

EXPERT

EXPERT

Coursebook

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IELTS 7.5

Coursebook

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 Pearson

 Pearson

Suitable for students starting at band 6

Contents

Module 1 Lifelong learning (p. 7)

A Successful learning

Reading Predict language; Scan for information; Note and table completion (pp. 8–9)	Vocabulary The language of learning; Collocations; Dictionary skills (p. 10)	Speaking Use a range of tenses; Use a range of vocabulary; Word stress (Part 1) (p. 11)	Listening Recognise paraphrasing (Section 2: Multiple choice; Select from a list) (p. 12)	Language development Synonyms; Prefixes; Word formation; Paraphrase sentences (p. 13)	Writing Structure your answer; Summarise features (Task 1) (p. 14)
---	--	--	---	--	---

Module 1 review (p. 22)

Module 2 A world of change (p. 23)

A Human development

Reading Topic sentences and supporting details; <i>True/False/Not given</i> ; Short-answer questions (pp. 24–25)	Vocabulary Academic verbs; Written and spoken vocabulary; Process verbs (p. 26)	Speaking Develop topic- specific vocabulary; Make notes and plan your answer (Part 2) (p. 27)	Listening Understand different ways location is expressed (Section 1: Label a map) (p. 28)	Language development Present simple, past simple and present perfect passives; Other passive forms (p. 29)	Writing Write introductions and processes; Use the active and passive (Task 1: Describe a process) (p. 30)
--	--	---	--	--	---

Module 2 review (p. 38)

Module 3 The feel-good factor (p. 39)

A The mind ...

Reading Identify the main idea (Matching headings; Multiple choice: select two answers) (pp. 40–41)	Vocabulary Problems and solutions; Academic collocations; Idiomatic phrases for problems and solutions (p. 42)	Speaking Topic-specific vocabulary; Develop your answers (Part 3) (p. 43)	Listening Identify specific information required; (Section 4: Sentence completion; Short- answer questions) (p. 44)	Language development Real and unreal conditionals review; Other ways to express conditionality (p. 45)	Writing Write about problems and solutions; Develop a paragraph (Task 2: Problem and solution essay) (p. 46)
---	---	--	---	--	--

Module 3 review (p. 54)

Module 4 A consumer society (p. 55)

A The cost of buying

Reading Identify functions (Matching information; Summary completion) (pp. 56–57)	Vocabulary Academic verbs for thoughts and beliefs; Use an impersonal style in writing and speaking; Collocations for thoughts and beliefs (p. 58)	Speaking Develop topic- specific vocabulary; Expand your ideas using conjunctions and phrases (Part 3) (p. 59)	Listening Use questions to predict answers (Section 2: Note and table completion) (p. 60)	Language development Form clauses; Subordinate clauses; Express opinions with <i>that</i> (p. 61)	Writing Give your opinion; Develop your arguments (Task 2: Opinion essay) (p. 62)
--	---	---	---	--	---

Module 4 review (p. 70)

Module 5 Homes of the future (p. 71)

A Making life easier

Reading Recognise reference words (Matching features; Note completion) (pp. 72–73)	Vocabulary The language of invention and innovation; Express quantity; Agreement and disagreement (p. 74)	Speaking Develop topic- specific vocabulary; Techniques for adding detail (Part 2) (p. 75)	Listening Listen for agreement and disagreement (Section 3: Matching) (p. 76)	Language development Reported speech patterns; Other reporting structures (p. 77)	Writing Interpret statistical data; Support trends with details (Task 1: Bar and pie charts) (p. 78)
--	--	--	--	--	--

Module 5 review (p. 86)

B Untapped resources**Listening**

Section 2: Multiple choice; Select from a list (p. 15)

Language development and vocabulary

Tense review; Describe trends (p. 16)

Speaking

Part 1: Talk about studying (p. 17)

Reading

Table completion; Note completion (pp. 18–19)

Writing

Task 1: Describe a line graph (pp. 20–21)

B The natural world**Listening**

Section 1: Form completion; Label a map (p. 31)

Language development and vocabulary

Relative clauses; Sequencing with prepositions and adverbs (p. 32)

Speaking

Part 2: Describe a place you visited (p. 33)

Reading

True/False/Not given; Short-answer questions (pp. 34–35)

Writing

Task 1: Describe a process (pp. 36–37)

B ... and body**Listening**

Section 4: Sentence completion; Short-answer questions (p. 47)

Language development and vocabulary

Modal forms; Degrees of certainty; Adverbs of attitude (p. 48)

Speaking

Part 3: Discussing health (p. 49)

Reading

Matching headings; Multiple choice: select two answers (pp. 50–51)

Writing

Task 2: Problem and solution essay (pp. 52–53)

B Objects of desire**Listening**

Section 2: Note and table completion (p. 63)

Language development and vocabulary

Pronoun referencing; Signposting words (p. 64)

Speaking

Part 3: Discussing consumerism (p. 65)

Reading

Matching information; Summary completion (pp. 66–67)

Writing

Task 2: Opinion essay (pp. 68–69)

B Expanding our horizons**Listening**

Section 3: Matching; Labelling a diagram (p. 79)

Language development and vocabulary

Noun phrases 1; Reporting verbs (p. 80)

Speaking

Part 2: Describe an experience (p. 81)

Reading

Labelling a diagram; *True/False/Not given* (pp. 82–83)

Writing

Task 1: Describe a chart (pp. 84–85)

Module 6 Law and order (p. 87)**A Preventing crime**

Reading Work out the meaning of unknown words (Flow chart completion; Sentence completion) (pp. 88–89)	Vocabulary Verbs for argument and opinion; Academic words; Collocations for argument (p. 90)	Speaking Develop topic-specific vocabulary; Order your argument; The schwa /ə/ (Part 3) (p. 91)	Listening Understand attitude from tone and intonation (Section 4: Summary completion) (p. 92)	Language development Link ideas; <i>Both, neither, either</i> (p. 93)	Writing Structures to compare and contrast; Contrast your opinions (Task 2: Opinion essay) (p. 94)
--	--	---	--	---	--

Module 6 review (p. 102)**Module 7 On the move** (p. 103)**A Urban living**

Reading Link ideas; Paraphrase (Matching sentence endings; Summary completion) (pp. 104–105)	Vocabulary Academic nouns; Word families; Collocations with <i>plan</i> (p. 106)	Speaking Develop topic-specific vocabulary; Speak more accurately (Part 1) (p. 107)	Listening Identify distractors (Section 1: Form completion; Multiple choice) (p. 108)	Language development Sentence fragments and run-on sentences; Punctuation (p. 109)	Writing Represent data clearly and accurately; Identify inaccuracies in writing (Task 1: Tables and charts) (p. 110)
--	--	---	---	--	--

Module 7 review (p. 118)**Module 8 Social networks** (p. 119)**A Community**

Reading Identify the writer's views/claims (<i>Yes/No/Not given</i> ; Multiple choice: select two answers) (pp. 120–121)	Vocabulary Vocabulary related to community; Academic collocations; Describe emotions (p. 122)	Speaking Develop topic-specific vocabulary; Real and hypothetical situations and reactions; Pronunciation – connected speech 2 (Part 2) (p. 123)	Listening Follow lines of argument (Section 2: Matching; Table completion) (p. 124)	Language development Review of future forms; Speculate on the future (p. 125)	Writing Understand situations, causes and effects; Develop a situation, cause and effect paragraph (Task 2) (p. 126)
---	---	--	---	---	--

