

IELTS SPEAKING

Part 3

IELTS Speaking Part 3

A discussion with the examiner (4-5 minutes)

In speaking part 3, the examiner will ask a broader range of questions. The questions require you to expand your answers further with explanation and examples. The examiner will strictly control the time.

1 Work & Studies



Grammar: Speculating

To talk about an unreal situation, you can use *would* + infinitive.

Example: My dream job would be to teach children to sail.

You probably do not know about every aspect of your dream job. For example, you may not know exactly what the what the job would involve. If this is the case, you will have to speculate.

Here is some useful language for speculating:

maybe, perhaps: *Perhaps the job is more difficult than it seems.*

It is fairly/quite/very/extremely (unlikely(that): *It is fairly likely I would need more qualifications. It is extremely unlikely that I would ever get such a job.*

I'd hazard a guess (that).....: *I'm not sure, but I'd hazard a guess that it's not as well paid as being an accountant.*

It is quite possible (that).....: *It is quite possible that managers often wish they didn't have so much responsibility.*

I imagine/suspect (that).....: *I suspect that I wouldn't find it a very satisfying role.*

You can also use modals to speculate:

must + infinitive: *Being a miner must be a dangerous job.*

(You are guessing, but you are almost certain it is dangerous.)

can't + infinitive: *It can't be very rewarding.*

(You are guessing, but you are almost certain it is not rewarding.)

A. Speculate about jobs 1-8 using the language on the previous page. Think about work hours (how long and what part of the day they work), how much job satisfaction they have, what their job involves, etc.

Examples: Being a politician must be difficult because there's always somebody who disagrees with you.

I'd hazard a guess that a chef works longer hours than a clown.

- | | | |
|----------------|--------------|--------------------|
| 1 a politician | 4 a chef | 7 a soldier |
| 2 a university | 5 a musician | 8 an office junior |
| 3 a clown | | |

B. What is the difference in meaning between the three conditionals?

- First conditional:** *If I study harder, I will get my dream job.*
if + present tense, will/can/may/might/could/be going to + infinitive OR
will/can/may/might/could/be going to + infinitive + if + present tense
- Second conditional:** *If I studied harder, I would get my dream job.*
if + past tense, would/might/could + infinitive OR
would/might/could + infinitive + if + past tense
- Third conditional:** *If I had studied harder, I would have got my dream job.*
if + past perfect, would/might/could have + past participle OR
would/might/could have + past participle + if + past perfect

Note: We use mixed conditionals when the time of the *if* clause is not the same as the time of the result clause.

If you had taken that job (in the past), you would be a manager now.

If she were a dentist (in the present), she would have got a job in the UK (in the past).

Rewrite sentences 1-4 using the alternatives to *if* in brackets.

- 1 I'll get into university if I get straight As. (provided that)

- 2 If my CV doesn't stand out, I will never be called for an interview. (unless)

- 3 If I pass my final exams, I've got a chance of getting my dream job. (as long as)

- 4 I will never be an athlete, even if I train really hard. (no matter how)

WORK

- Do you think job satisfaction is more important than salary when choosing a job?
- What skills do you think are needed to get a good job these days?
- Do you think women should be able to do all the same jobs that men do?
- How has technology changed the way we work?
- What is the difference between white collar and blue collar jobs?
- What jobs do you think are most valuable to society?

EDUCATION

- What makes a good student?
- What role should the teacher have in the classroom?
- Do you think computers will one day replace teachers in the classroom?
- How has teaching changed in your country in the last few decades?
- What is the difference between the way children learn and the way adults learn?
- How can a teacher make lessons for children more interesting?

UNIVERSITIES

- Is higher education too expensive in your country?
- Should all students pay for their university education?
- What advantages do universities bring to society?
- Which is more important, research or teaching?
- How should students spend their summer vacations?

SUCCESS

- Do you want to be successful?
- How do you think about success/ happiness?
- Can you be successful without money?
- Why do most people want to have a lot of money?
- Do you think rich people have social responsibilities?
- Do you think all successful people are happy?
- Why do you think some people become successful while others are not?

WELL-KNOWN PERSON

- What kind of people can become famous?
- What are the factors which lead to their success?
- What are the advantages and disadvantages of being famous?
- What kind of responsibility do famous people have in society?
- What kinds of people are admired in Japan?
- What would you do if you were a famous person?

PROJECT

- Is cooperation important?
- Do you like to work alone or with others?
- What are the advantages and disadvantages of working in a team?
- Should teamwork be encouraged in school? How?
- What are the advantages and disadvantages of working alone?

2 Home



Pronunciation: Silent Letters

- A. Do you know how to pronounce these English towns and cities? It may not be as you expect because they are not pronounced exactly as they are written. Only one of these place names is pronounced as you would probably expect. What is it?

Leicester Newcastle Reading Greenwich Plymouth Cambridge

- B. There are a large number of words in English with silent letters. For this reason it is important to learn the pronunciation of words, not just guess the pronunciation from the way the words are spelt. Highlight the silent letters in words 1-10 below.

- | | |
|----------------|----------------|
| 1. island | 6. vineyard |
| 2. calm | 7. walk |
| 3. camera | 8. Wednesday |
| 4. half | 9. foreigner |
| 5. interesting | 10. restaurant |

Grammar: The passive

You can use the passive (be + past participle) to introduce an argument or opinion. The impersonal subject *it is* often used. Study these examples.

*It is often **argued that** communities are breaking down. (it + be + past participle + that...)*

***Saint Petersburg is considered** by many **to be** Russia's most beautiful city. (subject + be + past participle + to infinitive)*

We use the passive if the performer of the action is unimportant or unknown.

Other verbs typical in this type of construction are *believe, say, think, find, claim, reported, prove, and show*. **Example:** *It has been conclusively shown that children benefit from a stable home environment.*

C. Decide if the following sentences can be rewritten in the passive. If so, rewrite them. (Note that none of the sentences below is incorrect and that the use of the passive is optional.)

