
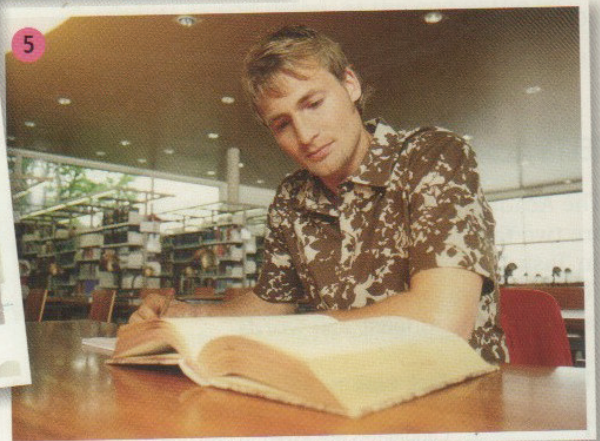
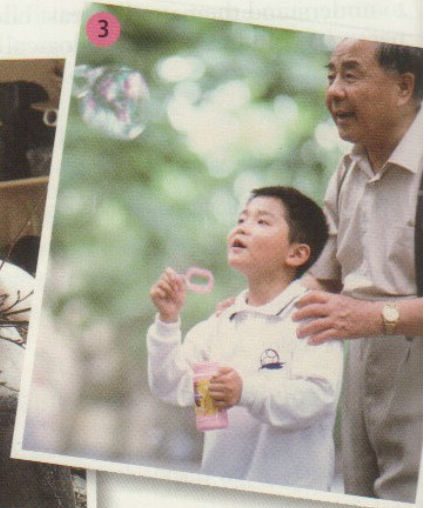
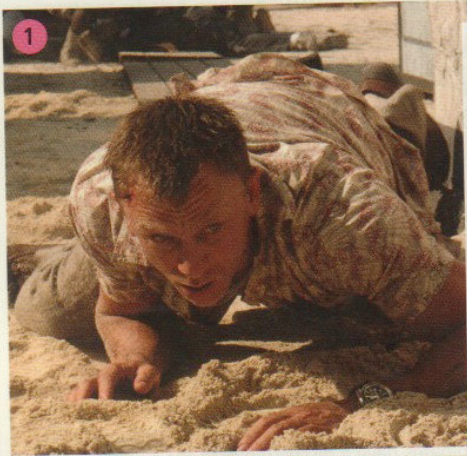


1

We are all friends now

Vocabulary 1: Describing people

- 1  With a partner, describe what is happening in each of the photographs. Then discuss the questions below.




- Do the photographs give you any clues about the personalities of the people in them?
- Which, if any, of the people appeal to you as friends? Why?

- 2 Match the people in each photograph with one or more of the adjectives below. Give at least one reason for each choice.

Example:

The student in picture 5 looks very hard-working and conscientious, because he seems to be studying hard.

hard-working artistic supportive adventurous talkative chatty
 sporty creative wise considerate conscientious helpful dynamic

- 3  'People generally judge other people just by their appearance without knowing them'. Do you think this is true? Why/Why not? Do you do this yourself?




4 For 1–14 below, decide what the adjective is for each noun. There may be more than one possible answer.

Noun	Adjective	Noun	Adjective
1 respect	_____	8 sociability	_____
2 ambition	_____	9 calmness	_____
3 care	_____	10 punctuality	_____
4 sense of humour	_____	11 reliability	_____
5 talent	_____	12 loyalty	_____
6 generosity	_____	13 honesty	_____
7 cheerfulness	_____	14 patience	_____

5 Work in pairs. Each of the sentences 1–12 below describe people. Match each sentence to an adjective from exercise 4.

- 1 He tells jokes all the time and makes us all laugh.
- 2 She rarely loses her temper with anyone, which is why I like her so much.
- 3 She is never sad. She is always smiling and positive about everything.
- 4 He plays the piano exceptionally well. I hope to be as good as him one day.
- 5 She is a shrewd businesswoman with a strong desire to succeed in everything she does.
- 6 She loves being around people all the time, chatting and making new friends.
- 7 He is valued and appreciated by everyone who knows him.
- 8 She gives a lot of money away to charities and to people who need it.
- 9 He is a faithful friend, and always supports me when things go wrong.
- 10 When she was younger she devoted her time to looking after seriously ill people.
- 11 You can trust him with anything. He never lets anyone down.
- 12 He's never late for work, no matter what happens.





