
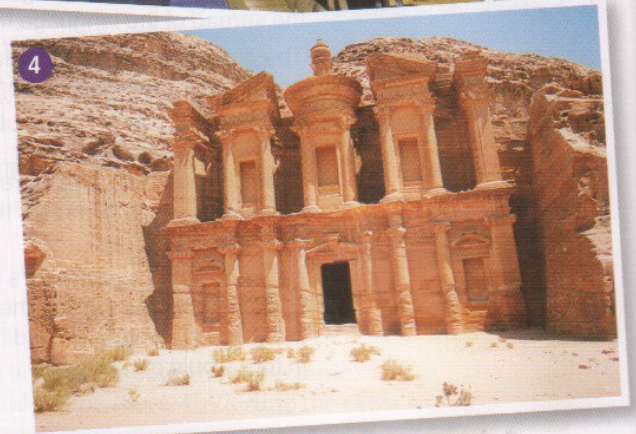
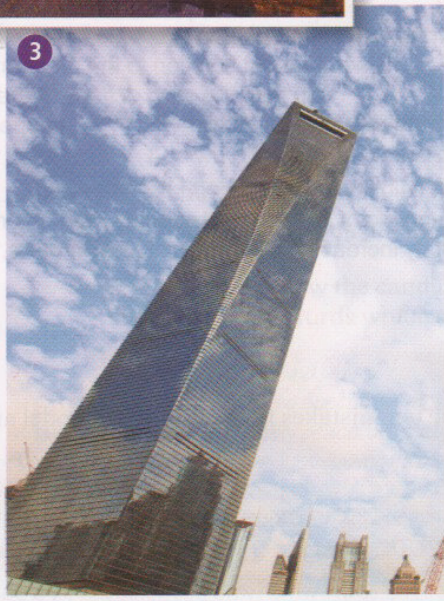
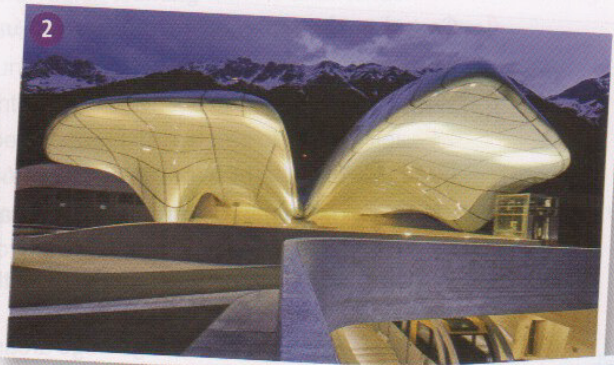
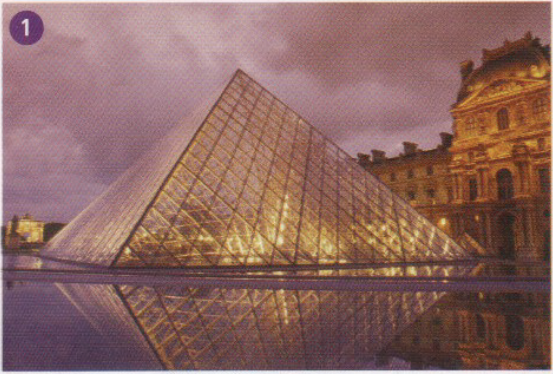



9 What is beauty?

Vocabulary: Beauty

- 1  Work in groups. Describe the buildings in each of the photographs. Name them if you can. Then discuss the questions below.



- What is your reaction to the buildings in the photographs? Do you think they are beautiful? Why/Why not?
- What is your favourite building or monument?
- Is it important to live in beautiful surroundings? Why/Why not?

- 2  In your groups, evaluate each of the buildings in the photographs in exercise 1. Rank the buildings according to how beautiful you think they are: 1 = the most beautiful, 5 = the least beautiful. Give reasons.

- 3 For 1–6 below, complete the gaps with a building from exercise 1 so that the statement is true for you. Then complete the statement using your own ideas.