- a. People say that my local Italian is the best restaurant in town.
- b. My mum thinks a country lifestyle is best.
- c. They have found that the new canal is a flood risk.

D. Similar passive constructions can be used to introduce others' views. Then you can say why you do not agree.

***Although** the city's National Gallery **is often thought to be** the most interesting gallery, **I prefer** the Modern Art Gallery.*

***It could be argued that** cities are dangerous places, **but I think** that if you're streetwise that needn't be the case.*

Complete the sentences below so they are true for you.

- a. Although _____ is usually considered to be the most beautiful region in my country, _____.
- b. Home cooking/Restaurant food is often thought to be superior to restaurant food/home cooking, but, in my opinion, _____.
- c. It could be argued that it is better to live in the city /country than in the country/city, but I _____.

E. You can also form the passive with *get* + past participle. This is more informal than the passive with *be*. We can use *get* to express misfortune or something unexpected.

*I **got made** redundant last month.*

or to express an achievement:

*I **got accepted** into university.*

In which sentences below are we likely to use a form of *get*?

- a I was talking to the gas company but I **was** cut off.
- b My dad **was** elected as leader of the local council.
- c The town centre **is being** regenerated.

Grammar: The causative

We use have something done to describe something that is done to us rather than us doing it ourselves. It often describes a service that we have arranged someone else to do for us:

I'm having my hair cut next week. My hairdresser is cutting my hair next week:

but it may also describe something unpleasant and out of your control:

I've had my pay frozen. My boss has frozen my pay:

It is usually unnecessary to say who performs the service, but if we want to give this information, we add *by* + agent, e.g. *by my boss*.

Instead of *have*, we can use *get*. It is slightly more informal.

1 Re-write these sentences using the causative.

a A decorator is painting our lounge.

We _____.

b A sculptor made a statue of Shakespeare for the council.

The council _____.

c A burglar burgled my house.

I _____.

d Our house is far too small, so a builder is going to build an extension.

Our house is far too small, so we _____.

SOCIETY

- What social problems are there in your country?
- What can be done to alleviate poverty?
- Are there many charities in your country?
- What is the difference between major crime and more minor crime?
- Do you think all criminals should go to prison?
- Why do so many people move to live in cities?
- What problem does over population cause?

CITY LIFE vs. RURAL LIFE

- Why are more and more people moving to the outskirts of cities nowadays?
- What are the education facilities in cities and rural areas like in your country?
- Why do you think some people prefer to not live in a big city?
- What could be done to improve city living in the future?

SOCIAL FUNCTIONS

- In your country, are social functions normally held at home or in a place outside the home, such as in a restaurant or other place?
- Do you like to invite people to your home or do you prefer to meet them outside somewhere?
- Are there any advantages to inviting people to your home? What are they?
- What are some of the reasons people might prefer to attend social functions in a venue outside the home for example, in a hotel or restaurant?

3 Remembering



Grammar: Past Tenses, *used to* and *would*

A. Read the text below describing childhood memory.

I remember my granddad often used to take me to school when I was little. I used to live quite far from school and my granddad let me cycle there, following behind me on foot. I kept stopping to wait for him to catch up. Then when we had arrived at school, he would push my bike home again. One day, I was cycling along happily. Suddenly I looked back and my granddad was nowhere so I cycled back the way I had come and, to my horror, found him lying on the ground. He had tripped on some loose paving. I helped him up and then took him to the doctor's, although he kept insisting he was fine. The doctor examined him and, luckily, he wasn't injured. I was so relieved and always cycled more slowly after that.

The text uses a variety of ways to talk about the past. Notice the different structures and tenses.

1. We use *used to* + infinitive to describe past habits or past states that are now finished. The negative form is *didn't use to*.
 - a. Find an example in the text of *used to* to describe a past habit.
 - b. Find an example in the text of *used to* to describe a past state.
2. We can also use *would* + infinitive to describe past habits. However, we cannot use it to describe extended past states. The negative form is rarely used.
 - a. Find an example in the text of *would* to describe a past habit.

We can also use the past simple to describe past habits or past states. The past simple has other uses: to describe single completed actions in the past, or a series of actions in the order they took place.

1. Read the text in Activity A again and find the first example of:
 - a. the past simple used to describe a past state _____
 - b. the past simple used to describe a past habit _____
 - c. the past simple used to describe a single completed action _____

2. There is one mistake in each set of sentences below. Find what is wrong, say why, and correct the mistakes.
 - a. When I was a little girl, I would see my cousin every weekend and going with him to the local park.
 - b. Years ago I would own a horse, I loved riding her but she was expensive to keep so I had to sell her.
 - c. Last week I used to see Sam at the cinema. He didn't say 'hello' to me, probably because he felt awkward as he was with his new girlfriend.

The past continuous (*was/were + -ing*) tells us that something was in progress at a particular time in the past. We can use the past simple for an action that interrupted or happened during the past continuous action. The past continuous is also used to give the background to a story.

1. Find an example in Activity A of the past continuous being used to give background. Which main action does it give background to?

Note that the past continuous is not generally used with state verbs, e.g. ~~*I was liking the meal.*~~ It does not normally describe repeated actions or habits in the past, e.g. ~~*When I was a child, we were having dinner together as a family.*~~

2. Complete the sentences with the past continuous or the past simple of the verbs in brackets.
 - a. One day, my cousin and I (1) _____ (*jump*) up and down on my bed. We (2) _____ (*enjoy*) ourselves immensely but then my mum (3) _____ (*walk*) in and (4) _____ (*tell*) us off.
 - b. I (1) _____ (*be*) on holiday with my family and we (2) _____ (*walk*) along the beach. Suddenly a dog (3) _____ (*run*) up to us. It (4) _____ (*bark*) aggressively and we (5) _____ (*be*) terrified. My dad (6) _____ (*try*) to scare it off but it (7) _____ (*bite*) him.

