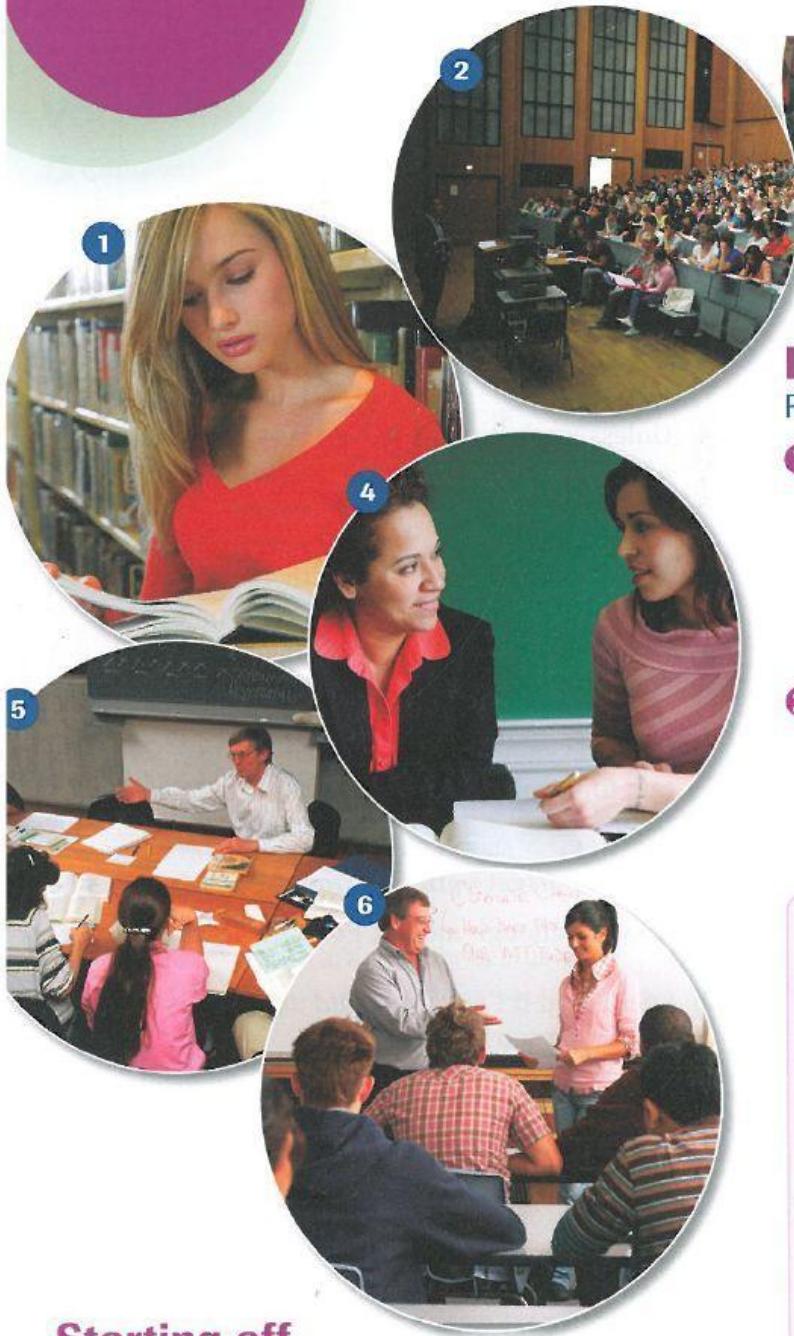


Unit 7 Literacy skills



Starting off

1 Work in pairs. Match each photo (1–6) with a phrase from the box (a–f).

a attending a lecture	d using the library
b talking to a tutor	e giving a presentation
c writing an assignment	f participating in a seminar

2 Work in small groups.

- 1 How often do you do each of the activities in Exercise 1?
- 2 How much do you enjoy each of them?

