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English for IELTS

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INTRODUCTION

This useful handbook has been compiled by **EDUFOLKS** for candidates preparing for the **International English Language Testing System (IELTS)**. Taken by candidates from over 100 countries around the world, it is designed to assess the English language skills. This is especially designed for the non-native and non-English speaking candidates seeking to study and/or work in an English-speaking country. The IELTS test assesses your ability to understand and produce written and spoken English in academics as well as general context, and to do so you will be required to take four individual IELTS tests – IELTS Writing Test, IELTS Reading Test, IELTS Speaking Test and IELTS Listening Test.

English is one of the most widely spoken languages in India but if you are preparing yourself for IELTS examination, it is imperative that you take in professional coaching to get a grip on the required nuances of the language. This book is designed to help you with your self-study. It is not a one-time reference book. Complete the tasks shared in each of the chapters and check if your answers match with those shared.

After all, practice makes you perfect!

How to Use the Book

The content of this book has been put together to help you with your self-study as you prepare for your IELTS test. Each chapter begins with a brief introduction. After sharing necessary tips on the topic of discussion, we have designed exclusive tasks for you to complete.

Check your proficiency in each of the topics by completing the tasks and validate your answers with those shared at the end of the chapters. Make sure to complete the tasks in the sequence shared. Do not jump chapters and do not skip any of the tasks. Practice till your answers for each of the tasks are all marked correct.

Understanding IELTS

There are two versions of the IELTS test:

- ✓ **Academic Module:** This module is for candidates who wish to apply for higher education in institutions or universities in an English speaking country.
- ✓ **General Training Module:** This module is for candidates seeking entry to a secondary school, vocational training courses or for immigration to native English speaking countries.

Both the IELTS test versions include the following exercises:

- ✓ **Reading** and understanding written academic or training language
- ✓ **Writing** assignments in an appropriate style for university study or a training curriculum
- ✓ **Listening** to and comprehending spoken English language in an academic lecture format as well as in formal and informal conversational styles
- ✓ **Speaking** to peers and lecturers on general and given topics in formal and informal contexts

TOTAL TEST TIME: 2 Hours 45 Minutes

- ✓ **Listening:** 4 sections of ~40 questions in 30 minutes (+ transfer time)
- ✓ **Academic Reading:** 3 sections of ~40 questions in 60 minutes
OR
- ✓ **General Training Reading:** 3 sections of ~40 questions in 60 minutes
- ✓ **Academic Writing:** 2 tasks in 60 minutes
OR
- ✓ **General Training Writing:** 2 tasks in 60 minutes
- ✓ **Speaking:** 10 to 15 minutes

Checklist for First Timers

HOW TO PREPARE FOR IELTS

If you are preparing for your IELTS examination, it is important for you to go through a checklist for first timers on how to prepare for your tests. Here we bring you a handy list of tips and tricks to keep in mind:

i. Go back to basics: Ensure you go back to basics while starting with your preparation for IELTS. Take help from an expert coach on IELTS tips for speaking test, IELTS tips and tricks for reading, and most importantly, on how to improve your English for IELTS tests.

ii. Good knowledge of tenses is required: An important IELTS speaking tip to be kept in mind is a good knowledge of the tenses in the English language. Ensure you are well acquainted with the use of present, past and future tenses for your IELTS speaking and writing tests.

iii. Write a lot while leading up to IELTS tests: This is especially important for all candidates preparing for IELTS. Choose a topic and write on it. Take care of how you use the tenses, punctuations, verbs and nouns.

iv. Last 15 days before the main IELTS exam are very important: Whether you are preparing for the IELTS exam at home or under the guidance of a coach, the last 15 days before the main test are very important. Brush up on your speaking tips and IELTS tips and tricks for reading in these last 15 days.

v. Work on your spellings: The examiner is not only interested in knowing how well you speak and understand what s/he says, but will also judge you on your spellings. Your written IELTS test is, therefore, equally important.

vi. Work on your handwriting: No matter how well your tenses, nouns and spellings, everything will fall flat if your handwriting is not legible. Work on your handwriting as diligently as you prepare for all your IELTS examination components.

vii. Practice makes you perfect: Practice is what will help improve your English for IELTS. This is an important tip for IELTS writing, reading and speaking tests. Reading newspapers aloud, writing randomly on any topic that comes to your mind, speaking with your family and friends in English instead of your mother tongue are just some of the tips you can practice.

EDUFOLKS Tips

Watch as many British English TV programs as possible: Who says preparing for IELTS tests can be boring? Watching a lot of quality British English TV shows and movies is actually an easy and interesting way to improve your English.

Expert Speak on IELTS Basics

Here are a few basic pointers on how to tackle your IELTS examination straight from an expert coach.

5 Top Tips for Scoring High on the IELTS Reading Section

1. Use Time to Your Advantage

We advise you to do is to fill in the answer sheet as you go, not at the end.

Leave difficult questions for the end. Don't start reading the text before looking at the tasks. Read the tasks and questions first, before you read, and think about the information you need to find to answer those questions while you're reading.

Practice doing lots of reading tests. This way you'll know how to best divide your time and won't stress too much about working against the clock.

2. Read the Task Carefully

Whenever you start doing a task, make sure you read the instructions and the examples carefully. Here is what you should pay attention to in three of the most common task types: True/false/not given: If you select 'true,' then the whole sentence must be true. There are a few tricky questions in which not all of the details are true. Some may be true while others are false. In these cases, the answer will be 'false.'

Matching tasks: Don't cross out the options you've already used. This may seem like a fast way of doing the task but it can lead to mistakes. Instead, reconsider all the options for each question.

Gap filling tasks: Make sure you don't go over the word limit for each gap.

3. Get Better at Scanning

Scanning is a reading method that allows you to find information faster. When scanning, you no longer read everything word for word. You just move your eyes across the text smoothly in a wavelike motion. You don't stop to read details and you don't waste time with unnecessary information. Each paragraph has a main idea and that idea is expressed in the topic sentence. You don't have time to read all the details because most of them aren't needed to answer the questions correctly.

So, where do you find the topic sentence? Usually, it's the first sentence of a paragraph, but it can also appear at the end.

Scanning can also help you find key words and numbers fast. While numbers are usually easy to locate, with key words you have to use your memory to find the approximate location where you read that earlier and then look for the word being discussed in more detail.

4. Be Cool with Vocabulary

Don't panic if you come across unknown words. Even native speakers don't understand every single word in every text they read and that's okay because all those words don't matter most of the time.

Remember that this isn't a vocabulary test! When you're practicing reading anything or taking a IELTS practice test, do not use a dictionary. Make yourself complete all your reading practice first. Then, once you have completed the activity, you can return to the text and look something up afterward.

5. Improve Your Reading Speed

There's only one way to do this and there's no hiding from it: the more you read, the better and faster you get at reading. You're most likely going to discover that you understand everything you read much better!

Compiled by Kusum Wahi, Founder CEO, EDUFOLKS

Synonyms for few words

Nice- enjoyable, pleasurable, thoughtful, lovely, likely, pleasing, gracious, cordial, admirable, considerate

Good- excellent, amazing, wonderful, pleasant, marvelous, exceptional, fantastic, outstanding, terrific, splendid, stupendous

Bad- awful, rotten, naughty, dreadful, nasty, wicked, lousy, terrible, unpleasant, disagreeable

Sad- depressed, gloomy, miserable, cheerless, unhappy, gloomy, sorrowful, upset, tearful

Happy- cheerful, delighted, pleased, joyful, content, jovial, amused, merry, thrilled, elated

Laughed- giggled, chuckled, roared, howled, shrieked,

Like- admire, approve, adore, treasure, fancy, marvel, appreciate, respect, cherish, fond, desire, enjoy

Said- commented, replied, remarked, declared, stated, exclaimed, shouted, whispered, announced, responded, boasted, explained

Big- huge, giant, gigantic, enormous, large, massive, colossal, immense, bulky, hefty, tremendous, jumbo

Small- tiny, miniature, teeny, itty-bitty, miniscule, mini, minute, microscopic, skimpy, wee, baby

Ran- bolted, hurried, sprinted, logged, rushed, skipped, raced, fled

Walked- strolled, trotted, marched, glided, crept, hiked, paraded

Pretty- beautiful, gorgeous, appealing, cute, lovely, attractive, elegant, handsome, stunning, fair, dazzling

Looked- gazed, examined, glanced, viewed, observed, peeked, stared, watched, inspected, studied, noticed

Scared- afraid, frightened, spooked, horrified, startled, tearful, petrified, anxious, alarmed, terrified, shaken

CHAPTER 1

Lexical Resources

In this chapter, we talk about **Lexical Resources**, which is one of the four grading criteria that have an impact on your overall IELTS band score. You will be judged on different criteria, with each one affecting your band score.

EDUFOLKS Tip: To display a wide range of vocabulary, you must make sure not to simply repeat your own words or the words from the question.

The following tasks below have been designed to help you strengthen your lexical resources.

I: Avoiding Repetition

EDUFOLKS Tip: A good way is to use synonyms of words.

Which words from A–F below could be used to replace the underlined words in sentences 1–6?

A. stay B. indicate C. information D. dropped E. rise F. reduction

1. There was a sharp decrease in sales between 2007 and 2010.
2. The figures fell steadily over the next 10 years.
3. It is predicted that the numbers will begin to increase from 2025.
4. It is predicted that the numbers will remain the same for the next ten years.
5. The charts show how many people travelled by train in 1950 and 2000.
6. According to the data in the table, 2005 was the most successful year.

II: Using the Wrong Noun

EDUFOLKS Tip: Accuracy in vocabulary also involves using the most appropriate words.

Improve the accuracy of the sentences below by the underlined words with one of the nouns from this box below:

percentage number means method amount factors

1. The number of traffic on the road continues to increase.
2. The diagram shows the way for making canned food.
3. The amount of children who not have access to a computer at home is higher in villages than in cities.
4. The chart shows figures for four different ways of transport in India.
5. Another significant figure is the figure of the budget that the school spent on recruiting staff.
6. The chart clearly shows the reasons that led to the current energy problems.

III: Using the Wrong Form

EDUFOLKS Tip: Another accuracy problem occurs when you choose the right word, but use it in the wrong form.

Complete these sentences with the correct form of the words in brackets:

1. The _____ between the two is only 9%. (different)
2. This involved a great deal of hard _____. (work)
3. It shows areas we tend to take for granted in our _____. (life)
4. In the older group, there was a dramatic _____ in 2000. (increase)
5. The graph shows that the _____ rate of women increased far more than that of men. (attend)
6. There was a _____ decrease from 2005 to 2010, but overall it remained the same. (slight)
7. The figures show how many people in the area make use of the local _____ centre. (sport)
8. We often go on _____ trips to museums and art galleries. (education)

IV: False Friends/Confusing Words

EDUFOLKS Tip: False friends are words in English which are similar looking but have different meanings.