We use the past perfect simple (*had* + past participle) to say something that happened before something else in the past – it is ‘more past’. Notice the difference between the following two sentences:

*When I arrived, my friend **opened** her presents.* (=I arrived, then my friend opened her presents. The actions are described chronologically.)

*When I arrived, my friend **had opened** her presents.* OR *My friend **had opened** her presents when I arrived.*
(=My friend opened her presents before I arrived.)

1. Find an example in the text in Activity A of the past simple used to describe a single action in the past and the past perfect used to describe something ‘more past’ than that action.
2. Complete the sentences with the past continuous, the past simple or the past perfect of the verbs in brackets.

One day my sister, Madoka, (1) _____ (*play*) out in the garden, throwing a tennis ball against the wall of the house. She (2) _____ (*be*) a bit careless and suddenly I (3) _____ (*hear*) a smash. I (4) _____ (*go*) outside and (5) _____ (*see*) that she (6) _____ (*break*) the window. Just at that moment, our mum (7) _____ (*arrive*) home from work. She (8) _____ (*say*) ‘hello’ to us cheerfully and then (9) _____ (*look*) over at the window and (10) _____ (*gasp*) in horror. She (11) _____ (*realise*) straight away what (12) _____ (*happen*), but she (13) _____ (*blame*) me because she (14) _____ (*ask*) me not to leave my sister alone. I (15) _____ (*be*) so angry with Madoka!

CHILDHOOD MEMORY

- Is it important to have pleasant childhood memories?
- Do you think that people are permanently affected by negative childhood memories?
- What do you think it means to 'live in the past'?
- Nowadays many parents try to make their children happy by buying them many toys. How do you feel about this?
- Is it important for a child to have a lot of toys in order to be happy?
- What is more important for a child's happiness, many toys or many friends?

IMPORTANT EVENTS

- Do you think it is essential for people to celebrate their birthdays?
- Have you ever attended an outdoor event before?
- Which one do you prefer, indoor or outdoor events?
- Do you think people spend more money on events today compared to the past?
- What is the most popular event in your country? How do people celebrate it?
- Do you think it is beneficial for a country to host international events?

TOYS

- What should be considered when buying toys for children?
- How have toys changed compared to the past?
- Why do parents buy a lot of toys for their children?
- Is it good for children to play with toys?

LIFE EXPERIENCE

- Do you agree that we learn best from our mistakes?
- What's the best way to gain experience in life?
- Can we gain life experience from books and movies?
- Which is more important, experience or potential?
- What experience do you wish you'd gained?

4 People and Relationships



Exam technique: What it means to 'know' a word

Exam tip: In the IELTS Speaking exam you will be judged on your use of vocabulary. Having a good vocabulary is not just about knowing lots of words and phrases. You have to know how to use them. If you use slang in the exam, it might sound inappropriate. Equally, some words that are extremely formal or old-fashioned are not often used in speaking, and might also sound inappropriate.

A. Match words 1-5 with their more neutral synonyms a-e. Which of the words 1-5 are informal and which are old-fashioned?

- | | |
|-------------|------------------------|
| 1. mate | a. parents |
| 2. beau | b. boyfriend |
| 3. bloke | c. friend |
| 4. folks | d. members of a family |
| 5. kinsfolk | e. man |

B. To really *know* a piece of vocabulary, you should know the following:

1. What part of speech is it? For example, what part of speech is *folks*? What part of speech is *formal*?
2. What are the other parts of speech of the word? For example: *formalize*. (v)
3. Is the word slang, informal, formal, or old-fashioned? Is it used in all English-speaking countries? For example, is *bloke* used in the UK or in the US?
4. Does the word have any connotations you should be aware of? For example, both *slim* and *skinny* mean *thin*, but which can be insulting and which is complimentary?
5. How do you pronounce the word, and which syllable is stressed? For example, which syllable is stressed in *boyfriend*? Which syllable is stressed in *acquaintance*?
6. Note the grammar of the word/phrase. Is it an irregular verb (for example, *seek-sought-sought*) or a noun with an irregular plural (for example, *man-men*)? Is it followed by a particular preposition?
7. Are there any useful collocations? For example, you know the word *friend*, but do you know and use all these collocations: *a close friend*, *make friends (with somebody)*, *a circle of friends*. Do you know any other collocations with *friend*?

Use a dictionary to find answers to the questions in points 1-7.

FAMILY

- Is family important in your country?
- How has the size of the family changed in the last few decades in your country?
- How do you think the family will change in the future?
- What role do grandparents play in the family in your country?
- Who do you think should be responsible for the care of the elderly, the family or the government?
- Do you think we should rely heavily on our family or is it better to be independent?

FAMOUS PEOPLE

- Why are some film personalities so famous?
- Why do you think some youngsters try to copy stars?
- Is it a good or bad thing for them to copy stars?
- Are famous personalities rich in your country? Do you think they spend their money wisely?
- What is the difference between film stars in the past and film stars nowadays?
- Do you think film stars have the right to privacy?

DECISION MAKING

- Why do some people find it hard to make decisions?
- How important is it to get advice from other people when making decisions?
- Why is it sometimes difficult to accept advice?
- What are some of the most important decisions young people have to make?
- Do you agree that parents should make important decisions for their children?
- Is it better to make a decision thinking about what you want or thinking about what other people want?

FRIENDS

- What do you expect from a good friend?
- Are friends as important to you as family?
- Do you think friendship changes as we get older? How?
- Have the ways in which friends stay in touch changed in recent years in your country? What changes have taken place?
- How do you think friendships might be different in the future?

ROLE MODELS

- Which types of people are respected most in your society?
Do you agree with this situation?
- What happens when young people lack good role models?
- What standards of behavior should teachers set?
- Do you agree that you should never meet your heroes?