Example:

I think building _____ is breathtaking, as ...

I think building 1 is breathtaking, as it combines the old and the new and fits perfectly into the space it is in.

- 1 I find building _____ very old-fashioned, because ...
 - 2 Building _____ says nothing to me at all, because ...
 - 3 Building _____ is not as beautiful as Petra, because ...
 - 4 I find structures like building _____ very depressing, as they ...
 - 5 Building _____ is very charming, but building _____ is very alluring; it makes me want to ...
 - 6 When I look at the photograph of building _____ it makes me feel nostalgic, because ...
- 4 Work in pairs. When you evaluate a building you can: **A** describe it physically; **B** say what effect it has on you. Look at the adjectives in the box below and decide which category they fit in, **A** or **B**.

evocative	overawed	tall	melancholic	thoughtful	ancient
spacious	dazzling	humbling	beautiful	magnificent	impressive
overwhelmed	emotional	ecstatic	high	overjoyed	stone
nostalgic	majestic				

- 5 Complete the gaps in 1–6 below with a word made from an adjective in exercise 4.

Example:


When I saw the Taj Mahal for the first time it made a huge impression on me.

- 1 They tried to _____ the town centre by putting flowers in baskets and painting and renovating the buildings, but it didn't work.
 - 2 Standing next to the Sphinx made me feel very _____.
 - 3 I was filled with _____ at the sight of the Himalayas. I was taken aback by their majesty.
 - 4 Thinking of places that I love sometimes fills me with _____, but this is not a negative feeling.
 - 5 When I look at photographs of my home country they _____ so many memories and usually make me feel homesick.
 - 6 The sight of the old people wandering through the ruins made me _____ about life and how things can change very suddenly.
- 6 Work in groups. Transform at least three sentences from exercise 5 by changing the noun to a verb or an adjective where possible.

Example:

When I saw the Taj Mahal for the first time it made a huge impression on me.

When I saw the Taj Mahal for the first time it impressed me enormously.

- 7  Work in pairs. Choose at least three monuments that you think represent important times in your country's development or are symbolic of your country. Describe each structure to your partner and explain why it is of importance. Try to use the vocabulary from this section.

9 What is beauty?

Listening

IELTS Section 3

- 1 You are going to listen to a conversation between a tutor and a student about a film project. Look at questions 21–30 below and decide what the project is about.
- 2 Work in pairs. You will hear words 1–10 below during the conversation. Check the meaning of the words. Use a dictionary to check the meaning of any words you don't know.
 - 1 perception
 - 2 collage
 - 3 take in
 - 4 grandeur
 - 5 digital stills
 - 6 narrow down
 - 7 access
 - 8 discipline
 - 9 fade
 - 10 click

Don't forget!

- Underline the words in the questions that warn you that the answer is coming soon.

2.2 SECTION 3 Questions 21–30

Questions 21–25

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

- 21 Malcolm thinks the subject of his project may not be
 - A concrete enough.
 - B interesting enough.
 - C very academic.
- 22 Malcolm's reaction to India was one of
 - A indifference.
 - B dislike.
 - C awe.
- 23 Malcolm feels the pictures he took of the Ganges etc. are
 - A breathtaking.
 - B interesting.
 - C uninspiring.
- 24 The tutor suggests Malcolm should
 - A concentrate on photos of buildings only.
 - B reduce the number of photographic stills to ten.
 - C use only photos of famous places.
- 25 Malcolm intends to make a film that is similar to a
 - A movie preview.
 - B TV advert.
 - C music video.




Questions 26–30

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- 26 Malcolm's tutor thinks it would be a useful discipline to stick to a
- 27 The tutor reminds Malcolm about the shortness of people's
- 28 The details about submitting the project can be found on the
- 29 The submission form needs to contain details about the
- 30 With the submission form, copies of the DVD need to be handed in.

- 3  Would you like to make a film about a place you have visited? Which place would you choose? Why?