Listening

Form completion, Multiple choice

1 Work in small groups. You are going to hear a student talking to someone on the telephone about doing an online course. Before you listen, discuss these questions.

- 1 Have you ever done an online course?
- 2 Are online courses popular in your culture?

2 Work in pairs. Look at Questions 1–5 below.

- 1 What type of information do you need for each gap (e.g. a date, a place)?
- 2 What will you write in each gap (letters, words, numbers or a combination of these)?

Questions 1–5

Complete the form below.

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

Online Writing Course

Request for brochure



Example

First name: Alex

Last name: 1

Address: Flat 4A, 2 396 Road

Town/City: Preston

Postcode: 3

Phone number: 4

Email address: alex7@ptu.com

Message box: deliver brochure 5

2 07 Now listen to the first part of the conversation and answer Questions 1–5.

Exam advice *Form completion*

- Use the words already on the form to help you listen for the answers you need.
- Check your spelling is correct.

4 Work in pairs. Read Questions 6–10 quickly. Underline the key ideas in each question.

Questions 6–10

Choose the correct letter, A, B or C.

6 The caller wants to do a writing course to help with
A his hobby.
B his job.
C his children's education.

7 What does the course pack include?
A multimedia items
B a list of books to buy
C lesson and assignment dates

8 How much does the course cost?
A £340
B £375
C £400

9 Alex's first assignment will be about his
A family life.
B school experiences.
C expectations of the course.

10 What does the feedback include?
A a tutorial
B an exercise
C a discussion group

5 08 Now listen and answer Questions 6–10.

Exam advice *Multiple choice*

- Underline the key idea(s) in each question.
- Listen for the same words or words that have the same meaning. This will tell you that the answer is coming.
- Match what you hear to the correct option – you may hear the same words or a paraphrase of the answer.

6 07 08 Now look at the recording script on pages 166–167. Listen again and underline the words in the script which gave you the answers.

Example: Q6 advertising agency / like to write better

7 Work in pairs. Ask and answer these questions.

- 1 What do you write in your own language?
- 2 How easy do you find it to write in English?

Vocabulary

Raise or rise?

1 IELTS candidates often confuse *raise* and *rise*. Read these extracts from the CLD, then choose the correct word in sentences 1–4 from the Listening.

raise 'to lift something to a higher position' or 'to increase an amount or level'. This verb must always be followed by an object*.

The government has raised the price of petrol.
The government has rised the price of petrol.

rise 'to increase or move up'. This verb cannot be followed by an object.

The price of petrol is rising.
The price of petrol is rasing.

NB *Raise* is regular, but *rise* is irregular: the noun is *rise*, and the verb forms are *rise*, *rose* and *risen*.

* An object is a noun or pronoun which follows a verb.

- 1 I just want to *raise* / *rise* the standard of my own writing.
- 2 I'd like my salary to *raise* / *rise*.
- 3 They've just *raised* / *risen* the prices.
- 4 Fees *raised* / *rose* a month ago, I'm afraid.

2 08 These sentences contain mistakes made by IELTS candidates. Find and correct the mistakes.

- 1 In 2008, the number of 35–49-year-olds studying *raise* dramatically. *rose*
- 2 The number of internet users in Asia has *rised* from 1.1 to 1.5 million.
- 3 For women today, the trend *raises* a little bit to 41 percent.
- 4 The government is trying to *rise* educational standards.
- 5 In 2010, the figure *rised* gently from 1.8 to 2 million.

Reading

Matching information, Table completion

1 You are going to read a passage about reading techniques. Before you read, work in pairs.

- 1 What problems do you have reading in English?
- 2 What can you do to improve your reading?

