


1

We are all friends now

Vocabulary: Describing people

- 1  Work in pairs. 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 would you like to be friends with? 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 woman in picture 3 looks very conscientious because she seems to be working late.


artistic	supportive	adventurous	talkative	reliable	patient
ambitious	sporty	creative	considerate	conscientious	helpful


- 3 For nouns 1–8 below, decide whether the adjective ends in: *-al, -ed, -ent, -able, -ing, -ful* or *-ous*. There may be more than one possible answer.

1 talent	3 care	5 confidence	7 knowledge
2 humour	4 generosity	6 sociability	8 punctuality

- 4 Work in pairs. Each of the items 1–8 below describe people. Match each item to an adjective from exercise 3 above.

- My grandfather tells jokes all the time and makes us all laugh.
- He knows a great deal about many subjects, including science, geography and history.
- My sister plays the piano exceptionally well. I hope to be as good as her one day.
- She's never late for any appointments, and hates it when people aren't on time.
- Olga knows she is very good at her job and always takes the lead in business meetings.
- She gives a lot of money away to charities and to people who need it.
- When Mary was younger, she devoted her time to looking after seriously ill people.
- She loves being around people all the time, meeting and making friends.

- 5  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.

- 6  How would you describe yourself? Write down three adjectives and show the words to your partner. Ask each other about them.

- 1 What numbers and letters do you find difficult to understand? Write them down and then give them to a partner. Ask him/her to dictate the letters and numbers to you in any order, for example, *f-p-t-f-g-j-l-m-f-b-d*. Write down the letters you hear.

- 2 Which numbers do you find difficult to understand? Write down five 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 You can use the questions in the test to predict the content of the conversation. Work in pairs and ask each other questions like:

Do you think the conversation is about singing classes only/adults or children?

Listening

Section 1

- 4 For **Questions 1–10** predict which of the following is needed: a noun, name, number, adjective or adverb.

How to go about it

- Read the instructions carefully and note word limits.
- Underline the words in the questions that show you that the answer is about to be given. Try to predict the answers.
- If the answer can be (a) word(s) or a number, read the question to check which is required.

What to expect in the exam

- In IELTS Listening Section 1, you listen to a conversation between two people once only. At the beginning of the recording, you are told what the conversation is about and you hear an example.
- You are given time to look at the questions before you begin and also again in the middle of the recording.
- At the end of each section, you have time to check your answers.

 01 SECTION 1 Questions 1–10

Questions 1–6

Complete the notes below.

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

Drama classes

Example

Performing arts classes with: acting, singing and dancing

Weekdays

Ages 7–11: from 1 to 6.30 pm Tuesday

Ages 12–15: 2 to 6 pm on Wednesday

Ages 16 and above: 6–8 pm on 3

Weekends

10 am–1 pm for those 4 and over

School holidays

5 for those 16 and under in August

Performances

Each class: at least 6 per year in the summer

Questions 7–10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Personal details


Joining fee 7 £ yearly per person

Name: Maggie Campbell

Address: 133 8 Drive

Postcode: 9

Contact number: 10

- 5  What kinds of classes have you done or do you like doing? Give reasons and examples.

Language focus 1: Likes and dislikes


- 1 In the conversation in the Listening, Maggie says what her children like:



They love acting, singing and dancing.

and what she'd like:

I'd like my children ... to join the drama classes.


Why does she use *love + verb + -ing* in the first sentence?

- G** Read more about likes and dislikes in the Grammar reference on page 219.
- 2  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?
 - Does he dislike travelling by aeroplane?
 - My grandparents loved looking after us as kids.
 - As Joseph is independent, he enjoys to do things alone.
- 3 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 time.
 - He enjoys (take) long walks on his own along the coast.

