

UNIT /01: URBAN AND RURAL LIFE

WRITING

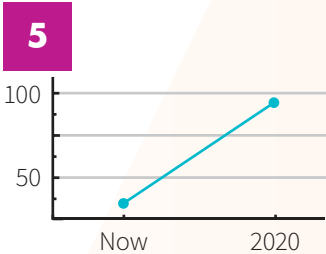
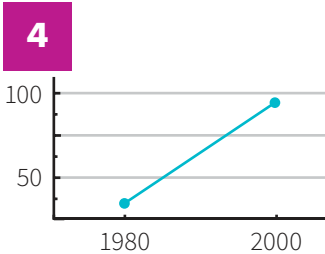
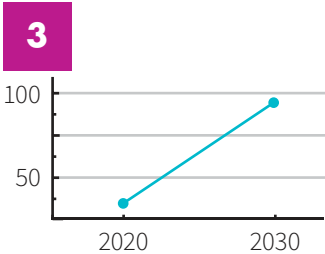
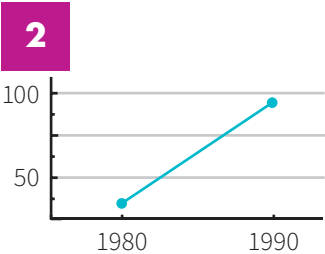
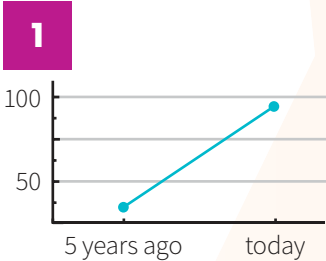
IN THIS UNIT YOU WILL LEARN HOW TO

- identify the main features of a line graph
- achieve a high score for Task Achievement
- describe and compare using adjectives and adverbs.

LEAD-IN

01▶ Using the verb *to grow* and the adverb *rapidly*, complete the sentences to describe the information in the graphs. Focus on the correct verb tense in each case, bearing in mind the time phrases you are given and the dates in the graph.

- 1 Since five years ago, sales have grown rapidly to 90,000.
- 2 Between _____ to 90,000.
- 3 From 2020 to 2030 _____ to 90,000.
- 4 By the year 2000, _____ to 90,000.
- 5 By the year 2020, _____ to 90,000.



02▶ With a partner, make correct sentences using a verb from column 1, an adverb from column 2 and a time phrase.

Example:
Student A: *increase, slowly, by the year 2000*
Student B: *By the year 2000, it had increased slowly to 90%.*

Verb	Adverb	Time phrase
increase	dramatically	by the year 2000
decrease	slowly	from 1995 to 2000
fall	sharply	for the next ten years
rise	consistently	between 2010 and now
climb	gradually	by the year 2030
drop	steadily	since 2016

TASK 1 – TASK ACHIEVEMENT



Task Achievement (TA) is the mark you get for how well you answer the question. There are a number of common mistakes that prevent candidates from getting a high score in TA. These are:

- not including an overview statement
- misreporting data
- not highlighting key information or trends
- not including enough or any data
- speculating or giving an opinion about why changes have occurred
- using an inappropriate tone
- writing fewer than 150 words
- not including a final summary or concluding paragraph, or producing one which doesn't summarise the main features.

TIP 03

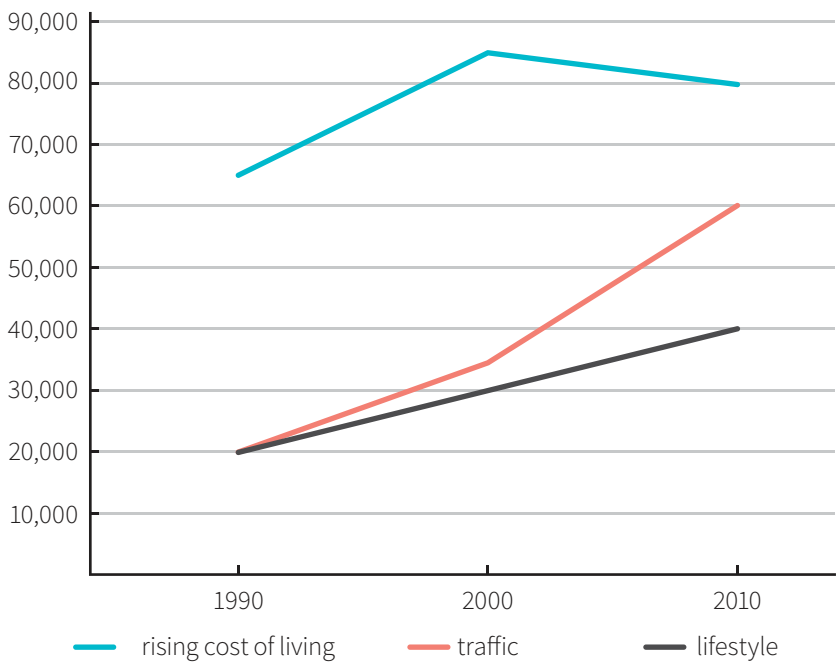
As you look at a graph/table/chart for the first time, ask yourself:

- Are there any common trends in the graphical information?
- Does any of the information differ from the rest in an obvious and significant way? If so, how?
- Is there anything that two or more categories have in common?
- Is there anything that only happens once?

03 With a partner, make notes on the main features in this Task 1 line graph.

The line graph below shows the main reasons people gave for moving away from a particular capital city to the countryside.

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



04 Look at this description of the line graph above. It would not get a good score for Task Achievement. Why not?

Answer 1

The line graph illustrates the main reasons people gave for moving away from a capital city to the countryside.

The main reason was traffic. In 1990, 66,000 people left the city because of this, followed by 85,000 in 2000. 70,000 left in 2010, so it actually went down in those last ten years.

It was different for the other two reasons, which both started a lot lower than rising cost of living and both kept going up between 1990 and 2010. Subsequently, both categories saw large increases, with traffic first going up a lot between 1990 and 2000 and then even more clearly after that. Lifestyle went up to 30,000 initially, then up again until 2010.

05 The description from exercise 4 has been rewritten, but there is still room for improvement. Read it and think about how it could be improved. Then match the teacher's comments (A–D) to the numbered sections (1–4).

Answer 2

The line graph sets out the main motivations people expressed for relocating to the countryside from the city in the years 1990, 2000 and 2010. The overall trend for the period is of an increase in the numbers moving away from the city.

According to the graph, the main reason for relocation was the rising cost of living. In 1990, 65,000 people left the city because of this, then 85,000 left in 2000, then 80,000 people moved away in 2010, so it actually increased by 20,000 initially (between 1990 and 2000), before going down by 5,000 in those last ten years between 2000 and 2010 (1). This drop of 5,000 could have been because people generally had less money in 2010 than they did in 2000, so they couldn't afford to move. (2)

It was a different story for traffic and lifestyle. Both had the same number of city leavers at the start of the period. Subsequently, both categories saw increases, with traffic first going up by a large number between 1990 and 2000 and then even more steeply after that. Lifestyle leavers rose consistently over the whole period, going up to 30,000 initially, then up again to 2010. (3)

So, what does it all mean? For me, the answer is crystal clear. Overall, the graph shows that a huge number of people moved away from the city to the countryside in a twenty-year period. (4)

- A Don't speculate – you shouldn't suggest reasons for any change. All you need to do is report what you can see on the graph.
- B This section is too mechanical – avoid simply listing the changes to a single category like this. Focus more on highlighting the key figures and trends.
- C Better – you have included a conclusion this time, but it doesn't really summarise the key features. Your tone here is inappropriate – it sounds like you're writing a magazine article. Remember to keep the tone more formal and scientific.
- D This section makes its points more clearly but fails to include key data to demonstrate the points.

06 With a partner, discuss which option works best as a summary/conclusion for this task. Give reasons.

- A To sum up, people left the city for three main reasons, all of which rose significantly between 1990 and 2000. Traffic changed the most rapidly, lifestyle changed the least, and rising cost of living was the only reason that went down.
- B Overall, the graph suggests the number of people relocating to the countryside rose across the period. Cost of living was the main reason for relocation by some distance, despite a fall in numbers in the second half of the period. Traffic saw the greatest overall increase, with lifestyle seeing a relatively slow but steady rise.
- C All in all, the rising cost of living rose from 65,000 to 85,000 and then 80,000, and was the highest of all three reasons. Traffic had the biggest increase from 20,000 up to 60,000, while lifestyle changed the least (20,000 / 30,000 / 40,000).

TIP 06

Don't include data in your conclusion – it is a summary of the trends shown in the whole graph, and you do not need to repeat specific information.