2 Read the title and the subheading of the passage. What do you expect to read about?

3 Read the passage quickly to find three ways you can improve your reading speed.

Speed reading

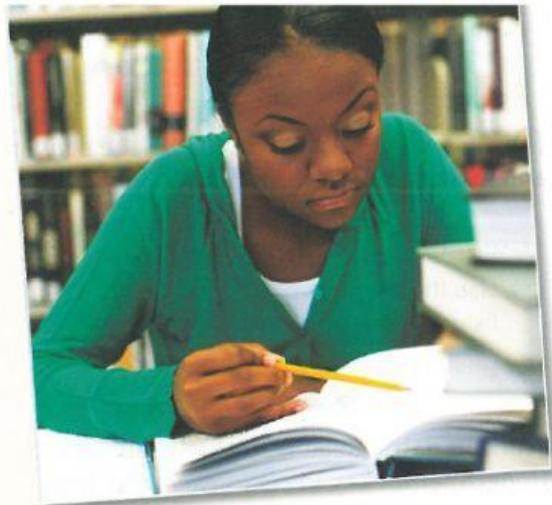
What is speed reading, and why do we need it?

A Speed reading is not just about reading fast. It is also about how much information you can remember when you have finished reading. The World Championship Speed-Reading Competition says that its top competitors average between 1,000 and 2,000 words a minute. But they must remember at least 50 percent of this in order to qualify for the competition.

B Nowadays, speed reading has become an essential skill in any environment where people have to master a large volume of information. Professional workers need reading skills to help them get through many documents every day, while students under pressure to deal with assignments may feel they have to read more and read faster all the time.

C Although there are various methods to increase reading speed, the trick is deciding what information you want first. For example, if you only want a rough outline of an issue, then you can skim the material quickly and extract the key facts. However, if you need to understand every detail in a document, then you must read it slowly enough to understand this.

D Even when you know how to ignore irrelevant detail, there are other improvements you can make to your reading style which will increase your speed. For example, most people can read much faster if they read silently. Reading each word aloud takes time for the information to make a complete circuit in your brain before being pronounced. Some researchers believe that as long as the first and last letters are in place, the brain can still understand the arrangement



of the other letters in the word because it logically puts each piece into place.

E Chunking is another important method. Most people learn to read either letter by letter or word by word. As you improve, this changes. You will probably find that you are fixing your eyes on a block of words, then moving your eyes to the next block of words, and so on. You are reading blocks of words at a time, not individual words one by one. You may also notice that you do not always go from one block to the next: sometimes you may move back to a previous block if you are unsure about something.

F A skilled reader will read a lot of words in each block. He or she will only look at each block for an instant and will then move on. Only rarely will the reader's eyes skip back to a previous block of words. This reduces the amount of work that the reader's eyes have to do. It also increases the volume of information that can be taken in over a given period of time.

G On the other hand, a slow reader will spend a lot of time reading small blocks of words. He or she will skip back often, losing the flow and structure of the text, and muddling their overall understanding of the subject. This irregular eye movement quickly makes the reader tired. Poor readers tend to dislike reading because they feel it is difficult to concentrate and comprehend written information.

H The best tip anyone can have to improve their reading speed is to practise. In order to do this effectively, a person must be engaged in the material and want to know more. If you find yourself constantly having to re-read the same paragraph, you may want to switch to reading material that grabs your attention. If you enjoy what you are reading, you will make quicker progress.

adapted from speed-reading-techniques.com

4 Work in pairs. Read the instructions for Questions 1–6 below.

- 1 How many letters should you write for each answer?
- 2 Will you use all the letters A–H?
- 3 Can you use the same letter twice?

5 Underline the key words in each question.

Questions 1–6

The reading passage has seven paragraphs, A–H.

Which paragraph contains the following information?

Write the correct letter, A–H.

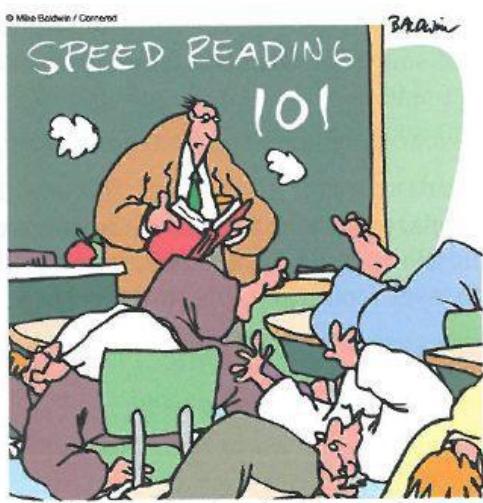
NB You may use any letter more than once.

