

Introduction

The IELTS Listening test has 40 questions and lasts approximately 30 minutes. There are four sections each with ten questions.

The first two sections are of a social nature. Section 1 is a conversation between two people and Section 2 is usually a monologue. However, Section 2 can also be a conversation between two people. Sections 3 and 4 are connected with education and training. Section 3 is a conversation involving up to four people and Section 4 is usually a monologue.


You hear each section once only and answer the questions in the question booklet as you listen. A brief description is given at the beginning of each section. At the beginning of Section 1 an example is always given. You are given time to check your answers at the end of each section. At the end of the test you have *ten minutes* to transfer your answers to the answer sheet. The question types used are:

- classification
- labelling a diagram/plan/map
- matching
- multiple-choice
- note/form/summary/table/flow-chart completion
- selecting items from a list
- sentence completion
- short-answer questions.

Section 1

Section 1 is a conversation between two speakers in a social setting (for example, enrolling in a club or buying something), which involves the exchange of information like personal details.

The section has two parts. You will be given time to look at the questions before each part. Note a range of question types is used in Section 1, not just form completion.

- 1  04 Listen and follow the instructions.

SECTION 1 Questions 1–10

Questions 1–6

Complete the form below.

Write **NO MORE THAN TWO WORDS** for each answer.

Health Centre Registration

Example

Reason for visit: Registration and appointment

Registration for the entire 1

Name: Clara 2

Date of birth: 3 1990

Old address: 72 Crocket Street

Current address: 4

Post code: 5

Acceptable documents: Tenancy 6

Questions 7 and 8

Complete the sentences below.

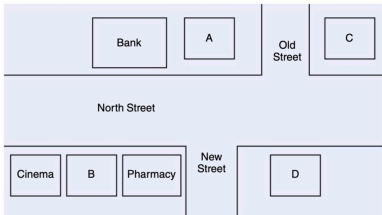
Write **NO MORE THAN TWO WORDS** for each answer.

7 Clara has to her daughter from school.

8 Clara's appointment is at 4 pm on

Questions 9 and 10

Label the map below.



9 Health centre


10 Small park

- 2 Work in pairs. Look at the listening script on page 228 and check your answers. Underline the words in the questions which show the answer is about to be given. Match these words with the underlined answers in the script.
- 3 With your partner, discuss the type of questions you have problems with, for example, writing down numbers, words with plural endings, or answers which are close together or far apart, or completing diagrams. Compare them with another pair of students. Keep a record of the problem areas and think about them while you are studying by yourself and before you do a test.

Section 2

In Section 2 you will *usually* hear a monologue of a social nature like a radio broadcast or a talk about a place, but be aware that you may also hear a conversation between two people.

There may be two or three types of question. The recording is divided into two parts, but you will be given time to look at the questions before each part.

- 1 In Questions **11–16** on page 44, decide which you think you should listen for first: items **A–G** or the parts of the theatre **11–16**.
- 2 Work in pairs. Decide what synonyms you might hear for the words in **A–G**.
- 3 For Questions **17–20**, underline the word or words which show the answer is about to be given.
- 4  **05** Listen and follow the instructions.

SECTION 2 Questions 11–20

Questions 11–16

Which change has been made to each part of the theatre?

Choose **SIX** answers from the box and write the correct letter, **A–G**, next to Questions 11–16.

Theatre changes

- A** enlarged
- B** replaced
- C** access added
- D** thoroughly cleaned
- E** modernised
- F** totally rebuilt
- G** moved

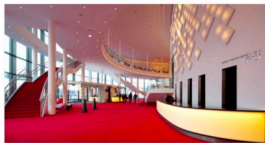
Part of the theatre

- 11** façade
- 12** auditorium
- 13** foyer
- 14** coffee machine
- 15** roof terrace
- 16** shop

Questions 17–20

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


- 17** The information pack contains,
- A** a programme for the evening.
 - B** details about events over the summer.
 - C** a list of the event organisers.
- 18** How many free tickets will those below 16 years of age be allocated for the matinee performance?
- A** 100.
 - B** 200.
 - C** 300.
- 19** On Wednesdays, the reduction on ticket prices for theatre members will be
- A** 25%.
 - B** 50%.
 - C** 33%.
- 20** A new development at the theatre is the
- A** regular lectures and cinematography classes.
 - B** weekly workshops and master classes.
 - C** regular lectures and master classes.



Section 3

In Section 3 you will hear a conversation between two to four people on a topic connected with education or training, such as preparing for a tutorial or receiving feedback on an assignment.

There may be only one type of question or up to three. The recording is divided into two parts, but you will be given time to look at the questions before each part.

- 1 Work in pairs. For Question 21, decide which word(s) in the stem help prepare you for the answer. Decide what synonym(s) you might hear for each.
- 2 For Questions 22–24, decide which aspects of research you think are most likely to be still undecided at the beginning of a research project. Then think of paraphrases for the words in A–G.
- 3 For Questions 25–30, decide which answers are numbers and which could be plural.
- 4  06 Listen and follow the instructions.

SECTION 3 Questions 21–30



Question 21

Choose the correct letter A, B or C.

21 Zahra's talk is about how

- A smartphone technology makes young people's lives easier.
- B certain new discoveries led to smartphone technology.
- C the technology of smartphones affects people's lives.

Questions 22–24

Choose **THREE** letters, A–G.

Which **THREE** of the following elements of conducting Zahra's research are mentioned as not yet decided?

- A length of the questionnaire
- B images to use
- C volume of statistics
- D duration of interviews
- E period of research
- F age of interviewees
- G exact aims

Questions 25–30

Complete the table below.

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

Questionnaire on gadgets


Thomas's smartphone	Use	Score
Communication	Excluding phoning • for almost 25 • less for texts	8
Studying	Preparing assignments and recording 26	27
Entertainment	For listening to music, etc and for TV 28	7
Other	Eventually for organising his whole domestic 29	30

- 5 Work in pairs. Look at the listening script on page 229 to check if any of the words or phrases you chose for exercise 2 were used.

Section 4

In Section 4 you will hear a talk or lecture of an educational/academic nature. You do not need any specialist knowledge to understand the talk.

There may be only one type of question or up to three. There is no break in the middle as in Sections 1 to 3, but there is a pause of a few seconds. You will be given time to look at all of the questions before you begin.

- 1 Work in pairs. For Questions **31–35**, decide which words in the stem indicate the answer is about to be given. Then think of paraphrases for the alternatives **A–C**.
- 2 For Questions **36–40**, study the diagram carefully and make sure you know the sequence the information is given in.
- 3  **07** Listen and follow the instructions.

SECTION 4 Questions 31–40**Questions 31–35**

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

Cloud-seeding to provide rain

- 31 Boreholes provide water for
 - A industrial use.
 - B agricultural purposes.
 - C domestic consumption.
- 32 According to the speaker, in the past people have tried to induce rain by
 - A supernatural means.
 - B using fires.
 - C special dances.

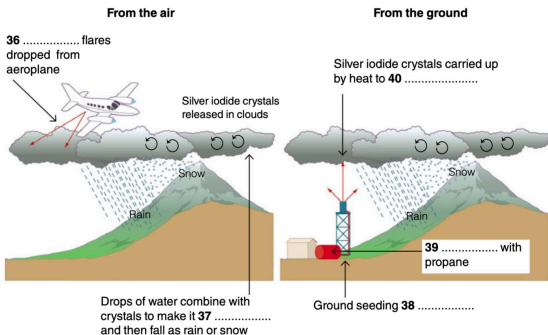
- 33 There is some proof that seeding clouds increases rainfall by
- A 15%.
 - B 55%.
 - C 25%.
- 34 According to the speaker, why do some people not support cloud seeding?
- A The benefits of the practice are limited.
 - B The costs of the equipment are too great.
 - C The effects of playing with nature are unknown.
- 35 With the amounts of money involved in agriculture, weather control
- A deserves more investment.
 - B is worthy of attention.
 - C is a surprising success story.