DESCRIBING CHANGES WITH ADJECTIVES AND ADVERBS

07 Look at these notes that another candidate made for this line graph, which helped them to write a more effective description. Complete the sentences with the adjectives in the box.

consistent highest joint-lowest lowest notable overall stable

Rising cost of living: the (1) _____ point of any reason in any year (85,000 in 2000); the only one to decrease (to 80,000 in 2010)
Traffic: greatest (2) _____ rise (40,000); most (3) _____ rise between 2000 and 2010 (25,000)
Lifestyle: Most (4) _____ and (5) _____ increase (only 20,000); remained the (6) _____ of all three reasons
Traffic and Lifestyle: (7) _____ in the first year presented (20,000 in 1990)

08 Look at the following adverbs which describe the manner of change. With a partner, decide which ones would be inappropriate for a Task 1 answer.

abruptly amazingly gradually inconsistently
markedly noticeably predictably progressively
sharply shockingly significantly surprisingly
steadily

TIP 08 This kind of task requires you to report the data objectively. Avoid using adverbs which give your subjective interpretation or opinion of the data, e.g. *worryingly*.

09 For the adverbs in exercise 8 that are appropriate for a Task 1 answer, discuss how you would expect the line to appear on the graph.

Example: steadily = *the line went up or down at a constant rate without many fluctuations*

10 Change the underlined words in the sentences into the form given in brackets and then rewrite the sentences. The first one has been done for you.

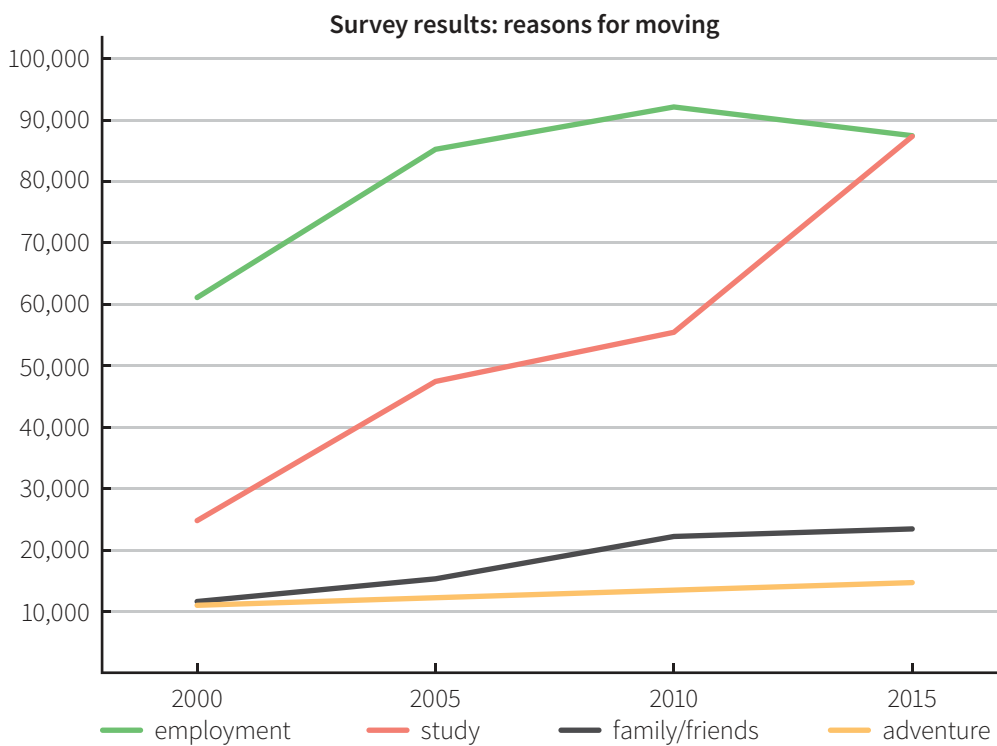
- The category of 'Lifestyle' increased the most consistently and stably. (adjective + noun)
The most consistent and stable increase was seen in the category of 'Lifestyle'.
- Traffic rose steadily as a reason for moving to the countryside between 1990 and 2000 ... (adjective + noun)
- ... but then there was a marked increase between 2000 and 2010. (verb + adverb)
- The number of people moving to the countryside for lifestyle reasons grew consistently across the whole period shown in the graph. (adjective + noun)

TIP 10 If your answer includes a range of structures, you can improve your score in another category, Grammatical Range and Accuracy (GRA), so vary your combinations (verb + adverb, adjective + noun). When using an adjective + noun combination, we can use the structure *There is/are* or verbs like *see* or *experience*. For example: *The figures saw a sudden fall in 2010.*

EXAM SKILLS

11 Use the information and language from this lesson to answer this Writing Task 1.
You should spend about 20 minutes on this task.

The line chart below shows the results of a survey giving the reasons why people moved to the capital city of a particular country.
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
Write at least 150 words.



UNIT / 01: URBAN AND RURAL LIFE

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- successfully deal with Section 1 form completion tasks
- correctly understand names and numbers
- develop your paraphrasing skills for multiple-choice questions
- understand and use future time conditionals.



