarding friendship before the birth of a sibling are likely to have a better relationship with that brother or sister that endures throughout their childhood, said Laurie Kramer in a University of Illinois study published in December's Journal of Family Psychology.

'When early friendships are successful, young children get the chance to master sophisticated social and emotional skills, even more than they do with a parent. When parents relate to a child, they do a lot of the work, figuring out what the child needs and then accommodating those needs,' says Kramer. However, this is not usually the case when two children are interacting.

The research showed that the benefits of early friends are long-lasting. Children who had a positive relationship with a best friend before the birth of a sibling ultimately had a good relationship with their sibling that lasted throughout adolescence, Kramer said. And children who as preschoolers were able to coordinate play with a friend, manage conflicts, and keep an interaction positive in tone were most likely as teenagers to avoid the negative sibling interaction that can sometimes launch children on a path of anti-social behavior, she added. 'From birth, parents can nurture and help develop these social competencies (or skills) by making eye contact with their babies, offering toys and playing with them,' she said.

2.2 Read the text and match the words you have underlined to the following definitions.

- 1 help someone/something develop and grow
- 2 agreeing to a demand
- 3 brother or sister
- 4 respond to somebody
- 5 the stage between childhood and adulthood
- 6 giving a lot of pleasure
- 7 communication



Vocabulary note

Look for familiar words in longer words to work out their meaning, e.g. **correlation** (one thing is linked with another); **interrelated** (the relationship between two or more things). NB The prefix **co-** (**correlation** or **cooperate**) often means *with* or *together*. The prefix **inter-** (**interact** or **intercity**) often means *between*.

2.3 Read the text again and say whether these sentences are true (T) or false (F). Underline the part of the text that gave you your answer.

- 1 If young children have good friends then they will have a good relationship with their brother or sister.
- 2 Parents help their children develop more social and emotional skills than friends do.
- 3 Friends will give you what you want more often than your parents do.
- 4 Teenagers who fight with their brothers or sisters may behave in a way that is socially unacceptable.
- 5 If parents play with their children more then they will learn how to be more sociable.

1 Growing up

2.4 A lot of words connected with families and relationships can also be used in a different context. Complete the sentences with a word from the box.

adopt
conflict
family

nurture
related
relation

relationship
relative

- The wolf is a member of the dog
- The company decided to a new approach to staff recruitment.
- The study found a strong between a lack of friends and sibling rivalry.
- Whether you think the price of goods is high is to the amount of money you earn.
- Studies have shown that stress in adulthood can be to an unhappy childhood.
- Good teachers identify the talents of their students and them.
- This evidence seems to with the findings from previous studies.
- I am writing in to the job advertisement in yesterday's paper.

Error warning

Note the following common errors: *I am writing in relation to/with your job advertisement.* NOT *in-relation-of...* . My **relationship with** my parents is very strong. NOT *My relation with my parents...*

Vocabulary note

Note these collocations with the word *relationship*.
Verbs: **build** a relationship, **develop** a relationship, **establish** a relationship, **form** a relationship, **have** a relationship
Adjectives: a **close** relationship, a **long-standing** relationship, a **working** relationship, a **successful** relationship
Prepositions: a relationship **with** someone, a relationship **between** two things or people (NOT *relationship to someone*)

3.1 COMPOUND NOUNS Match the words in box A with the words in box B to make 10 compound nouns. You will need to use some words more than once.

A active family maternal sibling stable
extended immediate physical striking

B family instinct rivalry upbringing
gatherings resemblance role

3.2 1b Think about your answers to these questions. Then listen to a student's answers and tick the phrases you hear in 3.1.

- Tell me about your family.
- Who are you most similar to in your family?
- What do you think it takes to be a good parent?



3.3 1b Listen again and find the words that match these definitions.

- caring and supportive
- the emotional connection between people or places
- similar
- your nature or character
- determined to an unreasonable degree
- handed down through a family

3.4 Now practise answering the questions fully. Record your answers, if possible.



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