Questions 36–40

Label the diagram below.

Write **NO MORE THAN TWO WORDS** for each answer.

How cloud seeding works



- 4 Check your answers in the listening script on page 230.

Introduction

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

The question types used are:

- choosing suitable paragraph/section headings from a list
- classification
- completing sentences with the correct endings
- identification of information using 'True/False/Not Given' statements
- identification of the writer's claims and views using 'Yes/No/Not Given' statements
- labelling a diagram
- matching information to paragraphs/names to statements
- multiple-choice
- note/flow-chart/table completion
- sentence completion

You will have one hour to answer 40 questions, which is about 90 seconds for each question. This means that you need to learn to move around the Reading Passage and the questions quickly. In the exam there is no time to 'study' the Reading Passages. In order to be as fast as possible there are three important strategies that you need to learn:

- scanning and skimming – these are reading skills that you need to employ at different times to answer various types of questions
- understanding the different questions types
- understanding when to leave questions you cannot do initially, move on and come back later.

Understanding True/False/Not Given statements

'True/False/Not Given' statements are used to check if statements agree with information in the Reading Passage.

Example:

Questions 22–26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 22–26 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

What does 'false' mean here?

What is the difference between 'false' and 'not given'?

- 1 Read the extract on page 85 and do the exercises, which follow.

THE BRONZE AGE: XIA DYNASTY



The Bronze Age in China refers to the period between about 2000 and 771 BC, when bronze was produced on a massive scale for weapons and ritual objects used by the ruling elite.

Traditional Chinese histories, written in later centuries, speak of a series of ancient rulers who invented agriculture, writing, and the arts of government. The last of these legendary rulers, Yu, is credited with controlling floods and founding the Xia dynasty. Yu also cast nine sacred bronze vessels that became symbolic of the right

to rule, and these were passed on to subsequent dynasties. While the account in the traditional histories is linear, with states following one another in a logical progression, the archaeological record reveals a more complicated picture of Bronze Age China.

Archaeological investigation has confirmed much of the legendary history of the dynasty following the Xia – the Shang – but the existence of Xia itself is still debated. Today Chinese scholars generally identify Xia with the Erlitou culture, but debate continues on whether Erlitou represents an early stage of the Shang dynasty, or whether it is entirely unique. In any event, new prototypes emerged at Erlitou – in architecture, bronze vessels, tomb structures, and weapons – that greatly influenced material culture in the Shang and subsequent Zhou dynasties.

- 2 Work in pairs. Use **a–k** to help you analyse the ‘True/False/Not Given’ statements in sentences **1–9** on page 86. Underline the relevant words in each sentence.
- a** verbs to do with cause and effect, for example, *lead to, bring about, result in/from*
 - b** restricting/excluding words, for example, *only*
 - c** quantities, for example, *all, majority/ most/ little/a little*
 - d** adjectives that qualify, for example, *particular, inevitable, mistaken, higher*
 - e** adverbs that qualify, for example, *largely, slightly*
 - f** numbers
 - g** ‘negative’ verbs, for example, *ignore, fail*
 - h** verbs/phrases that indicate doubt, for example, *suggest: It is suggested ...*
 - i** comparisons
 - j** verbs to do with linking, for example, *connect, link, associate*, but not cause and effect
 - k** time relationships

Example:

The Bronze Age in China lasted more than a thousand years.
Comparison (*more than*) and length of time (*a thousand years*): **ilk**.

- 1 Bronze was used more for weapons than for ritual objects.
 - 2 According to later Chinese histories, ancient rulers were only interested in the administrative side of leadership.
 - 3 Yu is said to have established the Xia dynasty.
 - 4 Ten sacred vessels were made by Yu.
 - 5 The sacred vessels were destroyed at the end of each dynasty.
 - 6 The Chinese Bronze Age was a simpler period than discoveries show.
 - 7 All of the legendary history of the Xia has been substantiated by archaeology.
 - 8 The Xia are connected with the Erlitou culture.
 - 9 The Erlitou culture had an impact on the Zhou.
- 3 Scan the text to locate the information in statements 1–9 and decide whether they are 'True', 'False' or 'Not Given'.

Understanding 'Yes/No/Not Given' statements

'Yes/No/Not Given' statements are used to check if statements agree with the claims or views of the writer in the Reading Passage – i.e. does the writer make a judgement about information in the Reading Passage?

Checking claims is similar to checking information. Look at the 'True/False/Not Given' statements above. All of the statements can be classed as claims, but only statement 7 could be classed as an opinion or view. For example, statement 1 cannot be an opinion because it is either a statement of fact or a claim. The same applies to statement 2 and so on. You can put *It is a fact that* or *I claim that* in front of all these statements, but you cannot say *I believe that* before the statements, because it is not a matter of opinion. Can you say: *I believe that water boils at 100 degrees centigrade*? It is a claim until it is proven.

- 1 Work in pairs. Look at the extract and statements 1–7 on page 87. The words underlined highlight the views expressed in the statements. These words can occur in statements checking the views of the writer. Decide what the function of the words underlined is in each sentence.

Active cities



Many cities over the years have actively contributed to making their residents less physically active, as there is now less need for the public to walk anywhere. Yet, the health and economic benefits gained from financial investment in making cities active places for residents are clear for everyone to see.

Active cities can provide their residents with a range of opportunities that encourage people to have a more active

lifestyle and improve their health. An active city is one that has, for example, open spaces and parks which can enhance the lives of workers or local people enormously by providing places for relaxation like walking, running or just sitting in the open air. Further, if open spaces such as the urban greenway* in London, are joined up, this then enables people to walk long distances through green trails, away from traffic and noise. It is, therefore, important for more open spaces to be created to benefit the general public health-wise, from which cities should then gain from more active and productive citizens.

Another key feature of an active city is good urban design. Such design makes the streets safe with good lighting and also inviting with street furniture like benches, micro-gardens and trees. As such simple changes clearly add to people's quality of life, they are a vital ingredient of active cities, and should be implemented everywhere.

* A cycleway and footpath in east London.

- 1 People in cities now tend to be less active.
 - 2 The best way to ensure the health benefits from active cities is through investment.
 - 3 Open spaces in an active city are of little use to workers.
 - 4 City dwellers should make more use of the open spaces.
 - 5 It is easier for people in London than those in other cities to make use of open spaces.
 - 6 It is likely that cities will benefit from having more open spaces.
 - 7 Having good street design is an effective way to improve the quality of life of the public.
- 2 Scan the text to locate the information in statements 1-7 and decide whether the answer is 'Yes', 'No' or 'Not Given'.

Write:

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks of this

Paragraph/Section headings

- 1 The title of the whole Reading Passage is *The Impact of Coastal Erosion*. Predict which of the following you expect to find in the passage:

cause	effect	problem	solution	historical background
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- 2 Match your answer in exercise 1 to words in the heading below.

