



Student: Andrew and Nadine they just did everything so quickly after that that it encouraged me to write the essays. I'm like wow! I'm getting replies, you know. There are corrections made and I'm so happy to see what's wrong. So, everything went very, very quickly. Your teachers are amazing. I love them.

[Music]

INTRODUCTION

Female Voice: You are now listening to the IELTS Podcast. Learn from tutors and ex-examiners who are masters of IELTS preparation. Your host, Ben Worthington.

[Music]



Ben: IELTS vocabulary. Hello there IELTS students. In this tutorial, we are focusing on some speaking vocabulary that you can use in your [IELTS exam](#). We are specifically focusing on environment; on the environment and pollution i.e. like climate change and this will help you not only in your speaking, but also in your writing. And as we know, repetition is the mother of all learning. So, if you can repeat these phrases, not only in your speaking but also in the next essay you write then you're going to be well on the way to improving your [IELTS score](#).

Now, as I do occasionally, I strongly encourage you to make this into an active listening exercise i.e. grab a pen and start writing down the phrases because the more senses we involve in the learning process, the higher the chances are that we remember it, that we learn it and then ideally, that we use it as well. So, if we grab a pen, not only are we going to be hearing it, we're going to be seeing it, too.

And while we're on the topic of seeing the podcast so to speak, remember when you download the Ben Worthington Podcast app or the Ben Worthington IELTS Podcast app in the Play Store



or in the iOS Store you get the podcasts, you get special offers, but you get the transcript as well so you can read while listening.

Now that you've got a pen in your hand, write down these phrases: outskirts of large towns. What does that mean? It means basically the areas outside the city center. Factory emissions, smoke and pollution, toxic fumes, traffic jams, pollutants in foods-- these are like dangerous chemicals you'll find in your food. Pesticides. We all know pesticides. It's the chemicals to keep bugs and insects away.

Chemical fertilizers. It's like nitrogen and whatnot which is added to the soil to make the plants stronger. Commute to work. Mantra. What's a mantra? Mantra is a frequently repeated statement. Reuse and recycle basically means to use products again, to find another purpose for them. Industrial waste is incinerated at the incinerator, but industrial waste is incinerated. This means basically waste from factories or industries is burnt. Facilities for recycling. Places where-- specialist places where we can dispose of plastic, cardboard.



Education program. Consequences. Interspersed with birds, for example. Interspersed with windmills; basically means mixed with. Campaign, scientists predict, disintegrate, micro plastics. That's a good one. Micro plastics. These are tiny pieces of plastics that get into the ecosystem. Single use applications. They are used once and then thrown out. Own brand products. These are white label products or products by the supermarket brand. Rolling out a policy. This basically means to implement a policy. Documentaries. We all know what that means.

Hopefully, you wrote these words down or at least you kind of made a mental note for them because we're going to use them next in our sample answers and it's quite easy I think to use these because they are with the topic and they're going to be also used in your writing about the topic. So, when you hear it, just kind of like make a mental note. Okay, that's the phrase we heard before or ideally, if you've written them down you just put a tick next to it. So, let's go through our sample answers.



IELTS Speaking Part 1 style questions. Has there been an increase in pollution where you live?

Giorgio: Yes, there has been a dramatic increase in recent years as many of the most productive factories are built on the outskirts of large towns and some are even in quite central areas, so very near where people live. Air pollution as a result of factory emissions and toxic fumes has become a real problem.

Next question. So, there was about four-- no, about three there: outskirts of large towns, factory emissions, and toxic fumes. That's the key specific vocabulary in that answer. Next one. How has this pollution had an impact on daily life do you think? I think there are two key areas which have been most affected. Firstly, our health as air pollution is terrible in the city center because too many workers commute and rely heavily on their cars rather than traveling by public transport and there are many traffic jams. Secondly, on the quality of crops and in rural areas where the use of pesticides and chemical fertilizers in farming has contributed to a dangerous amount of pollutants in foods.



So, there's one, two, three, four, five, there: workers commute, traffic jams, pesticides, chemical fertilizers, and pollutants in foods. So, these are not like the long typical kind of answers that we coach our students to give, for example in Part 3. Well, not long ones but just more developed ones. These are short answers maybe two sentences.

These answers they're not using the technique that I've explained before about reflective listening. They are just diving in in most cases, but the focus is not really kind of like the structure or the technique. The focus of this lesson is basically to zone in or to zoom in-- zone in yes, to zone in on the vocabulary used and try and make a note of it because it's kind of like a combination. We need the right technique and we also need obviously the right vocabulary.

