

Cambridge English

Complete IELTS

Bands 4–5

Student's Book *with Answers*

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| Unit title | Reading | Listening | Speaking |
|---|---|---|---|
| 1 Great places to be | Reading 1: <i>The world's friendliest city</i> • Table completion Reading 2: <i>The happiest country in the world</i> • Note completion | Listening: Booking a holiday apartment • Form completion | Speaking Part 1 • Answering questions about yourself • Giving extra details • Expressing likes and dislikes |
| 2 People's lives | Reading 1: <i>Freya Stark, explorer and writer</i> • Flow-chart completion • Short-answer questions Reading 2: <i>Mau Piailug, ocean navigator</i> • True / False / Not Given | Listening: Finding a travelling companion • Predicting the answers • Listening for signals to the answers • Note completion | Speaking Part 1 • Correcting mistakes • Giving reasons, results or consequences with <i>because</i> and <i>so</i> |
| <i>Vocabulary and grammar review Units 1 and 2</i> | | | |
| 3 Getting from A to B | Reading 1: <i>The electric revolution</i> • Labelling a diagram Reading 2: <i>Traffic jams – no end in sight</i> • Matching headings | Listening: A ship's information announcement • Labelling a diagram • Multiple choice • Listening for synonyms and paraphrased ideas in questions | Speaking Part 2 • Understanding the task • Structuring the talk • Introducing points • Ending the talk • Using discourse markers |
| 4 It was all new once | Reading 1: <i>Air conditioning</i> • Multiple choice Reading 2: <i>Rubik's Cube</i> • Summary completion | Listening: At an exhibition • Sentence completion • Pick from a list | Speaking Part 2 • Writing notes • Giving reasons, examples and consequences with <i>because</i> , <i>so</i> , <i>for example</i> , <i>for instance</i> • Talking for the full two minutes |
| <i>Vocabulary and grammar review Units 3 and 4</i> | | | |
| 5 Animal world | Reading 1: <i>The life of the European bee-eater</i> • Sentence completion Reading 2: <i>Humpback whale breaks migration record</i> • Pick from a list | Listening: Information about a zoo • Table completion • Labelling a map or plan | Speaking Parts 1 and 2 • Paraphrasing • Expressing feelings • Coping strategies |
| 6 Being human | Reading 1: <i>Making a change</i> • Yes / No / Not Given Reading 2: <i>Reducing errors in memory</i> • Summary completion with a box | Listening: Successful people • Matching • Pick from a list | Speaking Part 3 • The difference between Part 1 and Part 3 • Generalising • Giving a full answer |
| <i>Vocabulary and grammar review Units 5 and 6</i> | | | |
| 7 Literacy skills | Reading: <i>Speed reading</i> • Matching information • Table completion | Listening: Applying for an online course • Form completion • Multiple choice | Speaking Parts 2 and 3 • Orientating yourself to the Part 2 topic • Introducing your opinions in Part 3 and giving reasons |
| 8 Tourist attractions | Reading: <i>Here today, gone tomorrow</i> • Summary completion • Matching features | Listening: Welcoming visitors to a science museum • Sentence completion • Table completion | Speaking Parts 1 and 2 • Using fact and opinion adjectives • Keeping going / maintaining fluency |
| <i>Vocabulary and grammar review Units 7 and 8</i> | | | |
| 9 Every drop counts | Reading: <i>The burden of thirst</i> • Matching headings • Sentence completion • Pick from a list | Listening: Preparation for a talk on desalination • Matching • Flow-chart completion | Speaking Parts 2 and 3 • Choosing the best subject for Part 2 • Structuring the talk – useful phrases • Analysing the Part 3 questions • Giving a relevant, full answer |
| 10 Building design | Reading: <i>The Pompidou Centre</i> • Multiple choice • Matching sentence endings • Yes / No / Not Given | Listening: A talk on a traditional Samoan house design • Note completion | Speaking Parts 2 and 3 • Part 2 practice • Answering a question on your talk • Discussing similarities and differences in Part 3 • Using linkers to make a contrast: <i>although</i> , <i>even though</i> , <i>while</i> , <i>whereas</i> |
| <i>Vocabulary and grammar review Units 9 and 10</i> | | | |