A. Fill in the blanks with the correct words.

The marathon runners moved _____ (through/threw) the _____ (gate/gait) and out onto the _____ (road/rode). As the early morning _____ (missed/mist) came down like a _____ (vale/veil) over the town, they were last seen going to _____ (council/counsel). The local _____ (passed/past) chambers before they disappeared from view.

B. Identify the false friend by underlining them. Write the correct word above the incorrect ones:

(*For example: In the first sentence, the correct word should be 'made' and not 'maid'.*)

It maid me sew mad because eye wanted the other team too win. The hole fielding team seamed to have to left feat and couldn't through the ball inn the write place. Never mined, next time they'll play batter.

V: Put the following describing words in the right column.

diverse disastrous spoilt biased accomplished vulnerable productive realistic
confusing irrelevant sophisticated harsh catastrophic efficient monotonous
distorted thorough influential prominent dated

Positive	Negative

VI: Match sentences below (1-10) with a second sentence from A-J:

(For example: Use the keywords in bold to help you.)

1. A lot of people are allergic to nuts.	A. This is because they are cultivated naturally, without using any chemical fertilizers or pesticides.
2. Many people do not trust genetically modified foods.	B. There wasn't enough to feed everyone affected by the disaster.
3. Organic vegetables are more expensive but are better for you.	C. They are not sure that altering the composition of cells to change certain characteristics is safe.
4. We refuse to eat battery chickens .	D. It's good to know that the animals were given enough space to express their natural behaviour.
5. We prefer to eat free range meats.	E. Terrible weather conditions have prevented the crops from ripening and reduced the yield.
6. The harvest has been very bad this year.	F. A lot of people are in hospital as a result.
7. Following the floods in Mozambique, there was a terrible scarcity of food.	G. Unfortunately, a diet of burgers, pizzas and fried chicken is not very healthy.
8. There has been an outbreak of salmonella, listeria and other food poisoning in Perth.	H. They physically react very badly.
9. Too many people don't eat a balanced diet .	I. This is because they spend their life confined in a small cage.
10. Fast food is popular.	J. They don't consume sufficient quantities of the different food groups.

VII: Describing the Information

Look at extracts 1-8 from different reading passages and match them to the type of information A-H that best describes them.

1. Water is forced at pressure through a narrow pipe. The water hits the top of the water wheel, causing it to turn.	A. The findings of the study
2. The water is warm thanks to a natural hot spring beneath the riverbed.	B. The method used in research study
3. Our study looked at the surrounding environment while previous researchers have concentrated on diet.	C. The reaction to something
4. We achieved this by weighing the animals both before and after periods of exercise.	D. A description of a habitat
5. They live in dark, humid areas and so tend to be found in and around tropical rainforests.	E. The difference between current and past studies
6. A month later, we were able to test it again and the results showed a significant change in temperature when the insulation was used.	F. A description of how something works
7. After ten years, they gave up. The experiment had failed and, as a result, the public grew angry at the waste of public funds.	G. The cause of something
8. It takes 35 days for the chick to leave the nest and fly.	H. The amount of time needed for something

VIII: Match the work-related 1-12 with definitions A-L.

1. hospitality	A. to stop working- usually because of age
2. retail	B. the type of work done with your hands
3. redundancy	C. to hire or employ a person for a job
4. retire	D. the industry related to shops
5. consumer	E. the person who provides you with work
6. customer	F. industry related to hotels and restaurants
7. manual	G. the loss of a job due to a business closing
8. shift	H. a person who uses goods
9. employee	I. a staff member
10. employer	J. time by which work must be completed
11. deadline	K. a person who buys goods
12. recruit	L. a person's scheduled period of work

Speaking Task: *Describe a festival in your country. You should include:*

- *The reason or origin of the festival*
- *When it is celebrated*
- *What people usually do during the festival*

Sample Answer

*I would like to talk about the singles festival we have in China. **If I remember correctly**, I think the festival has its origins in a university dorm, and the male students started celebrating the fact they are single.*

***I believe that** this party or celebration quickly started to spread to other places. **To be honest**, I think it all happened quite quickly. It's celebrated on the 11th of November because the digits all look like singles, 1111. I also believe that this is a quiet time of the year for **commercial retailers**, this could be one reason why it **caught on** so fast.*

*It is largely a **commercial** event, we have plenty more festivals such as Spring Festival, or the Chinese New Year festival, whereby there are lots of fireworks, gifts and communal eating.*

*I think each region has its own particular way of celebrating, **for example** in the north they eat dumplings **whereas** in other regions they give red envelopes which contain money.*

***Sorry, I am getting off track**, people will largely just buy things **products, services and even holidays**, this is all largely conducted through the internet. In fact **if I remember correctly**, I think it's the biggest online shopping event in the world. Lots of online retailers **such as Alibaba and JD.com** launch **massive campaigns** and offer **huge discounts** to lure and attract single shoppers.*

*I think they also **target** couples too **nowadays**, **but I cannot be 100% certain about that**. And that's my talk about a festival in China, I hope you liked it.*

Few more examples of lexical resources-

Words or expressions which have a similar meaning – these are often important in all modules of the IELTS test – a thesaurus can help develop more awareness of this.

I would like to work for a large company / giant firm when I gain experience.

He is an actor who is famous worldwide / globally / internationally / universally.

Our goal / target / objectives to reduce debts to a minimum.

The results / findings / outcomes of many investigations make the same conclusion.

The interpretations / explanations / analysis of experts in this area differ.

KEY TAKEAWAY

Understanding Lexical Resources: Lexical resources form part of the scoring category that measures vocabulary. This assesses the accuracy and range of the vocabulary you use, apart from assessing you on your ability to use words in the right context. The larger your vocabulary, the better your chances of being rewarded with a high score!

CHAPTER 2

Punctuation Marks/Word Order

With instant messaging becoming an integral part of our daily communication today, we have settled for short forms of words and punctuations are almost always ignored. If you are preparing for your IELTS, it is imperative you do not skip studying the basic rules of punctuations. Any laxity here would have a direct impact on your marks, which can go down to as low as 2.0 in the grammar column!

EDUFOLKS Tip: You must start a new sentence with a capital letter and end it with a punctuation mark. If you refer to people's names, place names and any name in general, you have to use a capital letter, because proper nouns begin with a capital letter.

I: Punctuate the following sentences, using capital letters and full stops where necessary.

1. mary threw the sauce out of the window, right onto john's head
2. belgium and france fought over who would host the olympic games
3. noah landed his ark on mount sinai when the flood waters receded
4. mr jones visited doctor barnsley on wednesday
5. advertisement and documentaries are shown every day

EDUFOLKS Tip

A comma is used:

- To separate parts of sentences
- After linking words
- Before or after the name of the person you are speaking to
- Before peasantries like 'please' and 'thank you'
- After 'yes' and 'no'

II: Add necessary commas to the sentences below.

1. Being first to arrive he sat down in the front row.
2. Having washed her face she brushed her hair.
3. Frightened by the explosion the soldiers bolted to their dug-out.
4. Exhausted after the cross-country competition they lay down to rest.
5. Leaping the fence she raced across the fields to her home.
6. Dr Brookes and Mrs Johnson the receptionist are doing a sponsored run.
7. Served with milk and sugar cornflakes are a great breakfast.
8. Bruce told her to be quiet she started to growl.
9. Tom began to sing and I decided to study on my own.
10. I like bacon eggs sausage fried toast and orange juice for my breakfast.

EDUFOLKS Tip: An exclamation point is to be used at the end of the sentence to convey a feeling of surprise or fear. Also, you use an exclamation point instead of a full stop.

III: The followings are situations in which an exclamation mark could be used. Think up a suitable interesting exclamation for each situation:

(For example: Lost – “Help! I think I’m lost!”)

1. Got high band score- _____
2. Fire in a house- _____
3. Accident- _____
4. You checked the result- _____

IV: Write interesting questions to which the sentences below could be the answers:

1. _____

He was caught taking bets on how many runs he was going to make.

2. _____

They were given a life sentence and they both deserved it.

3. _____

Tea leaves contain tannins.

V: Semicolon

EDUFOLKS Tip: The semi-colon separates two groups of words which could be two sentences, but which are so closely linked in subject matter that a full stop would be too strong. For example- The criminal surrendered; he was defeated.

The semi-colon is also used in a list when commas are already needed in the phrases contained in that list. For example- You need: four eggs, lightly beaten; one spoon of nutmeg, grated finely; and a pint of milk.

A. There are ten pairs of sentences in the following exercise. Each pair of sentences has been joined together using a conjunction. Rewrite each pair replacing the conjunction with a semi-colon. Check that each side of the semi-colon can stand as a sentence in its own right.

1. Sara watched television after she had finished her homework.

2. The baby was crying because he was hungry.

3. The old man shivered violently because it was bitterly cold.

4. Mother told him to brush his hair which was a total mess.

5. She read the book which was an adventure story.

6. The children went home tired and hungry because they had enough.

7. I shall take some books back now but the others will have to wait.

8. She had worked hard for the exam and she hoped it would be enough.

B. Insert semicolon where required.

1. The two countries had been at war for a decade breaking peace would not be easy.

2. There was a big traffic jam cars were barely moving around town.

3. I hope I get a lot of presents today is my birthday.

4. The war is imminent the armies are ready.

EDUFOLKS Tip: Apostrophes are used to show where letters have been left out of words.

E.g.: They're = They are Can't = Cannot I've = I have

Apostrophes are to indicate possession. - The dog's tail = The tail of the dog

VI: Contract the following words. (he is = he's)

he is = _____

we will = _____

we are = _____

I am = _____

does not = _____

you will = _____

were not = _____

they have = _____

I will = _____

have not = _____

it will = _____

could not = _____

VII: Add apostrophes to these sentences where needed:

1. Its the boys turn to go first because the girls went first last time.
2. He was never allowed to forget the time he went into the ladies changing room by mistake.
3. Put all the babies pictures together so we can pick out a winner.
4. People always seem to find footballers haircuts very interesting.
5. The nurses meeting went on for three hours.

VIII: Word Order: Put the words in the correct order to complete the sentences 1-5.

1. The male / the main income earner / was / in the last century

2. are / extended families / Do you know / welcomed in Japan? / whether

3. gives / benefits / poorer families / The government / to

4. always / don't / get on well / Family members

5. by men and women / Household tasks / often / shared / are

IX: Put the words in brackets in the correct order.