- As she is so punctual, she likes other people (be) on time.
 - Sarah loves (socialise) 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?
- 4 Rewrite sentences 1–7 below using the words in brackets. Do not change the meaning.
- The idea of living in the country appeals to me. (I'd like)
 - Nowadays people don't seem to take any pleasure in doing certain sports. (dislike)
 - I get a lot of pleasure from playing tennis. (like)
 - She gets enormous enjoyment from shopping. (enjoy)
 - He expects honesty in people he knows. (like)
 - She wants to see the film on DVD at home, not at the cinema. (would prefer)
 - He really likes to mingle with people at parties. (love)
- 5  Work in pairs. Ask your partner about one way of communicating with friends that they like and one way that they don't like. Use the questions below and ask for reasons and examples.
- Why do you like/dislike ... ?*
Why don't you like ... ?
- 6  Are the ways of communicating talked about by your partner popular in your country? Is the popularity of these means of communicating increasing or decreasing? Why?

Speaking

Part 2

- 1  Work in pairs. Look at the photographs below. Choose at least two adjectives to describe the adults. Use the wordlist on page 211 to help you.



- Decide which person on page 9 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
 - why they appeal to you
 - what they did when they were younger
 - what activities are they doing now.

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

How to go about it

- Use the time given to make notes. Write them in the order of the prompts.
- Glance at the notes and develop your ideas as you speak.
- Try to use words like *for example ...*, *when/if ...*, *because ...* and *so ...*.
- If you are asked to talk about a person, name and try to think of the person and the reasons for talking about them.
- Remember the last prompt (explain why) requires more detail.

What to expect in the exam

- There are three parts in IELTS Speaking test. In Part 2, you are given a Task Card with prompts about a topic, e.g. a person, event, place, object, film, something that happened or you would like to happen, etc.
- You are given one minute to think about what to say and to make notes.
- You then have one to two minutes to talk about the topic.

- 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 this person does
- what qualities this person has
- and explain why you would like to be similar to this person.

- Spend one minute making brief notes.

Example:

- uncle* • *teacher* • *generosity, calmness* • *wise, helpful, funny*

- Work in pairs. Take turns talking about the topic, using your notes to guide you. You should speak for up to two minutes. If possible, time each other.

Reading


Questions 1–13

What to expect in the exam

- The IELTS Reading test has three Reading Passages and 40 questions: two passages with 13 questions and one with 14.
- You should spend about 20 minutes on each passage.



- You are going to read a passage with three sets of questions. Read the title and decide what it means. Predict what methods for staying in touch you are likely to find in the passage.
- How important is it to make friends at a new college or university? Why? Do you think students are able to keep in contact more with their family and friends nowadays compared to the past? Give reasons and examples.

- 3  Skim the Reading Passage and all the questions as quickly as you can. With a partner, use the questions as a guide to discuss what the passage is about. Also discuss whether your predictions in exercise 1 above were correct.

How to go about it

- Read the title and skim the passage in two minutes to get an overall idea of the content.
- Analyse the headings quickly. Underline the general nouns. These occur towards the beginning of each heading. If there are no nouns, think of one that relates to the heading.
- Think about where in the passage you could find paragraphs with these types of headings.
- Look at the example to help with the context.
- Ask questions about the headings, e.g. Are headings i and iv connected?
- You will not need to use all of the headings.
- When you have finished, always check the sequence of the headings makes sense.

READING PASSAGE

You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage.

Questions 1–6

The Reading Passage has seven paragraphs, **A–G**.

Choose the correct heading for paragraphs **B–G** from the list of headings below.

List of Headings

- i a comparison of male and female use of commercial venues
- ii how various media affect the frequency of contact between friends
- iii the ranking of the most popular communication methods
- iv the reasons why teenagers like using commercial venues
- v the popularity of internet friends
- vi the importance of regular contact with friends met online
- vii the popularity of neighbourhoods
- viii the impact of mobile devices on contact between friends
- ix alternative means of communication cited by teens

Example	Answer
Paragraph A	v

- 1 Paragraph B
- 2 Paragraph C
- 3 Paragraph D
- 4 Paragraph E
- 5 Paragraph F
- 6 Paragraph G

How teens hang out and stay in touch with their closest friends: a study of the attitudes of US teenagers aged 13 to 17