Word building: Prefixes *under-* and *over-*

When Malcolm is describing the buildings in New Delhi during the conversation with his tutor he says: 'I think they are really *underrated*'. You can add the prefixes *under-* and *over-* to change the meaning of words.

- 1 Complete the gaps in sentences 1–10 below using a word made from a verb in the box by adding the prefix *under* or *over*.

fund value **price** run state come estimate awe rate (x 2) take

Example:

However stunning the tourist attraction is, the entrance fee is definitely overpriced.

- 1 Many scientists have _____ the importance of early archaeological discoveries. They are much more significant than was once thought.
- 2 The monuments were totally _____ by tourists. I couldn't take any pictures.
- 3 The museum is really _____. It's a very boring building.
- 4 Artefacts from a long time ago are frequently _____. At auctions they may only sell for a fraction of the price of modern art.
- 5 Some people are completely _____ with emotion when they visit Florence. It's a syndrome called the Stendhal effect.
- 6 The museum _____ the theme park as the most popular attraction last year.
- 7 Many buildings and monuments of international significance are crumbling, because government repair schemes are _____.
- 8 The ruins of Greater Zimbabwe are seriously _____. I think they are more important than they are thought to be.
- 9 The architecture of the building is very _____. It is this simplicity which makes it magnificent.
- 10 I was completely _____ by the carvings. I've never seen anything like them.



- 2 Write a sentence about each of the following:
- a place, country, monument or film etc. which you think is important, but which other people do not value
 - a place, country, monument or film etc. which you do not rate highly, but which other people do

Speaking

IELTS Part 2

- 1 You can emphasize your own opinion by contrasting it using linking words such as *but*, *though*, *although*, *however*, *nevertheless*, *even so*, *even though*, etc.

Even though it leaves some people cold, I have a sentimental attachment to it.

Write sentences about buildings that are important, or have been important, in your life. Use at least five of the words and phrases 1–6 below and the linking words above.

Example:

Even though the building where I went to secondary school leaves some people cold, I have a sentimental attachment to it.

- 1 leave me cold
- 2 bring back memories
- 3 bleak but my home
- 4 ugly/unattractive/unsightly/unpleasant
- 5 in a rundown area
- 6 beautiful to see/to look at/to visit

- 2 Choose one of the sentences you have written and practise the rhythm by reading it out loud. Read the secondary stresses first and then the whole sentence. Then, decide which syllable has the main stress in each clause.

o o o o o o o o

Even though the building where I went to secondary school leaves some people cold, I have

o o

a sentimental attachment to it.

- 3 Think of at least two buildings that have had an impact on you or reflect your life or personality. With a partner, explain the effect these buildings have had on you. Use the sentences in exercise 1.

Useful expressions

What made (the building) important to me is ...
The reason I chose (the building) is ...
(The building) makes me ...
When I see (the building) or photographs of (the building), it makes me feel ...
(The building) is underrated, but ...

- 4 Look at the following Part 2 task card. Choose ten verbs and/ or adjectives from this unit so far, which will help you explain why the building is important to you. Write a note for each heading on the task card. Then narrow your verbs and adjectives down to three or four. Use the useful expressions in the box to help organize your answer.

Describe your favourite building.
 You should say:
 what the building is
 where it is
 what it is like
 and explain why it is your favourite building.


Don't forget!

- In the exam you will only have one minute to prepare.

- 5 Work in pairs. Take turns talking about the topic. Use your notes to guide you. You should speak for up to two minutes; time each other using a stopwatch. When you have finished, give each other feedback using the checklist on page 210.

Speaking

IELTS Part 3

 Work in pairs. Discuss the following questions. Try to include the verbs and adjectives that you have used in this unit so far.

Don't forget!

- Use adjectives to evaluate. Then give reasons and examples.
- Use linking words like *but, although, however* etc.
- Keep your ideas abstract.

Beautiful surroundings

Do people need to have beautiful surroundings? Why?

What is the effect of living and working in attractive buildings?

Which is more important, the design or the function of a building? Why?

