

Introduction

What does this book aim to do?

This book aims to extend and improve the accuracy of your vocabulary and help you prepare for the IELTS test. Broadening your vocabulary will help in every part of the IELTS test. Each unit introduces vocabulary through listening and reading texts that reflect the materials used in the IELTS test. Learning new words in context can help you to remember them and also helps you to understand their meaning. The book also gives you opportunities to practise new words in IELTS Writing and Speaking, so that they can become part of your active vocabulary.

Who is it aimed at?

The book is designed for students working alone who want to revise and extend their vocabulary, but it can also be used as part of an IELTS preparation course in the classroom, or set as homework by a teacher. It is suitable for both the General Training and the Academic module, and for students from Bands 5 onwards.

What order should I do the units in?

Units 21 to 25 give helpful tips on learning new vocabulary and how to use a dictionary, as well as important information about the writing test that will help you as you study, so it may be a good idea to look at these first. You can work through the vocabulary teaching units (1–20) in any order, but you should study all of the units if you want to broaden your vocabulary and prepare thoroughly for the test.

How do I use the book?

It is best to work through a unit from beginning to end as one exercise may revise the vocabulary from a previous exercise. The test practice sections provide further opportunities to extend your vocabulary, as well as giving you practice in the different sections of the IELTS test.

How are the units organised?

There are 25 units. The first 20 units present and practise vocabulary based on general and academic topics. Each topic is divided into smaller sections. Each unit has three pages of vocabulary exercises based on listening, reading, writing and

speaking materials that reflect those found in the IELTS test. In addition, each unit has a test practice activity. The test practice includes examples of all the different tasks in each part of the Academic Reading and General Training tests. These tasks resemble the level and task types found in the real test as closely as possible and can be used for timed test practice.

At the front of the book is a summary of each part of the IELTS test. The last five units of the book provide a general guide to learning and using new vocabulary as well as teaching you useful vocabulary for the different writing sections of the IELTS test. Units 23 and 24 focus on Task 1 and Task 2 of the Academic Module, and Unit 25 deals with Task 1 and Task 2 of the General Training Module. At the end of the book you will also find:

- an answer key for each unit including model answers for each writing task
- recording scripts
- wordlists for each unit

How do I use the wordlists?

There is a wordlist for each unit at the back of the book. Some of these words may be specific to one topic area, but many of them can be found and used in a wide variety of contexts. You may want to divide these wordlists up into groups of ten words to learn at a time. It may be a good idea to study the wordlist before you begin each unit. Alternatively your teacher might use the wordlist as a test or review at the end of each unit (or you could ask a friend to do this). You should be able to understand these words when you read or hear them, but you should also try to extend your active vocabulary by using them as often as possible in your writing and speaking practice. You should learn the correct spellings of these words as well as any words that collocate, or can be used together with them. Use Units 21 and 22 to help you develop good vocabulary learning strategies.

How do I do the writing test practice?

The writing test practice questions give an opportunity to use the vocabulary from the unit. There are model answers in the answer key. Try to write your own answers before looking at the model answer. These can be used as a guide to organising ideas and using vocabulary accurately and effectively. You will be

penalised if you produce a learnt essay in the IELTS test, so you should not attempt to do this

How do I do the speaking test practice?

The speaking test practice questions give an opportunity to use the vocabulary from the unit. In part 2 of the speaking test you will be allowed to make notes, so think of any useful vocabulary you could use and write this down to help you as you talk. If possible, you should record your answers and play them back. Consider your pronunciation and intonation as well as the words you used. How could you improve your answer? Ask a friend or a teacher for their comments.

When should I do the vocabulary tests?

There are five tests. Each one tests the vocabulary in five units (Test 1: Units 1–5, Test 2: Units 6–10, Test 3: Units 11–15, Test 4: Units 16–20, Test 5: Units 21–25). When you have finished five units, do the relevant test and mark it. Highlight the questions you got wrong and go back to the units you need to look at again. If you are an advanced student then you may want to do the vocabulary test before you begin the units to see how much you already know. This may help to pinpoint your weak areas so that you can focus on these in the main units (1–20).

When should I use a dictionary?