1. I _____ sugar in my tea. (take/not/usually)
2. 'Where's Jim?' 'He _____ home early.' (gone/has/probably)
3. Ann _____ very generous. (is/always)
4. Tim is a good pianist. He _____. (very/sing/also/well/can)
5. Our tv _____ down. (breaking/always/is)
6. We _____ a long time for the bus. (to/have/always/wait)
7. My sight isn't very good. I _____ with glasses.
(read/can/only)
8. I _____ tomorrow. (probably/early/leaving/will/be)
9. I'm afraid I _____ come to the party.
(to/won't/probably/able/be)
10. If we hadn't done it, we _____ each other.
(never/met/might/have)

KEY TAKEAWAY

Understanding Punctuation: Punctuation marks form an important part of the written language. There are more than a dozen punctuation symbols in the Roman script (that most European languages use) with their specific rules and usages. Incorrect use of these specialised symbols can completely change the meaning of sentences, altering the overall communication.

CHAPTER 3

Verbs

A verb is an important part of any sentence. This accentuates the importance of knowing when and how to use the verbs as you prepare yourself for your IELTS examinations. Although you will not be tested directly on ‘verbs’, it forms a part of your grammar score and incorrect use of verbs can automatically impact your overall band score.

EDUFOLKS Tip: A main verb will express actions, emotions or ideas and it usually comes right after the subject.

Complete the following tasks to check how well you understand verbs.

I: Subject Verb Agreement- Check and correct the subject and verb agreement where necessary in the following sentences.

1. The pen and the paper is on the desk.
2. The box of chocolates are on the shelf.
3. There are many parcels in the box.
4. Our institute, Edufolks have ten computers.
5. Every one of the students have practised very hard.
6. The skill of understanding communications is crucial to good business.
7. Not many people know the truth about the lifestyles of the rich.
8. The number of people who are mobile phone owners rise every year.
9. It used to be thought that learning languages are a waste of time.
10. Many success stories are due to hard work.
11. She is taking the test twice because she believe it is best to have a trial run.
12. In the '50s, the comedy team of Abbott and Costello were world famous.
13. Every day there is another driver who loses his driving licence due to speed.
14. None of the students sit at the back of the theatre.
15. No one know why economics are more important now than in the past.
16. Neither of the debates were successful.

II: Match the followings.

1. None of the storm victims	A. are evaluating the annual report.
2. Either the romantic comedies or the actions film	B. is excited about the performance.
3. Everyone in the modern dance class	C. are going to win the movie award.
4. Two- thirds of the band members	D. is going to get government aid.
5. Anyone born in the United States	E. is scheduled to be shown on TV tonight.
6. Half of the class	F. isn't ready for the exam.
7. The committee members, along with the company president,	G. want to change musical style.
8. Some of the more recent history books	H. is eligible to become president.

III: Pick the right verb.

1. An employee who **works/work** overtime **is/are** more likely to get promoted than one who **do/doesn't**.
2. It **is/are** difficult to find a job without work experience.
3. Students often **find/finds** it hard to focus in exams.
4. Many children from single-parent families **are/is** more independent than their peers.
5. Walking and swimming **have/has** been shown to help people lose weight.

IV: Opposite Verbs- Replace the words in bold in these sentences with a word mentioned below which has an opposite meaning. Not all words will be used.

withdrew • fell • rewarded • loosened • refused
 • denied • deteriorated • abandoned • forbade • lowered
 demolished • retreated • refused • simplified • defended • rejected

1. They **accepted** the offer of a ceasefire.
2. He **admitted** telling lies in his original statement.
3. The army slowly **advanced**, leaving a trail of devastation in its path.
4. They **agreed** to meet to discuss the future of the organization.
5. The minister **attacked** his party's policies in a speech in Parliament.
6. The apartment blocks they **built** were the ugliest in the city.

7. He **complicated** matters by rewriting the original proposal.
8. They **continued with** their plans to assassinate the king when he opened the parliament.
9. He **deposited** Rs 7,000 - half his college fees for the forthcoming year.
10. Relations between the two countries have **improved** considerably in the last year.

V: Stopping something- For each of the examples 1-15, choose an appropriate verb from the box which best fits the description and can be used in the sample sentence:

back out • sever • quash • suppress • deter • dissuade • give up • cancel
 remove • turn down • put an end to • delete • repeal • rescind • deny

1. To cut out part of a document, a computer file, etc.
 To stop your hard disk becoming too full, you should _____ any unwanted programs.
2. To officially end a law so that it is no longer valid
 The new government Bill seeks to _____ the existing legislation.
3. To discourage someone from doing something
 The threat of severe punishment didn't _____ the thieves from striking again.
4. To persuade someone not to do something.
 The college tries to _____ students from entering exams which are not suitable.
5. To annul or cancel a contract or agreement
 The committee decided to _____ its earlier resolution on the use of its premises.
6. To limit or suddenly stop something, such as a person's freedom
 The government attempted to _____ the democracy movement by arresting its leaders.
7. To refuse something which is offered
 You should never _____ a good job when it's offered to you.
8. To decide not to support or be part of a project or activity after you have agreed to do so
 We decided to _____ when we discovered the company was in financial difficulty.
9. To state that something is not correct
 Before his trial, his lawyer advised him to _____ embezzling company funds.
10. To stop something which has been planned.
 There is no refund if you _____ your holiday less than three weeks before the date of the departure.

VI: Phrasal Verbs- Use the phrasal verbs from the box to complete the text below:

bring in build up clog up with cut down deal with get together shot up
set up stamp out

One problem in many big cities is that traffic can _____ in the mornings. By the rush hour, the roads can be _____ cars, and it can take a significant amount of time to get to work or university. One way to _____ the number of cars on the roads is to _____ a congestion charge, which is a system where drivers have to pay a sum of money to be allowed to drive into the city centre.

Another issue is the problem of rising crime. In many cities, the crime rate has _____ in recent years, and the police find it hard to manage the number of cases they have to _____. One possible solution is for local people to _____ neighbour-watch schemes. These are where people in a neighbourhood _____ and take turns to patrol the area at night, in order to try to _____ crime where they live.

KEY TAKEAWAY

Understanding Verbs: A verb is a kind of word that tells you about an action or a state. Every sentence has a verb. There are two main functions that a verb can play: there are those verbs that put a subject into motion and other verbs offer more clarification on the same subject. A verb must have a specific tense.

- Present tense means that the action is actually being carried out at that moment
- Past tense means that the action has already taken place
- Future tense means that the action will be carried out at a later time.

CHAPTER 4

Adjectives

Like verbs, adjectives too form an important part of a sentence. Adjectives have several functions – from describing/quantifying the meaning of nouns to that of noun phrases and even pronouns. An adjective also modifies a noun/pronoun. They may come before/after the word they modify.

EDUFOLKS Tip: The use of adjectives can add life to your essay, report, letter or speech.

Complete the tasks below to learn more about adjectives.

I: Look at the following list and decide whether we are talking about something big or something small.

1. a minute amount of dust _____
2. a minuscule piece of cloth _____
3. an enormous book _____
4. a mammoth job _____
5. a huge waste of time _____
6. a vast room _____
7. a gigantic wave _____
8. a tiny car _____
9. a monumental error _____
10. a colossal statue _____
11. plenty of food _____
12. dozens of times _____
13. a narrow alleyway _____
14. a giant building _____
15. a wide avenue _____
16. a broad road _____
17. a vast crowd of supporters _____
18. tons of work _____
19. a great deal of time _____

II: Look at the following list of words and decide what the correct adjective form is – whether it is A, B or C:

1. sphere _____ A. spherous B. spherical C. spherocous
2. cube _____ A. cubed B. cubous D. cubical
3. cone _____ A. conacular B. conous C. conical
4. rectangle _____ A. rectanglous B. rectanglis C. rectangular
5. triangle _____ A. triangular B. trianglous C. triangled
6. circle _____ A. circled B. circulous C. circular
7. square _____ A. square B. squaret C. squarous
8. cylinder _____ A. cylindrous B. cylindal C. cylindrical

III: Look at these sentences and decide whether the statement that follows each one is true or false: Both statements should have the similar meaning.

1. The population of the country has trebled in the last 25 years.
There has been a dramatic increase in the number of people living in the country.
2. Unemployment has dropped by about 2% every year for the last six years. There has been a steady decrease in the number of people out of work.
3. The government has spent a lot of money improving roads around the country.
There has been a deterioration in the national road system.
4. The number of exam passes achieved by the school's pupils has risen by almost 50%.
There has been a decline in the number of exam passes.
5. American travellers abroad have discovered that they can buy more foreign currency with their dollar.
There has been a weakening of the dollar.
6. It is now much easier to import goods into the country than it was a few years ago.
There has been a tightening up of border controls.
7. We're increasing our stocks of coal before the winter begins.
We're running down our stocks of coal.
8. Prices have gone up by about 4% every year since 1998.
There has been a constant rise in the rate of inflation.
9. The pass rate for the exam was 3% lower this year than it was last year.
There has been a sharp fall in the pass rate.
10. The alliance are going to reduce the number of conventional weapons in their armed forces.
The alliance are going to build up the number of weapons they have.

IV: Opposites- Use any of these adjectives provided below to indicate the opposite meaning to the highlighted words in the sentences below.

scarce • easy • approximate • dim • compulsory
delicate • innocent • detrimental • reluctant • crude
even • marked • graceful • clear • flexible

1. The meaning of his words was quite **ambiguous**.
2. According to his colleagues, he's a very **awkward** person to deal with.
3. When she first started dancing, she was very **awkward**.
4. His policies were **beneficial** to the economy as a whole.
5. We need **exact** figures before we embark on a new venture.
6. The jury decided he was **guilty** of the crime.
7. Add up all the **odd** numbers between 1 and 20 to get a result.
8. Despite the weather, supplies of food after the harvest were **plentiful**.
9. The laws protecting the green belt around the city are very **rigid**.
10. There is a **slight** difference in the way the company is run these days compared with a few years ago.
11. The device is very **sophisticated** and should only be operated by someone who is familiar with it.
12. The spices used in the production of some international dishes have a very **strong** flavour.
13. The **strong** light from the torch picked out details on the walls of the cave.
14. Attendance at afternoon classes should be **voluntary**.
15. A lot of students are **willing** to attend classes on Saturday morning.

Three Forms of Adjectives

Positive	Comparative	Superlative
big, tall, easy, bad, good, careful, important	bigger, taller, easier, worse, better, more careful, more important	biggest, tallest, easiest, worst, best, most careful, most important

V: Complete the sentences below by using the correct comparative or superlative form of an adjective from the box. Some adjectives can be used more than once. Write no more than 3 words.

beautiful	bad	good	communicative	fast
expensive	cheap	happy	sustainable	healthy

- a. Travelling long distances by train is generally _____ travelling by plane, so it's a more common choice for less well-off people.
- b. _____ player on the team costs a lot of money.
- c. Many people say that Mediterranean cuisine is _____ northern European cuisine because southern European food is often much lighter.
- d. The first time I saw her I thought she was _____ girl I had ever seen.
- e. The phone signal is bad, so don't call. It's _____ to e-mail their online customer care department instead.
- f. _____ way to solve the problem is to speak to him personally if you don't have much time.
- g. You will make the problem _____ if you don't talk to him.
- h. In my experience the _____ students will become the most confident English speakers.
- i. _____ couple I know are my neighbours, who have been happily married for 23 years!
- j. I would be _____ about the situation if I knew exactly what the clients wanted.