Factors leading to coastal erosion

A There is little doubt that rates of coastal change will escalate with enhanced rates of sea level rise and increasing storminess, both of which are associated with global warming. These changes are likely to have a significant impact on coastal populations and infrastructure. Sea levels are expected to rise significantly over the next century, largely as a result of the melting of ice sheets and thermal expansion of the oceans. Global warming will also change ocean currents, world weather patterns, winds, coastal currents, waves and storms. The increase in the frequency and size of the latter, which have an enormous influence on coastal change and near-shore sediment transport, will have a major impact on the form of UK coasts.

- 3 Look at paragraph A above related to the heading.
Underline the words that relate to factors. Then circle words that relate to coastal erosion.

4 Look at paragraph B and decide whether it is about:

- 1 the effects of coastal change
- 2 the methods employed to check coastal change.

Which verb(s) and noun helped you make your decision?

B Geological, archaeological and historical records are used to establish the nature of past coastal change. Monitoring of coastal change is also undertaken using a broad range of techniques including airborne laser ranging technology (LIDAR) and digital aerial photogrammetry. These techniques are used to determine coastal topography, coastal erosion, and shoreline position with high accuracy. The bathymetry of offshore areas is determined by several geophysical techniques including side-scan sonar or multi-beam surveys. In the UK geoscientists are widely involved in projects that address past coastal change and monitor how coasts are changing today. The principal aim of many of these studies is to understand the natural processes that govern coastal change in order to predict the patterns and rates of future coastal evolution.

5 Look at the list of headings below for the Reading Passage and circle the general nouns, e.g. *factors* and *methods*, in the headings.

List of Headings

- i The complexity of making decisions about coastal defences
- ii A contrast between engineered and natural defence techniques
- iii The methods employed to check coastal change
- iv The need for an integrated approach to coastal management
- v Factors leading to coastal erosion

6 Underline the words that make the general nouns in the headings specific.





Summary completion

- 1 Work in groups. Look at paragraphs **C–E**. Read the summary below and use the questions in the coloured boxes to help you answer **Questions 10–13**.

- C** Currently about 44% of the English and Welsh coast is protected by some form of coastal defence. Difficult decisions will need to be made to determine how this percentage will change in response to the increased rates of coastal erosion caused by sea-level rise. These decisions cannot be made without widespread consultation and will need to balance the socio-economic needs of developers, landowners and residents with coastal protection and environmental groups. Furthermore, they will need to take aspects of European legislation (e.g. the Habitats Directive) that have been incorporated into British law, into consideration.
- D** Coastal managers have to consider not only which parts of the coast they should attempt to defend, but also which type of defence is most appropriate. Locally it will be best to defend coastal areas using traditional constructions, such as sea-walls, dykes, groynes and breakwaters. Such engineered 'hard' structures are expensive and may only result in enhanced coastal erosion on adjacent coasts. The alternative approach is to work with natural processes and create 'soft' engineered solutions, e.g. by encouraging accumulation of sediments in selected areas. For example, sediments accumulating in estuarine salt marshes protect the estuaries and associated human infrastructure from erosion, storm surges and coastal flooding.
- E** Whatever approach is used, no section of coast should be studied or managed in isolation. The whole picture must be understood, in regard to changes in the past, the present position and how any coastal management scheme will be affected by future changes. The best and most sustainable options probably lie in an integrated coastal zone management approach. These may contain multiple response strategies that can be modified for different socio-economic factors and environmental conditions, working with natural processes rather than against them. Geoscientists have a key role to play in providing the foundations for such management.

Question 10:

Is the answer a noun/noun phrase, etc ?
 Is the answer connected with the word decision?
 Is decision-making connected with discussing?
 Does the latter part of the sentence give you a clue?

Question 11:

Is the answer a noun/noun phrase, etc?
 Is there anything in the sentence that tells you the answer might be people or a body of people?
 If so, which words?

Questions 10–13

Complete the summary of paragraphs C–E below.

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

Any decision on how much of the coastline will have some form of protection in years to come will not be easy. It will, however, need to be taken after 10 , taking into account the needs of local people and agencies. 11 need to look at the parts of the coast which they ought to try and protect and the most suitable defence. Local answers will involve the use of 12 , from sea-walls to breakwaters, but these 'hard' structures may only lead to the erosion in nearby coastal areas. Alternatively, methods such as encouraging the build up of sediments in certain places may be the answer. In any case, no stretch of the coastline should be dealt with in 13

Question 12:

Is the answer a noun/noun phrase, etc?
 Do the examples after the blank space help you?
 Are these examples physical things?
 What words do you associate with making physical things?

Question 13:

Is the answer a noun/noun phrase, etc?
 Different solutions need to be thought of together. Is this important?

- 2 Compare your answers with another group.

Sentence completion

- 1 Work in groups. Look at the last paragraph E and make questions for examining the following sentence:

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

As well as examining the past and the present, management of the coast needs to take into account

The basis of an integrated management strategy can be created by

- 2 Compare your answers with another group.
- 3 Answer the question.

IELTS Reading checklist

- 1 Survey any headings, the text and questions in 5-10 seconds.
- 2 Skim the passage and questions quickly (in about two minutes) to get the gist of the whole passage.
- 3 Identify the questions which are easy and require less time.
- 4 Identify the questions which are difficult and require more time. Do not waste time on such questions. Come back to them later.
- 5 Use the nature of the passage to predict the organisation and structure of the text, e.g. *problem/solution*.
- 6 Use the questions to predict the organisation and structure of the text, e.g. *problem/solution*.
- 7 Use the questions and the predicted organisation to predict the possible location of answers in paragraphs and the text generally.
- 8 Predict where general information is likely to be in the whole text and in paragraphs, e.g. *is it likely to be at the beginning/end of text/paragraph?*
- 9 Predict where specific information is likely to be in the whole text and in paragraphs, e.g. *are examples likely to be in the middle of a sentence/paragraph?*
- 10 Use the title and repeated or related vocabulary such as words that relate to the environment to activate schemata.
- 11 Use the title and related nature of the text to predict the type of vocabulary and grammar that will occur in the text, e.g. *cause and effect, present simple and active passive*.
- 12 Check spelling in your answers.
- 13 Avoid leaving questions unanswered.
- 14 Answer global questions like paragraph and section headings first. (They help you find your way around the passage and help locate more specific questions.)
- 15 Use specific questions like sentence completion that follow global questions to check questions relating to headings are correct.
- 16 Locate the part of the text relating to questions quickly to give yourself time to analyse the questions closely.
- 17 Think carefully before you change answers. Your first instincts may be correct if you have read the text closely.
- 18 Do not be afraid of changing your mind.
- 19 Make sure your answers for a Reading Passage do not contradict each other, e.g. *paragraph headings and specific questions*.
- 20 If you panic, take a deep breath and continue.

Introduction

The IELTS Academic Writing module lasts one hour and there are two tasks. You are advised to spend 20 minutes on Task 1 and asked to write at least 150 words. For Task 2 you are advised to spend 40 minutes and asked to write at least 250 words.

In both tasks, you are assessed on your ability to write in a style that is suitable.

Task 1

In Task 1 you are asked to describe data, presented as a graph, chart or table, or a diagram such as a map, plan or process, using your own words.

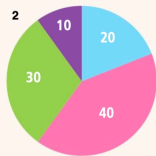
- 1 Name the charts below.

Example: 1 (stacked) bar chart

1



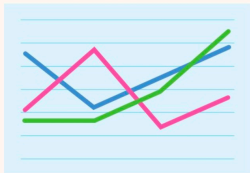
2



3



4



5

Years	2005	2010	2015
Shop A	3,679	4,881	8,889
Shop B	22,765	15,006	7,009

- 2 Look at the charts again and decide whether the statements below are 'true' or 'false'.