- 6  Think of a friend who has one or more of the qualities above. With a partner, describe the friend by explaining the qualities they have.
- 7  How do you think your friends see you? Write down three adjectives from exercise 4 or look at the Wordlist on page 211. Show the words to your partner and ask each other: *Why do you think you are ... ?*
- 8  Is it possible to make loyal and sincere friends on social networking sites on the Internet? Why/Why not?
Is the Internet a safe place to make friends? Why/Why not?

Reading

IELTS Reading Passage

What to expect in the exam

- IELTS Reading has three reading passages and 40 questions.
- You should spend about 20 minutes on each passage.
- See the introduction to Ready for Reading on page 84 for information about the different types of passages and questions in IELTS Reading.

- 1 You are going to read a passage with three sets of questions. Read the title and the subheading of the passage. Decide what kind of 'sites' they are talking about – are they commercial, social, or financial websites?
- 2  How important is it to make friends at a new college or university? Why? How do you think social networks at a university can help students in their studies?
- 3  Skim (see Ready for Reading on page 84) questions 1–6 below. These give you a summary of the passage. With a partner, discuss what you think the passage is about by using words like *Facebook*, *social networking*, *face to face*, *research* and *social integration* to help you.



How to go about it

- Read the title and skim the whole passage to get an overall idea of the content. Spend no more than two minutes skimming the passage at this stage.
- Learn to analyze the headings quickly. Look at heading (i). Put a box around *result*. Does it mean 'outcome'? Would you expect to find results at the beginning, middle or end of the passage?
- For heading (ii), put a box around the word *aims*. What tense do you expect to see in the paragraph? What words are similar to *aim*: *goal*, *plan*, *hope*, *want*?
- For heading (iii), there is no noun like *aim* or *result*, but can you translate the word *what* into a noun? Is it *methods*, *ways*, *premises*?
- Use the same methods with headings iv–ix. You will not need to use all of the headings.
- When you have finished, always check the sequence of the headings you have chosen to make sure it makes sense.

READING PASSAGE

You should spend about 20 minutes on **Questions 1–13**, which are based on the reading passage below.

Questions 1–6

The reading passage has six sections, **A–F**.

Choose the correct heading for each section from the list of headings below.

List of Headings

- i The expected result of the project
- ii Further aims of the research project
- iii What the research project is based on
- iv The use of expertise from countries around the world
- v A need to concentrate on academic integration
- vi A lack of knowledge about the effect of social networking on student retention
- vii An emphasis until now on academic rather than social integration
- viii The reason for using Facebook to recruit students
- ix Increasing the chance of withdrawal

- 1 Section A
- 2 Section B
- 3 Section C
- 4 Section D
- 5 Section E
- 6 Section F

Face-to-face or Facebook?

Can online networking sites help new students settle into university?

- A** Can online networking sites such as Facebook and MySpace, help new students settle into university social and academic life and minimize the chance of them withdrawing from their courses?

Researchers at the University of Leicester are now looking for first-year University of Leicester students who use Facebook to help their pioneering research into this issue. They should not be too difficult to recruit. The reason for this is that student use of the online networking site Facebook is running at a phenomenal level, with almost 10,000 present and past students and staff participating.

Currently, 95 per cent of 16–18 year olds intending to go to university are using social networking sites like Facebook and MySpace.

- B** 'Yet we know little about how this phenomenon impacts on the student experience and, in particular, if and how it helps them integrate into university life,' commented Jane Wellens, Education Developer in the University of Leicester's Staff Development Centre. She is working with Dr Clare Madge, of the Department of Geography, Tristram Hooley, of CRAC, the Career Development Organisation, and Julia Meek, an independent evaluation consultant.

'The expectations and online experience of the latest and next generations of students requires universities to think carefully about how, and whether, to use these new technologies and meeting spaces to enhance the social aspects of student integration into university life,' she further commented.

- C** Academic and social integration into university life are key factors influencing individual students' experiences and the likelihood of their withdrawing from their student courses. Until now most research in the field has concentrated on academic support rather than integration into the wider social world of the university.

Students are now so used to using social networking sites that one university in the US has actually been running sessions to encourage students to build up face-to-face networks. One aspect of the Leicester project is to explore whether there are differences in the longevity and nature of university friendships that students establish face-to-face compared with those they make online through social networking sites.