Module 8 review (p. 134)**Module 9 Being successful** (p. 135)**A A recipe for success**

Reading Infer meaning and attitude (Multiple choice; <i>Yes/No/Not given</i>) (pp. 136–137)	Vocabulary Vocabulary related to talent; Collocations for success and talent; Describe personal qualities (p. 138)	Speaking Develop topic-specific vocabulary; Create thinking time (Part 3) (p. 139)	Listening General and specific language (Section 3: Sentence completion) (p. 140)	Language development Explain how something works; Describe what something looks like (p. 141)	Writing Work with unknown vocabulary; Write about unknown processes (Task 1: Diagrams) (p. 142)
--	--	--	---	---	---

Module 9 review (p. 150)**Module 10 Cutting edge** (p. 151)**A Thinking creatively**

Reading Paraphrase ideas (Matching sentence endings; Multiple choice) (pp. 152–153)	Vocabulary Nouns for hypothesising; Academic collocations; Phrases for speculation (p. 154)	Speaking Develop topic-specific vocabulary; Use speculation in your answers (Part 2; Part 3) (p. 155)	Listening Metaphors and similes in lectures (Section 4: Note completion) (p. 156)	Language development Unreal conditionals, <i>wish</i> and <i>if only</i> ; Other hypothetical forms (p. 157)	Writing Write about hypothetical alternatives; Develop a coherent argument (Task 2) (p. 158)
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Module 10 review (p. 166)

IELTS overview (p. 6) Expert grammar (p. 176) Expert speaking (p. 184) Expert writing (p. 191)
 Test strategies (p. 168) Speaking assessment criteria (p. 183) Writing assessment criteria (p. 190) Audio scripts (p. 201)

B Solving crime**Listening**

Section 4: Multiple choice; Summary completion (p. 95)

Language development and vocabulary

Cleft sentences; Using *there* and *it* (p. 96)

Speaking

Part 3: Discussing crime (p. 97)

Reading

Flow chart completion; Sentence completion (pp. 98–99)

Writing

Task 2: Opinion essay (pp. 100–101)

B Infrastructures**Listening**

Section 1: Multiple choice; Form completion (p. 111)

Language development and vocabulary

Improve grammatical accuracy; Prepositions (p. 112)

Speaking

Part 1: Describe travel and transport (p. 113)

Reading

Matching sentence endings; Summary completion (pp. 114–115)

Writing

Task 1: Describe tables and charts (pp. 116–117)

B Communication**Listening**

Section 2: Matching; Note completion; Multiple choice (p. 127)

Language development and vocabulary

Cause and effect linking words; Noun phrases 2 (p. 128)

Speaking

Part 2: Describe a famous person (p. 129)

Reading

Yes/No/Not given; Multiple choice (pp. 130–131)

Writing

Task 2: Cause and effect essay (pp. 132–133)

B Working better**Listening**

Section 3: Sentence completion; Multiple choice (p. 143)

Language development and vocabulary

Estimation and indication; Replace *thing* (p. 144)

Speaking

Part 3: Discuss work and skills (p. 145)

Reading

Multiple choice, *Yes/No/Not given* (pp. 146–147)

Writing

Task 1: Describe changes over time (pp. 148–149)

B Innovation**Listening**

Section 4: Table completion; Note completion (p. 159)

Language development and vocabulary

Past modal verbs; Verb patterns (p. 160)

Speaking

Part 3: Discuss inventions (p. 161)

Reading

Matching sentence endings; *Yes/No/Not given* (pp. 162–163)

Writing

Task 2: Opinion essay (pp. 164–165)

IELTS Overview

Listening (30 Minutes + 10 minutes transfer time)

Discourse Types	Question Types	Skills
<p>Section 1: a conversation between two people in an everyday context</p> <p>Section 2: a monologue in an everyday context</p> <p>Section 3: a conversation between up to four people in an educational setting</p> <p>Section 4: a monologue on an academic subject</p>	<p>40 questions, including:</p> <ul style="list-style-type: none"> • Multiple choice • Short-answer questions • Notes/Table/Form/Flow chart completion • Diagram labelling • Matching • Classification • Sentence completion • Flow chart summary • Plan/Map/Diagram labelling 	<ul style="list-style-type: none"> • Listening for gist • Listening for main ideas • Listening for specific information • Understanding opinions

Academic Reading (60 minutes)

Text Types	Question Types	Skills
<p>General interest texts taken from journals, newspapers, textbooks and magazines. These non-specialist texts are graded in difficulty and are representative of reading requirements for undergraduate and postgraduate students.</p> <p>Total of 2,000–2,750 words</p>	<p>40 questions, including:</p> <ul style="list-style-type: none"> • Multiple choice • Short-answer questions • Notes/Table/Form/Flow chart completion • Diagram labelling • Matching • Classification • Sentence completion • Flow chart completion • Matching paragraph headings • Matching lists/phrases • True/False/Not given 	<ul style="list-style-type: none"> • Reading for gist • Skimming • Reading for main ideas • Reading for detail • Understanding logical argument • Recognising opinions, attitudes and purpose
<h3>General Training Reading (60 minutes)</h3>		
<p>Texts and extracts taken from books, magazines, newspapers, notices, advertisements, company handbooks and guidelines that you would encounter on a daily basis.</p>		

Academic Writing (60 minutes)

<p>Task 1: a minimum of 150 words. A summarising description of a graphic or pictorial input.</p> <p>Task 2: a minimum of 250 words. An extended piece of discursive writing.</p>	<p>Task 1: Describe, summarise or explain information from a graph, table or chart.</p> <p>Task 2: Respond to a point of view, argument or problem. Formal register required.</p>	<ul style="list-style-type: none"> • Using the appropriate writing conventions and register • Describing processes • Describing data • Expressing a point of view • Comparing and contrasting • Analysing problems and solutions
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General Training Writing (60 minutes)

<p>Task 1: a minimum of 150 words. Writing a letter or email.</p> <p>Task 2: a minimum of 250 words. An extended piece of discursive writing.</p>	<p>Task 1: Write a letter or email to someone explaining a situation or requesting information.</p> <p>Task 2: Write an essay in response to a point of view, argument or problem. Can be personal in style.</p>	
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Speaking (11–14 Minutes)

Format	Nature of Interaction	Skills
<p>Part 1: Introduction and interview (4–5 minutes)</p> <p>Part 2: Individual long turn (3–4 minutes)</p> <p>Part 3: Exploring a topic/discussion (4–5 minutes)</p>	<p>Part 1: Speaking on familiar topics like home, family, work, studies, interests, etc.</p> <p>Part 2: You will be given a card which asks you to talk about a topic. You have one minute to prepare before you speak for two minutes. You will then be asked one or two questions on the same topic.</p> <p>Part 3: You will be asked more questions about the topic in Part 2 so you can discuss more abstract ideas.</p>	<ul style="list-style-type: none"> • Giving personal information • Talking about everyday habits and issues • Expressing opinions • Organising ideas • Understanding the rules of conversation

Total test time: 2 hours and 45 minutes (+ 10 minutes transfer time for Listening)

