

Listening skills

4 Places and directions

In this unit, you will practise:

- understanding a description of a place
- following directions
- labelling a map
- multiple choice

1 Describing a place

For some questions in the Listening paper, you need to look at a map of a place, or a plan of a building.

1.1 Look at drawings A–F and decide what the images are.

A



D



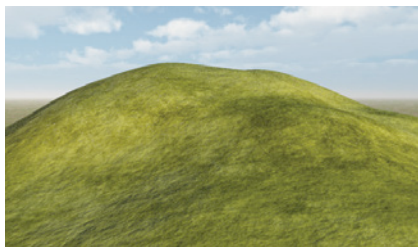
B



E



C



F



Test Tip For labelling a map or plan in IELTS, you may need to follow directions, or you may hear a description of a location.



Test Tip You should study the map or plan carefully **before** you listen. Having a clear image in your mind will help you understand what you hear.


● *Listening skills*

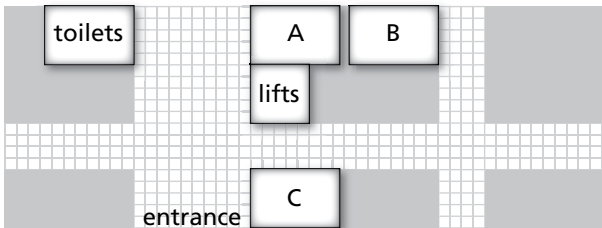
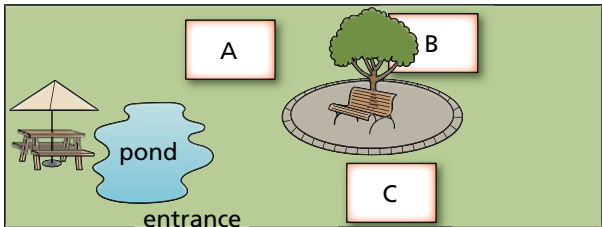
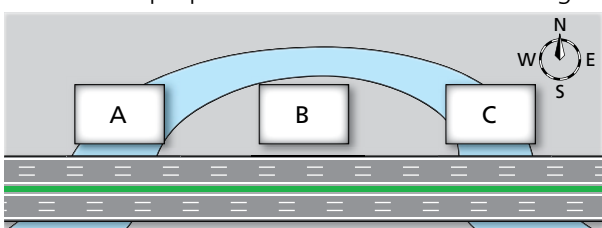
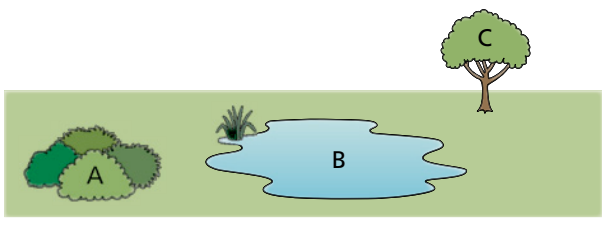
1.2 Study the map in section 3.3 for 30 seconds.

1.3 Try to answer questions 1–4 without looking back at the map.

- 1 What is it a map of?
- 2 Name three landmarks on the map.
- 3 Where is the entrance?
- 4 What is in the centre of the map?


Features already on the map are often used as landmarks to help you find your way.