- D** The Leicester project builds on internationally acclaimed work the University has already started on teaching and learning online. 'We recently used Facebook as a means of encouraging students on an online module to get to know one another,' Jane Wellens said. 'This raised many issues such as where the boundary between public and private space is, and how comfortable students (and staff) of different ages feel regarding the use of such technology.'

The Leicester project also draws on internationally recognized expertise by this specific team of researchers in online research methodologies. As Clare Madge of the Department of Geography at the University of Leicester stated: 'This project will be using both an online questionnaire and virtual interviews, and will innovate in the use of Facebook itself as a site to conduct virtual interviews'.

- E** What Dr Wellens and her colleagues hope to establish from the new research project is how Leicester students are using Facebook as part of their social and learning experience and whether joining the University's Facebook network before they come to Leicester helps students to settle down more easily into university life.

They will also be looking to see if there is any way that university support services and academic departments can use the online social networking sites to help students integrate into university life, and how the sites might be reshaping our everyday lives in terms of the importance of place-based versus virtual networking.

- F** Research results are expected to influence university policies at Leicester and beyond. 'It may affect the way the University uses its Facebook network,' said Dr Wellens. 'One outcome might be that the University would use these sites to bring new students together before their arrival, or to bring together current and new students to provide peer support. It will also ascertain students' views about the ways in which the University and its staff should, or shouldn't, use Facebook for academic purposes.'

Questions 7–10

Complete the sentences below.

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

- 7 Access to Facebook by students is happening at a
- 8 Few details exist on how much networking sites help students fit into
- 9 Most research has in the past focused on
- 10 One aim of the project is to determine if the length and nature of made online or face-to-face vary.


Questions 11–13

Do the following statements agree with the information in the reading passage?

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

- 11 The only research methodology used at Leicester will be virtual interviews.
- 12 The Leicester team will focus on research from the UK rather the USA or Europe.
- 13 One possible development in the future is that existing students will help those who have just started university for the first time.

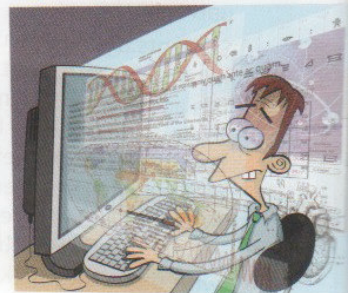
 **Reacting to the text**

Do you think using websites such as Facebook to help students integrate into university life is a good idea? Why/Why not?

In terms of socializing, do these sites reduce or increase social contact?

Language focus 1: Present simple, present continuous and past simple

- 1 Scan (see Ready for Reading on page 84) the reading passage on page 9 as quickly as you can to find the following:
 - 1 *This raised many issues such as where the boundary between ...*
 - 2 *Student use of the online networking site Facebook is running at a phenomenal level ...*
 - 3 *Yet we know little about how this phenomenon impacts on the student experience ...*
 - 4 *The Leicester project builds on internationally acclaimed work ...*
- 2 In each of the sentences above, underline the main verbs and decide whether the present simple, present continuous or past simple tense is used.
- 3 Match the tenses in exercise 2 with an appropriate explanation a–d.
 - a These events/actions occur routinely and repeatedly.
 - b An action which is still going on and is not finished yet.
 - c The event occurred in the past at a definite time.
 - d This is always true, like a fact or a state.
- 4 Complete sentences 1–6 below by putting the verb in brackets into the present simple, present continuous or past simple.
 - 1 A mentor (help) new students integrate into university life. That is their function.
 - 2 Fewer older people (participate) in social websites then compared to now.
 - 3 The research (impact) on the way the new students were helped on their arrival at the university.
 - 4 When I was young, my parents (influence) my attitude to education enormously.
 - 5 Researchers (now recruit) students for academic research.
 - 6 Each time I go on the net, I (feel) that the amount of information is overwhelming.
- 5 Scan the reading passage on page 9 and find the main verb in each sentence in exercise 4. Are they in the same tenses as in exercise 4? If not, what tense are they in?



Listening

IELTS Section 1

What to expect in the exam

- In IELTS Listening Section 1 you will hear a conversation between two people once only. The recording tells you what the conversation is about. In this case it's a young woman answering an advert looking for help at a charity event.
- You will be given time to look at the questions before you begin and in the middle of the recording.
- At the end of the section you will be given time to check your answers.
- You will hear an example.
- See the introduction to Ready for Listening on page 42 for information about the different types of questions in IELTS Listening.