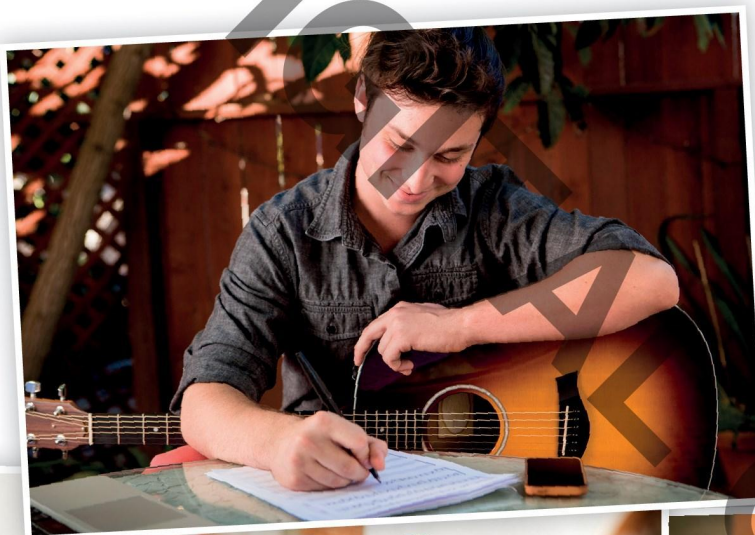
1 Lifelong learning

1a Training

- **Reading:** Predict language; Scan for information (Note and table completion)
- **Vocabulary:** The language of learning; Collocations; Dictionary skills
- **Speaking:** Use a range of tenses; Use a range of vocabulary; Word stress (Part 1)
- **Listening:** Recognise paraphrasing (Section 2: Multiple choice; Select from a list)
- **Language development:** Synonyms; Prefixes; Word formation; Paraphrase sentences
- **Writing:** Structure your answer; Summarise features (Task 1)

1b Testing

- **Listening:** Section 2: Multiple choice; Select from a list
- **Language development and vocabulary:** Tense review; Describe trends
- **Speaking:** Part 1: Talk about studying
- **Reading:** Table completion; Note completion
- **Writing:** Task 1: Describe a line graph

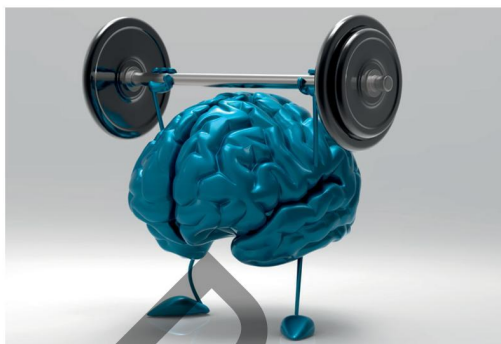


Lead-in

- 1 Discuss the questions.
 - 1 How would you define intelligence?
 - 2 What different kinds of intelligence are shown in the photos? How do the people around you show different kinds of intelligence?
 - 3 Do you think intelligence can be measured? How?
 - 4 What different kinds of intelligence can people have? How do the people around you show different kinds of intelligence?
 - 5 In what areas (academic, social, practical, etc.) do you think you are most and least intelligent?

Reading (Note and table completion)

Before you read



- 1 Read the title and introduction to the article. Then follow the steps below.

- 1 Predict what the passage will say and make notes.
- 2 Read the passage quickly. Were your predictions mentioned?

Predict language; Scan for information

- 2a Look at question 1 in the test task below. Read around the gap and answer these questions.

- 1 What class of word are you looking for? (verb, noun, adjective, adverb?)
 - 2 What will the meaning be of the missing word? What word would collocate with *highest*?
- b Scan the passage to find the part which will give you the answer. Do not read every word.
- 1 Use the title and the highlighted key words to find the correct place in the passage.
 - 2 Look for a word in the passage that will fit grammatically and has the correct meaning.

Test practice

- 3 Read the strategies and complete the test task.

► TEST STRATEGIES page 170

Questions 1–4

Complete the notes below.

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

Using your time effectively

- keep times of highest 1 _____ for most important work
- do not send an email that requires a non-urgent 2 _____ until main work done
- a drop in 3 _____ affects mental power – avoid early/post-lunch hours
- 4 _____ is a good way of 'switching off'

Questions 5–9

Complete the table below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Brain boosting

	ADVICE	BENEFITS
Exercise	<ul style="list-style-type: none"> • 5 _____ not necessary • run up steps or on spot 	<ul style="list-style-type: none"> • reduces 6 _____ ; improves mood
Food	<ul style="list-style-type: none"> • have breakfast rich in 7 _____ ; • stop eating when 8 _____ full 	<ul style="list-style-type: none"> • makes you calmer and more alert • you achieve more when a bit hungry
Study/Work area	<ul style="list-style-type: none"> • remove unnecessary mess from your workspace 	<ul style="list-style-type: none"> • prevents attention wandering; allows more freedom of 9 _____

Task analysis

- 4a Discuss these questions about the test strategies. Give reasons for your answers.

- 1 How helpful was it to predict the kind of word(s) you were looking for before reading the passage?
- 2 Which strategies helped you to scan the passage quickly rather than read every word?
- 3 How did you identify the word(s) you needed to write? Did you get distracted by any other words you thought were possible?

- b In which ways could you improve your performance in these tasks next time?

Discussion

- 5 Discuss these questions in groups.
- 1 How effectively do you study? Give examples of the ways in which you could improve.
 - 2 At what time of day do you study best/worst? Give reasons.
 - 3 To what extent do you agree with the writer's comments on food, exercise and workspace? Why?
 - 4 What do you do when you take breaks? In what way does this help you?

Using neuroscience to manage your time

In the face of pressure, our instinct is to study or work as much as we can for as long as we can. So why do we still feel as if we have not accomplished enough at the end of the day?

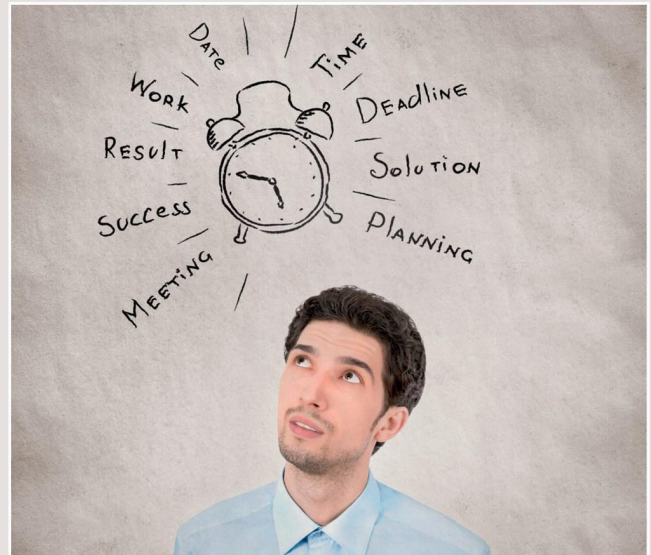
Neuroscientist and professor at the Manhattan NeuroLeadership Institute, Josh Davis, suggests that, rather than focusing on what is urgent, people should decide what matters most and pinpoint the best time to do it. "It's really about being highly effective as far as it's reasonable for a human being," Davis says. He believes that, rather than making a to-do list and working through each item, people should decide on the main aim for the day and work out when they are most likely to achieve peak productivity. Then this time can be devoted to the task with the highest priority, such as writing an essay or revising.