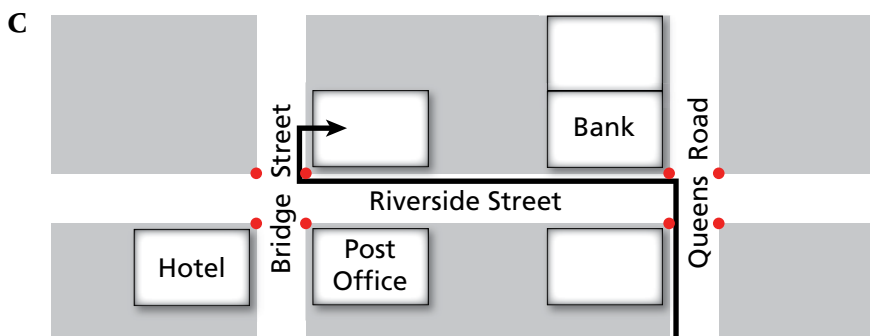
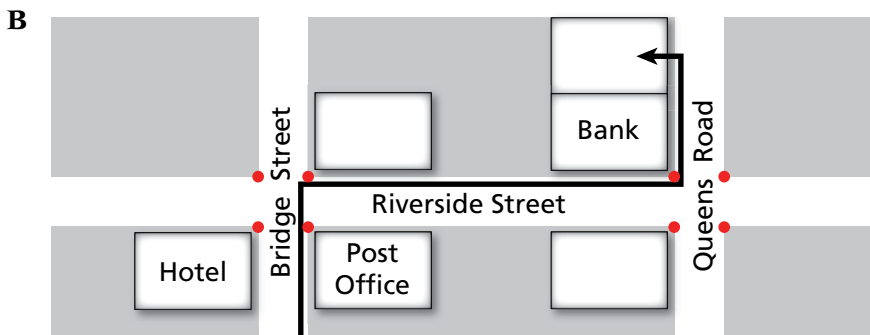
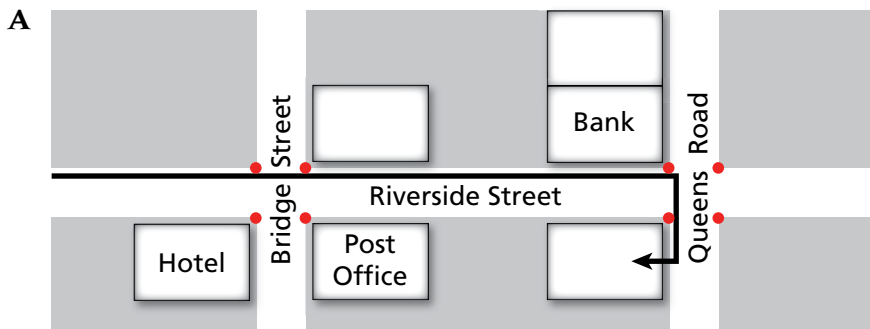
1.4  **16** Listen to extracts from the four sections of the Listening test. Complete the first column in the table by choosing the correct letter (A, B or C).

		landmark(s)	locating words/phrases
1	<p>Where is the gift shop?</p> 	<i>lifts</i>	<ul style="list-style-type: none"> • The entrance is _____ _____ • Then go _____ • The shop you want is _____ _____ lifts
2	<p>Where can you buy stamps?</p> 		<ul style="list-style-type: none"> • In _____ resort, you'll see a ... _____ courtyard, you'll find a ... • It's just _____ tree
3	<p>What is the proposed location of the new bridge?</p> 		<ul style="list-style-type: none"> • I was thinking of putting it _____ _____ • I think it would be better if it's _____ motorway
4	<p>Where is the ideal habitat for the Traviston Frog?</p> 		<ul style="list-style-type: none"> • ... it is unable to live in _____ of a pond • ... it does need to live in _____ to water • ... in a tiny burrow _____ bushes


1.5 Listen again and complete the table on the previous page. Write down the landmarks mentioned and fill in the gaps in the phrases that help you to locate the correct answer.


2 Following directions

2.1  **17** Listen and decide which diagram (A, B or C) shows the directions described by the speaker.



2.2 Listen again and make a note of any words or phrases that are used to give directions.

 **Test Tip** You may need to follow directions to locate a place on the map or plan. Marking the way directly on the map can be helpful.


 **Test Tip** The distractors for this type of task might be extra buildings marked on the map, or they might be extra options in a list of possible answers.

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3 Labelling a map

Sometimes, a map completion task asks you to identify an area on a map then choose an answer from a list. For this type of question, you need to familiarise yourself with both the list of options and the features on the map before you start.

3.1 Look at this map completion task. Which landmarks might be used to help you to find your way around?

3.2  **18** Listen and label the map with the correct letter (A–F).

3.3 Check your answers, then listen again.

 **Test Tip** Before you listen, read the options several times so that you become familiar with the information you need to listen for. Don't cross out any options unless you are sure they are wrong. If you can't decide between two answers, write both down and decide later.