| Writing | Vocabulary and Spelling | Pronunciation | Key grammar |
|---|---|--|---|
| <p>Writing Task 1</p> <ul style="list-style-type: none"> Describing pie charts and bar charts Selecting key features Using accurate data | <ul style="list-style-type: none"> Collocations and prepositional phrases <i>percent</i> v. <i>percentage</i> Spelling: Making nouns plural | <p>Sentence stress 1</p> <ul style="list-style-type: none"> Stressing the words which answer the question or give new information | <p>Present simple and present continuous</p> |
| <p>Writing Task 2</p> <ul style="list-style-type: none"> Discussing advantages and disadvantages Analysing the task Planning an answer Writing an introduction Opening paragraphs Using linkers: <i>also</i>, <i>and</i>, <i>but</i> and <i>however</i> | <ul style="list-style-type: none"> Working out the meanings of words Spelling: Changes when adding <i>-ed</i> | <p>Verbs + <i>-ed</i></p> | <p>Past simple</p> |
| <p>Writing Task 1</p> <ul style="list-style-type: none"> Describing tables and charts Comparing data and selecting key points Writing in paragraphs Writing an overview | <ul style="list-style-type: none"> Topic vocabulary: <i>renewable energy</i>, <i>zero emissions</i>, <i>vehicle</i>, etc.; <i>commuter</i>, <i>congestion</i>, <i>smog</i>, etc. <i>make</i> and <i>cause</i> Spelling: Changes when adding <i>-er</i> and <i>-est</i> to adjectives | <p>Word stress 1</p> <ul style="list-style-type: none"> Using a dictionary | <p>Making comparisons</p> |
| <p>Writing Task 2</p> <ul style="list-style-type: none"> To what extent do you agree or disagree? Brainstorming ideas Avoiding irrelevance Organising your ideas | <ul style="list-style-type: none"> Topic vocabulary: <i>design</i>, <i>device</i>, <i>output</i>, etc.; <i>attempt</i>, <i>assemble</i>, <i>experiment</i>, etc. What type of word is it? 1 Spelling: Using and misusing double letters | <p>Chunking 1</p> <ul style="list-style-type: none"> Using natural pauses to help the listener | <p>Present perfect</p> |
| <p>Writing Task 1</p> <ul style="list-style-type: none"> Summarising two charts Comparing bar charts Grouping information Analysing the task and planning an answer | <ul style="list-style-type: none"> Topic vocabulary: <i>diet</i>, <i>prey</i>, <i>breed</i>, etc. What type of word is it? 2 Prepositions in time phrases Words that give directions Spelling: Small words often misspelled | <p>Sentence stress 2</p> <ul style="list-style-type: none"> Stressing words which carry meaning or express feeling | <p>Countable and uncountable nouns</p> |
| <p>Writing Task 2</p> <ul style="list-style-type: none"> Answering a single question Analysing the task and brainstorming ideas Planning an answer | <ul style="list-style-type: none"> Topic vocabulary: <i>conventional</i>, <i>novelty</i>, <i>donate</i>, etc. Word building Expressing opinions and feelings Word formation and spelling changes Spelling: Suffixes | <p>Intonation 1</p> <ul style="list-style-type: none"> Indicating that you have or haven't finished your answer | <p>Zero and first conditionals (<i>if/unless</i>)</p> |
| <p>Writing Task 1</p> <ul style="list-style-type: none"> Describing trends Using verb and noun phrases Using the correct tense Writing an overview | <ul style="list-style-type: none"> <i>raise</i> or <i>rise</i>? Spelling: Forming adverbs from adjectives | <p>Word stress 2</p> <ul style="list-style-type: none"> Stressing the correct syllable | <p>Prepositions to describe graphs</p> |
| <p>Writing Task 2</p> <ul style="list-style-type: none"> Answering two questions Analysing the task Planning and writing about both parts Writing a conclusion | <ul style="list-style-type: none"> <i>tourism</i> or <i>tourist</i>? Spelling: Introductory and linking phrases | <p>Chunking 2</p> <ul style="list-style-type: none"> Improving overall fluency | <p>Relative pronouns: <i>who</i>, <i>which</i>, <i>that</i>, <i>where</i></p> |
| <p>Writing Task 1</p> <ul style="list-style-type: none"> Summarising a diagram Planning an answer Ordering the information and using time markers: <i>when</i>, <i>after</i>, <i>next</i>, <i>then</i> Comparing two diagrams Beginning and ending an answer and writing an overview | <ul style="list-style-type: none"> Topic vocabulary: <i>filter</i>, <i>pressure</i>, <i>marine</i>, etc. <i>effect</i>, <i>benefit</i>, <i>advantage</i> and <i>disadvantage</i> Spelling: Some common mistakes | <p>Intonation 2</p> <ul style="list-style-type: none"> Showing that information is new or interesting Ending a point | <p>The passive</p> |
| <p>Writing Task 2</p> <ul style="list-style-type: none"> Discussing opposing views and giving your opinion Analysing the task and brainstorming ideas Deciding on your own view Structuring an answer Proofreading an answer for spelling and punctuation mistakes | <ul style="list-style-type: none"> Topic vocabulary: <i>traditional</i>, <i>features</i>, <i>construct</i>, etc. Word choice Guessing the meaning of words Improving vocabulary use Spelling: Proofreading your answer for common spelling mistakes | <p>Sentence stress 3</p> <ul style="list-style-type: none"> Showing a contrast | <p>Modal verbs</p> |