KEY TAKEAWAY

Understanding Adjectives: Adjectives are words that describe the quantities, qualities or the states of being of nouns.

CHAPTER 5

Prepositions and Conjunctions

Along with the study of verbs, adjectives, nouns and pronouns comes the study of prepositions and conjunctions. Knowledge of prepositions and conjunctions is important. An error in their implementation can affect your grammar score which eventually has a negative impact on your overall band score.

EDUFOLKS Tip: There are approximately 30 commonly used prepositions. It is very helpful to memorise them. Refer to the list shared here:

about, above, across, after, against, among, around, at, before, behind, beside, between, by, down, during, except, for, from, in, near, of, off, on, over, through, to, toward, under, up and with

Complete the following tasks to check how well you can spot the prepositions.

I: Circle the prepositions in the following sentences: (Hint: There may be more than one per sentence!)

1. The congregation went with the pastor to the church hall.
2. The arrogant lad ran after the village girl.
3. Jacob threw the baseball across the road.
4. The caretaker found the manuscript under the paper.
5. The frog jumped off the stone.
6. The name of Jesus is holy.
7. During the party, my half- brother played many games.
8. The police followed the speeder into the parking lot.
9. The boat sailed down the river.
10. The street light at the corner is broken.
11. "Over the river and through the woods," sang the chorus.

II: Since and For

- **Since** is used to give the starting point of actions or events that continue up to the moment of speaking. It is a point in time. (E.g. June, 1976, etc.)
 - The members haven't seen him since his birthday.
 - The players haven't played soccer since May.
- **For** is used to talk about a period of time continuing up to the present. It is used with length of time (e.g. four years, two months, etc.)
 - Kethal has studied English for only six months.
 - Bernie hasn't come to academy for two days.

More Example Sentences

- Jacky has been ill **for** two weeks.
- They have not seen my son **since** the beginning of the year.
- I haven't been to Germany **since** I got married.

Complete the following sentences, using for or since.

1. We have lived in Delhi _____ 2005.
2. Demi has become very annoying _____ she quit smoking.
3. We haven't seen Danny _____ two weeks.
4. The dog hasn't had any food _____ 3 o' clock.
5. We stayed in the motel _____ two days.
6. I haven't received any mail _____ a week.
7. Edi has done a lot of work _____ he joined us.
8. It hasn't rained _____ weeks.
9. I haven't eaten anything _____ yesterday's breakfast.
10. My step mother has been taking care of me _____ I was born.

III: Fill in the blanks with an appropriate conjunction or preposition; some sentences may have many options.

1. Sami couldn't qualify for the race **in spite of/however/although** having trained very hard.
2. Rahim couldn't pass the exam **in spite/although/despite** he worked very hard.
3. My manager sat **facing/in front of/opposite me** across the table.
4. **As soon as/No sooner/Hardly** did he start going out with her, she fell in love with another guy.
5. I was hardly inside the house **when/afterwards/than** the lights went out.
6. **No sooner/ Scarcely /Hardly** had I closed my eyes when the dog started barking.
7. She has been a go-getter **since/from** her childhood.
8. The shop was open **since/from** the morning.
9. We had to cancel the picnic **due to/owing to/because of** bad weather.
10. He doesn't care **of/for/about** his appearance.
11. She is **at /for/in** the Harvard School of Business.

IV: Choose the correct answer.

1. My best friend, John, is named _____ his great-grandfather. after/to/about
2. My parents have been married _____ twenty years. since/for/until
3. He usually travels to Kerala _____ train. by/at/with
4. You frequently see this kind of violence _____ television. with/in/at
5. I told mother we would be home _____ about an hour or so. to/in/at
6. I was visiting my best friend _____ the hospital. of/at/in
7. The professor _____ America was a great English teacher. from/of/in
8. I'll see you _____ home when I get there. in/by/at
9. It has been raining _____ summer was over. for/until/since
10. What are the main ingredients _____ this dish? about/of/to

V: Use of Prepositional Phrases in Academic/General Writing

e.g. Labour costs are rising and manufacturers have to relocate their factories to places with cheaper labour costs. (because of)

>> Because of rising labour costs, manufacturers have to relocate their factories to places with cheaper labour costs.

1. We have done a study and found that there is a significant relationship between school shootings and playing violent video games. (According to)

2. We put a great effort into the project but we still failed to finish it before the deadline. (in spite of)

3. We finally obtained the government assistance and we were able to use an up-to-date sampling frame from which to select our sample. (as a result of)

4. Many countries around the world are facing economic downturns. However, China's economy has recorded phenomenal growth for five consecutive years. (in contrast to)

5. Our key projects proceeded successfully because we paid great care and attention to details. (with)

KEY TAKEAWAY

Understanding Prepositions and Conjunctions: A preposition is a word placed before a noun or pronoun to show its relationship to other words in a sentence. A preposition is always followed by a noun or a pronoun.

CHAPTER 6

Cohesive Devices: Linkers

Writing or speaking non-stop with words unrelated to each other can be detrimental for your band score. For sentences to make sense, it is important that you understand when and where ‘cohesive devices-linkers’ are to be used.

EDUFOLKS Tip: 25% of your marks in both parts of the writing test depend on the cohesive devices you use. It is important to appropriately use linking words to structure your essay, report or letter.

Complete the following tasks to understand how best the cohesive devices can be put to use.

I: Cohesive Devices- Fill in the linkers in the correct column. The first one has been done for you:

~~moreover~~ such as although for instance indeed therefore despite
 consequently in spite of in addition thus as a result similarly to illustrate this
 nonetheless in fact whilst hence furthermore though

to add more /clarify a point	to show contrast / present the opposite view	to give an example	to draw conclusion / produce result
moreover			

II: Using Unless/Otherwise

Examples: Unless/Otherwise

1. **Unless** we can attract more talented young people into this kind of teaching, our children’s education **will** start to suffer.
2. Actions must be taken urgently, **otherwise** our societies **will** face even greater health problems in the future.

A. Rewrite these sentences using *unless* or *otherwise* as shown in brackets:

1. If governments don’t spend money on improving public transport in big cities, traffic congestion will only get worse and worse. (unless)

2. We must recycle more. If not, the amount of rubbish we throw will get out of control. (otherwise)

3. If nothing is done to crack down on people who drop litter, our urban environment will continue to be dirty and full of rubbish. (unless)

B. Rewrite this sentence twice, once using *unless* and once using *otherwise*:

If we don’t raise teachers’ pay, fewer and fewer people will choose to become teachers.

1. Unless we

2. We should

Write your own sentences with the words- *unless* and *otherwise*.

III: Fill in the blanks with a suitable contrast connector (whereas, but, although, however, despite, in spite of, on the other hand)

1. _____ Andrew was warned of the risks, he decided to travel alone to South America.
2. Maria did not get a promotion _____ her qualifications.
3. Zambia is a land-locked country, _____ Kenya has a coastline.
4. On the one hand, you could rent a flat instead of buying one. _____ you are always at the mercy of landlords.
5. This restaurant has a good reputation, _____ that one does not.
6. The city has a 50 kph limit. _____, people are often caught speeding.
7. You won't be forgiven _____ your apology.
8. We couldn't find a house to buy _____ we looked at quite a few.
9. He always looks so lonely and sad _____ his popularity.
10. He is quiet and shy, _____ his sister is lively and talkative.

IV: Join each pair of sentences with 'although'.

1. Young generation is adapting new trends. These styles are not always in their favour.

2. The migrants never learnt Spanish. They lived in Spain for many years.

V: Choose the correct conjunction from the bracket.

1. I bought a cake _____ I was hungry (although, because, though).
2. _____ we don't know the way, we should look at the map (Since, Due to, In case).
3. Stand still _____ I can brush your hair. (so, so that, in order to).
4. I shall enjoy the race, _____ if I don't win it. (although, even, though)

KEY TAKEAWAY

Understanding Cohesive Devices – Linkers: To explain in simple terms, cohesive devices are called linking words, such as 'in conclusion', 'however', 'moreover', and 'for example'.

CHAPTER 7

Phrases & Idioms

While preparing for IELTS Speaking test, the use of idioms and phrases play an important role in helping you score high. An appropriate use of idiom and phrases signifies that you are comfortable with the use of English language though it needs to be pointed out that inappropriate use of these can have a negative impact on your band score.

EDUFOLKS Tip: Idioms, at times, may seem and sound grammatically unusual.

I: Synonyms for Phrases- Read the two passages and find synonyms for the phrases mentioned below.

To sum up, in my view, the shortage of teachers in secondary schools is a serious problem, and unless we can attract more talented young people into this kind of teaching, our children's education will start to suffer. Governments must take steps to deal with the problem as soon as possible.

All in all, there is no doubt that obesity is an increasingly worrying issue, affecting both children and adults. As I see it, governments, parents and schools all have a role to play in tackling the problem. Actions must be taken urgently, otherwise our societies will face even greater health problems in the future.

1. in conclusion (two phrases)- _____
2. In my opinion (two phrases)- _____
3. Start to solve the problem- _____
4. It is clear that- _____
5. A problem which is more and more serious- _____
6. Governments, parents and schools should all do something- _____
7. We must act quickly- _____

II: Time Clauses- Use the time clauses to complete the sentences. Pay particular attention to the words that come before or after the time clause.

A. One action or situation occurring before another action or situation

prior to previously earlier formerly precede by the time

1. _____ the advent of the Industrial Revolution, pollution was virtually unheard of.
2. _____ the army had restored order, the city had been almost completely devastated.
3. _____ known as Burma, the republic of Myanmar is undergoing a slow and painful political transformation.
4. A sudden drop in temperature will usually _____ a blizzard.
5. It was my first trip on an airplane. _____ I'd always gone by train.
6. The Prime Minister made a speech praising charity organizations working in Mozambique. _____ that day he had promised massive economic aid to stricken areas.

B: One action or situation occurring at the same time as another action or situation

while/as/just as during/throughout
in the meantime/meanwhile at the very moment/during the moment

1. _____ the minister was making his speech, thousands of demonstrators took to the streets.
2. _____ the speech, they jeered and shouted slogans.
3. The minister continued speaking. _____ the police were ordered onto the streets.
4. He finished the speech with a word of praise for the police. _____ people began throwing bottles and bricks, and the riot began.

