

STEP UP TO IELTS

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Self-Study Student's Book

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	Topic	Listening	Reading	Writing
UNIT 1	Take a break	Working out the topic Short-answer questions	Introduction to skimming and scanning	Introduction and tone of letters Salutations and endings of letters Opening and closing letters
UNIT 2	What's on the menu?	Working out the situation Short-answer questions	Skimming and scanning short extracts <i>Step up to</i> IELTS Short-answer questions and multiple matching	
UNIT 3	On the road	Understanding description <i>Step up to</i> IELTS Section 1 Form filling	Getting the gist <i>Step up to</i> IELTS Summary completion	Describing a process or diagram Organising the information into paragraphs
UNIT 4	All at sea		Skimming for main ideas <i>Step up to</i> IELTS Sentence completion	Analysing charts Describing diagrams and pictures Writing a paragraph
UNIT 5	Come rain or shine	Understanding opinions and reasons Note completion		Describing tables Using comparatives to describe trends and highlight details <i>Step up to</i> IELTS General Training Task 1
UNIT 6	Value for money	Identifying trends Multiple-choice graphs	Following a sequence of events <i>Step up to</i> IELTS Flow chart / note completion	Trends and verb tenses Describing a bar chart using the correct tense / verb form <i>Step up to</i> IELTS Academic Task 1 Describing a bar chart
UNIT 7	Ignorance is bliss		<i>Step up to</i> IELTS Paragraph headings	Forming ideas Brainstorming opposing ideas Writing paragraphs
UNIT 8	Fit as a fiddle	Listening for specific information <i>Step up to</i> IELTS Section 2		Describing the data using noun phrases
UNIT 9	The driving force		Recognising the structure of a passage <i>Step up to</i> IELTS True / False / Not Given Summary with box	Comparing data Describing bar charts Highlighting significant features
UNIT 10	The silver screen	Reading ahead Listening and note taking	Dealing with longer passages <i>Step up to</i> IELTS Picking from a list True / False / Not Given Global multiple choice	
UNIT 11	The written word		Identifying main and supporting ideas in paragraphs Multiple-choice questions	Paragraph building
UNIT 12	Down to Earth	<i>Step up to</i> IELTS Section 3 Short-answer questions Selecting words from a list Matching		Balancing your views
UNIT 13	Safe as houses	<i>Step up to</i> IELTS Section 4 Note completion Picture multiple-choice questions		Analysing the question <i>Step up to</i> IELTS Academic and General Training Writing Task 2
UNIT 14	On the face of it	Recognising feelings and identifying views	Dealing with research-based texts Summary <i>Step up to</i> IELTS Matching people to statements	
UNIT 15	As far as I can see		Following the writer's argument <i>Step up to</i> IELTS Locating information in paragraphs	Referring back Checking an answer
UNIT 16	Mother tongue		Understanding the writer's views <i>Step up to</i> IELTS Yes / No / Not Given	Task 2: For and against Organising your answer Writing a complete answer