Introduction

Who this book is for

Complete IELTS Bands 4–5 is a short course of 50–60 classroom hours for students who wish to take the Academic module of the International English Language Testing System (IELTS). It teaches you the reading, writing, listening and speaking skills that you need for the exam. It covers all the exam question types, as well as key grammar and vocabulary which, from research into the Cambridge Learner Corpus, are known to be useful to candidates doing the test. If you are not planning to take the exam in the near future, the book teaches you the skills and language you need to reach an intermediate level of English (Common European Framework (CEF) level B1).

What the book contains

In the **Student's Book** there are:

- **ten units for classroom study**, each containing:
 - sections on each of the four papers in the IELTS exam. The units provide language input and skills practice to help you to deal successfully with the tasks in each section.
 - a range of enjoyable and stimulating speaking activities designed to enable you to perform to the best of your ability in each part of the test and to increase your fluency and your ability to express yourself.
 - a step-by-step approach to doing IELTS Writing tasks.
 - key grammar exercises relevant to the exam. When you are doing grammar exercises, you will sometimes see this symbol: . These exercises are based on research from the Cambridge Learner Corpus and they deal with the areas which cause problems for students in the exam.
 - vocabulary related to IELTS topics and spelling exercises. When you see this symbol  by an exercise, the exercise focuses on words which IELTS candidates often confuse or use wrongly in the exam.
 - a unit review. These contain exercises which revise the grammar and vocabulary that you have studied in each unit.
 - **Speaking and Writing reference sections** which explain the tasks you will have to do in the Speaking and Writing papers. They give you examples, together with additional exercises and advice on how best to approach these two IELTS papers.
 - a **Language reference section** which clearly explains all the areas of grammar covered in the book and which will help you in the IELTS exam.
 - a complete **IELTS practice test**
 - ten **photocopiable word lists** (one for each unit) containing vocabulary found in the units. Each vocabulary item in the word list is accompanied by a definition from the *Cambridge Learner's Dictionary (CLD)*.
 - complete **recording scripts** for all the listening material
 - a **CD-ROM** which provides you with many interactive exercises, including further listening practice exclusive to the CD-ROM. All these extra exercises are linked to the topics in the Student's Book.
- Also available are:
- two **audio CDs** containing listening material for the ten units of the Student's Book plus the Listening Test in the IELTS practice test. The listening material is indicated by different-coloured icons in the Student's Book as follows:  CD1,  CD2.
 - a **Teacher's Book** containing:
 - **step-by-step guidance** for handling all the activities in the Student's Book
 - a large number of suggestions for **alternative treatments** of activities in the Student's Book and suggestions for **extension activities**
 - advice on the test and task types for teachers to pass on to students
 - **extra photocopiable materials** for each unit of the Student's Book, to practise and extend language
 - complete **answer keys**, including sample answers to Writing tasks
 - complete **recording scripts** for all the listening material
 - five **photocopiable progress tests**, one for every two units of the book
 - a topic-based **word list** of words/phrases and their definitions taken from each unit.
 - a **Workbook** containing:
 - ten **units for homework and self-study**. Each unit contains **full exam practice** in one part of the IELTS Reading and Listening papers.
 - further practice of the **grammar** and **vocabulary** taught in the Student's Book
 - an **audio CD** containing all the listening material for the Workbook.