- Only line graphs show trends.
- Pie charts normally present proportions in percentages, but they can also present numbers.
- Bar charts sometimes don't have years.
- Stacked bar charts like 1 above present information in the same way as pie charts.
- Tables should be read mainly from left to right but at the same time from top to bottom for the headings in the rows.

Graph

- 1 Look at the Task 1 question and model text below. In the model answer, find:
- 1 the overview
 - 2 examples of complex sentences
 - 3 examples of language of comparison
 - 4 sentences where high access and high equipment costs are described.

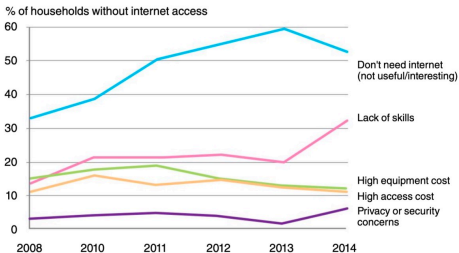
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the percentage of households not having internet access by reason in Great Britain between 2008 and 2014.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Percentage of households not having internet access by reason in Great Britain

The chart compares various reasons why households in Great Britain lack internet access between 2008 and 2014.

Overall, it is clear that regarding the two main reasons, not needing the internet and a lack of skills, the trend was upwards throughout the period, while that for the other reasons was fairly flat. For example, approximately one third (about 34%) of households did not need internet access in 2008 compared to more than a half (approximately 54%) in 2014. By contrast, while there was a rise in the proportion of households without internet access because of lack of skills, from about 15% in 2008 to just over 30% in 2014, the trend in the proportion for high equipment costs was slightly downwards, 10% compared to 13% in 2008 and 2014 respectively. As regards high access cost, the trend was flat with a peak of about 15% in 2010 from 11% in 2008, but privacy and security was less of a concern with the proportion giving this reason, however, doubling between 2008 and 2014, from approximately 3% to 6%.

Bar chart

- 1 Look at the Task 1 question and the model answer below. Complete the model answer by inserting the following data into the gaps.
- just under 25%
 - 33% in 2008 in comparison with about 58% in 2012
 - from just over 40% to about 60%
 - (just over 60% in 2008)
 - about 35% to about 55% in 2012 with a peak of about 58% in 2011.

WRITING TASK 1

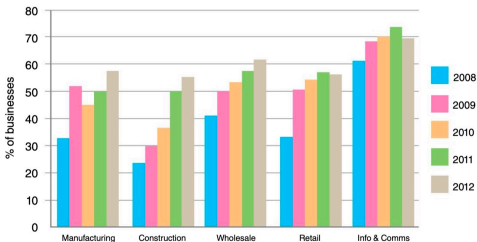
You should spend about 20 minutes on this task.

The chart below shows the proportion of businesses making e-commerce purchases by industry in Great Britain between 2008 and 2012.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Proportion of businesses making e-commerce purchases in industry in Great Britain between 2008 and 2012



The bar chart provides information about the proportion of businesses purchasing items online according to industry in Great Britain between 2008 and 2012.

Generally speaking, the proportion of businesses involved in e-commerce purchases across the years and sectors varied with the practice being most common in the information and communications industry. In this sector, there was a greater proportion of businesses involved 1 _____ than the other sectors with a rise to just under 70% in 2012, including a peak to about 75% in 2011. The proportion of businesses involved in purchases online in the retail sector followed a similar pattern, increasing from 2 _____.

3 _____ of construction businesses used online purchasing in 2008 compared to more than a half in 2012, whereas in the wholesale industry the rise was much smaller

4 _____.

As regards manufacturing, there was a near 100% increase in the proportion of businesses purchasing online from about 5 _____.

Pie charts

- 1 Study the Writing Task 1 and the model frame below. Complete the model answer using your own words.

WRITING TASK 1

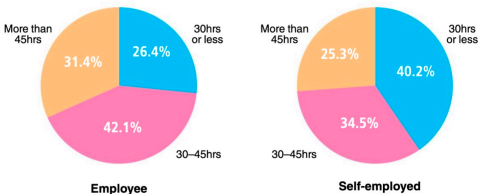
You should spend about 20 minutes on this task.

The pie charts below compare the hours worked by employees and self-employed homeworkers in 2014 in the UK.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Average working hours for employees and self-employed



The pie charts show the number of hours worked by two categories of people, homeworkers who are self-employed and employees, in the UK in 2014.

Generally speaking, it is clear that homeworkers who are self-employed work fewer hours on average than employees with 1 _____. For example, a greater proportion of employees (31.4%) worked 2 _____. Likewise, while just over a third of self-employed workers (34.5%) work between 30 and 45 hours,

3 _____. By contrast, there is a marked difference between the two groups when it comes to working 30 hours or less.

In this category, 4 _____.

Table

- 1 Study the Writing Task 1 and the model answer below. Underline all the examples of comparison in the model. Decide what types of comparison are used, e.g., comparative adjectives or adverbs, conjunctions, or other.

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below provides a breakdown of the amount of different cereals produced by several countries in Europe in 2000.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Production of cereals by country in 2000

	Common wheat and spelt *	Rye and maslin **	Barley
Belgium	1,919	–	400
Bulgaria	5,319	28	851
Czech Republic	5,442	130	1,967
Denmark	5,153	678	3,548
Germany	27,711	3,854	11,563
France	37,501	128	11,775

* an ancient grain that is a sub-species of wheat ** a crop of wheat and rye grown together

The table shows the volume of various types of cereals that were produced in a selection of European countries in 2000. Overall, it is clear that France and Germany produce the largest amounts of the cereal crops with Belgium producing the least.

The volume of common wheat and spelt*, for example, produced in Germany was 27,711 tons compared to 37,501 for France and 5,153, 5,442, 5,319 and 1,919 for Denmark, the Czech Republic, Bulgaria and Belgium respectively. By contrast, France produced only 128 tons of rye and maslin as opposed to 3,854 tons in Germany, with no data available for Belgium. Likewise, Denmark produced 678 tons in contrast to 130 tons in the Czech Republic and only 28 tons in Bulgaria.

The largest producer of barley was France with 11,775 tons followed closely by Germany with 11,563 tons. By comparison, Denmark produced more barley than the Czech Republic, Bulgaria and Belgium together, 3,548 tons against 1,967 tons, 851 tons and 400 tons, respectively.

Plan A

- 1 Look at the Task 1 question and the overview in the model answer. Find three nouns in the overview that relate to type of changes that are then described in the model.
- 2 Find examples of each noun in the model answer and paraphrase the overview.

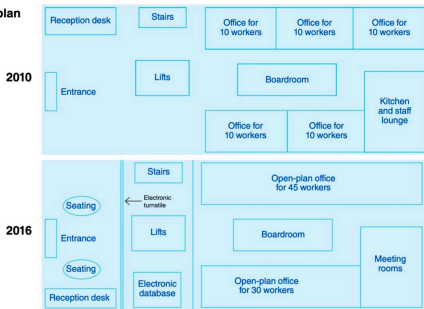
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagrams below show the changes in the ground floor plan of an office between 2010 and 2016.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Floor plan

The plans illustrate how the ground floor of an office was modified from 2010 to 2016.