LEAD-IN

- 01▶** Think of a city you would like to spend some time in. Discuss with a partner which options you would prefer and why.
- A visit to a museum OR a stroll through the park?
 - A city tour OR a sports event?
 - An evening at a restaurant OR at the theatre?
 - A day wandering around the shops OR exploring the backstreets?
 - Seeing the city by day OR at night?
- 02▶** Read these sentences that you might hear when deciding to go on a city tour. Look at each group of words in bold type. Decide which is NOT a synonym of the others and explain how it differs. In one sentence there are no synonyms.
- ‘As long as you (1) **book** / **select** / **reserve** your tickets online at least 24 hours in advance, you can get a special (2) **discount** / **reduction** / **bargain** of 10%.’
- ‘Hi, my name is Lucy and I’m going to be your (3) **curator** / **presenter** / **guide** for today’s visit of the Trumpington Tower Museum. Can I remind you that all (4) **visitors** / **explorers** / **guests** will need to show their tickets at the (5) **guard room** / **front desk** / **main entrance** as soon as they come in.’
- ‘When the tour finishes, you will have some free time to (6) **explore** / **navigate** / **wander around** the town centre for 30 minutes. The tour bus will (7) **pick us up** / **collect us** / **let us on** at 15:45 in the town square, next to the monument, and it will leave on time, provided everyone is on board.’

UNDERSTANDING PARAPHRASE



Many tasks in the IELTS Listening test test your ability to recognise *paraphrases* or *synonyms*. You need to be able to understand the key ideas in a question and listen for these ideas expressed in different words in the recording. However, the answers you write will *always* need to be exactly as you hear them – and must also be spelt correctly.



03▶ Here is a section from the Museum of London Life website. What words might you expect to read in the gaps? Think of as many possibilities as you can. Are any of them paraphrases/synonyms of each other?


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LONDON – FROM COUNTRYSIDE VILLAGE TO URBAN METROPOLIS

[HOME](#)[ABOUT](#)[PHOTOS](#)[CONTACT](#)

The Museum of London Life takes you on a thrilling journey from **1** _____ times in the city to modern-day life and beyond. Your trip through history begins with a look at how **2** _____ humans used to live when London was just open countryside. This is followed by a ‘walk through the ages’. In every room you are surrounded by fascinating exhibits – images, photos, maps and all kinds of **3** _____ from years gone by. After you leave the here-and-now, when you have finished the **4** ‘_____ London’ section, you will be transported into the final era – the **5** _____ century, to be precise – as you look at how the city might continue to evolve in the future.





20

UNIT 01 • LISTENING

04▶ Listen to a guide talking to a group of visitors to the Museum of London Life and fill the gaps in exercise 3. Write **ONE WORD AND/OR A NUMBER** in each gap.



05▶ Listen again to the guide and read the script on page 206. Underline the words he uses to paraphrase the brochure.



- 1 ‘thrilling journey from ancient times in the city to modern-day life and beyond’
- 2 ‘how prehistoric humans used to live’
- 3 ‘when London was just open countryside’
- 4 ‘surrounded by fascinating exhibits – images, photos, maps and all kinds of objects from years gone by’
- 5 ‘you will be transported into the final era – the 22nd century, to be precise’

FORM COMPLETION



Section 1 is the least difficult of the four parts of the Listening test and is often a form completion task. If you are aiming for a high score, it is important that you listen carefully from the first moment you hear somebody speak and try to get all ten marks for Section 1. After all, each question carries one mark, which is exactly the same as the later, more difficult sections.

06▶ Look at the booking form. With a partner, consider what kind of information you expect to hear for each question.

*You will hear an employee at the Museum of London Life taking a booking.
Complete the form. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

MUSEUM OF LONDON LIFE		Booking Form
See how Londoners lived from Prehistoric times through to the 22nd century.		
Name:	1	_____
Address:	2	_____ Road, London, 3 _____
Telephone:	4	_____
Discounts:	4+ people:	10%
	5 10+ people:	_____ %
	6 Students:	_____ %
	7 Students:	20% for groups of at least _____ people
Price for entry:	8 £	_____
Special exhibition:	9	_____ London
Date of visit:	10	_____ July

07▶ Listen and complete the form.