It is obviously impossible to work intensively all the time, so simple tasks not requiring much attention – emails or paperwork – can be done in any 'downtime'. However, there are times when the extent to which small tasks can tax our brains is underestimated. Sending an email, for example, may appear simple on the surface but can involve a decision which, although trivial, can cause mental exhaustion. In this case, it is better to reorder the day and deal with less pressing concerns only after the work target has been achieved.

The time of day when people are most alert varies from person to person but as a general rule the first two hours after waking up are not conducive to serious study. Research measuring attention, verbal reasoning and reaction times has also shown that when our body temperature falls below 37 degrees C, the brain is not at its full potential so the worst time to do anything involving thinking is between midnight and 6am. This is almost as bad as the afternoon slump between 2pm and 4pm, which is more to do with feeling cold than a heavy lunch.

Rather than being afraid of getting distracted, just be careful how you do it. "These days, when people decide to take a break, they tend to go on social media", says Davis, "and then they spend too much time there." Instead, they should go back to day-dreaming, where it is possible to stop thinking about work without really focusing on anything else. This allows for creative thinking and the integration between different parts of the brain, which cannot occur when the mind is required to focus on something specific.

Neuroscience has revealed much about the mind-body connection and how exercise can be used as a tool. "It's a different way of seeing exercise," says Davis. "Usually we think about how in the long term it will make us healthy



and look better but this is focused on the short term." A short session – 20 minutes or so – of moderate exercise will be sufficient. It does not need to be a lengthy gym visit; just running up and down stairs or jogging on the spot can be an effective method of lessening tension and boosting positive emotions.

Food that keeps blood-sugar levels stable will also help people to work most effectively, says Davis. If people snack during the day, they should choose foods that contain fats such as nuts and cheese rather than carbohydrates, to avoid blood-sugar spikes. Starting the day with high-protein food such as eggs and toast will have a high impact on the neurotransmitters in the brain. The amino acid tyrosine, which is found in proteins, will stimulate the transmitters responsible for alertness and the calming protein tryptophan will relax the brain. On meal breaks, people should eat only to 80 percent capacity; people's best work will be done when they are slightly hungry but not starving. Keep hydrated and improve your mood by sipping water. Just remember not to overdo caffeine; it may improve your alertness but also minimizes concentration.

Ensure you have a well-lit study space and that your desk space is clear; clutter is a distraction and not a good one, as it reminds you of uncompleted work. A clear desk also gives you room for increased movement, whether sitting with your arms behind your head or your feet up. You could alternate between standing and sitting.

Finally, try to get eight hours sleep a night. While we sleep, our brains process and retain information, consolidating facts and reinforcing how to perform tasks. It also rejuvenates us both physically and mentally.

Vocabulary

The language of learning

1a Are the words below nouns, verbs or both?

acquire capacity focus method process
reaction research retain

b Match the words above with the definitions. There are definitions for the words that are both nouns and verbs.

- 1 to remember information
- 2 a response to something
- 3 the thing that people pay attention to
- 4 to gain knowledge or a skill
- 5 someone's ability to do something
- 6 the activity of finding out information about something
- 7 to give special attention to one thing
- 8 a series of actions that are done in order to achieve a result
- 9 a planned way of doing something
- 10 to take in and think about information
- 11 to study something in detail, especially to discover new facts or test new ideas

c Choose the correct option in *italics* to complete the sentences.

- 1 It is impossible to *acquire* / *retain* everything you hear in a lecture, but taking notes can help.
- 2 Some students prefer to use visuals as a *capacity* / *method* for learning.
- 3 If you want to *focus* / *acquire* effectively, you should remove all distractions.
- 4 Controversial ideas can cause people to have widely differing *reactions* / *processes*.
- 5 Some areas of the mind are unexplained and will need further *research* / *methods*.

Collocations

2 Complete the text with the verbs below to make verb + noun collocations. There is one verb you do not need to use.

achieve conducting demonstrate focused
process study

Child prodigies are young people who 1 _____ intelligence at a very early age. Such children probably do not have secret study methods in order to 2 _____ intellectual skill, rather they probably have an innate ability to 3 _____ information. Kim Ung-yong, considered by many to be the smartest man alive today, could read in four languages by the age of four. So, he then 4 _____ his attention on mathematics. He gained his PhD in physics by the age of 15, and during this time also started 5 _____ research at NASA.

3a Read the text and underline the verb + adverb, adjective + noun collocations.

The growing popularity of apps

People love to learn using their smartphones and this can often be achieved by using the many apps on the market. These apps provide a wide range of learning tools which cater for all interests and age groups. Apple was the first company to release apps for download. It started with just 500 but within three months this rose rapidly to 3,000 apps. In contrast, when Google began launching apps there was a slower increase in downloads. It began with a few and this gradually increased over the next few years. Now, there are thousands of apps on both operating systems. In the last few years, the number of apps has fluctuated slightly for Google, between 500,000 and 600,000, and there has been a steady increase to a million for Apple. Free apps tend to be downloaded the most, whereas the demand for ones which are paid for has fallen sharply in comparison.

It is likely that apps will remain a popular way for people to learn and Google and Apple will probably remain the market leaders. However, newer platforms may threaten the market in years to come.

b Put the verbs you underlined in Exercise 2b into the correct categories.

- 1 go up 2 go down 3 move up and down

Dictionary skills

4a Look at the dictionary entry below. What does the dictionary entry tell you about the word?

knowledge (n) /'nɒlɪdʒ/: the information, skills, and understanding that you have gained through learning or experience

collocations: (verbs) to acquire, retain, gain
knowledge (adjectives) background, first-hand, in-depth, specialist knowledge

similar words: understanding, information

opposite words: ignorance

example: *My university degree gave me an in-depth knowledge of statistics.*

b Work in pairs and discuss the questions.

- 1 Do you record the same information as above when learning a new word? Why/Why not?
- 2 What do you think it is important to record? Why?
- 3 How can recording synonyms and collocations help you in IELTS?


c In pairs, choose a word from Exercise 1a and write down how you could record information about this word. Use a dictionary to help you.

Speaking (Part 1)

Lead-in

- 1 Discuss the following questions.
- 1 What did you want to do when you were growing up? Do you still feel the same? Are you doing something completely different now?
 - 2 How have your goals and dreams changed throughout your life?
 - 3 How do you plan to achieve these goals? Can education help you get there? How?

Use a range of tenses

- 2a  1.1 Listen to a candidate talking about what she wanted to do when she was younger. Did she achieve it?
- b Listen again and complete the sentences with the correct verbs.
- 1 I always _____ to be a writer when I was younger.
 - 2 I _____ by people like J.K. Rowling.
 - 3 I was really dedicated and _____ short stories in my spare time.
 - 4 I remember once I _____ a story to a publisher, and got a letter from them but it was a rejection.
 - 5 I _____ about giving up, but then I decided to learn more about writing.
 - 6 I _____ to go to university and study literature.
- c Match the sentences (1–6) in Exercise 2b with the explanations (A–F).
- A a past action that happened over a period of time
B a past completed action
C a habit or repeated action in the past
D a past action that happened before another past action
E an unfinished or recent action in the past
F a past action/event/emotion that happened to the speaker
- d Tell your partner what you wanted to be when you were younger and why. Remember to use a range of tenses.