Overall, it is clear the ground floor of the office underwent a complete transformation between the six years with the relocation, addition and the replacement of various facilities. First all, between 2010 and 2016, the reception was moved to the right hand side of the entrance. New seating areas were also introduced to the left and right of the entrance with a new electronic turnstile being added just between the reception area and the lift and stairs. Another addition was the electronic databank to the right of the lifts.

By 2016, the three offices for 10 workers each on the left hand side had been turned into an open plan office for 45 workers. Moreover, the kitchen and staff lounge at the back had been replaced with meeting rooms. Similarly, the two offices for 10 workers on the right had been turned into an office for 30 workers. Meanwhile, the boardroom remained the same.

Plan B

- 1 Look at the Task 1 question and model answer. Add words and phrases from the diagrams to complete the model answer.

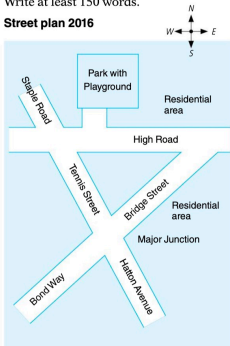
WRITING TASK 1

You should spend about 20 minutes on this task.

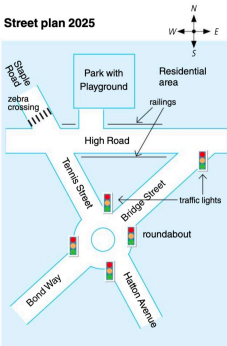
The street plans below show a residential area with a park and playground in 2016 and the proposed changes for 2025 to make it safer for families and children. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Street plan 2016



Street plan 2025



The plans illustrate the layout of the streets in a residential area with a park and playground in 2016, along with plans for modifications for 2025 to ensure the safety of families and children in the area.

Generally speaking, it is clear that various measures to prevent children running on to the road and to slow down the traffic, such as the safety **1** _____, traffic lights and a zebra crossing will be introduced. For example, there is a proposal to introduce railings on both sides of the **2** _____ at the entrance to the **3** _____ with the playground. In addition, a **4** _____ will be added just before the junction of **5** _____, west of the park and the High Road.

Another plan is to turn the **6** _____ of the four main roads, Tennis Street, Bridge Street, Bond Way and Hatton Avenue into a **7** _____ with a set of **8** _____ at the junction of each street with the roundabout.

Process

- 1 Study the Task 1 question and the model answer below. Find:
 - 1 the overview
 - 2 the steps in the process
 - 3 examples of linking devices
 - 4 examples of intransitive verbs
 - 5 examples of complex sentences.
- 2 Estimate the length of the text. Does it follow the word limit?

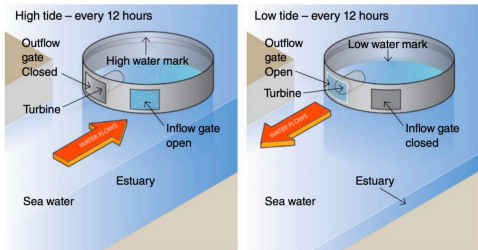
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagrams below show the process of electricity generation using an artificial lagoon and tidal power.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



The diagrams show how tidal power is used to generate electricity in an artificial lagoon. Overall, the production of the energy from tidal power using the artificial circular lagoon involves several stages relating to the opening and closing of the inflow and outflow gates in the lagoon. The tide around the artificial lagoon falls and rises twice a day. First of all, before the high tide comes into the estuary, the inflow gate is opened to allow the water to flow into the lagoon and at the same time the outflow gate is closed to prevent the water escaping again. Then, when the tide is at its highest, the lagoon is full of water. Subsequently, as soon as the tide turns and it is at its lowest level, the inflow gate is closed and the outflow gate, to which a turbine is attached, is opened and the water flows out of the lagoon, generating electricity. The whole process repeats itself twice a day every 12 hours.

Task 2

In Task 2 you are given a point of view, argument or problem. Assessment for Task 2 is based on your ability to:

- present and support your opinion
- compare and contrast evidence and opinions
- write a solution to a problem
- evaluate and challenge ideas, evidence or arguments
- write in an appropriate style.

1 Analyse the Task 2 question below using the following:

- the suggested time limit
- the statement in the topic to be discussed
- the specific questions relating to the topic
- the minimum number of words (and think of the maximum)
- the possible organisation of your answer
- the standard/generic rubric
- possible ideas
- the general nouns in the questions

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Health experts say that walking is a good way to improve the health of the general public, but nowadays people are walking less than ever before.

What are the causes? What measures could be effective?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

2 Label the beginning of a possible answer for the Task 2 below using the following items:

- | | | |
|-----------------------------|-------------------------------|---------------------|
| 1 topic sentence x2 | 4 example | 7 reason or cause 2 |
| 2 general statement or hook | 5 condition | 8 a result |
| 3 reason or cause 1 | 6 possibility/possible result | 9 a solution |

With the advances in technology, people's lifestyles are changing and are becoming much more sedentary. As a result, people are walking less. There are many factors behind this development, but there are many approaches that can be taken to deal with the situation. The main factor behind the decrease in walking among the general population is the modern lifestyle that is much more sedentary, especially for people working in offices. For example, if people are sitting at a desk in an office for long periods of time rather than doing manual work on the land, this can reduce the time for people to do simple activities like walking. Moreover people are more inclined to travel by car or bus so there is less need for people to walk. In many cases people do not walk for more than a few minutes each day. The main solution is to encourage people through advertising to become more physically active. Such encouragement should start in...

- 3 List the perspectives you can use to collect ideas for one or more of the Task 2 questions below, e.g. for 1, educational, technological, mental, physical, future, employment, etc. Are any of the perspectives you chose relevant to other tasks below?
- 4 Compare the organisation of two of the four Tasks 2 questions below.

1 WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe that software programming should be taught at primary school. Others think that the focus at this level should be on playing. Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

2 WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Nowadays more and more museums and art galleries around the world are putting their material contents online. Do you think this is a positive or negative development?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

3 WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

The best way for employers to make their workforce happy is allow them more flexible working hours. To what extent do you agree? What other measures could be effective?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

4 WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In the modern world, many employees lack soft skills such as communication and working in teams. What are the main causes of this problem? What are the effects of the lack of such skills?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

- 5 Look at the introduction, topic sentences and the conclusion for the first Task 2 question on page 137. Paraphrase the introduction and the third topic sentence.

At primary school, the curriculum is constantly changing to keep pace with the modern world. While it is argued software programming should now be part of the curriculum at this level, others feel that the focus should be on play. I feel that children need to play more at this stage rather than being bombarded by more technology. On the one hand, software is considered as important for primary school children. On the other hand, playing is much more important at this level.

Having examined both these views, I am more inclined to agree with the latter view, but I also feel that the focus in the modern world on technology is an important skill for children to learn.

Software programming and playing are both important for the development of children, but I personally feel that play is more important in a child's development at the primary level.

- 6 Write an introduction for the second Task 2 question on page 137.

Introduction: _____

There is no denying that having museum art gallery content available on the internet might encourage people not to visit them.

Personally, however, I feel that it is a major step in the right direction for educational reasons. Another reason, in my opinion, is that it brings artifacts to the attention of people who might not otherwise be able to see them.

As we have seen, despite there being some sound arguments against the development of museums and art galleries making their contents available for public viewing online, this is in the main a positive development.

- 7 Add the following phrases to the introduction, topic sentences and the conclusion of the third Task 2 on page 137:

- a another strategy is to make sure that
- b is certainly a sound way of making workers happier
- c while I feel that this is a good approach
- d there is no doubt that this is an effective approach

Employers are always considering different methods to make their workforce happy, such as permitting them to work in a more flexible way. **1** _____, there are others which could be equally or more successful. Giving workers the opportunity to be flexible as regards their working hours **2** _____.