Is it important to try to make cities pleasing to the eye?

Concepts of beauty

What does beauty mean? Does it mean the same for everyone?

Do you think the desire to acquire beautiful objects drives consumerism?

How?

Are there differences in the concepts of beauty and taste between cultures?

What are they?

Reading

IELTS Reading Passage

- 1 Work in groups. Look quickly at the title of the reading passage and skim the passage and the questions. Close your books and share as much information about the passage as possible.
- 2 In your groups, make a list of three or four things that you would expect to read in a passage about an architect.
- 3 Scan the passage and find words and phrases that have the opposite meaning to 1–7 below.

1 separated

3 hated

5 revealing

7 unoriginal

2 alien/strange

4 attacked

6 talentless

How to go about it

- As some of the questions relate to dates, put boxes around the dates in the passage.

READING PASSAGE

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

Giles Gilbert Scott Architect (1880–1960)

A bastion of the architectural establishment in early 20th century Britain, Giles Gilbert Scott (1880–1960) fused tradition with modernity by applying historic styles to industrial structures in his designs from the Battersea and Bankside power stations in London, to Liverpool Anglican Cathedral, and to the K2 telephone kiosk.

At the top of the splendid Portland stone tomb of the 19th century architect John Soane and his wife and son, in St Pancras Old Church Gardens, north London, is a dome in a surprisingly familiar shape. Designed by Soane in 1815 as a monument to his beloved wife, the tomb is one of his most romantic designs, ornate in form and decorated by stone carvings of snakes and pineapples. It is familiar not because of its association with Soane's family tomb, but because of its influence on the design of the red K2 telephone kiosks, which were once a common sight throughout Britain.

The architect who designed the K2, Giles Gilbert Scott, admired Soane's work and had recently become a trustee of the Sir John Soane Museum in London when invited in 1924 to enter a competition to design a public telephone kiosk. The shape of his design was inspired by the central domed structure of Soane's tomb. By rooting his design in Britain's architectural heritage, Scott transformed the telephone kiosk from what was then seen as an intimidating



symbol of modernity into something that seemed reassuringly familiar. When the wooden models of the competing designs were exhibited outside the National Gallery, Giles Gilbert Scott's was chosen as the winner.

Scott continued to package modernity in British traditionalism throughout his career. In his inaugural address as president of the Royal Institute of British Architects in 1933, when Britain was finally succumbing to modernism and the architectural profession was split by battling 'trads v. rads', he advocated a 'middle line' of both embracing technological progress and the human qualities of architecture. The 'middle line' was illustrated by Scott's best known London buildings, the power stations at Battersea (1929–1935) and Bankside (1947–1960), where he disguised their industrial purpose behind Gothic facades. Battersea, in particular, became a popular London landmark. Yet in an age when progressive architects such as Le Corbusier and Jean Prouvé romanticised technology, Scott's attempts to popularise industrial buildings by obfuscating their function seemed, at best, conservative.