Use a range of vocabulary

- 3a Think of alternatives for the words in bold.
- 1 When I was younger I was a really **good** piano player.
 - 2 I once cheated on a test and I felt really **bad** about it.
 - 3 Once I started the course I realised that it was more **difficult** than I expected.
 - 4 Joaquin is a really **good** student; He always does what the teacher tells him to do.
 - 5 When I was younger I had really **big** plans for my future.
 - 6 The punishments at my old school were really **bad**.

- b Replace the words in bold in Exercise 3a with the words below. There are two extra words you do not need.

ambitious beneficial demanding guilty hopeless obedient severe talented

- c Match the adjectives from the audio (1–5) with their meanings (A–E).

1 eager 3 dedicated 5 uncertain
2 inspired 4 disheartened

A to be disappointed to the point where you want to stop doing something

B to be hard-working at something because you believe it is important


C to be provided with an idea (often by somebody or something)

D to be very excited about doing something

E to not be sure about something


- d Work in pairs. Discuss when you last felt the emotions in Exercise 3c.

Pronunciation – Word stress

- 4a  1.2 Listen to different pronunciations of the word *beneficial*. Which one has the stress in the correct place?

- b Mark the stress on the words.

hopeless guilty ambitious talented
severe demanding obedient eager
inspired dedicated disheartened

- c  1.3 Listen and check your answers.

Test practice

➤ TEST STRATEGIES page 174

➤ EXPERT SPEAKING page 184

- 5 Read the questions and write some vocabulary to help you answer them. Work in pairs and discuss your answers to the questions. Record your answers if possible.

Reasons for learning

- 1 Why is learning English important to you?
- 2 What do you want to study at university? Why are you interested in it?
- 3 What inspires you to work towards these goals?
- 4 What difficulties have you experienced working towards your educational goals?

Task analysis

- 6 Think about your and your partner's answers and answer the questions.
- 1 Did you use a variety of tenses?
 - 2 What interesting vocabulary did you use?

Listening (Section 2)



Before you listen

- 1 a Look at the pictures of libraries. How do they compare to libraries you have visited? Where might you find each type of library shown? What could be the advantages and disadvantages of each one?
- b What kinds of activities do people usually do in a library? Make a list.
- c Compare your list with another student.

Recognise paraphrasing

- 2 1.4 Listen to a talk about a library and answer the questions.

- Is the talk for new students or second-year students?
- Do any of the points in the talk match your ideas in Exercise 1b?

- 3 a Read the question and underline what you are listening for.

- 1 What was added to the library during the holidays?

- b Read the options. Write some alternative ways of saying options A–C.

- A relaxation areas C new IT equipment
B study spaces

- c Read the excerpt from the audio script. What is the answer to Exercise 3a?

During the summer, some changes have been made to make the library even better for you all. We've always had some of the best IT services around, and now you'll find these on the 2nd instead of the 3rd floor. We've also added a more informal area in front of the study spaces on the ground floor. Here you'll be able to chat with your friends, have a coffee and take a break from your hard work.

- d Look again at the audio script in Exercise 3c and answer the questions.

- Did the audio script use any of the same words as the answer options (A, B, C)?
- Were any of the options (A, B, C) expressed differently in the audio script?
- What can this tell us about answering these types of questions?

- 4 a Read the question below. What other ways can you say the underlined part? Which word(s) cannot be changed?

Choose TWO services the students need their library card for.

- b Read the options for the question. Think of some synonyms for them.

- A borrow books D access the journal
B use private study areas archives
C print an essay E pay fines

- c Listen to the library talk again and answer the question in Exercise 4a.

Task analysis

- 5 Look at audio script 1.4 on page 201 and discuss the questions.

- Where can you find the answers to Exercise 4a?
- How many answers were expressed with synonyms? Did you get these correct?
- Did you choose any wrong options? Can you identify in the audio script why you thought it was correct and why it is wrong?

Discussion

- 6 How useful do you think libraries are these days? Do you think people generally prefer looking information up in books or online? Why? In what ways might the internet become a threat to libraries?

Language development

Synonyms

➤ EXPERT GRAMMAR page 176

1a Match 1–4 with their synonyms A–D.

- | | |
|-----------|----------------------------------|
| 1 order | A up-to-date |
| 2 explain | B talk someone through something |
| 3 recent | C get something in |
| 4 refill | D top something up |

b Complete the sentences in two ways: with both the words 1–4 and the synonyms A–D in Exercise 1a. Make any necessary changes.

- If you cannot see the book on the shelves, we would be happy to _____ the book for you.
- The magazines on this rack are the most _____ ones we have; they are all from last week.
- When the photocopier runs out of paper, you can _____ it with this paper here.
- There are a lot of facilities here so if you need more information, I will _____ further.

Prefixes

2a Complete the sentences with the correct prefixes below.

en in inter mis re un

- If we don't have what you want, we're happy to get it in for you from another library, as we have an _____-library loan policy.
- But, you'll be _____able to use the automatic machines; you'll need to come to the desk.
- If you have _____sufficient money on your card, you can top this up at the reception desk.
- You can _____arrange any appointment or room booking up to 24 hours in advance.
- This may seem severe, however it _____sures that the services and facilities aren't _____used.

b Match the sentences in Exercise 2a with the sentences with a similar meaning A–E.

- As long as you give a day's notice, you can change any of your reservations.
- Make sure you return to the reception desk as you don't have access to the electronic system.
- Although it may appear strict, it's to make sure people use the library properly.
- We have a system of sharing books between libraries so if the book isn't here, we can order it for you.
- The reception desk is the place to refill your card when you run out of credit.

c Which words helped you to match the similar sentences in Exercises 2a and 2b?

d How were the words with prefixes paraphrased in Exercise 2b?

Word formation

3a Read the text and decide which word form (noun, verb, adjective, adverb) should go in each space.

Internet v libraries

There is no denying that the internet has an astounding amount of information, but it 1 _____ is not the case that everything can be accessed 2 _____ online. All the books in the world still have not been 3 _____, despite efforts by companies such as Google. There are many reasons for this, and one such reason is copyright; it is 4 _____ to fully reproduce many books online. Academically, libraries are 5 _____ too as they are a way to view scholarly material for free. Research articles and journals can be 6 _____ online with a subscription, yet go to any library and you can access these without charge. Also, you can usually guarantee that a library only stocks quality books and articles, whereas the quality of 7 _____ on the web can 8 _____ enormously.

b Complete the text with the correct form of the words below.

accessible digital easy informative legal
simple valuable various

Paraphrase sentences

4a Complete the sentences below using a different form of the word in bold. Write no more than three words.

- There is no one best way to revise for an exam.
possible
It is _____ define a single best study method.
- Getting to know yourself and how you study best is essential to your success.
valuable
If you know your study habits, it _____ your success.
- Working at a steady pace, rather than cramming, is one key to success.
steady
You should _____ instead of cramming in order to be successful.
- Rather than just reading your notes, you are more likely to remember information if you can connect it together logically.
likely
The _____ remembering information will increase if you connect information together, instead of just rereading notes.
- Sleep is an essential part of studying effectively as it keeps your brain alert during the day.
concentrate
In order to study effectively, keep your _____ ensuring you get enough sleep.

b Do you agree with the advice given in Exercise 4a? Why/Why not?

