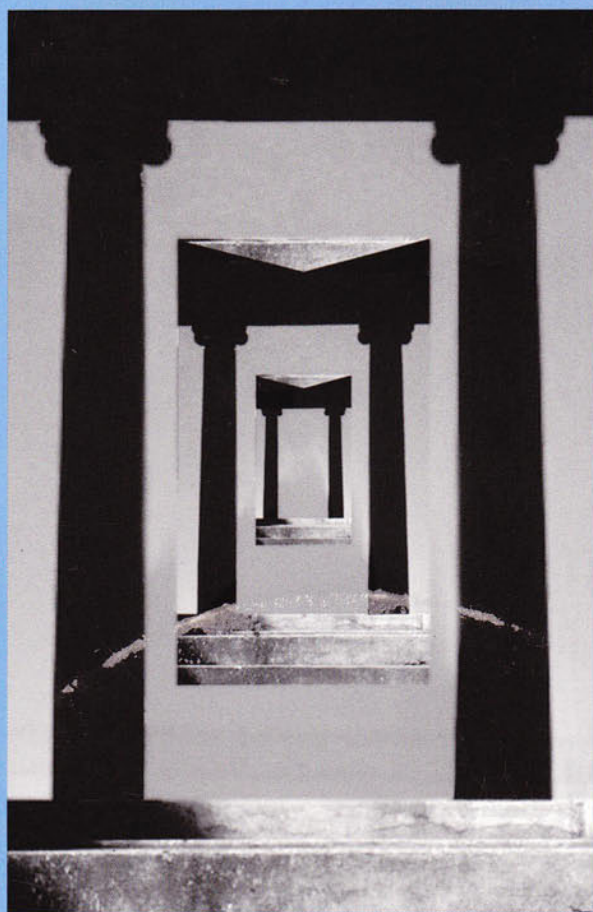


▶ FOCUS ON ◀

# Academic Skills



## for IELTS



PEARSON  
Longman

with  
audio CDs

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# Map of the book

Reading	Writing	Listening	Speaking	Language review
<b>MODULE A ► The feel-good factor</b> page 8 ( <i>Focus on IELTS Units 1 and 2</i> )				
<b>Changes in eating habits</b> True/False/Not Given Summary (with bank)	<b>1 The language of change</b> (increase, decrease, etc.) <b>2 Interpreting information from diagrams</b> Describing the data (Task 1: graphs)	<b>Sports centre job</b> (Section 1) Note completion	<b>Describing habits</b> (Part 1) Understanding the questions Extending your answers Fluency markers	<b>1</b> Topic vocabulary <b>2</b> General words <b>3</b> Describing graphs <b>4</b> Word formation: language of change
<b>MODULE B ► City</b> page 20 ( <i>Focus on IELTS Units 3 and 4</i> )				
<b>Light years ahead</b> Sentence completion (with bank) Matching	<b>Interpreting and comparing data</b> (Task 1: bar charts) Writing and organising the description	<b>Wind-powered school</b> (Section 2) Multiple choice Labelling a map	<b>Comparing and contrasting</b> (Parts 1 and 3) Organising responses Modifying expressions	<b>1</b> Topic vocabulary <b>2</b> Parallel phrases <b>3</b> Describing qualities and quantities <b>4</b> Topic vocabulary: money and natural resources
<b>PROGRESS CHECK 1</b> page 32				
<b>MODULE C ► Rush</b> page 34 ( <i>Focus on IELTS Units 5 and 6</i> )				
<b>Clocking cultures</b> Matching headings Multiple choice Summary (no bank)	<b>Presenting arguments</b> (Task 2: argument-led approach) Analysing the question Analysing a sample answer	<b>Sharing a flat</b> (Section 1) Table completion	<b>Describing people</b> (Part 2) Analysing a sample answer Organising your talk	<b>1</b> Topic vocabulary <b>2</b> Sentence rewriting <b>3</b> Speaking – using colloquial language <b>4</b> Writing: reference links
<b>MODULE D ► The cultural scene</b> page 46 ( <i>Focus on IELTS Units 7 and 8</i> )				
<b>Fighting the dust</b> Sentence completion (no bank) Multiple choice with multiple answers	<b>Problems and solutions</b> (Task 2: problem and solution) Presenting and justifying solutions (Modal verbs/conditionals)	<b>1 Music course</b> (Section 3) Multiple choice with multiple answers Short answers/lists <b>2 Art in Bali</b> (Section 4) Table completion Note completion	<b>Answering different question types</b> (Part 1) Question forms Extending answers	<b>1</b> Topic vocabulary <b>2</b> Parallel expressions: avoiding repetition <b>3</b> Problems and solutions <b>4</b> Linking expressions <b>5</b> Describing research
<b>PROGRESS CHECK 2</b> page 58				
<b>MODULE E ► Natural forces</b> page 60 ( <i>Focus on IELTS Units 9 and 10</i> )				
<b>Eating up the Titanic</b> True/False/Not Given Table completion Multiple choice with multiple answers	<b>Describing diagrams showing natural processes</b> (Task 1: diagram) Understanding the diagram Linking ideas	<b>Rotorua, New Zealand</b> (Section 2) Labelling a map Table completion	<b>1 Describing a place</b> (Part 2) Dealing with rounding off questions <b>2 Describing problems and solutions</b> (Part 3) Developing the topic	Topic vocabulary
<b>MODULE F ► Brainpower</b> page 72 ( <i>Focus on IELTS Units 11 and 12</i> )				
<b>The knowledge society</b> Multiple choice Yes/No/Not Given	<b>Presenting an opinion</b> (Task 2: thesis-led approach) Developing and supporting ideas Analysing a sample answer	<b>Survey on computer facilities</b> (Section 3) Multiple choice Matching	<b>1 Describing a past event</b> (Part 2) Explaining <b>2 Giving opinions</b> (Part 3) Justifying opinions	<b>1</b> Topic vocabulary <b>2</b> Word formation: adjective endings <b>3</b> Language of research: research methods <b>4</b> Linking ideas: concession and contrast
<b>PROGRESS CHECK 3</b> page 84				