The aim of the listening and reading activities in each unit is to give you practice in guessing the meaning from context, so you should try to do each exercise without a dictionary first, unless you are instructed to do so. When you have finished, use the *Cambridge Advanced Learner's Dictionary* or another suitable monolingual dictionary to look up any words you don't know. You can also check your answers in the answer key, but you may want to use your dictionary as a further check. Try to be aware of words that you need to look up more than once as these are likely to be key words for you to learn. Write them down with their meanings, together with any example sentences used in the dictionary. A good dictionary will also tell you words that collocate or can be used together with them, it is a good idea to make a note of these as well. Remember that some words have more than one meaning, so check what the unit or exercise is about to make sure you find the correct meaning. Look at Unit 21 if you need more help on how to use a dictionary.

How do I learn and revise vocabulary?

Some of the vocabulary in a unit will be new to you and some will be words you are familiar with, but cannot yet use accurately. Even if you feel you know a word, you may be making collocation mistakes and using the incorrect preposition

or verb, for example. You might like to use a notebook and organise your vocabulary under the following categories:

- New words to learn
- Words I need to use more often
- Words I often make mistakes with
- Topic words (e.g. The Environment; Fuel; Energy; Work)

Alternatively, you could simply highlight these words using a different colour highlighter for each category: for example, a blue highlighter for topic words, a red highlighter for words you often make mistakes with, and so on.

Units 21 and 22 will help you to develop good vocabulary learning techniques.

IELTS test summary

Academic module

Academic Reading (1 hour)

This includes the time needed to transfer your answers, there is no extra time given for this

There are three reading passages and 40 questions. The texts are taken from books, journals, magazines and newspapers. They are written for a non-specialist audience but are appropriate for people entering university courses or seeking professional registration. Examples can be found in units 6, 9, 11, 14, 16, 20. Visit the following website for a detailed description of each of the different question types: www.ielts.org

Academic Writing (1 hour)

There are two writing tasks, writing task 1 and writing task 2. You must complete both tasks. Task 2 contributes twice as much as task 1 to your overall writing score.

Task	Timing	Length	What do I have to do?	Assessment	Example units
Task 1	20 minutes	150 words	Describe visual information, e.g. a diagram, chart, graph or table.	<ul style="list-style-type: none"> Task achievement Coherence and cohesion Lexical resource Grammatical range and accuracy 	7, 13, 15, 23
Task 2	40 minutes	250 words	Write a discursive essay. You may be asked to: discuss and evaluate one opinion and say to what extent you agree with this opinion; discuss and evaluate two differing opinions and give your own opinion; discuss and evaluate the advantages and disadvantages of something; discuss whether a development is positive or negative; evaluate a problem and suggest possible solutions.	<ul style="list-style-type: none"> Task response Coherence and cohesion Lexical resource Grammatical range and accuracy 	7, 10, 13, 17, 18, 19, 24

Listening (approximately 30 minutes)

plus 10 minutes to transfer your answers to the answer sheet

There are four parts and 40 questions. In the IELTS listening test you will hear the recording ONCE ONLY. Each section is a little more difficult than the one before. The test is divided up as follows:

Part	What will I hear?	Example units
1	A conversation between two people: e.g. finding out information about travel.	1
2	A monologue or prompted monologue on a general topic, e.g. a radio broadcast.	4
3	A dialogue between two or three people in an academic context, e.g. discussing an essay.	10
4	A monologue in an academic context, e.g. a lecture.	8

There are ten questions for each part. Visit the following website for a detailed description of each of the different question types: www.ielts.org

Speaking (11 to 14 minutes)

In the IELTS speaking test you will be interviewed on your own by one examiner. The interview has three separate parts and is divided up as follows:

Part	Timing	What do I have to do?	Example units	Assessment
1	4–5 mins	Answer questions on familiar topics, e.g. hobbies, daily routine.	12	<ul style="list-style-type: none"> • Fluency and coherence • Lexical resource • Grammatical range and accuracy • Pronunciation
2	3–4 mins	You are given a card with a topic (e.g. describe a good friend) and some suggestions for what to say on it. You have one minute to make notes. You then talk about the topic for one to two minutes.	2, 12, 15	
3	4–5 mins	Answer more abstract questions about the topic, e.g. How important is friendship?	12	

General Training module

Candidates for the General Training module take the same listening and speaking test as the Academic module. Only the reading and writing papers are different.