Writing (Task 1)

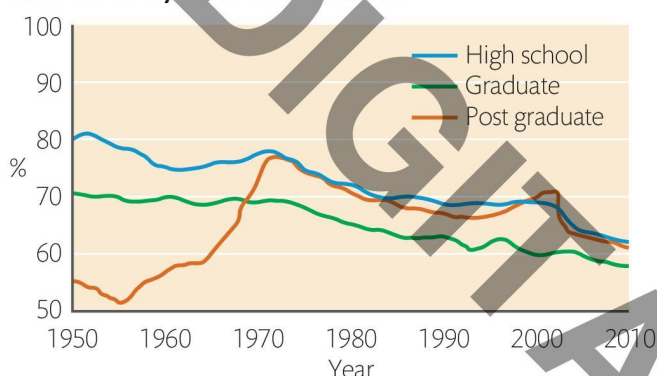
Structure your answer

► EXPERT WRITING page 191

1a Look at the graph and answer the questions.

- 1 What do the blue, green and orange lines represent?
- 2 What is the date range shown on the graph?
- 3 Which group starts with the highest percentage?
- 4 Which group starts with the lowest percentage?
- 5 Which group remains the steadiest?
- 6 Are the groups more similar or different when comparing 2010 to 1950?

Percentage of women in employment from 1950–2010 by level of education



b Match the sections (1–4) with the structures (A–D) below.

- 1 In 1950 a high proportion of high school-educated women worked in comparison to women with a post-graduate qualification. Just over 80 percent of high school women were employed compared to around 55 percent of post-graduates. However, in the 1970s the percentage of women working in these two groups converged, at approximately 75 percent.
- 2 Overall, the graph shows that the level of education attained had a greater impact on women's employment in the past than more recently.
- 3 This graph shows the changes in employment of women with different levels of education from 1950 to 2010. The levels of education are separated into three categories: high school, graduate and post-graduate, and the data showing how many of each group were in employment is given in percentages.
- 4 During the given period, the percentage of women in employment from all three groups somewhat converged and then declined uniformly over the latter half of the period.

- A Introductory sentences (what the graph shows, how it is measured).
- B Description of the overall trends.
- C Explanation of most important feature (with data).
- D Overview (summarising the overall message of the graph).

Summarise features

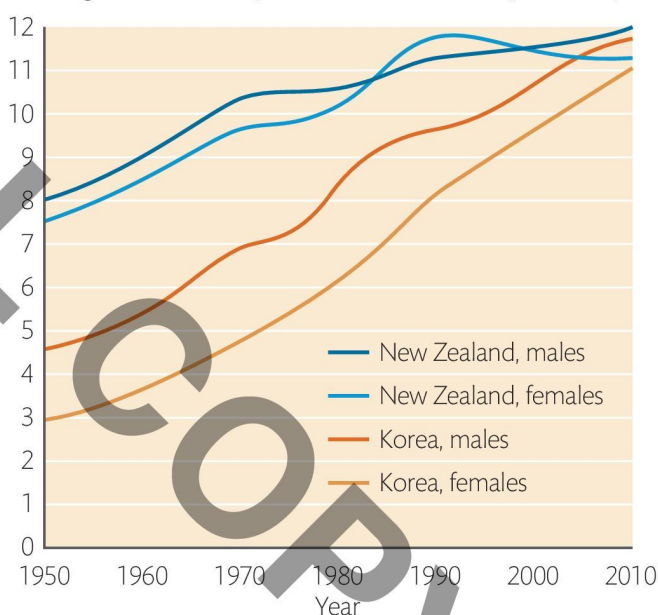
2a Look at the graph below. Which of the sentences 1–3 gives the overview?

- 1 Women do not go to school for as many years as men.
- 2 The average time spent in education generally increased.
- 3 Korea is overtaking New Zealand in years spent in education.

b Which of the following sentences is a trend and which is a detail?

- 1 The number of years in education for Korean men and women increased.
- 2 In the 1950s Korean men and women spent around three to five years in education. However, in 2010 both groups spent around 11 to 12 years in education.

Average number of years of education, by country



c Discuss what other trends you could write about in the graph above.

Test practice

3a Look at the graph in Exercise 2a and make a plan for your writing. Follow the structure A–D in Exercise 1b.

► TEST STRATEGIES page 173

b Compare your plan with a partner. Are the trends and overview accurate? Does your structure match the one in Exercise 1b? Why/Why not?

Listening (Section 2)

£2.99 Great for stargazers. You point your device at the sky and this educational app tells you what you are looking at. It labels the constellations, stars and satellites.



Test practice

► TEST STRATEGIES pages 168 and 169

- 3 1.6 Complete the test task. Try to think of some alternative language for the questions and options.

Questions 1 and 2

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

- 1 The speaker thinks that free apps are
 - A worse than paid apps.
 - B full of advertising.
 - C badly designed.
- 2 What does the speaker think of *Mathword*?
 - A It is too expensive.
 - B It is good for children.
 - C It is easy to use.

Questions 3 and 4

Choose **TWO** letters, **A–E**.

Which **TWO** subject areas does the speaker think are underrepresented?

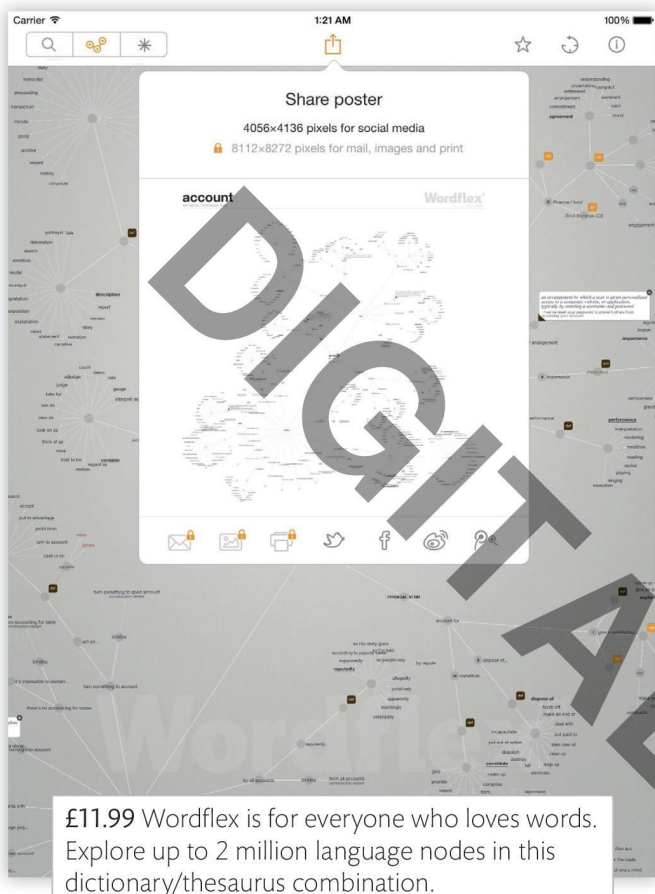
- A Foreign languages
- B Maths
- C Art and design
- D Music
- E Literature

Task analysis

- 4 Read audio script 1.6 on page 201. With a partner, discuss what language helped you choose your answers. How did you eliminate the distractors?

Discussion

- 5 Do you think technology benefits education? Why/Why not? In what ways can it be positive and negative?



£11.99 Wordflex is for everyone who loves words. Explore up to 2 million language nodes in this dictionary/thesaurus combination.

Before you listen

- 1 Read the descriptions of the apps. Which ones would you like to use? Why? How might these apps help people learn? Do you think people should pay for good learning apps? Why/Why not?