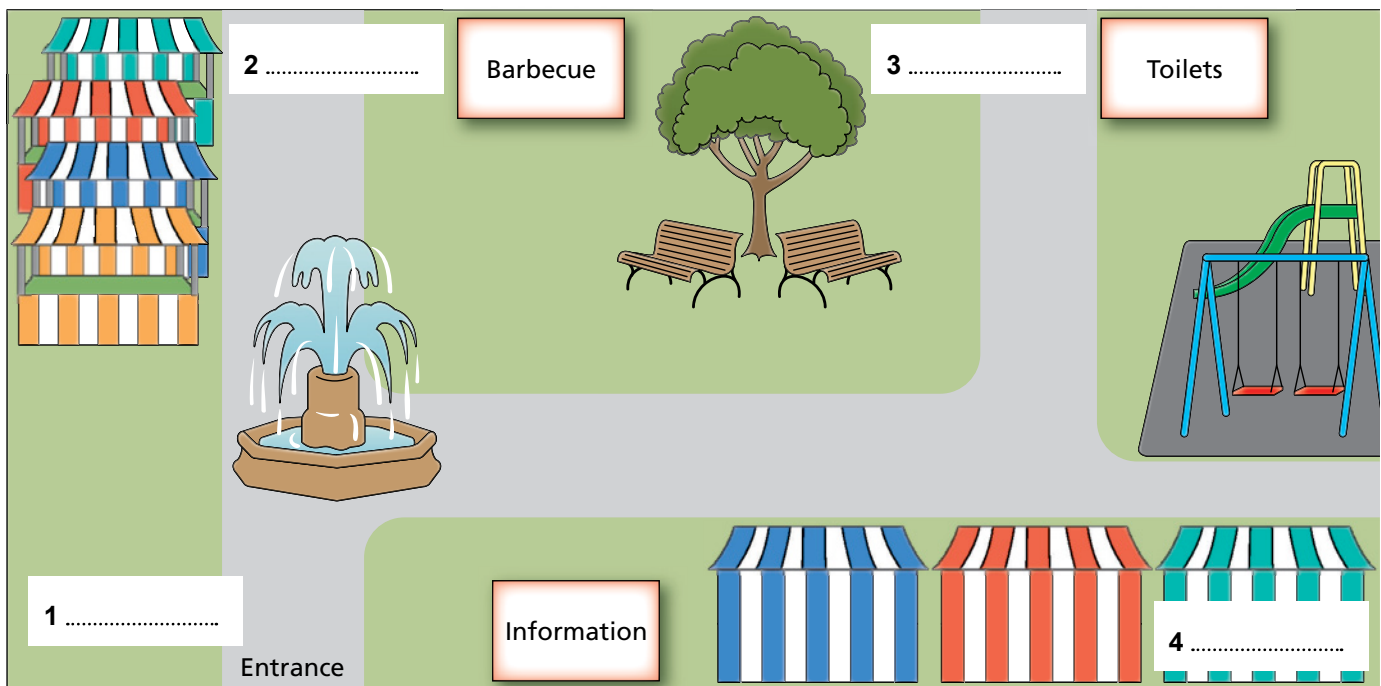
Questions 1–4

Label the map below.

Choose the correct letter **A–F** and write the answers next to questions 1–4.

- | | |
|-----------------------|---------------------------------|
| A farm animals | D picnic area |
| B fresh bread | E second-hand book stall |
| C ticket booth | F cookery shows |

Brookside Market



Reading skills

4 Locating and matching information

In this unit you will practise:

- identifying types of information
- locating and matching information
- connecting ideas
- matching sentence endings
- matching information

1 Identifying types of information

For **matching information** tasks, you need to locate an idea or piece of information in the text and match it to a phrase that accurately describes it.

1.1 Read the extracts from two separate paragraphs of a Reading passage. What type of information has been underlined?

- A** a description of an animal's habitat
B the issues that can cause something to happen
C an argument for a type of action

A
Meerkats devote a significant part of their day to foraging for food with their sensitive noses. When they find it, they eat on the spot. Primarily, meerkats are insectivores, which means their diet is mainly made up of insects.

B
These animals are transient by nature and move if their food is in short supply or if they're forced out by a stronger gang. The group's dominant male, the alpha male, marks the group's territory to protect the boundary from rivals and predators.



1.2 Look at this matching information task based on the extracts above.

Which paragraph contains the following information?