## Reading

## Writing

## Listening

## Speaking

## Language review

**MODULE G** ► Inside information page 86 (Focus on IELTS Units 13 and 14)**Bridging the digital divide**

Sentence completion (no bank)  
Classification  
Multiple choice

**Advantages and disadvantages** (Task 2)

Analysing and improving a sample answer

**1 TV repair** (Section 1)

Notes  
Short-answer questions  
Multiple choice

**2 Radio broadcast**

(Section 2)  
Table completion  
Summary completion

**1 Expressing preferences**

(Part 1)  
Giving reasons

**2 Describing a newspaper article** (Part 2)

**1** Topic vocabulary  
**2** Hyphenated adjectives  
**3** General words  
**4** Speaking: using colloquial language

**MODULE H** ► Future prospects page 98 (Focus on IELTS Units 15 and 16)**Genetically modified crops: accepting the inevitable?**

Locating information  
Note completion  
Multiple choice

**1 Describing how something works** (Task 1: diagram)

Understanding the diagram  
Organising the description  
**2 Discussing different views** (Task 2: argument-led approach)

**Captive breeding**

(Section 3)  
Multiple choice with multiple answers  
Note completion  
Classification

**1 Making predictions** (Part 3)

Expressing probability

**2 Talking about hypothetical situations** (Part 2)

**1** Topic vocabulary  
**2** Probability  
**3** Linking information

**PROGRESS CHECK 4** page 110**MODULE I** ► Transport page 112 (Focus on IELTS Units 17 and 18)**CUTE buses: a new direction for public transport**

True/False/Not Given  
Locating information  
Diagram labelling

**Describing information from tables** (Task 1: table)

Organising and describing the data

**Tourism** (Section 4)

Flow chart completion  
Summary completion

**1 Talking about problems** (Part 2)

**2 Developing a discussion topic** (Part 3)  
Giving yourself time to think  
Logical links: contrast

**1** Topic vocabulary  
**2** Word pairs with related meanings  
**3** Adjective/noun collocations  
**4** Spoken language: giving yourself thinking time

**MODULE J** ► Appearances page 124 (Focus on IELTS Units 19 and 20)**Getting the picture from DNA**

Multiple choice  
Flow chart completion  
Short-answer questions

**1 Describing a process** (Task 1: flow chart)

Organising and describing the information

**2 Presenting an opinion** (Task 2) Exam task**The Fayum portraits**

(Section 4)  
Sentence completion  
Multiple choice

**Complete interview**

(Parts 1, 2 and 3)  
Assessment criteria  
Making notes

**1** Topic vocabulary  
**2** Writing: describing a picture (correction and ordering)  
**3** Language of research: methods and findings

**PROGRESS CHECK 5** page 136

## ► Assessing your writing page 138

## ► Ideas for speaking and writing page 141

## ► Answer keys page 144

## ► Preparing for the IELTS exam: Tips for students inside back cover

# Introduction

## What is *Focus on Academic Skills for IELTS*?

*Focus on Academic Skills for IELTS* offers systematic preparation for students wishing to take the IELTS exam. It provides training for students taking the Listening, Speaking, Academic Writing and Academic Reading modules.