- 1 the types of people who need to read more quickly
- 2 the fastest reading speeds
- 3 how a reader can become confused
- 4 why reading material should be interesting
- 5 a definition of speed reading
- 6 what you should consider before you start reading

6 Now answer Questions 1–6 by reading each paragraph in the passage separately and deciding whether it contains the information in any of the questions.

Exam advice Matching information

- Underline the key ideas in each question.
- Start with Paragraph A and decide if it matches a question. If there is no match, go on to the next paragraph.



Am I going too fast for you?

7 Read the instructions for Questions 7–13 and the title of the table. Which three paragraphs do you need to read carefully to complete the table?

Questions 7–13

Complete the table below.

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

Chunking

type of reader	reading method	effect of method on reader
skilled reader	<ul style="list-style-type: none">• many 7 in a block• reader hardly ever goes back	<ul style="list-style-type: none">• reader's 8 do less work• more 9 is processed
10	<ul style="list-style-type: none">• small blocks• reader 11 goes back	<ul style="list-style-type: none">• reader easily gets 12• finds it hard to 13 on passage

8 Now answer Questions 7–13. Use the words around each question to help you find the answers.

Exam advice Table completion

- Use the heading to find the right place in the passage.
- Read around each gap to predict the missing words.

9 Work in small groups.

- 1 Do you think the Reading test is the hardest part of IELTS? Why? / Why not?
- 2 What techniques have you practised in this book that will help you with the Reading test?
- 3 Which reading questions do you find most difficult/easy? Why?

Speaking

Parts 2 and 3

1 Work in small groups. Look at the statements below about reading.

- 1 Discuss which of these statements are true for you, and why.
- 2 Write another sentence about reading which is true for you.

I have to get information from books to help me write my assignments.

I only read things on the Internet.

I read journals to help me with my science projects.

I only read things that I find interesting.

I prefer magazines to books.

I don't have time to read.

A



I think they enjoy doing this with their parents, um, they like to read with their parents, particularly at bedtime, because it helps them relax ... small children do a lot of activities during the day, so they need to calm down at night, and reading's good for that.

B



In my view, it's essential. Um ... one reason is that books are good for children's imagination ... and another is just that we all need to learn to read – it's part of our education. No one wants to be illiterate when they grow up.

5 Complete this table with words and phrases speakers A and B use to introduce their opinions and their reasons in Exercise 4.

introducing an opinion	giving a reason
I think	

6 Listen to Pashta and Haroon answering two more questions on the same topic. As you listen, add phrases they use to the table in Exercise 5.

Pronunciation: *Word stress 2*

7 Work in pairs. Discuss how to answer these questions, giving your opinions and ideas and supporting them with reasons.

- 1 Why do some adults dislike reading?
- 2 What sort of problems do adults have if they can't read or write?
- 3 How can people be encouraged to read more?

8 Change partners and take turns to ask and answer the questions in Exercise 7. Use some of the words and phrases from the table in Exercise 5.

Exam advice Speaking Part 3

- Introduce your opinion clearly.
- Use appropriate words and phrases to introduce your reasons.

3 Work in pairs. Take turns to give your talk – you should speak for two minutes.

4 Work in pairs. Look at these questions from Speaking Part 3 and match them with the answers in the speech bubbles (A–B) in the next column.

- 1 How important is it for children to read books?
- 2 When do children usually read books?

Pronunciation

Word stress 2

You will pronounce words more clearly if you stress the correct syllable.

1 Listen to these words from Speaking Part 3. As you listen, mark the stressed syllable in each one.

particularly relax activities
imagination education illiterate

2 Work in pairs. Take turns to read these extracts aloud, then listen and check the pronunciation of the words in *italics*.