- 1 Look at questions 1–8 and predict whether the answer is a noun, name, number or adjective.
- 2 Which numbers do you find difficult to understand? Write down 5 sets of numbers, for example, 6633, 6363, 3663, 677 331, 3553. Give them to a partner and ask him/her to dictate the numbers to you slowly and then quickly in any order. Write down the numbers you hear.
- 3 What letters do you find difficult to understand? Write them down then give them to a partner and ask him/her to dictate the letters to you in any order, for example, f-p-t-f-g-j-l-m-f-b-d. Write down the letters you hear.
- 4 Look at questions 9 and 10. If you wanted someone to help you organize an event, what qualities would you want the person to have? Use the following questions to help you exclude some possibilities and predict the answer.

Is it desirable to:

- take risks or to be timid?
- be adaptable or obstinate?
- be on time or sometimes to be late?
- get on with people or dislike people?
- be good at sport or to be lazy?

How to go about it

Underline the words in the questions that warn you that the answer is coming soon. Try to predict the answers.

If the answer can be a word(s) or a number, read the questions to check which is required.

Practise transferring your answers to an answer sheet.

Be careful that you do not create mistakes during the transfer.

Read the instructions carefully and note word limits.

1.1 SECTION 1 Questions 1–10

Questions 1–4

Complete the notes below.

Write no more than **ONE WORD AND/OR A NUMBER** for each answer.

Notes on Volunteering

Example	Answer
Event:	Charity
Venue:	1 Hall
Days:	Friday to Sunday
Dates:	15th–17th 2
Opening Time:	10 am
Closing time:	3 pm
Type of helpers now required:	4

Questions 5–8

Complete the form below.

Write no more than **ONE WORD AND/OR A NUMBER** for each answer.


Name:	Andrea 5
Address:	90 6 Mansions, 62 Park Avenue, London, SW1 4PQ
Telephone:	7
Telephone in the:	8

Questions 9 and 10

Choose **TWO** letters, **A–E**.




Which **TWO** types of people are mentioned as desirable?

- A adventurous
- B inflexible
- C punctual
- D friendly
- E sporty

- 5  Have you ever been in a situation where you had to explain your qualities or strengths? Describe the situation to a partner.

Language focus 2: Likes and dislikes

- In the conversation in the listening practice, Andrea explains what kind of person she is by saying what she likes.
I like working with other people.
Why does she use the *-ing* form of the verb after *like*?
- Work in pairs. For 1–7 below, decide which sentences are correct.
 - Gabriella likes swimming a lot.
 - John likes to get there on time. He doesn't like lateness.
 - Would you like joining our study group?
 - Why did you hate playing football as a child?
 - Do you really dislike being in this country?
 - My grandparents loved looking after us as kids.
 - As Joseph is independent, he enjoys to do things alone.

 Read more about likes and dislikes in the Grammar reference on page 219.
- For sentences 1–9 below, put the verb in brackets into the correct form. More than one answer may be correct.
 - Most of my friends dislike (play) computer games.
 - I'd like (live) near the sea as the air is fresh.
 - Certain animals hate (be) around people.
 - He likes (keep) the garden tidy, even though it takes a lot of time.
 - He enjoys (take) long walks on his own along the seashore.
 - As she is punctual herself, she likes other people (be) on time.
 - Sarah loves (socialize) with other people rather than (stay) at home alone.
 - He can't stand (play) sport.
 - Wouldn't you prefer (see) this film at the cinema?
- Rewrite sentences 1–8 below using the verb in brackets. Do not change the meaning.
 - The idea of living in the countryside appeals to me. (I'd like)
 - Nowadays people don't seem to take any pleasure in doing certain sports. (dislike)
 - Adrian cleans the kitchen every morning. (like)
 - She gets enormous enjoyment from shopping. (enjoy)
 - Pedro has a hatred of playing video games. (can't stand)
 - He expects honesty in people he knows. (like)
 - She wants to see the film on DVD at home, not in the cinema. (would prefer)
 - He really likes to mingle with other people at parties. (love)
-  Work in pairs. Ask your partner about two sports he/she likes doing and two sports he/she doesn't like doing. Use the questions below and ask for reasons and examples.
Why do you like/enjoy/dislike ... ?
Why don't you like/enjoy ... ?
-  Are the sports your partner talked about popular in your country? Is the popularity of these sports increasing or decreasing? Why?