General Training Reading (1 hour)

This includes the time needed to transfer your answers, there is no extra time given for this

The General Training reading paper has three sections each of increasing difficulty. The sections are organised as follows: Visit the following website for a detailed description of each of the different question types: www.ielts.org

Section	Reading texts	Example units
1	Two or three short texts or several shorter texts, e.g. advertisements.	3, 7
2	Two texts giving work-related information, e.g. information about how to apply for a job.	5
3	One long text.	9, 14

General Training Writing (1 hour)

There are two writing tasks, writing task 1 and writing task 2. You must answer both tasks. Task 2 contributes twice as much as task 1 to your overall writing score.

Task	Timing	Length	What do I have to do?	Assessment	Example units
Task 1	20 minutes	150 words	Write a letter in response to a given situation.	<ul style="list-style-type: none"> • Task achievement • Coherence and cohesion • Lexical resource • Grammatical range and accuracy 	2, 17, 25
Task 2	40 minutes	250 words	Write a discursive essay. You may be asked to: discuss an opinion and say whether you agree or disagree with this opinion; discuss and evaluate two differing opinions and give your own opinion; discuss and evaluate the advantages and disadvantages of something; discuss whether a development is positive or negative; evaluate a problem and suggest possible solutions.	<ul style="list-style-type: none"> • Task response • Coherence and cohesion • Lexical resource • Grammatical range and accuracy 	7, 10, 13, 17, 18, 19, 25

1 Growing up

Relationships, families and early learning

Relationships

1.1 Look at the following topics and decide whether you would discuss them with

- | | | |
|------------------------|------------------------------|-------------|
| A your family | B your friends | C a teacher |
| 1 a study problem | 3 buying something expensive | |
| 2 your favourite music | 4 the last film you saw | |



1.2 **1a** Listen to four people talking about the topics above. Write the number of the topic (1–4) from the list above and the person/people the speakers say they would talk to about this. Write the words that helped you decide.

Speaker	Topic (1–4)	Words that helped you	Person/people they would talk to
A	4	<i>movies, latest releases</i>	<i>classmates</i>
B			
C			
D			

Vocabulary note

Group together words that are similar in meaning or form, e.g. *adulthood, brotherhood, fatherhood*. NB -hood is used to form a noun and shows something belongs to a particular group or has reached a particular stage (*adulthood* = the stage of being an adult).

1.3 **1a** Listen again and decide which of the speakers (A–D) the sentences apply to.

- The relationship between my brother and me is very close.C.....
- I have a lot more in common with my friends than with my family.
- I have established a close connection with an older member of my family.
- The relationship between my parents and me has broken down.

1.4 **COLLOCATION** Learn words that go together naturally. Complete the sentences using words and phrases from the recording and the statements in 1.3.

- My sister and I have totally different tastes. In fact we don't have much at all.
- There is a very close between a mother and a newborn baby.
- It is important to a good working relationship your work colleagues.
- A relationship can easily if you don't work at it.
- I really admire the relationship my mother and my grandmother.
- There can be a lot of between teenagers and their parents.

Families and early learning

2.1 Scan the text below and underline these words:

rewarding sibling relate accommodating adolescence interaction nurture

Study links early friendships with high-quality sibling relationships

Children who experience a rewarding friendship before the birth of a sibling are likely to have a better relationship with that brother or sister that endures throughout their childhood, said Laurie Kramer in a University of Illinois study published in December's *Journal of Family Psychology*.

'When early friendships are successful, young children get the chance to master sophisticated social and emotional skills, even more than they do with a parent. When parents relate to a child, they do a lot of the work, figuring out what the child needs and then accommodating those needs,' says Kramer. However, this is not usually the case when two children are interacting.

The research showed that the benefits of early friends are long-lasting. 'Children who had a positive relationship with a best friend before the birth of a sibling ultimately had a good relationship with their sibling that lasted throughout adolescence,' Kramer said. 'And children who as preschoolers were able to coordinate play with a friend, manage conflicts, and keep an interaction positive in tone were most likely as teenagers to avoid the negative sibling interaction that can sometimes launch children on a path of anti-social behavior,' she added. 'From birth, parents can nurture and help develop these social competencies (or skills) by making eye contact with their babies, offering toys and playing with them,' she said.