- 1 two situations that force meerkats to change where they live
- 2 how meerkats generally spend their time

- 1 For this type of question, do you need to look for individual words or a whole idea?
- 2 Question 1 matches the information underlined in the paragraph above, so the answer is B. Underline the part of paragraph A that matches the information in Question 2.

● Reading skills

These questions **describe the information** you need to find.

1.3 Look at extracts A–H from different Reading passages and match them to the type of information that best describes them.


A Water is forced at pressure through a narrow pipe. The water hits the top of the water wheel, causing it to turn.	B The water is warm thanks to a natural hot spring beneath the riverbed.	C Our study looked at the surrounding environment while previous researchers have concentrated on diet.	D We achieved this by weighing the animals both before and after periods of exercise.
E They live in dark, humid areas and so tend to be found in and around tropical rainforests.	F A month later, we were able to test it again and the results showed a significant change in temperature when the insulation was used.	G After ten years, they gave up. The experiment had failed and, as a result, the public grew angry at the waste of public funds.	H It takes 35 days for the chick to leave the nest and fly.

Types of information

- 1 the findings of a study
- 2 the method used in a research study
- 3 the reaction to something
- 4 a description of a habitat
- 5 the difference between current and past studies
- 6 a description of how something works
- 7 the cause of something
- 8 the amount of time needed for something

2 Locating and matching information

Just like matching headings, **matching information** questions are not in the same order as the passage.

 **Study Tip** Some examples of the type of information you may be asked to find are:

- a number
- a date
- a measurement
- a reason
- a cause
- an effect
- a conclusion
- the problems
- a finding
- an account
- a reaction
- a description.

When you are reading different passages in this book, think about whether the information matches any of these types.

2.1 Spend two minutes skim reading the passage below, so that you are familiar with the type of information it contains.

What is the main purpose of the passage?

- A** to describe the habitat and eating habits of one specific animal
- B** to explain the background to a proposed study into tropical animals
- C** to argue that scientists can learn a great deal from studying nature
- D** to give the findings of new research into an animal's behaviour

How geckos cope with wet feet



- A** Geckos are remarkable little lizards, clinging to almost any dry surface, and Alyssa Stark, from the University of Akron, US, explains that they appear to be equally happy scampering through tropical rainforest canopies as they are in urban settings. 'A lot of gecko studies look at the very small adhesive structures on their toes to understand how the system works at the most basic level,' says Stark. She adds that the animals grip surfaces with microscopic hairs on the soles of their feet, which make close enough contact to be attracted to the surface by the minute forces between atoms.
- B** However, she and her colleagues Timothy Sullivan and Peter Niewiarowski were curious about how the lizards cope on surfaces in their natural habitat. Explaining that previous studies had focused on the reptiles clinging to artificial dry surfaces, Stark says 'We know they are in tropical environments that probably have a lot of rain and geckos don't suddenly fall out of the trees when it's wet'. Yet, the animals do seem to have trouble getting a grip on smooth, wet, artificial surfaces, sliding down wet vertical glass after several steps. The team decided to find out how geckos with wet feet cope on both wet and dry surfaces.
- C** First, they had to find out how well their geckos clung onto glass with dry feet. Fitting a tiny harness around the lizard's pelvis and gently lowering the animal onto a plate of smooth glass, Stark and Sullivan allowed the animal to become well attached before connecting the harness to a tiny motor and gently pulling the lizard until it came unstuck. The geckos hung on tenaciously, and only came unstuck at forces of around 20N – about 20 times their own body weight. 'In my view, the gecko attachment system is over-designed,' says Stark.
- D** Next, the trio sprayed the glass plate with a mist of water and re-tested the lizards, but this time the animals had problems holding tight. The droplets were interfering with the lizards' attachment mechanism, but it wasn't clear how. And when the team immersed the geckos in a bath of room-temperature water with a smooth glass bottom, the animals were completely unable to anchor themselves to the smooth surface. 'The toes are super-hydrophobic,' (i.e. water repellent) explains Stark, who could see a silvery bubble of air around their toes. But, they were unable to displace the water around their feet to make the tight contact that usually keeps the geckos in place.
- E** Then the team tested the lizard's adhesive forces on the dry surface when their feet had been soaking for 90 minutes, and found that the lizards could barely hold on, detaching when they were pulled with a force roughly equalling their own weight. 'That might be the sliding behaviour that we see when the geckos climb vertically up misted glass,' says Stark. So, geckos climbing on wet surfaces with damp feet are constantly on the verge of slipping and Stark adds that when the soggy lizards were faced with the misted and immersed horizontal surfaces, they slipped as soon as the rig started pulling. Therefore geckos can walk on wet surfaces, as long as their feet are reasonably dry. However, as soon as their feet get wet, they are barely able to hang on, and the team is keen to understand how long it takes geckos to recover from a drenching.