C: One action/situation occurring after another action/ situation

afterwards as soon as following

1. _____ the earthquake, emergency organizations around the world swung into action.
2. _____ the stock market collapsed, there was panic buying on an unprecedented scale.
3. The gold rush lasted from 1896 to 1910. _____ the area became practically deserted overnight.

III: Match the words and expressions in the box with a suitable definition mentioned below:

1. current affairs 2. reporters 3. journalists 4. tabloids
5. broadsheets 6. coverage 7. information overload 8. broadcasts
9. web 10. website 11. download 12. the Internet 13. log on

- A. large-format newspapers
- B. small-format newspapers
- C. people who write for newspapers or periodicals
- D. the amount of space/time given to an event in newspapers or on television
- E. the political situation as it is now
- F. radio or television program
- G. to enter a password and start to access a computer system
- H. journalists who write reports of events for a newspaper/periodical
- I. the pages and sites which display text and images within the Internet
- J. to transfer pages from a web site onto your own computer
- K. the international network linking millions of computers
- L. a modern expression referring to the inability of a human to process everything he or she hears and sees
- M. a collection of related pages on the World Wide Web created by a company, organization or individual

IV: Underline the correct word or phrase in the sentences below.

1. In my opinion/Unfortunately the number of students leaving university without completing their degrees is rising.
2. Certainly/Surprisingly, my boss agreed to come when I invited him.
3. We are worried about the plans to build a new shopping centre here. According to/Apparently my friend they want to knock down some of the houses.
4. We can not say for sure but definitely/perhaps an advertising campaign would encourage people to recycle their waste more.
5. Overall/Luckily, we can see that the experiments done by the early scientists have had a great effect on our lives today.

V: Practice idioms- Below are some commonly used idioms you can practice using in your writing and speaking.

1. **Over the moon:** To be extremely pleased or happy
E.g.: I was **over the moon** when I passed my speaking test.
2. **Once in a blue moon:** Happens very rarely
E.g.: A student will get a 9.0 in the IELTS writing test **once in a blue moon**.
3. **A piece of cake:** Very easy
E.g.: Getting a band 6.0 in the speaking test will be **a piece of cake**.
4. **A drop in the ocean:** A very small part of something much bigger
E.g.: Just learning idioms is **a drop in the ocean** when it comes to preparing for the speaking test.
5. **Actions speak louder than words:** It is better to actually do something than just talk about it
E.g.: Lots of people have great business ideas but do nothing about them. **Actions speak louder than words**, just do it.
6. **Back to the drawing board/square one:** When you attempted to do something but failed and have to try again
E.g.: I got 4.5 in reading! Oh well, **back to the drawing board/square one**.
7. **Put all your eggs in one basket:** Put all your money or effort into one thing
E.g.: Don't **put all your eggs in one basket**. You should apply to lots of different universities.
8. **The in thing:** Something fashionable
E.g.: The new iPhone is really the **in thing** at the moment.

VI: Choose the correct option.

1. After a good night's sleep, she woke up feeling as fresh as a daisy.
(a) quiet and still (b) bright and cheerful
(c) nice and clean (d) sure and confident
2. It was a serious operation but he made a complete recovery and was soon as fit as a fiddle.
(a) in careful health (b) in easy health (c) in quiet health (d) in good health
3. When she left school, she found she could do what she liked and be as free as air.
(a) totally free (b) quite free (c) almost free (d) somewhat free
4. Suddenly the car leant to one side and when he got out, he saw there was no air in one tyre that was as flat as a pancake.
(a) a little flat (b) completely flat (c) slightly flat (d) practically flat
5. The baby sitter had no problem with the children because they were as good as gold the whole evening.
(a) very quiet (b) well spoken (c) well behaved (d) very clean
6. He wanted to make sure that his car looked good, so he made sure it was as clean as a whistle before he sold it.
(a) spotty (b) spotted (c) spotting (d) spotless
7. The one thing you could be sure of was that he would not behave in a normal way he was in fact as daft as a brush.
(a) completely swept (b) completely mad
(c) completely brushed (d) completely strange
8. We really didn't expect to see him at all that night but then suddenly he appeared as large as life.
(a) looking big (b) looking fat (c) in person (d) in fact
9. You could always rely on her because in any situation she stayed as steady as a rock.
(a) totally dependable (b) totally still (c) totally motionless (d) totally stiff
10. As he was as strong as a horse, he was able to lift the carriage up and let the trapped man out.
(a) very agile (b) very strong (c) very short (d) very small

KEY TAKEAWAY

Understanding Idioms and Phrases: A group of words bounded together in a short sentence that over a period of time has acquired a meaning or signifies something is called an idiom. Individual words that form an idiom are not supposed to convey any clear meaning.

CHAPTER 8

Spellings

The correct pronunciation of words during the IELTS speaking test and the correct spelling of words during the IELTS writing test can prove to be a challenge for non-native English speakers. It is only through practice that you can learn how to break up a word to get the spelling right.

EDUFOLKS Tip: Writing scores are determined 25% by vocabulary which includes spelling accuracy. Too many spelling mistakes can also seriously bring down your IELTS score.

I: Incorrect Spelling- Underline the incorrectly spelt word and write the correct one on top:

*[*Hint: The first one has been done for you.]*

arguable

- A. It is arguable whether good pronunciation is more important than good grammar and vocabulary. Conscientious students balance their acquisition of these skills, hoping to achieve both fluency and accuracy. Teachers should encourage these students to practice all the language skills.
- B. It is becoming increasingly difficult for many to find decent accommodation in London at a price they can afford. To put it simply, most people just don't have the necessary funds. Organisations such as Home Front can offer advice, but it is widely agreed that the situation is no longer manageable. The fact that city councils are building cheap, temporary housing for lower-paid professionals is the only official acknowledgment of this problem.

II: Spelling Errors- Point out all the spelling errors in the following sentences and correct them.

A. Studing a language in a contry wehre it is widly spoeken has meny advaintages.

B. Most oversees studnts lern Engerish at secondry skool or at unversity nowdays.

C. There knowlege of grammer is off en quiet advansed wich is certainly usefull when foriegners come to life in an Inglesh-spekin envirenment.

D. In Britain there are many opportunities to practice listening to and speaking English.

E. It is preferable to make friends with a native speaker in order to practice conversation.

F. A reasonable level of English can be achieved quickly if a student is dedicated to study.

III: Correct Spelling- Only some of the following words are spelt correctly. Circle those that are incorrect and spell them properly below:

abbreviation academic accomplish acquisition adaptation administration analysis approach
appropriate approximate assessment assignment associated bibliography budget
chronological classify campus communication comparatively comprehensive
comprise conclusion context correspond councillor criticism curriculum deadline
diploma discipline discussion drawback economic efficient eligible emphasise
enrollment essential evaluate evidence facility faculty foundation generally

EDUFOLKS Tip: False friends are words in English that are similar looking, but have different spellings and meaning.

IV: The Right Words- Complete the following sentences with the appropriate word.

1. advice / advise: Can you _____ me on the best course of action to take?
He offered me some excellent _____.
2. affect / effect: Cuts in spending will have a serious _____ on the
National Health Service. The strike will seriously _____ train services.
3. appreciable / appreciative: There is an _____ difference between
manslaughter and murder. She was very _____ of our efforts to help.
4. assumption / presumption: They raised taxes on the _____ that it would
help control spending. It's sheer _____ for the government to suggest
things have improved since they came to power.

5. beside / besides: The office is just _____ the railway station.
_____ their regular daytime job, many people do extra work in the evening.
6. channel / canal: The television _____ received a formal complaint about the programme. The Suez _____ was built in the second half of the nineteenth century.
7. conscientious / conscious: Most people are _____ of the need to protect the environment. _____ workers should be rewarded for their hard work.
8. however / moreover: The plan was good in theory. _____, in practice it was extremely difficult to implement. The plan was excellent. _____, it was clear from the beginning that it was going to be a success.
9. inconsiderate / inconsiderable: An _____ amount of money was wasted. _____ behaviour makes life unpleasant for everybody.
10. intolerable / intolerant: I consider his behaviour to be quite _____. The government is _____ of other political parties.
11. lay(s) / lie(s): The city of Quito _____ near the equator. The manager made it clear he intended to _____ down some strict rules.
12. permission / permit: I'm afraid we can't _____ photography in here. They received _____ to attend the sessions as long as they didn't interrupt.
13. practise / practice: It's important to _____ your English whenever possible. You need more _____ before you take the exam.
14. principal(s) / principle(s): Many people refuse to eat meat on _____. The _____ of the college is an ardent non-smoker. The country's _____ products are paper and wood. Not many people are familiar with the _____ of nuclear physics.
15. raise / rise: As prices _____, demand usually drops. In response to the current oil shortage, most airlines plan to _____ their fares.

KEY TAKEAWAY

Don't be a killer! Go correct with spellings. Hence, 'Do you want to meet your friend or Do you want to meat your friend?' Likewise, there are countless words which will create havoc if you don't place them at the right place.

CHAPTER 9

Collocations

Forming an important part of your vocabulary, collocations can help boost your IELTS score. They are important to expand your expressions. An effective way of improving your vocabulary is by learning how to use words as part of a collocation. Native speakers just like to use particular words together more than other words. By using them correctly, you can show how 'native-like' your English is. This helps to impress the examiner.

EDUFOLKS Tip

Common mistakes students make are with the verbs *do* and *make*.

For example:

To do a mistake: incorrect

To make a mistake: correct

Other common mistakes are:

To have a party - (not to do/make a party)

To have an impact on - (not to have an impact to/at)

Different from - (not different than)

Complete the following tasks to understand the use of collocations.

I: Correct Words-Choose the correct words to complete the collocations.

1. The menu looks good. What are you going to order for your _____?
a. main course b. main helping c. main meal
2. Would you like _____ or chips with your steak?
a. smashed potatoes b. mashed potatoes c. minced potatoes
3. The smell of _____ coffee woke me up this morning.
a. freshly-cut b. freshly-ground c. freshly-powered
4. Let's _____ and drink a toast to the happy couple!
a. lift up our glasses b. empty a bottle c. raise our glasses
5. He's _____ so he won't eat this cream sauce.
a. having a strict diet b. on a strict diet c. dieting strictly
6. Oh no! I ordered my steak rare, but they've served it _____.
a. well done b. well-cooked c. brown
7. If you've finished eating, shall we _____.
a. ask for the addition ask for the bill c. get our account

II: Collocations-Which of these versions sounds more natural?

1. a. He's travelled far and wide.
b. He's travelled wide and far.
2. a. We've been there and here.
c. We've been here and there.
3. a. She keeps flying to and fro.
b. She keeps flying from and to.
4. a. Good to see you about and out.
b. Good to see you out and about.
5. a. Right then, Onwards and upwards.
b. Right then. Upwards and onwards.