- A** The way young people are making friends around the world is changing. A US survey asked teens to focus on all of the ways in which they spend time and interact — both digitally and in person — with the friend who is closest to them. Many teens say they 'hang out' with their closest friend in online settings, such as social media sites or through gaming websites. More than half of teens hang out with their closest friend online on a regular basis, which is similar to the share of teens who spend time with close friends at someone's house. Teenage boys are especially likely to spend time online with close friends, as 62% do so regularly, compared with 48% of teen girls.
- B** Many of those who have met a friend online say they spend time with their closest friend on a regular basis online, which is somewhat higher than the 41% of teens who have not met a friend online. While this does not necessarily mean that a teen's best friend is an online friend, it does suggest a certain comfort with interacting with friends and peers in an online space for this group of teens.
- C** Neighborhoods also are a popular place for teens to connect with one another — 42% of teens spend time around a neighborhood with their closest friend. Boys are more likely than girls to spend time with their closest friend in a neighborhood. Nearly half of teenage boys say this is where they regularly spend time with their closest friend, compared with 36% of girls.
- D** About a third of teen girls spend time with their closest friend at a coffee shop or shopping centre. Roughly one-quarter of teens regularly spend time with their best friend at these places. Girls are twice as likely as boys to hang out in these locations:

30% of teen girls regularly spend time with their closest friend there, compared with only 16% of boys.

- E** Frequent contact with closest friends is facilitated by mobile devices and social media. Teens today have more ways to stay in touch with friends than ever before. Beyond daily interactions at school, teens are increasingly connected by smartphones, social media, gaming, and the internet. These new avenues of communication broaden what it even means to be 'friends', changing how teens connect and how they share with one another.
- F** Mobile devices help facilitate frequent connections between close friends. Teens who have mobile internet access — whether through a phone, tablet or other mobile device — are significantly more likely than those without this kind of access to be in frequent touch with their closest friend. A full 60% of these teen mobile internet users are in touch daily with their closest friend (including 42% who make contact many times a day). This compares with 47% of those without mobile internet access who communicate daily with their closest friend, including 27% who do so many times a day. Focusing in on
- smartphone users, teens who have access to a smartphone also are likely to be in daily touch with their closest friend. Some 62% of teens with smartphone access are in touch with their closest friend daily, and 45% are in touch multiple times a day.
- G** Phone-based methods are overall the most popular ways that teens communicate with their closest friends. Looking at the overall picture, texting comes out on top. Some 80% of teens say they use this as one of the three most common ways they get in touch. But phone calls — a technology from the analogue era — are the second most popular method overall, with 69% of teens citing it as one of their choices. This is followed closely by the 66% of teens who say social media is in their top three preferences, while just 21% of teens noted gaming in any of their choices. Other communication methods, such as video sharing, blogging and discussion sites were cited by 10% of teens or less. Some 21% of teens, however, said 'something else' to any of the three most common ways they get in touch with their closest friend. Write-in answers reveal that some teens use video chatting, such as the popular iPhone service FaceTime, to get in touch with one another, as well as email.

Questions 7–10

Complete the sentences below.

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

- 7 The majority of teenagers spend time with their closest online friend on a
- 8 The best friend of a teenager is someone online.
- 9 Almost of male teenagers spend time with their best friend in a neighbourhood.
- 10 New communication devices the meaning of what a friend is.


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 use of social media and mobile devices among teenagers has little impact on their contact with their closest friend.
- 12 Social media are used by teenagers to exchange photographs.
- 13 Teenagers also use video-based communication to contact friends.

- 4  Do you think electronic devices, such as smartphones, and social media improve the quality of friendships? Why/Why not?

Language focus 2: Present simple, present continuous and past simple

1 Scan the Reading Passage on page 11–12 to find the following:

- ... while just 21% of teens noted gaming in any of their choices.
- The way young people are making friends around the world is changing.
- Mobile devices help facilitate frequent connections between close friends.

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.

- these events/actions occur routinely and repeatedly
- an action which is still going on and is not finished yet
- the event occurred in the past at a definite time
- this is always true, like a fact or a state

G Read more about the tenses in the Grammar reference on page 219.