3 _____, but another more effective way would be to ensure that workers are paid properly.

4 _____ the work environment is suitable for all workers. In conclusion, despite the approach allowing employees to work more flexibly being a sound approach, paying workers and making the work environment more comfortable are equally important strategies.

- 8 Write an introduction, topic sentences and the conclusion for the fourth Task 2 question.
- 9 Complete your own answer to the fourth Task 2 question on page 137.

IELTS Writing checklists

IELTS Writing Task 1

Assessment for Task 1 is based on your ability to:

- summarise, organise and compare data where possible
- describe the stages of a process
- describe an object or event or explain how something works
- write accurately and coherently
- use a range of vocabulary
- use a range of grammatical structures.

Checklist

- 1 Have you paraphrased the rubric in your introduction or just copied it?
- 2 Have you written a clear overview?
- 3 Have you summarised the information and not just listed every piece of data?
- 4 Have you included any information that is not in the data?
- 5 Have you left any important data out?
- 6 Have you just listed information or have you compared it?
- 7 Have you divided your answer into clear paragraphs?
- 8 Have you mentioned any striking features?
- 9 Have you avoided repetition of words and structures?
- 10 Have you used a range of grammar, vocabulary and complex structures?
- 11 Have you used the correct tenses and verb form?
- 12 Have you used appropriate linking devices such as adverbs and conjunctions?
- 12 Have you checked your writing for mistakes?
- 13 Have you completed the task according to the rubric?
- 14 Have you written at least 150 words?
- 15 Have you written *too many* words?
You aren't penalised for writing too much, but you may be penalised for *not summarising*. You don't need to write more than about 185 words.

IELTS Writing Task 2

In Task 2 you are given a point of view, an argument or a problem. Assessment for Task 2 is based on your ability to:

- present and support your opinion
- compare and contrast evidence and opinions
- write a solution to a problem
- evaluate and challenge ideas, evidence or arguments
- write in an appropriate style.

Checklist

- 1 Have you paraphrased the question in your introduction?
- 2 Have you given a clear indication of the organisation of your answer in the introduction?
- 3 Have you given a clear statement of your stance/opinion/position in the introduction?
- 4 Have you given a clear statement about the content of each paragraph?
- 5 Have you given reasons and examples as requested in the rubric?
- 6 Have you also developed your ideas by expressing contrasts, causes, effects, purposes and conclusions?
- 7 Have you written a conclusion? Do all the paragraphs now fit together well?
- 8 Is your answer abstract as required? Or does it contain personal examples?
- 9 Have you divided your answer into clear paragraphs? Have you written 4/5 paragraphs?
- 10 Have you included any irrelevant ideas?
- 11 Have you avoided the repetition of words and structures?
- 12 Have you used a range of grammar, vocabulary and complex structures?
- 13 Have you checked your writing for mistakes?
- 14 Have you completed the task according to the rubric?
- 15 Have you written at least 250 words?

Introduction

The IELTS Speaking module lasts between 11 and 14 minutes and has three parts. The exam is recorded. The examiner assesses your ability to communicate effectively in English.

Part 1

Part 1 takes between four to five minutes. You will be asked general questions about yourself, such as your family, your job/studies or your interests and a variety of similar and familiar topics. You will be assessed on your ability to give opinions and information on these topics.

- 1 Work in pairs. Look at the two sets of Part 1 questions about Friends and Crafts and decide how you would answer each question. Then choose a set each and ask each other the questions.

A Friends

Do you prefer to go out with one friend or a group of friends? Why?

What do you do when you go out?

Do you think it's important to keep in contact with friends you make at work or on courses? Why/Why not?

B Crafts

Do you like making things, e.g. cooking, pottery or painting? Why/Why not?

Do you think learning crafts is important in our lives? Why/Why not?

Tell me about a traditional craft in your country.

Do you think these will be popular in the future? Why/Why not?



- 2 Look at the following beginnings to possible answers to the three questions in set A. Decide which one is not suitable and why.

- 1 I like friends.
- 2 We tend to go to the cinema or the theatre, because ...
- 3 Yes, sometimes, because ...
- 4 There are many reasons, but perhaps the most important is ...

- 3 Using the correct sentence rhythm and stress helps your intelligibility, and good pronunciation leads to a higher score. You can help yourself relax as you speak by developing a rhythm and breathing properly. Look at sentence 2 above. You can create a rhythm by stressing the important words like verbs and nouns:

*We **tend** to go to the **cinema** or **theatre**, **because** ...*

Say these words and then read the sentence beginning. Take a shallow breath at the comma before the word because. Decide which words you should stress in sentence 4.

- 4 Work in pairs. To help you understand the examiner better, decide which nouns and verbs the examiner will stress in the questions in set A. Then do the same with the questions in set B.
- 5 Think of your own sentence beginnings for set B. Then decide which words to stress and practise saying the nouns and verbs as in exercise 3.
- 6 Take turns asking and answering the questions again, using a different set from the one you chose in exercise 1.

Part 2



In Part 2 the examiner will give you a Task Card with a topic from a wide range of areas. You will be given one minute to think about the topic and make notes before you speak. You should speak for one to two minutes. When you have finished speaking, the examiner will ask one or two questions to round off the topic. You will be assessed on your ability to speak at length about a topic, organise your ideas and use appropriate language.

1 Work in pairs. Decide which Task Cards 1–6 the candidate notes a–f relate to.

1 Describe a place where you enjoy studying.
You should say:
where this place is
when you first visited this place
what this place is like
and explain why you enjoy studying there.

2 Describe a skill that you would like to learn.
You should say:
what the skill is
when you would like to learn this skill
where you would like to learn this skill
and explain why you would like to learn this skill.

3 Describe something expensive you bought but you didn't use/haven't used.
You should say:
what the item is
when you bought the item
where you bought the item
and explain why you didn't use/haven't used it.

4 Describe a meeting with someone that changed your life.
You should say:
who this meeting was with
when this meeting happened
where this meeting happened
and explain why this meeting changed your life.

5 Describe something you have made that you are proud of.
You should say:
what you have made
where you made it
how you made it
and explain why you felt proud about making the item.

6 Describe a website that you like.
You should say:
what this website is
how often you visit this website
what special features this website has
and explain why you like this website.

a
maps
weekly
detailed maps
see world
learn
have fun

b
table
carpentry class
wood saw nails hammer
polish
challenging

c
friend
3 years ago
course
funny/laugh
reliable
helpful

d
café
near river
month ago
cheerful
relaxing
friendly
great view

e
guitar
last August
on holiday
little time
annoying
not relaxing


f
musical instrument
soon
class – irritating
privately
relaxing
helps concentration
healthy

2 Work in pairs. Decide how the words in the notes for the first two topics relate to each part of the topic.

- 3 Look at the possible answer for the topic in Task Card 3. Underline the paraphrase the speaker uses for the notes that they prepared.

The item that I'd like to talk about is a musical instrument, a guitar that I had planned to learn how to play. I actually acquired it at the end of the summer when I had a few days off and was visiting my friend in another town. I saw it in a new music shop in the town centre. At first, I was going to buy the guitar online, but decided to buy it there and then. But I haven't actually played the instrument much at all, mainly because I haven't really had any spare time as I've been very busy at work and also socially with friends and family. So what happens is I keep putting off practising the guitar and it just sits there in the living room unused. And another reason is that I've never learnt to play a musical instrument before, so I've found it quite irritating and challenging when I've tried to do basic things on it. So, all in all playing the guitar's not good at helping me unwind and I should've thought about it before buying it. But friends've told me I should persevere and take classes as they say playing an instrument helps them to improve their ability to focus before studying or working, which I think would help me too.