08 For each piece of information in the questions, which of the options would you NOT hear?

- 1 410266 (part of a telephone number)

A four, one, oh [pause] two, double six

B four, one, zero, two [pause] two sixes

C four, one, zero, [pause] two, six, six
- 2 18th century (period)

A eighteen century

B the eighteenth century

C century eighteen
- 3 2012 (year)

A two zero twelve

B two thousand and twelve

C twenty twelve
- 4 20/7/76 (date)

A July the twentieth, nineteen seventy-six

B twenty, seven, seventy-six

C twentieth of seven of seventy-six
- 5 Baker-Jones (name)

A B-A-K-E-R, hyphen, J-O-N-E-S

B B-A-K-E-R, line, J-O-N-E-S

C B-A-K-E-R, dash, J-O-N-E-S
- 6 £5.40 (price)

A five pounds forty pence

B five forty

C five forty pence
- 7 museuminfo@history.org

A museuminfo (one word) at history point org

B museuminfo (one word) at history full stop org

C museuminfo (one word) at history dot org
- 8 09.00

A nine A-M

B oh-nine A-M

C nine in the morning

TIP 08

If you know the conventions for expressing information in English, you will avoid making a mistake with your answer. Make sure you practise:

- numbers (money, dates, years, telephone numbers)
- spelling of names (people, places, addresses, including email addresses), paying special attention to letters which represent problem sounds for your language

MULTIPLE CHOICE



For multiple-choice tasks, you will normally hear all three options mentioned in the recording in some way, but only one will answer the question.

The correct answer is often a paraphrase, so when you read the question stem and the possible answers, think about what can and can't be paraphrased. For example, if you have a question where all three options are proper nouns, you only need to focus on the key words in the stem, and how these might be re-phrased.

09 Look at the questions and the options. Discuss with a partner whether the underlined words and phrases could be paraphrased in the recording, and how they might be said.

Example: produce a document showing his booking
show his booking reference, provide a reservation print out

Choose the correct letter, A, B or C.

- 1 If James can't produce a document showing his booking, what does he have to show to collect his ticket?
- A his passport
- B his debit card
- C his smartphone
- 2 The museum employee most appreciates the way the museum
- A is designed.
- B talks about the city's inhabitants.
- C is involved in fundraising for the local community.

10 ▶ Listen to the recording and answer the questions in exercise 9.



11 ▶ Listen again and read the script on page 206. Make notes on the following.



- 1 The order in which the three multiple-choice options are mentioned
- 2 The words in the audio that correspond to each option

GRAMMAR FOCUS: FUTURE TIME CONDITIONALS

12 ▶ Look at the sentences. With a partner, divide each sentence into two clauses and decide which part needs to happen first for the second to be the result (i.e. which part is the condition, which is the result).

- 1 I'll book tickets for that as well today, provided there is something special that I'm particularly interested in.
- 2 You'll get your tickets fine, as long as you can produce the payment card you bought the tickets with.
- 3 Once we leave the part of the exhibition called 'Contemporary London', we will move into the 22nd century.
- 4 Unless something dramatic happens, I should be working here for a long time.

13 ▶ Underline each future time word or phrase in exercise 12 that indicates the condition. Which of those words or phrases could be replaced by 'if' with no change to the meaning of the sentence?

14 ▶ Choose the correct answers from each pair of options to complete the rule.

Future time conditionals follow the same structure as the **first / second** conditional:
If + present / past simple, ... / ... will / would + 'to' infinitive / bare infinitive

15 ▶ Imagine you are a tour guide taking tourists to a museum. Complete the statements to make sentences you might say to your tourists.

- 1 You can get a discounted ticket as long as ...
- 2 Once everybody has bought their ticket, ...
- 3 You won't get lost provided ...
- 4 Now everybody is free to explore the museum. You can go wherever you like as long as ...
- 5 Your bus back to the hotel will depart as soon as ...
- 6 Do not touch or take photos of the exhibits unless ...

TIP

10

Don't write down the first piece of information that seems to fit the gap. Sometimes in the Listening test, the speaker will talk for longer than you might expect before the correct answer becomes clear. For example, a speaker may seem to confirm an answer and then change their mind.

EXAM SKILLS

16 Listen and answer questions 1–9.

05

Questions 1–6

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

Name: Mr 1 _____
Current address: 4 West Cottages, Humblington, Devon, 2 _____
Destination address: 8b Greenend Road, E19 4RR
Date of move: 30 August
Time booked: 3 _____
Value of insurance cover: 4 £ _____
Total cost for service: around £2,000
Telephone number: (07238) 5 _____
Website: www. 6 _____ .co.uk

Questions 7–9

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

- 7 The removals package that the man chooses is
A Premium.
B Silver.
C Economy.
- 8 The woman believes that the best thing about We-Move-U is that they
A cost less than people expect.
B are very efficient.
C provide excellent service to their clients.
- 9 After the man makes a booking, there will be
A no more charges.
B a 10% charge when the move is completed.
C a charge if the man changes the day of his move.