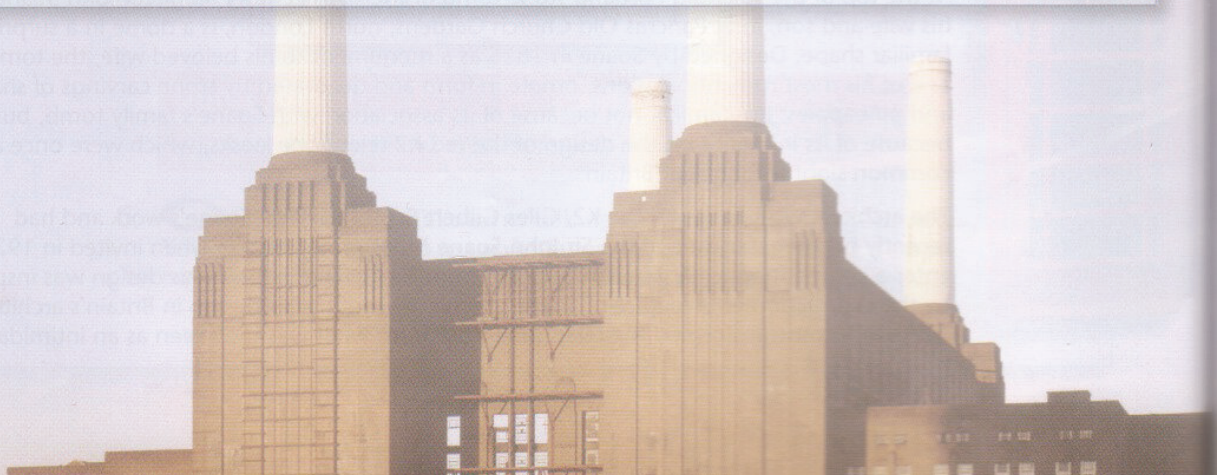
It is not surprising that Giles Gilbert Scott appeared unable to escape Britain's architectural tradition as he was born into it. His grandfather George Gilbert Scott (1811–1878) was the eminent High Victorian Gothic architect of the Albert Memorial, the Foreign Office and the Midland Railways Terminus Hotel at St Pancras station. His uncle John Oldrid Scott was also an architect, as was his father, the second George Gilbert Scott, who was nicknamed Scott Jnr. A gifted yet tragic figure, Scott Jnr showed youthful promise by designing a series of churches in London and Yorkshire that bridged Victorian gothic and the arts and crafts movement, only to succumb to alcoholism and, eventually, to be committed to a mental asylum.

In 1923, Giles Gilbert Scott was commissioned to design Memorial Court, a hall of residence at Clare College, Cambridge (begun in 1923), which he completed in a Georgian-inspired style. The following year he won the telephone kiosk competition. Traditional though his kiosk was in style, functionally it was very advanced. An ingenious ventilation system was installed using perforations in the dome, and the glass was divided into small panels for speedy replacement in case of breakages. Scott's original proposal was for a mild steel structure, but the Post Office insisted on changing it to cast iron. It also insisted on painting the kiosks bright red for maximum visibility in emergencies rather than Scott's suggested shade of duck egg blue. Following protests in rural areas, where people complained that the bright red kiosks looked overbearing in the open countryside, the Post Office agreed to repaint them in green.

Despite the rural complaints, the K2 kiosk was a popular success, and Scott was invited by the Post Office to modify his design in 1930 for the concrete K3, intended principally for country use. He was recalled again to design the K6 in 1935 to commemorate King George V's silver jubilee. This became the most widely used version of the kiosk with thousands being installed.

As well as these landmark commissions, Scott designed dozens of churches throughout his career, as well as more modest public projects such as monuments and extensions to existing buildings. One of his most conspicuous commissions was as a consultant, rather than an architect, to Battersea Power Station in south London. Charged with making the enormous electricity generating station more appealing, Scott suggested brick as the main material for the central structure and turned the four chimneys – one on each corner – into reassuringly familiar neo-classical columns. The result is surprisingly engaging for such a vast structure, but with the showiness of the Art Deco cinemas then being constructed across Britain.

His most significant post-war commission came in 1947 when Scott was invited to design a second London power station at Bankside beside the Thames in Southwark. More austere in style than Battersea, Bankside did not match its popularity until its conversion in 2000 by the Swiss architects Herzog and De Meuron into the Tate Modern museum. Yet formally and functionally it is the more sophisticated of the two buildings, not least as Scott combined all of Bankside's chimneys into a single central tower.



Questions 1–6

Complete the sentences below.

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

- 1 Scott combined the old with the new in the he designed.
- 2 Scott's design for the K2 phone box was based on the of Britain.
- 3 Scott's desire to make industrial buildings more appealing to the public appeared
- 4 Despite not being innovative style-wise, from a practical point of view Scott's telephone box was
- 5 When people in the countryside complained about the colour of the telephone boxes, the colour was changed to
- 6 Although people objected to the K2 phone boxes, they were generally a

Questions 7–11

Classify the following events as occurring in Scott's life


- A** between 1920 and 1930
B between 1930 and 1940
C after 1940
- 7 a modification in telephone design to mark a special occasion
 - 8 a request to design a power station
 - 9 success in the contest to design a telephone box
 - 10 an invitation to design accommodation for students
 - 11 Scott's support for architectural progress with a human face

Questions 12 and 13

Choose **TWO** letters, **A–E**.