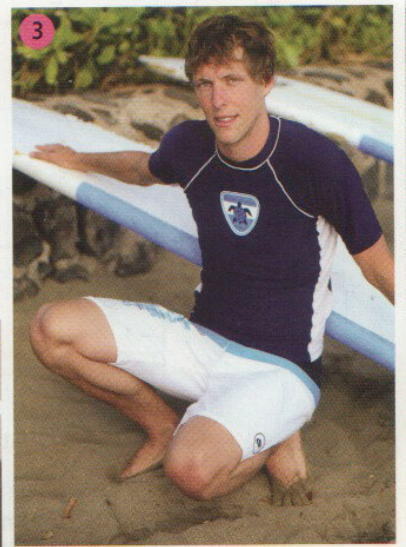
Speaking

IELTS Part 2

What to expect in the exam

- There are three parts in IELTS Speaking. In Part 2 you are asked to talk about a person, event, place, object, film, documentary etc ...
- You will have to talk about the topic for one to two minutes.
- You will be given one minute to think about what you are going to say and make notes.

1 Look at the photographs below. Choose at least two adjectives to describe each of the adults. Use the adjectives in Vocabulary 1 on page 6.



How to go about it

- If you are asked to talk about a person, name the person. Try to visualize the person and an activity they do which you like.
- Use the minute you have to make brief notes. Develop your notes as you speak.
- Try to use the following words as you explain: *for example ... , when/ if ... , because ... , and so ...*

- 2 Decide which person appeals to you most. Look at the adjectives you chose for the person and make notes for the following:
- what kind of person they are generally
 - what he/she did when he/she was younger
 - why he/she appeals to you
 - what activities he/she is doing now

3 Use your notes to tell your partner about the person.

4 Look at the following Part 2 task card. Decide which tense you are going to use for each part of the topic.

Describe a person you would like to be similar to.

You should say:

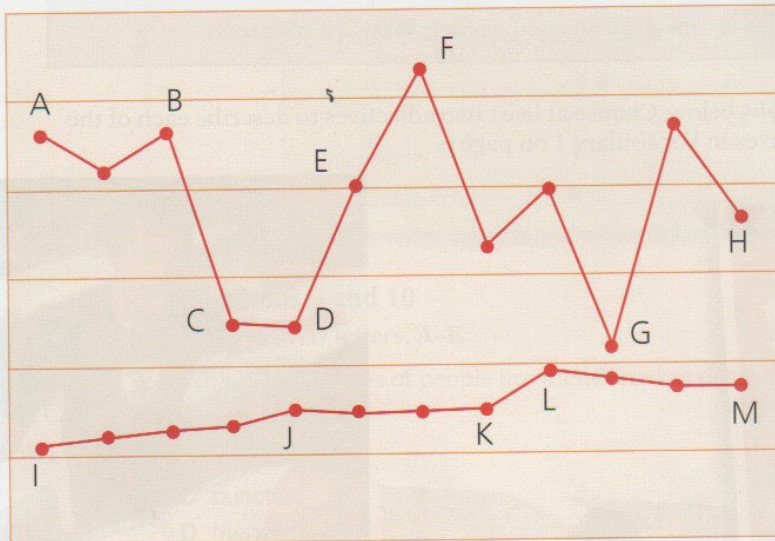
- who this person is
 - what they are like generally
 - what qualities this person has
- and explain why you would like to be similar to this person.

5 Spend one minute making brief notes.

6 Work in pairs. Take turns talking about the topic, using your notes to guide you. You should speak for up to two minutes; time each other using a stopwatch.

Vocabulary 2: Verbs of movement

1 Work in pairs. Match the parts of the graph 1–10 with the verbs a–j.



- | | |
|--------|------------------------------|
| 1 A–B | a hit a low |
| 2 B–C | b fell and then levelled off |
| 3 B–D | c remained flat/stable |
| 4 D–F | d plummeted |
| 5 F | e rose gradually |
| 6 F–H | f fell gradually |
| 7 G | g soared |
| 8 I–J | h <i>dipped</i> |
| 9 J–K | i fluctuated |
| 10 L–M | j hit a peak |

2 For sentences 1–10 below, use the verbs in exercise 1 to replace the underlined text.

- 1 The price of laptops dropped followed by a period of stability.
- 2 Numbers reached a high in the year 2009.
- 3 The amount of money spent fell slightly and then quickly recovered.
- 4 Visitor numbers to the website plunged in the first quarter of the year.
- 5 Book purchases increased slowly but surely over the year.
- 6 The number of students applying to the university stabilized over the decade.
- 7 Attendance at the conference decreased steadily last year.
- 8 The growth rate was erratic during the previous year.
- 9 Member numbers reached their lowest point in March.
- 10 Car sales rocketed over the period.