- 1 They like to read with their parents, *particularly* at bedtime.
- 2 It helps them *relax*.
- 3 Small children do a lot of *activities* during the day.
- 4 Books are good for children's *imagination*.
- 5 It's part of our *education*.
- 6 No one wants to be *illiterate* when they grow up.

3 Pronounce the words in this list, stressing the marked syllables. Then listen and check your answers.

parents 'secondary dis'cussing 'chatting
im'portant en'joyed a'ssignment
com'puters a'ttractive pre'fer

4 Work in pairs. Take turns to read these sentences aloud.

- 1 I really *enjoyed* my *secondary*-school education.
- 2 It's *important* to read the newspaper every day.
- 3 *Chatting* online is more interesting than *discussing* something face to face.
- 4 I *prefer* reading magazines to books.
- 5 My *parents* bought me my first *computer*.

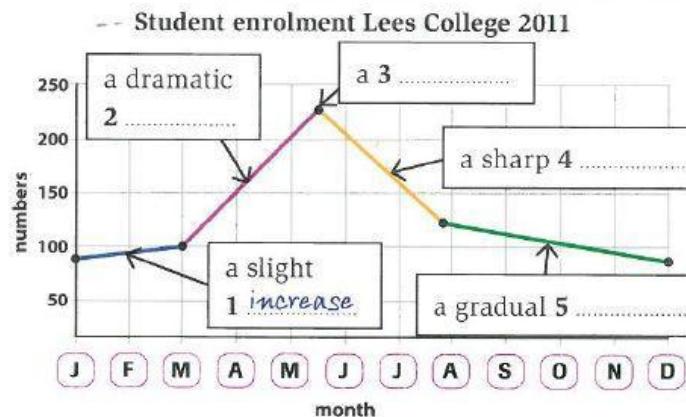
5 Work in small groups. Say whether the sentences in Exercise 4 are true or false for you and give reasons.

Writing

Task 1

1 Work in pairs. Complete the phrases that describe the trends on the line graph below with words from the box. Sometimes more than one word is possible.

decrease fall increase peak rise



2 Complete this paragraph about the graph using words and phrases from Exercise 1.

The graph shows the changes in student numbers at Lees College over a one-year period.

Between January and March, there was 1 *a slight increase* in student numbers. This was followed by a 2 in numbers over the next three months.

In June, enrolments reached a 3

After that, there was a 4 in numbers.

Finally, there was a 5 in numbers from August to December.

Over the year, there was a lot of fluctuation in the numbers.

The second sentence in Exercise 2 uses a noun phrase to describe the trend.

Between January and March, there was *a slight increase* in student numbers.

Trends can also be written using a verb phrase:
Student numbers increased slightly between January and March.

3 Complete these sentences based on Exercise 2 using verb phrases.

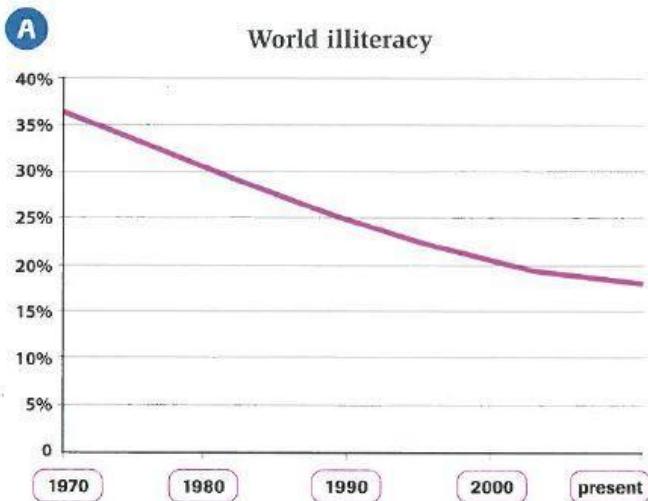
- 1 Over the next three months, numbers
- 2 Enrolments in June.
- 3 After that, numbers
- 4 Finally, numbers from August to December.
- 5 The numbers over the year.