VALUES

- What kinds of possessions give status to people in your country?
- Has it always been the same or were different possessions thought of as valuable in the past?
- Why do you think people need to show their status in society?

LEADERSHIP & POLITICS

- Do you think people are born to be leaders?
- Can leadership skills be taught?
- Why are elected politicians often so unpopular?
- What should a leader do to remain popular?
- Do you think unelected heads of state are a good idea?

5 A Healthy Body



Expressing Opinions

There are many phrases that indicate we are expressing an opinion, the most simple of which is probably *I think.....* Think of at least four more phrases.

Here are four more ways of giving your opinion.

- | | |
|-----------------------|----------------------------|
| a. If you ask me..... | c. I would argue that..... |
| b. In my view..... | d. I would say..... |

A. Now express your opinion using phrases a-d above to complete sentences 1-4. Explain your opinions.

- | | |
|--|---|
| 1. the most interesting sport is | 3. the most difficult sport is |
| 2. the best sport for keeping fit is | 4. the most dangerous sport is |

B. There are a number of useful phrases you can use when you want to give your views on controversial topics. Try creating sentences using some of these.

- | | |
|--------------------------------------|--|
| a. I (strongly) believe that | e. I'm convinced that would work because |
| b. As far as I'm concerned | f. I'm not convinced that would work because |
| c. I'm (strongly) against | g. I'm skeptical of the idea that |
| d. I'm (strongly) in favour of | h. I must admit, I think |

C. Read the proposed government schemes 1-5 and respond to them using phrases a-h on the previous page.

Your government wants to:

1. tax people who are unfit to help pay for their health care
2. make all children do at least one hour of sport a day
3. tax smokers because they have more health problems than non-smokers
4. run a campaign informing people what comprises a balanced diet
5. raise the minimum age for alcohol consumption by five years

Exam tip: Try to use a wide range of phrases for giving your opinion; this will help improve your mark.

D. Look at the different types of collocation in the table. Find collocations related to sport and health and write them on the appropriate type in the table below.

Verb + adjective	Verb + noun	Verb + adjective + noun	Noun + noun	Adjective + noun

HEALTH

- How can people improve their health?
- Do elderly people do much exercise in your country?
- Do you think all illness can be prevented?
- Do you think there will be less illness in the future?
- Do you think health care should be free?
- What makes a good doctor?

FOOD

- Do you think diet is important?
- What is a balanced diet?
- What is the typical diet of people in your country?
- Do many people eat in restaurants in your country?
- Why do some people enjoy eating out?
- What's the difference between restaurant food and home cooked food?

SPORTS & COMPETITION

- Why are some sports fans so passionate?
- Is there any violence at sporting events in your country?
- Should athletes be better role models?
- What benefits do international sporting events bring?
- Is it important for a country to win lots of medals?

LEISURE ACTIVITIES

- What types of leisure activities are popular in your country?
- Why is it important for people to have leisure activities?
- Why are some leisure activities more popular than others?

SPECIAL MEAL

- What's the main food in Japan?
- Have the eating habits of Japanese people changed over the years?
- Do you think your eating habit has changed?
- What is a healthy diet?
- What do you think of fast food?
- Is food safety becoming an increasingly serious problem in our life?

6 Hobbies



Language: Frequency

1. The phrases below express frequency. Put them in order from the most frequent to the least frequent.

once a fortnight	every single day
every other day	several times a year
every Tuesday	twice a year

2. Practise talking about the things you do and how often you do them. You can change some of the phrases above to make them true for you.

Examples: *I sing karaoke **every other Sunday**. I go to the theatre **about three times a year**.*

Exam tip: Using phrases, rather than just single words, to express frequency will impress the examiner. Instead of *I **occasionally** play tennis*, say *I play tennis **every now and again***. Instead of *I **often** take photos*, try using this present continuous structure instead: ***I'm always** taking photos*.

And don't forget you can use these frequency phrases with any topic, not just with hobbies.

Grammar: Present Perfect

Read the rules and complete the example sentences.

We use the present perfect:

1. to talk about something that began in the past and continues now.

Complete the gaps with the present perfect and *for* with a period of time, and *since* with a point in time.

I _____ (live) in Granada _____ over ten years and have no plans to move. I love it here.

I _____ (know) her _____ before she was famous. She hasn't changed at all.

2. to talk about something that happened at an unspecified time in the past.

Fill the gaps with *already*, *ever* and *never*.

Have you _____ been bungee jumping? –No, _____. Have you?

I've _____ told you. Don't borrow my clothes – you don't look after them!

3. to give up-to-date news without specifying when it happened.

Note that if we give more details, we usually change tenses.

The government _____ (announce) that a number of libraries are set to close over the next year. They _____ (make) the announcement at Prime Minister's Questions yesterday.

4. to show the present result of something that happened in the unspecified past.

I can't go out with you because I _____ (lost) my wallet. (I still don't have my wallet now.)

Oh dear! What's happened to your leg? – I _____ (break) it. (My leg is broken now.)

5. with unfinished time periods.

Note that with finished time periods we use the past tenses, even if a finished time period is implied but not stated, for example if we are talking about somebody no longer alive.

(The time is 10:30 am) Poor me. I _____ (not have) a break this morning.

(The time is 6:00 pm) Poor me. I _____ (not have) a break this morning.

I _____ (be) married twice.

Marilyn Monroe _____ (be) married three times.

Do you know when to use the present perfect simple and when to use the present perfect continuous?

present perfect simple	<i>have/has + past participle</i> e.g. has done
present perfect continuous	<i>Have/has + been + -ing</i> e.g. has been doing

1. You can use either tense to talk about how long an activity has been going on.

*I've **done** yoga for six years.*

*I've **been doing** yoga for six years.*

The present perfect simple may be preferable if the situation is permanent or of long duration.