III: The Right Expression-Choose the right word or phrase.

1. John's **doing/making** research into the environmental impact of global warming.
2. A recent study has been **done/made** to investigate the beneficial effects of tea.
3. My exams are coming up and I've got a lot of revision to **do/make**.
4. Tony dropped out **of/left** the university and started work as a builder.
5. I can't decide whether to **do/make** Spanish or French next year.

IV: Appropriate Usage- Complete these sentences with an appropriate word or expression in brackets.

1. Mr. and Mrs. Smith live at home with their two children. They are a typical example of a modern _____ family. (extended/nuclear/compact)
2. Mr. and Mrs. Smith live at home with their aged parents, children and grandchildren. They are a typical example of a traditional _____ family. (nuclear/enlarged/extended)
3. Mrs Jones lives on her own and has to look after her two children. There are a lot of _____ families like hers. (single-parent/mother-only/mono-parent)
4. Some parents need to _____ their children more strictly. (bring down/bring about/bring up)
5. When I was a child, I had a very turbulent _____ (upbringing/upraising/uplifting)
6. Mrs Kelly is _____ and finds it difficult to look after her children on her own. (divorced/divided/diverged)
7. Many men believe that _____ is the responsibility of a woman. (child-help/childcare/child aid)
8. _____ is a particularly difficult time of life for a child. (convalescence/adolescence/convergence)
9. A person's behaviour can sometimes be traced back to his/her _____ (creative years/formulating years/formative years)
10. The country has seen a sharp drop in the _____ in the last few years. (birth rate/baby rate/born rate)

11. She has five _____ who rely on her to look after them. (dependents/defenders/dependents)
12. _____ is on the rise, with over 20% of serious crimes being committed by children under the age of seventeen. (junior crime/juvenile delinquency/minor crime)

V: Match the Sentences-Use the keywords and expressions in bold to help you.

1. Mr. and Mrs. White are very authoritarian parents.	A. They don't look after their children very well.
2. Mr. Jowles is considered to be too lenient .	B. He is fascinated by the way they learn new things.
3. Mr. and Mrs. Harris lead separate lives .	C. He very rarely punishes his children.
4. Billy is a well-adjusted kid.	D. I live with my mother and visit my father at weekends.
5. The Mannings are not very responsible parents.	E. He never listens to a word I say, and is always playing truant from school.
6. My parents are separated .	F. Brothers and sisters usually bear some resemblance to one another.
7. Parents must look after their children, but they shouldn't be over-protective .	G. Although they are married and live together, they rarely speak to each other.
8. Professor Maynard has made a study of the cognitive processes of young children.	H. They are very strict with their children.
9. I'm afraid my youngest child is running wild .	I. Of all of these, the teenage years are the most difficult.
10. She looks quite different from all her siblings .	J. Children need the freedom to get out and experience the world around them.
11. There are several different and distinct stages of development in a child's life.	K. He's happy at home and is doing well at school.
12. Tony was raised by a foster family when his own parents died.	L. My families take in children who are not their own.

VI: Complete the Sentences -Complete sentences 1–9 with an appropriate word or expression from the box. In some cases, more than one answer is possible:

mix-up • obscure • impression • distorted misapprehension • mistaken • confusion
• assumed • confused

1. She was _____ by the journalist’s questions.
2. There were scenes of _____ at the airport when the snowstorm stopped all the flights.
3. We nearly didn’t catch our flight because of a _____ over the tickets.
4. There are several _____ unclear points in his letter.
5. He _____ the meaning of my speech, creating the false impression that I was a racist.
6. He was under the _____ that socialism and communism were the same thing.
7. The jury _____, wrongly, that he was innocent.
8. They were _____ in the belief that the refugees were in the country for economic rather than political reasons.
9. The press were under the _____ that the Prime Minister was about to resign.

KEY TAKEAWAY

Understanding Collocations: Collocation is a sequence of words or terms that are usually placed next to each other. In a nutshell, it is the combination of words formed when two or more terms are used together in a way that sounds correct to the native speaker. For example, in the phrase: “a hard frost”, the term “hard” is a collocation of “frost”. This is how native speakers of the language use the expression.

CHAPTER 10

Contrasts & Comparisons

The study of contrasts and comparisons is necessary to explain the graph, pie chart or bar chart that is given as part of the IELTS Writing Test – Task 1. Using words that denote / signify a comparison or contrast forms the basis of explaining the graph/ bar/ pie chart.

EDUFOLKS Tip: An essential skill for IELTS writing is to be able to compare and contrast data and for this, you can use comparative and superlative degrees. Where comparatives are used to compare two things, superlatives are used to compare one thing against a group of others.

Complete the following tasks to understand how comparison and contrasts work.

I: Complete the Chart- Complete the chart by deciding which two things are being compared or contrasted in the following sentences:

[Example: The difference between the attitude of female students and that of male students to the study of Mathematics is noticeable at an early age.]

1. A few years ago, computers were used only in business, in medicine, and for scientific research, whereas these days they are common in almost all schools.
2. Young people are often extremely inquisitive and creative. By comparison, the older one gets, the less inclined one is to experiment with new ideas.
3. Male and female students are quite different to each other with regard to the age at which they begin to develop an intellectual self-discipline.
4. Sport is an important subject at a comprehensive school. Likewise, sporting activities should not be overlooked when a student is engaged in study at university.
5. Youth today are nowhere near as selfish and unaware of what is happening in the world as the media would have us believe.
6. While it is common knowledge that European students are usually quite radical on campus, it is generally true that they work hard to complete their studies.

Two Things being compared/contrasted	Kind of Comparison
<i>The attitude of female and male students</i>	<i>Contrast</i>
1.	
2.	
3.	
4.	
5.	
6.	

II: General Vocabulary- Complete these sentences with the most appropriate word or expression from brackets.

1. The two machines _____ considerably. One has an electric motor, the other runs on oil. (differ/differentiate/differential)
2. The _____ in weather between the north and the south of the country is very noticeable. (comparison/contrast/compare)
3. Many people cannot _____ between lemon juice and lime juice. (differ/differentiate/contrast)
4. Children must be taught to _____ between right and wrong. (differ/contrast/distinguish)
5. There is a _____ between being interested in politics and joining a political party. (distinguish/distinctive/distinction)
6. Can you tell the _____ between a good boss and a bad one? (difference/differentiate/contrast)
7. The management must not _____ between male and female. (applicants/differ/contrast/discriminate)
8. Asia covers a huge area. _____, Europe is very small. (By way of contrast/By ways of comparing/By similar means)
9. The new model of car is very _____ to the old one. (same/similar/common)
10. Her political opinions are _____ to mine. (same/exactly/identical)
11. Some political parties have such similar manifestoes that they are difficult to _____. (tell apart/say apart/speak apart)
12. My friends and I enjoy doing many of the same things. In that respect, we have a lot _____. (in similar/in particular/in common)
13. There seems to be a large _____ between the number of people employed in service industries, and those employed in the primary sector. (discriminate/discretion/discrepancy)
14. British and Australian people share the same language, but in other respects they are as different as _____. (cats and dogs/chalk and cheese/salt and pepper)
15. Britain's economy is largely based on its industry, _____ a few hundred years ago it was an agrarian country. (while/whereas/where)

III: Addition, Equation & Conclusion

This module will help you to review more of the important words that we use to join ideas in an essay, a verbal presentation or sometimes in everyday speech.

A. Put the following words and expressions into their correct place in the table depending on their function:

to sum up briefly • it can be concluded that • also similarly • likewise • besides •
to conclude • too in addition • in brief • in the same way • thus what's more •
furthermore • moreover • along with to summarize • as well as • therefore •
correspondingly

Addition	Equation	Conclusion
<i>And</i>	<i>Equally</i>	<i>in conclusion</i>

B. Complete these sentences with one of the words or expressions from above. In most cases, more than one answer is possible:

1. Tourism brings much-needed money to developing countries. _____, it provides employment for the local population.
2. _____ bringing much-needed money to developing countries, tourism provides employment for the local population.
3. Tourists should respect the local environment. _____ they should respect the local customs.
4. _____ industrial waste, pollution from car fumes is poisoning the environment.

5. In order to travel, you need a passport. _____, you might need a visa, immunization jabs and written permission to visit certain areas.
6. Drugs are banned in Britain - _____ weapons such as guns and knives.
7. All power corrupts. _____, absolute power corrupts absolutely.
8. You shouldn't smoke, drink, take drugs or eat unhealthy food. _____, you should live a healthier lifestyle.
9. The ozone layer is becoming depleted, the air in the cities is becoming too dirty to breathe and our seas and rivers are no longer safe to swim in. _____ pollution is slowly destroying the planet.
10. Your grades have been very poor for the past two years. _____ you need to work really hard if you want to pass your exams next month.

IV: Useful Interview Expressions

Below is the list of some common expressions that you might find useful in the IELTS speaking test. Put each of these expressions into the correct box according to the function of the expression.

1. May I think about that for a moment?
2. In short, ...
3. What I'm trying to say is...
4. To sum up, ...
5. Thank you for asking me such a wonderful question, I would love to answer...
6. Would you mind repeating that?
7. This question is very close to my heart. You made my day by asking this.
8. Well, as a matter of fact...
9. I see things rather differently myself
10. I don't entirely agree with you
11. Perhaps I should make that clearer by saying...
12. I couldn't agree more
13. To put it another way...
14. That's just what I was thinking
15. Well, my own opinion is that...

<p>Agreeing with somebody</p> <p>Example: Yes, I agree.</p>	<p>Interrupting</p> <p>Example: Excuse me for interrupting.</p>
<p>Asking somebody for their opinion</p> <p>Example: What do you think about...?</p>	<p>Giving yourself time to think</p> <p>Example: (in response to a question) Let me see.</p>
<p>Disagreeing with somebody</p> <p>Example: I'm afraid I disagree.</p>	<p>Asking for clarification or repetition</p> <p>Example: I'm sorry?</p>
<p>Saying something in another way</p> <p>Example: What I mean is.....</p>	<p>Summing up</p> <p>Example: So basically.....</p>

KEY TAKEAWAY

Understanding Contrasts and Comparisons: These words are often used to talk about the similarities and differences between two things or objects. They are very commonly used.

To compare is to see the similarity, and to contrast is to see the difference. According to various dictionaries, compare means: 'to represent things or objects in respect of similarity'; and contrast means: 'to represent things in respect of differences'.

ANSWERS:

Chapter no. 1:

Lexical Resources

I:

1. reduction
2. dropped
3. rise
4. stay
5. indicate
6. information

II:

1. amount
2. method
3. number
4. means
5. percentage
6. factors

III:

1. difference
2. work
3. lives
4. increase
5. attending
6. slight
7. sport/s
8. educational

IV:

A. The marathon runners moved through the gate and out onto the road. As the early morning mist came down like a veil over the town, they were last seen going to council. The local passed chambers before they disappeared from view.