4 Work in pairs. Complete these sentences using *from, to, of or at*.

- 1 Between January and March, student numbers increased slightly from 90 to 100.
- 2 Between January and March, there was a slight increase of ten students.
- 3 In June, numbers peaked at 225 students.
- 4 From June to August, numbers fell from 120 students.
- 5 Numbers fell to 120 in August from 90 in December.

► page 76 Key grammar: *Prepositions to describe graphs*

5 Complete the description below of the trend in graph A.



The graph shows that the percentage of people in the world who cannot read and write has

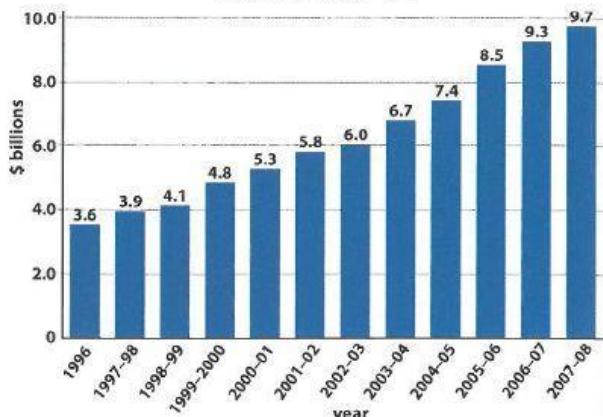
- 1 from 37 percent in 1970 to 18 percent now. However, from 1970 to 2002, the decline was 2 than it has been between 2002 and the present day.

6 It is important to include an overview of the graph or chart. This usually comes at the end of your answer, though it may fit somewhere else, such as after the introduction. Circle the correct word in *italics* to complete this overview of graph A in Exercise 5.

Overall, there has been *an upward / a downward / a stable* trend in world illiteracy over the past 40 years.

7 Complete the description and overview below of chart B.

B Australian government schools funding 1996 to 2007–08



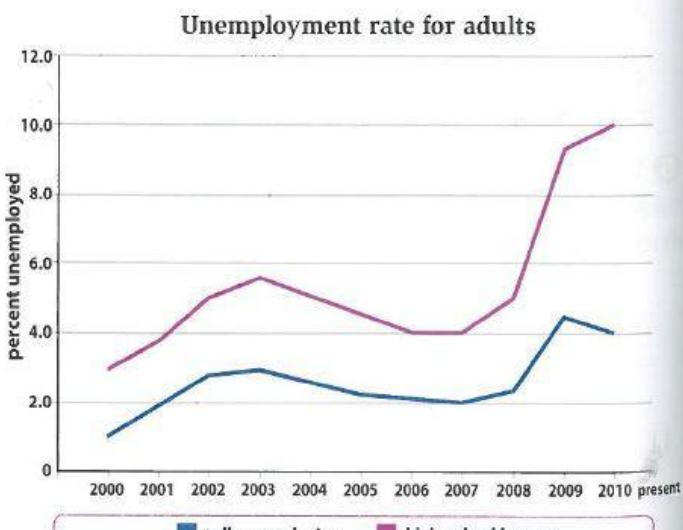
According to the chart, the amount of money received by schools in Australia **1** from 3.6 to 6 billion dollars between 1996 and 2003. It then **2** to 9.7 billion dollars in 2008. There was a general **3** trend in government funding between 1996 and 2008.

8 Look at the graph, chart and descriptions in Exercises 5, 6 and 7 again and answer these questions.

- 1 Which graph/chart shows a trend that began in the past and goes up to the present?
- 2 Which graph/chart shows a trend that ended in the past?
- 3 Which tenses are used in each graph/chart?
- 4 Why are the tenses different?