Speaking	Language / Grammar	IELTS Test practice
Introducing yourself Talking about your hobbies and interests <i>Step up to</i> IELTS Speaking Part 1	<i>go</i> and <i>play</i> Adverbs and expressions of frequency <i>-ing</i> and <i>-ed</i> adjectives <i>really, so, very</i>	READING General Training Section 1 Short-answer questions Matching information to paragraphs
Expressing likes and dislikes Using facial expression, intonation and word stress Giving a full answer	<i>too + for / to</i> <i>so / such ... that</i> Past continuous for change of plans	READING Academic Section 1 Sentence completion Multiple-choice questions Short-answer questions
	Use of the passive	LISTENING Section 1 Table and note completion
Expressing preferences	Comparative and superlative adjectives <i>while, whereas, on the other hand</i>	WRITING Academic Task 1 Describing a diagram
Expressing feeling – word and syllable stress Agreeing and disagreeing	Joining different ideas	WRITING General Training Task 1
	Tenses for Writing Task 1	WRITING Academic Task 1 Describing a graph and pie chart
Pronunciation check: <i>-ed</i> endings Talking for one minute	Narration and past tenses <i>used to + infinitive</i>	READING General Training Section 2 Sentence completion Paragraph headings
<i>Step up to</i> IELTS Speaking Part 2	<i>will / would</i> (conditionals 1 and 2) <i>can / could</i> Noun phrases	READING Academic Section 2 Paragraph headings Summary Short-answer questions
Expanding your answer – giving reasons Part 1 review	Linkers <i>so, because, because of, as, since</i> Superlative forms Linkers <i>also, as well, too, however, similarly</i>	LISTENING Section 2 Note and table completion
Expressing and justifying views Part 2 review	Tense revision Simple past, present perfect and present perfect continuous <i>as long as / provided that</i>	WRITING General Training Task 2 <i>(This is also a suitable practice for Academic Writing.)</i>
<i>Step up to</i> IELTS Speaking Part 3	Adverb formation and use	SPEAKING Test
Discussing abstract topics Pronunciation check: / pr / and / v /	<i>stop + -ing</i> <i>stop / prevent from + -ing</i>	LISTENING Section 3 Listing Table completion Short-answer questions
Comparing and contrasting Supporting a view Pronunciation check: contractions		WRITING Academic Task 2 <i>(This is also a suitable practice for General Training Writing.)</i>
Expressing feelings and opinions	<i>should / ought to</i>	SPEAKING Test
Talking about the future Predicting and speculating Pronunciation check: word stress	<i>this / these + noun</i> <i>such (a/an) + noun</i>	LISTENING Section 4 Labelling a diagram Note and diagram completion
Language quiz Expressing certainty or doubt Indirect statements	Indirect statements with <i>if</i> and <i>whether</i>	READING Academic Section 3 Yes / No / Not Given Classification Multiple-choice

Take a break



Part 1: Introductions

At the start of the Speaking test, the examiner will ask you some questions about yourself. First, you will have to give your name and tell the examiner where you come from. Then you will have to talk about your home town or what you do.



- 1 Find out where your partner comes from and why they are learning English. Also, find out if they have any hobbies. Report your findings like this:

QUESTION STARTERS

Where do you ... ?
 Why are you ... ?
 What hobbies do you ... ?

Roberto's Italian. He enjoys fishing and basketball.



Ping comes from Beijing in China. She's learning English because she wants to go to London to study engineering.

Talking about your hobbies and interests

After you have introduced yourself, the examiner will ask you some general questions about yourself. These may include questions about your hobbies and interests.



- 2 Look at the pictures a–h and name the activities.



- 3 Decide which verb, *go* or *play*, goes with which activity. Can you explain why? Talk about how often you do each activity.
 Example: I usually **go** skiing in winter. I often **play** soccer with friends.

- 4 Why can't you use *go* or *play* with activities i–n below? Name the activities.



Useful words to express frequency

ADVERBS

never	often
rarely	usually
occasionally	frequently
sometimes	regularly

EXPRESSIONS

every day/week/month
 once a week/month/year
 now and again
 from time to time

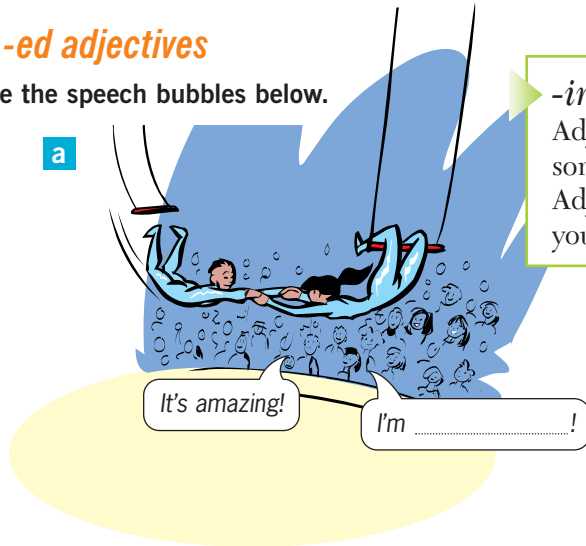


- 5 Say how often you do activities a–n and if you enjoy them or not.
 Example: I use the computer every evening. I really love it.