Predict alternative language

- 2a Think of some alternative language for the question and options.

What is the speaker's job?

- A An educational consultant
- B A teacher
- C A technology expert

- b Compare your alternative language with a partner.

- c 1.5 Listen and answer the question.

- d Read audio script 1.5 on page 201 and find the section with the answer. How is the language in the question and options different?

Language development and vocabulary

Tense review

► EXPERT GRAMMAR page 176

1a Match the forms below with the underlined parts of the sentences.

past perfect past simple future with *will*
 present perfect present continuous present simple
 future with *going to*

- I've had some excellent test results so far this academic year.
- Next year I'll start learning the guitar.
- My best friend Jun and I are students on the same university course.
- I'm learning Spanish so I can live and work there.
- I started playing tennis two months ago.
- As soon as I started watching the film, I realised I'd seen it before.
- Later this week I'm going to meet my friends for dinner.

b Complete the sentences with the correct form of the verbs in brackets.

- Last week I _____ (complete) the application forms to the three universities I'm interested in.
- My sister started an online English course last month and her vocabulary _____ (increase) every day.
- When I saw my teacher smiling I knew I _____ (achieve) a high mark for my essay.
- Since my friends and I started a band, I _____ (become) much less nervous about performing in public.
- Next year, my tutor _____ (introduce) a new programming module into our course.
- After speaking to my parents about the benefits, I now know that I _____ (go) abroad to study.

c Choose the correct option in *italics* to complete the text.

Hello everyone and welcome to our presentation. Today we **1** *'re going to show* / *show* you our app, which is a phrasebook app. We **2** *'ve outlined* / *'ll outline* the reasons why we chose it, and then give you a demonstration. So, firstly, we **3** *want* / *wanted* to make an app that could help us travel around. As students we often travel, so it'd be really useful. We **4** *'d thought* / *'re thinking* that there weren't many apps on the market for this, but we were surprised to find out that quite a few existed. We **5** *'ve tried* / *'d tried* to make ours different though so we designed it like a cartoon. Students **6** *'re loving* / *love* gaming and cartoons so we thought this would appeal to them.

Describe trends

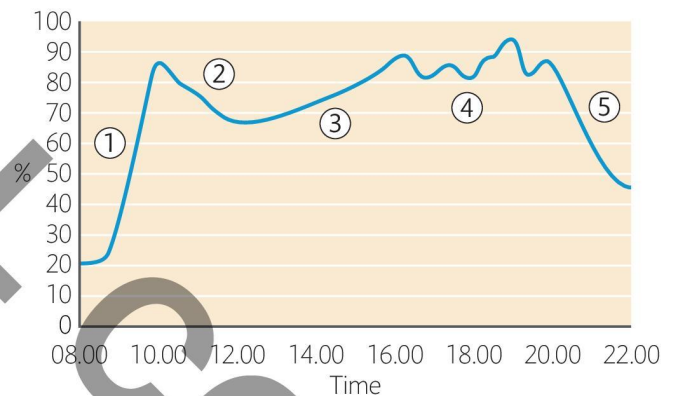
2a Write the words below in the correct place in the table.

climb decline decrease drop grow lessen
 plummet reduce remain stable soar

Go up	Go down	No movement

b Read the sentences about the graph and underline the errors. Correct the errors.

Peak study times of UK secondary school students in a day



- Firstly, the line remains stable then it falls sharply.
- Next the line increases gradually.
- Then the line rises sharply.
- After this, the line plummets.
- Finally, there is a slight drop.

c Look at the graph again. Write sentences to describe each stage of the graph. Discuss your ideas with a partner.

Speaking (Part 1)

Vocabulary development



1a Look at the picture above. What decision do you think the woman has to make? What would you do in this situation? Why?

b Complete the collocations (1–8) with the verbs below.

deal draw up change come consider reach
resolve take

- 1 _____ a list
- 2 _____ the alternatives
- 3 _____ to a conclusion
- 4 _____ action
- 5 _____ your mind
- 6 _____ an issue
- 7 _____ with a problem
- 8 _____ a decision

c What big decisions have you had to make in your life? Choose ONE and describe the decision-making process to your partner. Use the vocabulary in Exercise 1b.

Focus on lexical resource

2a Turn to page 183 and look at the descriptors for lexical resource for bands 6, 7 and 8. With a partner, discuss the difference between the bands.

b 1.7 Work in pairs. Listen to the candidate. What are her strengths according to the criteria? How could she improve her responses?

Test practice

➤ TEST STRATEGIES page 174

3 Ask and answer the questions, taking turns to be the examiner and candidate. Record your answers if possible.

- 1 What was your favourite subject at school?
- 2 Why did you like it?
- 3 What did you enjoy about going to school?
- 4 What other activities did you take part in at school?
- 5 What do you want to study in the future?
- 6 Why did you decide to take the IELTS test?

Assess and improve

4a How did you perform in the interview? Complete the checklist.

- 1 I used a variety of tenses and vocabulary.
- 2 I avoided too much repetition in my answers.
- 3 I spoke fluently and with clear pronunciation.

b Discuss your answers in Exercise 4a with a partner. If applicable, listen to your recordings in Exercise 3. What advice would you give your partner to help him/her improve?

Reading (Table completion; Note completion)**Before you read**

1a How much do you know about the brain? Decide whether these statements are true or false.

- 1 Hippocrates was the first person to discover how the brain works.
- 2 People used to believe the mind could be found in the heart.
- 3 Each brain comprises thousands of neurons.
- 4 The brain weighs an average of three pounds.

b Scan the first paragraph of the passage to find the answers to the questions.

Test practice

2a Read the strategies and complete the test tasks.

► TEST STRATEGIES page 170

Questions 1–5

Complete the table below.

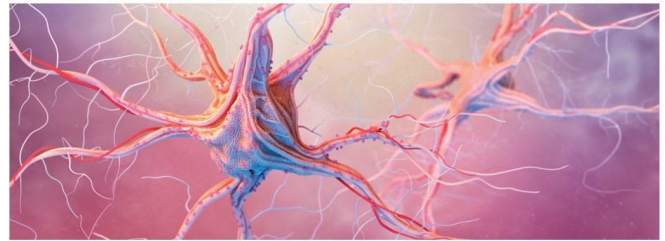
Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

The structure of a neuron

PART	DESCRIPTION	FUNCTION
Cell body	• contains a nucleus	• origin of molecules • short electrical signals, known as 1 _____, pass through here
Dendrites	• projections similar in appearance to 2 _____	• gather incoming information from other cells
3 _____	• size varies • covered in 4 _____	• depends on distance needed to travel • helps increase range and speed of signals (up to potential of 5 _____ per second)

► **HELP**

- 1 Find another name for these electrically charged signals.
- 2 What is a verb meaning *similar in appearance to*?
- 3 Be careful: How many are there?



neuron: a type of cell that makes up the nervous system and sends messages to other parts of the body or the brain

Questions 6–9

Complete the notes below.

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

Synaptic transmission

- neurotransmitters – electrical signals change into 6 _____
- synapse – a 7 _____ keeping neurons apart
- neurotransmitters – connect to 8 _____ in new cells
- neurotransmitter 9 _____ can cause diseases

► **HELP**

- 6 Look for a paraphrase of *change*.
- 7 What is a verb meaning *keep apart*? How is a synapse described?
- 8 Think of a paraphrase for *connect*.

b Discuss your answers in pairs.