► pages 121 and 124 *Past simple; Present perfect*

9 Look at this graph and complete the summary on page 75 by putting the verbs in brackets into the correct tense.



The graph 1 gives (give) information about unemployment among college graduates and high-school leavers.

It 2 show (show) the trends between 2000 and the present day.

These trends 3 follow (follow) a similar pattern since 2000. However, more high-school leavers 4 always (always) be unemployed than graduates.

In 2000, 1.5 percent of graduates and 3 percent of school leavers 5 not have (not have) a job. Between 2000 and 2003, these percentages 6 rise (rise) to 3 and 5.5 respectively. After that, there was a gradual fall in numbers until 2006, when figures 7 remain (remain) stable for a year.

Since 2007, the percentage of unemployed high-school leavers 8 rise (rise) dramatically and reached 10 percent. Although the figure for graduates is lower, it 9 also increase (also increase) to 4 percent.

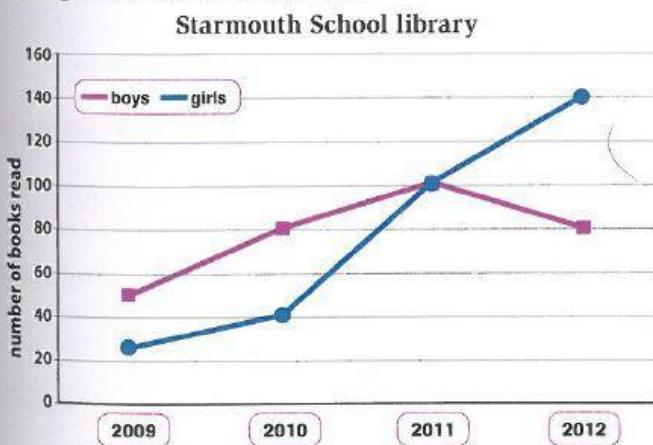
Overall, there 10 be (be) an upward trend in unemployment rates for young students. However, the difference between school leavers and graduates 11 become (become) much greater in recent years.

10 Work in pairs. Look at the Writing task below.

- 1 What does the graph show?
- 2 Which key trends should you describe?
- 3 What comparisons will you make?
- 4 How many paragraphs will you need?
- 5 What will your overview include?

The graph below shows the number of library books read by boys and girls at Starmouth School from 2009 to the present.

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



11 Now work alone and write your summary. You should write at least 150 words.

Spelling

Forming adverbs from adjectives

1 Match the rules for forming adverbs from adjectives (1–5) with the examples (a–e).

- 1 In most cases, add *-ly*.
- 2 If an adjective ends in *-l*, the adverb ends *-lly*.
- 3 If the adjective ends in *-y*, the adverb ends *-ily*.
- 4 Replace a final *-e* with *-ly*.
- 5 Add *-ally* if the adjective ends in *-ic*.

- a *happy* → *happily*
- b *terrible* → *terribly*
- c *first* → *firstly*
- d *basic* → *basically*
- e *hopeful* → *hopefully*

2 Complete these sentences giving advice on Writing Task 1 by writing the adverb form of the adjective in brackets.

- 1 Always read the question carefully (careful).
- 2 The key points in the graph should be (*clear*) stated.
- 3 Your summary must be (*factual*) accurate.
- 4 It is (*extreme*) important to include an overview in your answer.
- 5 Your reader should be able to follow your points (*easy*).
- 6 Paragraphs help to show that the information is (*logic*) organised.
- 7 Avoid using the same vocabulary (*repetitive*).
- 8 Leave time to (*thorough*) check your spelling and punctuation.

3 IELTS candidates often make mistakes forming and spelling adverbs and adjectives. Find and correct the mistakes made by IELTS candidates in these sentences.