*I've **lived** in Reading for twenty years.*

*I've **been living** with my mum for the past two weeks because my flat is being refurbished.*

2. In other instances, only one tense is appropriate.

*I've **watched** the film you recommended. I love it.*

The focus here is that the person has finished watching the film.

*What have you been doing? – I've **been watching** the film you recommended.*

The focus here is on the action of watching the film. We do not know if they have finished watching the film or not.

3. *I've **planted** some new flowers. Don't they look beautiful?*

The focus here is on the result of the planting.

*Why are you covered in mud? – I've **been planting** some new flowers.*

The focus here is on the activity that has made the person dirty. We do not know nor are we interested whether the planting is finished or not.

4. The present perfect continuous is also used to emphasise how long something has been going on.

*He tried to tell me I didn't understand the rules of the game. I've **been playing** badminton for twenty years. He's **only been playing** for three months!*

Note that state verbs – e.g. know, believe, see, want – do not generally have a continuous form so you cannot use them in the present perfect continuous even if the meaning seems to demand it.

- A. Complete the sentences with either the present perfect simple or continuous of the verbs in brackets, and where necessary *for* or *since*.

- I _____ (play) the clarinet _____ I was a child.
- I _____ only _____ (go) scuba-diving twice.
- I _____ (know) her _____ three and a half years.
- I _____ (read) your book. You can have it back now.
- I _____ (watch) TV all morning. I'm so lazy!

ART

- What kind of art do you enjoy?
- What are the traditional art forms in your country?
- What makes a good painting?
- Do you think children should study art at school?
- How can children benefit from learning art?
- How has art changed in the last few decades in your country?

FILM

- Which film has impressed you the most so far?
- What kinds of film do you like?
- What kind of film do you think is more popular in Japan?
- Do you prefer to watch a film at home or in a cinema?
- What's your view on the violence in films? Why is there so much violence in films?

CLOTHES

- Can clothing tell you much about a person?
- Why do some companies ask their staff to wear uniforms?
- What are the advantages and disadvantages of having uniforms at work?
- When do people wear traditional clothing in your country?
- How have clothes fashions change in your country over the last few decades?
- What is the difference between clothes that young people and old people like to wear?

SHOPPING

- Is shopping a popular activity in your country?
- How have shopping habits changed over recent years?
- To what extent do you think advertising affects the way people shop?
- Do you think shopping habits are likely to change in the future?

7 Technology



Grammar: Phrasal Verb Participles

It can be difficult to guess the meaning of phrasal verbs and difficult to learn them. Learning about some general meanings of the participles will help you.

Participle	Meaning	Examples
up	increase	build up, grow up
down	decrease record in writing	calm down, cut down write down, jot down
on	start continue	turn on, log on carry on, stay on
off	end depart	ring off, turn off set off, blast off
in	put into stay inside	plug in, stir in stay in, lie in
out	be outside	go out, get out
away	avoid	keep away, look away

A. Using the meanings outlined in the table on the previous page, complete sentences 1-11 with the correct participle.

1. Can you log _____ ? I'd like to use the computer now.
2. Step _____ from the edge of the platform! It's dangerous.
3. Note this _____. You won't remember it otherwise.
4. We're going to eat _____ tonight. I might cook my specialty!
5. Slow _____. The speed limit's 30mph, not 40mph.
6. It's been lovely to see you, but I must rush _____ now or I'll be late.
7. They've failed twice already, but vow they're going to keep _____ trying.
8. If I read out the data will you key it _____?
9. Too much exercise can bring _____ an asthma attack.
10. I can't hear you. Please speak _____.
11. I've been locked _____ again. I've forgotten my keys and there's no one at home.

Exam technique: Coherence

Exam tip: Coherence, together with fluency, makes up a quarter of your mark. Coherence is the logical relationship of parts making up a whole. In other words, the listener should be able to understand if what you are saying begins a new point, adds extra information, offers a contrast with what you have said before or what someone else has said, concludes your point, and so on. In addition, what you say should be clear and logically ordered. A person who speaks coherently has consideration for their listener.

Coherence is especially important in Parts 2 and 3 because you speak for longer.

B. Using your dictionary, check the meaning of keyhole surgery. Then reorder the sentences 1-7.

1. So, as you see, it really is a brilliant development.
2. Then, surgeons can perform very delicate operations in this way.
3. I believe keyhole surgery is one of the most significant developments in modern medicine.
4. Last, but not least, recovery time is much quicker due again to the small incisions.
5. There are numerous advantages.
6. First of all, the surgeon can operate through tiny incisions so there is less scarring.
7. It involves introducing a video camera into the body of a patient so the surgeon can watch what he is doing on a TV monitor.

_____, _____, _____, _____, _____, _____, _____

- C. Underline the language used to introduce each of the three advantages of keyhole surgery. You could also say *Firstly, Secondly, Thirdly/Lastly*.
- D. What phrase is used to introduce the summary? Do you know any other phrases used for doing this?

TECHNOLOGY

- Describe the advantages and disadvantages of modern technology.
- In what ways has technology changed your society?
- How has technology changed the way we communicate?
- How has technology changed the nature of long-distance relationships?
- What are the limitations of technology when it comes to interpersonal relationships?
- How could technology be considered a hindrance for us? Can we overcome it?

INTERNET

- Do most people have a computer at home in your country?
- Do you think all information on the internet is true?
- How can people find reliable information on the internet?
- How has the internet changed the way we live?
- How has the internet changed the way we work?
- Do you think the internet is safe for children to use unsupervised?

MEDIA & NEWS

- Do you believe everything you read in the newspapers?
- How do most people get their news in your country?
- How do you think people will get their news in the future?
- How has TV changed our lives?
- Do you think TV influences the way we think?
- Should children be allowed to watch a lot of TV?
- Are all people on TV famous?
- Do you think famous people have a responsibility to act as role models for the younger generation?

INVENTIONS & COPYRIGHT

- Which invention has transformed your country most?
- Would you like to be an inventor?
- How long should someone be able to profit from an idea?
- Do you think intellectual property laws are too strict?
- Should all medicines be free to manufacture?