IELTS Academic Module: content and overview

| part/timing | content | test focus |
|---|--|---|
| LISTENING approximately 30 minutes | <ul style="list-style-type: none"> • four sections • 40 questions • a range of question types <ul style="list-style-type: none"> • Section 1: a conversation on a social topic, e.g. someone making a booking • Section 2: a monologue about a social topic, e.g. a radio report • Section 3: a conversation on a study-based topic, e.g. a discussion between students • Section 4: a monologue on a study-based topic, e.g. a lecture <p>Students have ten minutes at the end of the test to transfer their answers onto an answer sheet. The recording is heard ONCE.</p> | <ul style="list-style-type: none"> • Candidates are expected to listen for specific information, main ideas and opinions. • There is a range of task types which include completion, matching, labelling and multiple choice. • Each question scores 1 mark; candidates receive a band score from 1 to 9. |
| READING 1 hour | <ul style="list-style-type: none"> • three sections • 40 questions • a range of question types <ul style="list-style-type: none"> • Section 1: a passage with 13 questions • Section 2: a passage divided into paragraphs with 13 questions • Section 3: a passage with 14 questions <p>At least one passage contains arguments and/or views. This is usually Section 3.</p> | <ul style="list-style-type: none"> • Candidates are expected to read for / understand specific information, main ideas, gist and opinions. • Each section contains more than one task type. They include completion, matching, paragraph headings, True/False/Not Given and multiple choice. • Each question scores 1 mark; candidates receive a band score from 1 to 9. |
| WRITING 1 hour | <ul style="list-style-type: none"> • two compulsory tasks <ul style="list-style-type: none"> • Task 1: a 150-word summary of information presented in graphic or diagrammatic form • Task 2: a 250-word essay presenting an argument on a given topic <p>Candidates are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2, which is worth twice as many marks as Task 1.</p> | <ul style="list-style-type: none"> • Candidates are expected to write a factual summary and a discursive essay. • Candidates are assessed on a nine-band scale for content, coherence, vocabulary and grammar. |
| SPEAKING 11–14 minutes | <ul style="list-style-type: none"> • three parts • one examiner + one candidate <ul style="list-style-type: none"> • Part 1: The examiner asks a number of questions about familiar topics such as the candidate's studies/work, hobbies, interests, etc. <i>4–5 minutes</i> • Part 2: After a minute's preparation, the candidate speaks for two minutes on a familiar topic provided by the examiner. <i>3–4 minutes</i> • Part 3: The examiner and the candidate discuss some general questions based on the theme of the Part 2 topic. <i>4–5 minutes</i> | <ul style="list-style-type: none"> • Candidates are expected to be able to respond to questions on familiar and unfamiliar topics and to speak at length. • Candidates are assessed on a nine-band scale for fluency, vocabulary, grammar and pronunciation. |
| All candidates who take the test receive an Overall Band Score between 1 and 9 that is an average of the four scores for each part of the test. For information on courses, required band scores and interpreting band scores, see www.ielts.org . | | |

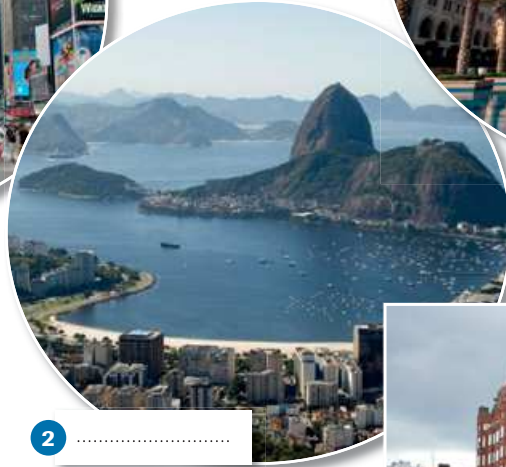
Unit 1 Great places to be



1



3



2

Starting off

1 Work in pairs. Write the names of the cities beside the photos.

Amsterdam Dubai New York
Rio de Janeiro Shanghai Sydney

2 Which of the cities would you like to visit? Why? Use these ideas to help you.

excellent shopping friendly people great food lots to do
unusual buildings lively festivals spectacular scenery



4

Reading 1

Table completion

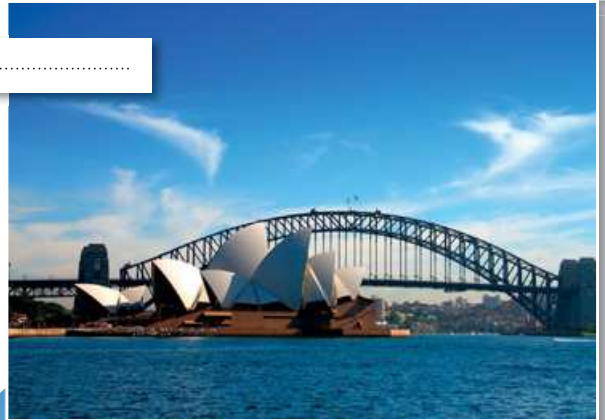
1 Work in pairs. You are going to read a passage about cities around the world. Before you read, decide if these are good or bad aspects of cities. Write G (good) or B (bad).

- 1 friendly inhabitants G
- 2 fast public transport
- 3 crowded streets
- 4 a high crime rate
- 5 people in a hurry
- 6 a relaxed lifestyle

2 Work in pairs. Write two more aspects of cities which are good and two more which are bad.

3 Read the passage on page 9 quickly.

- 1 Which four cities are mentioned?
- 2 Which is the friendliest?



5



6



A team of social psychologists from California has spent six years studying the reactions of people in cities around the world to different situations. The results show that cities where people *have less* money generally have friendlier *populations*. Rio de Janeiro in Brazil, which is often *known for* its crime, comes out top, and the capital of Malawi, Lilongwe, comes third.

But what makes one city friendlier than another? The psychologists from California State University say it has got more to do with environment than culture or nationality.