Next question. Are residents in your town good at recycling? Sadly, in my opinion not nearly good enough. I know in many European countries, the mantra of reuse and recycle plastics and cardboards has become automatic, but here there is still a culture of throwing everything away



and most domestic as well as industrial waste is incinerated. Obviously, this policy just contributes to worsening air pollution and to plastic being thrown into the sea.

Three there: mantra-- which is not really topic specific, but in this context it kind of is-- reuse and recycle, and industrial waste is incinerated. All right. So, so far, chemical fertilizers, pollutants in foods, pesticides, workers commute, traffic jams, outskirts of large towns, factory emissions, and toxic fumes. That's the key vocabulary we've had so far. So, hopefully if you're playing vocabulary bingo, you've ticked off a few of these already.

Right. Part 2 question or Part 2 cue card. Describe a time when you have caused pollution. You should say when this was, what it was, where it was, and the impact which you think this might have caused. Remember we'll have a minute to prepare. On the online speaking course we have, we tell the students at this point to make a mind map, to brainstorm ideas, and then go through it and number those ideas.



And also on the branches of your mind map, you're going to have the different questions. So, in the center you'll have something like pollution and then you'll have branch no. 1 when, branch no. 2 what, branch no. 3 where, and then branch no. 4 the impact this may have caused or this might have caused. That's quite an interesting point at the end there; the impact this might have caused. Ideally, the answer would start with-- this part of the answer would start with I guess the impact it might have caused could be more CO₂ in the atmosphere if we were using the reflection technique.

So, let's go into this sample answer. So, again. Describe a time when you've caused pollution. You should say when this was, what it was, where it was, and the impact you think this might have caused. Zoe-- oh sorry. The answer. I would like to describe a moment when I was on holiday a few years ago in a really beautiful part of India on holiday with a group of friends. We had been traveling around India for a month and I think I had adjusted to seeing a huge amount of waste on the streets.



Not surprisingly, there were very limited facilities for recycling. This is not really part of the culture and it would require a huge investment to put the equipment in place and the education program needed. We were traveling on a train and had been sleeping as it was a very long journey and early the next morning when we pulled into the station, everyone leaned out of the window and purchased bottles of water, cups of tea, and hot food from excited street sellers on the platforms.

I was happy to join in with the locals and without even thinking I drank my water then threw the bottle back out of the window which is something I would have never done back home. It wasn't until later that I understood the consequences of this action. After winding through the countryside for hours, the train finally reached the coast. I was stunned. Rather than a beautiful clear blue stretch of ocean, all I could see was plastic waste; bottles, bags, food packaging, as well as larger industrial items were just floating interspersed with a few seabirds who looked utterly confused and were not really able to fly.



I could clearly see the impact of my careless action on the train and the problem of plastics in the ocean became horribly evident. With no other way of disposing of rubbish, the temptation indeed the default had become to simply throw bottles and bags on the ground or into the sea, river, or lake and so much of this has ended up in the ocean. Since then I've been rigorous about waste and campaigned to make sure my local town has widely available recycling bins for all.

When was this? A holiday in India. What was it? A plastic bottle going out of the window. Where was it? In India on the train I guess and the impact. What did we see? Yes, we saw the impact with I guess not the direct but the indirect or the inferred impact would have been that of the sea; about it all floating into the sea and having a damaging effect on the birds.

So, we can see here there's like a few different parts of the story. Each clearly could have been mapped back to the question and we did answer the impact which it might have caused. We didn't say it explicitly, but it was obvious that the bottle out of the window possibly ended up in



the sea and this was the impact with the birds and whatnot. Quite straightforward. Quite straightforward there.

Next one. Part 3 questions. These are the more extensive ones and we're going back now to vocabulary bingo, so grab your pens. Just one last thing. What I liked about this last sample answer the Part 2 was as I said, each kind of bullet point was answered and this is why we encourage our students that when they do start Part 2 and they've chosen their cue card that they methodically kind of like plan the talk around the bullet points. This way you're going to ensure you get full points of task response.

Also, there's like this little personal story in there and because it was in the past, we've mentioned the different tenses and we used quite a rich vocabulary there. For example, facilities for recycling, the plastics, the recycling-- what was it called now-- the recycling plant. I think it's called recycling plants. Yes. Right.



So, Part 3 question. What should be done about plastic in the ocean? Sample answer. Whilst quite a lot has been done already to highlight this terrible problem, I think more could be done to make sure the public know the dangers. Apparently, around 350 million tons of plastic are being produced each year and around 8 million tons of plastic enter the ocean every year. If waste management practices don't improve, scientists predict this amount could increase tenfold by 2025.