GRAMMAR

-ing and -ed adjectives

1 Complete the speech bubbles below.



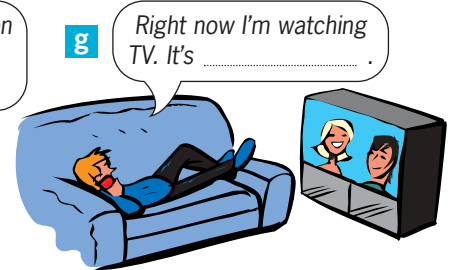
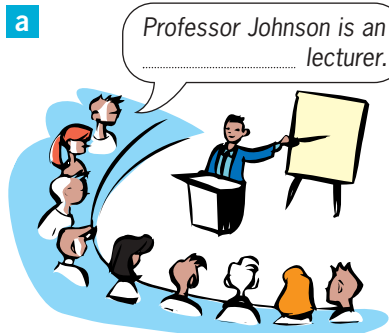
-ing and -ed adjectives

Adjectives ending in *-ing* are often used to describe something, e.g. This TV programme is *boring*. Adjectives ending in *-ed* are often used to say how you feel, e.g. I'm *bored*.



2 Complete the table of *-ing* and *-ed* adjectives opposite. Then use some of the words to complete the speech bubbles below.

	exhausted
boring	
	relaxed
satisfying	
	interested
	irritated
fascinating	
revolting	



GRAMMAR

You cannot use *very* with adjectives that already have an absolute meaning such as *fascinating* or *revolting*.

Using really, so and very

You can add emphasis to your *-ed* and *-ing* adjectives by adding **really**, **so** or **very**.

Example: I was **really** bored. The film was **so** uninteresting.

3 Talk about which of the activities on page 6 you enjoy and which ones you don't enjoy. Try using some of the adjectives above with **very** and **really** to give a reason.

Example: Do you like playing computer games?

Do you enjoy reading?

Yes, I do. I find it very relaxing.

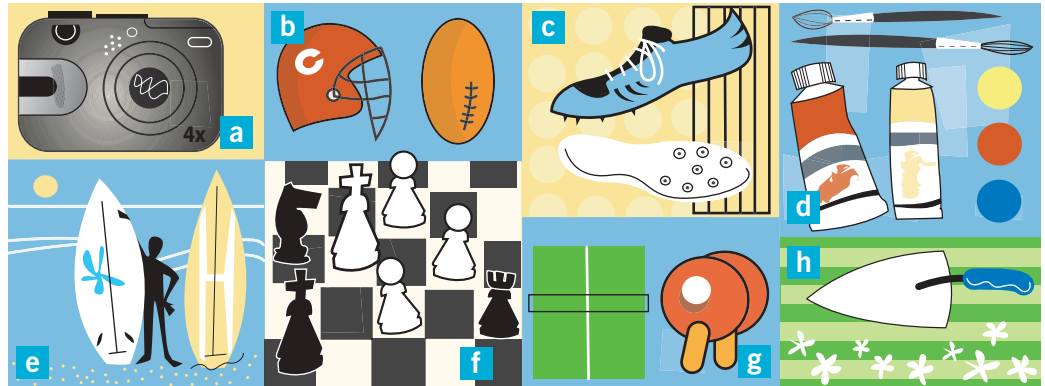


Not much. I find them really boring.

Working out the topic

In Section 1 of the Listening test, you will hear two people exchanging information on an everyday subject. The first thing you need to know when you do any listening exercise is what the talk or conversation is about. This is called the 'topic'. You will need to listen out for details and basic facts.

1 Which hobbies do these pictures show?



2 Make a list of the sports, games and hobbies that people in your class do or enjoy watching and the items or equipment that you use for these.

3 Look at the list a–j in exercise 4 below and write down all the words you know associated with each hobby or pastime. (Don't write on the table.)



4 Listen to seven short conversations. Decide what sport or hobby the speakers are talking about and write the number of each conversation in the appropriate box. There are more sports and hobbies listed here than you will need.

	conversation	clues	adjectives
a	Stamp collecting		
b	Running		
c	Chess		
d	Tennis	1 court, opponent, match, sets	exhausted
e	Football		
f	Water polo		
g	Gardening		
h	Fishing		
i	Surfing		
j	Reading		



5 Listen to the conversations again. In the column labelled *clues*, write the words that helped you to do the task.



6 Now listen again and make a note of all the *adjectives* which describe how the speakers themselves *feel* about the activities OR how they *describe* these activities.