They carried out a study into the way locals treated strangers in 23 cities around the world. The team conducted their research through a series of tests, where they dropped pens or pretended they were blind and needed help crossing the street.

The study concludes that people are more helpful in cities with a more relaxed *way of life* such as Rio. While they were there, researchers received help in 93 percent of cases, and the percentage in Lilongwe was only a little lower. However, richer cities such as Amsterdam and New York are considered the least friendly. Inhabitants of Amsterdam helped the researchers in 53 percent of cases and in New York just 44 percent. The psychologists found that, in these cities, people tend to *be short of time*, so they hurry and often *ignore* strangers.



adapted from an article by Victoria Harrison, BBC News

4 Read the passage quickly again. Which of the good and bad aspects in Exercise 1 are mentioned?

5 Match the words and phrases in *italics* in this table with the words and phrases in *italics* in the passage.

| city | positive aspects | negative aspects | % of help received |
|------------------------|--|--|---------------------------------|
| Rio de Janeiro | <ul style="list-style-type: none"> friendly <i>inhabitants</i> more 1 <i>lifestyle</i> | <ul style="list-style-type: none"> People <i>don't have so much</i> 2 <i>Has reputation for</i> 3 | 93% |
| Amsterdam and New York | <ul style="list-style-type: none"> richer | People ... <ul style="list-style-type: none"> <i>have little</i> 4 <i>don't pay attention to</i> 5 | Amsterdam: 53% New York: 44% |

Exam advice Table completion

- Quickly look for words and phrases in the passage which mean the same as words and phrases in the table (for example: *not many* – *few*; *well-known* – *famous*), then read around those words carefully.
- Copy the words from the passage into the table exactly as you see them.

6 Now complete the table. Choose ONE word from the passage for each answer.

7 Work in small groups.

- 1 Are you surprised that people in cities with less money are friendlier? Why? / Why not?
- 2 What is the friendliest place you have ever visited?
- 3 How friendly are people in your town or city to visitors? Give examples.

Listening

Form completion

1 ⁰¹ In the IELTS test, you are often asked to complete part of a form by writing a number or a name which is spelled for you. Listen to eight speakers and decide if each name or number is written correctly (✓) or incorrectly (✗).

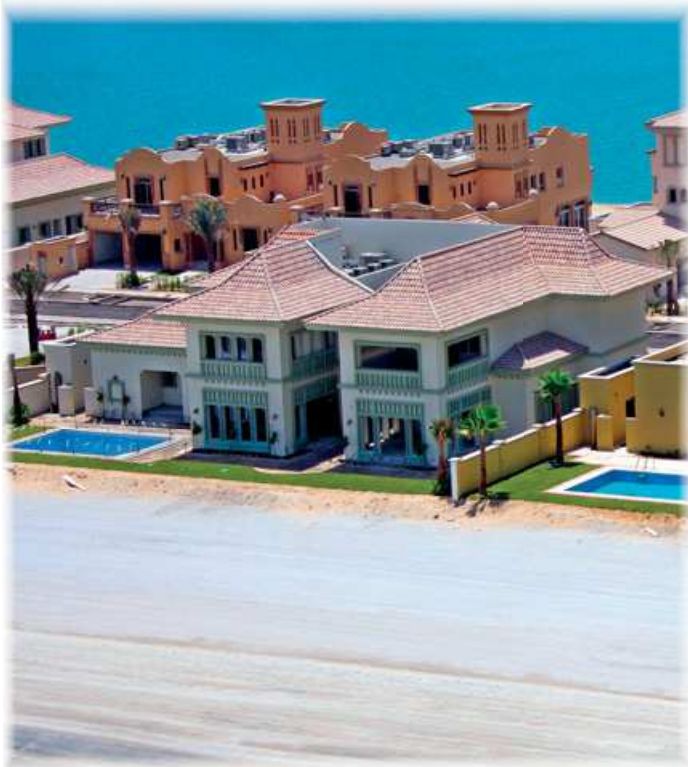
- | | | | |
|-----------|-------------------------------------|-----------------|--------------------------|
| 1 Romney | <input checked="" type="checkbox"/> | 5 Fawcett | <input type="checkbox"/> |
| 2 Cairns | <input type="checkbox"/> | 6 15 cents | <input type="checkbox"/> |
| 3 Bragg | <input type="checkbox"/> | 7 0726 05791 | <input type="checkbox"/> |
| 4 Jeckyll | <input type="checkbox"/> | 8 30 Lower Road | <input type="checkbox"/> |

2 ⁰² Work in pairs. Spell out these names and read these numbers to each other. Then listen to check your answers.

- | | |
|-----------|----------------|
| 1 Bracken | 5 Vernon |
| 2 Gower | 6 17 |
| 3 Jeremy | 7 01950 674236 |
| 4 Pollard | 8 31st |

3 Work in small groups. You are going to hear a man phoning to ask about a holiday apartment. Before you listen, answer these questions.