What happens is that while paper will eventually disintegrate, plastic does not do this. So, when it does eventually break up, it still leaves smaller fragments called micro plastics which have been identified in commercial fish consumed by humans. Hopefully, you ticked micro plastics when you heard that. So, it's quite an extensive answer and if you've got a head full of figures such as 350 million tons, eight million tons each year, use it. Why not? Personally, I don't and I can tell you that because I was just reading from the sample answer.



What might some solutions be to reduce this situation? I think many manufacturers should work really hard to reduce the use of what is called single-use applications plastics which are used just once and then disposed of as this makes up approximately half of all plastics. Plastic can quite easily be recycled and used again for shampoo bottles, for example. Some large companies have already started only using recycled plastics for their own brand products and this kind of policy should be rolled out as widely as possible.

So, you can see in these Part 3 questions we're not really talking about the student anymore. We're talking about bigger issues, more abstract issues, global issues I guess. So, just bear that in mind. I mean a personal anecdote is fine. However, the examiner really wants to know the answer to the question, so what might some solutions-- I mean there's no harm in giving your personal anecdote, but the Part 3 questions are kind of a little bit more abstract, a little bit more broader so to speak.



Next one. What would you say to children who are faced with this problem for the future? I would try to encourage teachers and parents to explain the situation to youngsters, but also to try and be positive about what can be done. Firstly, we all need to be much more careful about recycling which is not impossible and should start at school as well as in the home.

There have been many incredible documentaries informing us about the global plastic problem and awareness is a very important stage in beginning to stop the problem. I'm not sure what is being done at the moment to remove this mass of plastic, but we must make sure we do not make this worse and we protect our planet as well as the wildlife and birds and we should protect the next generation who also have to try and find solutions.

Okay. So, there are a few phrases there. We have global plastic problem, wildlife and birds, documentaries, and protect our planet. So, there we go. We did kind of like a sample speaking test there all about the environment and pollution. Remember we can use pretty much almost all of those phrases in our essay writing as well. So, if you were writing them down, not only will



you have increased the chances of remembering them but ideally, you can see how they're spelled as well or at least check if you were using a computer.

Now, that's everything from me today. I'll just run through the phrases one more time because I think they're very useful. So, outskirts of large towns, factory emissions-- try and recall the definition. If you've got time as well maybe you can even speak it if you're on your own or if you've got headphones. Don't worry. Nowadays, you can walk down the street and talk. Nobody is going to think you're crazy. Earlier it did seem very, very weird, but nowadays obviously, you can get away with it.

Toxic fumes. What are toxic fumes? Traffic jams, pollutants in foods, pesticides, chemical fertilizers, commute to work, mantra, reuse and recycle. Hopefully, you're saying these phrases at the same time or at least repeating them after me. As I said before, the more senses we involve in the process, the higher the chances are that we recall, remember, and use these phrases.



Industrial waste is incinerated. In my city, industrial waste is incinerated. Facilities for recycling. How many facilities for recycling does your city have? My city has three facilities for recycling. Education program. The government needs to roll out an education program to improve awareness of micro plastics. Consequences: the outcomes. Interspersed: mixed with. Pollution has become interspersed with wildlife. Campaign. We need a public campaign against polluters.

Scientists predict. Scientists in my city predict a global meltdown. Disintegrate. Paper can disintegrate, but plastics can't. Micro plastics: very tiny pieces of plastic. Single-use applications: we use them once then throw them out. How many single-use applications can you see in front of you right now? Own brand products: these are products unique to the shop or the supermarket. Rolling out a policy. Yesterday the government rolled out a new COVID-19 policy, for example. Documentaries: TV programs-- factual TV programs.

Right. That's everything and as you probably know, we have a ton of students on the Jump to Band 7 or It's Free course and also, we will be increasing the prices most likely next year.



Therefore, if you want to join us at the current price, then I would recommend you do it now. And also at the moment, if you purchase, we will extend your access time from 100 days up to 300 days. So, you've practically got a whole year.

So, if you are frustrated with IELTS and maybe you failed once or just want to pass first time then you can purchase now. For example, if you want to take the test in June or February or even March whenever next year, you can buy the course now, lock in the current price and because you've got 300 days of access, you've practically got until about October next year to use the course and we're quite flexible as well. If necessary, we can always increase the amount of time you've got on it.

So, just to summarize. If you're frustrated or you want to pass IELTS first time and you're planning to take the test next year, you can still purchase now, lock in the current price, and we will extend your access time to 300 days. So, have a look on the website at ieltpodcast.com and find all the details there and hopefully, you'll join us soon and we can help you pass IELTS.



Have a great day and good luck.

[Music]

Female Voice: Thanks for listening to ieltspodcast.com