Which **TWO** features of Bankside Power Station make it different from Battersea Power Station?

- A** It was a more severe structure.
B It was more popular.
C It was much bigger.
D It had only one chimney.
E It is a less complex building.

 **Reacting to the text**


Do architects have more influence on our lives than we realize? Should there be more or less control over the work of architects? Give reasons and examples.


Language focus: Modal verbs for evaluating

In addition to using adjectives and verbs to give evaluations, we can also use modal verbs. Look at the following statement from the listening practice on page 118.

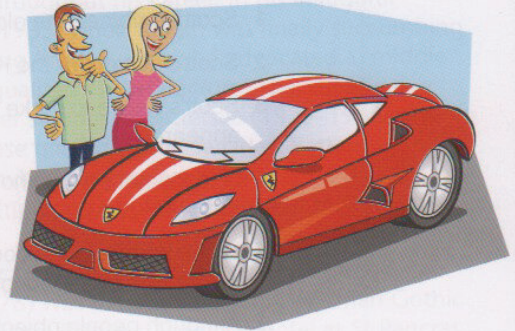
I should have been halfway through by now.


Malcolm is criticizing himself for something he did. He is reflecting on and evaluating his own actions.

 Read more about using modal verbs for evaluating in the Grammar reference on page 224.

- 1  Work in pairs. Think of three things that you did recently which you shouldn't have done, or you should have done but didn't. Tell your partner about the events.
- 2 For 1–9 below, underline the correct word in *italics*.
 - 1 They *should/shouldn't* have knocked that building down ages ago; it was rather hideous.
 - 2 The government *could have/could* dealt with this more diplomatically.
 - 3 He *might have/should* have told me; I'm not sure.
 - 4 She *might/couldn't* have told me! I really wish she had.
 - 5 Something *must/should* have happened, because suddenly everyone seems happier.
 - 6 Fines *could be/must have been* imposed on those who make the environment ugly.
 - 7 With the involvement of UNESCO, more and more places of great natural beauty *should be/shouldn't have been* protected in future.
 - 8 The government definitely *ought to/might* control advertising on TV to stop people becoming addicted to buying consumer goods.

- 9 The car *could/must* be incredibly expensive, because it's stunning to look at.



- 3 Which of the sentences 1–9 in exercise 2 show that something 'didn't happen' in the past?
- 4 Which of the sentences 1–9 in exercise 2 express the following:
 - a conclusion
 - a regret
 - a suggestion
 - a criticism
 - an expectation
 - a possibility/weak suggestion
- 5  Work in groups. You have been asked by the local council to come up with ways to make the city or town you live or study in more attractive for the general public. Make a list of the following things in order to improve the area. Use other modal verbs where appropriate and the words from the Vocabulary and Wordbuilding sections in this unit.
 - Things that should not have been done.
 - Things that should have been done.
 - Things that should be done.

Writing:

IELTS Task 2

- 1 You can use particular words and phrases to show the effects or consequences of something, for example, *affect, make, produce, lead to, have an effect/impact on, result in*. To describe effects and consequences you can also use adjectives from previous units, for example, *exciting, exhilarating, interesting*.

Work in pairs. For 1–6 below, separate each list of letters **a** and **b** into words. Then decide the order of **a** and **b** so that they make sense.