B. It made me so mad because I wanted the other team to win. The whole fielding team seemed to have two left feet and couldn't throw the ball in the right place. Never mind, next time they'll play better.

V: Put the following describing words in the right column.

Positive	Negative
accomplished efficient productive thorough realistic influential diverse prominent sophisticated dated diverse	catastrophic monotonous distorted diverse spoilt disastrous biased vulnerable confusing irrelevant harsh

VI:

1-H 2-C 3-A 4-I 5-D 6-E 7-B 8-F 9-J 10-G

VII:

1-F 2-G 3-E 4-B 5-D 6-A 7-C 8-H

VIII:

1-F, 2-D, 3-G, 4-A, 5-H, 6-K, 7-B, 8-L, 9-I, 10-E, 11-J, 12-C

Chapter no 2:

Punctuation Marks & Word Order

I:

1. Mary threw the sauce out of the window, right onto John's head.
2. Belgium and France fought over who would host the Olympic Games.
3. Noah landed his ark on Mount Sinai when the flood waters receded.
4. Mr Jones visited Doctor Barnsley on Wednesday.
5. Advertisement and documentaries are shown every day.

II:

1. Being first to arrive, he sat down in the front row.
2. Having washed her face, she brushed her hair.
3. Frightened by the explosion, the soldiers bolted to their dug-out.
4. Exhausted after the cross-country competition, they lay down to rest.
5. Leaping the fence, she raced across the fields to her home.
6. Dr Brookes and Mrs Johnson, the receptionist, are doing a sponsored run.
7. Served with milk and sugar, cornflakes are a great breakfast.
8. Bruce told her to be quiet, she started to growl.
9. Tom began to sing, and I decided to study on my own.
10. I like bacon, eggs, sausage, fried toast and orange juice for my breakfast.

III: individual answers

1. "Hurray! I got a high band score!"
2. "Oh my God! The house is on fire."
3. "What a disastrous accident!"
4. "Good job! You checked the result!"

IV:

1. How was he caught?
2. What punishment did they get?
3. What do tea leaves contain?

V. (A.)

1. Sara watched television; she had finished her homework.
2. The baby was crying; he was hungry.
3. The old man shivered violently; it was bitterly cold.

4. Mother told him to brush his hair; it was a total mess.
5. She read the book; it was an adventure story.
6. The children went home tired and hungry; they had had enough.
7. I shall take some of the books back now; the others will have to wait.
8. She had worked hard for the exam; she hoped it would be enough.

(B.)

1. The two countries had been at war for the previous decade; breaking peace would not be easy.
2. There was a big traffic jam; cars were barely moving around town.
3. I hope I get a lot of presents; today is my birthday.
4. The war is imminent; the armies are ready.

VI:

he's we'll
we're I'm
doesn't you'll
weren't they've
I'll haven't
it'll couldn't

VII:

1. It's the boys' turn to go first because the girls went first last time.
2. He was never allowed to forget the time he went into the ladies' changing room by mistake.
3. Put all the babies' pictures together so we can pick out a winner.
4. People always seem to find footballers' haircuts very interesting.
5. The nurses' meeting went on for three hours.

VIII:

- 1 The male was the main income earner in the last century.
- 2 Do you know whether extended families are traditional in Japan?
- 3 The government gives poorer families benefits.
- 4 Family members don't always get on well.
- 5 Household tasks are often shared by men and women.

IX:

1. usually do not take
2. has probably gone
3. is always
4. can also sing very well

5. is always breaking
6. always have to wait
7. can only read
8. probably will be leaving early
9. probably won't be able to
10. might have never met

Chapter no 3

Verbs

I:

1. The pen and the paper are on the desk.
2. The box of chocolates is on the shelf.
3. There are many parcels in the box.
4. Our institute, Edufolks, has ten computers.
5. Every one of the students has practised very hard.
6. The skill of understanding communications is crucial to good business.
7. Not many people know the truth about the lifestyles of the rich and famous.
8. The number of people who are mobile phone owners rises every year.
9. It used to be thought that learning languages is a waste of time.
10. Many success stories are due to hard work.
11. She is taking the test twice because she believes it is best to have a trial run.
12. In the '50s, the comedy team of Abbott and Costello was world famous.
13. Every day there is another driver who loses his driving licence due to speed.
14. None of the students sits at the back of the theatre.
15. No-one knows why economics are more important now than in the past.
16. Neither of the debates was successful.

II:

1-d	3-b	5-h	7-a
2-e	4-g	6-f	8-c

III:

- 1- works, is, doesn't
- 2- is
- 3- find
- 4- are
- 5- have

IV:

1. rejected 2. denied 3. retreated 4. refused 5. defended 6. demolished 7. simplified 8. abandoned 9. withdrew 10. deteriorated

V:

1. delete 2. repeal 3. deter 4. dissuade 5. rescind 6. quash 7. turn down (we can also say reject or decline) 8. back out (we can also say withdraw) 9. deny 10. cancel

VI.

One problem in many big cities is that traffic can build up in the mornings. By the rush hour, the roads can be clogged up with cars, and it can take a significant amount of time to get to work or university. One way to cut down the number of cars on the roads is to bring in a congestion charge, which is a system where drivers have to pay a sum of money to be allowed to drive into the city centre.

Another issue is the problem of rising crime. In many cities, the crime rate has shot up in recent years, and the police find it hard to manage the number of cases they have to deal with. One possible solution is for local people to set up neighbour-watch schemes. These are where people in a neighbourhood get together and take turns to patrol the area at night, in order to try to stamp out crime where they live.

VI:**Chapter no 4****Adjectives:****I:**

- | | |
|------------------------------------|---------------------------------------|
| 1. a minute amount of dust – small | 2. a minuscule piece of cloth - small |
| 3. an enormous book – big | 4. a mammoth job - big |
| 5. a huge waste of time – big | 6. a vast room - big |
| 7. a gigantic wave – big | 8. a tiny car - small |
| 9. a monumental error – big | 10. a colossal statue- big |
| 11. plenty of food- big | 12. dozens of times - big |

- | | |
|--------------------------------------|----------------------------|
| 13. a narrow alleyway- small | 14. a giant building - big |
| 15. a wide avenue – big | 16. a broad road- big |
| 17. a vast crowd of supporters – big | 18. tons of work - big |
| 19. a great deal of time- big | |

II:

- | | |
|-----------------------------|-------------------------------|
| 1. sphere - B. spherical | 2. cube - C. cubical |
| 3. cone - C. conical | 4. rectangle - C. rectangular |
| 5. triangle - A. triangular | 6. circle - C. circular |
| 7. square - A. square | 8. cylinder - C. cylindrical |

III:

- 1.true 2. true 3. false 4. false 5. false 6. false 7. false
8 true 9. false 10. false

IV:

1. The meaning of his words was very **ambiguous**. clear
2. According to his colleagues, he's a very **awkward** person to deal with. easy
3. When she first started dancing, she was very **awkward**. graceful
4. His policies were **beneficial** to the economy as a whole. detrimental
5. We need **exact** figures before we embark on a new venture. approximate
6. The jury decided he was **guilty** of the crime. innocent
7. Add up all the **odd** numbers between 1 and 20 to get a result. even
8. Despite the weather, supplies of food after the harvest were **plentiful**. scarce
9. The laws protecting the green belt around the city are very **rigid**. flexible
10. There is a **slight** difference in the way the company is run these days compared with a few years ago. marked
11. The device is very **sophisticated** and should only be operated by someone who is familiar with it. crude
12. The spices used in the production of some international dishes have a very **strong** flavour. delicate
13. The **strong** light from the torch picked out details on the walls of the cave. dim
14. Attendance at afternoon classes should be **voluntary**. compulsory
15. A lot of students are **willing** to attend classes on Saturday morning. reluctant

V:

- a. Travelling long distances by train is generally cheaper than/ less expensive than travelling by plane, so it's a more common choice for less well-off people.
- b. The best/ The most expensive player on the team costs a lot of money.
- c. Many people say that Mediterranean cuisine is healthier than/better than northern European cuisine because southern European food is often much lighter.
- d. The first time I saw her I thought she was the most beautiful girl I had ever seen.

- e. The phone signal is bad, so don't call. It's better to e-mail their online customer care department instead.
- f. The fastest way to solve the problem is to speak to him personally if you don't have much time.
- g. You will make the problem worst if you don't talk to him.
- h. In my experience, the most communicative students will become the most confident English speakers
- i. The happiest/ The healthiest couple I know are my neighbours, who have been happily married for 23 years!
- j. I would be happier about the situation if I knew exactly what the clients wanted.

Chapter no 5

Prepositions and Conjunctions:

I:

1. with 2. after 3. across 4. under 5. off the 6. of 7. During 8. into
9. down 10. at 11. Over, through

II:

1. since 2. since 3. for 4. since 5. for 6. for 7. since 8. for 9. since
10. since

III:

1. My colleague couldn't qualify for the race **in spite of** having trained very hard.
2. Rahim couldn't pass the exam **although** he worked very hard.
3. My manager sat **facing** / **opposite** me across the table.
4. **No sooner** did he start going out with her than she fell in love with another guy.
5. I was hardly inside the house **when** the lights went out.
6. **Scarcely** / **hardly** had I closed my eyes when the dog started barking.
7. She has been a go-getter **since** / **from** her childhood.
8. The shop was open **from** the morning.
9. We had to cancel the picnic **due to** / **owing to** / **because of** bad weather.
10. He doesn't **care about** his appearance.
11. She is **at** the Harvard School of Business.

IV:

- 1-after, 2-for, 3-by, 4-in, 5-in, 6-in, 7-a, 8-c, 9-c, 10-b

Suggested Answers:

1. According to our study, there is a significant relationship between school shootings and playing violent video games.

2. In spite of our great effort, we failed to finish the project before the deadline.
3. As a result of obtaining the government assistance, we were able to use an up-to-date sampling frame from which to select our sample.
4. In contrast to the economic downturns of many countries around the world, China's economy has recorded phenomenal growth for at least five consecutive years.
5. With great care and attention to details, our key projects proceeded successfully.

Chapter 6

Cohesive Devices: Linkers

I.

to add more / clarify a point	to show contrast / present the opposite view	to give an example	to draw conclusion / introduce a result
moreover	although	such as	therefore
furthermore	though	for instance	consequently
indeed	despite	to illustrate this	thus
in addition	in spite of		as a result
similarly	nonetheless		hence
in fact	whilst		

II A

1. Unless governments spend money on improving public transport in big cities, traffic congestion will only get worse and worse.
2. We must recycle more, otherwise the amount of rubbish we throw will get out of control.
3. Unless something is done to crack down on people who drop litter in the streets, our urban environment will continue to be dirty and full of rubbish.