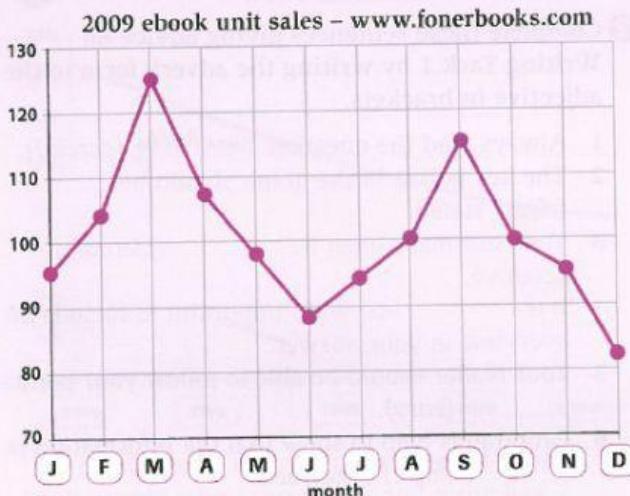
- 1 It then increased gradually until 1996. *gradually*
- 2 The trend fell steadily from 1990 to 2010.
- 3 The graph shows the figures will rise dramatically in the future.
- 4 It has been increasing slightly and will get higher.
- 5 There was a gently decrease from 1990 to the present.
- 6 Spending on equipment rose rapid.

Key grammar

Prepositions to describe graphs

1 Work in pairs. Look at the graph on ebook sales and the sentences below (a–g) that describe it.

- 1 Which preposition is used with particular months and years?
- 2 Which prepositions are used to cover a whole time period?
- 3 Which prepositions are used with a period of time in months?
- 4 Which preposition is used with a noun to say what has changed?
- 5 Which preposition is used to say how much something has risen or fallen?
- 6 Which prepositions are used to state the figures at the start and end of a trend?

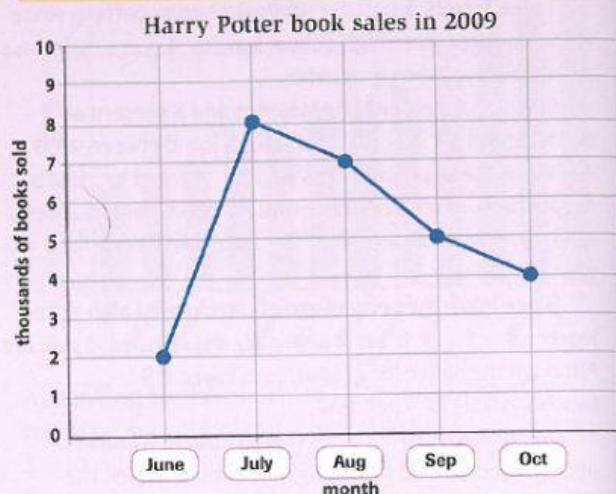


- The graph shows ebook sales over a one-year period.
- During the year, ebook sales fluctuated.
- Sales rose sharply from 95 units in January to 125 in March.
- Sales peaked in March and in September.
- Sales fell between March and June.
- From June to September, sales rose by 25 units.
- There was a sharp decrease in sales after September.
- Overall, sales fell in 2009.

► page 128 *Prepositions to describe trends and changes*

2 Complete the sentences below describing the graph with the prepositions in the box.

at between by during from in
over to



The trend for Harry Potter book sales:

- 1 rose sharply from 2,000 in June to 8,000 in July.
- 2 peaked at 8,000 in July.
- 3 fell over 1,000 in August.
- 4 dropped sharply in the next month.
- 5 fell from 8,000 to 5,000 in October.
- 6 fluctuated between June and October 2009.

3 IELTS candidates often make mistakes using prepositions to describe graphs. Find and correct the mistakes made by IELTS candidates in these sentences.

- 1 For the 14–24 age group, attendance reached a peak as 95% in 1996. at
- 2 Exam results were high on January and after that month, they fell.
- 3 In 2050, the percentage will fall down to 0.9 billion again.
- 4 During 2000 to 2005, profits remained stable at five million dollars.
- 5 The trend decreases gradually from 2006 and ends at just over 70% 2010.
- 6 From the chart, we can see there is an increase in years of schooling.