THE INTERNET & SOCIAL MEDIA

- Which websites are popular among your generations?
- Is using the internet a social or solitary activity?
- How has the internet changed social behavior?
- Should companies check job applicant's online profiles?
- What will be the next big development online?

ELECTRIC APPLIANCE

- Do you think high-tech products such as computers are naturally more useful in your daily life?
- What are the advantages and disadvantages of technology?
- What is the impact of technology on people's life?
- How can people benefit from modern technology in doing housework?
- What are the negative sides of modern household appliances?

ADVERTISING

- Do you think advertising influences what people buy?
- Do advertisements give correct information, or do they encourage people to buy things that they may not need?
- Is advertising really necessary in modern society?
- Do you think famous people who appear in advertisements patronize the products they promote?
- Do you think television commercials are more effective than other forms of advertisements? Why?
- Do you think that commercials that feature famous celebrities are more effective? Why?
- What do you think advertisements should specifically pay attention to?

TRANSPORT

- How effective is public transport in your country?
- How could public transport be improved?
- Why should governments encourage car drivers to use their cars less often?
- What are the advantages and disadvantages of having driverless cars?
- Will there be soon the need to invent new modes of transport such as flying cars?

9 Communication



Grammar: Making Comparisons

Imagine the following situation:

Mark got a band score of 3.5 in his IELTS exam. Anna got a band score of 6.5. Anita got a band score of 7.0.

We can use the comparative and superlative forms to compare their scores:

Anna got a higher score than Mark. (comparative)

Anita got the highest score (in the group). (superlative)

Look at the comparative and superlative forms outlines in the table below.

Adjectives	Comparative	Superlative
one-syllable adjectives e.g. <i>slow</i>	adjective + <i>-er/r</i> e.g. <i>slower</i>	<i>the + adjective + est/st</i> e.g. <i>the slowest</i>
two-syllable adjectives ending in <i>-y</i> e.g. <i>easy</i>	adjective + <i>-ier (y + -ier)</i> e.g. <i>easier</i>	adjective + <i>-iest (y + -iest)</i> e.g. <i>the easiest</i>
two-syllable adjectives not ending in <i>-y</i> (1) e.g. <i>quiet</i>	adjective + <i>-er</i> e.g. <i>quieter</i>	<i>the + adjective + -est/st</i> e.g. <i>the quietest</i>
two-syllable adjectives not ending in <i>-y</i> (2) e.g. <i>modern</i>	<i>more + adjective</i> e.g. <i>more modern</i>	<i>the most + adjective</i> e.g. <i>the most modern</i>
two-syllable adjectives not ending in <i>-y</i> (3) e.g. <i>common</i>	<i>adjective + -er/r OR</i> <i>more + adjective</i> e.g. <i>commoner/</i> <i>more common</i>	<i>the + adjective + -est/st OR</i> <i>the most + adjective</i> e.g. <i>the commonest/</i> <i>the most common</i>
adjectives with more than two syllables e.g. <i>convenient</i>	<i>more + adjective</i> e.g. <i>more convenient</i>	<i>the most + adjective</i> e.g. <i>the most convenient</i>
Irregular adjectives <i>good</i> <i>bad</i>	<i>better</i> <i>worse</i>	<i>the best</i> <i>the worst</i>

The opposite of *more* is *less*, and the opposite of *the most* is *the least*. However, note that we often avoid using *less*. Instead we use *not as as* or an opposite adjective., especially with one-syllable adjectives.

Example: a high score → a lower score (not a less high score).

Read the passage below:

You can keep in touch with people: by letter, by text message, by email, via social networking sites, like Facebook. Or you can meet face-to-face. For example, you can: meet up for coffee, go out together (e.g. to a club or the cinema or a restaurant), go round to each other's houses.

A. Make six sentences comparing the ways of keeping in touch and meeting from the passage above. Use comparative or superlative forms of the adjectives below or other adjectives.

bad	convenient	easy	fast	good
impersonal	modern	old-fashioned	personal	slow

Example: Using a social networking site may be easier than meeting face-to-face, but it is also less personal.

We can use words like *much* and *a bit* in comparative sentences to modify the adjective:

much(=a lot): *Texting is **much** quicker than writing a letter.*

a bit(=a little): *Texting is **a bit** quicker than emailing.*

We can also use words like *significantly*, *slightly*, *marginally* and *far*. Which words have a similar meaning to *much*? Which have a similar meaning to a *bit*?

We can also use certain words in superlative sentences to modify the adjective:

by far (=by a great amount): *American films are **by far** the most popular films in my country.*

easily (=without question): *Toni is **easily** the best student in our class.*

B. Modify the sentences you wrote in Exercise A using some of the words above.

*Example: Using a social networking site may be **much** easier than meeting face-to-face, but it is also **significantly** less personal.*

We can use the following structure to say that two things change together:

the + comparative (+ subject + verb), the + comparative (+ subject + verb)

*Example: Using a social networking site may be much easier than meeting face-to-face, but it is also **significantly** less personal.*

We can use the following structure to say that the two things change together:

the + comparative (+ subject + verb), the + comparative (+ subject + verb)

Example: The more languages you speak, the easier it is to learn a new one.

The sooner, the better.

- C. Which word gives each sentence the correct meaning?
1. The *fewer/more* mistakes you make in the exam, the better score you get.
 2. The more you practise speaking the *less/more* fluent you will become.
- D. Make sentences that describe how you think the things below change together.
1. languages you speak, your earning potential
 2. the spread of English and the culture of English-speaking countries, local languages and traditions

We can express the idea that things are equal or not equal in several ways.

We use *as.....as.....* to say two things are equal in some way:

*Marie's accent is **as** difficult to understand **as** Sophie's.*

(=Marie's accent and Sophie's accents are equally difficult to understand.)