7 Listen to a man on a radio programme talking about his hobby.

Answer the questions below using *no more than three words and/or a number* for each answer.

- a Name one ordinary hobby that the interviewer mentions.
- b What is the man's hobby?
- c What is the minimum age to start learning?
- d What does he most enjoy about it?
- e What does he compare himself to?

Step
up to

IELTS SPEAKING PART 1

After you have introduced yourself in Part 1, the examiner will ask you some short questions about yourself based on different topics, for example, sport. Follow these steps to help you prepare for this.

Step 1



Ask and answer the following questions about sport. Practise using some of the words from the question to help you phrase your answer.

- What's your favourite sport?
- When did you first become interested in it?
- How often do you participate in this sport?
- What equipment do you need for this sport?
- Where do you do this sport?

Example: My favourite sport is tennis/football/swimming.

I first became interested in it when I was at school / last year.

I go/play every Sunday / once a week.

You don't need much equipment, just a racket / ball / pair of goggles.

As you listen, note any mistakes that your partner makes.

Give them some feedback and then swap over. Record yourselves, if you can.



Test tip

It often helps to use the same verb tense as the question.

Step 2

In Speaking Part 1 you may be asked negative questions, for example **What don't you enjoy?** Be prepared to give a negative answer. You can also try to vary your answers by including information about things you **don't** do.



Think of a sport that you don't enjoy. Answer this question: **What don't you like about it?**

Think of three negative answers to this question: **What don't you do in your spare time?**

Example: I don't usually watch TV in my spare time.

I don't get up before 10 o'clock on my day off.

GRAMMAR

do not / don't + verb

I don't go to work on Saturday.

I don't like going on holiday on my own.

Step 3

When the examiner has finished asking questions about the first topic, he or she will move on to another general topic. Listen carefully so that you recognise the change in topic.

Now, let's move on to talk about holidays ...

OR

Let's talk about shopping ...



Here are some more questions to work on. Make sure you give a full answer. You may begin your answer with the words **Yes** or **No** but you must say something **more** so that you show the examiner what you can say.

- Is there anything you don't like doing on holiday?
- Do you prefer to spend your holidays alone or with others? Why?
- What is your favourite holiday activity?
- How do you feel about going shopping?
- Do you like buying clothes or goods on the Internet? Why? / Why not?
- What don't you like about shopping?

Step 4



Listen to the recording of a model Part 1 of the Speaking test.



Test tip

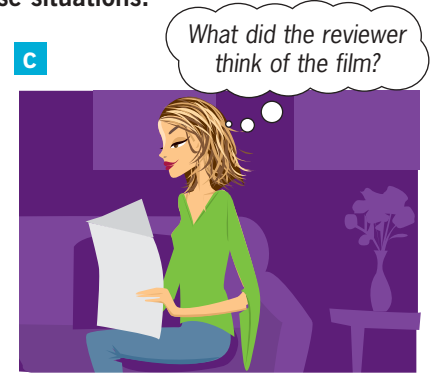
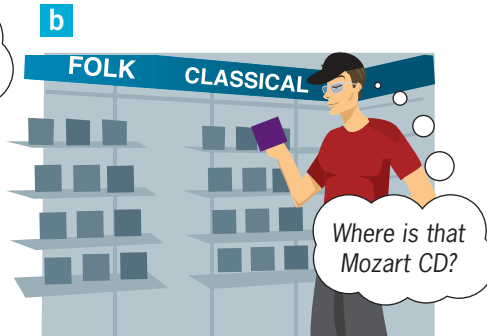
Part 1 topics are always personal and familiar. Abstract topics are not discussed in this part of the test.

Introduction to skimming and scanning

Whether you are an Academic or a General Training candidate, you need to be able to **skim** and **scan** well in order to do the IELTS Reading test in one hour.

You can **scan** a text to get an idea of the topic or to locate a particular section. You do this by noticing the heading, pictures and the general layout. For example, you scan a newspaper to find an article you want. Once you have found it, you can **skim** the article to get an idea of what it is about.

1 Look at the pictures below and decide whether you would skim or scan in these situations.



Test tip
These skills will also help you in the Listening test, as you may have to quickly locate information in the question while you listen.