4 Complete sentences 1–6 by putting the verb in brackets into the present simple, present continuous or past simple.

- A mentor (help) new students integrate into university life.
- Fewer older people (participate) in social networking compared to now.
- The research (affect) the way the new students were helped on their arrival at the university.
- When I was young, my parents (influence) my attitude to education enormously.
- Researchers (recruit) students for academic research now.
- Each time I go on the internet, I (feel) that the amount of information is overwhelming.

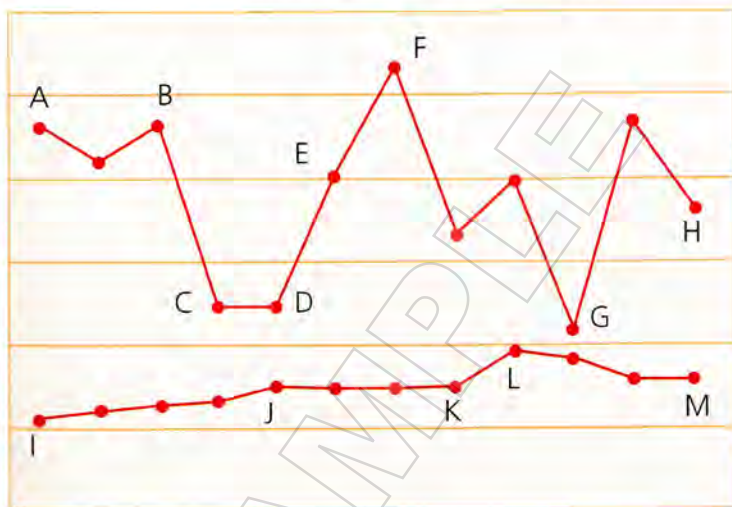
5  Choose three verbs you changed in exercise 4. For each verb, write a sentence about yourself. With a partner, take turns talking about your sentences.

Writing

Task 1

Verbs of movement

1 Work in pairs. Look at the graph. Match parts 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 |
| 4 D–F | d plummeted |
| 5 F | e rose gradually |
| 6 F–H | f declined steadily |
| 7 G | g soared |
| 8 I–J | h dipped |
| 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.

- The price of laptops dropped and this was followed by a period of stability.
- Numbers reached a high in the year 2009.
- The amount of money spent fell slightly and then quickly recovered.
- Visitor numbers to the website plunged in the first quarter of the year.
- Book purchases increased steadily over the year.
- The number of students applying to the university stabilised over the decade.
- Attendance at the conference decreased gradually over the last five years.
- The growth rate was erratic during the previous year.
- Member numbers reached their lowest point in March.
- Car sales rocketed over the period.

- 3 To add variety to your writing you can use nouns instead of verbs to describe movement. Choose 10 verbs from exercises 1 and 2 and decide whether they can also be nouns.

Example:

drop → a drop

- 4 Rewrite at least three of the sentences from exercise 2 using nouns instead of verbs. For three of the sentences this is not possible. Make any other necessary changes.

Example:

There was a (+ adjective) + noun + in ...

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

- 5 Compare your sentences with another pair of students.

Analysing main trends and purpose

- 1 Work in pairs. Read the Task 1 question below and answer questions 1–3 which follow.