- 1 **a** andsoneighbourhoodsinmanycitieswherepeoplelivearebeingmademoreappealing
b everythinginthephysicalworldaroundusmakesanimpressiononusdirectlyorindirectly
- 2 **a** peopleareabletoseeandappreciatedifferentcitiesallaroundtheworld
b thankstocheaptravelandtheInternet
- 3 **a** somecountriesarenowbecomingricherthaninthepast
b leadingtoprideintheirnationalstanding
- 4 **a** forexampleaparkwasopenedandtreeswereplanted
b andthensuddenlythehealthofthepeopleinthatdistrictofthecityimproved
- 5 **a** thelackofspacehassavedmanyoldbuildings
b withplannersturningtorenovationratherthanerectingnewbuildings
- 6 **a** peoplearehappierandarenowmoreproductive
b asaresultofturningoldruinsintogardens

- 2 For 1–6 in exercise 1:
- decide which part of the text, **a** or **b**, describes the 'cause', and which describes the 'effect'
 - underline the words and phrases which indicate 'cause'. Then underline the words and phrases which indicate 'effect'
 - decide if there are any sentences where no linking words are used to indicate a cause or effect
 - decide if any of the linking words can be removed without affecting the connection
- 3 Work in pairs. For 1–5 below, complete the gaps with one phrase from box **A** and one phrase from box **B**. There may be more than one possible answer. Each phrase can be used more than once.

A with as a result, there are which in turn thanks to

B has a positive effect shouldn't have relaxed are focusing on
now lighten up should be attractive

- For example, the government _____ the restrictions on building in green spaces in the city. _____ very few places for people to relax.
 - The built environment in modern cities _____ to the people that live there, but often it is overwhelming and ugly _____ skyscrapers, which shut out the light.
 - _____ new construction techniques and materials, modern buildings _____ cities and make them attractive.
 - It is obvious that beauty _____ on people's well-being, _____ increases their happiness and productivity.
 - _____ awareness of the impact that healthy environments have on employees, more and more architects _____ design and not just function.
- 4 Work in pairs. Make notes for the Task 2 question below. Make a list of ideas about the built environment and the natural environment. If necessary, use the ideas in the box on page 208. When you have finished, change partners and explain your ideas.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

At school greater emphasis should be placed on an appreciation of the built as well as the natural environment.

To what extent do you agree or disagree?

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

Write at least 250 words.

- 5 Write your own answer for the question. When you have finished, check your answer using the checklist on page 209.

9 Review

Vocabulary

1 For 1–4 below, complete the gaps with an extract a–e.

1 How do buildings affect people?

_____, depending on the mood of the person and the attractiveness of the buildings. For example, some people might find buildings like the Louvre museum in Paris formal and boring, _____ might think it is dazzling.

2 Are you ready to start?

My favourite photograph is one that I took of old ruins near where I was brought up. They are really magnificent. _____ I didn't have a camera, but the next I made sure I had one with me.

3 What sort of buildings do you like?

Old buildings say nothing to me. _____ the Guggenheim Museum in Bilbao more appealing. So I am rarely impressed by old palaces or houses; I find them depressing.

4 What are the buildings like in your home city?

Most of them are _____ are allowed to be constructed in order to protect the area. So it means that we have lots of tourists.

- a They can make them sad or happy
- b very old and evocative, because no new buildings
- c I find modern architecture like
- d The first time I saw it
- e but other people

2 For 1–4 in exercise 1, decide whether each is taken from Part 1, 2 or 3 of IELTS Speaking and why.

3 For 1–8 below, complete the gaps with a word made from the word in brackets.

- 1 When they cleaned up the monument, they made it very _____ (beautify), which is why it is my favourite structure.
- 2 The sight of my old school after so many years made me very _____ (think).
- 3 The old town was _____ (evoke) of a bygone age. It is important that such places exist to remind people of their culture.
- 4 I was overcome with waves of _____ (nostalgic) when I looked at the photographs.
- 5 Being among the ruins of Angkor Wat was a very _____ (humility) experience.
- 6 I found the building very _____ (melancholy) at first, but then I realized it was very relaxing to be here and my attitude changed.
- 7 The city of Tokyo made a huge _____ (impressive) on me the first time I visited it.
- 8 Architecture such as that found in Florence has the power to affect people in different ways. Although some of the palaces and houses there are quite austere, they have the power to fill people with _____ (ecstatic).