We use *nearly as.....as.....* to say two things are almost equal.

*My mum's English is nearly **as** good **as** mine.*

(=My English is better than my mum's, but only a little better.)

We use *not as.....as.....* to say two things are not equal in some way.

*Hungarian is **not as** widely spoken **as** English.*

(=Hungarian is less widely spoken than English.)

- E. Write a total of six sentences with *as.....as.....*, *nearly as.....as.....*, and *not as.....as.....* relating to your life.

COMMUNICATING

- What are some of the difference between formal and informal discussions?
- How important is it to learn good communication skills at school?
- Why do people need to have good communication and presentation skills?
- What other things do you need to become a good communicator?

NEGOTIATING

- Why do people need to be able to act differently in different situations when negotiating?
- Are negotiations between people more or less difficult when they don't know each other? Why?
- Why are international negotiations between different countries often difficult?

MOBILE PHONES

- Do you like having a mobile phone?
- Is it a good or bad thing to have a mobile phone? Why?
- What can you do with a mobile phone?
- Do old and young people use mobile phones in the same way?
- What can be done to avoid children becoming inattentive in class?

NEWS

- Do you think people have the right to know the true news?
- Do you prefer to read or to listen to the news? Why?
- What qualifications should a person have to work in a top position of a news corporation?

10 The World Around Us



Grammar: Cleft Sentences

We use cleft sentences to emphasise information we particularly want to focus on, perhaps because the information is new or surprising, because it offers a contrast with what someone else has said, or because we are expressing a strong preference or attitude.

The typical structure of an *it*-cleft sentence is: *it + be + emphasised information + relative clause*.

Simple sentence: *Torrential rain is the main cause of flooding.*

Cleft sentence: *It is torrential rain that is the main cause of flooding.*

The typical structure of a *what*-cleft sentence is: *what-clause + be + emphasised information*.

Simple sentence: *We like to spend our summers by the lake.*

Cleft sentence: *What we like is to spend our summers by the lake.*

1. Rewrite the simple sentence below as an *it*-cleft sentence.

Simple sentence: *I can't stand the monsoon season.*

Cleft sentence: _____.

2. Rewrite the simple sentence below as a *what*-cleft sentence.

Simple sentence: *I want to go to the beach.*

Cleft sentence: _____.

3. There are other kinds of cleft structures too. Complete sentences 1-3 so they are true for you. Then rewrite them as cleft sentences using the structures given.

1. I (dis)like warm weather because _____.
The reason why _____.
2. I spend my summers in/at _____.
The place where _____.
3. I dislike _____ weather most of all because _____.
The weather that _____.

Grammar: Subordinate Clauses

A subordinate clause is a clause that cannot be a complete sentence in itself. It must be joined to a main clause, which can be a complete sentence in itself.

The typical structure of a complex sentence with a subordinate clause is:
 subordinate clause + adverbial subordinating conjunction + main clause OR
 main clause + adverbial subordinating conjunction + subordinate clause

Example: Whereas I like hot weather, my sister likes cold weather.
My sister likes cold weather whereas I like hot weather.

Note: Most adverbial subordinating conjunctions, including those in these exercises, and their clauses can go at the beginning or the end of a sentence.

A. Complete sentences a-g using your own ideas. The words in italics are adverbial subordinating conjunctions.

1. *Although* it was windy, _____.
2. _____ while the snow was falling.
3. *Because* I want to help to protect the environment, _____.
4. *Whenever* the sun shines, _____.
5. *Whatever* the weather, _____.
6. *Rather* than driving to work, _____.
7. _____ *as soon as* it stops raining.

NATURE

- What are the main environmental problems in your country?
- Why should people be concerned about the environment?
- How can people protect the environment?
- Do you think money should be spent on protecting animals?
- Do you think more should be done to protect natural beauty spots in your country?

NATURAL ENVIRONMENT

- Why is it important to protect the natural environment?
- What environmental problems are common in your country?
- What can the government in your country do to deal with those problems?
- What technological innovations should the world develop to protect the environment?
- Do you think the youth these days care about the environment? Why?
- Environmental problems are too big to be dealt at the individual level? Do you agree? Why/ Why not?

ENVIRONMENTAL PROBLEMS & DISASTERS

- What do you consider to be the world's worst environmental disaster caused by humans?
- Why do you think environmental disasters caused by humans happen?
- Do you think there will be more environmental disasters caused by humans in the future?

10 Culture and Modern Society



Grammar: The future

1. When referring to the future, the present continuous describes a fixed arrangement, something that has been organized with another person, or a company or organization. Study these examples:

We're flying to France next week. (We have arranged it with the airline – we have bought our tickets.)

I'm meeting my friend John for lunch today. (I have arranged it with John – we have decided on a place and time.)

My mum's starting her new job on Monday. (She's arranged it with her new boss – she's been offered the job and told when to start.)

2. You can also use **be going + to infinitive** to talk about future plans. In many cases, both the present continuous and **be going to** can be used. However, there are times when one tense is more appropriate. **Be going to** emphasizes a previous decision or intention. Study these examples:

I'm going to take a long lunch break today.

I think my boss is going to sack me – he's called me in to see him urgently.

We're going to move house next year.

Note that **be going to go** is usually abbreviated to **be going**, e.g. *We're going to go to Japan.*

3. **Be going to** has another use – that of predicting something based on current evidence:
 - a. *England are going to lose in the cricket again.*
 - b. *That woman's going to trip.*
 - c. *Do you think it's going to snow? – Yes, definitely.*

What could be the possible evidence for the predictions above?

4. **Will + infinitive (or won't + infinitive) is used with predictions based on opinions or our experience, with hopes and with assumptions. Study these examples:**

1. *He'll call you when he gets there. Don't worry.*
2. *I hope we'll **be able** to go out today – it hasn't stopped raining.*
3. *In the future, people **will live** for much longer than they do now.*

and with future events that were not yet arranged:

4. *I think I'll **visit** my grandmother this weekend.*

We also use will for spontaneous offers or decisions.