- What are the advantages and disadvantages of staying in an apartment when you're on holiday?
- What sort of holiday accommodation do you prefer?



4 Work in pairs. Look at the form below.

- In which gaps do you think you will have to:
 - write a number only?
 - understand words which are spelled out?
 - write a number and a word?
- What sort of information do you need for the other gaps?

Dubai Palm Apartments

Enquiry taken by: *Amanda*
 Name: **1**
 Address: *37 2*
 Vienna
 Telephone number: **3**
 Number of people: *four*
 Starting date: **4** *January*
 Length of stay: **5**
 Price per day: *maximum 6* *euros*
 Other requirements:
 • fully equipped **7**
 • view of **8**
 • air conditioning must be **9**
 • **10** for car

5 ⁰³ Now listen and complete the form. Write no more than TWO WORDS AND/OR A NUMBER for each answer.

Exam advice Form completion

- Before you listen, think what information you need for each gap.
- Do not write more words than the instructions tell you to.
- Write words or numbers you hear.

6 Work in pairs. Take turns to talk about a place you have stayed at. Say why you stayed there, who you stayed with, and what you did while you were there.

Reading 2

Note completion

1 Work in small groups. You are going to read a passage about Costa Rica. Before you read, look at the photos of Costa Rica on the right. What do they tell you about the country?

2 Read the passage below quickly. Who are:

- 1 Mariano Rojas? 2 Saamah Abdallah?



The happiest country in the world

Children growing up in Costa Rica are surrounded by some of the most beautiful and diverse landscapes in the world. Preserving tropical rainforests isn't Costa Rica's only success, because the government also makes sure everyone has access to health-care and education. So when the New Economics Foundation released its second Happy Planet Index, Costa Rica came out number one. The index is a ranking of countries based on their impact on the environment and the health and happiness of their citizens.

According to Mariano Rojas, a Costa Rican economics professor, Costa Rica is a mid-income country where citizens have plenty of time for themselves and for their relationships with others. 'A mid-income level allows most citizens to satisfy their basic needs. The government makes sure that all Costa Ricans have access to education, health and nutrition services.' Costa Ricans, he believes, are not interested in status or spending money to show how successful they are.

Created in 2008, the Happy Planet Index examines happiness on a national level and ranks 143 countries according to three measurements: their citizens' happiness, how long they live (which reflects their health), and how much of the planet's resources each country consumes. According to researcher Saamah Abdallah, the Index also measures the outcomes that are most important, and those are happy, healthy lives for everyone.

adapted from *Yes! Magazine*

3 Look at the notes below.

- 1 What are the notes about? Find which sentences in the passage deal with this.
- 2 Find words in the passage which mean the same as the words in *italics*.

The Happy Planet Index

Year started: **1**

Number of countries it lists: **2**

Measures each country's happiness according to:

- its effect on the **3** (i.e. the quantity of the Earth's **4** that it uses);
- the **5** of the population (i.e. how long people live);
- how happy its **6** are.

4 Now complete the notes. Choose ONE WORD OR A NUMBER from the passage for each gap.

Exam advice *Note completion*

- Read the title of the notes first and find the right place(s) in the passage.
- Carefully read the parts of the passage which deal with the key ideas in the questions – the answers may not come in passage order.

5 Work in small groups.

- 1 Which of these things do you think are important in making people happy, and which are not so important? Why?
 - being healthy
 - earning a lot of money
 - having a good education
 - having good relationships
 - living in a beautiful place
- 2 What other things are important?

I live by a 1 *busy* 2 road.

I come from a 3 village.

I live in a 4 apartment block.

I come from a 5 6 city.

I live in a 7 8 street.

I live in a 9 flat.

Vocabulary

Collocations and prepositional phrases

We often use the same adjectives and nouns together. We call these *adjective-noun collocations*.

- 1 Work in pairs. Look at the photos and complete the captions by writing an adjective from the box below in each gap. If you need more than one adjective, put the more general one first.

~~busy~~ industrial large main pretty
quiet suburban tall tiny

- 2 Complete the phrases below describing places where people can live by writing a preposition from the box in each gap. In several cases, more than one answer is possible.

by in near on

- 1 a river 5 the mountains
2 the city centre 6 the outskirts
3 the country 7 the sea
4 the desert 8 the suburbs

- 3 Work in small groups. Look at this sentence.

I live in a pretty village in the mountains.

Take turns to talk about:

- where you live;
- where you would prefer to live, and why.

Speaking

Part 1

- 1 Listen to two students answering these questions and complete the notes in the table below.