### *Focus on Academic Skills for IELTS* offers:

- detailed **information** about the four modules of the exam, including all task types.
- **guided practice** for all four skills in every module.
- **language input** for the different parts of the Speaking and Writing modules.
- **hints and tips** to help with special areas of difficulty.
- intensive work on **academic English**, including collocations, useful phrases and the language of research as well as key language for specific academic topics.
- a **Language review** section at the end of each module which pulls together key vocabulary and concepts.
- **five Progress tests** which recycle key language and skills in new contexts.
- **examples of answers to writing tasks at higher and lower band levels** with guidance on assessing your writing.
- **ideas for speaking and writing** on IELTS-related topics where students can apply and extend ideas from the reading and listening texts.
- **preparation tips** for all four skills in a special section at the end.

## How can *Focus on Academic Skills for IELTS* be used?

**1 To accompany the coursebook *Focus on IELTS***  
*Focus on Academic Skills for IELTS* reflects the structure and organisation of *Focus on IELTS*, and can be used to accompany the coursebook either in class or for homework activities. Each of the modules A–J in *Focus on Academic Skills for IELTS* relates to a pair of units in *Focus on IELTS*, covering the same general topic area and reinforcing and extending the skills and language work and the examination training provided there. Cross references are supplied for key

activities and language points to help teachers and students use the two books together.

### **2 As a short intensive course to help students to prepare for the exam**

*Focus on Academic Skills for IELTS* can also be used on its own as a short intensive course for students who only have a limited amount of time to prepare for the exam. It may also be used by students who have already used *Focus on IELTS* but who wish to do more preparation for the exam. The book offers a full introduction to all the tasks the students will meet in the IELTS exam, together with the key language and skills needed. Used in this way, the book could be completed in about 30–40 hours.

### **3 For students to use to prepare for the exam on their own**

Students can use *Focus on Academic Skills for IELTS* on their own at home or in a self-access centre. The book provides clear guidance and useful tips on all tasks, and full answer keys and tapescripts are provided. Training is given on self-assessment of writing and speaking, and students are encouraged to record themselves for speaking activities wherever possible.

## Recommended procedure

- Work through the units in the order they are in the book. Although all the tasks are at the level candidates will meet in the exam, the exam preparation is graded, as more support is provided at the beginning.
- Work through the different sections of each module in order. Earlier sections will provide language and ideas for the later parts of the module.
- Don't use a dictionary while doing reading tasks. However, once a task has been completed, go back over the text to highlight and record useful phrases – including new collocations of words that are already known. (The same procedure should be followed with Listening. After the task has been completed, listen again – with or without the tapescript – and note useful words and phrases.)
- Students should evaluate their own work critically and use the answer keys appropriately.

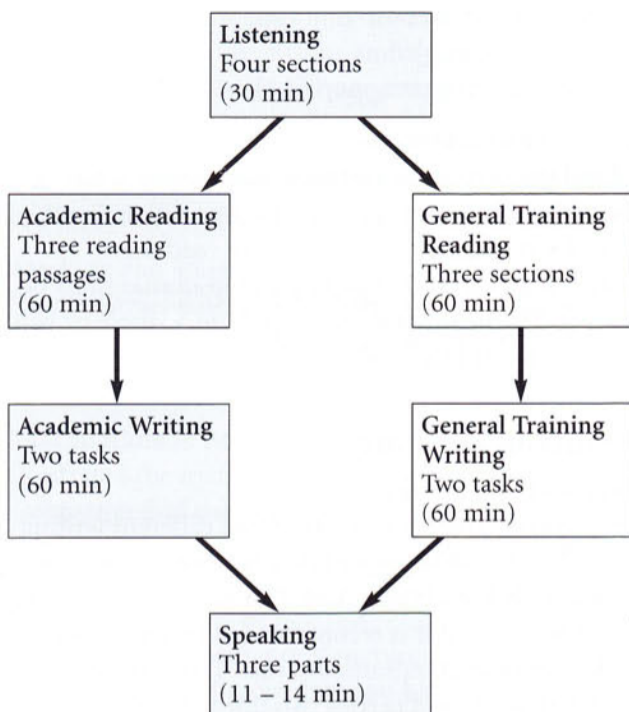
# ▶ The IELTS exam

## What is IELTS and where can I take it?

IELTS stands for International English Language Testing Service. The IELTS examination is taken by students who want to live, study or work in an English-speaking country, and especially by those who are going to follow academic courses at a university or similar institution, or more general training courses. It can be taken at Test Centres world-wide on fixed days throughout the year.