5. *I'm not sure I follow you. – I'll **explain** it again.*

5. **The future perfect – will have + past participle – is used to say something will have happened or will have been completed by a certain point in the future (note that *by* here means *not later than*).**

Use the following phrases to make some predictions about things that will have happened or been completed by a certain point in the future.

- By this time next year....
- By the time I retire....
- By the year 2050.....
- By the next autumn.....

CEREMONY

- How important are ceremonies in our lives?
- Do you see the role of private and public ceremonies changing in the future?
- Have attitudes to marriage changed in recent years?
- In what ways do men and women feel differently about marriage, in your opinion?
- What sort of national events make headlines in your country?
- Does the media in your country pay more attention to global or national events?

HISTORIC PLACE

- How do people in your country feel about protecting historic buildings?
- Do you think an area can benefit from having an interesting historic place locally?
In what way?
- What do you think will happen to historic places or buildings in the future? Why?
- How were you taught history when you were at school?
- Are there other ways people can learn about history, apart from at school? How?
- Do you think history will still be a school subject in the future? Why?

CLOTHES

- Can clothing tell you much about a person?
- Why do some companies ask their staff to wear uniforms?
- What are the advantages and disadvantages of having uniforms at work?
- When do people wear traditional clothing in your country?
- How have clothes fashions change in your country over the last few decades?
- What is the difference between clothes that young people and old people like to wear?

WEDDING

- What's the difference between Japanese wedding s and Western weddings?
- What's the difference between weddings in the past and now?
- What gifts do guests bring at a wedding?
- Which would you prefer, a traditional wedding or a modern one?
- Do parents play a big role in Japanese weddings?

EATING HABITS

- Tell me about the type of food that people eat in your country?
- How are the eating habits now in your country different from eating habits in the past?
- How healthy is your country's food?
- Why do you think different cultures have different table manners?
- How many eating habits change in coming decades?
- What one aspect of a foreign tradition you like about their eating habits? Why?

INFLUENCES ON THE YOUNG

- What type of people influence the young in your country?
- Why is it important to have role models?
- Do you think education system in your country influences young people's behaviour?
- What types of person (parents, teachers, friends, etc.) are best to influence young people's behaviour?
- What do you think young people will be most influenced by in the future?

11 On the move



Grammar: Short answers

1. When the examiner asks you a yes/no question, you can begin your response with a short answer. Saying just *yes* or *no* sounds abrupt. In addition, using short answers correctly is one way of showing the examiner you have a good grasp of English.
Yes answers consist of: Yes + subject + auxiliary verb or *be*.
 - *Do you enjoy going on holiday with your parents? Yes, I do.*
 - *Can you afford to go on holiday this year? Yes, we can.*
 - *Were you skiing when you fell? Yes, I was.*
 - *Are you sure? Yes, I am.*
2. Do not use contracted forms in yes answers: Yes, I'm./ Yes, they've./Yes, we're.
3. You can use other words in short answers:
 - Yes, I **certainly** do.
 - Yes, we can – **just about**.
 - **Of course** I am.
 - **I'm pretty sure** she is.
4. Or you can use other phrases:
 - *Did your mum enjoy her holiday? I believe so, yes.*
 - *Would you go back again? Definitely.*
 - *Would you recommend it? Without a doubt.*
5. You can use *do*, *does*, *did* to respond to statements or questions with no auxiliary verb or non-auxiliary *be*:
 - *So, your sister likes action-packed holidays. Yes, she **does**.*
 - *Many people prefer relaxing holidays. I suppose they **do**.*

6. For no answers, we usually use the contracted form:
- So, you **didn't** enjoy that holiday. I **didn't**, no.
 - **Has** she got travel insurance? No, she **hasn't**.
 - **Are** they from your hometown? No, they **aren't**.
 - **Are** you going on holiday soon? I'm **not**, unfortunately.
7. You can use other phrases to respond negatively:
- Is it hot in Norway in the spring? I don't **think so**.
 - Do you enjoy camping? No, **not really**.
 - Do the local people benefit from tourism? I **doubt it**.
 - Would you ever go on a skiing holiday? **Definitely not!**

Language: Cause and effect

1. **Underline the phrases used to link the cause and effect in sentences 1-6 below.**
- People have more disposable income than previous generations, which means that most people can now afford to go on holiday.
 - The rapid rise in air travel stems from the creation of low-cost airlines.
 - Competition between airlines has led to lower prices for passengers.
 - Staff working for our national airline keep striking. As a result, many people avoid booking with them.
 - I suffer from seasickness so I never travel by boat.
 - The severe delays were brought about by the volcanic eruption.
2. **Now identify each cause and effect.**

TRAVEL

- Why do some people prefer to travel abroad rather than in their own country?
- Do you think traveling to another country can change the way people think?
- Do you think it is good for children to experience life in a foreign country?
- How have holidays changed over the past few decades?
- Do you think it is safer to travel now than in the past?

HOLIDAY

- Why do you think people go on holiday?
- How important is it for families to go on holiday together?
- Why do some people go on holiday alone?
- What kind of holidays will be popular in the future?
- Is it better to take a holiday in your country or in a foreign country? Why?
- What problems can people have on holiday in a foreign country?

ACTIVITIES

- What entertainment activities are available for children in your country?
- How are activities which you do with friends and those done with parents different?
- Is it difficult for parents to find new activities?
- What do children gain from doing activities?
- What are some activities done by different age groups of people in your country?

HISTORIC PLACE

- Do you think an area can benefit from having an interesting historic place locally?
In what way?
- What do you think will happen to historic places or buildings in the future? Why?
- How were you taught history when you were at school?
- Are there other ways people can learn about history, apart from at school? How?
- Do you think history will still be a school subject in the future? Why?