3 To add variety to your writing you can use nouns instead of verbs to describe movement. Look at the nouns in the box below and decide which ones are not correct.

a drop a plunge a bottom out an increase stabilization
 fluctuations a decline a rocket a soar a plummet a rise
 a dip a fall a level off a climb a peak a surge

4 Rewrite the sentences from exercise 2 using nouns instead of verbs. Use the following structure: *There was a (+ adjective) + noun + in ...*. For three of the sentences this is not possible. Make any other necessary changes.

Example:

There was a drop in the price of laptops followed by a period of stability.

Writing:

IELTS Task 1

What to expect in the exam

- In IELTS Writing Task 1 you will be asked to describe some data (graph, chart or table) or a diagram.
- You are asked to write at least 150 words.
- You should spend about 20 minutes on this task.

How to go about it

- Study the data carefully, noting any special features.
- Make sure you summarize rather than just list data.
- Always write an overview of the data. This can come after the introduction, or at the end as a conclusion.

- 1 Work in pairs. Read the Task 1 question below and the three introductions a–c which follow. Decide which is the best introduction and why.

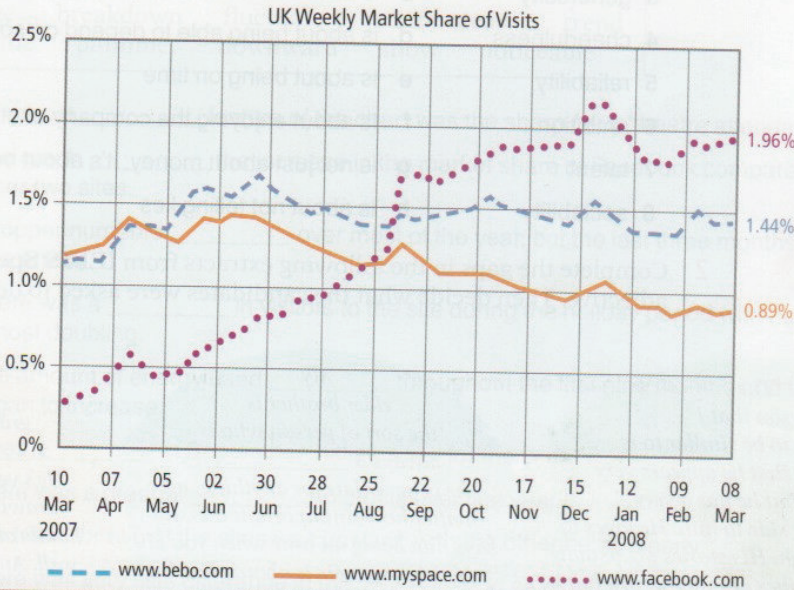
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below provides a breakdown of the UK weekly market share of visits to three social networking websites between March 2007 and March 2008.

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

Write at least 150 words.



- a The graph below shows in percentage terms the UK weekly market share of visits to three websites between March 2007 and March 2008.
- b The chart below shows the percentage of hits to three websites over the period of a year.
- c The chart illustrates the market share of hits to various social networking sites in the UK on a weekly basis over one year to March 2008.
- 2 Complete the gaps in the following model answer for the task with the correct form of a suitable verb. There may be more than one possible answer.

The graph 1 _____ the proportion of hits to three social networking sites on a weekly basis from 10th March 2007 to 8th March 2008.

Generally speaking, the trends in the market share of the three sites 2 _____.

The most viewed site 3 _____ clearly www.facebook.com, whose share of the market 4 _____ dramatically from approximately 0.25 per cent on 10th March 2007 to 1.96 per cent on 8th March 2008. This 5 _____ nearly an eightfold increase over the period. It 6 _____ noticeable that the market share of Facebook 7 _____ a high of around 2.2 per cent during December 2008, with peaks being hit by the other two sites during the same period.