Task analysis

3 Work in pairs and discuss the questions.

- 1 What strategies did you use to quickly locate the information that you needed to find?
- 2 Is it better to use your own words rather than copy word(s) from the passage?
- 3 Why is it important to read the instructions carefully?
- 4 Why should you always read carefully around the gaps in the task?

Discussion

4 Discuss the questions.

- 1 Do you think male and female brains are different from each other? In what ways? What about teenage and adult brains?
- 2 Give a few examples of activities which can help to keep the brain functioning well.
- 3 Which of these functions of the brain do you think is most important at different ages: memory, cognitive ability (e.g. solving problems), motor skills (e.g. tying shoelaces), emotional intelligence (e.g. empathy)?

The learning brain

For centuries, scientists and philosophers have been fascinated by the brain, until recently viewed as nearly incomprehensible. Two thousand five hundred years ago Hippocrates argued that the brain rather than the heart, which is what his contemporaries believed, is the seat of thought, sensation, emotion and cognition. In the 17th and 18th centuries, anatomists began depicting the structure of the brain with increasing accuracy but it was not until the 19th century that it was confirmed that nerves and muscles generate electrical impulses. All of this paved the way for the modern era of neuroscience, beginning with the work of Spanish anatomist Ramon y Cajal at the dawn of the 20th century: he suggested that our abilities depend on the way neurons are connected, not to any special features of the cells themselves. And in recent years, due to the accelerating pace of research in neurological and behavioural science along with the development of new research techniques, scientists have begun to understand much more about the 100 billion neurons which, along with trillions of neural connections, construct the most intricate organ of the human body, weighing three pounds and using a fifth of a person's blood supply.

Reading, learning, pattern recognition and so much more, all begin with the main type of brain cell and fundamental building block of the brain – the neuron. All sensations, movements, thoughts, memories and emotions are the result of very rapid messages that one of these nerve cells sends to another. Neurons themselves consist of three parts: each one has an input area (the dendrites), an output area (the axon) and a cell body with a nucleus, where most of the molecules that the neuron needs in order to survive are manufactured. Each neuron extends into networks of many thousands of dendrites, thin short fibres resembling the branches of a tree, which receive incoming electrical signals from a neighbouring cell and pass them into the cell body. Once a signal arrives at the cell body, it may be suppressed or amplified by other signals: eventually, as a result of all the incoming signals converging, a new one is triggered.

The processed information then travels down the neuron's long nerve fibre, known as the axon, until it gets to another neuron, a muscle cell or cells in some other organ. Each neuron generally has only one axon but it may split and branch into as many as 10,000 knob-like endings that disperse signals across many cells. The axon may be very short, extending only to adjacent cells in the brain, or much longer, carrying electrical signals for up to a metre down to the spinal cord to move the arms, legs and feet. An insulating

sheath formed of cells wraps around the axon: this includes a fatty molecule called myelin, which helps the signals travel faster and farther. The information is transmitted by brief impulses carrying only 0.1 volts and lasting just a few thousandths of a second but with the capacity – in just one second – to travel as far as 120 metres.

Arriving at the end of the axon, the electrical signals stop when they reach a synapse, the narrow gap which separates a neuron or cell from the next one. Then follows the process of synaptic transmission, in which the signal pauses to convert itself into chemical energy before crossing the synapse and reaching the next neuron. These neurotransmitters – as they are known – then attach themselves to receptors on the neighbouring cell, which may also change the properties of the receiving cell. If the receiving cell is also a neuron, the neurotransmitter then travels the length of the new cell until it reaches the synapse of another receptor cell and repeats the process. The electrical signals and sprays of neurotransmitter that send the messages somehow build into the complex mental feats that can perform functions such as understanding language, remembering experiences from the past, and comprehending the outside world. Disorders relating to neurotransmitters have been linked to depression, Parkinson's disease, Alzheimer's and a host of other conditions.

Both the brain and body need regular exercise if neurons are to remain sharp: to spur on the brain to make new neuronal connections and protect the ones it has, people should try activities such as learning a new language, solving mental puzzles and games, eating a healthy diet and getting regular physical exercise.



Writing (Task 1)

Lead-in

- 1 Discuss the following quotation. What do you think it means? To what extent do you agree or disagree with it?

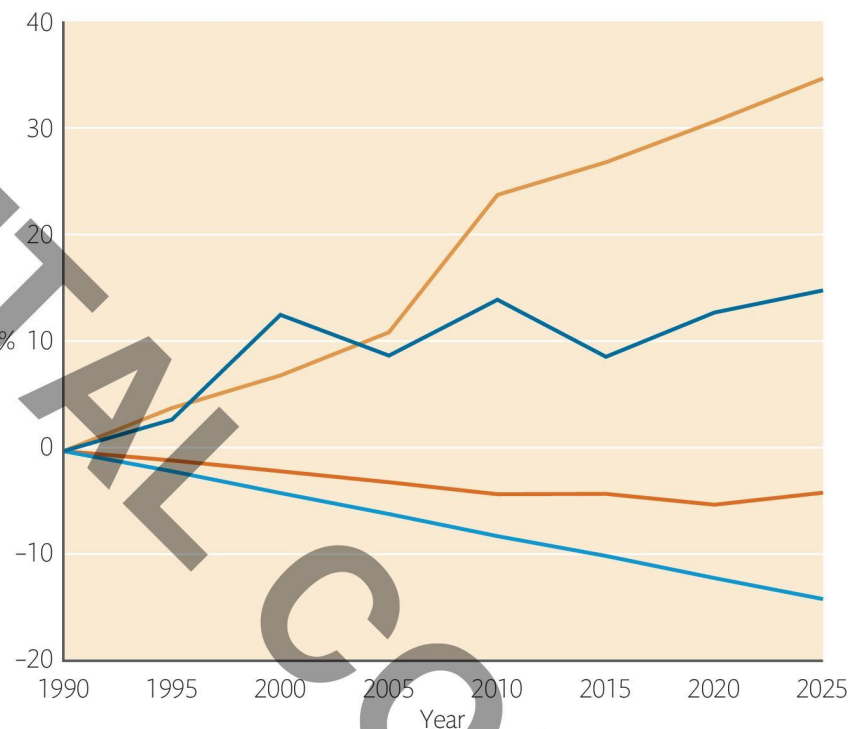
'The true purpose of education is to make minds, not careers.'
William Deresiewicz

Understand the task

► EXPERT WRITING page 191

- 2a The line graph below has no title or key, but the trends can still be identified. Look at the graph and answer the questions.

- 1 What is unusual about the y-axis?
- 2 What do you notice about the time period?
- 3 Can you group any of the lines together? How and why?
- 4 Which line has increased more than the others?
- 5 Which line fluctuates the most?



- b Discuss your answers to Exercise 2a. How do the answers to the questions help you plan and write your report?

Plan the task

- 3 Read the Writing band descriptors for task achievement on page 190 and complete the sentences.
- 1 An overview is expected at band _____ and above.
 - 2 The overall trend must be shown at band _____ and above.
 - 3 You are expected to select the important features in the information at band _____ and above.
- 4 Look at the graph on page 21 and discuss the questions in pairs.
- 1 What is the topic of the graph?
 - 2 How is the information in the graph categorised?
 - 3 What key features can you pick out?
 - 4 What is the overall trend?