II B:

1. Unless we raise teacher's pay, fewer and fewer people will choose to become teachers.
2. We should raise teachers' pay otherwise fewer and fewer people will choose to become teachers.

III:

1. Although 2. in spite of 3. whereas 4. on the other hand 5. but 6. despite 7. in spite of 8. whereas 9. despite 10. whereas

IV:

1. Although these styles are not always in their favour, young generation is adapting new trends.
2. Although the migrants lived in Spain for many years, they did not learn Spanish.

V:

1. because 2. In case 3. so that 4. even

Chapter 7

Phrases and Idioms

I:

1. In conclusion (two phrases)- to sum up; all in all
2. In my opinion (two phrases)- in my view; as I see it
3. Start to solve the problem- take steps to deal with the problem
4. It is clear that- there is no doubt that
5. A problem which is more and more serious- an increasingly worrying issue
6. Governments, parents and schools should all do something- have a role to play in tackling the problem
7. We must act quickly-actions must be taken urgently

II: A

- 1-Prior to, 2-By the time, 3-Formerly, 4-precede, 5- Earlier, 6-Previously

B

- 1-While, 2-Throughout, 3-Meanwhile, 4-At the very moment

C

- 1-Following, 2-As soon as, 3-Afterwards

III:

- A-5, B-4, C-3, D-6, E-1, F-8, G-13, H-2, I-9, J-11, K-12, L-7, M-10

IV:

1. Unfortunately, 2. Surprisingly, 3. According to, 4. Definitely, 5. Luckily

VI:

1-b, 2-d, 3-a, 4-b, 5-c, 6-d, 7-b, 8-c, 9-b, 10-b

Chapter no 8

Spellings

I:

- A. It is arguable whether good pronunciation is more important than good grammar and vocabulary. Conscientious students balance their acquisition of these skills, hoping to achieve both fluency and accuracy. Teachers should encourage their students to practice all the relevant language skills.
- B. It is becoming increasingly difficult for many to find decent accommodation in London at a price they can afford. To put it simply, most people just don't have the necessary funds. Organisations such as Home Front can offer advice, but it widely agreed that the situation is no longer manageable. The fact that city councils are building cheap, temporary housing for lower-paid professionals is the only official acknowledgement of this problem.

II:

1. Studying a language in country where it is wildly spoken has many advantages
2. Most overseas students learn English at secondary school or at University nowadays
3. Their knowledge of grammar is often quite advanced which is certainly useful when foreigners come to life in an English speaking environment
4. In Britain there are many opportunities to practice listening to and speaking in English
5. It is preferable to make friends with a native speaker in order to practice conversation
6. A reasonable level of English can be achieved quickly if a student is dedicated to study

III:

abbreviation accomplish acquisition administration analysis approach assessment assignment bibliography chronological classify campus communication comparatively comprehensive comprise contests correspond counsellor curriculum diploma discussion economic eligible enrolment essential evaluate evidence facility foundation generally improvise

IV:

1. advise / advice 2. effect / affect 3. appreciable / appreciative 4. assumption / presumption
5. beside / besides 6. channel / canal 7. conscious/conscientious 8. however/moreover
9. inconsiderable/inconsiderate 10. intolerable / intolerant 11. lies / lay
12. permit/permission 13. practise / practice 14. principle / principal / principal / principle
15. rise / raise

Note: Some of these words have more than one meaning. For example, a television channel and a channel of water between two land masses. Use a dictionary to check for other meanings.

Chapter no 9

Collocations

I:

1. main course
2. mashed potatoes
3. freshly-ground
4. raise our glasses
5. on a strict diet
6. well done
7. ask for the bill

II:

1-a, 2-b, 3-a, 4-b, 5-a

III:

1. doing, 2. done, 3. do, 4. out of, 5. do

IV:

A. 1. nuclear 2. extended 3. single-parent 4. bring up (we can also use the words raise or rear) 5. upbringing 6. divorced 7. childcare 8. adolescence (the noun is adolescent) 9. Formative years 10. birth rate 11. dependents (the adjective is dependent) 12. juvenile delinquency (in Britain, a juvenile is anybody below the age of 18, which is the age at which somebody becomes legally responsible for their own actions)

V:

1-H, 2-C, 3-G, 4-K, 5-A, 6-D, 7-J, 8-B, 9-E, 10-F, 11-I, 12-L

VI:

1. confused
2. confusion
3. misapprehension
4. obscure
5. mix up
6. impression
7. assumed
8. mistaken
9. impression

Chapter no 10

Contrasts and Comparisons

I:

- i. the use of computers a few years ago / whereas (contrast) / the use of computers these days
- ii. young people (their inquisitiveness and creativity) / by comparison (comparison) / older people (their inclination to experiment with new ideas)
- iii. male students (the age at which they begin to develop an intellectual self-discipline) / quite different to each other (contrast) / female students (the age at which they begin to develop an intellectual self-discipline)
- iv. sport (at a comprehensive school)/ likewise (comparison)/ sporting activities (at university)
- v. youth today (their selfishness and unawareness of what is happening in the world) / nowhere near as (contrast) / what the media would have us believe (about youth today)
- vi. European students' radicalism on campus / while (contrast) / Australian students' hard work to complete their studies.

II:

1. differ 2. contrast 3. differentiate 4. distinguish (differentiate and distinguish have exactly the same meaning) 5. distinction 6. difference 7. discriminate 8. By way of contrast 9. similar 10. identical 11. tell apart 12. in common 13. discrepancy 14. Chalk and cheese 15. whereas

III:

A.

Addition (For example: and) along with as well as also too in addition besides what's more furthermore moreover along with (this could also go into the next box)

Equation (For example: equally) likewise similarly in the same way correspondingly

Conclusion (For example: in conclusion) to sum up briefly it can be concluded that to conclude in brief thus to summarize therefore

B.

1. Furthermore / Moreover / In addition / What's more (this is less formal than the other expressions)

2. As well as / Besides

3. Likewise / Similarly / In the same way (the verbs in both sentences (i.e., respect) are the same and refer to the same thing, so we can use a word of equation here)

4. As well as / Along with
5. In addition
6. Likewise / Similarly
7. Likewise / In the same way / Correspondingly
8. In brief
9. It can be concluded that
10. Therefore (To sum up, to conclude and to summarize are usually used to conclude longer pieces of writing. Thus is slightly more formal than therefore, but has the same meaning)

Note: It is important that you are familiar with the way these words and expressions are used, including the other words in a sentence that they ‘work’ with. Use a dictionary to look up examples of these words and expressions, and keep a record of them that you can refer to the next time you use them.

IV:

<p>Agreeing with somebody Example: Yes, I agree. 5, 7,12,14</p>	<p>Interrupting Example: Excuse me for interrupting.</p>
<p>Asking somebody for their opinion Example: What do you think about...?</p>	<p>Giving yourself time to think Example: (in response to a question) Let me see. 1</p>
<p>Disagreeing with somebody Example: I’m afraid I disagree. 9,10</p>	<p>Asking for clarification or repetition Example: I’m sorry? 6</p>
<p>Saying something in another way Example: What I mean is... 3, 8, 11,13,15</p>	<p>Summing up Example: So basically.... 2,4</p>

Things To Do on the Day of Your IELTS Examination

What to do on the day of IELTS examination is just as important as preparing for it! Your presentation on the day plays an important role in making an impression on the examiner. Preparing yourself well for the examination and grooming yourself for it go hand in hand for securing a high IELTS band score.

To help you put your best foot forward, we bring you some useful tips. Make sure you take care of the following factors:

i. Dress Smartly: Wear whatever makes you comfortable, as long as it is smart and not too casual. Ensure your clothes are well ironed.

ii. No Bad Breath or Unkempt Hair: Keep a mouth freshener or mint handy before facing your examiner for the IELTS speaking test. In addition, ensure that your hair is tidy and neat. Avoid any fancy hairstyles, keep it smart.

iii. Walk Firmly & Maintain Eye Contact: Have a confident body posture as you stand or sit. While speaking with the examiner, try not to fidget with your hair or pen. When speaking to the examiner, it is imperative that you maintain eye contact. Try not to stare blankly at the walls/floor or up at the ceiling. This could affect your score.

iv. Exchange Pleasantries: An appropriate ‘Good Morning’ / ‘Good Afternoon’ when you meet the examiner is highly recommended. Before you leave, remember to wish her/him a ‘Pleasant Day’. Exchanging polite pleasantries helps break the ice and leaves a good impression.

EDUFOLKS TIPS

Stand before the mirror and have a mock conversation with yourself to check on your body language and ability to respond with confidence. Dress in comfortable smart casuals and avoid anything that is over the top or too blingy!

CONCLUSION

Preparing for IELTS requires dedication and commitment. No matter even if you opt for enrolling yourself at a reputed coaching institute, you need to devote not less than 2 hours each day for self-study. Take as many mock tests as you can and mark the areas where you score less. It is important that along with your coach, you prepare a time table for your self-study and concentrate on areas that need your attention. At EDUFOLKS, it is our aim to help you prepare for each of your IELTS tests.

About EDUFOLKS

EDUFOLKS is an organization offering new age tools to become smart professionals. We offer short, smart modules and weekend workshops that deliver sector-specific need of the professionals. We guarantee the access to key knowledge and strategic learning required to deliver quality for our clients. We aim at **English Communication Skills, Personality Transformation** and of course, **IELTS**.

EDUFOLKS is an ed-tech operating in the business, innovation and skills segment. We aim to catalyse the Indian knowledge economy through our three operating verticals- corporate training, skills & careers and social outreach.

As a company, we are passionate about delivering quality and offer unique solutions for the life design, strategic consulting and marketing sectors.

Edufolks

About the Coach



KUSUM WAHI is a coach, educator and an image consultant. Her profile testifies her career successes and solid commitment to providing students with excellent skills. She has graduated from USA in English, Psychology, French and Photography. She has earned Master's degree in English as well as Teaching Certification for English in education. She is an IELTS enthusiast, taught students from all spheres across the globe.

Being a well-rounded mentor, she has developed phenomenal communication, interpersonal, organizational and leadership abilities to transform her pupils.

Born and brought up in defence family, Ms WahI attributes many qualities and gives entire credit to her disciplined life. She is popular as Ms Punctuality among her students. She is a globe-trotter and visited many countries. For her, it is India where her heart rests.

EDUFOLKS is her new found love. With passion running in her blood, the platform is all set to make a difference. The destination is far, yet every day is a new day- each day comes with its challenges. In the end, if we are able to say 'Let's call it a day.', it's worth it.

Show the World, we will **band it!**