● Reading skills

2.2 Look at this task based on the Reading passage. For each question, underline the type of information you need to scan for. The first two have been done for you.

Which paragraph contains the following information?

N.B. You may use any letter more than once

Write the correct letter, A–E, next to questions 1–7 below.


- 1 visual evidence of the gecko's ability to resist water
- 2 a question that is yet to be answered by the researchers
- 3 the method used to calculate the gripping power of geckos
- 4 the researcher's opinion of the gecko's gripping ability
- 5 a mention of the different environments where geckos can be found
- 6 the contrast between Stark's research and the work of other researchers
- 7 the definition of a scientific term

2.3 It is important to fully understand what you are looking for in the passage. Answer these questions, based on Question 1 in the task above.

- 1 Which of the following do you think is 'visual evidence'?
 - A something the researchers believe
 - B something the researchers have seen
 - C something the researchers have read about
- 2 Which of the following means the same as 'ability to resist water'?
 - A soaks up water
 - B sinks in water
 - C stops water getting in
- 3 Scan the passage to find 'visual evidence' of an ability to resist water. Which paragraph contains this information?

2.4 Study Questions 2–7 in 2.2 carefully and match them to paragraphs A–E. Remember, the questions are not in the same order as the passage. This is because your task is to find out where the information is.

2.5 Look again at Questions 2–7 and underline the parts of the passage that gave you your answer.

 **Test Tip** Make sure to note any plurals in the questions (e.g. two examples of / the different environments, etc). There may be parts of the passage that refer to only one of the things mentioned, so you need to find the paragraph that has more than one. .

3 How ideas are connected

Another type of question that requires you to match information is **matching sentence endings**. For this type of task, you need to understand how ideas are connected within the Reading passage.

3.1 Complete each sentence below with the correct ending, A–F.

- 1 When I pressed the switch,
 - 2 If you heat ice,
 - 3 The respondents to the survey
 - 4 Children who attend small schools
 - 5 Parents with overactive children
- A all came from similar economic backgrounds.
B tend to need more sleep at night.
C the light came on.
D reported that she has been successful.
E generally get more individual attention.
F it melts.

You were able to complete this task using only logic and your knowledge of grammar. In the IELTS Reading paper, you can do this to confirm or check your answers, but you will **not** be able to answer the questions without reading the passage.

3.2 Look at these matching sentence endings questions based on the passage in 2.1. Try using these techniques to answer the questions.

- 1 Scan the passage in **2.1** to locate the information in the sentence beginnings (1–4).
 - 2 Read the relevant part of the passage carefully, then choose the best sentence ending (A–F).
- 1 Other researchers have aimed to discover how
 - 2 The work of Stark and her team is different because they wanted to find out how
 - 3 Stark's experiments revealed that
 - 4 The researchers would still like to know when

- | |
|--|
| <p>A geckos struggle to grip onto dry glass as well as wet glass.
B the gripping mechanism of geckos actually works.
C geckos have a weaker gripping mechanism than previously thought.
D geckos are able to grip in rainforest settings.
E geckos are able to recover their gripping abilities after getting wet.
F geckos can grip more easily if their feet are not damp.</p> |
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Writing skills

3 Academic Writing Task 1 – Describing diagrams

In this unit you will practise:

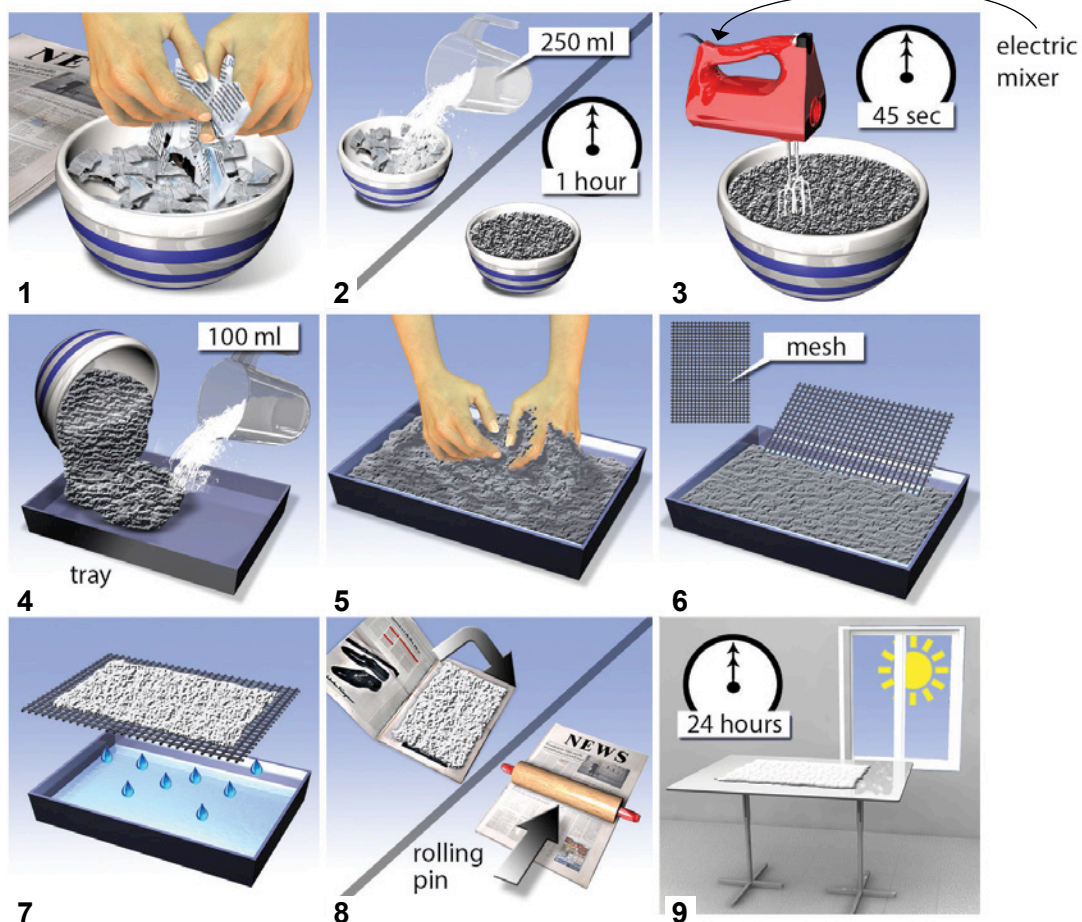
- understanding a diagram
- understanding Lexical Resource
- describing a process
- being accurate
- improving coherence and cohesion

1 Understanding a diagram

Another form of visual information is a diagram. Again, you need to spend a little time studying and understanding the diagram before you begin to write. Remember, you need to include **all** of the most relevant information.

1.1 Look at the diagram below for one minute.

How to make recycled paper from old newspapers.



Test Tip Try drawing your own diagram of an everyday machine in your home (e.g. a washing machine). Divide the process up into different stages and describe it.

1.2 Match the verbs to parts 1–9 in the diagram. You may use more than one verb for each image.

lift	pour	leave	drain	add	put	tear
mix	press	soak	dry	place	slide	beat

There may be some labels included in the diagram. These are usually the names of different objects that you are not expected to know. You should use these in your description.

1.3 Study the diagram again and complete these sentences.

- 1 You need old newspapers, a _____ to hold the mixture and a _____ containing 250 ml of water.
- 2 An _____ is used to form the mixture into a pulp.
- 3 The pulp is poured into a _____.
- 4 Some _____ is used to lift the pulp out of the water.
- 5 A _____ is used to flatten the pulp and press the water out.



Test Tip Remember, you have only 20 minutes to complete Writing Task 1, so you need to identify the most important information in only one or two minutes. To help plan your answer, write the different verbs you will use to describe each stage on the diagram itself. This will help to make sure you don't miss out any important steps in your description.