2 Take 30 seconds to skim each of these three texts and quickly answer the questions.

- a What is the purpose of the text?
- b Who would read it?
- c What are the key words or features that help you decide?

MISSION TO SATURN

We are going to hear a great deal about Saturn and its rings and satellites when the spacecraft Cassini starts to orbit in July 2004. So why not prepare yourself with this excellent book on the history of the Solar System's second largest planet?

SALE

2 pairs for the price of one
\$4.99
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Mon 2 December 11 am to 6 pm
25 King Street, Sydney

BRADSHAW'S Auctioneers

3 Take 30 seconds to scan the texts above to find the following information.

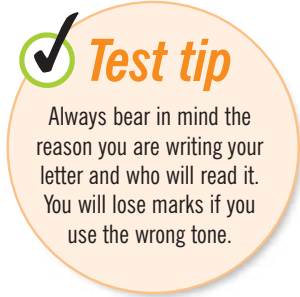
- a the name of a spacecraft
- b the launch date of the spacecraft
- c the price of the socks
- d the day when you can see the works of art

General Training Writing Task 1: Introduction and tone

In General Training Writing Task 1 you will have to write a letter in response to a given task.

The way you begin the first paragraph and the style you use will depend on:

- the overall purpose of the letter
- the tone of the message you want to get across
- your relationship to the person receiving the letter.



1 Look at these opening sentences. Can you tell whether the writer knows the person receiving the letter? What is the purpose of these letters?

		Know the reader?	Purpose of the letter
a	Thanks so much for your letter and the lovely photos of the wedding, which are absolutely marvellous.	✓	To express thanks to a friend
b	I am a first-year student in the Faculty of Science. I am writing to ask permission to transfer from Biochemistry to Biology ...		
c	I'm writing to thank you for your hospitality on Saturday. It was very kind of you to give us dinner even though we arrived unexpectedly.		
d	I am a resident at Flat 4, 43 Westbridge Road, Newport. I would like to report that a green Toyota van has been abandoned outside our block of flats ...		
e	Following our telephone conversation, this is to confirm that, unfortunately, I will be unable to attend the meeting on 3rd March.		
f	On 15th March, I purchased a new car through your Perth showroom. Since then I have experienced a series of difficulties which I wish to outline ...		

2 Which salutations and endings would you use with paragraphs a–f in exercise 1?

salutation	usage	sign off with
Dear Sir, Dear Sirs,	Use only when you are writing a formal or official letter and you do not know the person you are writing to, or their name.	Yours faithfully,
Dear Mr Smith, Dear Ms Park, Dear Dr Yong,	Use the title with the family name when you are writing a formal letter to someone you know or whose name you have been given. Use this salutation for people you don't know very well or where you need to show respect.	Kind regards, Yours sincerely,
Dear Rosemary, Dear Yoko,	Use given names only with people you know quite well. In business this is sometimes acceptable, but if in doubt, use the family name. Always use given names when writing an informal letter to a friend or relative.	Kind regards, Best wishes, Lots of love,

Opening and closing letters

3 Match the opening sentences a–e with the closing sentences i–v below. Underline the key words that helped you to do this.

Opening sentences

- It was lovely to hear from you after all these years.
- I was really sorry to hear about Aunt Mary's accident.
- I am a student at your college and I am writing to ask a favour.
- Thank you for your letter regarding the position of office assistant.
- This is just to thank you for your marvellous hospitality last week.

Closing sentences

- Give my regards to your mother and best wishes for her speedy recovery.
- I hope you are able to help me and I look forward to hearing from you soon.
- I hope one day to be able to return the warm welcome.
- We look forward to seeing you at the interview.
- Please stay in touch.

4 Match up the closing sentences in exercise 3 with the reasons for writing a letter.

REASONS FOR WRITING

- | | |
|-----------------|-------------------------|
| 1 Giving advice | 7 Introducing yourself |
| 2 Apologising | 8 Thanking |
| 3 Explaining | 9 Suggesting |
| 4 Requesting | 10 Expressing a feeling |
| 5 Persuading | 11 Inviting |
| 6 Complaining | |

IELTS Test practice

GENERAL TRAINING READING Section 1

You are advised to spend 20 minutes on Questions 1–13.
First, read the texts below and answer Questions 1–7.