The market share of hits to the bebo site, meanwhile, 8 _____ at a slower pace from about 1.2 to 1.44 per cent, a rise of approximately 40 per cent. In contrast to the other two websites, the market share of www.myspace.com 9 _____, decreasing from approximately the same level as www.bebo.com on 10th March 2007 to 0.89 per cent.

- 3 Now cover the model answer above and make notes about what you remember about it. Then use your notes to write your own answer to the question.

1

Review

Vocabulary

1 Match nouns 1–8 with an explanation a–h.

- | | |
|----------------|---|
| 1 honesty | a is about being happy and optimistic |
| 2 punctuality | b is about having a special gift or skill to do something |
| 3 generosity | c is about one's dreams and desires |
| 4 cheerfulness | d is about being able to depend on someone |
| 5 reliability | e is about being on time |
| 6 ambition | f is about enjoying the company of others |
| 7 talent | g is not just about money; it's about being kind as well |
| 8 sociability | h is about not telling lies |

2 Complete the gaps in the following extracts from IELTS Speaking Part 2 with a suitable adjective. Then decide what the candidates were asked to describe.

'The person that I would like to be similar to is my father. At first he appears very serious, but he has a very 1 _____ side to him. He loves to make people laugh. His stories are usually about people and they are very funny, but he never says anything bad about the people. He is a very 2 _____ person and always takes everyone's feelings into consideration.'

'My elder brother is the sort of person who is always 3 _____; he is never late for anything, no matter how unimportant it is. He says that being on time when you are meeting someone is about showing them respect. So as you can imagine he is highly 4 _____ amongst his friends.'

'What really appeals to me about my grandfather is that he is very 5 _____, as he has many gifts. He's very 6 _____ and he's always drawing. He can make anything with his hands and he can play the piano and violin a well. And when we were children he was very 7 _____ when he explained things to us. I never remember him losing his temper. I can honestly say that I have never met anyone as 8 _____. You can depend on him for anything.'

Present simple, present continuous and past simple

1 Sentences 1–12 relate to four people: Sonja, Wei, Ahmed and Tony. Three sentences relate to each person. Read the sentences and decide which relate to each person.

- 1 As a child she dreamt of working as an air hostess, or a job dealing with people.
- 2 He built his own computer when he was in his teens.
- 3 When she was a child her grandfather taught her to paint.
- 4 Sonja can't stand chatting on computers; she enjoys socializing face to face.
- 5 Now she's working as a tour guide.
- 6 He is currently conducting research for a book on modern Chinese writers.
- 7 She is drawing a sketch, which she plans to turn into an oil painting soon.
- 8 Wei is very artistic and spends all her time in her studio painting and drawing.
- 9 He loves reading and any intellectual hobbies like music and philosophy.
- 10 He's very talented and is creating his own website at the moment.
- 11 Tony is a doctor of literature; he studied a huge amount of Chinese literature for his PhD.
- 12 Ahmed likes to spend his time and money on technology.

- 2 Decide whether each sentence 1–12 in exercise 1 tells you:
- what activity the people are involved in at the moment
 - about their state of mind and habits
 - about their past

Writing

- 1 Complete sentences 1–10 with a word from the box below. Make any necessary changes.

surge	breakdown	fluctuate	remain steady	trend
decline	plummet	downward	show	noticeable

- The most _____ feature of the chart was the sharp fall in theatre attendances.
- The graph _____ the increase in the market share of Facebook compared to the other two sites.
- Shopper numbers _____ over most of the year, but the last three months were less erratic.
- There was a _____ in visitors to the site during the holiday period with numbers almost doubling.
- The amount of energy used _____ throughout the first nine months and then it began to increase.
- Sales _____ in September, hitting a low for the year.
- There was a gradual _____ in profits over last year.
- The trend for two of the sites was upward, with the other being clearly _____.
- There was very little difference in the _____ in sales for all five companies, with the exception of Sewell Ltd.
- The chart provides a _____ of the number of passenger miles travelled according to different modes of transport.

- 2 Use the words in 1–8 below to create sentences that provide a suitable overview for a Task 1 question. Make any necessary changes to the words.

Example:

book sales overall rise period

Overall book sales rose during the period.

- trend attendances clear upward
- increase student numbers over the year
- market share fall overall past decade
- trend cost train journeys flat generally speaking
- trend prices downward overall
- miles covered shoppers declined
- price of grain steady rise in the last six months
- clear downward trend flights abroad