WRITING TASK 1

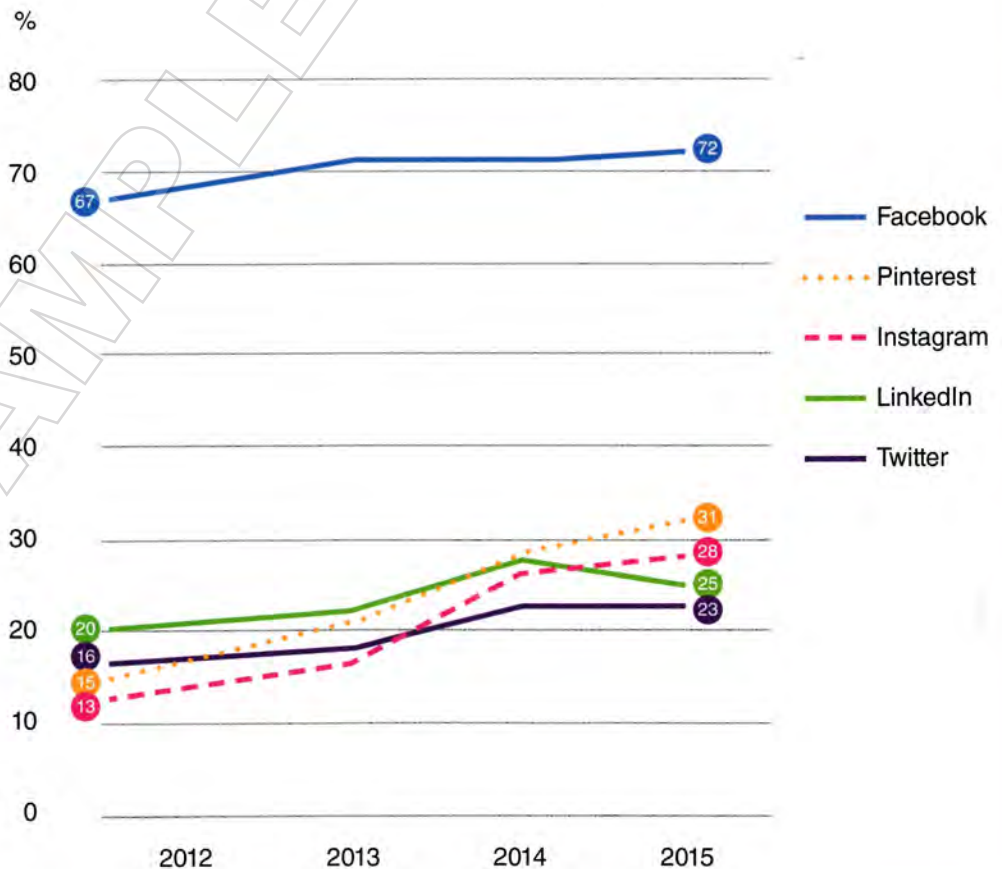
You should spend about 20 minutes on this task.

The graph below shows the results of a survey among online adults on their use of various social media in the USA between 2012 and 2015.

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

Write at least 150 words.

The percentage of online adults using various websites in the USA



What to expect in the exam

- In IELTS Writing Task 1 you have to describe one or more sets of data: a graph, chart, table, diagram or a map/plan.
- You should 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 to summarise rather than just list data.
- Always write an overview of the data. This can come in the introduction, at the beginning of the second paragraph or at the end as a conclusion.
- Make sure you organise your answers in paragraphs.

- 1 Is the trend the same for each website?
- 2 Are the changes in the proportions for the websites slight, dramatic, or noticeable in any way?
- 3 What do you think the purpose of the survey is?
 - a to see if the use of social media has changed
 - b to confirm that social media use is declining



- 2 Add the items below to the correct place in the model answer.
 - a the trend in the proportion of adults using the websites is upward
 - b saw a 25% increase in the proportion of online adult users
 - c the proportion of the usage of Instagram jumped more than twofold
 - d The graph illustrates
 - e remained flat
 - f A similar pattern was seen
 - g there was a small rise in the proportion of

1 _____ the proportions of adults online using various social networking sites, according to a survey in the United States between 2012 and 2015.

Generally speaking, 2 _____, with a faster increase for Instagram and Pinterest than the others, including Facebook, the most popular website overall. While 3 _____ online adults using the latter, from 67% to 72% over the period, in the last three years the trend was flat. By contrast, 4 _____ from 13% in 2012 to 28% in 2015. 5 _____ at the Pinterest site where the proportion of adult users went up more than 100% from 15% to 31%.

LinkedIn, by comparison, 6 _____, from 20% in 2012 to 25% in 2015 with a noticeable peak of about 28% in 2014. Similarly, as regards Twitter, there was a rise from 16% to 23% in 2012 and 2014 respectively, but in 2015 usage 7 _____.

- 3 Work in pairs. In the completed model answer, paraphrase the phrases a–g above. Use a dictionary if necessary. Compare your answers with another pair.
- 4 Write an answer to the Task 1 question on page 206. When you have finished, check your answer using the checklist on page 139.