- Can you tell me what you do?
- Where do you come from?
- Can you describe your city/village to me?

| name | occupation | where from | where located | words used to describe place |
|-------|------------|------------------|------------------------|------------------------------|
| Hanan | | Muttrah, Oman | | large, ... |
| Kwan | | | near Chonju, ... | |

Pronunciation: Sentence stress 1

2 Think how you could answer the questions in Exercise 1. Then work in pairs and take turns to ask and answer the questions.

3 Look at these questions (a–b) and the phrases below (1–8). Which phrases can be used to answer question a, and which phrases can be used to answer question b?

- a What do you like about the area where you live?
- b What things in your town/city do you not like?

- 1 Another good thing is ...
- 2 I enjoy ...
- 3 I really dislike ...
- 4 I really like ...
- 5 ... is something I don't like.
- 6 I'm not very keen on ...
- 7 I find ... very enjoyable.
- 8 I find ... unpleasant.

4 ⁰⁵ Now listen to Hanan and Kwan answering questions a and b. Which phrases are used by Hanan, and which by Kwan?

5 ⁰⁵ Listen again and complete this table.

| name | likes | dislikes | how changing? |
|-------|--------------------------------------|-----------------------------|---------------|
| Hanan | | <i>the hot weather, ...</i> | |
| Kwan | <i>walking in the mountains, ...</i> | | |

▶ page 14 Key grammar: *Present simple and present continuous*

6 Think about how you could answer these questions and make notes. Then work with a different partner and take turns to ask and answer the questions.

- Can you tell me what you do? Do you work, or are you a student?
- Where do you come from?
- Can you describe your town or city to me?
- What do you like about the area where you live?
- What things in your town or city do you not like?
- How is the area changing?
- What do people in your area do in their free time?
- What do you think visitors to your town or region should see? Why?

Exam advice Speaking Part 1

- Don't answer questions with just one or two words – use longer sentences.
- Stress the words which answer the question.
- Give some extra information when you can.

Pronunciation

Sentence stress 1

We normally stress the main information in a sentence. When we answer a question, we usually stress the words which give the answer, or give new information.

1 Underline the words you think Hanan and Kwan should stress in their answers.



Examiner: Can you tell me what you do, Hanan? Do you work, or are you a student?

Hanan: Yes, I'm a student. I'm studying medicine because I want to be a doctor.

Examiner: And where do you come from?

Hanan: I come from Muttrah in Oman.

Examiner: Can you tell me what you do, Kwan? Do you work, or are you a student?

Kwan: I'm a student. I'm studying economics at Chonju University at the moment.

Examiner: And where do you come from, Kwan?

Kwan: I come from a small village near Chonju in Korea.

2 ⁰⁶ Listen to check your answers.

3 Work in pairs. Take turns to read the parts of the Examiner, Hanan and Kwan in Exercise 1.

4 Work alone. Write your own answers to the Examiner's questions in Exercise 1. Underline the words which you should stress.

5 Work in pairs. Take turns to ask and answer the questions.

Key grammar

Present simple and present continuous

1 **Underline** the verbs in these four extracts from the **Speaking** section and say whether they are **present simple** or **present continuous**.

- At the moment, I'm studying English as well.
present continuous
- I come from Muttrah in Oman.
- I find the traffic very unpleasant.
- Young people are leaving the village.

2 **Look at the extracts in Exercise 1 again and complete this table.**

| name of tense | use | example |
|--------------------|--|---|
| present continuous | to talk about something happening now | <i>At the moment, I'm studying English as well.</i> |
| | to express what someone feels or thinks | |
| | to talk about something which is changing | |
| | to talk about something which is always true | |

▶ page 120 *Present simple and present continuous*

3 **Complete these sentences by putting the verb in brackets into the present simple or present continuous.**

- Hassan lives (*live*) in Qatar, but right now he (*visit*) friends in Bahrain.
- I (*study*) geology because I (*want*) to work in the oil industry.
- He (*not like*) living in Manchester because it (*rain*) too much.
- Transport in my city (*improve*) because the government (*build*) more roads.
- People in my area (*do*) a lot of sport in their free time because they (*like*) to keep fit.

4 **👁️ IELTS candidates often make mistakes with the present simple and present continuous. Find and correct the mistakes in these sentences.**

- At the present time, most people ~~are thinking~~ money is important for their lifestyle. *think*
- I think most children are influenced by their parents while they grow up.
- Lots of people argue that international tourism bringing us advantages.
- Most countries are encourage tourism.
- Nowadays, more and more cities around the world become bigger and bigger.
- People in most cities are believing that traffic is one of the most important problems.