FITNESS FORUM

Open Mon–Sun 6.30 am–9.30 pm

CARDIOVASCULAR FITNESS

Daily aerobics classes
High Energy – Low Impact
8.00–9.00 am and 1.00–2.00 pm

STRENGTH & TONE

Walking machines – Weights – Exercise bikes
Booking advisable on weekends

STRETCH & RELAXATION

Yoga (Beginner to Advanced)
Monday and Wednesday evenings
6.30–8.00 pm

BADMINTON COMPETITION

Held every Tuesday evening at 6.30 pm
Individual tuition available from
Olympic coaches

For more information visit our website
www.fitfun.com.au

Reduced hours on public holidays. Enquire within



THE EDGE
Climbing Centre

WHO? Beginners to advanced
WHAT? Casual visits / membership passes
School programmes a speciality
Corporate team building
Equipment hire
WHERE? 44 Clifton Hill Gardens, Clifton Hill
WHEN? Monday to Friday 11 am - 10 pm
Saturday 11 am - 5 pm
Tel: 9660 0968
WHY? The physical and mental challenge

Questions 1–7

Answer the questions below using **NO MORE THAN THREE WORDS** for each answer.

- Which classes are offered twice a day?
- How often are yoga classes offered?
- Who trains badminton players?
- When is the Fitness Forum not open all day?
- What level of expertise do you need to join the Climbing Centre?
- What does the Climbing Centre specialise in?
- Where can you obtain the ropes and other items for climbing?



Test tip

General Training Section 1 consists of short extracts and Section 2 has two parts. Only Section 3 of the GT paper is a long text.

Remember!

- Section 1 will always contain two or more passages.
- Texts are taken from advertisements, booklets, newspapers, timetables and other sources providing factual information for social survival.
- Here the task types are short-answer questions and matching, but in the Test you could get any task type in Section 1.

Approach

- Skim the texts to get an overall idea of what they are about. Use the illustrations to help you do this. Look for any common features linking the passages.
- Skim the questions and decide what sort of information is required, e.g. date/time.
- Scan the texts to locate the information.

IELTS Test practice

Questions 8–13

The passage has six paragraphs labelled A–F. Which paragraph contains the following information?

Write the correct letter A–F.

NB You may use any letter more than once.

- 8 the range of options offered by the AIS
- 9 the type of athletes who can attend the AIS
- 10 future guidance for AIS students
- 11 the effect the AIS has had on Australia's sporting achievements
- 12 the world-wide recognition of the AIS
- 13 the reason for establishing the AIS

 **Test tip**

You may see abbreviations of a name. These are always shown in brackets after the name the first time it is used. After this, they can be used on their own instead of the full name.

The Australian Institute of Sport (AIS)

A The Australian Institute of Sport leads the development of elite sport in Australia. It has been highly successful and is regarded internationally as a model of best practice for the development of elite athletes.

B The AIS was opened in Canberra by the Prime Minister of the day on Australia Day, 26 January 1981 and was initially established following the disappointing results achieved by the Australian team at the 1976 Montreal Olympics, with the aim of raising the standard of competitive sport in Australia.

C The Institute made a significant contribution to Australia's tremendous efforts at the 2000 Sydney Olympic Games with 321 of the team of 620 athletes being current or former AIS scholarship holders. Of the record 58 medals that were won at the Sydney Olympics, 32 came from current or former Institute athletes.

D The AIS operates nationally from Canberra, the capital of Australia, and is situated on a 65-hectare site there. It offers scholarships annually to about 700 athletes in 35 separate programs covering 26 sports, and employs around 65 coaches. Special scholarships are also available to Aboriginal people as well as athletes with disabilities and programs are located in most states as well as in Canberra.

E The athletes who study at the AIS are provided with world-class training facilities, high-performance coaching, state-of-the-art equipment, a world-class sports medicine and sport science facility as well as accommodation for 350 residents on site. The AIS can also boast that it is at the leading edge of sport science and research developments through its Science and Sports Medicine division.

F A national network of advisers helps athletes with career planning and personal development to make sure they plan for life after sport. The AIS also provides administrative, sport science and coaching services, as well as funding assistance to sporting organisations.