1

Review

Vocabulary: Describing people

1 Use a suitable adjective to fill each blank space.

- 1 Do you know anyone who makes people laugh? Yes, my best friend is really _____.
- 2 Is there anyone you know who talks a lot? Yes, I'm quite _____ myself.
- 3 Do you like people being _____? Yes, I do, because being on time is important.
- 4 Why do you think it's important to be _____? Well, so people can trust you and know you'll do things properly.
- 5 Who do you think is the most _____ person you know? My sister can sing and dance and play the piano.
- 6 Would you say you are _____? Yes, I work really hard at school and in my job.
- 7 Do you really want to succeed in life? Definitely, I'm very _____.
- 8 Are you someone who plays swims and jogs lot? Yes, I think I'm fairly _____.

2 Work in pairs and ask each other the questions and develop the answers using or paraphrasing the adjectives.

Language focus 1: Likes and dislikes

1 Match the two parts of the sentence together. Use each item once only.

- | | |
|------------------------------------------|--------------------------------------------------|
| 1 I like | a to meet his friends rather than sit at home. |
| 2 Anna is sociable and dislikes | b being in large crowds. |
| 3 They don't enjoy | c playing games online with my close friends. |
| 4 Pedro prefers | d to go to the cinema or go to the gym? |
| 5 Would you like | e watching TV that much. |
| 6 He's very sociable, but he can't stand | f spending time on her own. |
| 7 This evening, would you prefer | g having to wait for buses and trains. |
| 8 I personally prefer | h to go on holiday with a large group of people? |
| 9 They hate | i to study with friends rather than by myself. |

Language focus 2: Present simple, present continuous and past simple

1 Put the verbs in brackets into a suitable tense. If more than one tense is possible, explain the difference.

- 1 I (enjoy) using various online websites to buy gifts for my friends and family, but my credit cards (cause) me some difficulty at the moment.
- 2 What method do you and your friends (use) to contact each other? When you (first use) this method?
- 3 I (have) many relatives, some of whom I (contact) on a daily basis.
- 4 The person I (want) to describe (be) my older sister who now (live) in Australia where she (study) for a degree in engineering. She (start) the course two years ago.
- 5 According to the report a majority of young people (spend) a lot of time online chatting to their friends, which (be) not the case ten years ago.

- 6 Mobiles (have) an enormous impact on the way people of all ages (communicate) with each other.
- 7 People (think) Vladimir (be) very creative. He (become) a professional artist five years ago and now (run) a very successful design studio.
- 8 In the past, he (be) the kind of person who (like) to make people happy. He (tell) lots of jokes and (make) fun of things, but now he (be) much more serious.
- 9 My family (help) me a lot when I first (start) studying, but now I (support) myself.
- 10 Using social media does not (appeal) to everyone, which I fully (understand).

Writing Task 1

- 1 Rewrite the sentences below using the word in brackets.
 - 1 There was a dramatic increase in club membership between January and March. (dramatically)
 - 2 Visits to the museum fell steadily in 2016. (steady)
 - 3 Online sales fluctuated noticeably. (noticeable)
 - 4 The number of people joining the social website peaked in 2015. (reach)
 - 5 Spectator numbers increased gradually over the football season. (gradual)
 - 6 Overall, it is clear that the rise in numbers is erratic throughout the period. (erratically)
 - 7 The number of visitors to the leisure centre declined slightly. (slight)
 - 8 There was a significant rise in ticket sales to the concert. (significantly)

Accuracy in IELTS

- 1 Identify the type of mistake in the sentences below and then correct them. There is one mistake per sentence.

a spelling mistake	the wrong word	the wrong verb form
the wrong tense	the wrong word order	the wrong word form

- 1 The numbers of Friends at the museum rose drammmatically after the extension opened.
- 2 There is a soar in the numbers of users in then morning.
- 3 He enjoys to be with his family at the weekend.
- 4 As can be seen, people prefer be time with friends rather than study.
- 5 The volume of users of the department rocket last weekend.
- 6 My best fried is very talkative and humorous.
- 7 Do you think pop singers are really talent?
- 8 I don't like large crowds of people, so I'm not going to football matches as a rule.
- 9 He love spending time with his family.
- 10 Attendances at the conference significantly during the week fluctuated.