2.2 Read the text and match the words you have underlined to the following definitions.

- 1 help someone/something develop and grow
- 2 agreeing to a demand
- 3 brother or sister
- 4 respond to somebody
- 5 the stage between childhood and adulthood
- 6 giving a lot of pleasure
- 7 communication

Vocabulary note

Look for familiar words in longer words to work out their meaning, e.g. **correlation** (one thing is linked with another); **interrelated** (the relationship between two or more things). NB The prefix **co-** (**correlation** or **cooperate**) often means *with* or *together*. The prefix **inter-** (**interact** or **intercity**) often means *between*.

2.3 Read the text again and say whether these sentences are true (T) or false (F). Underline the part of the text that gave you your answer.

- 1 If young children have good friends then they will have a good relationship with their brother or sister.
- 2 Parents help their children develop more social and emotional skills than friends do.
- 3 Friends will give you what you want more often than your parents do.
- 4 Teenagers who fight with their brothers or sisters may behave in a way that is socially unacceptable.
- 5 If parents play with their children more then they will learn how to be more sociable.

1 Growing up

2.4 A lot of words connected with families and relationships can also be used in a different context. Complete the sentences with a word from the box.

- 1 The wolf is a member of the dog
- 2 The company decided to a new approach to staff recruitment.
- 3 The study found a strong between a lack of friends and sibling rivalry.
- 4 Whether you think the price of goods is high is to the amount of money you earn.
- 5 Studies have shown that stress in adulthood can be to an unhappy childhood.
- 6 Good teachers identify the talents of their students and them.
- 7 This evidence seems to with the findings from previous studies.
- 8 I am writing in to the job advertisement in yesterday's paper.

adopt	nurture	relationship
conflict	related	relative
family	relation	

Error warning

Note the following common errors: *I am writing in relation to your job advertisement.* NOT *in relation of...* . My **relationship with** my parents is very strong. NOT *My relation with my parents ...*

Vocabulary note

Note these collocations with the word *relationship*.
 Verbs: **build** a relationship, **develop** a relationship, **establish** a relationship, **form** a relationship, **have** a relationship
 Adjectives: a **close** relationship, a **long-standing** relationship, a **working** relationship, a **successful** relationship
 Prepositions: a relationship **with** someone, a relationship **between** two things or people (NOT *relationship to someone*)

3.1 **COMPOUND NOUNS** Match the words in box A with the words in box B to make 10 compound nouns. You will need to use some words more than once.

A	active	family	maternal	sibling	stable
	extended	immediate	physical	striking	
B	family	instinct	rivalry	upbringing	
	gatherings	resemblance	role		

-
-
-
-
-
-

3.2 **1b** Think about your answers to these questions. Then listen to a student's answers and tick the phrases you hear in 3.1.

- 1 Tell me about your family.
- 2 Who are you most similar to in your family?
- 3 What do you think it takes to be a good parent?

3.3 **1b** Listen again and find the words that match these definitions.

- 1 caring and supportive
- 2 the emotional connection between people or places
- 3 similar
- 4 a person's nature or character
- 5 determined to an unreasonable degree
- 6 received (a characteristic) from a parent or grandparent

3.4 Now practise answering the questions fully. Record your answers, if possible.

Test practice

Test tip



You may not hear exactly the same words as you see on the question paper, so you need to listen for paraphrases. If you miss an answer, go on to the next one. Remember that the questions are in the same order as the information in the recording. For notes completion items make sure you stick to the word limit given and check your spelling at the end.

Listening Part 1



Questions 1–10

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

Ascot Child-Care Centre Enrolment form

Personal details

Family name: Cullen

Child's first name: (1)

Age: (2)

Birthday: (3)

Other children in the family: a brother aged (4)

Address: (5), Maidstone

Emergency contact number: 3467 8890

Relationship to child: (6)

Development

- Has difficulty (7) during the day
- Is able to (8) herself

Child-care arrangements

Days required: (9) and

Pick-up time: (10)