- 4 Rewrite sentences 1–8 in exercise 3 using the words in brackets. For verbs you may need to change the form of the word. Some of the words will need to be changed.

Example:

- 1 *When they cleaned up the monument they beautified it, which is why it is my favourite structure.*

Word building

- 1 In 1–7 below, decide which two words need to change places.
- 1 The last time I visited the overrun city of Pompeii it left me cold. It was so magnificent by tourists.
 - 2 The photographs of my home town brought back lots of emotion. I was really overcome by memories.
 - 3 The countryside around where I was brought up is very overawed, but I am still bleak by it each time I go home.
 - 4 The vast open spaces of the Steppes are underestimated. Their beauty is so beautiful, perhaps because it is so difficult to get there.
 - 5 The architecture of the railway station is not plain; it is just understated and subtle. That is why it is appealing.
 - 6 The preservation of the architecture of former times reflects the traditions and values of a nation. When such precious national items are underfunded by people generally, it unfortunately leads to them being undervalued or not supported financially at all.
 - 7 If tourist attractions are cheaper, it puts people off visiting them. So the main way to attract tourists and increase revenue is to make the cost of travel to and from the attractions overpriced and reduce the entrance fees.
- 2 Sentences 6 and 7 in exercise 1 are taken from an IELTS Writing Task 2 answer, but they need examples to make them clearer to understand. Add examples using the following:
- *like* + noun
 - *for example*
 - *for example* + sentence
 - *if* + two clauses

Modal verbs for evaluating

- 1 Underline the modal verbs in the following extract from an IELTS Writing Task 2 answer.

When they are constructing new buildings in the centre of old cities like London and Paris, Damascus or Rome, planners should be sensitive to the existing architecture. Many old buildings in London, for example, shouldn't have been demolished. Instead, they ought to have been preserved in some way. For example, they could have erected buildings in the same style as existing buildings, or blended the old with the new to stunning effect, as has happened recently in central London, where parts of the facades of old buildings have been kept with new features added on. This should now make the city more attractive. Of course, they might have started doing this sooner! But better late than never.

- 2 Match the verbs you have underlined to 1–4 below. You may use each one more than once.
- | | |
|------------------|---------------------|
| 1 a criticism | 3 a weak suggestion |
| 2 an expectation | 4 a recommendation |

Introduction

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

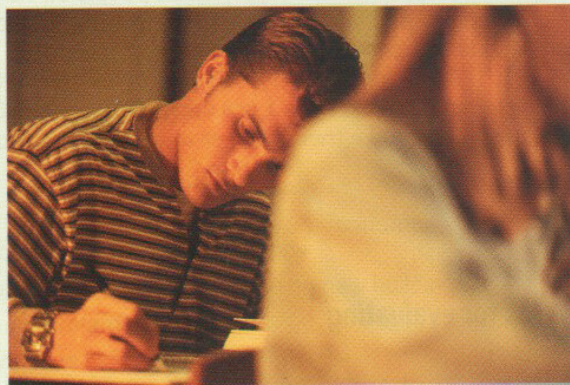
In both tasks, you are assessed on your ability to write in a style that is suitable for the task.

Task 1

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

Assessment for Task 1 is based on your ability to:

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



Describing a graph

- 1 Work in pairs. Look at the following list of words and phrases 1–20 and the graph in the Task 1 question on the opposite page. Decide which you can use to write about the graph.

- | | |
|-----------------------------|--|
| 1 trends vary | 11 overtake |
| 2 an upward trend | 12 contrasted with the steady recovery |
| 3 hit a low | 13 the dramatic decrease |
| 4 latter part of the period | 14 peak at |
| 5 soar | 15 proportion |
| 6 follow different patterns | 16 reach a high |
| 7 a gradual fall | 17 overall |
| 8 reach a plateau | 18 outnumber |
| 9 a sharp drop | 19 generally speaking |
| 10 surpass | 20 similarly |