- 4  18 Listen to a candidate talking about Task Card 2 in exercise 1. Identify the differences between the notes about the candidate's answer.
- 5 Decide whether you think the changes make the answer better or not. Give reasons.
- 6 Work in pairs. Each choose a card for your partner. Make your own notes or use the notes above. Then take turns talking about the topic on your cards. When you have finished speaking, give each other feedback using the checklist on page 181.

Part 3

In Part 3, you will have a discussion with the examiner, which will last between four and five minutes. The discussion will be linked to the topic in Part 2, but it is more abstract so you are not encouraged to talk about personal experiences. You will be assessed on your ability to communicate and justify views and discuss and analyse issues.

- 1 Work in groups. Look at the following Part 3 questions and discuss what you might include in your answers.



Information on the web

How useful do you think websites are for bringing information to people? What about training or advertising?

In what ways can websites benefit small businesses?

In business terms, are people more influenced by what they see nowadays on the web than on television? In what ways?


Distance learning

How can the web be used for distance learning?

Should the training that is available on the web be regulated more? Why? How?

How do people in your country feel about awarding degrees and diplomas based solely on learning over the internet? Give reasons and examples.



2  19 Listen to Part 3. Number the examiner's questions 1–6 below in the order that they are asked.

- 1 How essential do you think it'll be for workforces in the future to be proficient technologically?
 - 2 Do you think it's important to keep acquiring new skills throughout one's life?
 - 3 Should preparation of children and young people for work focus on computing skills at the expense of practical skills?
 - 4 Do you think people will have to work longer in the future?
 - 5 How can people ensure that work does not control their lives?
 - 6 In what way do you think learning only computing skills can be a disadvantage in life?
- 3 Work in groups of three. Take turns asking and answering the questions in exercise 1. The third student should use the checklist on page 181 and give feedback on criteria agreed by the student being examined.



IELTS Speaking checklists

IELTS Speaking Part 1

See the checklist for Part 3.

- 1 Did you paraphrase the question?
- 2 Did you develop your answer by giving simple reasons?
- 3 Were your ideas relevant to the question?
- 4 Did you avoid repetition of words and structures?
- 5 Did you use a range of grammar, vocabulary and complex structures?
- 6 Did you concentrate too much on accuracy rather than fluency?
- 7 Did you speak clearly?
- 8 Did you speak too quickly or slowly?
- 9 Did you speak using the correct rhythm or sentence stress?
- 10 Did you use the correct word/phrase stress?

Remember this section is personal not abstract.

IELTS Speaking Part 2

See checklist for Part 3 and 1–5 below.

- 1 Did you make notes?
- 2 Were your notes short—no more than about ten words?
- 3 Did you answer all the parts of the question in order?
- 4 Did you refer to your notes as you spoke?
- 5 Were your notes easy to glance at as you spoke?

IELTS Speaking Part 3

- 1 Did you paraphrase the question?
- 2 Was your answer organised?
- 3 Did you develop your answer by giving reasons and examples?
- 4 Did you also develop your ideas by expressing contrasts, causes, effects, purposes and conclusions?
- 5 Was your answer abstract as required or was it too personal?
- 6 Were your ideas relevant to the question?
- 7 Did you avoid repetition of words and structures?
- 8 Did you use a range of grammar, vocabulary and complex structures?
- 9 Did you concentrate too much on accuracy rather than fluency?
- 10 Did you speak clearly?
- 11 Did you speak too quickly or slowly?
- 12 Did you speak using the correct rhythm or sentence stress?
- 13 Did you use the correct word/phrase stress?

Ready for Listening

Section 1



(R = receptionist; C = Clara)

- R:** Good morning. How can I help you?
- C:** Hi. Mmm ... I'm not registered as a patient here at the moment as I moved to the north of the city, and I was wondering if it was possible to register again now and make an appointment as well.
- R:** Yes, I can register you today, but all the appointments for today are taken, unless it's an emergency.
- C:** No, I can't say it's an emergency.
- R:** OK, so I can register you. Is it just for yourself?
- C:** No it's for the whole family, myself, my husband and my daughter as well.
- R:** I can check on the system to see if your details are still on here.
- C:** I moved to another doctor about four and a half years ago, so ...
- R:** Well I can have a look.
- C:** OK.
- R:** Can you tell me your name and date of birth? And I can check using both.
- C:** My name's Clara Wight.
- R:** Is that W-H-I-T-E?
- C:** No. It's W-I-G-H-T.
- R:** Right. Mmm and your date of birth?
- C:** 23rd October 1990.
- R:** OK ... let's see. ... Was your address before 72 Crocket Street?

- C: Yes. That's it! That was my old address.
- R: We have basic details, but no records. They were all transferred to the other health centre you registered at when you moved.
- Mmm ... and your present address?
- C: It's 88 Palace Avenue.
- R: And the postcode?
- C: It's ZE24 2TP.
- R: If you fill in this form for yourself and your family, then we can input the details.
- C: OK. But do I need to bring any proof of identity?
- R: I need proof of your address from a utility bill, etc.
- C: I've not got any bills, but I've got letters saying we're connected for the gas and electricity and of course I've got a letter showing the tenancy agreement with our name and the address on it.
- R: That should be OK.

- R: The first available appointment I have is on Thursday at three o'clock with Dr Jackson.
- C: Mmm that's a bit awkward as I've got to pick up my daughter from school. Have you got anything later?
- R: I've got an appointment with Dr Barker at 4 pm on Friday ...
- C: Yeah that's OK.
- R: But it's at our other health centre.
- C: Where's that?
- R: It's not that far. It's less than 10 minutes' walk from here on North Street. Do you know where the cinema is on North Street?
- C: Yes.
- R: Well it's on the same side of the road between the cinema and the pharmacy on the opposite side of the road from the bank.
- C: Yes ... I know it. There's a small park just further along on the same side of the road on the other side of New Street, where the bus stops.
- R: Yes. That's it. We will send you a text to confirm – can I just confirm your mobile number's 07700 900807?
- C: Yes, that's correct. Thanks for your help.
- R: Bye.

Section 2



05

Good evening, everyone, and welcome to the official opening of the Glitz Theatre, an exciting new development on this side of the city. The renovation of the theatre has taken nearly three years of painstaking restoration work and the results of the effort that has gone into it all are clearly visible.

Before we proceed to the opening ceremony, I'd like to say a few words about the transformation of the theatre.

The venue has changed from being a rundown building to what can only be described as a modern theatrical experience, and for me it's wonderful to see so many of the original features of the building still intact, especially on the façade, where all the dirt has been removed. There is now multi-coloured glass panelling on the façade, so the entrance looks really welcoming.

The auditorium, which was not particularly welcoming in the past, has had a complete makeover to create something modern and up-to-date. And we now have a concert venue for a wide range of uses, where we can hold not just plays, but concerts for pop and classical music and for conferences. For the latter, we also have a new extension with rooms for meetings and educational purposes all fitted out with the latest technology along with an area for mingling and entertaining.