2 Describing a process – coherence and cohesion

Your Writing Task answer will be assessed based on its **coherence** (is it easy to understand?) and its **cohesion** (are the ideas connected well?). For every Writing Task answer, your ideas must be organised in a logical way and be connected together. Your answer must not be a list of individual sentences.

2.1 Complete sentences 1–9 with endings A–I.

- | | |
|----------------------------------|---|
| 1 The diagram explains how to | 6 Then, use a piece of mesh, to carefully |
| 2 First, | 7 Next, open up an old newspaper and |
| 3 Then, add 250 ml of water and | 8 Then, use a rolling pin to |
| 4 Next, using an electric mixer, | 9 Finally, |
| 5 When it is ready, | |

- | |
|--|
| <p>A place the pulp mixture inside.</p> <p>B beat the mixture for about 45 seconds until it forms a pulp.</p> <p>C leave your new paper to dry in a warm place for at least 24 hours.</p> <p>D make recycled paper from old newspapers.</p> <p>E tear some newspaper into small pieces and put them in a bowl.</p> <p>F lift the pulp mixture out of the tray, allowing the water to drain.</p> <p>G press the paper down and force out any excess water.</p> <p>H leave the paper to soak for up to an hour.</p> <p>I pour the pulp into a shallow tray and add a further 100 ml of water. Mix it together by hand.</p> |
|--|

● *Writing skills*

To describe a process, we usually use the passive voice.

Active voice

First, tear some newspaper into small pieces.

Passive voice

First, some newspaper is torn into small pieces.

2.2 Now complete the description below by changing the sentences in 2.1 to the passive voice.


The diagram explains how recycled paper is made from old newspapers. First, some newspaper is torn into small pieces and put into a bowl. Then, _____

2.3 Look at the complete description in the Answer Key. The beginning of each sentence helps to organise the information and link it together. Complete the list of words/phrases below that help do this.

First, ... Then, ...

3 Lexical Resource – being accurate

Common spelling mistakes


3.1  Accuracy in vocabulary includes using the correct spelling. The sentences below each contain one spelling mistake. Find the mistakes and correct them.

- 1 The goverment increased spending in 1988 and again in 1998.
- 2 The chart shows the persentage of students who have access to the internet in their home.
- 3 From the pie charts, we can see the diffrent sports enjoyed by each age group.
- 4 These figures remained steady untill 1990, when they rose steeply.
- 5 The charts show the energy use of four different contries over a 50-year period.
- 6 The highest rise occurred between 1970 and 1990.
- 7 This figure had decreased by 50% by the end of this decade.
- 8 While the amount of money spent on education remained the same, the budget for transport incresed considerably over this time.



Test Tip Remember, your answer for Writing Task 1 will be marked against specific criteria. One of these is Lexical Resource. To get a good score, you need to use a wide range of vocabulary (not repeating the same common words) and use vocabulary accurately (without mistakes).


Using the wrong noun

3.2  Accuracy in vocabulary also involves using the most appropriate words. Improve the accuracy of the sentences below by replacing the underlined words with one of the nouns from the box.

percentage	number	means	method
amount	factors	figures	

- 1 The number of traffic on the road continues to increase.
- 2 The diagram shows the way for making canned food.
- 3 The amount of children who do not have access to a computer at home is higher in Newtown than in Westbridge.
- 4 The chart shows figures for four different ways of transport in The Netherlands.
- 5 Another significant figure is the percent of the budget that the school spent on recruiting staff.
- 6 The chart clearly shows the reasons that led to the current energy problems.

Using the wrong form

3.3  Another accuracy problem occurs when you choose the right word but use it in the wrong form. Complete these sentences with the correct form of the words in brackets.

- 1 The _____ between the two is only 9%. (different)
- 2 This involved a great deal of hard _____. (work)
- 3 The chart shows several of the areas we tend to take for granted in our _____. (live)
- 4 In the older group, there was a dramatic _____ in 2000. (increase)
- 5 The graph shows that the _____ rate of women increased far more than that of men. (attend)
- 6 There was a _____ decrease from 2005 to 2010, but overall it remained the same. (slight)
- 7 The figures show how many people in the area make use of the local _____ centre. (sport)
- 8 We often go on _____ trips to museums and art galleries. (education)