Writing

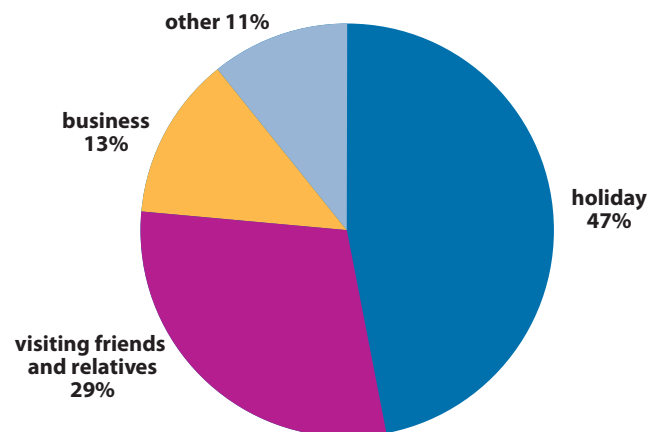
Task 1

Exam information

For Writing Task 1, you write a summary of information from graphs, tables, charts or diagrams. You should spend about 20 minutes on this task.

1 **Work in pairs. Look at this pie chart and answer the questions below.**

International visitors to New Zealand:
reason for visit



- What is the main reason for visiting New Zealand?
- What percentage of visitors go to New Zealand to see friends and family?
- What does the figure 13% refer to?
- What is meant by *other* on the chart?
- In general, do more people visit New Zealand for work or pleasure?

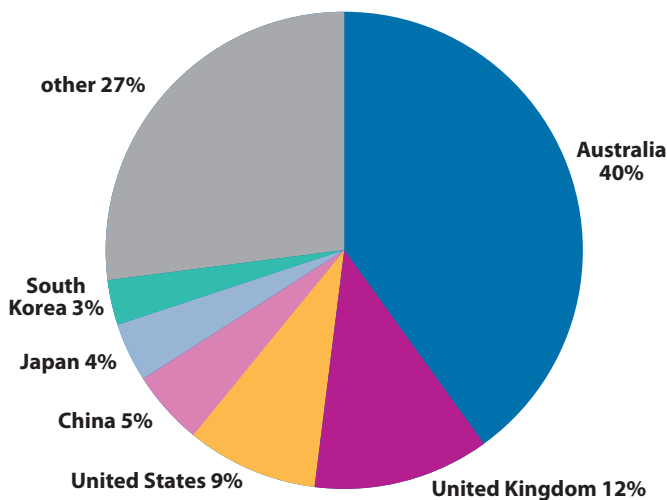
2 Complete the short summary below with phrases from the box.

thirteen percent go to New Zealand
 other reasons see friends and family
 the largest percentage for pleasure

The chart shows why people from other countries
 1
 2, 47 percent, go there on holiday.
 Twenty-nine percent visit New Zealand in order to
 3 4 go there on business, and just
 11 percent visit for 5
 Overall, the majority of visitors go 6, not
 for work.

3 Work in pairs. Look at this pie chart and discuss the questions below.

International visitors to New Zealand:
 country of origin



- 1 What does the chart give information about?
- 2 What nationality is the largest group of visitors?
- 3 What percentage of visitors come from the United Kingdom, and what percentage from the United States?
- 4 What percentage of visitors comes from the three countries in East Asia which are mentioned?
- 5 Are there visitors from countries not mentioned on the chart?
- 6 What do visitors from Australia, the United Kingdom and the United States have in common?

4 Read this summary of the pie chart in Exercise 3. It contains five false facts. Rewrite the summary to correct the information.

The chart gives information about ~~the number of~~ people travelling to New Zealand. *where people who travel to New Zealand come from*

The percentage of visitors from Australia is the highest, at 40 percent. The third largest group, 12 percent, comes from the United Kingdom, and 9 percent go to the United States. The East Asian countries, China, Japan and South Korea, send 5 percent, 4 percent and 3 percent each. However, 27 percent come from other European countries. Overall, more than 70 percent of visitors come from English-speaking countries.

5 IELTS candidates often confuse *percent* and *percentage*. Look at this sentence from Exercise 4 and answer the questions below.

The percentage of visitors from Australia is the highest, at 40 percent.

- 1 Which word (*percent* or *percentage*) is used with a number?
- 2 Which word is used with *the*?

6 Each of these sentences contains one mistake made by IELTS candidates. Find and correct the mistakes.

- 1 The ~~percent~~ of teenagers who ride bicycles is higher than for any other age group. *percentage*
- 2 In the cities, the number of people living alone is 28 percentage.
- 3 The percent of people over 50 is the lowest in this group.
- 4 Just over 50 percentage of the city's inhabitants are female.
- 5 The ten percent of females have a university qualification.
- 6 As can be seen from the table, 60 percent population live in cities.
- 7 Australia's share of the Japanese tourist market has increased from 2 percentage to nearly 5 percentage.
- 8 This chart shows the percent people attending the cinema in Australia.