The foyer of the theatre here, as you can see, has been made bigger with a much larger ticket office and machines for collecting tickets that have been booked in advance. And where there was only a machine serving coffee and cold drinks and a few stools and high tables there's now a proper coffee shop selling a wide range of light refreshments, which looks rather inviting. The roof terrace, which used to be closed, is now accessible, with a landscaped garden and a restaurant open to the public all year round.

The basement, which leads out into a garden at the back, has been converted into a members' room with a café for light refreshments and an area for art displays or stalls. The theatre shop is no longer beside the ticket office; it is now next to the entrance to the basement café. It doesn't just sell sweets, as it did before, but also theatre-related memorabilia, including programmes and books, DVDs, CDs, posters ...

And in the information pack you all have you may notice that there is a programme of events for the summer months, mmm ... As it's during the school holidays, there'll be a wide range of special events aimed at children. For the matinee performance each day, the theatre is offering free tickets to 200 children up to 16 years of age. And there'll be special rates for theatre-goers who book a meal in the roof-terrace restaurant as well. And we'll be having special evenings where there'll be concerts and plays by local

groups. And also every Wednesday tickets will be half-price for members of the theatre. The membership is only £70 a year and gives members and a guest access to member-only events and to previews and access to the members' restaurant in the basement.

And another innovation at the theatre is the monthly programme of lectures and master classes delivered by actors, producers and writers, on various aspects of the theatre. This is certainly a major development, which will definitely pull in many theatre enthusiasts, and hopefully revitalise the area.

I'd now like the Mayor to say a few words before opening ...

Section 3



06

(Z = Zahra; T = Thomas)

- Z: Hi Thomas.
- T: Zahra, hi. So, have you decided yet what you're going to do your seminar paper on?
- Z: Yes, I have. Mmm ... it's all at an early stage so far, but it's on the impact of smartphone technology on our lives, but I'll probably restrict it to just the field of studying at university.
- T: Well, that sounds very topical. If you think of it, smartphones only started to become popular around 2008 and look how quickly they've changed everything.
- Z: Yes, of course. Things're happening so fast, ... I love new technology, but it's all too much at times. It'll be interesting to research. At least, I think it will.
- T: Yes, I do too. And how're you going to do the research for your seminar paper?
- Z: Well, mmm, I thought of interviewing people in the student body and members of the public – I want a wide range of ages and backgrounds, but I haven't narrowed it down yet.
- T: Any minimum age?
- Z: 16/17 minimum perhaps, but as for an upper age limit, not really.
- T: Mmm ... and what're you setting out to show?
- Z: I'm not sure at this stage either, but something along the lines of ... mmm ... the idea that we are allowing smartphone technology to control the way we do things, too much, but I haven't made up my mind yet. I'm just thinking on my feet here. I haven't really thought it right through to the end, to be honest.
- T: What about your questionnaire?

Listening scripts

- Z: Mmm ... yes that's another thing. What I'm not really decided about is the length the questionnaire should be.
- T: The best thing is to keep it short.
- Z: Maybe. But I'll finalise the length when I sit down to type it up.
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- Z: I need to find someone to try out my questions on. I've got some already written.
- T: I can be your guinea pig if you want.
- Z: Great!
- T: Fire away!
- Z: Let's see, ... Let's start with this one ... which electronic device do you use most frequently?
- T: Mm, I love my tablet, but actually, I'd have to say it's probably my smartphone.
- Z: What do you use it for generally?
- T: Mmm ... apart from communication like video-
phoning my family and friends at home and social media, and listening to and downloading music, I use it for practically everything, but probably less and less for texting.
- Z: On a scale of 1-10, where 1 is least useful and 10 most useful, how useful do you find your smartphone is for communication?
- T: Very useful, so 8. Without it, I'd be totally lost.
- Z: And what about studying? Do you use it in your studying?
- T: All the time. I use it for mmm ... for searching on the net, and I also use it for downloading documents and for writing or dictating notes or bits of assignments on my mobile ...
- Z: Mhmm ...
- T: ... and recording lectures or parts of them when I can't be bothered taking notes on my mobile and then it transfers to my laptop automatically when I switch it on.
- Z: And I thought I used my mobile a lot!
- T: ... but in the main I use it for studying more and more, rather than just browsing the internet.
- Z: Using the same scale, what about using the mobile for studying then?
- T: Well, let's see ... It's more essential than communicating for me, and so it's a score of ... 9.
- Z: What about entertainment?
- T: I can use it for music and music videos and films and TV shows.
- Z: What score would you give it for usefulness?
- T: Mmm ... well, for that, I'd give a score of 7.
- Z: What else do you use it for?

- T: For many different things like the news, the weather, health checks, as my wallet, train tickets and as a TV remote control. I can't wait to get it connected up to more things at home. I think I'll end up using it for organising my entire home life.
- Z: Do you think so? And the score for these other things?
- T: A definite 8.
- Z: OK thanks, that's really helpful ...

Section 4



Good morning everyone. The topic of my talk this week is a rather unusual method of bringing water to drought-ridden regions of the world. The methods people most think of, or read about in newspapers and/or see on TV, er ... are preventing deforestation and encouraging reforestation to prevent water run-off from barren land, and hence to stop flooding. Another method is ... er ... drilling bore holes to bring water from aquifers deep in the ground to irrigate the land.

But the method I'd like to talk about today is the production of rain through seeding clouds. For those of you who are not familiar with this practice, it is basically a process where nature is coaxed, as it were, to produce rain. In many places in the world, attempts have been made throughout history to produce rain in times of drought through magic, but from the latter part of the last century scientists've been endeavouring to come to the rescue by chemical means.

And at times they've been trying not just to produce rain, but also to divert it so that it does not rain on special days, such as national or international ceremonies. Cloud seeding has been carried out since the middle of the last century, but no scientist can confirm that the practice is actually responsible for rain, and not nature itself. Because who can confirm that the clouds would not let loose a deluge anyway?

Having said that, I am aware there is some evidence that seeding clouds to produce rain can lead to a 15% increase in rainfall. But what would happen, for example, if the actions of cloud seeding in one place led to a disastrous deluge in another? It would also be tricky to prove that any damage was the responsibility of cloud seeders. Some people are understandably against the practice of cloud seeding, as we don't really know the consequences of interfering with nature.

Cloud seeding has apparently been used by Californian officials to

replenish reservoirs. In other parts of the US, electricity utility companies are especially fond of seeding to bring more water to hydroelectric plants.

With national budgets devoted to agriculture running into the tens of millions, if not billions of dollars in some cases, the interest in attempts to control the weather is not surprising and deserves attention.

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Last year the agricultural and meteorology departments at the university were given a 20 million dollar grant, funded in part by the government and various companies in the food and agricultural industry, to conduct research into cloud seeding to increase precipitation. While the research is aimed primarily at the US, it is hoped that the benefits accrued will have far-reaching consequences for other drought-ridden regions of the planet.

Now ... let's see, mmm ... if we look at this diagram here, we can see how cloud seeding works. There are two basic methods: from the air and from the ground. Looking first at seeding from the air, we can see that an aeroplane flies above the clouds from where it fires silver iodide into clouds by dropping chemical flares in order to increase precipitation. Silver iodide crystals then attach themselves to water droplets, which makes the water freeze and fall as rain or snow over high ground. If we now look at the diagram showing cloud seeding from the ground, we can see that there is a ground seeding generator here on the right, which has a tall chimney, and er ... next to this on the left is, mmm ... a fuel tank containing propane. Heat generated from the burning of the propane lifts the silver iodide crystals up to cloud level again leading to precipitation.

So let's now ...