## Exam overview

The examination tests all four language skills: Listening, Reading, Writing and Speaking. There are separate Reading and Writing Modules for those requiring qualifications in academic skills or more general skills. This book focuses on Academic Reading and Academic Writing skills.



## Results

You will get your IELTS results within two weeks of taking the exam. You will not be given a pass or a fail grade, but instead you will receive a Test Report Form giving you a band score for each of the four skills, and a final overall band which is an average of these. These band scores are expressed on a range of 0 to 9 and cover the whole range of language ability. For more information, look on the IELTS website [www.ielts.org](http://www.ielts.org).

## THE IELTS NINE-BAND SCALE

### Band 9 – Expert User

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

### Band 8 – Very Good User

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

### Band 7 – Good User

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

### Band 6 – Competent User

Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

### Band 5 – Modest User

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

### Band 4 – Limited User

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

### Band 3 – Extremely Limited User

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

### Band 2 – Intermittent User

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty in understanding spoken and written English.

### Band 1 – Non User

Essentially has no ability to use the language beyond possibly a few isolated words.

### Band 0 – Did not attempt the test

No assessable information provided.

## Listening

### Time and organisation

The Listening Module has four sections of increasing difficulty, with a total of 40 questions, and takes about 30 minutes. Each section has 10 questions and is heard **once only**. You have time to look through the questions before you listen, and also time to check your answers after each section. You write your answers on the question paper as you listen, and you then have ten minutes at the end to transfer your answers to a separate answer sheet.

### Content and task types

Sections 1 and 2 develop the listening skills needed for survival in an English-speaking country, in situations such as shopping, accommodation, etc. Sections 3 and 4 have a more academic context – for example, they may be a recording of part of a tutorial, seminar or lecture. You will hear a variety of accents including British, North American and Australian English.

The following task types may be included:

- multiple choice
- matching
- classification
- short-answer questions and lists
- note / table / flow chart completion
- sentence completion
- summary completion
- labelling a diagram, map or plan

### Marking and assessment

All the answers have one mark. Any answer which is above the word limit specified for that task will not receive a mark, so it is important to read the instructions carefully. Spelling and grammar must be correct. The final score is converted to a whole or half band on the IELTS band scale.

## Academic Reading

### Time and organisation

The Academic Reading Module has three reading passages, and a total of 40 questions to be answered in one hour. The first two reading passages have 13 questions each, and the last one has 14 questions. The total length of the three passages is between 2,000 and 2,750 words. All your answers must be written on a separate Answer Sheet **during the exam**. No extra time is allowed for this at the end of the exam.

### Content and task types

The reading passages will be on academic topics of general interest. You don't need to have specialised knowledge of the topic, as any specialised vocabulary needed for the task will be explained in the text or in a glossary. However, you need to have a good understanding of more general academic terms in order to cope with the tasks successfully in the time given, and it will help you if you have some awareness of the types of general issues covered in the modules of this book.

The following task types may be included:

- multiple choice
- matching lists or phrases
- matching headings to sections/paragraphs
- classification
- identification of information – True/False/Not Given
- identification of writer's views – Yes/No/Not Given
- locating information in sections/paragraphs
- short-answer questions and lists
- note / table / flow chart completion
- sentence completion
- summary completion
- labelling a diagram, map or plan

### Marking and assessment

All the answers have one mark. Any answer which is above the word limit specified for that task will not receive a mark, so it is important to read the instructions carefully. Spelling and grammar must be correct. The final score is converted to a whole or half band on the IELTS band scale.

## Academic Writing

### Time and organisation

The Writing Module consists of two different writing tasks and the whole paper takes one hour. You do not have any choice of tasks. Task 1 must be a minimum of 150 words and it is recommended that you spend no longer than 20 minutes on this. Task 2 must be at least 250 words and carries two thirds of the marks, so it is recommended that you spend 40 minutes on this. Underlength answers lose marks.

### Content and task types

The Task 1 prompt is always a type of diagram. You have to write about the information shown, describing the main features, trends or differences. You have to refer closely to the diagram and, where relevant, illustrate your main points with figures. You are **not** required to give any explanation for the data, but have to describe only the information given in the task.